

Specification

Essential Skills Wales

Edexcel Levels 1-4 Essential Skills Wales in Communication

January 2011

Issue 2

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.

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Contents

| | |
|--|-----------|
| Qualification titles covered by this specification | 1 |
| Introduction | 2 |
| Structure of the qualifications | 3 |
| Edexcel Levels 1-4 Essential Skills Wales in Communication | 3 |
| Qualification format | 5 |
| Assessment | 6 |
| General principles | 6 |
| Accreditation of Prior Learning (APL) | 7 |
| Quality assurance of centres | 7 |
| Approval | 8 |
| Programme design and delivery | 8 |
| Access and recruitment | 9 |
| Restrictions on learner entry | 9 |
| Access arrangements and special considerations | 9 |
| Professional development and training | 10 |
| Further information | 10 |
| Communication: Evidence requirements | 11 |
| Level 1 Essential Skills Wales in Communication | 13 |
| Level 2 Essential Skills Wales in Communication | 23 |
| Level 3 Essential Skills Wales in Communication | 35 |
| Level 4 Essential Skills Wales in Communication | 47 |
| Annexe A – Communication Mandatory Definitions | 57 |

Qualification titles covered by this specification

Edexcel Level 1 Essential Skills Wales in Communication

Edexcel Level 2 Essential Skills Wales in Communication

Edexcel Level 3 Essential Skills Wales in Communication

Edexcel Level 4 Essential Skills Wales in Communication

These qualifications have been developed in line with the Welsh Assembly Government (WAG) and accredited by DCELLS and are eligible for public funding. The Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QANs for the qualifications in this publication are:

| | |
|---|------------|
| Edexcel Level 1 Essential Skills Wales in Communication | 500/7637/1 |
| Edexcel Level 2 Essential Skills Wales in Communication | 500/7647/4 |
| Edexcel Level 3 Essential Skills Wales in Communication | 500/7644/9 |
| Edexcel Level 4 Essential Skills Wales in Communication | 500/7640/1 |

The qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Additional Edexcel Essential Skills Wales qualifications

Edexcel Entry Level Essential Skills Wales in Application of Number

Edexcel Entry Level Essential Skills Wales in Communication

Edexcel Entry Level Essential Skills Wales in ICT

Edexcel Levels 1-4 Essential Skills Wales in Application of Number

Edexcel Levels 1-4 Essential Skills Wales in ICT

For the specifications and further information please visit our website at www.edexcel.com.

Introduction

This document contains the required outcomes, content and associated guidance for the Edexcel Levels 1-4 Essential Skills Wales in Communication. It contains further details of the assessment and quality assurance of these qualifications and includes advice about Edexcel's policy regarding access to its qualifications.

Essential Skills Wales (ESW) qualifications are designed to meet a range of different needs. They:

- aim to improve the skills of young people and adults, and to rationalise the available qualifications
- bring together the current key and basic skills into a single suite of skills standards and qualifications, suitable for all learners, both young and adult, and across all contexts
- provide a better guarantee of the skills young people need to participate and progress in education, training and employment
- develop and secure the broader range of aptitudes, attitudes and behaviours that will enable learners to make positive contributions to the communities in which they live and work.

The Essential Skills Wales suite of qualifications consists of three individual skill areas, with standards/qualifications available at each level within these skills. The skill areas are:

- Application of Number
- Communication
- Information and Communication Technology (ICT).

This new suite of skills qualifications will replace the current key skills in Application of Number, Communication and ICT and the Basic Skills of Adult Literacy, Adult Numeracy and Skills for Life ICT in Wales from September 2010.

Structure of the qualifications

Edexcel Levels 1-4 Essential Skills Wales in Communication

Each level within the Essential Skills Wales in Communication is made up of three components:

- speaking and listening
- reading
- writing.

To achieve the qualification at each level, learners must demonstrate that they have met the minimum standard for each component area.

The aim of the communication standards is to encourage learners to develop and demonstrate their speaking, listening, reading and writing skills for different purposes. The standards are concerned essentially with developing and recognising learner ability to select and apply communication skills in ways that are appropriate to their particular context. However, they can also be used to help individuals make connections with less familiar contexts and develop their ability to progress to higher levels of competence. Communication techniques are essential, but so too are the skills of application, such as making decisions about the relevance and quality of information and taking account of purpose and audience. The standards are designed to recognise learner progression in terms of both underpinning techniques and of the skills of application.

Each skill level incorporates and builds on the previous levels. Details of all the levels are provided to show the inter-relationship and the differentiation between the levels.

It is important to note that, where the wording of a standard is identical at different levels, the progression is inherent in another aspect of the standard. For example, the requirement to 'ask others when you are unclear about what you have read' appears at all levels from Entry 1 to Level 4. Progression is inherent in the fact that the complexity and detail of the reading matter will be more demanding at each level.

