



**NCFE**

# Qualification specification

**NCFE Level 2 Certificate in Essential English in  
Everyday Life**

**QN: 610/0676/2**

**Qualification summary**

<b>Qualification title</b>	NCFE Level 2 Certificate in Essential English in Everyday Life		
<b>Ofqual qualification number (QN)</b>	610/0676/2	<b>Aim reference</b>	61006762
<b>Guided learning hours (GLH)</b>	135	<b>Total qualification time (TQT)</b>	135
<b>Minimum age</b>	Pre-16		
<b>Qualification purpose</b>	This qualification is part of a suite designed to provide learners with essential knowledge and skills in English and builds on the knowledge and skills gained at level 1. Learners will develop their skills in speaking, listening and communication, reading and writing. This qualification has been designed to provide learners with the skills they can use in their everyday life, or to support them to progress on to a level 2 Functional Skills or GCSE in English.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		

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## Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of English
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire practical skills in English
- support progression to a level 2 Functional Skills or GCSE in English

The objectives of this qualification are to enable learners to:

- develop their skills in listening and responding to instructions and using constructive criticism
- develop their skills in participating in formal and informal discussions
- develop their skills in reading
- develop their skills in writing
- develop their spelling and grammar

### Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page of the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

### Entry guidance

This qualification is designed for any learners who have not achieved a GCSE or Functional Skills qualification in English.

The qualification will support learners with an identified skills gap in English and has been designed using the Functional Skill scope of study to develop skills for everyday life and support progression to a level 2 Functional Skill. The qualification can also be used to progress to a GCSE in English.

The qualification could also be used by pre-16 learners who are not following or are not yet ready to follow a traditional GCSE route in education for English.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved the NCFE Level 1 Certificate in Essential English in Everyday Life (610/0675/0).

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### **Achieving this qualification**

To be awarded this qualification, learners are required to successfully achieve all **6** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

### **Progression**

Learners who achieve this qualification could progress to the following:

- NCFE Level 2 Functional Skills Qualification in English (603/5054/4)
- GCSE in English
- apprenticeships
- vocational qualifications

### **Resource requirements**

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

## Internal assessment

We are in the process of developing free workbooks to accompany this qualification to support centres with their delivery and assessment, which include summative assessments that can be used to provide evidence of competence in each unit. These which can be found on the qualification page of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover learning outcomes for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the NCFE provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

## Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

The qualification has been designed to map to the subject content for Functional Skills in English to aid progression. We have provided a mapping document in appendix B which outlines the Functional Skills subject content statement that each assessment criteria maps to.

Where spoken responses are required, sign language can be used where appropriate, to meet learners' needs. If learners provide signed responses, the tutor should record them on the appropriate documents. Tasks that can be read out to the learner can be delivered via sign language as appropriate to their needs.

Online delivery and assessment could be offered if technology is in place for learners and centres.

If centres opt for an online approach to delivery and assessment, tutors must ensure that they can hear the learners when they read out and can view their written answers, taking a screenshot or emailing the learners' work when necessary.

Integrating the learning outcomes from different units is good practice; tutors should familiarise themselves with the different learning outcomes from different units that can be achieved during a single assessment.

**Unit 01 Listening, understanding and using constructive feedback effectively (K/650/1947)**

<b>Unit summary</b>			
This unit aims to develop the skills needed to listen and respond to spoken language about complex topics and to follow narratives, explanations and instructions. Learners will also develop the skills needed to adapt their spoken responses appropriately and to give feedback constructively.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Be able to extract information from and respond to extended spoken contributions	1.1 Listen actively for relevant information
	1.2 Listen for and record relevant information and ideas from extended contributions by other people
	1.3 Phrase questions effectively and politely using an appropriate level of formality
	1.4 Use follow up questions effectively and politely
	1.5 Make appropriate interventions to clarify understanding or to find out more information
2. Be able to understand and respond to complex spoken contributions	2.1 Remain actively engaged with spoken contributions throughout the duration
	2.2 Follow multi-step instructions
3. Be able to respond to complex questions	3.1 Use strategies to check understanding of questions asked and to engage the questioner
	3.2 Respond to questions clearly, accurately and in an appropriate manner
	3.3 Check that the questioner is satisfied with the responses given
4. Be able to give and respond to constructive criticism	4.1 Use strategies to check understanding of the points being made
	4.2 Demonstrate effective use of body language and visual cues to show criticism is constructively received and provided
	4.3 Use strategies to offer and respond to <b>constructive criticism</b> in an appropriate manner

<b>Range</b>
4. Be able to give and respond to constructive criticism
<b>4.3 Constructive criticism</b> should be delivered in a friendly and positive manner and the focus should be on helping the other person

<b>Delivery and assessment guidance</b>
The aim of this unit is for learners to evidence the skills needed to listen, understand and respond to others about complex issues, and to follow narratives, explanations and instructions.

