

# **Extract from Specification**

**Pearson Edexcel Entry Level 3  
Essential Skills Wales in  
Communication**

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# Entry Level 3 Essential Skills Wales in Communication

Level:	Entry Level 3
Credit value:	6
Guided Learning Hours:	60

## About this qualification

This is about demonstrating your skills in:

- speaking and listening (CE3.1)
- reading (CE3.2)
- writing (CE3.3)

in familiar and accessible contexts connected with education, training, work and social roles. You will be given guidance by your tutor, teacher or trainer.

## Amplification of evidence requirements

### Notes

- 1 Each level of the skill incorporates and builds on the previous levels. So, for example, in CE3.3.1, the requirement at Entry Level 2 to 'use adjectives appropriately' applies also at Entry Level 3.
- 2 At this level, subject matter and materials will be straightforward, ie those that you will often meet in your work, studies or other activities. Content will be put across in a direct way. You will build on your skills at Entry Level 2 by going into more depth in every area of your work.
- 3 You must provide evidence of your Communication skills, as they are specified in the first column of the component grid. Your evidence must be in the form described in the third column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the second column.
- 4 The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 3 and producing evidence of your work. It is not a mandatory part of the standards.
- 5 The Mandatory Definitions (Annexe A) give the exact meaning of certain words in the document. You must always refer to them when you are developing your skills, gathering your evidence and preparing for assessment.

- 6 Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

## **Evidence**

At Entry Level, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this document to refer to the work you produce for final assessment.

The documents you read must, between them, include symbols and simple images.

There must be evidence that all your work has been assessed and authenticated, eg there must be records/notes, written by a competent assessor, confirming that your work is your own and that it has achieved the required standard.

## **Skill requirements**

In order to achieve this qualification, the evidence that you present for assessment needs to demonstrate that you can meet all of the skills requirements of the qualification for each of the component areas. A piece of work submitted could give assessment evidence for more than one skill.

## Component: CE3.1 Speaking and listening

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements	Guidance
<p><b>CE3.1.1</b> Understand and respond to spoken language in a face-to-face situation.</p>	<ul style="list-style-type: none"> <li>extract detail from short explanations, instructions and narratives</li> <li>identify relevant information and new information from discussions, explanations and short presentations</li> <li>respond appropriately to what others say</li> <li>use strategies to clarify and confirm understanding.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>	<p><b>Understand and respond</b> You must understand and know how to respond to spoken language in a face-to-face situation, i.e. a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE3.1.3).</p> <p><b>New information</b> Some of the information must be new to you and come from a variety of sources.</p> <p><b>Strategies</b> Strategies to clarify and confirm understanding could include asking questions to clarify points, repeating/confirming what the speaker has said, etc.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements	Guidance
<p><b>CE2.1.2</b> Speak to communicate:</p> <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> </ul> <p>on familiar topics, using appropriate language.</p>	<ul style="list-style-type: none"> <li>• speak clearly to be heard and understood using appropriate clarity, speed and phrasing</li> <li>• make requests and ask questions to obtain information in familiar and unfamiliar contexts</li> <li>• respond to a range of questions about familiar topics</li> <li>• express clearly statements of fact and give short explanations, accounts and descriptions</li> <li>• clearly convey your feelings and opinions when appropriate</li> <li>• use language and register appropriate to your listener/s.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>	<p><b>Speak to communicate</b> You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE3.1.3).</p> <p><b>Speak clearly</b> You must articulate your words clearly, speaking at a volume and speed appropriate to the situation (e.g. taking account of room size, noise level, the person/people you are talking to) so that other people can hear and understand what you are saying.</p> <p><b>Express clearly</b> You must use appropriate vocabulary and phrasing, and present what you have to say in a logical order.</p> <p><b>Convey feelings</b> You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements	Guidance
<p><b>CE3.1.3</b> Take part in discussion with two or more other people in a familiar situation.</p>	<ul style="list-style-type: none"> <li>• take part in a discussion with two or more people to reach a shared understanding about familiar topics</li> <li>• follow and understand the main points of discussions on different topics with two or more other people</li> <li>• make relevant contributions to discussions</li> <li>• respect the turn-taking rights of others during discussions.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>The 'two or more other people' must not include the assessor.</p>	<p><b>Discuss</b> You must take part in a discussion with at least two other people. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.</p> <p><b>Respect turn-taking rights</b> You must be able to recognise when others wish to speak in a discussion, and allow them to do so.</p>

