

Key Skills Level 1:

**Communication;
Application of Number;
Information and Communication
Technology**

Written to the 2004 Standards and Providing
Wider Key Skills Opportunities
Tutor's Resource

Roslyn Whitley Willis, Liam Gabrielle

Series Editor
Roslyn Whitley Willis

Published by
Lexden Publishing Ltd
www.lexden-publishing.co.uk

Introduction

The authors are Key Skills practitioners and advocates, enthusiastic about the value and importance of Key Skills. The aim in putting together these detailed texts, is to foster understanding of, and enthusiasm for, Key Skills in both candidates and those staff charged with their coverage, delivery, assessment and verification.

The Student's book and Tutor's Resource are complimentary. The Student book introduces candidates to each section of Part A through the inclusion of reference sheets. Candidates are then provided with opportunities to practise Part A of the 2004 Standards, gaining the confidence and competence to:

- a) pass the End Assessment papers for which they may need to be entered; and
- b) demonstrate, as an independent learner, the competence and skills gained, in order to achieve a Part B Portfolio of Evidence contextualised assignment, or assignments.

Description and Purpose of Content

Section	Student's Book	Tutor's Resource
Key Skills Information	<p>Explanation of the six Key Skills and their importance in candidates' studies, working life and personal life.</p> <p>How a Key Skills qualification is gained and how to put together a Portfolio of Evidence.</p>	<p>Explanation of the six Key Skills and the Key Skills Continuum.</p> <p>Planning the delivery of a Key Skills session.</p> <p>How both parts of the Key Skills are assessed.</p> <p>Methods of delivery.</p> <p>The Wider Key Skills.</p> <p>Delivering Key Skills at different levels.</p>
Part A Reference Section	Guidance and Reference Sheets on each aspect covered in Part A of the Standards.	
Part A Tasks	Sufficient tasks to provide full coverage of Part A, and allowing candidates to gain competence for the End Assessment and Portfolio of Evidence (Part B) tasks. Part A is achieved with guidance and support.	<p>Explanation of the Guidance for Part A of each Key Skill.</p> <p>Part A coverage grid linked to the Part A tasks in the Student's book.</p> <p>Sample answers, where appropriate.</p> <p>Suggested sequencing of the tasks.</p> <p>Important assessment points.</p> <p>Knowledge required for the task.</p> <p>Details of what the candidate produces in each task.</p> <p>What is being practised in each task, linked to Part A of the 2004 Standards.</p>
End Assessment	20 sample End Assessment-type questions providing a cross-section of expected question types.	100 sample End Assessment-type questions and answers.

* Recognising it is not possible to write Key Skills textbooks that embed Key Skills tasks and full Key Skills coverage into every vocational course, and subjects within such courses, if centres and Key Skills practitioners would like advice, guidance and material to support this method of delivery, together with contextualised Part B assignments, please contact Lexden Publishing.

Section	Student's Book	Tutor's Resource
Part B Portfolio Evidence		<p>Explanation of the Key Skills Part B Standards.</p> <p>For each Mandatory Key Skill there are three contextualised Part B assignments linked to a range of vocational target areas. One third of the assignments embed the Wider Key Skills.</p> <p>There are 11 contextualised Part B, combined* assignments.</p> <p>*Offering a number of Key Skills opportunities, combining Mandatory and Wider Key Skills.</p> <p>Each Part B assignment has the required Formative and Summative Assessment sheets and where appropriate, Wider Key Skills Pro Formas.</p>
<p>Pro Formas</p> <p>For assessment and tracking candidates' achievement.</p>		<p>Key Skills Portfolio Front Sheet.</p> <p>Part B Assignment Formative and Summative Assessment Sheets.</p> <p>Wider Key Skills Pro Formas.</p> <p>Part A Student Achievement Tracking Sheets.</p>

* Recognising it is not possible to write Key Skills textbooks that embed Key Skills tasks and full Key Skills coverage into every vocational course, and subjects within such courses, if centres and Key Skills practitioners would like advice, guidance and material to support this method of delivery, together with contextualised Part B assignments, please contact Lexden Publishing.

