

Extract from Specification

Essential Skills Wales

Edexcel Level 3 Essential Skills Wales in Communication

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Level 3 Essential Skills Wales in Communication

Level:	3
Credit value	6
Guided learning hours:	60

About this qualification

This is about demonstrating your skills in:

- speaking and listening (C3.1)
- reading (C3.2)
- writing (C3.3)

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 C3.2.3, the requirement to 'use punctuation correctly' includes all the punctuation identified at lower levels, ie commas and inverted commas, apostrophes, capital letters, full stops, question marks, and exclamation marks.
- 2 At this level, subject matter and materials will be complex. You will have to use some specialist vocabulary and balance and evaluate points and arguments. You will have to give a talk/presentation that lasts for at least eight minutes. Reading matter may include abstract ideas and will tend to be detailed and require close reading to ensure that you understand the writer's meaning and purpose. What you write should be carefully reasoned and coherently set out.
- 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 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 Level 3, 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 complex information or reasoning, and images.

You must use at least one image or other supporting material in your 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: C3.1 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>C3.1.1</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"> • identify relevant detail and information in complex explanations, instructions, discussions and presentations • understand and follow detailed explanations and instructions on a range of topics in familiar and less familiar contexts • respond constructively to criticism • use strategies to show you are listening and to clarify and confirm understanding • identify the speaker's intentions. 	<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 C3.1.3(a) or a question and answer session following the talk/presentation in C3.1.3(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>C3.1.2</p> <p>Speak to communicate</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions • complex instructions <p>on a range of familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.</p>	<ul style="list-style-type: none"> • use appropriate varied and specialist vocabulary and expressions to suit your subjects, purposes and situations • confirm that listener/s understand your meaning • adapt your language and what you say to suit different subjects, purposes and situations • give constructive feedback. 	<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 C3.1.3(a) or a question and answer session following the talk/presentation in C3.1.3(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>C3.1.3</p> <p>(a) Take part in formal discussions with two or more other people.</p> <p>(b) Give a talk/presentation of at least eight minutes.</p>	<ul style="list-style-type: none"> • prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion • take part in a purposeful group discussion on a complex subject to work towards agreement • make clear and relevant contributions in a way that suits your purpose and situation • develop points and ideas, with a sensitive awareness of others' feelings, beliefs and opinions • encourage others to contribute • prepare your talk/presentation to suit your purpose • bring together information from your reading and from other sources to present your own interpretation to suit your purpose • speak clearly and use language and a style of presentation to suit your purpose, the complexity of the subject, the formality of the situation, and the needs of the audience 	<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 C3.1.3(a) and C3.1.3(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"> • audio/visual clips of the discussion/talk/presentation and/or • witness statements. <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 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
C3.1.3 <i>continued</i>	<ul style="list-style-type: none"> • structure what you say to progress logically through each stage of your presentation • use a variety of techniques to engage the audience, including using images or other material to support or enhance what you are saying. 	<p>Assessors must look for:</p> <ul style="list-style-type: none"> • clarity of expression • 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 • evidence that listeners have followed the talk/presentation with little difficulty.

Component: C3.2 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>C3.2.1 Read, understand and synthesise information from at least two documents about the same subject. Each document must be at least 1,000 words long. At least one must contain complex information or reasoning and at least one must contain an image.</p>	<ul style="list-style-type: none"> • read and understand specialist and complex vocabulary • identify the main points, ideas and lines of argument and reasoning from text and images, including by inference • recognise the writer’s purpose and intentions and infer meaning which is not explicit • locate and understand information using organisational features • find the meaning of unfamiliar words and phrases, using reference materials • compare accounts and recognise opinion and possible bias • select and explore a range of different complex documents to obtain relevant information • explore and understand complex information and lines of reasoning in documents • ask others when you are unclear about what you have read. 	<p>The documents must be of different types.</p> <p>The documents may be included on a reading list or may be identified by the learner, depending on the context of the work.</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 documents produced for C3.3.1 and/or for C3.1.3(b) 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: C3.3 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>C3.3.1</p> <p>Write two documents of different types, each one giving different information to different audiences about complex subjects in appropriate formats and using language that is appropriate to your purpose and audience.</p> <p>One document must be at least 1,000 words long.</p>	<ul style="list-style-type: none"> • bring together information from your reading and from other sources to present your own interpretation to suit your purpose • plan and draft writing • select and use formats and styles of writing that are appropriate to your purpose, audience and the complexity of the subject matter • organise material coherently to suit the length, complexity and purpose of your document • use correct grammar • use punctuation correctly • spell words correctly • select and use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject • present information and ideas in a logical or persuasive sequence • produce legible text • make your meaning clear • check and where necessary revise your documents. 	<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 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 Level 3 and producing evidence of your work. It is not a mandatory part of the standards.

C3.1.1

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 C3.1.3(a) or if there is a question and answer session following your talk/presentation in C3.1.3(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.

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.

C3.1.2

Speak to communicate

You must know how to orally communicate a range of content and sentiments. In practice, you will demonstrate some of these skills in the context of a formal discussion C3.1.3(a) or if there is a question and answer session following your short presentation in C3.1.3(b). You may demonstrate some, but not all, of these skills in a telephone conversation.

Use specialist vocabulary

You must be able to draw on vocabulary that is specific to the context in which you are speaking, for example technical terms.

Give constructive feedback

When listening to what others are saying or have said, you must be able to make comments and suggestions that help them to improve both what they say and how they say it.

C3.1.3

Discussion

The discussion must provide opportunities for you to respond to a range of views and sensibilities, and to show that you are aware that others may have different feelings, beliefs and opinions.

Encourage others to contribute

You must be able to recognise when others want to speak and help them to do so.

Give a talk/presentation

You must give a formal talk/presentation, lasting at least eight 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 and objects such as models or samples to help your audience of at least three people understand your talk/presentation.

Bring together information

You must be able to take information from two or more sources and combine and present it in a way that suits your purpose. The information you bring together may be drawn from your reading for C3.2 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 techniques

You must use a variety of techniques, 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.

C3.2.1

Main points

You must be able to read critically when you are following a sequence of information or ideas in documents, 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.

Infer meaning which is not explicit

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

Select and explore

You must know how to select a range of types of document that are relevant to your purpose (for example reference books, textbooks, instruction manuals, magazines, newspapers and dictionaries, pages from the internet), and to obtain relevant information from them.

Skills may be implicit in the documents

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 synthesise would then be implicit in the content of your talk/presentation or one of your written documents.

C3.3.1

Select and use formats

You must be able to decide on the appropriate format for your writing. This might be a business letter, a report or essay, a set of instructions, a memo, an article for a newspaper or magazine etc.

Bring together information

You must be able to take information from two or more sources and combine and present it in a way that suits your purpose.

The information you bring together may be drawn from your reading for C3.2 but it may come from other sources.

Appropriate style and tone

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 audiences, contexts and purposes.

Correct punctuation spelling, and grammar

- You must use punctuation correctly, including capital letters, full stops, commas, apostrophes, inverted commas (quotation marks), question marks, and exclamation marks.
- You must spell all words correctly
- You must be able to write complex sentences (for example using 'because' or 'although') using tenses consistently, ensuring subject/verb agreement etc.

Checking

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

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