### Delivery and assessment guidance

Learners will develop their ability to adapt their spoken responses and give and receive constructive criticism appropriately.

Each learner is required to take part in at least 3 assessments across a range of situations for this unit.

As a guide, it is recommended that learners are given 90 minutes to complete the unit requirements if a summative assessment is used; however, centres can use alternative assessment methods if preferred.

It is possible to plan assessment activities for this unit, which also meet the criteria in some or all of the speaking, listening and communication units.

Tutor observations should evidence the content of the scenarios by describing learners' performance against the assessment criteria.

The tasks could be recorded by audio or digitally with tutor feedback added.

#### Assessment criteria: 1.1–1.5

A minimum of 2 assessment tasks are required to allow learners to demonstrate sufficient coverage of the assessment criteria and:

- the length of time involved must be sufficient to test learners' attention and allow them to demonstrate each of the criteria; we recommended at least 10 minutes of extended spoken contribution per task
- both assessment tasks should allow the learner to communicate in person, either face to face or online using video conferencing
- the learner must show coverage of AC1.1 and 1.2 in both assessment tasks but need not cover all other assessment criteria in each
- one of the assessment tasks can be the same as one of those set for LO2
- another of the assessment tasks can be the same as one of those set for LO3
- both assessment tasks should be designed to allow the learner to build a better understanding of the topics being discussed by allowing them to make appropriate interventions to:
  - clarify understanding
  - phrase questions effectively and politely using an appropriate level of formality
  - allow the learner to ask follow up questions effectively and politely

Learners must demonstrate on at least 2 occasions that they are able to meet each assessment criteria set out above.

#### Assessment criteria: 2.1–2.2

A minimum of 2 assessment tasks are required to allow learners to demonstrate sufficient coverage of the assessment criteria, and both must provide an opportunity to listen to complex spoken contributions and instructions

Learners must demonstrate on at least 2 occasions that they are able to meet each assessment criteria set out above.

### Delivery and assessment guidance

#### Assessment criteria: 3.1–3.3

Learners must be sufficiently confident about the subject they are discussing, to be able to deal with questions from others comfortably enough to focus on how they receive questions and deliver answers.

A minimum of one assessment task is required to allow learners to demonstrate sufficient coverage of the assessment criteria and:

- the task must create an opportunity for others to ask questions about what the learner says
- learners should communicate in person, if possible; if not, an online opportunity should be facilitated using video conferencing
- the task can be part of the activities used to assess LO4
- learners could practise responses to build confidence prior to assessment

Learners must demonstrate on at least 2 occasions that they are able to meet each of the assessment criteria set out above.

#### Assessment criteria: 4.1–4.3

Learners must be aware of the meaning of constructive criticism, have the confidence to rely on their listening and responding skills, and be prepared for receiving and responding to constructive feedback appropriately.

Tutors must ensure that:

- learners are given at least one task to demonstrate coverage of LO4
- this task could be linked to those completed as part of the assessment of LO3
- the task can be completed in person or online using video conferencing if necessary
- all of the responses are communicated clearly and effectively
- learners have the opportunity to practise giving and receiving constructive criticism to build confidence prior to assessment

If one task is used, it must:

- create opportunities for the learner to respond constructively to the contributions of others
- create opportunities for the learner to provide constructive feedback to others
- create opportunities for the learner's body language and visual clues to be recorded by their tutor
- cover all assessment criteria

If 2 tasks are used:

- one task should allow the learner to respond constructively to the contributions of others
- the second task should allow the learner to provide constructive criticism to others
- learners must show coverage of both the assessment criteria across the 2 assessments tasks but do not need to cover all assessment criteria in each task

Learners must demonstrate on at least 2 occasions that they are able to meet each of the assessment criteria set out above.

