

# Specification

## Essential Skills Wales

### Edexcel Entry Levels 1-3 Essential Skills Wales in Communication

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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.

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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# Qualification titles covered by this specification

**Edexcel Entry Level 1 Essential Skills Wales in Communication**

**Edexcel Entry Level 2 Essential Skills Wales in Communication**

**Edexcel Entry Level 3 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 Entry Level 1 Essential Skills Wales in Communication	500/8914/6
Edexcel Entry Level 2 Essential Skills Wales in Communication	500/8916/X
Edexcel Entry Level 3 Essential Skills Wales in Communication	500/8918/3

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 available**

Edexcel Entry Level Essential Skills Wales in Application of Number

Edexcel Entry Level Essential Skills Wales in ICT

Edexcel Levels 1-4 Essential Skills Wales in Communication

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](http://www.edexcel.com).

# Introduction

This document contains the required outcomes, content and associated guidance for the Edexcel Entry Levels 1-3 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 qualifications available
- 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:

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

The 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 from September 2010 in Wales.

# Structure of the qualifications

## Edexcel Entry Levels 1-3 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, a learner 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 essentially concerned with developing and recognising learners' 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. The techniques of Communication 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 learners' 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, 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 3. The 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 a 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 (eg 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 Entry level (Entry 1, Entry 2 and Entry 3). 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 learner's 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.

The assessment for the Edexcel Entry Levels 1-3 Essential Skills Wales in Communication is criterion referenced, based on the achievement of specified skills.

The overall grading for the Edexcel Entry Levels 1-3 Essential Skills Wales in Communication is a pass, based upon the successful completion of all skills.

The Edexcel Entry Levels 1-3 Essential Skills Wales in Communication are internally assessed and internally 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](http://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](http://www.edexcel.com) or email [approvals@edexcel.com](mailto: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 these 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](http://www.edexcel.com)). This document will apply to 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](http://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:

<b>BTEC and NVQ</b>	<b>0844 576 0026</b>	<b>(ESW queries should be directed here)</b>
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](http://www.edexcel.com).

# **Communication: evidence requirements**



# Entry Level 1 Essential Skills Wales in Communication

Level:	Entry Level 1
Credit value:	6
Guided Learning Hours:	60

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## About this qualification

This is about demonstrating your skills in:

- speaking and listening (CE1.1)
- reading (CE1.2)
- writing (CE1.3)

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

## Amplification of evidence requirements

### Notes

- 1 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.
- 2 At this level, subject matter and materials will be straightforward, ie those that you will often meet in your work, studies or other activities. Content will be put across in a direct way.
- 3 The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 1 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 evidence, and preparing for assessment.
- 5 Witness statements must not be the only form of evidence that you provide. When you provide a witness statement, it must be supported by other evidence.

## **Evidence**

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

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

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

## **Skill requirements**

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

## Component: CE1.1 Speaking and listening

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE1.1.1</b> Understand and respond to spoken language in a face-to-face situation.</p>	<ul style="list-style-type: none"> <li>• use key words to extract specific information</li> <li>• follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</li> <li>• respond to requests for personal information.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE1.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>
<p><b>CE1.1.2</b> Speak to communicate</p> <ul style="list-style-type: none"> <li>• basic information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> </ul> <p>on familiar topics, using appropriate language.</p>	<ul style="list-style-type: none"> <li>• speak clearly to be heard and understood</li> <li>• make requests using appropriate terms</li> <li>• ask questions to obtain specific information</li> <li>• make statements of fact clearly</li> <li>• convey your feelings and opinions when appropriate</li> <li>• use language appropriate to your listener/s.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE1.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>
<p><b>CE1.1.3</b> Take part in discussion with another person in a familiar situation about familiar topics.</p>	<ul style="list-style-type: none"> <li>• take part in a one-to-one discussion to confirm a shared understanding about familiar topics.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>The assessor must not be the other person in the discussion.</p>

## Component: CE1.2 Reading

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE1.2.1</b> Read, understand and obtain information on familiar everyday topics from short documents.</p>	<ul style="list-style-type: none"> <li>• recognise the letters of the alphabet in both upper and lower case</li> <li>• decode simple, regular words</li> <li>• recognise and understand simple words, signs and symbols</li> <li>• read short documents and simple images with repeated language patterns on familiar topics</li> <li>• follow a short written narrative on a familiar topic or experience</li> <li>• recognise the different purposes of documents</li> <li>• find the meaning of words that you do not understand</li> <li>• ask others when you are unclear about what you have read.</li> </ul>	<p>Evidence must show that the learner has read at least two short documents. The documents must have different purposes.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> <li>• notes written by the learner</li> <li>and/or</li> <li>• assessor notes of the learner reading aloud and answering questions that demonstrate that the learner has the skills required by the standards.</li> </ul> <p>Evidence may be supported by photocopies of documents and/or images annotated by the learner.</p> <p>Evidence may be implicit in a written document produced as evidence for CE1.3.1.</p> <p>The documents may be provided by the teacher/tutor/trainer or assessor.</p> <p>At least one document should include at least one symbol and at least one simple image.</p> <p>Evidence must show that the learner can ask for help when they need it.</p>