At the three Entry levels learners need to use speaking, listening, reading and writing skills in familiar and accessible contexts. The communication skills demanded by the situation or problem are clear and straightforward. Guidance and direction are provided by a tutor, teacher or trainer.

At Level 1 learners need to use speaking, listening, reading and writing skills in the context of straightforward subject matter, materials and tasks. They must take part in formal discussions on everyday subjects, identify the main points and ideas in reading material, and produce short documents written in uncomplicated language and including compound sentences.

At Level 2 learners need to give a short talk/presentation and to contribute to discussions by using more varied vocabulary and helping to move things forward. Learners should be able to select relevant reading material from different sources and be able to use more advanced reading skills, both in order to follow lines of reasoning in lengthier documents and to summarise information to use in their short talk/presentation and/or their writing. They must show they can adapt the structure and style of their writing to different types of document, and that they are capable of using complex sentences that are spelt and punctuated correctly.

At Level 3 the complexity of materials and subject matter increases. Learners are likely to be required to balance a number of points simultaneously, while evaluating the relative importance of each. In discussions, learners need to be sensitive to the contributions of others, develop points and ideas, and actively encourage others to participate. In delivering presentations, learners should demonstrate a clear sense of purpose and be able to engage their audience's attention.

Reading matter should include different documents about one topic that present a number of ideas, some of which may be abstract. Documents will tend to be detailed and require close reading in order to extract lines of reasoning. Learners should demonstrate an ability to use materials in a systematic way so that they can find relevant information quickly, separate fact from opinion, identify bias in writing, and synthesise their findings to use in their presentation and/or their writing. Writing should use a style suited to the complexity of its subject and purpose, and be carefully reasoned and set out in a coherent and well-crafted manner.

At Level 4 learners are expected to develop and apply their skills for different purposes and in different situations over an extended period of time (for example about three months) with substantial independence. This may involve them addressing a variety of audiences. The extended timeframe is to ensure that there are sufficient opportunities for the work to develop, as well as for learners to monitor and critically reflect on their progress and the effectiveness of their communication skills, so that they can adapt their strategy in response to new demands and feedback from others.

Learners need to show that they can:

- plan their use of communication skills strategically
- apply these skills effectively and for a purpose over an extended period of time
- monitor and review their work, including the development of their skills
- critically reflect on their progress.

Qualification format

Each qualification level has a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each qualification is set out in the following way.

Qualification level

This is the level of study of the qualification as determined by DCELLS.

Credit value

This is the volume of learning achievement through completion of the qualification as determined by DCELLS.

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

About this qualification

This states explicitly what skills a learner will develop through completing the qualification. It provides amplification of the evidence requirements for the qualification level.

Skills components

These expand the skills a learner needs to develop to achieve the qualification, as set out in the *About this qualification* section. These are taken directly from the ESW qualification standards and provide the skills statement in the first column that the learner needs to provide evidence of, the skills needed to be able to provide this evidence in the second column and the form the evidence must take in the third column.

Guidance

This supports the requirements of the skills components for the qualification. It provides explanations of some of the requirements of the standards that may be useful when learners are developing skills for the qualification and producing evidence for their portfolios.

Assessment

General principles

Assessment must be targeted at a specific level. It must provide a reliable measure of proficiency at the level by providing significant evidence of success against the requirements of the ESW standards at the specified level.

The level of an ESW qualification is determined by four factors:

- the learners' familiarity with the context, task or activity
- the complexity of the situation and the task or activity
- the degree of independence shown by the learner in deciding which skills they will use and how they will apply them to suit different tasks and activities
- the range and complexity of the techniques and skills the learner uses in completing the task or activity.

These four factors interrelate so that, to some extent, relatively low demand in one factor may be compensated by relatively high demand in another. However, the skills are demonstrated through performance so the key determinant of the overall level is the learner's ability to select, use and apply their skills when carrying out a task or activity.

Evidence of a learner's skills must:

- be set in realistic and interesting contexts and scenarios that are relevant to the learner
- require learners to tackle a purposeful task or tasks that are relevant to the contexts/scenarios
- require the application of knowledge, skills and understanding for the purpose of the task/s
- assess process skills and the outcome of their application.

Assessments must comply in full with the Evidence Requirements of the ESW standards, including Amplification of Evidence Requirements and Mandatory Definitions, at the relevant level. They must not include any additional requirements.

Learners must submit a portfolio of evidence for assessment to demonstrate competence for all skills. Learners must adhere to the evidence requirements detailed in this specification.

Assessment for the Edexcel Levels 1-4 Essential Skills Wales in Communication is criterion referenced, based on the achievement of specified skills.

The overall grading for the Edexcel Levels 1-4 Essential Skills Wales in Communication is a pass, based upon the successful achievement of all skills.

The Edexcel Levels 1-4 Essential Skills Wales in Communication are internally assessed and verified. Centre processes will be quality assured by Edexcel.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel's policy on APL is provided on our website: www.edexcel.com.

