

# Extract from Specification

## Essential Skills Wales

### Edexcel Level 1 Essential Skills Wales in Communication

This document has been extracted from – and should be used in conjunction with – the Edexcel Entry Levels 1-4 Essential Skills Wales in Communication Specification, the most up to date version of which can be found on the Edexcel website [www.edexcel.com/esw](http://www.edexcel.com/esw)

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

*References to third party material made in this extract from the specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

Publications Code ES026730

All the material in this publication is copyright  
© Edexcel Limited 2011

# Level 1 Essential Skills Wales in Communication

Level:	1
Credit value:	6
Guided learning hours:	60

---

## About this qualification

This is about demonstrating your skills in:

- speaking and listening (C1.1)
- reading (C1.2)
- writing (C1.3)

in familiar contexts, some of which must be formal, connected with education, training, work and social roles.

## Amplification of evidence requirements

### Notes

- 1 Each level of the skill incorporates and builds on the previous levels. So, for example, in C1.3, the requirement to 'use punctuation correctly, including apostrophes' includes capital letters and full stops (Entry Level 1), question marks (Entry Level 2), and exclamation marks (Entry Level 3).
- 2 At this level, subject matter and materials should be straightforward, ie those that you will often meet in your work, studies or other activities, and which have content put across in a direct way with lines of reasoning and main points being easily identified. However, you will build on the skills at Entry Level 3 by working in a wider range of contexts and topics, reading and writing longer and more varied documents, and by making more judgements about your speaking and your writing.
- 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 Level 1 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 Level 1, 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 include, between them, images and symbols.

There must be evidence that all your work has been assessed and authenticated, for example 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: C1.1 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
<p><b>C1.1.1</b></p> <p>Understand and respond to spoken language in a range of contexts.</p>	<ul style="list-style-type: none"> <li>• identify relevant detail and information in explanations, instructions and discussions in a range of contexts</li> <li>• pay close attention and respond constructively to what others say</li> <li>• use strategies to show you are listening and 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 C1.1.3. However, evidence may also be generated in less formal situations in everyday life and work.</p> <p>Contexts must include at least one face-to-face conversation or discussion.</p>
<p><b>C1.1.2</b></p> <p>Speak to communicate:</p> <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> <li>• instructions</li> </ul> <p>On familiar topics, using appropriate language, and in a range of contexts.</p>	<ul style="list-style-type: none"> <li>• judge when to speak and how much to say</li> <li>• clearly express statements of fact, questions, explanations, instructions, accounts and descriptions of familiar topics</li> <li>• use strategies to support what you are saying</li> <li>• present information and ideas in a logical sequence</li> <li>• respond to questions about a range of familiar topics</li> <li>• clearly convey your feelings and opinions when appropriate</li> <li>• use language appropriate to your listener/s and the context.</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 C1.1.3. However, it may also be generated in less formal situations in everyday life and work.</p> <p>Contexts must include at least one face-to-face conversation or discussion.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>C1.1.3</b> Take part in formal discussions with two or more other people.</p>	<ul style="list-style-type: none"> <li>• prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion</li> <li>• take part in a purposeful group discussion to reach a shared understanding</li> <li>• make clear and relevant contributions to discussions respect the turn-taking rights of others during discussions</li> <li>• use appropriate phrases or gestures in order to join in the discussion.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>There must be evidence of at least two discussions. At least one of these must be face-to-face.</p> <p>The ‘two or more other people’ must not include the assessor.</p> <p>Evidence must include the learner’s preparatory notes for the discussions.</p>

## Component: C1.2 Reading

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>C1.2.1</b> Read, understand and obtain information independently from at least two different types of documents. At least one document must contain an image. One document must be at least 250 words long.</p>	<ul style="list-style-type: none"> <li>• read and understand relevant specialist key words and phrases</li> <li>• identify the main points and ideas in documents and images</li> <li>• recognise the purpose of a variety of documents</li> <li>• locate and understand information using organisational features</li> <li>• find the meaning of words and phrases you do not understand, using reference materials</li> <li>• obtain information from documents and images, including inferring meaning that is not explicit in the text</li> <li>• ask others when you are unclear about what you have read.</li> </ul>	<p>The documents must be of different types and have different purposes.</p> <p>The learner must work independently to select material from the documents in order to meet the purpose of their task.</p> <p>The learner must not be given detailed page references.</p> <p>Much of the evidence that the learner has demonstrated the required skills may be implicit in the work produced for C1.3.1 but this must be identified in the portfolio.</p> <p>Evidence may be supported by photocopies of documents and/or images annotated by the learner.</p>

