

KEY SKILLS

Communication Level 3

The key skills are the skills which are most commonly needed to succeed in a range of activities – at work, in education and training and in everyday life. In developing the key skill of communication, you will learn to use and adapt your communication skills confidently and effectively in a range of settings and contexts.

Progression

The key skills qualifications are designed to enable you to progress at your own pace. Each level of the key skill above level 1 incorporates and builds on the previous ones. The key skills qualifications not only recognise your current capabilities, they also require you to identify how you can further improve your skills to meet new demands at higher levels.

Part A

YOU NEED TO KNOW HOW TO

This section tells you about the techniques and knowledge associated with each key skill. It tells you what you need to learn and practise to feel confident about applying communication skills in your studies, work or other aspects of your life.

Part B

YOU MUST

This section builds on Part A and describes the application of skills. It describes the skills you must show. All your work for this section will be assessed. You must have evidence that you can do all the things listed in the bullet points.

To achieve Communication at level 3, you must be able to apply your communication skills to suit different purposes. You will show that you can:

- take part in a group discussion
- make a formal presentation
- read and synthesise information from at least two extended documents
- write two types of document giving different information about complex subjects.

Part A

YOU NEED TO KNOW HOW TO:

Discuss

- develop points and ideas, with an awareness of others' feelings, beliefs and opinions
- encourage others to contribute.

Make a presentation

- prepare a formal presentation to suit your purpose
- match your language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience
- structure what you say to progress logically through each stage of your presentation
- use a variety of techniques to engage the audience, including images.

Read and synthesise information

- explore a range of documents to find the most appropriate ones for your purpose
- select and use different documents to obtain relevant information
- use additional sources to help you understand complex lines of reasoning and information
- compare accounts and recognise opinion and possible bias
- present your own interpretation of the subject in a way that brings together information from different documents in a coherent form.

Write documents

- select appropriate formats for presenting information including essays, reports and articles
- select and use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject
- organise material coherently to suit the length, complexity and purpose of your document
- proof-read and where necessary re-draft your documents so that spelling, punctuation and grammar are accurate.

Part B

YOU MUST:

C3.1a

Take part in a group discussion.

Evidence must show you can:

- 3.1a.1 make clear and relevant contributions in a way that suits your purpose and situation
- 3.1a.2 respond sensitively to others, and develop points and ideas
- 3.1a.3 encourage others to contribute.

C3.1b

Make a formal presentation of at least eight minutes using an image or other support material.

- 3.1b.1 speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation
- 3.1b.2 structure what you say to progress logically through each stage of your presentation
- 3.1b.3 use an image or other material to support or enhance what you are saying.

C3.2

Read and synthesise information from at least **two** documents about the same subject.

Each document must be a minimum of 1,000 words long.

- 3.2.1 select and read relevant documents
- 3.2.2 identify accurately, and compare, the main points, ideas and lines of reasoning
- 3.2.3 present your own interpretation of the subject in a way that is coherent and brings together information from different documents to suit your purpose.

C3.3

Write **two** different types of documents, each one giving different information about complex subjects.

One document must be at least 1,000 words long.

- 3.3.1 select and use a format and style of writing that is appropriate to your purpose and the complexity of the subject matter
- 3.3.2 organise material coherently to suit the length, complexity and purpose of your document
- 3.3.3 spell, punctuate and use grammar accurately
- 3.3.4 make your meaning clear.

- In addition to the image used in 3.1b.3, use at least one image *either* to obtain information *or* to convey information in one of the documents you write.

Communication: level 3

EXAMPLES AND GUIDANCE

The following gives further guidance and examples of the techniques and knowledge in Part A.

MAKE A PRESENTATION:

- to present an argument in a debate, findings from an investigation or outcomes from a project
- confidently and with precise use of vocabulary
- using a variety of techniques to help your audience understand what you are saying (eg *giving examples to illustrate complex points, relating what is said to audience experience, varying tone of voice, using images, such as charts, pictures and models to illustrate points*).

READ AND SYNTHESISE INFORMATION:

- to develop understanding about a subject and to obtain evidence, opinions and ideas
- to identify the writer's intentions by the way meaning and information is conveyed.

DISCUSS:

- to present a complicated line of reasoning or argument, to explain events and express opinions and ideas adapting your contributions to suit the formality and nature of the discussion, acknowledging gender and cultural aspects and the feelings of others.

WRITE:

- extended essays and reports, to present arguments, ideas, complicated lines of reasoning or a series of events
- organising information using paragraphs, headings, subheadings, indentation and highlighting, and linking information and ideas using words such as *however* and *therefore*
- using vocabulary, sentence structures and tone that suit the intended readers and the complexity or sensitivity of the subject.

For further examples and guidance on the key skills standards please refer to *The key skills qualifications standards and guidance* (order ref QCA/04/1271).

Help with producing evidence

If producing certain types of evidence is difficult for you because of a disability or for another reason, please discuss this with your tutor or supervisor. It may be possible for you to produce evidence using alternative methods. Depending on the skill and level, these may include use of Braille, voice activated software and British Sign Language. Detailed guidance is available in the document *Basic and Key Skills: Guidance for candidates with Particular Requirements* published by the Joint Council for Qualifications. This is available from your key skills awarding body.

Please ask your tutor or supervisor for further guidance.

This standard is for use in programmes starting from September 2004.

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Qualifications and Curriculum Authority, 83 Piccadilly, London W1J 8QA. www.qca.org.uk

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