

Edexcel GCSE and GCSE (Short Courses) in Arabic/Chinese/French/German/Greek/Italian/Japanese/Russian/Spanish/Urdu

Key skills development suggestions

Here are the key skills development suggestions as mentioned in *Appendix 1* of the specifications.

Key skill (Level 2) Communication	Unit	Opportunities for development or internal assessment
C2.1a Take part in a group discussion.	2	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward, perhaps familiar, subject. During the discussion students should make clear and relevant contributions, listen and respond to others and help to move the discussion forward.</p> <p>For example, students could discuss different types of film. They would prepare and then contribute to a class/group discussion. This activity would encourage students to give and justify their opinions.</p>
C2.1b Give a talk of at least four minutes.	2	<p>Following on from their research students could give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly, in a way that suits the subject and situation, and keep to the subject. The talk could be structured so that listeners can follow the points being made. The talk should include an image to illustrate the main points clearly. Images could include charts, diagrams or pictures.</p> <p>For example, a student could give a short presentation about a period of work experience. The presentation could be enhanced with a copy of a page from a work diary to illustrate the daily routine and the activities undertaken.</p>

Key skill (Level 2) Communication	Unit	Opportunities for development or internal assessment
<p>C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.</p>	4	<p>Students will have a number of opportunities to read and synthesise information from at least two documents. For example, as part of their general preparation for a discussion or talk, or for a piece of written work. Documents may include textbooks, reports and articles.</p> <p>Students will need to select and read relevant material. From this information they will need to identify the lines of reasoning and main points from the text. Students will then need to summarise this information in a form that suits the purpose of the document, for example a talk, discussion or essay.</p> <p>For example, a student could read two letters from students living in a target-language country giving information about, and their views on, a particular topic (for example school life). Students could then extract and summarise the main points from each letter.</p>
<p>C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long.</p>	4	<p>Students need to produce two different types of document. One of these should be at least 500 words long, for example a report or an essay.</p> <p>The document should present relevant information in an appropriate form. The information in the document should be clearly structured, for example through the use of headings, paragraphs.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>For example, a student could write an essay about a special occasion or visit. They could enhance their essay with an annotated storyboard incorporating photographs, drawings etc. This would be ideal preparation for developing extended-writing skills.</p> <p>Students could write a letter about a different topic as a contrasting activity.</p> <p>It must be noted, however, that students will not be expected to produce a piece of writing that is 500 words long (or the equivalent in characters) as part of the assessment for their GCSE.</p>

Key skill (Level 2) Information and communication technology	Unit	Opportunities for development or internal assessment
<p>ICT2.1 Search for and select information to meet your needs.</p> <p>Use different information sources for each task and multiple search criteria in at least one case.</p>	4	<p>Students will need to identify suitable sources of information and search effectively for information using multiple criteria. Selected information should be interpreted and students should decide what is relevant for their purpose.</p> <p>For example, a student could, using key words, search, locate and extract target-language information from the internet, or other ICT sources, on a given topic as appropriate to the activity (for example reviewing a tourist bulletin for a given locality and then selecting suitable holiday activities for different people with specific interests or requirements).</p>
<p>ICT2.2 Enter and develop the information to suit the task and derive new information.</p>	4	<p>Students need to bring together information in formats, such as tables, that help development. The information should be explored through, for example, changing information in a spreadsheet. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information could be derived from websites, for example a football league table or other sports-related information from a target-language country, and compared to the results from a previous year and, using different formulae, converted into tables. This could provide a stimulus for further research and language development, for example students could discover more information about a certain sports club and key players.</p> <p>Students could research the Most Popular Weekend Activities identified by contributors to an internet discussion group in the target language. This information could be transferred into a table. This could be a stimulus for an article (to be word processed in the target language). Additionally, students could contribute to the online discussion.</p>

Key skill (Level 2)	Unit	Opportunities for development or internal assessment
Information and communication technology		
ICT2.3 Present combined information such as text with image, text with number, image with number.	4	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way throughout, for example the use of margins, headings, borders, font size. Layouts etc should be refined to suit both the purpose of the document and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, for example OHTs/handouts for a presentation. Spelling should be accurate (use of spell-checker) and the document proof-read.</p> <p>For example, a student could undertake a task such as the Weekend Activities article (see IT2.2) and develop this as a piece of word-processed writing in the target language. This could be enhanced with suitable graphics and charts/tables. The student would choose a suitable layout and insert symbols as appropriate to the content.</p>

Key skill (Level 2)	Unit	Opportunities for development or internal assessment
Improving own learning and performance		
LP2.1 Help set targets with an appropriate person and plan how these will be met.	1, 2, 3 and 4	<p>Students plan how they are to meet short-term targets with an appropriate person, for example agreeing a project with their teacher. This will include setting realistic targets and action points. Review dates with the teacher should be built into the plan.</p> <p>For example, discussing planning and research procedures for a given task and agreeing a deadline for the plan and/or initial draft.</p>
LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	1, 2, 3 and 4	<p>The plan should be used during performance reviews and include working for short periods without close supervision.</p> <p>For example, students agreeing to undertake independent study/homework as directed and responding to teacher guidance, interpreting general teacher feedback and identifying errors within texts through consulting reference books, the teacher or language assistant.</p>

Key skill (Level 2) Improving own learning and performance		Unit	Opportunities for development or internal assessment
LP2.3 Review progress with an appropriate person and provide evidence of your achievements.		1, 2, 3 and 4	<p>Students could review their own progress with the help of their teacher. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well and whether targets have been met. They should provide evidence of achievements from relevant sources. Students should identify with their teacher, action to improve their performance.</p> <p>For example, a review meeting to set targets may reveal that a student has developed a wide vocabulary but needs to be more secure with a range of tenses.</p> <p>For example, students asking for advice and guidance from the teacher when referring to marked work.</p>

Key skill (Level 2) Working with others		Unit	Opportunities for development or internal assessment
WO2.1 Plan work with others.		2 and 4	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>For example, students could agree tasks and responsibilities for carrying out a project comparing likes and dislikes about school/college with other class members, undertaking research, planning questionnaires, writing articles.</p> <p>For example, students could plan to produce an informative web page or video project on their town.</p>
WO2.2 Work co-operatively towards achieving the identified objectives.		2 and 4	<p>Students will need to organise tasks so that responsibilities can be met, for example obtaining resources, completing tasks on time. Tasks should be completed accurately and safely. Cooperative ways of working should be supported through, for example, anticipating the needs of others and avoiding actions that may offend. Advice from others, including group members and the teacher should be sought when needed.</p> <p>For example, students could actively engage in activities to ensure that they complete a school/college project as mentioned above.</p>

Key skill (Level 2) Working with others	Unit	Opportunities for development or internal assessment
WO2.3 Review your contributions and agree ways to improve work with others.	2 and 4	<p>Once completed the full group needs to review the outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving working with others to help achieve objectives.</p> <p>For example, students react appropriately to feedback from teacher and peers – acknowledging areas for development and identifying ways to improve their performance in the language.</p>

Contact us

If you have any questions please call us on 0844 576 0027 or use our Ask the Expert service. This online support service will put you in direct email contact with our senior subject experts. Go to www.edexcel.com/asktheexpert to ask a question.