How to use the books

Links to aid navigation

The books have been written to adhere to the Key Skills Continuum (see page 6). Namely:

STEP 1	Candidates read about, and are encouraged to understand, Key Skills. These subjects should be regarded positively by both candidates and tutors. An important aspect of candidate success is their willingness to enrich their studies and lives by gaining Key Skills qualifications. The first step to this willingness is understanding. Key Skills purpose, content and methods of achievement must be transparent.	Student and tutor responsibility.
STEP 2	Practise the Part A Tasks With guidance, support and assessment on the part of the tutor.	Tutors can select those tasks which are appropriate to a group, or individuals within groups, at a specific time. The coverage of each Part A Task is included in the grids, so selecting a task to meet specific requirements is made easy. Students practise and gain confidence and competence. Tutors assess, and track, the outcome.
STEP 3	Candidates practise the End Assessment-type questions in order to prepare them for the QCA End Assessment papers.	Tutors can select the questions from the 300 included in this resource, so practise is given, step-by-step, in specific aspects of the Standard.
STEP 4	When tutors deem a candidate competent and confident in Part A, they are given the opportunity of putting together a Portfolio of Evidence assignment (Part B Task(s)). As an independent learner.	Candidates work through the assignment, tutors assess using the Formative, then Summative Assessment sheets included with each Assignment. When the candidate has achieved the Part B requirements they record their evidence in the centre's Award Body's log sheets.

Model of delivery

The books' material follows the principle of "stand alone" delivery (see page 11). This is not the only way in which Key Skills can be delivered. Indeed, once tutors are confident in their understanding of Key Skills, the content and the standard required, then the optimum method of delivery would be to embed Key Skills coverage into the syllabus of a subject or a number of subjects, and to adjust the contextualised Part B Assignments in this book to meet the needs of other vocational areas or interests of their candidates.*

The books explain, encourage understanding, foster the correct practices, and standards to be achieved, on the part of tutors and candidates.

Hopefully, through the above, these books will engender enthusiasm for these important subjects collectively known as Key Skills.

* Recognising it is not possible to write Key Skills textbooks that embed Key Skills tasks and full Key Skills coverage into every vocational course, and subjects within such courses, if centres and Key Skills practitioners would like advice, guidance and material to support this method of delivery, together with contextualised Part B assignments, please contact Lexden Publishing.

Further resources

Additional resources and information can be found at www.lexden-publishing.co.uk.

Software

The software used throughout this publication is Microsoft Office 2003® and Internet Explorer 6® running on Microsoft Windows XP®.

The Wider Key Skills

At the time of writing the three Wider Key Skills, Improving Own Learning and Performance; Problem Solving and Working with Others, are certificated on the basis of the Part B Portfolio of Evidence only. ([See How are Key Skills Assessed? And How do Students Get the Key Skills Award? page 8.](#))

Improving Own Learning and Performance*: focuses on the individual's ability to plan, and work towards, the achievement of personal, learning and/or career targets. They are required to review their targets and achievements.

Problem Solving*: focuses on the ability of the individual to recognise a problem and decide on ways of solving it. They are required to review their progress and decide, finally, whether or not the problem has been solved. A review of their problem solving techniques is required.

Working with Others*: focuses on the ability of the individual to meet their own responsibilities when working with others and to work co-operatively and effectively as a member of a group. The achievement of the stated objectives must be reviewed and reflected upon.

Differences in the Key Skills Levels

With all Key Skills, as candidates progress through the Levels they are expected to draw on more complex activities and use a wider range of techniques in tackling activities.

Level 1 helps candidates become familiar with, and use, basic knowledge and techniques.

Level 2 builds on Level 1 requirements and extends candidates' knowledge and understanding.

Level 3 moves from straightforward tasks to those of a more complex nature and requires candidates to demonstrate reasoning, planning and evaluation abilities. At this level candidates should be working with autonomy.

Level 4 requires candidates to work with a great degree of autonomy and to take responsibility for managing their own goals and activities, then to critically reflect on progress and outcomes, adapting their strategy as required.

* Some Part B Assignments in this book include the opportunity for candidates to work towards Wider Key Skills. For this reason suggested Pro Formas are included ([see pages 13 – 25](#)) and the assignment wording offers this enrichment opportunity. Tutors can omit this aspect of the assignment if they do not wish to offer Wider Key Skill opportunities. It is expected that Part A evidence for the Wider Key Skill(s) will be embedded into classroom activities in a range of the subjects studied by the candidates.

