

# Extract from Specification

## Essential Skills Wales

### Edexcel Level 2 Essential Skills Wales in Communication

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# Level 2 Essential Skills Wales in Communication

Level:	2
Credit value:	6
Guided learning hours:	60

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## About this qualification

This is about demonstrating your skills in:

- speaking and listening (C2.1)
- reading (C2.2)
- writing (C2.3)

in familiar and less 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 C2.3, the requirement to 'use punctuation correctly, including commas and inverted commas' includes capital letters and full stops (Entry Level 1), question marks (Entry Level 2), exclamation marks (Entry Level 3) and apostrophes (Level 1).
- 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 Level 1 by being able to take responsibility for moving a discussion forward, giving a short talk/presentation and reading, summarising and producing longer documents.
- 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 2 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 2, 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, contain reasoning and images.

You must use at least one image or other supporting material in your short talk/presentation.

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: C2.1 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>C2.1.1</b></p> <p>Understand and respond to spoken language on a range of topics and in a range of contexts.</p>	<ul style="list-style-type: none"> <li>• identify relevant detail and information in explanations, instructions, discussions and presentations on a range of topics and in a range of contexts</li> <li>• respond constructively to criticism</li> <li>• use strategies to show you are listening and to clarify and confirm understanding</li> <li>• identify the speaker's intentions.</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 C2.1.3(a) or a question and answer session following the short talk/presentation in C2.1.3(b). 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>C2.1.2</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 and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.</p>	<ul style="list-style-type: none"> <li>• use varied vocabulary and expressions to suit your purpose</li> <li>• provide further detail and development to clarify or confirm understanding</li> <li>• use appropriate strategies including language and non-verbal communication to support what you are saying</li> <li>• confirm that listener/s understand your meaning</li> <li>• use language and non-verbal communication appropriate to your listener/s and the situation.</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 C2.1.3(a) or a question and answer session following the short talk/presentation in C2.1.3(b). 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>C2.1.3</b></p> <p>(a) Take part in formal discussions with two or more other people.</p> <p>(b) Give a talk/presentation of at least four minutes.</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 in a way that suits your purpose and situation</li> <li>• help to move the discussion forward</li> <li>• use appropriate phrases or gestures in order to join in the discussion or change the topic</li> <li>• support your opinions and arguments with evidence</li> <li>• prepare your talk/presentation</li> <li>• summarise information from your reading and from other sources to suit your purpose</li> <li>• speak clearly in a way that suits your subject, purpose and situation</li> <li>• keep to the subject and structure your talk/presentation in a logical sequence to help your audience follow a line of thought or series of events</li> <li>• use a variety of ways to support the main points of your talk/presentation including using images or other material.</li> </ul>	<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 for C2.1.3(a) and C2.1.3(b) must include the learner’s preparatory notes for the discussion/talk/presentation.</p> <p>There must be additional evidence which may be in the form of:</p> <ul style="list-style-type: none"> <li>• audio/visual clips of the discussion/talk/presentation and/or</li> <li>• witness statements.</li> </ul> <p>In the talk/presentation, brief notes may be used as a prompt, but the learner must not read these out.</p> <p>Evidence of the talk/presentation must include the use of at least one image or other supporting material.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
C2.1.3 <i>continued</i>		<p>Assessors must look for:</p> <ul style="list-style-type: none"> <li>• clarity of expression</li> <li>• evidence that the talk/presentation is well structured, keeps to the point, gives a clear illustration of the main points and uses a variety of ways to support the main points</li> <li>• evidence that listeners have followed the talk/presentation with little difficulty.</li> </ul>

## Component: C.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>C2.2.1</b> Read, understand and summarise information from at least two documents about the same subject. Each document must be at least 500 words long. At least one must contain reasoning and at least one must contain an image.</p>	<ul style="list-style-type: none"> <li>• read and understand specialist vocabulary</li> <li>• identify the main points, ideas and lines of argument and reasoning from text and images, including by inference</li> <li>• recognise the writer's purpose and intentions, including where they are implicit</li> <li>• locate and understand information using organisational features</li> <li>• find the meaning of unfamiliar words and phrases, using reference materials</li> <li>• select and use different types of continuous documents to obtain relevant information</li> <li>• ask others when you are unclear about what you have read.</li> </ul>	<p>The documents must be of different types. The documents may be included on a reading list or may be identified by the learner, depending on the context of the work. The learner must work independently to select material from the documents in order to meet the purpose of their task. The learner must not be given detailed page references. Much of the evidence that the learner has demonstrated the required skills may be implicit in the summary produced for C2.3.1 and/or for C2.1.3(b) but this must be identified in the portfolio. Evidence may be supported by photocopies of documents and/or images annotated by the learner.</p>

## Component: C2.3 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>C2.3.1</b></p> <p>Write two documents of different types, each one giving different information to different audiences in appropriate formats and using language that is appropriate to your purpose and audience.</p> <p>One document must be at least 500 words long.</p>	<ul style="list-style-type: none"> <li>• summarise information from your reading and from other sources to suit your purpose</li> <li>• plan and draft writing</li> <li>• present relevant information in formats that suit your purpose and audience</li> <li>• construct complex sentences using a range of appropriate conjunctions</li> <li>• organise writing in paragraphs that help to make meaning clear</li> <li>• use correct grammar</li> <li>• use punctuation correctly, including commas and inverted commas</li> <li>• spell correctly, including specialist words</li> <li>• structure your writing to help readers follow and understand your main points</li> <li>• present information and ideas in a logical or persuasive sequence</li> <li>• use different styles of writing, including using formal and informal language, to suit different purposes</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 2

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

### C2.1.1

#### 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 C2.1.3(a) or if there is a question and answer session following your short talk/presentation in C2.1.3(b). You may demonstrate some, but not all, of the 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 criticism, both negative and positive, and respond in ways that show that you have considered the criticism and can learn from it. You do not have to accept all criticisms as valid but you must be able to explain why you reject a point of criticism.