**Delivery and assessment guidance****Evidence for this unit could include:**

- assessments designed around the learning outcomes
- tutor observations describing the learners' performance against the assessment criteria during sessions
- notes taken from spoken contributions, supported by audio or video recordings if possible
- responses to complex spoken contributions
- feedback discussion could also be recorded by video or audio

## Unit 02 Participating in and contributing to discussions within formal and informal settings (L/650/1948)

Unit summary			
This unit aims to develop skills of participating in and contributing to discussions in both formal and informal situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>25 GLH</b>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to take part in a variety of discussions with groups and individuals in formal and informal settings	1.1 Make clear, confident and relevant contributions to discussions at appropriate times
	1.2 Support opinions and arguments with relevant evidence
	1.3 Engage others and reinforce messages by using body language effectively
	1.4 Show active listening skills
	1.5 Adapt contributions to suit the: <ul style="list-style-type: none"> <li>• audience</li> <li>• context</li> <li>• purpose</li> </ul>
2. Be able to steer conversations and include others in discussions	2.1 Move discussions forward in an appropriate manner
	2.2 Change topics of discussions in an appropriate manner
	2.3 Interject in discussions to raise relevant points using appropriate phrases
	2.4 Show respect for the turn-taking rights of others
	2.5 Use appropriate language and body language to support others and help them to participate in discussions
3. Be able to express ideas to clearly support points being made	3.1 Sequence ideas logically
	3.2 Use appropriate structure, style and vocabulary when expressing ideas
	3.3 Respond to questions clearly and provide further detail to clarify or confirm understanding
	3.4 Use body language to reinforce the message

Delivery and assessment guidance
<p>The aim of this unit is to build learners' confidence in participating in and contributing to formal and informal discussions.</p> <p>As a guide, it is recommended that learners are given an hour to complete the unit requirements if a summative assessment is used; however, centres can use alternative assessment methods if preferred.</p>

### Delivery and assessment guidance

Tutor observations should evidence the content of the scenarios by describing the learner's performance against the assessment criteria.

The discussion could be recorded by video or audio and tutor feedback added.

#### Assessment criteria: 1.1–2.5

Learners must participate in a variety of one-to-one and group discussions in both formal and informal settings.

Tutors should be aware that:

- time should be allowed for content preparation, as this will be important to allow the learner to contribute fully to discussions
- topics of conversation during the formal and informal discussion should be appropriate and agreed with the tutor
- learners can be given stimulus in advance to prepare for their discussions
- learners must demonstrate achievement of all 10 assessment criteria during discussions in both formal and informal settings
- it should be made possible to demonstrate at least 5 of the assessment criteria in any discussion
- learners do not need to achieve all 10 assessment criteria in every discussion

Learners must demonstrate on at least 2 occasions that they are able to meet each of the assessment criteria set out above.

Example tasks:

- formal discussions could involve:
  - guidance and careers advisors
  - a class visitor (for example, someone from a local bank about online banking)
  - a debate in a class/session about an agreed topic
- social discussions could include:
  - issues of personal interest (for example, music)
  - local or national news events

#### Assessment criteria: 3.1–3.4

Learners must complete one speaking and listening task demonstrating coverage of all 4 assessment criteria, on at least one occasion each in order to demonstrate achievement of LO3.

Example task:

The learner presents findings from an interview with a staff member or tutor; this incorporates:

- planning what they are going to talk about and ensuring the language is appropriate
- showing confidence while presenting rather than simply reading out their findings
- guiding their listeners through their findings
- building on their findings; they should use appropriate formal language and vocabulary to express their own ideas

**Delivery and assessment guidance**

- being confident when asked to provide further knowledge or to clarify for understanding

**Evidence for this unit could include:**

- assessments designed around the learning outcomes
- tutor observations describing the learners' performance against the assessment criteria
- notes taken from spoken contributions, supported by audio or video recordings if possible
- responses to complex spoken contributions
- feedback discussion could also be recorded by video or audio

**Unit 03 Knowledge and application of punctuation, grammar and spelling (M/650/1949)**

<b>Unit summary</b>			
This unit aims to develop knowledge and skills in the application of spelling, punctuation and grammar.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Be able to punctuate straightforward and complex texts correctly	1.1 Use a wide range of <b>punctuation</b> markers
	1.2 Use punctuation correctly when writing straightforward and complex texts of varying length
2. Be able to use correct grammar	2.1 Use correct <b>grammar</b>
	2.2 Make grammatical choices appropriate to the level of formality required in a text
	2.3 Use <b>modal verbs</b> accurately
3. Be able to spell words used most often in work, studies and daily life, including specialist words	3.1 Spell: <ul style="list-style-type: none"> <li>• <b>common words</b></li> <li>• <b>irregular/commonly misspelled words</b></li> <li>• <b>words with suffixes: 'ible', 'able'</b></li> <li>• <b>irregular plurals</b></li> </ul>
	3.2 Spell <b>specialist</b> words correctly