Guidance for Communication

Level 1 Part A

Criteria - bullet point		What candidates need to demonstrate
Discuss		
a	Prepare for the discussion so that you can say things that are relevant.	Candidates need to feel confident that they have something to say about the topic under discussion. This may involve finding out about the subject by asking questions, or making notes of relevant information from reading materials, the media or listening to explanations from others.
b	Judge when to speak and how much to say.	Candidates should know how to open and close a discussion. They should demonstrate that they respect the rights of others. The use of appropriate phrases to create an opportunity to make a contribution at an appropriate time is required. They should be able to make their point without losing the attention of the listener(s).
c & d	Say things that suit the purpose of the discussion. Speak clearly and respond appropriately to what other say.	Candidates should be able to speak for a range of purposes, e.g. to express statements of fact; to give short explanations; to give instructions; to give accounts of events or incidents in a logical sequence; to provide descriptions of people or places and to express their own ideas and opinions. They should recognise that the purpose of a discussion can affect the nature of the discussion, and that each participant in the discussion might be looking for different outcomes. Candidates should demonstrate they understand that the language, tone and volume they use will vary from discussion to discussion and situation to situation, i.e. the formality of the discussion; the status of those taking part; the venue in which the discussion is held; the noise levels, etc.
e	Listen carefully and respond appropriately to what others say.	Candidates must develop listening skills. This can be encouraged by their having to take messages, follow straightforward explanations and instructions, each of varying length.
f	Use body language to support what you are saying and to show you are listening.	They should know how to use body language to show they are listening. Confirmation that they are listening will come as they ask questions.

All Part A Tasks clearly indicate what the candidates need to demonstrate.

Communication Level 1 Part A: Task Coverage Grid

	1 Hartburn Property Services	2 Horse Racing	3 Poppy Garden Centre	4 Sethcote	5 Binder and Page	6 Binder and Page	7 Rossetton	8 Dunn Cow Hotel	9 Dunn Cow Hotel	10 Pets Safe at Home	11 Hartley's Store	12 With Us U R Safe	13 Friendly Faces	14 Heald Green Conference Centre	15 Poppy Garden Centre	16 Stop Smoking	17 First Steps to Fitness	18 Planning a Holiday	
	Accident report form	Partner – Poster and booking form design	Writing a fax	Reading a map	Personal letter introduction	Partner – Telephone call	Memo introduction: drawing a graph	Drawing a map	Writing a personal letter	Business letter introduction	Partner – Completing forms and writing a memo	Business letters	Business letters	Business letters	Telephone call and memo	Telephone message forms	Poster design and discussion	Completing an application form	Conducting research and writing a report
DISCUSS																			
a		✓			✓		✓			✓				✓			✓		
b		✓			✓		✓			✓				✓			✓		
c		✓			✓		✓			✓				✓			✓		
d		✓			✓		✓			✓				✓			✓		
e		✓			✓		✓			✓				✓			✓		
f		✓					✓			✓							✓		
READ AND OBTAIN INFORMATION																			
g	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
h					✓												✓		✓
i	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
j	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITE DOCUMENTS																			
k	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
l	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
m		✓				✓	✓										✓		✓
n	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Page number of tasks in the student's textbook																			
	37	38	40	41	42	44	45	46	47	48	52	55	57	58	60	61	64	65	

Shaded tasks indicate alternative tasks, or further practice tasks

Task 11: Hartley's Store

Blank forms and exercise files can easily be accessed through links. Not available in this sample.

Telephone: 01560 – 234 345



Fax: 01560 – 234 456

Hartley's Department

Store

Caledonian House Pennypot Lane Your Town YT1 5LK

Today's date (dd/mm/yyyy)

Mr H Howlader
9 Haldene Court
Jasmine Road
Your Town
CR6 8BW

Dear Mr Howlader

Portilex "Supercook 8" Oven

Thank you for your letter dated (*yesterday's date*). I apologise for the problems you have been having with your new oven.

