

KEY SKILLS

OPPORTUNITIES TO WORK TOWARDS THE ACQUISITION OF KEY SKILLS

The following tables outline and provide examples of opportunities for students to work towards the acquisition of key skills that **may** arise during a GOML course. The opportunities refer to Section B of the relevant key skills specifications at Levels 1 and 2. The examples given illustrate typical opportunities which **may** arise during the normal teaching and learning process. These are only a small selection of such opportunities and are not part of the key skills specifications themselves. It is for teachers and students to decide which pieces of work, **if any**, to use to develop and assess key skills.

Communication

The key skill of communication focuses on effective and efficient use of English and, for some candidates, Irish or Welsh. As a result, four of the five target languages do not provide an appropriate means of producing evidence for communication. However, a course of study based on the generic specification does provide excellent opportunities for discussion, oral presentations, reading and synthesis and writing for a purpose.

Nevertheless, under current regulations, it is only where these skills are applied **using English** and, for some candidates **Welsh and Irish**, that appropriate assessment evidence can be produced.

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.</p> <p>Provide information that is relevant to the subject and purpose of the discussion.</p> <p>Speak clearly in a way that suits the situation.</p> <p>Listen and respond appropriately to what others say.</p>	<p>C2.1a Contribute to a discussion about a straightforward subject. Make clear and relevant contributions in a way that suits your purpose and situation.</p> <p>Listen and respond appropriately to what others say.</p> <p>Help to move the discussion forward.</p>	<p>Students take part in a discussion on aspects of the topics Home Life and Daily Routine (1b) and School (1d).</p> <p>They ask and respond to questions about how a typical day is spent.</p>
	<p>C2.1b Give a short talk about a straightforward subject using an image.</p> <p>Speak clearly in a way that suits your subject, purpose and situation.</p>	<p>Students comment on the contents of a dish or the items on a menu, using a photo or flashcard of the foodstuffs in question (On Holiday (3e)).</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
	<p>Keep to the subject and structure your talk to help listeners follow what you are saying.</p> <p>Use the image to clearly illustrate your main points.</p>	
<p>C1.2 Read and obtain information from two different types of document about straightforward subjects, including at least one image.</p> <p>Read relevant material.</p> <p>Identify accurately the main points and ideas in the material.</p> <p>Use the information to suit your purpose.</p>	<p>C2.2 Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.</p> <p>Select and read relevant material.</p> <p>Identify accurately the lines of reasoning and main points from texts and image.</p> <p>Summarise the information to suit your purpose.</p>	<p>Students read a letter from a penpal noting how a typical school day is organised. The letter is read alongside a copy of the pen-pal's school timetable or a set of classroom rules. The timetable or the rules contain an image, such as the layout of the school or a classroom (School (1d)).</p>
<p>C1.3 Write two different types of document about straightforward subjects. Include at least one image in one of the documents.</p> <p>Present relevant information in a form that suits your purpose.</p> <p>Ensure the text is legible.</p> <p>Make sure that spelling, punctuation and grammar are accurate, so that your meaning is clear.</p>	<p>C2.3 Write two different types of document about straightforward subjects. One piece of writing should be an extended document and include at least one image.</p> <p>Present relevant information in an appropriate form.</p> <p>Use a structure and style of writing to suit your purpose.</p> <p>Ensure the text is legible and that spelling, punctuation and grammar are accurate, so that your meaning is clear.</p>	<p>Students draft a letter to a penpal, conveying information about themselves or where they live. They enclose a short leaflet, which they have prepared, containing, for example, a list of things to do and see in their home town. The leaflet includes at least one image (Home Life and Daily Routine (1b) and Town and Countryside (2b)).</p>

Information Technology

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>IT1.1 Find, explore and develop information for two different purposes.</p> <p>Find and select relevant information.</p> <p>Enter and bring in information, using formats that help development.</p> <p>Explore and develop information to meet your purpose.</p>	<p>IT2.1 Search for and select information for two different purposes.</p> <p>Identify the information you need and suitable sources.</p> <p>Carry out effective searches.</p> <p>Select information that is relevant to your purpose.</p>	<p>A group in one class exchanges information electronically with a group in another. Students within the two groups are matched according to shared interests such as music, sport, reading etc. Students who live in particular localities, such as town or country, are also matched (Hobbies and Interests (1c) and Town and Countryside (2b)).</p>
<p>IT1.2 Present information for two different purposes.</p> <p>Your work must include at least one example of text, one of image and one of number.</p> <p>Use appropriate layouts for presenting information in a consistent way.</p> <p>Develop the presentation, so that it is accurate, clear and meets your purpose.</p> <p>Save information, so that it can be found easily.</p>	<p>IT2.2 Explore and develop information, and derive new information for two different purposes.</p> <p>Enter and bring together information, using formats that help development.</p> <p>Explore information as needed for your purpose.</p> <p>Develop information and derive new information as appropriate.</p>	<p>Students present information on tourist accommodation in and near where they live, by bringing together text and visual. A chart, showing tariffs or opening times is incorporated in their presentation (Town and Countryside (2b) and Accommodation (3b)).</p>
	<p>IT2.3 Present combined information for two different purposes. Your work must include at least one example of text, one of image and one of number.</p> <p>Select and use appropriate layouts for presenting combined information in a consistent way.</p> <p>Develop the presentation to suit your purpose and the types of information.</p> <p>Ensure your work is accurate, clear and saved appropriately.</p>	<p>Students compile a presentation in the target language, based on the context Work and Continuing Education (4). They list occupations and places of work, using text, image and number (showing working hours, wages, etc). They review their preferred type of job or express an opinion about jobs in general. They post their work on an IT bulletin page.</p>