Quality assurance of centres

Details of quality assurance procedures are set out in the *Edexcel Quality Assurance Handbook* published annually.

Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. Edexcel operates a quality assurance process which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for Edexcel qualifications
- centre risk assessment by Edexcel of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions)
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding Edexcel approval are able to gain qualification approval online. New centres must complete a centre approval application.

The key principles of quality assurance are that:

- a centre delivering Edexcel programmes must be an approved centre and must have approval for the programmes or groups of programmes that it is operating
- the centre agrees as part of gaining approval to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering Edexcel qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

Approval

Centres must be approved with Edexcel to offer Essential Skills Wales. Centres should complete an approvals form via www.edexcel.com or email approvals@edexcel.com.

Where centres are approved to offer Edexcel Apprenticeships they will be automatically approved to offer Essential Skills Wales.

The approval contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

Programme design and delivery

Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to subject specialists where applicable.

Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to the qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to complete the programme of study successfully and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Edexcel's policy on learners with particular requirements.

Restrictions on learner entry

There are no restrictions on entry.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Learners with particular disabilities may be unable to show that they are competent by providing all their evidence in the form specified.

For such learners, reasonable adjustments to the evidence requirements may be allowed in appropriate circumstances. In some cases, exemptions may be permissible. Such arrangements must be agreed in advance with Edexcel.

Further details are given in Edexcel's policy *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* which is on the Edexcel website (www.edexcel.com). This document will apply to the Essential Skills Wales qualifications. This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Professional development and training

Edexcel supports UK and international customers with training related to Edexcel qualifications, including ESW. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

| | | |
|-------------------------------|----------------------|--|
| BTEC and NVQ | 0844 576 0026 | (ESW queries should be directed here) |
| GCSE | 0844 576 0027 | |
| GCE | 0844 576 0025 | |
| The Diploma | 0844 576 0028 | |
| DIDA and other qualifications | 0844 576 0031 | |

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Further information

Edexcel produces regular policy statements on Edexcel qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at www.edexcel.com.

Communication: Evidence requirements

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>C1.1.1</p> <p>Understand and respond to spoken language in a range of contexts.</p> | <ul style="list-style-type: none"> • identify relevant detail and information in explanations, instructions and discussions in a range of contexts • pay close attention and respond constructively to what others say • use strategies to show you are listening and to clarify and confirm understanding. | <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>C1.1.2</p> <p>Speak to communicate:</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions <p>On familiar topics, using appropriate language, and in a range of contexts.</p> | <ul style="list-style-type: none"> • judge when to speak and how much to say • clearly express statements of fact, questions, explanations, instructions, accounts and descriptions of familiar topics • use strategies to support what you are saying • present information and ideas in a logical sequence • respond to questions about a range of familiar topics • clearly convey your feelings and opinions when appropriate • use language appropriate to your listener/s and the context. | <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>C1.1.3 Take part in formal discussions with two or more other people.</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 to reach a shared understanding • make clear and relevant contributions to discussions respect the turn-taking rights of others during discussions • use appropriate phrases or gestures in order to join in the discussion. | <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>C1.2.1 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"> • read and understand relevant specialist key words and phrases • identify the main points and ideas in documents and images • recognise the purpose of a variety of documents • locate and understand information using organisational features • find the meaning of words and phrases you do not understand, using reference materials • obtain information from documents and images, including inferring meaning that is not explicit in the text • ask others when you are unclear about what you have read. | <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>C1.3.1</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"> • plan and draft writing • present relevant information in formats that suit your purpose and audience • construct compound sentences, using appropriate conjunctions • organise writing in paragraphs that demonstrate a logical sequence • use correct basic grammar • use punctuation correctly, including apostrophes • spell correctly, including specialist words • judge the relevance of information and the amount of detail to include for your purpose • use language suitable to purpose and audience • use relevant images to help the reader understand your main points • 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 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.

