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## Key Skills Opportunities

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The following table sets out how candidates' portfolio evidence for these qualifications can also meet various Key Skills criteria at Level 2. It should be read in conjunction with the assessment evidence grids (included within the unit specifications on this CD-ROM). Each row of the table sets out:

- a Level 2 Key Skills criterion in column 1;
- opportunities within the mandatory AS portfolio units to meet this Key Skills criterion in column 2;
- further comments expanding on these opportunities in column 3;
- potential pitfalls to consider in column 4;
- possible enhancements to the portfolio evidence for these qualifications which would potentially meet the Level 3 criterion for this Key Skill, in column 5.

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p><b>2.1a:</b> Take part in a group discussion:</p> <ul style="list-style-type: none"> <li>• make clear and relevant contributions in a way that suits your purpose and situation;</li> <li>• respond appropriately to others;</li> <li>• help to move the discussion forward.</li> </ul>	<p><b>Unit 1</b></p> <p><b>Six</b> original communications for different purposes that demonstrate a range of presentation styles that would be communicated by different methods.</p>	<p>With <b>six</b> original communications required for different purposes <b>one</b> of these could be tailored for students to take part in a group discussion.</p>	<p>A group is <b>three</b> or more people. Clear and relevant contributions required. The group discussion should provide opportunities for responding to a range of views and sensibilities, and for candidates to be able to take the lead in moving discussions on. Witness testimony should be accompanied by any support or preparation materials used.</p>	<p>Needs to be a complex discussion. Candidates must show evidence of being responsive and sensitive to others in the group, demonstrate ability to create opportunities for them to contribute to, and show that they are capable of developing points and ideas.</p>

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<p><b>2.1b:</b> Give a talk of at least <b>four</b> minutes:</p> <ul style="list-style-type: none"> <li>• speak clearly in a way that suits your subject, purpose and situation;</li> <li>• keep to the subject and structure your talk to help listeners follow what you are saying;</li> <li>• use appropriate ways to support your main points.</li> </ul>	<p><b>Unit 1</b></p> <p><b>Six</b> original communications for different purposes that demonstrate a range of writing and presentation styles – <b>one</b> needs to be a presentation.</p>	<p>A brief talk could be used lasting <b>four</b> minutes, normally to two or three familiar people.</p> <p>Talk/presentation <i>could</i> be supported by a purposeful image.</p>	<p>Subject matter will usually be closely connected with work or vocational area. Assessors should look for clarity of expression and evidence that the talk is well structured, keeps to the point, gives clear illustration of the main points and uses a variety of ways to support main points.</p>	<p>This would need to be a formal presentation of at least <b>eight</b> minutes. Needs to suit the purpose, subject audience and situation.</p>
	<p><b>Unit 3</b></p> <p>A presentation of the results of an investigation.</p>	<p>The subject matter will be closely connected with the candidate's work, an area of interest or programme of study. Brief notes may be used as a prompt. Assessors should look for clarity of expression and for a well structured talk. Use appropriate ways to support your main points, i.e. sound recording, smell, texture or taste.</p>	<p>Candidate should not read out any prompt notes. Talk/presentation should be given to two or three familiar people. Presentation/talk <i>could</i> be supported by a purposeful image.</p>	<p>This would need to be a formal presentation of at least <b>eight</b> minutes. Needs to suit the purpose, subject and situation.</p>

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p><b>2.2</b> Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of <b>500</b> words long:</p> <ul style="list-style-type: none"> <li>• select and read relevant documents;</li> <li>• identify accurately the main points, ideas and lines of reasoning;</li> <li>• summarise the information to suit your purpose.</li> </ul>	<p><b>Unit 1</b></p> <p>A comparison of <b>two</b> types of business document from each of <b>three</b> organisations.</p>	<p>Documents must relate to the same subject. At this level, the candidate must work independently to select material from the document. Evidence that appropriate material has been selected from the documents will be covered in subsequent summary or synthesis assignment requirements.</p>	<p>Evidence must show that candidates are able to select relevant material, identify accurately lines of reasoning from text and (images if used).</p>	<p>Each document must be at least must be at least <b>1000</b> words long. The subject matter must be challenging, offering a number of strands of thought or different approaches. At this level candidates must demonstrate the ability to synthesise the information – this must go beyond the summary required at Level 2. Lines of reasoning identified from text (and images if used).</p>

Key Skill Detail for Communication Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p><b>2.3</b> Write <b>two</b> different types of document each one giving different information. <b>One</b> document must be at least <b>500</b> words long:</p> <ul style="list-style-type: none"> <li>• present relevant information in a format that suits your purpose;</li> <li>• use a structure and style of writing to suit your purpose;</li> <li>• spell, punctuate and use grammar accurately make your meaning clear.</li> </ul>	<p><b>Unit 1</b></p> <p>A report comparing <b>two</b> types of business document from each of the <b>three</b> organisations. Six original communications that demonstrate a range of writing and presentation styles.</p>	<p>Guidance at this level can be given for the appropriate format of writing required.</p> <p>Supporting documentation could arise from any of the <b>six</b> communications used, e.g. letters, summaries, presentations etc.</p> <p>An image may be used to convey information.</p>	<p>Work must be accurately spelt and punctuated and grammatically correct, so meaning is clear. The candidate should not be penalised for one or two errors providing meaning is clear and mistakes in one document are <b>not</b> repeated in the other.</p> <p>Presentation material can be produced in such a way that it can be used as evidence for a type of document.</p>	<p>Each document must give information about complex subjects (those that deal with abstract or sensitive issues and lines of enquiry dependant on clear reasoning). Subject matter must be challenging with use made of specialised vocabulary where appropriate.</p> <p>One document must be at least <b>1000</b> words long. At Level 3 candidates should have responsibility for selecting and using 'form and style'.</p>