#### 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.

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

#### Speaker's intentions

You must be able to recognise signs that indicate the speaker's purpose, such as their choice of vocabulary, tone of voice and body language, so that you can respond appropriately.

## **C2.1.2**

### **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 C2.1.3(a) or if there is a question and answer session following your short talk/presentation in C2.1.3(b). You may demonstrate some, but not all, of these skills in a telephone conversation.

### **Varied**

You must be able to draw on a range of vocabulary and expressions appropriate to varied purposes and contexts.

### **Clarify**

You must be able to recognise when members of your audience/group do not understand what you are saying and be able to give more detail or explanation until you are sure that they have understood.

## **C2.1.3**

### **Discussion**

The discussion must provide opportunities for you to respond to a range of views and sensibilities, and to take the lead in moving discussion forward.

### **Move discussion forward**

You must know how to maintain the momentum of a discussion, for example, how to:

- respond to and offer constructive criticism
- provide evidence to support opinions and arguments
- use appropriate phrases to change the direction of the discussion or refocus on its purpose
- develop points and open up new ideas
- summarise what has been said
- ensure there is an agreed/shared understanding.

### **Join in discussion**

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

### **Change the topic**

You must be able to change the direction or topic of a discussion, or to bring it back to the point, without appearing to be aggressive or 'taking over'.

### **Subject**

Your subject matter will usually be closely connected with your work, programme of study, or area of interest.

### **Give a short talk/presentation**

You must give a short talk/presentation, involving some degree of formality, lasting at least four minutes. There must be a purpose to your talk/presentation and the subject matter will usually be closely connected with your work, programme of study, or an area of interest. You must use images or objects such as models or samples to help your audience of at least three people understand your talk/presentation.

### **Summarise**

You must be able to distinguish between what is or is not relevant to your purpose, and be able to present the essence of what you have read in a concise way.

The information you summarise may be drawn from your reading for C2.2 but it may come from other sources.

### **Speak clearly**

You must:

- articulate your words clearly
- use a style of language to suit the subject and purpose of your talk/presentation, for example when giving explanations, instructions, or accounts of events, or when presenting an argument
- be able to adapt the volume, pitch and pace of your speaking to suit the situation (for example number of listeners, room size, noise level)
- take into account the status of your audience and how familiar they are to you
- vary your tone of voice to keep audience attention.

## **Structure your talk/presentation**

You must know how to present information and ideas in a clear sequence, for example how to start and close the talk/presentation, use cues to signal key points or change of track, so as to take your audience with you.

## **Variety of ways**

You must use a variety of ways, including images or other material (for example a model) to support your main points. You must ensure that an image is suitable for its purpose, whether you produce your own charts or diagrams, or select images from other sources.

## **C2.2.1**

### **Main points**

You must be able to read critically when you are following a sequence of information or ideas in explanatory or persuasive texts (of more than 500 words), and know how to identify points of view when reading an argument.

### **Writer's purpose and intentions**

You must be able to identify the purpose of a text (for example to inform, persuade) by its use of vocabulary and structure, in order to make judgements about its relevance.

### **Select**

You must know how to locate and select material from documents such as reference books, textbooks, instruction manuals, magazines, newspapers and dictionaries, or pages from the internet, so you can use different types of document to obtain information (for example to compare facts, opinions or ideas).

### **Skills may be implicit in the summary**

While this is not required, you could ensure that the purpose of your reading is to help you prepare for your talk/presentation or for one of your written documents. Your ability to summarise would then be implicit in the content of your talk/presentation or one of your written documents.

## **C2.3.1**

### **Write documents**

Your teacher/tutor/trainer may give you guidance about possible appropriate 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.

### **Summarise**

You must be able to distinguish between what is or is not relevant to your purpose, and be able to present the essence of what you have read in a concise way.

The information you summarise may be drawn from your reading for C2.2 but it may come from other sources.

### **Structure your writing**

You must know how to organise your written work in a logical or persuasive sequence, using paragraphs and features such as headings and subheadings.

### **Styles**

You must be able to use formal and informal language, including, for example, persuasive techniques, technical vocabulary and evidence to support the points you are making, to suit different purposes for writing.

### **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 complex sentences (for example using 'because' or 'although'), and use tenses consistently, as well as ensuring subject/verb agreement (which is required at Level 1).
- You must use punctuation such as commas and inverted commas accurately (as well as apostrophes, capital letters, full stops, question marks and exclamation marks, which are required at the lower 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 where appropriate, and that your meaning is clear.

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