Level 2 Essential Skills Wales in Communication

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

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>C2.1.1</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 explanations, instructions, discussions and presentations on a range of topics and in a range of 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 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>C2.1.2</p> <p>Speak to communicate</p> <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions <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"> • use varied vocabulary and expressions to suit your purpose • provide further detail and development to clarify or confirm understanding • use appropriate strategies including language and non-verbal communication to support what you are saying • confirm that listener/s understand your meaning • use language and non-verbal communication appropriate to your listener/s and the situation. | <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>C2.1.3</p> <p>(a) Take part in formal discussions with two or more other people.</p> <p>(b) Give a talk/presentation of at least four 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 to reach a shared understanding • make clear and relevant contributions in a way that suits your purpose and situation • help to move the discussion forward • use appropriate phrases or gestures in order to join in the discussion or change the topic • support your opinions and arguments with evidence • prepare your talk/presentation • summarise information from your reading and from other sources to suit your purpose • speak clearly in a way that suits your subject, purpose and situation • 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 • use a variety of ways to support the main points of your talk/presentation including using images or other material. | <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"> • 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 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"> • 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: 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>C2.2.1 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"> • read and understand specialist 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, including where they are implicit • locate and understand information using organisational features • find the meaning of unfamiliar words and phrases, using reference materials • select and use different types of continuous documents to obtain relevant information • ask others when you are unclear about what you have read. | <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>C2.3.1</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"> • summarise information from your reading and from other sources to suit your purpose • plan and draft writing • present relevant information in formats that suit your purpose and audience • construct complex sentences using a range of appropriate conjunctions • organise writing in paragraphs that help to make meaning clear • use correct grammar • use punctuation correctly, including commas and inverted commas • spell correctly, including specialist words • structure your writing to help readers follow and understand your main points • present information and ideas in a logical or persuasive sequence • use different styles of writing, including using formal and informal language, to suit different purposes • 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 2

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.

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.

Level 4 Essential Skills Wales in Communication

| | |
|------------------------|----|
| Level: | 4 |
| Credit value: | 6 |
| Guided learning hours: | 60 |

About this qualification

This is about demonstrating your skills in:

- developing a strategy for using communication skills (C4.1)
- monitoring your progress and adapting your strategy as necessary (C4.2)
- presenting the outcomes of your work (C4.3)
- evaluating your overall strategy (C4.3).

Amplification of evidence requirements

Notes

- 1 Each level of the skill incorporates and builds on the previous levels. You must therefore ensure that you are familiar with all the requirements of communication Level 3 which, in turn, incorporates the requirements of the lower levels.
- 2 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.
- 3 The guidance in this 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 4 and producing evidence of your work. It is not a mandatory part of the standards.
- 4 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.
- 5 Witness statements may be used to support written evidence (for example of a discussion) but must not be the only form of evidence that you provide.

Evidence

At Level 4, 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.

You must produce evidence of meeting the requirements of C4.1, C4.2 and C4.3 in the context of one activity.

Documents used in evidence may be handwritten, typed or word processed.

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: C4.1 Developing a strategy

| You must provide evidence that you can: | In order to show that you are competent, you need to know how to: | Evidence requirements |
|--|--|---|
| <p>C4.1.1</p> <p>Develop a strategy for using communication skills over an extended period of time.</p> | <ul style="list-style-type: none"> • clearly identify the outcomes you hope to achieve • plan your use of communication skills over an extended period of time • make a reasoned choice of methods for achieving the quality of outcomes required, including collating and recording information • identify relevant sources of information, including people and reference material, and research the information you need. | <p>Evidence must be written and may be in various forms, including entries in a personal development plan or progress file, or a project proposal.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • reasons for the choice of methods • annotated references of sources used for researching information. |

Component: C4.2 Monitoring progress

| You must provide evidence that you can: | In order to show that you are competent, you need to know how to: | Evidence requirements |
|---|---|---|
| <p>C4.2.1 Monitor your progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least:</p> <ul style="list-style-type: none"> • one group discussion about a complex subject • one document of at least 1,000 words about a complex subject. | <ul style="list-style-type: none"> • evaluate information obtained from discussions with others and from reference material, identifying opinion, possible bias and distortion of information when making judgements • synthesise information by identifying the various arguments and presenting your own interpretation in a way that brings together information coherently • communicate relevant information about complex subjects accurately and in a form, structure and style that suits your purpose • take a lead role in group discussions, clearly structuring what you say and using appropriate vocabulary, intonation and emphasis to make your points • write extended documents, structuring the material and presenting arguments and information in a logical sequence, and ensure that spelling, punctuation and grammar are correct • respond perceptively to contributions from others | <p>Evidence of monitoring progress and adapting strategy may be through:</p> <ul style="list-style-type: none"> • written records of the learner's reflections on the progress of the work and of feedback obtained <p>and/or</p> <ul style="list-style-type: none"> • written notes of discussions with appropriate persons, supported by witness statements. <p>Evidence must describe choices made, reasons for these, and judgements of their effectiveness.</p> <p>Evidence of group discussion may include minutes of meetings, audio/visual clips, and witness statements.</p> <p>For the document, evidence must include:</p> <ul style="list-style-type: none"> • notes of planning • at least one draft, with evidence of checking • full references for all sources used. |

| You must provide evidence that you can: | In order to show that you are competent, you need to know how to: | Evidence requirements |
|---|---|-----------------------|
| C4.2.1 <i>continued</i> | <ul style="list-style-type: none"> • monitor and critically reflect on your use of communication skills including: <ul style="list-style-type: none"> - obtaining feedback from others - noting choices made and judging their effectiveness • adapt your strategy as necessary to overcome difficulties and produce the quality of outcomes required. | |