<b>Range</b>
1. Be able to punctuate straightforward and complex texts correctly
<b>1.1 Punctuation</b> must include: <ul style="list-style-type: none"> <li>• colons</li> <li>• commas</li> <li>• inverted commas/quotation marks</li> <li>• apostrophes</li> </ul>

Range
<p><b>2. Be able to use correct grammar</b></p> <p><b>2.1 Grammar</b> must include:</p> <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• correct and consistent use of tense</li> <li>• definite and indefinite articles</li> <li>• personal and possessive pronouns</li> </ul> <p><b>2.3 Modal verbs</b> express probability or desirability, for example:</p> <ul style="list-style-type: none"> <li>• must</li> <li>• should</li> <li>• could</li> </ul>
<p><b>3. Be able to spell words used most often in work, studies and daily life, including specialist words</b></p> <p><b>3.1 Common words</b> are words most often used in work, studies and daily life</p> <p><b>Irregular/commonly misspelled words</b> could include:</p> <ul style="list-style-type: none"> <li>• homophones (for example, their/there/they're)</li> <li>• irregular words (for example, said/some)</li> </ul> <p><b>Words with suffixes: 'ible', 'able'</b> could include, for example:</p> <ul style="list-style-type: none"> <li>• illegible</li> <li>• terrible</li> <li>• likeable</li> <li>• fashionable</li> <li>• reliable</li> </ul> <p><b>Irregular plurals</b> could include, for example:</p> <ul style="list-style-type: none"> <li>• children</li> <li>• men</li> <li>• sheep</li> </ul> <p><b>3.2 Specialist words</b> are those that have a specific meaning within a certain context, such as words related to a specific job or work environment, a pastime or hobby, or a certain area of study</p>

Delivery and assessment guidance
<p>The aim of the unit is to develop the learners' use of grammar, punctuation and spelling, which will also aid their writing.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>Learners must be able to use punctuation correctly and demonstrate how its use can affect the interpretation and meaning of a piece of text.</p> <p>In order to demonstrate achievement, the learner must be able to:</p>

### Delivery and assessment guidance

- correctly punctuate a paragraph from a complex text that has had all punctuation removed
- produce 2 pieces of free text for different audiences and purposes using correct punctuation:
  - the subject matter of the free text can be provided by or agreed with the tutor
  - the 2 pieces of text can also be used as evidence for LO2

#### Assessment criteria: 2.1–2.3

Learners should be able to use grammar in straightforward and complex texts and have an understanding that how grammar is used can provide an indication of its level of formality.

In order to demonstrate achievement, the learner must be able to:

- transpose a paragraph into the past tense or future tense, ensuring that all the appropriate past participles or auxiliary verbs are used
- produce 2 pieces of free text for different audiences and purposes using correct grammar:
  - the subject matter of the free text can be provided by or agreed with the tutor
  - the 2 pieces of text can also be used as evidence for LO1

#### Assessment criteria: 3.1–3.2

Learners must compose at least one piece of complex text and one straightforward text on a topic of their choice or set by the tutor.

Learners must be able to demonstrate their ability to consistently spell the below on at least 3 occasions each:

- common words
- irregular/commonly misspelled words
- words with suffixes: 'ible', 'able'
- irregular plurals
- specialist words; examples of these could be linked to:
  - sports such as:
    - offside
  - terms used in specific job roles such as:
    - overtime
    - customer satisfaction
  - history such as:
    - medieval
    - historian
  - geography such as:
    - physical geography
    - environmental geography

#### Evidence for this unit could include:

- learner text
- completed spelling tasks

**Unit 04 Composing written texts (Y/650/1950)**

<b>Unit summary</b>			
This unit aims to develop writing skills. The learner will produce effectively written texts (such as articles, narratives, explanations and reports) of varying lengths that are accurate and clear.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Be able to compose different styles of writing for different purposes	1.1 Produce a piece of text which presents ideas and opinions clearly, coherently and effectively
	1.2 Use language appropriately to suit the purpose and audience
	1.3 Compose <b>texts of an appropriate length</b> and level of detail to suit the purpose and audience
	1.4 Demonstrate writing for different purposes in a logical sequence and appropriate format and structure
	1.5 Demonstrate use of <b>complex sentences and paragraphs</b>
	1.6 Demonstrate use of <b>organisation markers</b>
	1.7 <b>Proofread</b> for clarity