## Component: CE1.3 Writing

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE1.3.1</b> Write a short document to communicate information to a familiar given audience in a given format and using appropriate language.</p>	<ul style="list-style-type: none"> <li>• write the letters of the alphabet using upper and lower case</li> <li>• use written words and phrases to record or present information</li> <li>• use appropriate language</li> <li>• construct simple sentences</li> <li>• punctuate a simple sentence with a capital letter and a full stop</li> <li>• use a capital letter for personal pronoun ‘I’</li> <li>• spell correctly some personal key words and familiar words</li> <li>• produce legible text</li> <li>• make your meaning clear</li> <li>• check and where necessary revise your document.</li> </ul>	<p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• one short document in a format provided or confirmed by a tutor, teacher or trainer</li> <li>• at least one draft, with evidence of checking.</li> </ul> <p>Evidence may be produced electronically, provided that it is authenticated as the learner’s own work.</p>

## Guidance for Communication Entry Level 1

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The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 1 and producing evidence of your work. It is not a mandatory part of the standards.

### CE1.1.1

#### **Understand and respond**

You must understand and know how to respond to spoken language in a face-to-face situation, ie a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE1.1.3).

#### **Use key words to extract specific information**

When you are listening to someone talking to you, you must be able to pick out the most important words in what they are saying.

#### **Single-step instructions**

Each instruction should require only a single action by you, though there may be a series of these.

### CE1.1.2

#### **Speak to communicate**

You must know how to orally communicate a range of content and feelings. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE1.1.3).

#### **Speak clearly**

You must articulate your words clearly, so that other people can hear and understand what you are saying.

#### **Specific information**

You must word your questions so that it is clear exactly what information you are asking for.

#### **Convey feelings**

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

### **CE1.1.3**

#### **Discuss**

You must take part in a one-to-one discussion with another person. You may suggest both the topic and the situation, or these may be given to you by your tutor, teacher or trainer.

#### **Confirm a shared understanding**

The purpose of your discussion must be to make sure that you understand the topic in the same way as the person you are talking to.

### **CE1.2.1**

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

You may read the documents either on paper or on screen, or they may be signs or notices.

#### **Recognise purpose**

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

#### **Find the meaning**

When you are trying to read a word that you do not understand, you may use a dictionary or a reference book, or you may ask for help from an appropriate person.

#### **Ask others**

You must be able to recognise when you need help and to ask for it.

### **CE1.3.1**

#### **Write a document**

You must write a document in a format that your tutor/teacher/trainer will give you.

#### **Checking**

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



# Entry Level 2 Essential Skills Wales in Communication

<b>Level:</b>	<b>Entry Level 2</b>
<b>Credit value:</b>	<b>6</b>
<b>Guided Learning Hours:</b>	<b>60</b>

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## About this qualification

This is about demonstrating your skills in:

- speaking and listening (CE2.1)
- reading (CE2.2)
- writing (CE2.3)

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

## Amplification of evidence requirements

### Notes

- 1 Each level of the skill incorporates and builds on the previous level. So, for example, the requirement at Entry Level 1 to 'use a capital letter for personal pronoun 'I' also applies at all higher levels.
- 2 At this level, subject matter and materials will be straightforward, ie those that you will often meet in your work, studies or other activities. Content will be put across in a direct way. You will build on your skills at Entry Level 1 by going into more depth in every area of your work, including having a discussion with two or more other people in a group.
- 3 You must provide evidence of your Communication skills, as they are specified in the first column of the component grid. Your evidence must be in the form described in the third column ('Evidence requirements'). In order to provide this evidence, you will need to have the skills that are listed in the second column.
- 4 The guidance within the qualification supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 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 Entry Level, you will be assessed via a portfolio of evidence. The term 'evidence' is used in this document to refer to the work you produce for final assessment.

