

Level 2 Essential Skills Wales in Communication (3768)

Candidate logbook

500/7617/6



Your name:

City & Guilds enrolment number:

Unique Learner Number (ULN):

Date of registration for 3768:

Date portfolio started:

Date portfolio completed:

Assessor's name:

Internal verifier's name:

1 How do I use this logbook?

This logbook will help you work towards Level 2 Essential Skills Wales in Communication. It contains:

- an **evidence record form** detailing the evidence you must provide to complete this qualification. You should use this to record and organise your evidence.
- a **Speaking and Listening assessment record**, to be completed by your assessor/tutor.
- a **skills checklist** containing all of the skills you need to have in order to show that you are competent. You can use this to help show how you have learnt and gained confidence in these skills.

The evidence and skills requirements for ESW are set out in full in the DCELLS document 'Essential Skills Wales'. This can be downloaded from www.cityandguilds.com/esw. Your assessor/tutor will also be able to explain to you in more detail what you need to do.

About ESW

The Essential Skills Wales (ESW) qualifications are designed to help you develop and demonstrate the skills needed to make the most of your learning, work and life.

This qualification will help you improve your **communication** skills. You will be required to demonstrate your skills in:

- speaking and listening
- reading
- writing

in familiar and less-familiar contexts, some of which must be formal, connected with education, training, work and social roles.

About City & Guilds

City & Guilds is your awarding organisation for Essential Skills Wales. City & Guilds is the UK's leading awarding body for vocational qualifications. You may also be working towards other City & Guilds qualifications at the same time as completing ESW and in some cases you may be able to use work completed for those qualifications towards your ESW portfolio.

Information about City & Guilds and our qualifications is available on our website www.cityandguilds.com.

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2.1 Evidence record

Your portfolio must include **all** of the following. Please use this sheet to record what your evidence is and where it can be found. The Declarations on page 10 **must** be completed.

Standard	Description of evidence presented	Location/reference	Confirmed met and date <i>(assessor use only)</i>
C2.1.1 Understand and respond to spoken language on a range of topics and in a range of contexts.			<input type="checkbox"/> >1 topic <input type="checkbox"/> >1 context <hr/> <hr/>
C2.1.2 Speak to communicate: <ul style="list-style-type: none"> • information • feelings • opinions • questions • instructions on familiar and unfamiliar topics, using appropriate language and non-verbal communication, and in a range of contexts.			<input type="checkbox"/> information <input type="checkbox"/> feelings <input type="checkbox"/> opinions <input type="checkbox"/> questions <input type="checkbox"/> instructions <input type="checkbox"/> non-verbal <input type="checkbox"/> language appropriate <hr/> <hr/>
C2.1.3 a) take part in formal discussions with two or more other people. b) Give a talk/presentation of at least four minutes.			<input type="checkbox"/> >1 discussion <input type="checkbox"/> >=1 face-to-face <input type="checkbox"/> preparatory notes <input type="checkbox"/> talk/presentation >=4 minutes <input type="checkbox"/> image/aid used <input type="checkbox"/> clear expression and structure <input type="checkbox"/> keeps to point and main points supported <input type="checkbox"/> listeners able to follow <hr/> <hr/>
C2.2.1 Read, understand and summarise information from at least two documents about the same subject. Each document must be at least 500 words long. At least one must contain reasoning and at least one must contain an image.			<input type="checkbox"/> >1 doc of diff't types about same subject <input type="checkbox"/> >1 doc 500+ words <input type="checkbox"/> reasoning in >= 1 doc <input type="checkbox"/> image in >=1 doc <input type="checkbox"/> relevant material selected independently <hr/> <hr/>
C2.3.1 Write two documents of different types, each one giving different information to different audiences in appropriate formats, using language that is appropriate to your purpose and audience. One document must be at least 500 words long.			<input type="checkbox"/> >1 doc of diff't types <input type="checkbox"/> docs give different info <input type="checkbox"/> docs fit for purpose <input type="checkbox"/> >=1 doc 500+ words <input type="checkbox"/> evidence of planning <input type="checkbox"/> >=1 draft <hr/> <hr/>

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2.2 Assessment record – Speaking and Listening Discussion (1)

At least one other discussion must also take place.