<b>Range</b>
1. Be able to compose different styles of writing for different purposes
<b>1.3 Texts of an appropriate length</b> at this level are up to 300 words
<b>1.5 Complex sentences</b> can include one or two clauses, using commas to link ideas and make writing flow better
A <b>paragraph</b> is a group of sentences that include a single idea
<b>1.6 Organisation markers</b> are words, phrases and clauses which make the writing flow better, by organising the text and bringing together ideas and information, such as:
<ul style="list-style-type: none"> <li>• contents</li> <li>• index</li> <li>• menus</li> <li>• subheadings</li> <li>• paragraphs</li> <li>• bulleted or numbered lists</li> <li>• glossaries and keys</li> </ul>
<b>1.7 A proofread</b> must include checking:
<ul style="list-style-type: none"> <li>• spelling</li> </ul>

**Range**

- grammar
- missing or duplicated words
- punctuation marks
- that the text makes sense

**Delivery and assessment guidance**

The aim of the unit is to develop writing skills and extend learners' use of vocabulary.

**Assessment criteria: 1.1–1.7**

Learners must produce at least 2 pieces of text for different audiences and purposes which both meet all assessment criteria set out above in order to demonstrate achievement of this unit.

Both texts must include up to 300 words and between 3–5 paragraphs; the topic can be of the learners' choice and agreed by the tutor.

Learners should be shown ways of revising texts, both by hand and onscreen, such as using a different colour pen to revise handwritten drafts, or tracking changes and comments on a typed draft.

Evidence of proofreading showing amendments to spelling, grammar and punctuation, where appropriate, should also be provided by learners. Tutors should ensure that all drafts are included as part of the finished assessments.

In preparation for completing the writing activities, learners should be familiar with the following writing features and how they should be used in different styles of writing:

- format
- language
- purpose
- audience
- structure

Example tasks:

- an article in a newsletter for fellow learners using informal language
- a supporting letter for work using formal language

In response to the above task, the learner should include, for example:

- in the article:
  - presentation of all the information clearly and concisely
  - an appropriate writing style for an article, which is not too formal
  - organisation of the article with subheadings and paragraphs that include complex sentences
  - correct punctuation, including commas, apostrophes and inverted commas, for speech and so on
  - facts to support personal opinions and some disadvantages and how to deal with them
  - a proofread to ensure it reads well, has accurate spelling and makes sense
- in the supporting letter:
  - presentation of information/ideas concisely, logically and persuasively

**Delivery and assessment guidance**

- a range of sentence structures, including complex sentences and paragraphs
- appropriate structure and format of information such as dates, previous employment and qualifications, using bullet points and tables where necessary
- punctuation including the use of commas, apostrophes and inverted commas where required
- a proofread to ensure the application/text is fit for purpose and audience, with accurate spelling and grammar:
  - for job applications, this is very important as research carried out by the Confederation of British Industry (CBI) states that busy, prospective employers usually discard applications that are challenging to read due to spelling mistakes

Reading a piece of text out loud could be useful in proofreading to locate any errors and check that what has been written is coherent.

This skill can require confidence, as some learners prefer to hand in their work or press submit before checking for any mistakes.

**Evidence for this unit could include:**

- 2 pieces of text of at least 300 words and 3–5 paragraphs
- if all work is typed, tutors should remind learners not to delete their original copies

**Unit 05 Interpreting straightforward and complex functional texts (A/650/1951)**

<b>Unit summary</b>			
This unit aims to develop learners' reading skills and extend their use of vocabulary. The focus is on developing skills related to interpreting a range of complex functional texts that instruct, describe, explain and persuade.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>30 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to use strategies to interpret and identify meaning in a range of functional texts	1.1 Identify main ideas and specific details of text
	1.2 Use different reading strategies to identify <b>meaning in text</b>
	1.3 Describe how different writers embed their <b>style</b> and voice in their writing
2. Be able to read critically, evaluate and compare content from different types of functional texts	2.1 Compare information, ideas and opinions in different texts, including how they are conveyed
	2.2 Identify and compare <b>differing levels of bias, formality and persuasion in text</b>
	2.3 Summarise information from texts accurately
	2.4 Draw conclusions from different texts, offering contrasting ideas and opinions on how information is conveyed
3. Be able to develop strategies for dealing with challenging vocabulary and to locate information	3.1 Use <b>reference material</b> to find the meaning of unfamiliar and specialist words
	3.2 Use reference material to find alternative words with similar meanings
	3.3 Understand the relationship between <b>language features and devices</b>
	3.4 Use <b>organisational features</b> to locate and obtain information from a variety of straightforward and complex texts