Component: C4.3 Presenting outcomes and evaluating strategy

| You must provide evidence that you can: | In order to show that you are competent, you need to know how to: | Evidence requirements |
|--|--|---|
| <p>C4.3.1 Present the outcomes of your work, using at least one formal oral presentation.</p> | <ul style="list-style-type: none"> • organise and clearly present relevant information, including your outcomes, illustrating what you say by making comparisons, providing examples that relate to the interests of the audience • use a variety of verbal, visual and other techniques to illustrate complex points in ways that suit your purpose, subject and audience • vary your use of vocabulary and grammatical expression to convey particular effects, enable fine distinctions to be made, achieve emphasis and engage your audience. | <p>Evidence must include the learner's preparatory notes for the presentation. There must be additional evidence which may be in the form of:</p> <ul style="list-style-type: none"> • audio/visual clips of the presentation and/or • witness statements. <p>In the presentation, brief notes may be used as a prompt, but the learner must not read these out.</p> <p>Assessors must look for:</p> <ul style="list-style-type: none"> • clarity of expression • appropriate use of vocabulary • the use of a variety of verbal, visual and other techniques • evidence that the presentation is well structured, with examples that are relevant to the audience • evidence that the audience has responded appropriately. |

| You must provide evidence that you can: | In order to show that you are competent, you need to know how to: | Evidence requirements |
|---|--|---|
| <p>C4.3.2</p> <p>Evaluate the effectiveness of your strategy and identify ways to further develop your communication skills.</p> | <ul style="list-style-type: none"> • evaluate the effectiveness of your strategy, identifying factors that had an impact on the outcomes • identify ways to further develop your communication skills. | <p>Evidence must be written but may be supported by a recorded discussion with an appropriate person.</p> |

Guidance for Communication Level 4

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

C4.1.1

Identify the outcomes

An intended outcome is a statement of what you want or need to achieve (for example better documentation for laboratory audit work). You may need to negotiate these outcomes with other people who are involved in the work. You must identify and write down outcomes that are specific, so you will be able to tell if they have been achieved. This will help later when you are monitoring and evaluating your work.

Plan your use of communication skills

You must plan your use of communication skills so you can make the most of your work activities. You will need to spend some time researching, finding out and exploring work activities in order to identify where and how you can use oral, written and visual communication skills over the coming months. You must allow time to read, draft and proofread documents, prepare presentations, and set up discussions.

Make a reasoned choice of methods

You must be familiar with the strengths and weaknesses of different ways of presenting information, including recording methods that can be used to aid planning, monitoring and reviewing processes (for example a Gantt chart/timeline). You must choose which ones to use in your work.

Identify relevant sources of information

You must check a range of different sources, including people who may be able to support you in developing your skills and completing the work. You must know how to use appropriate referencing and filing systems, and keep records of the sources you use.

C4.2.1

Evaluate information

You must develop a 'critical eye' for assessing the quality and reliability of information from different sources, taking into account commercial, political, academic or personal interests that may influence content and presentation. You must check facts, research other sources, and ask additional questions.

Synthesise information

You must know how to look for logical relationships in the materials you use, identify the important ideas, and take a critical attitude towards the material by relating it to your own views and experience. You must bring together and combine information from a range of sources in order to present it consistently and coherently.

Monitor and critically reflect

You must know how to track, record, reflect on and evaluate your progress (the use of ICT may be helpful). You must identify reliable sources of feedback and use feedback constructively to help you monitor your performance and make decisions (for example on whether to adapt your overall strategy).

C4.3.1

Organise and clearly present relevant information

You must know how to present information in ways that best suit your purpose, subject and audience (for example how to structure what you say coherently so that sequences of ideas and information, including outcomes, can be followed easily). You must use a range of techniques, such as diagrams or models, to support your argument and know when it is appropriate to use technical vocabulary and conventions.

C4.3.2

Evaluate the effectiveness of your strategy

You must be able to identify how your decisions, and the resources and people involved in your work, have influenced how you have tackled the activity and its outcomes. You must take into account the effect of your own strengths and weaknesses in communication.

Identify ways to further develop your communication skills

You must reflect on your overall level of communication skills and suggest areas where you need to improve, based on the experience you have gained in this activity. You must be able to identify opportunities that are available to you (for example for training, for changing working practices, or for tackling new kinds of tasks). You must discuss with a line manager, colleague or mentor how you might improve working methods, take advantage of new opportunities, and further develop your skills.