Candidate's name:

City & Guilds Enrolment Number:

Date/time/location of discussion:

Details of participants (*candidate plus at least two other people not including the assessor*):

Summary of the discussion:

Confirm that the candidate:		Give examples
Prepared for a discussion in order to say things and provide information that is relevant to the subject and purpose of the discussion. C2.1.3 (a)	<input type="checkbox"/>	
Took part in a purposeful group discussion to reach a shared understanding. C2.1.3 (b)	<input type="checkbox"/>	
Made clear and relevant contributions in a way that suits their purpose and the situation. C2.1.3 (c)	<input type="checkbox"/>	
Helped to move the discussion forward. C2.1.3 (d)	<input type="checkbox"/>	

Confirm that the candidate:		Give examples
Used appropriate phrases or gestures in order to join in the discussion or change the topic. C2.1.3 (e)	<input type="checkbox"/>	
Supported opinions and arguments with evidence. C2.1.3 (f)	<input type="checkbox"/>	
Spoke to communicate: <ul style="list-style-type: none"> • Information* • Feelings* • Opinions* • Questions* • Instructions*. C2.1.2 Note all of the above bullet points must be covered at least once in the conversations and discussions for this qualification. <i>*Tick only as applicable</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Feedback to candidate:

Assessor name:

Assessor signature:

IV signature (if sampled):

Date:

The Declarations on page 10 **must** also be completed.

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2.3 Assessment record – Speaking and Listening Discussion (2)

One of more of these discussions must be conducted face-to-face.

Candidate's name:

City & Guilds Enrolment Number:

Date/time/location of discussion:

Details of participants *(candidate plus at least two other people not including the assessor):*

Summary of the discussion:

Confirm that the candidate:		Give examples
Identified relevant detail and information from explanations, instructions, discussions or presentations. C2.1.1 (a)	<input type="checkbox"/>	
Responded constructively to criticism. C2.1.1 (b)	<input type="checkbox"/>	
Used strategies to show active listening and to clarify and confirm understanding. C2.1.1 (c)	<input type="checkbox"/>	
Identified the speaker's intentions. C2.1.1 (d)	<input type="checkbox"/>	
Used varied vocabulary and expressions to suit their purpose. C2.1.2 (a)	<input type="checkbox"/>	

Confirm that the candidate:		Give examples
Provided further detail and development to clarify or confirm understanding. C2.1.2 (b)	<input type="checkbox"/>	
Used appropriate strategies including language and non-verbal communication to support what they were saying. C2.1.2 (c)	<input type="checkbox"/>	
Confirmed that listener(s) understood their meaning. C2.1.2 (d)	<input type="checkbox"/>	
Used language and non-verbal communication appropriate to their listener(s) and the situation. C2.1.2 (e)	<input type="checkbox"/>	
Spoke to communicate: <ul style="list-style-type: none"> • Information* • Feelings* • Opinions* • Questions* • Instructions* C2.1.2 Note all of the above bullet points must be covered at least once in the conversations and discussions for this qualification. <i>*Tick only as applicable</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Feedback to candidate:

Assessor name:

Assessor signature:

IV signature (if sampled):

Date:

The Declarations on page 10 **must** also be completed.

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2.4 Assessment record – Speaking and Listening Talk/Presentation

Candidate's name:

City & Guilds Enrolment Number:

Date/time/location of talk or presentation:

Details of audience:

Summary of the talk/presentation:

Confirm that the candidate:		Give examples
Prepared for the talk or presentation. C2.1.3 (g)	<input type="checkbox"/>	
Summarised information from reading and other sources to suit their purpose. C2.1.3 (h)	<input type="checkbox"/>	
Spoke clearly in a way that suited their subject purpose and situation. C2.1.3 (i)	<input type="checkbox"/>	
Kept to the subject and structured the talk/presentation in a logical sequence to help the audience follow a line of thought or series of events. C2.1.3 (j)	<input type="checkbox"/>	

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2.5 Declarations

The candidate and assessor declarations below **must** be completed in all cases.

Candidate name: _____

Candidate declaration:

I confirm that the evidence produced for this portfolio is entirely my own work.

Candidate signature: _____ Date: _____

For centre staff and City & Guilds' use only

Assessor declaration:

I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. Assessment is valid, authentic, reliable, current and sufficient.

Assessor signature: _____ Date: _____

Internal verifier declaration:

(if sampled)

I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. I have internally verified this work.

Internal verifier signature: _____ Date: _____

External verifier declaration:

(if sampled)

I confirm that the candidate has met / not met (as applicable) all of the evidence requirements for this Essential Skills Wales qualification. I have externally verified this work.

External verifier signature: _____ Date: _____

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2.6 Skills checklist

This checklist is designed to help you show you have learnt all of the skills needed for this qualification. Unlike the Evidence record, this list is not a formal part of your assessment although you and your assessor/tutor should be confident that you can do all of these things by the time you complete your portfolio.