Working with Others

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>WO1.1 Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p> <p>Check that you clearly understand the objectives you have been given for working together.</p> <p>Identify what needs to be done to achieve these objectives and suggest ways you could help.</p> <p>Make sure that you are clear about your responsibilities and working arrangements.</p>	<p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p> <p>Identify the objectives of working together and what needs to be done to achieve these objectives.</p> <p>Exchange relevant information to clarify responsibilities.</p> <p>Confirm working arrangements with those involved.</p>	<p>Students engage in pair, group or whole-class activities, to devise a series of role-play dialogues in the target language, in which they discuss arrangements for going out (Hobbies and Interests (1c)).</p>
<p>WO1.2 Work with others towards achieving given objectives.</p> <p>Carry out tasks to meet your responsibilities.</p> <p>Work accurately and safely, following the working methods you have been given.</p> <p>Ask for help and offer support to others, when appropriate.</p>	<p>WO2.2 Work co-operatively with others towards achieving identified objectives Organise your own tasks, so that you can be effective in meeting your responsibilities.</p> <p>Carry out tasks accurately and safely, using appropriate working methods.</p> <p>Support co-operative ways of working, seeking advice from an appropriate person when needed.</p>	<p>Students work with others to devise an audio programme or newsletter about themselves and their class or school. They send their work to another class or school, perhaps as part of an educational exchange. Instances of when advice and support were enlisted should be noted (Myself and Others 1).</p>
<p>WO1.3 Identify progress and suggest ways of improving work done with others, to help achieve given objectives.</p> <p>Identify what has gone well in working with others.</p> <p>Report any difficulties in meeting your responsibilities and say what you did about them.</p> <p>Suggest ways of improving work done with others, to help achieve the objectives.</p>	<p>WO2.3 Exchange information on progress and agree ways of improving work done with others, to help achieve your objectives.</p> <p>Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your own work.</p> <p>Listen and respond appropriately to progress reports from others.</p> <p>Agree ways of improving work done with others, to help achieve the objectives.</p>	<p>Students evaluate their own contributions and those made by others to the above-mentioned project, by listening and responding appropriately to one another and by agreeing on ways of improving the end-product.</p>

Improving Own Learning and Performance

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>LP1.1 Confirm understanding of your short-term targets, and, with the person setting them, plan how they will be met.</p> <p>Make sure your targets show clearly what you want to achieve.</p> <p>Identify clear action points and deadlines for each target.</p> <p>Identify how to get the support you need and the arrangements for reviewing your progress.</p>	<p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.</p> <p>Provide accurate information to help set realistic targets for what you want to achieve.</p> <p>Identify clear action points for each target.</p> <p>Plan how you will use time effectively to meet your targets, including the use of support and arrangements for reviewing your progress.</p>	<p>Students maintain a vocabulary-building notebook, in which they record and learn, at regular intervals (eg once a week), new items of vocabulary they have encountered. They engage in a degree of autonomous learning and self-assessment, enabling them to monitor their own progress.</p>
<p>LP1.2 Follow your plan, using support given by others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject; • learning through a straightforward practical activity. <p>Work through your action points to complete tasks on time.</p> <p>Use support given by others to help meet your targets.</p> <p>Use different ways of learning suggested by your teacher, and make changes, when needed, to improve your performance.</p>	<p>LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject; • learning through a straightforward practical activity. <p>Use your action points to help manage your time well and complete tasks, revising your plan when needed.</p> <p>Identify when you need support and use it effectively to help meet your targets.</p> <p>Select and use different ways of learning to improve your performance, working for short periods without close supervision.</p>	<p>Students devise their own progress record, allocating time for periods of study and revision. They build up a personal cassette recording in which they practise key words and phrases from an aspect of the GOML course which particularly interests them.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>LP1.3 Review, with an appropriate person, your progress and achievements in meeting your targets.</p> <p>Say what you learned and how you learned, including what has gone well and what has gone less well.</p> <p>Identify the targets you have met and provide evidence of your achievements.</p> <p>Identify what you need to do to improve your performance.</p>	<p>LP2.3 Review your progress with an appropriate person and provide evidence of your achievements, including how you have used learning in one task to meet the demands of another.</p> <p>Identify what and how you learned, including what has gone well and what has gone less well.</p> <p>Identify the targets you have met and provide evidence of your achievements.</p> <p>Identify ways to further improve your performance.</p>	<p>Students apply the key words and phrases they have learned in one topic area and seek to deploy these within a new area. For example, they use the vocabulary acquired and noted when describing their daily routine (Home Life and Daily Routine (1b)) in order to provide information about their school day (School (1d)). They then consider how they might apply this same learning to new situations.</p>