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

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

### **Skill requirements**

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

## Component: CE2.1 Speaking and listening

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE2.1.1</b></p> <p>Understand and respond to spoken language in a face-to-face situation.</p>	<ul style="list-style-type: none"> <li>• extract detail from short explanations, instructions and narratives</li> <li>• identify the main points of short presentations</li> <li>• identify simply expressed feelings and opinions.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE2.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>
<p><b>CE2.1.2</b></p> <p>Speak to communicate</p> <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> </ul> <p>on familiar topics, using appropriate language.</p>	<ul style="list-style-type: none"> <li>• speak clearly to be heard and understood</li> <li>• make requests and ask questions to obtain information in everyday contexts</li> <li>• ask questions to clarify understanding</li> <li>• respond to straightforward questions</li> <li>• express clearly statements of fact and short accounts and descriptions</li> <li>• convey your feelings and opinions when appropriate</li> <li>• use language appropriate to your listener/s.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE2.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE2.1.3</b> Take part in discussion with two or more other people in a familiar situation.</p>	<ul style="list-style-type: none"> <li>• take part in a discussion with two or more people to establish a shared understanding about familiar topics</li> <li>• follow the gist of discussions involving two or more other people</li> <li>• make appropriate contributions to discussions.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>The ‘two or more other people’ must not include the assessor.</p>

## Component: CE2.2 Reading

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE2.2.1</b> Read, understand and obtain information on familiar everyday topics from short straightforward documents.</p>	<ul style="list-style-type: none"> <li>• use initial letters to find and sequence words in alphabetical order</li> <li>• use phonic and graphic knowledge to decode words</li> <li>• read and understand relevant signs, symbols and frequently used words</li> <li>• read and understand words related to personal information, including first name, surname, address, postcode, age, date of birth</li> <li>• trace and understand the main events of short chronological and instructional documents on familiar topics</li> <li>• recognise the different purposes of documents</li> <li>• locate information, using captions and illustrations</li> <li>• find the meaning of words you do not understand, using a simple dictionary</li> <li>• read and understand linking words and adverbials in instructions and directions</li> <li>• ask others when you are unclear about what you have read.</li> </ul>	<p>Evidence must show that the learner has read at least two short documents with different purposes, including both a chronological and an instructional document.</p> <p>Evidence may be in the form of:</p> <ul style="list-style-type: none"> <li>• notes written by the learner and/or</li> <li>• assessor notes of the learner reading aloud and answering questions that demonstrate that the learner has the skills required by the standards.</li> </ul> <p>Evidence may be supported by photocopies of documents and/or images annotated by the learner.</p> <p>Evidence may be implicit in a written document produced as evidence for CE2.3.1.</p> <p>The documents may be provided by the teacher/tutor/trainer or assessor. At least one should include signs and symbols.</p> <p>Evidence must show that the learner can ask for help when they need it.</p>

## Component: CE2.3 Writing

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE2.3.1</b> Write a short document to communicate relevant information to a given audience in a given format and using appropriate language.</p>	<ul style="list-style-type: none"> <li>• use written words and phrases to record or present information</li> <li>• use appropriate language</li> <li>• construct simple sentences</li> <li>• use adjectives appropriately</li> <li>• use punctuation correctly, including capital letters, full stops and question marks</li> <li>• spell correctly the majority of personal details and familiar common words</li> <li>• produce legible text</li> <li>• make your meaning clear</li> <li>• check and where necessary revise your document.</li> </ul>	<p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• one short document in a format provided or confirmed by a tutor, teacher or trainer</li> <li>• at least one draft, with evidence of checking.</li> </ul> <p>Evidence may be produced electronically, provided that it is authenticated as the learner's own work.</p>

## Guidance for Communication Entry Level 2

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The guidance below supports the requirements of the three columns of the component areas and is intended to advise and help you and your teacher/tutor/trainer in your work. It provides explanations of some of the requirements of the standards that may be useful when you are developing the skill of Communication at Entry Level 2 and producing evidence of your work. It is not a mandatory part of the standards.

### CE2.1.1

#### Understand and respond

You must understand and know how to respond to spoken language in a face-to-face situation, ie a telephone conversation is not acceptable. In practice, you may demonstrate some of these skills when you are having a discussion with another person (CE2.1.3).

#### Extract detail

You must be able to grasp the details of what someone is saying.

#### Identify the main points

You must be able to pick out the most important points in a short talk/presentation.

### CE2.1.2

#### Speak to communicate

You must know how to orally communicate a range of content and feelings. In practice, you may demonstrate some of these skills when you are having a discussion with another person (C2.1.3).

#### Questions

Your questions may be, for example, to make requests, obtain information, or clarify your understanding.