In order to show you are competent, you need to know how to:	Tick if you can	Further guidance
<p>a) identify relevant detail and information in explanations, instructions, discussions and presentations on a range of topics and in a range of contexts</p> <p>b) respond constructively to criticism</p> <p>c) use strategies to show you are listening and to clarify and confirm understanding</p> <p>d) identify the speaker's intentions</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Understand and respond You must understand and know how to respond to spoken language. In practice, you are likely to demonstrate some of these skills in the context of a formal discussion (C2.1.3(a)) or if there is a question-and-answer session following your short talk/presentation in C2.1.3(b). You may demonstrate some, but not all, of the skills in a telephone conversation.</p> <p>Range of contexts The range of contexts might include the classroom, the workplace, or everyday life.</p> <p>Respond constructively You must listen to criticism, both negative and positive, and respond in ways that show that you have considered the criticism and can learn from it. You do not have to accept all criticisms as valid but you must be able to explain why you reject a point of criticism.</p> <p>Use strategies Strategies to show you are listening could include body language, brief affirmative responses, asking questions to clarify points, repeating/confirming what the speaker has said, etc. Strategies to support what you are saying could include body language, facial expression, gestures, emphasis, etc.</p> <p>Speaker's intentions You must be able to recognise signs that indicate the speaker's purpose, such as their choice of vocabulary, tone of voice and body language, so that you can respond appropriately.</p>
<p>a) use varied vocabulary and expressions to suit your purpose</p> <p>b) provide further detail and development to clarify or confirm understanding</p> <p>c) use appropriate strategies including language and non-verbal communication to support what you are saying</p> <p>d) confirm that listener(s) understand your meaning</p> <p>e) use language and non-verbal communication appropriate to your listener(s) and the situation</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Speak to communicate You must know how to orally communicate a range of content and sentiments. In practice, you may demonstrate some of these skills in the context of a formal discussion (C2.1.3 (a)) or if there is a question-and-answer session following your short talk/presentation in C2.1.3 (b). You may demonstrate some, but not all, of these skills in a telephone conversation.</p> <p>Varied You must be able to draw on a range of vocabulary and expressions appropriate to varied purposes and contexts.</p> <p>Clarify You must be able to recognise when members of your audience/group do not understand what you are saying and be able to give more detail or explanation until you are sure that they have understood.</p>
<p>a) prepare for discussions so that you can say things and provide information that is relevant to the subject and purpose of the discussion</p> <p>b) take part in a purposeful group discussion to reach a shared understanding</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Discussion The discussion must provide opportunities for you to respond to a range of views and sensibilities, and to take the lead in moving discussion forward.</p> <p>Move discussion forward You must know how to maintain the momentum of a discussion, for example how to:</p> <ul style="list-style-type: none"> • respond to and offer constructive criticism • provide evidence to support opinions and arguments

In order to show you are competent, you need to know how to:	Tick if you can	Further guidance
<p>c) make clear and relevant contributions in a way that suits your purpose and situation</p> <p>d) help to move the discussion forward</p> <p>e) use appropriate phrases or gestures in order to join in the discussion or change the topic</p> <p>f) support your opinions and arguments with evidence</p> <p>g) prepare your talk/presentation</p> <p>h) summarise information from your reading and from other sources to suit your purpose</p> <p>i) speak clearly in a way that suits your subject, purpose and situation</p> <p>j) keep to the subject and structure your talk/presentation in a logical sequence to help your audience follow a line of thought or series of events</p> <p>k) use a variety of ways to support the main points of your talk/presentation including using images or other material.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> use appropriate phrases to change the direction of the discussion or refocus on its purpose develop points and open up new ideas summarise what has been said ensure there is an agreed/shared understanding. <p>Join in discussion You must be able to show that you want to speak, without interrupting a speaker or appearing to be over-assertive.</p> <p>Change the topic You must be able to change the direction or topic of a discussion, or to bring it back to the point, without appearing to be aggressive or ‘taking over’.</p> <p>Subject Your subject matter will usually be closely connected with your work, programme of study, or area of interest.</p> <p>Give a short talk/presentation You must give a short talk/ presentation, involving some degree of formality, lasting at least four minutes. There must be a purpose to your talk/presentation and the subject matter will usually be closely connected with your work, programme of study, or an area of interest. You must use images or objects such as models or samples to help your audience of at least three people understand your talk/presentation.</p> <p>Summarise You must be able to distinguish between what is or is not relevant to your purpose, and be able to present the essence of what you have read in a concise way. The information you summarise may be drawn from your reading for C2.2 but it may come from other sources.</p> <p>Speak clearly You must:</p> <ul style="list-style-type: none"> articulate your words clearly use a style of language to suit the subject and purpose of your talk/presentation (eg when giving explanations, instructions, or accounts of events, or when presenting an argument) be able to adapt the volume, pitch and pace of your speaking to suit the situation (eg taking account of the number of listeners, the room size, the noise level) take into account the status of your audience and how familiar they are to you vary your tone of voice to keep audience attention. <p>Structure your talk/presentation You must know how to present information and ideas in a clear sequence (eg how to start and close the talk/presentation), as well as how to use cues to signal key points or change of track so as to take your audience with you.</p> <p>Variety of ways You must use a variety of ways, including images or other material (eg a model) to support your main points. You must ensure that an image is suitable for its purpose, whether you produce your own charts or diagrams, or select images from other sources.</p>
<p>a) read and understand specialist vocabulary</p> <p>b) identify the main points, ideas and lines of argument and reasoning from text and images, including by inference</p> <p>c) recognise the writer’s purpose and intentions, including where they are implicit</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Main points You must be able to read critically when you are following a sequence of information or ideas in explanatory or persuasive texts (of more than 500 words), and know how to identify points of view when reading an argument.</p>