<b>Range</b>
1. Be able to use strategies to interpret and identify meaning in a range of functional texts
<p><b>1.2 Meaning in text</b> must include implicit and explicit grammatical knowledge, including:</p> <ul style="list-style-type: none"> <li>• imply: to say or suggest something indirectly rather than come straight out with it</li> <li>• infer: to conclude based on an indirect suggestion</li> </ul> <p><b>1.3 Style</b> must cover 4 main styles of functional writing:</p> <ul style="list-style-type: none"> <li>• persuasive</li> <li>• narrative</li> <li>• expository</li> <li>• descriptive</li> </ul>
2. Be able to read critically, evaluate and compare content from different types of functional texts

Range
<p><b>2.2 Differing levels of bias, formality and persuasion</b> must cover biased and persuasive language and how the use of formality or informality used in a text can support its bias or the writer's desire to persuade the reader</p>
<p><b>3.</b> Be able to develop strategies for dealing with challenging vocabulary and to locate information</p>
<p><b>3.1 and 3.2 Reference material</b> can include the use of a thesaurus</p> <p><b>3.3 Language features and devices</b> engage the readers and add meaning to different text styles, purposes and audiences; they could include:</p> <ul style="list-style-type: none"> <li>• similes</li> <li>• metaphors</li> <li>• repetition</li> <li>• hyperbole</li> <li>• alliteration</li> <li>• personification</li> <li>• onomatopoeia</li> </ul> <p><b>3.4 Organisational features</b> could include:</p> <ul style="list-style-type: none"> <li>• contents</li> <li>• index</li> <li>• menus</li> <li>• subheadings</li> <li>• paragraphs</li> <li>• bulleted or numbered lists</li> <li>• glossaries and keys</li> </ul>

Delivery and assessment guidance
<p>The aim of this unit is to develop learners' reading skills and extend their use of vocabulary. The focus is on developing skills related to interpreting a range of complex functional texts that instruct, describe, explain and persuade.</p> <p>Learners must be provided with or select some texts with their tutor, about which they can answer questions.</p> <p>Texts used should reflect the 4 different styles detailed in range for AC1.1.</p> <p><b>Assessment criteria: 1.1–1.3</b></p> <p>Learners must have access to a range of texts of different styles and for different audiences.</p> <p>In order to demonstrate achievement, learners must be able to describe the below from 3 different texts and offer at least 2 examples of each:</p> <ul style="list-style-type: none"> <li>• the main ideas and specific details of 2 of the texts</li> <li>• the meaning of the text</li> <li>• how the writer has used their style and voice</li> <li>• how language has been used to achieve a purpose in the text</li> </ul>

**Delivery and assessment guidance**

Example of how meaning could be identified in a text:

'There seem to be some valid reasons for non-attendance due to flooding, and lack of public transport due to snow, but there are some non-attendances where the reason given is difficult to assimilate with climate change, even though that is the reason offered.'

In this example, the writer is inferring that some people are using climate change as an excuse to not attend work.

Examples of use of style, and writer's voice:

- persuasive style in texts such as advertisements, letters and speeches
- narrative styles in texts such as articles or accounts
- descriptive style in texts such as advertisements, informal letters and emails
- expository style in texts which offers or exposes facts such as dates, people's names and locations

The writer's voice embeds their opinion or attitude in their writing and the vocabulary used; lengths of sentences and paragraphs used can make the reader feel as if the writer is speaking out loud.

**Assessment criteria: 2.1–2.4**

Learners must be able to read critically to evaluate and compare content from different types of complex functional texts.

Tutors must provide at least 2 separate texts of up to 300 words each with questions that cover all 4 assessment criteria.

Learners can use glossaries, dictionaries and relevant keys to help clarify meaning of vocabulary if required.

Learners must demonstrate on at least 2 occasions that they can achieve each assessment criteria set out above.

Examples of bias that could be displayed in writing:

- gender bias
- age bias
- racial bias
- disability bias
- LGBTQ+ bias
- ethnicity bias
- mental health bias
- religion bias
- ex-offenders bias

Examples of how a summary could be carried out:

- read the text

**Delivery and assessment guidance**

- break the text down into 3 sections: beginning, middle and end
- identify the main ideas in each of these sections
- write the summary based on the main ideas
- check the summary against the text to ensure that all the important points are covered

Examples of how learners could draw conclusions from different texts:

- learners will be able to identify preferences based on their ability to understand a table detailing preferences
- learners can contrast the main points and language used in an email and a letter as one was written for a friend and one for a tutor or employer
- learners will be able to work out what is being inferred in a report after they have read what was implied

**Assessment criteria: 3.1–3.2**

Learners must demonstrate on at least 2 occasions that they can achieve each assessment criteria set out above.