Annexe A – Communication Mandatory Definitions

The focus of this Mandatory Definitions document is on the terms that are particularly relevant to the Communication standards.

accessible

Accessible contexts are contexts that are easy for the learner to understand and to work in.

account/s

An account is a description of an event or sequence of events, sometimes with evaluative comment.

activity

An activity includes a number of related tasks where the results of one task affect the carrying out of another. See also ‘task’.

agree

- (of subject and verb)
In most cases the form of a verb changes according to its subject, so the verb and subject ‘agree’, for example I am/he is/they are; I was/you were; I like/she likes, I don’t/he doesn’t.
- (a format)
Consider a variety of formats and, with guidance and confirmation from a tutor, teacher or trainer, choose one that is appropriate to a task.

appropriate

An appropriate text, word, utterance or style is suitably phrased for its intended audience and form. The use of ‘appropriate’ in the standards accepts that different contexts require different treatments. In this respect, it differs from ‘correct’, which is concerned with accuracy of grammar, spelling or punctuation.

assessor

An assessor is the person who is competent/trained and responsible for judging a learner’s performance against the standards at the appropriate level.

audience

The audience is the people addressed by a text, document, image or speaker. The term includes readers, listeners, film/TV audiences and users of information technology.

audio/visual clips

Clips may be selected from a longer recording but must not be edited in any other way.

authentic (evidence)

Evidence that has been produced by the learner with no more help, support or guidance than is permitted at the relevant level.

authenticate

To confirm that a learner's evidence is authentic.

body language

Facial expressions, gestures etc that communicate feelings and attitudes that are not articulated in words. Meaning may differ from what is being said. Sometimes referred to as 'non-verbal communication' or NVC.

chart

For the purpose of the communication skill, it is not necessary to distinguish between 'chart' and 'graph'. Examples include pie chart, bar chart, histogram, pictogram, frequency polygon, frequency chart or diagram, single or multiple line graph, and scatter graph with or without line of best fit.

check

To go through work for a second time (or more) and correct mistakes.

chronological

Chronological writing is organised in terms of sequences of events over time.

common

Common words, patterns of spelling and grammatical constructions are those that occur frequently and in non-specialist contexts.

complex

- Complex subjects or materials deal with abstract or sensitive issues and lines of enquiry that depend on clear reasoning that may not be immediately clear. The subject matter must have several strands and must be challenging to the learner in terms of the ideas it presents. Specialist vocabulary and complicated sentence structures may be used.
- A complex sentence is a sentence with an independent clause and at least one dependent clause (subordinate clause). The dependent clause is introduced either by a conjunction such as *although* or *because*, or by a relative pronoun such as *who* or *which*.

compound sentence

A compound sentence joins two simple sentences with conjunctions such as 'and', 'or' and 'but'.

confirm

To confirm a shared understanding is to check with the other person that you have correctly understood what they are saying and vice versa.

continuous (document)

A document in which sentences and paragraphs follow from each other, in contrast to a document made up only of single words, phrases or bullet points.

correct

‘Correctness’ in written communication includes the ability to spell, punctuate and apply the rules of grammar without making mistakes and at increasing levels of sophistication.

However, assessors should take fitness for purpose and the level of the task into account. Where a document is for personal use or for limited informal circulation, occasional slips are acceptable. Where a document is intended for public consumption (including formal circulation to colleagues in a work setting), where mistakes might be seen to reflect badly on the writer or on the organisation, it should be without mistakes. As only one or two written documents are required in evidence, learners who check their work and correct any mistakes should be able to achieve this standard.

Spelling

At Entry Levels 1, 2 and 3, where only one short document is required, the standards allow some mistakes in spelling.

At Level 1, one or two spelling mistakes in a document are permitted, as long as these are not repeated in the second document. The same applies at Levels 2 and 3, providing that meaning is still clear. Untypical, one-off slips can therefore be overlooked. The same mistake occurring more than once in a single document counts as a single mistake. At Level 4, there must be no spelling mistakes.

Punctuation

At Entry Levels 1, 2 and 3, the standards make specific and limited demands for correct punctuation. The requirements increase at each level until, at Levels 3 and 4, all punctuation that is used must be correct.

Where a learner is using punctuation that is beyond the demands of the standards at the level at which they are working, mistakes should not be penalised.

Grammar

At Entry Level 1, the standards require only that the learner can construct simple sentences. The requirements increase at each level, including (from Entry Level 3 onwards) the correct use of conjunctions, paragraphs and grammar.

Where a learner is using grammar or sentence structures that are beyond the demands of the standards at the level at which they are working, mistakes should not be penalised.

NB: At all levels, evidence must show that learners have checked that their work is correct, whether it is handwritten or word processed, and that they have made any necessary corrections.

decode

To translate the visual code of letters into a word.

description/descriptive

Provide information about an event, object, place etc without passing judgement on it or offering an explanation. Makes greater use of adjectives and figurative language than other forms of writing.

detailed reading

A form of reading at the opposite end of the spectrum from skimming or scanning. Detailed reading involves careful reading in order to extract specific information, but also to gain a complete understanding of the text's intentions and the way in which language choice and syntax combine to produce a particular message.

diagram

Any graphical method of representation, other than a chart or graph, where scale is or is not a factor. Examples include: scale drawing, plan or workshop drawing, circuit drawing, 3D representation, flow chart, critical path or network diagram, and organisation chart. See also 'chart'.

discussion

At Entry Level 1, a discussion may be one-to-one. At higher levels, it must involve at least two other people. At all levels, the other person/s must not be/include the assessor. Discussions must be purposeful in relation to the learner's work, life etc.

document

Any written, printed, or onscreen material that includes words is a document.

establish

To establish a shared understanding is to discuss until all parties are agreed.

