
Key Skills Opportunities

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>2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long:</p> <ul style="list-style-type: none"> • select and read relevant documents; • identify accurately the main points, ideas and lines of reasoning; • summarise the information to suit your purpose. 	<p>Unit 2</p> <p>Concise comparison of large-scale and small-scale electricity generation.</p>	<p>Two documents could be used to compare the subject area and subsequent summary presented.</p> <p>The documents must relate to the same subject. At this level, the candidates must work independently to select material from documents. Evidence that appropriate material has been selected from the documents will be implicit in the subsequent summary/comparison.</p>	<p>There needs to be evidence that appropriate material has been selected. The assignment brief or task could include details of the level of guidance provided and allow space for candidates to record details of documents used.</p> <p>Candidates need to identify accurately lines of reasoning from text and (images if used).</p>	<p>Each document must be at least 1000 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 beyond a summary required at level 2. Lines of reasoning are identified from text and (image if used).</p>
<p>2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long:</p> <ul style="list-style-type: none"> • present relevant information in a format that suits your purpose • use a structure and style of writing to suit your purpose • spell, punctuate and use grammar accurately make your meaning clear. 	<p>Unit 1</p> <p>Survey of five science based organisations: an in-depth study of one of them.</p>	<p>One document must be 500 words; a survey and report would constitute as two different documents. Candidates must show that she or he can present relevant information in a format structure and style that meets the purpose. An image may be used here 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 still clear and mistakes in one document are not 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 dependant on clear reasoning). Subject matter must be challenging with use made of specialised vocabulary where appropriate. One document must be at least 1000 words long. At Level 3 candidates should have responsibility for selecting and using 'form and style'.</p>

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<p>2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long:</p> <ul style="list-style-type: none"> • present relevant information in a format that suits your purpose • use a structure and style of writing to suit your purpose • spell, punctuate and use grammar accurately make your meaning clear. 	<p>Unit 2 A report for your chosen organisation which considers their energy policy and includes considerations of their energy efficiency and environmental impact.</p>	<p>Guidance at this level can be given for the appropriate format of writing required.</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 not repeated in another.</p>	<p>The documents must portray 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. This document could be at least 1000 words long. At Level 3 candidates should have responsibility for selecting and using 'form and style'.</p>

Key Skill Detail for Application of Number Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Interpret information from a suitable source:</p> <ul style="list-style-type: none"> • choose how to get the information you need to meet the purpose of your activity; • obtain relevant information; • choose appropriate methods to get the results you need. 	<p>Unit 1 Evidence that you have completed relevant calculations either using provided data or on at least one practical procedure carried out.</p>	<p>Calculations from practical could form source material for interpretation and may also allow for a chart or graph to be used as source material. Data given can be used as source material.</p>	<p>Candidate must show that they can use the source to obtain information that is relevant to the purpose of the activity. Evidence should include how choices were made.</p>	<p>Candidates must show performance in planning and getting relevant information. Two different type of sources 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>Unit 2 Evidence that you have completed practical analyses (one quantitative).</p>	<p>Two different sources required. The candidate must show that they can use each source to obtain information that is relevant to the purpose of the activity.</p>	<p>One source must be material that contains a chart or graph. Evidence needs to make clear the purpose of the activity and include a note of how choices were made.</p>	<p>Use two different types of source, including a large data set (i.e. over 50 items). There needs to be clear evidence of planning the use of application of number in terms of the activity and the purpose, obtaining information and use of it with justification for choices made.</p>

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<p>2.2 Use your information to carry out calculations to do with:</p> <ul style="list-style-type: none"> a amounts or sizes b scales or proportion c handling statistics d using formulae: <ul style="list-style-type: none"> • carry out calculations, clearly showing your methods and levels of accuracy; • check your methods to identify and correct any errors, and make sure your results make sense. 	<p>Unit 1</p> <p>Evidence that you have completed relevant calculations either using provided data or on at least one practical procedure carried out.</p>	<p>Data provided could be used to address part d. 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 N 2.1.</p>	<p>Data used for part d needs to make a comparison of two sets of data that makes use of 20 items.</p> <p>If you need to carry out additional activities to meet all requirements of N2.2 then each activity must include tasks for N2.2 and N 2.3 or N2.1 and N2.2.</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 calculations at the next stage.</p> <p>Checking and accuracy also apply at the appropriate level.</p>
	<p>Unit 2</p> <p>...the study needs to include relevant calculations of the energy transfers involved.</p> <p>Evidence that you have completed practical analyses (one quantitative).</p>	<p>Calculations should involve two or more steps using information from N2.1.</p> <p>Data collected could be used to address part d. In all cases appropriate levels of accuracy need to be applied. Checking of calculations needs to be applied.</p>	<p>In assessing candidates performance in carrying out calculations involving two or more steps using the information.</p> <p>Data used for part d needs to make comparison of two sets of data that makes use 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 calculations at the next stage.</p> <p>Checking and accuracy also apply.</p>

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<p>2.3 Interpret the results of your calculations and present your findings:</p> <ul style="list-style-type: none"> • select effective ways to present your findings; • present your findings clearly using a chart, graph or diagram and describe your methods; • use more than one way of presenting your findings; • describe what your results tell you and how they meet your purpose. 	<p>Unit 1</p>	<p>Evidence from N2.1 and N2.2 could be developed to address the assessment criteria for N2.3</p>		
	<p>Unit 2 Evidence that you have completed practical analyses (one quantitative). the study needs to include relevant calculations of the energy transfers involved.</p>	<p>Although not directly identified findings from N2.1 and N2.2 could be used as presented evidence. Findings from data collected and analysed could be used to present findings accordingly.</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>Candidates need to show that they can select and justify methods of presentation and present findings in two different ways, appropriate to the nature of the data being presented. If IT is used candidates need to check accuracy. Candidates must describe both the methods used and what the results mean in terms of the purpose of the activity.</p>

Key Skill Detail for ICT Level 2	Opportunities	Comments	Beware/Pitfalls in Key Skills Standards	Level 3 Enhancement
<p>2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case:</p> <ul style="list-style-type: none"> • select information relevant to the tasks. 	<p>Unit 1 Records of your survey of five science-based organisations; an in-depth study of one of them, including information on health and safety issues.</p>	<p>Multi criteria searching required for ICT based information source i.e. health and safety. Search information may be used to address the requirements for ICT 2.2 and 2.3.</p>	<p>ICT based and non ICT based information sources required. The relationship between the information selected and purpose should be clear.</p>	<p>It is not envisaged that this banner requirement will provide sufficient opportunities to address the criteria at this level.</p>
	<p>Unit 2 Relevant research into a study of one organisation to produce a report.</p>	<p>Multi criteria searching required for ICT based information.</p>	<p>ICT based and non ICT based information sources required. The relationship between the information selected and purpose should be clear.</p>	<p>There is limited information /sources for a Level three activity.</p>