In order to show you are competent, you need to know how to:	Tick if you can	Further guidance
<p>d) locate and understand information using organisational features</p> <p>e) find the meaning of unfamiliar words and phrases, using reference materials</p> <p>f) select and use different types of continuous documents to obtain relevant information</p> <p>g) ask others when you are unclear about what you have read.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Writer's purpose and intentions You must be able to identify the purpose of a text (eg to inform, to persuade) by its use of vocabulary and structure, in order to make judgements about its relevance.</p> <p>Select You must know how to locate and select material from documents such as reference books, textbooks, instruction manuals, magazines, newspapers and dictionaries, or pages from the internet, so you can use different types of document to obtain information (eg to compare facts, opinions or ideas).</p> <p>Skills may be implicit in the summary While this is not required, you could ensure that the purpose of your reading is to help you prepare for your talk/presentation or for one of your written documents. Your ability to summarise would then be implicit in the content of your talk/presentation or one of your written documents.</p>
<p>a) summarise information from your reading and from other sources to suit your purpose</p> <p>b) plan and draft writing</p> <p>c) present relevant information in formats that suit your purpose and audience</p> <p>d) construct complex sentences using a range of appropriate conjunctions</p> <p>e) organise writing in paragraphs that help to make meaning clear</p> <p>f) use correct grammar</p> <p>g) use punctuation correctly, including commas and inverted commas</p> <p>h) spell correctly, including specialist words</p> <p>i) structure your writing to help readers follow and understand your main points</p> <p>j) present information and ideas in a logical or persuasive sequence</p> <p>k) use different styles of writing, including using formal and informal language, to suit different purposes</p> <p>l) produce legible text</p> <p>m) make your meaning clear</p> <p>n) check and where necessary revise your documents.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Write documents Your teacher/tutor/trainer may give you guidance about possible appropriate formats for your writing but you must make the final choice yourself. This might be a business letter, a report or essay, a set of instructions, a memo, an article for a newspaper or magazine, etc.</p> <p>Summarise You must be able to distinguish between what is or is not relevant to your purpose, and be able to present the essence of what you have read in a concise way. The information you summarise may be drawn from your reading for C2.2, but it may come from other sources.</p> <p>Structure your writing You must know how to organise your written work in a logical or persuasive sequence, using paragraphs and features such as headings and subheadings.</p> <p>Styles You must be able to use formal and informal language, including, for example, persuasive techniques, technical vocabulary and evidence to support the points you are making, to suit different purposes for writing.</p> <p>Spelling, grammar, punctuation</p> <ul style="list-style-type: none"> You must be able to spell correctly, including specialist words related to your topic and context. You must know how to write complex sentences (eg using 'because' or 'although'), and use tenses consistently, as well as ensure subject-verb agreement (which is required at Entry 3). You must use punctuation such as commas and inverted commas accurately (as well as apostrophes, capital letters, full stops, question marks and exclamation marks, which are required at the lower levels). <p>Checking You must check and (where necessary) correct your work in order to ensure that spelling, punctuation and grammar are correct, that it is organised into paragraphs where appropriate, and that your meaning is clear.</p>

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