I am pleased to inform you that the new oven is in stock and we can deliver at a time to suit you. Our collection and delivery times are Monday afternoon, Wednesday morning and Friday afternoon. Please telephone me so we can arrange a suitable date and time.

Enclosed is a cheque for £50, which I hope you will accept towards compensating you for the inconvenience you have been caused.

I look forward to hearing from you to arrange a collection and delivery time.

Yours sincerely

Sebastian Bregazzi
Customer Services Manager

Enc

Application of Number Level 1: Suggested Sequencing of Tasks

To provide full coverage of Part A, variety and consolidation of skills

Task number and title	Practising	Required knowledge	Outcome(s)	Important assessment points
1 Swift Feet Sample answer page 153	Interpreting information. Carrying out calculations. Using decimals. Working with statistics.	Reading and understand tables. Read and understand numbers used in different ways. Using decimals. Using suitable calculations. Using sets of data. Using statistics. Rounding off/accuracy. Construct a summary table. Use correct units. Describe and presenting findings.	Interpreting information. Describe and present findings.	Calculations must be appropriate, clear and logical. Logical interpretation of data and results found. By this, the candidate can select and justify the process of working out and present their findings effectively in a table of results. Calculate given statistical values and notice closeness of results. Accurate use of whole numbers and decimals. A candidate can work to given levels of accuracy.

Task number and title	Practising	Required knowledge	Outcome(s)	Important assessment points
2 Stepping Stones Sample answer page 154	Interpreting information. Carrying out calculations. Comparing data sets of 10 items. Working with statistics.	Reading and understand scales, tables and graphs. Making accurate observations. Handling and comparing data. Converting units of measure. Using suitable calculations. Using decimals. Using statistics. Rounding off/accuracy. Constructing a table. Checking methods. Describing and presenting findings.	Interpreting information Describe and present findings.	Calculations must be appropriate, clear and logical. Logical interpretation of data and results found. By this, the candidate can select and justify the process of working out and present findings effectively. Can convert between units of measure. Accurately read and understand scales, tables and graph. Calculate given statistical values and notice differences found between group A and B. A candidate can work to given levels of accuracy. Appropriately constructed tables suitable to the data being presented.
3 Discounted Sample answer page 155	Interpreting information. Carrying out calculations. Working with percentages.	Reading and understand a table. Handling data. Read and understand numbers used in different ways. Using suitable calculations. Fractions, decimals and percentages. Rounding off/accuracy. Using mean. Checking methods. Describing and presenting findings.	Interpreting information. Describe and present findings.	Calculations of percentage values must be appropriate, clear and logical. Logical interpretation of data and results found. By this, the candidate can select and justify the process of working out and present findings effectively. Provide alternative methods of calculations to find same answer. Show check methods of calculation to verify answers and correct any errors found.

Task number and title	Practising	Required knowledge	Outcome(s)	Important assessment points
4 Half Baked Sample answer page 156	Interpreting information. Carrying out calculations. Diagrams, area and volume.	Reading and understand scales and diagrams. Calculate area and volume. Read and understand numbers used in different ways. Using suitable calculations. Decimals and fractions. Using ratio. Rounding off/accuracy. Checking methods. Units of measure. Describing and presenting findings.	Interpreting information. Describe and present findings.	Calculations of volume and area must be appropriate, clear and logical. Logical interpretation of data and results found. By this, the candidate can select and justify the process of working out and present findings effectively. Accurately read and understand scales and diagrams. Break tasks into manageable parts to form a solution. Accurately calculate area and volume. Show checks and alternative methods of calculation to verify answers and correct any errors found.
5 At a Fraction Sample answer page 157	Interpreting information. Carrying out calculations. Fractions.	Read and understand numbers used in different ways. Using suitable calculations. Using fractions and decimals. Units of measure. Describing and presenting findings.	Interpreting information. Describe and present findings.	Calculations of fractions and decimals must be appropriate, clear and logical. By this, the candidate can select and justify the process of working out and present findings effectively. Break tasks into manageable parts. Calculate between fractions and decimal values. Show check methods and alternative methods of calculation to verify answers and correct any errors found.