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<p><b>2.3</b> Write <b>two</b> different types of documents each one giving different information. <b>One</b> document must be at least <b>500</b> words long:</p> <ul style="list-style-type: none"> <li>• present relevant information in a format that suits your purpose;</li> <li>• use a structure and style of writing to suit your purpose;</li> <li>• spell, punctuate and use grammar accurately make your meaning clear.</li> </ul>	<p><b>Unit 3</b></p> <p>A report on the sources and methods used to find the information.</p> <p>Presentation of the results of an investigation.</p>	<p>Guidance at this level can be given for the appropriate format of writing required.</p> <p>Presentation material can be produced in such a way that it can be used as a type of document.</p> <p>An image may be used to convey information in either type of document.</p>	<p>Work must be accurately spelt, punctuated and grammatically correct, so meaning is clear. The candidate should not be penalised for one or two errors providing meaning is still clear and mistakes in one document are <b>not</b> repeated in another.</p>	<p>Each document must give information about complex subjects (those that deal with abstract or sensitive issues and lines of enquiry that are dependant on clear reasoning). Subject matter must be challenging with use made of specialised vocabulary where appropriate.</p> <p>One document must be at least <b>1000</b> words long. At Level 3 candidates should have responsibility for selecting and using 'form and style'.</p>
	<p><b>Unit 4</b></p> <p>A statement of the user's needs and how these might be met.</p> <p>A specification for an ICT system.</p>	<p>A statement and specification could be developed into useable and purposeful documents.</p>	<p>As for Unit 3 above.</p>	<p>It is not anticipated that there will <b>not</b> be a document of at least <b>1000</b> words available from this unit.</p>

Key Skill Detail for Application of Number Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p><b>2.1</b> Interpret information from a suitable source:</p> <ul style="list-style-type: none"> <li>choose how to get the information you need to meet the purpose of your activity;</li> <li>obtain relevant information;</li> <li>choose appropriate methods to get the results you need.</li> </ul>	<p><b>Unit 3</b></p> <p>The use of a spreadsheet to analyse numeric data.</p>	<p>The candidate must show that they can use the source to obtain information that is relevant to the purpose of the activity, and can select, unaided appropriate methods to get the results needed.</p> <p>Evidence needs to make clear the purpose of the activity and include a note of how choices were made.</p>	<p>There is a requirement for evidence of information obtained from two different sources.</p> <p>One source must be a chart or graph.</p>	<p>Candidates must show performance in planning and getting relevant information. Two different types of source needed, including a large data set (i.e. over 50 items). Candidates must justify choices made in identifying appropriate methods for getting information.</p>
<p><b>2.2</b> Use your information to carry out calculations to do with:</p> <p>a amounts or sizes b scales or proportion c handling statistics d using formulae:</p> <ul style="list-style-type: none"> <li>carry out calculations, clearly showing your methods and levels of accuracy;</li> <li>check your methods to identify and correct any errors, and make sure your results make sense.</li> </ul>	<p><b>Unit 3</b></p> <p>The use of spreadsheet data software to analyse numeric data.</p>	<p>Calculations would need to be shown by a non-computer aided method and could address a-d.</p> <p>In all cases appropriate levels of accuracy need to be applied. Checking of calculations needs to be applied.</p> <p>Calculations should involve two or more steps using information from N2.1</p>	<p>Address candidates' performance in carrying out calculations involving two or more steps using information.</p> <p>For part d, comparison needs to be made of two sets of data each of 20 items.</p> <p>If you need to carry out additional activities to meet all requirements for N2.2 then each activity must include tasks for N2.2 and N2.3 or N2.1 and N2.3</p>	<p>Calculations using information from N3.1 should involve at least two stages, i.e. where results from one stage are used to provide some data for calculations at the next stage.</p> <p>Checking and accuracy also apply to the appropriate level.</p>

Key Skill Detail for Application of Number Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p><b>2.3</b> Interpret the results of your calculations and present your findings:</p> <ul style="list-style-type: none"> <li>• select effective ways to present your findings;</li> <li>• present your findings clearly using a chart, graph or diagram and describe your methods;</li> <li>• use more than <b>one</b> way of presenting your findings;</li> <li>• describe what your results tell you and how they meet your purpose.</li> </ul>	<p><b>Unit 3</b></p> <p>Different types of data combined to present the results of the investigation.</p>	<p>In interpreting results and presenting findings, candidates need to select forms of presentation to effectively match the types of information being presented. The candidate must describe both the methods used and what the results of the calculations mean in terms of meeting the purpose of the activity.</p> <p>ICT can be used for this purpose.</p>	<p>Candidates must present findings in two different ways using charts, graphs or diagrams.</p> <p>Candidates must describe both the methods used and what the results of the calculations mean in terms of meeting the purpose of the activity.</p>	<p>Evidence should show that candidates can select and justify methods of presentation and present findings effectively in <b>two</b> different ways. If IT is used to produce these, it is essential that the candidate checks their accuracy and fully explains them. The candidate must describe both the methods used and what the results of the calculations mean in terms of meeting the purpose of the activity.</p>