Example task:

Tutors could supply a thesaurus and a piece of text and ask the learners to complete an exercise to:

- find the meaning of unfamiliar and specialist words in the text
- find alternative words that could have been used in the text

**Assessment criterion: 3.3**

Learners can use dictionaries and glossaries but must be aware of language features and devices that exist in English such as metaphors, similes, alliteration and allegory.

Learners must demonstrate on at least 3 occasions that they can achieve the assessment criterion set out above.

Example task:

Learners could be given a list of at least 4 similes and metaphors and asked to describe what they mean and why a writer may use them in their text, for example:

- ‘this arrangement is as solid as quicksand’ – a writer could use this simile to express that they have no faith in an agreement which has been made
- ‘time is money’ – a writer could use this metaphor to express a sense of urgency about a deadline

**Assessment criterion: 3.4**

Learners can be provided with glossaries, dictionaries and relevant keys where needed.

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criterion set out above.

**Delivery and assessment guidance**

Example task:

Learners could be given tasks that assess their ability to use different organisational features and devices such as:

- table of contents
- index
- bold words for emphasis

**Unit 06 Understanding prose writing and poetry (D/650/1952)**

<b>Unit summary</b>			
This unit aims to develop a wider appreciation of the English language by analysing and comparing some prose writing and poetry. It will also provide the learner with knowledge and skills that could support them to progress to a GCSE in English.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to analyse prose writing	1.1 Read and explain a whole text and its themes
	1.2 Explain the key features of a narrative
	1.3 Describe the role of a central character from a text
	1.4 Identify and describe how language is used to enhance a text and reading experience
	1.5 Compare information, ideas and opinions in different examples of prose writing
2. Be able to compare and discuss poems	2.1 Explain how writers use different literary techniques to create effect, providing clear, relevant textual references to support the explanations given
	2.2 Compare the use of writing techniques used by different poets
	2.3 Provide relevant textual references to support responses to key questions about poems
	2.4 Compare information, ideas and opinions in different poems

<b>Delivery and assessment guidance</b>
<p>In this unit, learners are given the opportunity to analyse and compare some fictional texts; the knowledge and skills developed could be used for progression to a GCSE in English.</p> <p><b>Assessment criteria: 1.1–1.5</b></p> <p>The tutor and learners must be familiar with a range of texts that could be used.</p> <p>Learners should be presented with a choice of narrative texts that the tutor is familiar with, and tutors should ensure that the text used is age appropriate for their learners.</p> <p>Examples of texts that could be used are:</p> <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• fables</li> <li>• myths or legends</li> <li>• ghost or horror stories</li> <li>• short stories</li> </ul>

### Delivery and assessment guidance

- quest or adventure stories

Tutors should set a task consisting of questions about the text selected and ensure that:

- learners can define what prose writing is, before attempting tasks based on specific examples of prose writing
- full coverage of the assessment criteria can be demonstrated through successful completion of the task
- learners are familiar with the terminology in the questions asked

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Examples tasks:

- learners are asked to read the given texts in hard copy or online and offer their review/explanation of what the text is about in writing
- learners are asked to explain the features of the narrative, including the theme of the text, their point of view on what was written and the setting of the text
- learners are asked to describe the role of a central character from the text, including how they interact with other characters, their characteristics and the learner's opinion of them
- learners are asked to identify and describe how language is used to enhance the text and their reading experience, quoting specific vocabulary or sentences and identifying how the language used was appropriate and complemented the reader's experience

### Assessment criteria: 2.1–2.4

Learners should be presented with a minimum of 2 poems that the tutor and learners are familiar with; the poems should be written by more than one poet.

Tutors should set a task consisting of questions about the poems selected and ensure that:

- full coverage of the assessment criteria can be demonstrated through successful completion of the task
- learners are familiar with the terminology in the questions asked

Learners must demonstrate on at least 2 occasions that they can achieve each of the assessment criteria set out above.