Task number and title	Practising	Required knowledge	Outcome(s)	Important assessment points
6 What's The Point <i>Sample answer page 158</i>	Interpreting information. Carrying out calculations. Decimals. Units of measure.	Read and understand numbers used in different ways. Using suitable calculations. Decimals. Calculate area, perimeter and volume. Units of measure. Describing and presenting findings. Rounding off/accuracy.	Interpreting information. Describe and present findings.	Calculations must be appropriate, clear and logical. Logical interpretation of data and results. Accurate conversion of units. Break tasks into parts.
7 Decorated Paint <i>Sample answer page 159</i>	Interpreting information. Carrying out calculations. Area, perimeter and volume. Ratio.	Reading and understand diagrams. Accurately draw a diagram. Scales. Using suitable calculations. Units of measure. Decimals. Rounding off/accuracy. Identify missing dimensions. Ratio. Describing and presenting findings.	Interpreting information. Describe and present findings.	Calculations of area in squared metres, perimeter and ratio must be appropriate, clear and logical. By this, the candidate can select and justify the process of working out and present findings effectively. Round off and work to given levels of accuracy. Logical interpretation of data and results found. Accurately draw a diagram to scale with suitable axes and dimensions. Can identify and calculate missing dimensions in diagrams. Break task into manageable parts. Show checks and alternative methods of calculation.

ICT Level 1: Task Descriptions

Primary and linked criteria

TITLE	ACTIVITY(IES)	PRIMARY CRITERIA	LINKED CRITERIA
1 Wessex Windows	Amending a saved file and preparing a notice.	Developing information.	Finding information. Presenting information.
2 Wessex Windows	Amending Task 1's file.	Developing information.	Finding information. Presenting information.
3 Costa Holidays	Amending a saved file and preparing a document about Florida. Adding an image. Explaining what help was sought during the completion of the task and how problems were overcome.	Developing information.	Finding information. Presenting information.
4 Costa Holidays	Amending Task 3's file.	Developing information.	Finding information. Presenting information.
5 Costa Holidays	Writing and sending an email attaching Task 4's file.	Presenting information.	Finding information.
6 Computer Knights	Creating a text table.	Developing information.	Finding information. Presenting information.
7 Boneheart Surgery	Amending a saved text file and incorporating bullet points, numbered lists and drop capitals.	Developing information.	Finding information. Presenting information.
8 Computer Knights	Creating a spreadsheet and adding formulae.	Developing information.	Presenting information.
9 Computer Knights	Amending Task 8's file and adding more formulae.	Developing information.	Finding information. Presenting information.
10 Sunnydene Leisure	Creating a spreadsheet and adjusting row heights, merging cells and adding an image.	Developing information.	Presenting information.
11 Sunnydene Leisure	Amending Task 10's spreadsheet.	Developing information.	Finding information. Presenting information.
12 Uwin Solicitors	Creating a spreadsheet adding % formula.	Developing information.	Presenting information.
13 Cut and Dried	Amending a saved spreadsheet and sending an email with a file attachment.	Developing information.	Finding information. Presenting information.
14 Munch Box	Amending a saved spreadsheet, adding an image and sorting information.	Developing information.	Present information.
15 Radiant	Creating a database, sorting it, adding a record, querying and sorting.	Developing information.	Presenting information.

TITLE	ACTIVITY(IES)	PRIMARY CRITERIA	LINKED CRITERIA
16 Costa Holidays	Amending Task 4's document on Florida and incorporating paper- and computer-based research information. Preparing a spreadsheet and converting to a graph. Writing and sending and email with a file attachment. Showing understanding of the advantages and disadvantages of computer- and paper-based information sources.	Finding information.	Developing information. Presenting information.
17 Daley Motors	Creating a memo and including a text table. Putting the text table into a spreadsheet and selecting information to convert to a graph. Copying the graph into the memo. Sending an email with an attachment.	Developing information.	Finding information. Presenting information.
18 Pot Luck Engineering	Amending a saved text document. Conducting computer- and paper-based research to find information to include in the document. Emailing a friend and including the file as an attachment. Amending the document accordingly. Receiving an email and replying.	Finding information.	Developing information. Presenting information.
19 Work Right Computing	Writing a statement of approximately 200 words related to working safely with computers. Emailing this statement to a colleague. Receiving an email.	Developing information.	Presenting information.