See also 'confirm'.

everyday

Describes text, language and situations that fall within the daily experience of most people in non-specialist contexts.

evidence

At all levels, learners have to produce a portfolio of evidence to demonstrate that they have the skills required to satisfy the requirements of the standards. Evidence can include written material, computer printouts, artwork, photographs, artefacts, audio and/or video recordings, and witness statements/testimony. See also 'portfolio' and 'witness statement'.

explanation

An explanation makes something (for example a piece of writing, or something that is said) more clear by giving more detail and, where appropriate, describing its causes and consequences. An explanation will often use words such as 'so', 'therefore', and, 'because'.

extended

- **Period of time**
At Level 4, an extended period of time is likely to be at least three months.
- **Documents**
At Level 4, an extended document will be at least 1,000 words and is likely to include several parts or sections.

familiar

Describes contexts, situations, audiences, sources, topics or words of which the learner has prior knowledge or experience.

fit/ness for purpose

- Information must be evaluated and selected, taking into account the authority of sources, and the currency, relevance, bias etc of the information.
- Text and/or images and/or numbers must be presented in ways that will help the audience to understand the information that is being presented.
- Information must be laid out and presented in ways that meet the purpose of the task or activity and are appropriate to the nature of the audience. See also 'purposeful'.

formal

- Formal language is characterised by more elaborate grammatical structures and by more conservative vocabulary, for example 'obtain' rather than 'get', 'gratuity' rather than 'tip'.
- A formal discussion or situation is where there are rules of conduct, for example a meeting. A purposeful formal discussion might be:
 - a group/team meeting to discuss a project
 - a workplace discussion about a product or proposed procedure
 - a review of a recent event or assignment
 - a classroom or workplace discussion about a current topic or problem.

format

The way in which a text is arranged or presented, for example as a business letter, memo, leaflet, essay, report, video, audiotape, or the way in which it is structured, for example the use made of headings, subheadings, diagrams, photographs with captions.

gist

The main point or idea of a text or discussion. Reading or listening for gist is therefore reading or listening to identify only the main point or points.

given

Refers to a task, text or source that is provided to the learner by the tutor, teacher or trainer, rather than the learner having to find, identify or choose it for themselves.

graph

See 'chart'.

graphic knowledge

The ability to understand the key features of a language's writing system, including the basic shape of the letters, the plural form of nouns, spelling patterns in verb endings, the difference between upper and lower case, etc. The term may also be used to refer to understanding of the other features of a text, for example typographical or visual, that hold clues to its meaning.

group

A group is made up of three or more individuals. For assessment purposes, a group must not include the assessor.

image

In communication, images include photographs, models, plans, sketches, diagrams, pictures, graphs and charts. Whatever form the image takes, it must be fit for purpose and must aid understanding of the written or spoken text.

A 'simple image' might be a picture, sketch or diagram that shows simple information and requires very little interpretation.

A table of text or numbers does not count as an image for communication.

independence/-t/-ly

Making choices or decisions without consulting a tutor, teacher or trainer in the first instance, though perhaps asking advice or seeking confirmation later. Includes being able to recognise when it is appropriate to ask for advice or seek confirmation.

informal

Informal language is more colloquial than formal language, uses simple grammatical structures and less technical or complex vocabulary.

instruction/instructional

Describes text written to help readers do something properly, for example recipes, vehicle repair manuals, self-assembly instructions. Instructional text tends to use imperative verbs and to provide step-by-step instruction.

interpret/ation

Explain the meaning of, for example, symbols, information, results.

key words

The words that carry the substance of a phrase or the meaning of a sentence. Identifying the key words of a text is therefore a means of understanding its gist. The term is also applied to those words in any subject that learners have to understand if they are to progress.

language

Includes vocabulary and phrasing. May be formal or informal, as appropriate to context.

legible

For handwritten text, has its everyday meaning of 'readable'. For word processed text, means avoiding fonts, layouts etc that make the text hard to read. Legible text is fit for purpose.

narrative

Describes text that recounts events, often in chronological order. Narrative text may be purely fictional, it may include some information, or it may be in prose or poetic form.

non-verbal communication

See 'body language'.

organisational features (of a document)

Refers to those aspects of the visual display of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other subheadings, bulleted lists, captions to photographs and illustrations, text presented in display boxes, tables, footnotes, indexes, etc.

personal details/information

May include name/s, address, age, date of birth, postcode.