## Component: CE3.2 Reading

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements	Guidance
<p><b>CE3.2.1</b> Read, understand and obtain information Independently from short straightforward documents on familiar topics.</p> <p>At least one document must contain an image.</p>	<ul style="list-style-type: none"> <li>• use first- and second-place letters to find and sequence words in alphabetical order</li> <li>• read and understand a range of commonly used relevant words and phrases</li> <li>• trace and understand the main events of straightforward documents of more than one paragraph, and simple images on familiar and everyday topics</li> <li>• recognise the different purposes of documents</li> <li>• locate and understand information using organisational features</li> <li>• find the meaning of words you do not understand, using a dictionary</li> <li>• recognise, read and understand the typical language of instructional documents</li> <li>• identify the main points and ideas in documents</li> <li>• skim-read title, headings and illustrations to decide if material is of interest</li> <li>• scan documents to locate information</li> <li>• obtain specific information through detailed reading</li> <li>• obtain meaning from an image</li> <li>• ask others when you are unclear about what you have read.</li> </ul>	<p>Evidence must show that the candidate has read at least two short documents, each more than one paragraph long. The documents must have different purposes, of which one must be instructional</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> <li>• notes written by the candidate and/or</li> <li>• assessor notes of the candidate reading aloud and answering questions that demonstrate that the candidate has the skills required by the standards.</li> </ul> <p>Evidence may be supported by photocopies of documents and/or images annotated by the candidate.</p> <p>Evidence may be implicit in a written document produced as evidence for CE3.3.1. The documents may be provided by the teacher/tutor/trainer or assessor. Evidence must show that the candidate can ask for help when it is required.</p>	<p><b>Read, understand and obtain information</b> You may read the documents either on paper or on-screen. At least one document must contain an image.</p> <p><b>Recognise purpose</b> You must be able to recognise the purpose of a document (e.g. an instructional document) from its layout, its design or the words it uses, before you read it in detail.</p> <p><b>Use a dictionary</b> You must be able to recognise when you need to understand a word that you are not familiar with, and to find an appropriate definition in a dictionary.</p> <p><b>Ask others</b> You must be able to recognise when you need help and when to ask a suitable person.</p>

## Component: CE3.3 Writing

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements	Guidance
<p><b>CE3.3.1</b> Write a short document to communicate relevant information and opinion(s) to a given audience in an agreed format, using appropriate language.</p>	<ul style="list-style-type: none"> <li>• plan and draft writing</li> <li>• present simple information</li> <li>• use appropriate language</li> <li>• construct sentences, using common conjunctions</li> <li>• organise writing in short paragraphs where appropriate</li> <li>• use correct basic grammar, including appropriate verb-tense, subject–verb agreement</li> <li>• use punctuation correctly, including capital letters, full stops, question marks, exclamation marks</li> <li>• spell correctly words you use most often</li> <li>• produce legible text</li> <li>• make your meaning clear</li> <li>• check and where necessary revise your documents.</li> </ul>	<p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• one short document in a format provided or confirmed by a tutor, teacher or trainer</li> <li>• at least one draft, with evidence of checking.</li> </ul> <p>Evidence may be produced electronically, provided that it is authenticated as the learner's own work.</p>	<p><b>Write a document</b> You must consider possible formats and, with guidance and confirmation from your teacher, tutor or trainer, choose one that is appropriate to your task.</p> <p><b>Checking</b> You must check and (where necessary) correct your work in order to ensure that spelling, punctuation, grammar and paragraphing are correct, and that your meaning is clear</p>

## Guidance for Communication Entry Level 3

The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 3 and producing evidence of your work. It is not a mandatory part of the standards.

### CE3.1.1

#### Understand and respond

You must understand and know how to respond to spoken language in a face-to-face situation, ie a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE3.1.3).

#### New information

Some of the information must be new to you and come from a variety of sources.

#### Strategies

Strategies to clarify and confirm understanding could include asking questions to clarify points, repeating/confirming what the speaker has said etc.

### CE3.1.2

#### Speak to communicate

You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills when you are having a discussion with another person (C3.1.3).

#### Speak clearly

You must articulate your words clearly, speaking at a volume and speed appropriate to the situation (eg room size, noise level, the person/people you are talking to) so that other people can hear and understand what you are saying.

#### Express clearly

You must use appropriate vocabulary and phrasing, and present what you have to say in a logical order.

#### Convey feelings

You must be able to say what you think or feel in a way that is balanced and assertive, without being aggressive.

### **CE3.1.3**

#### **Discuss**

You must take part in a discussion with at least two other people. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.

#### **Respect turn-taking rights**

You must be able to recognise when others wish to speak in a discussion, and allow them to do so.

### **CE3.2.1**

#### **Read, understand and obtain information**

You may read the documents either on paper or on screen. At least one document must contain an image.

#### **Recognise purpose**

You must be able to recognise the purpose of, for example, an instructional document from its layout, design, or the words it uses, before you read it in detail.

#### **Use a dictionary**

You must be able to recognise when you need to understand a word that you are not familiar with, and to find an appropriate definition in a dictionary.

#### **Ask others**

You must be able to recognise when you need help and to ask a suitable person.

### **CE3.3.1**

#### **Write a document**

You must consider possible formats and, with guidance and confirmation from your teacher, tutor or trainer, choose one that is appropriate to your task.

#### **Checking**

You must check and (where necessary) correct your work in order to ensure that spelling, punctuation, grammar and paragraphing are correct and that your meaning is clear.