## Component: C1.3 Writing

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>C1.3.1</b></p> <p>Write two short documents of different types to communicate information to a familiar audience in appropriate formats and using language that is appropriate to your purpose and audience.</p> <p>One document must be at least 250 words long.</p>	<ul style="list-style-type: none"> <li>• plan and draft writing</li> <li>• present relevant information in formats that suit your purpose and audience</li> <li>• construct compound sentences, using appropriate conjunctions</li> <li>• organise writing in paragraphs that demonstrate a logical sequence</li> <li>• use correct basic grammar</li> <li>• use punctuation correctly, including apostrophes</li> <li>• spell correctly, including specialist words</li> <li>• judge the relevance of information and the amount of detail to include for your purpose</li> <li>• use language suitable to purpose and audience</li> <li>• use relevant images to help the reader understand your main points</li> <li>• produce legible text</li> <li>• make your meaning clear</li> <li>• check and where necessary, revise your documents.</li> </ul>	<p>Evidence of the required skills must be demonstrated in both documents.</p> <p>For each document, evidence must include notes of planning and at least one draft, with evidence of checking.</p> <p>In final work, sentences must be formed correctly, with correct punctuation, spelling and grammar.</p> <p>Paragraphing must be appropriate.</p> <p>Evidence may be produced electronically, provided that it is authenticated as the learner's own work.</p>

## Guidance for Communication Level 1

---

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 Level 1 and producing evidence of your work. It is not a mandatory part of the standards.

### C1.1.1

#### **Understand and respond**

You must understand and know how to respond to spoken language. In practice, you are likely to demonstrate some of these skills in the context of a formal discussion (C1.1.3). You may demonstrate some, but not all, of these skills in a telephone conversation.

#### **Range of contexts**

The range might include in the classroom, in the workplace, or in everyday life.

#### **Respond constructively**

You must listen to what other people say and respond in ways that show that you have thought about what they have said and can learn from it. You do not have to accept everything that others say but you must be able to explain why you agree or disagree.

#### **Use strategies**

Strategies to show you are listening could include body language, brief affirmative responses, asking questions to clarify points, repeating/confirming what the speaker has said etc.

## **C1.1.2**

### **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 in the context of a formal discussion (C1.1.3). You may demonstrate some, but not all, of these skills in a telephone conversation.

### **Use strategies**

Strategies to support what you are saying could include body language, facial expression, gestures, emphasis etc.

### **Present information and ideas in a logical sequence**

When you are talking to someone, you must be able to make your points in an order that makes it easy for your listener to follow and understand.

### **Clearly convey your feelings and opinions**

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

## **C1.1.3**

### **Discussion**

You must take part in formal discussions with two or more other people, so that you all develop the same understanding of what is being discussed. The discussions must provide opportunities for you to respond to a range of views and sensibilities.

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

You must allow other people to say what they want to say in a discussion; you must not stop others speaking.

### **Join in discussion**

You must be able to show that you want to speak, without interrupting a speaker or appearing to be over-assertive.

## **C1.2.1**

### **Independently**

Your tutor/teacher/trainer may give you, or suggest, some documents for you to read but you must find the information you need within them.

### **Purpose of documents**

You must be able to identify the purpose of a variety of documents (for example to inform, persuade, instruct) by the vocabulary it uses and how it is presented.

### **Inferring meaning**

You must be able to see what a writer means, even when this is not made clear in the text.

### **Skills may be implicit in the work produced**

While this is not required, you could ensure that the purpose of your reading is to help you write one of your documents for C1.3.1. Your reading skills would then be apparent from what you write about the subject of your reading.

## **C1.3.1**

### **Formats that suit your purpose and audience**

Your teacher/tutor/trainer may give you guidance about possible formats for your writing but you must make the final choice yourself. This might be a business letter, a report or essay, a set of instructions, a memo, an article for a newspaper or magazine etc.

### **Judge the relevance of information and the amount of detail to include**

You must be able to decide how much of what you read is relevant to your purpose and how much detail you need to include in what you write.

### **Spelling, grammar, punctuation**

- You must be able to spell correctly, including specialist words related to your topic and context.
- You must know how to write compound sentences using correct basic grammar.
- You must use punctuation such as apostrophes accurately (as well as capital letters, full stops, question marks and exclamation marks, which are required at Entry levels).

## Checking

You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, that it is organised into paragraphs that help the reader to follow what you have written, and that your meaning is clear.

February 2011

For more information on Edexcel and BTEC qualifications  
please visit our website: [www.edexcel.com](http://www.edexcel.com)

Edexcel Limited. Registered in England and Wales No. 4496750  
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government