personal key words

Refers to those words that are important to learners in terms of their daily lives. No two people's personal key words will be the same, since they will include the person's address, the names of family members, employer's name and address, and so on.

persuasive

To be persuasive is to try to influence or convince the reader. A continuous, persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view and a final summary or recommendation. Other types of persuasive texts, for example advertisements, use a combination of textual features including words, sounds and images, in order to persuade.

phonic

Relates to vocal, or speech, sounds.

portfolio

A portfolio is a file, folder or other means of storing and presenting the evidence that the learner is submitting for final/summative assessment. It may include a variety of types of evidence, for example written, video, audio, artefact, and may be in hard copy, e-based (often referred to as an e-portfolio), or a combination of these.

present (verb)

Unless otherwise specified in the standards, learners may present the results of their work in written or spoken form, or a combination of these.

presentation

See 'talk/presentation'.

purposeful

Related to the purpose of the task or activity. Evidence must be generated in the context of a task or activity that satisfies some purpose in the learner's work or leisure. Evidence that is collected simply to satisfy the requirements of the learner's portfolio is not purposeful and does not meet the assessment requirement. See also 'Fitness for purpose'.

range

Refers to three or more questions, topics, contexts, sources etc.

regular

An adjective used to describe words, typically verbs and nouns, that conform to general rules, for example simply adding an *s* to make a plural, or *ing* to make a present participle.

repeated language patterns

Describes the repetition of vocabulary and the recurrence of structural features in grammar and spelling that enable the learner to accurately predict the sound and sense of words and constructions, and therefore obtain meaning from text.

scan

To look over a text very quickly, trying to find information by locating key words.

short

Denotes words, sentences and texts of such a length as to be readily accessible to learners and to enable them to experience a sense of achievement at having successfully decoded or written them.

sight vocabulary

Words that a learner recognises on sight without having to decode them or work them out.

sign

A notice that includes words and/or symbols to inform the 'reader', for example road sign, signpost,

See also 'symbol'.

simple

Indicates a basic, uncomplicated meaning or structure. A simple sentence structure, for example, follows the standard pattern of subject, verb (and, optionally, object); a simple narrative will follow a chronological sequence and be told from one viewpoint only. See also 'straightforward'.

skim

To read to get an initial overview of the subject matter and main ideas of a passage.

sources

May be other people, printed material, electronic material (for example the internet), broadcasts etc. The range and complexity of sources will increase as the demand of a problem or task increases through the levels.

speak clearly

Refers to volume, enunciation and vocabulary.

specialist (language/words)

Words that are specific to a particular context, for example skill, occupation, leisure interest.

straightforward

Describes subjects and materials that learners often meet in their work, studies or other activities. Straightforward content is put across in a direct way so that the main points are easily identifiable; sentence structures are simple and learners will be familiar with the vocabulary. See also 'simple'.

structure

The 'structure' of a talk/presentation or of a written document is the way it is organised to help the audience or reader follow and understand what is being said or what is written. For example, there will be an introduction, a middle section, and a conclusion, with information and arguments being presented in a logical order.

symbol

- Letter, numeral, figure or other mark that represents a number, an operation or another mathematical idea, for example V (Roman symbol for five), > (is greater than).
- A design or motif, for example on a notice or piece of equipment, that informs the 'reader' of content or meaning, for example the symbol for radioactivity, the symbol for high-voltage electricity.

See also 'signs'.

synthesise

To synthesise information is to go beyond simply summarising findings from reading. It involves assessing and sorting facts, opinions and ideas from a range of sources and bringing them together to present a consistent and coherent interpretation.

table

An orderly arrangement of information, numbers or letters, usually in rows and columns.

talk/presentation

Indicates an oral address to an audience of at least three people and involving some degree of formality for a specific purpose.

text

Words (and sometimes images) that are intended to communicate. Texts vary in form, purpose and length and in presentation, for example on screen, in print.

types of document

Documents may be informative, instructional, persuasive etc.

unfamiliar

This is the opposite of 'familiar'. See 'familiar'.

valid

Valid evidence is evidence that gives a true picture of the work of the learner and is directly relevant to the required standard.

witness statement

A statement (sometimes called 'witness testimony') that confirms that the learner has demonstrated the skill/s in question (for example a discussion) at the required standard. The statement must be signed by a competent person, ie a person who was present when the learner demonstrated their competence and who is, in the opinion of the assessor, capable of making a reliable, fair and unbiased judgement in relation to the required standard.

Where used, a witness statement should include the date, the name, signature and contact details of the witness, and details of the context in which the observation took place. There must also be a very short note of the witness's role, for example workplace supervisor, geography teacher, youth group leader.

The assessor must confirm the authenticity and the validity of a witness statement; they may need to confirm with the witness that the statement is genuine and to check that the witness understands the requirements of the standard.

A witness statement must not be the sole form of evidence that a learner has achieved the standard.

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