#### Speak clearly

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

#### Express clearly

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

#### Convey feelings

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

### **CE2.1.3**

#### **Discuss**

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

### **CE2.2.1**

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

You may read the documents either on paper or on screen. At least one document must contain signs, symbols and simple images.

#### **Trace and understand**

You must be able to follow and understand the sense of a document that you are reading.

#### **Recognise purpose**

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

#### **Use a simple dictionary**

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

#### **Ask others**

You must be able to recognise when you need help and to ask for it.

### **CE2.3.1**

#### **Write a document**

You must write a document in a format that your tutor/teacher/trainer will give you.

#### **Checking**

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

# Entry Level 3 Essential Skills Wales in Communication

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

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## About this qualification

This is about demonstrating your skills in:

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

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

## Amplification of evidence requirements

### Notes

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

## **Evidence**

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

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

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

## **Skill requirements**

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

## Component: CE3.1 Speaking and listening

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE3.1.1</b></p> <p>Understand and respond to spoken language in a face-to-face situation.</p>	<ul style="list-style-type: none"> <li>• extract detail from explanations, instructions and narratives</li> <li>• identify relevant information and new information from discussions, explanations and short presentations</li> <li>• respond appropriately to what others say</li> <li>• use strategies to clarify and confirm understanding.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>
<p><b>CE3.1.2</b></p> <p>Speak to communicate</p> <ul style="list-style-type: none"> <li>• information</li> <li>• feelings</li> <li>• opinions</li> <li>• questions</li> </ul> <p>on familiar topics, using appropriate language.</p>	<ul style="list-style-type: none"> <li>• speak clearly to be heard and understood using appropriate clarity, speed and phrasing</li> <li>• make requests and ask questions to obtain information in familiar and unfamiliar contexts</li> <li>• respond to a range of questions about familiar topics</li> <li>• express clearly statements of fact and give short explanations, accounts and descriptions</li> <li>• clearly convey your feelings and opinions when appropriate</li> <li>• use language and register appropriate to your listener/s.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>Evidence may be generated in the context of a discussion for CE3.1.3. However, it may also be generated in informal exchanges in everyday life and work.</p> <p>Evidence from a telephone conversation is not acceptable.</p>

You must provide evidence that you can:	In order to show that you are competent, you need to know how to:	Evidence requirements
<p><b>CE3.1.3</b> Take part in discussion with two or more other people in a familiar situation.</p>	<ul style="list-style-type: none"> <li>• take part in a discussion with two or more people to reach a shared understanding about familiar topics</li> <li>• follow and understand the main points of discussions on different topics with two or more other people</li> <li>• make relevant contributions to discussions</li> <li>• respect the turn-taking rights of others during discussions.</li> </ul>	<p>Evidence may be in various forms, including audio/visual clips and witness statements.</p> <p>The ‘two or more other people’ must not include the assessor.</p>

## Component: CE3.2 Reading

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

## Component: CE3.3 Writing

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

## Guidance for Communication Entry Level 3

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

### CE3.1.1

#### Understand and respond

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

#### New information

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

#### Strategies

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

### CE3.1.2

#### Speak to communicate

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

#### Speak clearly

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

#### Express clearly

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

#### Convey feelings

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

### **CE3.1.3**

#### **Discuss**

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

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

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

### **CE3.2.1**

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

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

#### **Recognise purpose**

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

#### **Use a dictionary**

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

#### **Ask others**

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

### **CE3.3.1**

#### **Write a document**

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

#### **Checking**

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

# Annexe A – Communication Mandatory Definitions

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

## **accessible**

Accessible contexts are contexts that it is 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’, eg 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.

**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.

**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.

## **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.

## *Punctuation*

At Entry Levels 1, 2 and 3, the standards make specific and limited demands for correct punctuation.

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.

**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 on-screen 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 Entry Level, 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 (eg 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'.

**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, eg 'obtain' rather than 'get', 'gratuity' rather than 'tip'.
- A formal discussion or situation is where there are rules of conduct, eg 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, eg as a business letter, memo, leaflet, essay, report, video, audiotape, or the way in which it is structured, eg 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.

### **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, eg 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, eg recipes, vehicle repair manuals, self-assembly instructions. Instructional text tends to use imperative verbs and to provide step-by-step instruction.

**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.

**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, eg 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, eg 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', eg 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 (eg 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.

**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'.

**symbol**

Letter, numeral, figure or other mark that represents a number, an operation or another mathematical idea, eg 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, eg the symbol for radioactivity, the symbol for high-voltage electricity.

See also 'signs'.

**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, eg 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 (eg 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, eg 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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