Example tasks:

- learners are asked to read the given poems and discuss in class how poets use different literary techniques and offer specific examples such as:
  - simile
  - irony
  - imagery
- learners are asked to compare the use of writing techniques used by poets such as:
  - rhyming
  - repetition
  - symbolism

**Delivery and assessment guidance**

- learners are asked to answer questions about given poems, offering textual references from the given poems

**Evidence for this unit could include:**

- tutor notes on discussions and learners' comprehension of selected texts and features
- learner responses to questions about selected texts
- learner responses to questions about poetry
- learners' book review

## **Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

### **Assessment strategy**

#### **Knowledge learning outcomes:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Competence/skills learning outcomes:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Section 3: explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between 2 or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.

<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

## **Section 4: support**

### **Support materials**

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

### **Other support materials**

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Appendix A

### Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Notes
Unit 01	K/650/1947	Listening, understanding and using constructive feedback effectively	2	20	
Unit 02	L/650/1948	Participating in and contributing to discussions within formal and informal settings	2	25	
Unit 03	M/650/1949	Knowledge and application of punctuation, grammar and spelling	2	20	
Unit 04	Y/650/1950	Composing written texts	2	20	
Unit 05	A/650/1951	Interpreting straightforward and complex functional texts	2	30	
Unit 06	D/650/1952	Understanding prose writing and poetry	2	20	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

**Appendix B****Functional Skills subject content statement mapping**

<b>Unit</b>	<b>Assessment criteria</b>	<b>Functional Skills English subject content statement</b>
01	1.1 Listen actively for relevant information	L2.1.1 Identify relevant information from extended explanations or presentations L2.1.2 Follow narratives and lines of argument
01	1.2 Listen for and record relevant information and ideas from extended contributions by other people	L2.1.1 Identify relevant information from extended explanations or presentations L2.1.2 Follow narratives and lines of argument
01	1.3 Phrase questions effectively and politely using an appropriate level of formality	L2.1.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
01	1.4 Use follow up questions effectively and politely	L2.1.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
01	1.5 Make appropriate interventions to clarify understanding or to find out more information	L2.1.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
01	2.1 Remain actively engaged with spoken contributions throughout the duration	L2.1.8 Make relevant and constructive contributions to move discussion forward
01	2.2 Follow multi-step instructions	L2.1.2 Follow narratives and lines of argument
01	3.1 Use strategies to check understanding of questions asked and to engage the questioner	L2.1.7 Use language that is effective, accurate and appropriate to context and situation
01	3.2 Respond to questions clearly, accurately and in an appropriate manner	L2.1.3 Respond effectively to detailed or extended questions and feedback L2.1.6 Express opinions and arguments and support them with relevant and persuasive evidence
01	3.3 Check that the questioner is satisfied with the responses given	L2.1.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts L2.1.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Unit	Assessment criteria	Functional Skills English subject content statement
01	4.1 Use strategies to check understanding of the points being made	L2.1.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
01	4.2 Demonstrate effective use of body language and visual cues to show criticism is constructively received and provided	L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium
01	4.3 Use strategies to offer and respond to constructive criticism in an appropriate manner	L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium
02	1.1 Make clear, confident and relevant contributions to discussions at appropriate times	L2.1.2 Follow narratives and lines of argument L2.1.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required L2.1.8 Make relevant and constructive contributions to move discussion forward
02	1.2 Support opinions and arguments with relevant evidence	L2.1.6 Express opinions and arguments and support them with relevant and persuasive evidence
02	1.3 Engage others and reinforce messages by using body language effectively	L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium
02	1.4 Show active listening skills	L2.1.2 Follow narratives and lines of argument
02	1.5 Adapt contributions to suit the: <ul style="list-style-type: none"> <li>• audience</li> <li>• context</li> <li>• purpose</li> </ul>	L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium
02	2.1 Move discussions forward in an appropriate manner	L2.1.8 Make relevant and constructive contributions to move discussion forward
02	2.2 Change topics of discussions in an appropriate manner	L2.1.10 Interject and redirect discussion using appropriate language and register
02	2.3 Interject in discussions to raise relevant points using appropriate phrases	L2.1.10 Interject and redirect discussion using appropriate language and register
02	2.4 Show respect for the turn-taking rights of others	L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium
02	2.5 Use appropriate language and body language to support others and help them participate in discussions	L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium

Unit	Assessment criteria	Functional Skills English subject content statement
		L2.1.7 Use language that is effective, accurate and appropriate to context and situation
02	3.1 Sequence ideas logically	L2.1.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
02	3.2 Use appropriate structure, style and vocabulary when expressing ideas	L2.1.7 Use language that is effective, accurate and appropriate to context and situation
02	3.3 Respond to questions clearly and provide further detail to clarify or confirm understanding	L2.1.3 Respond effectively to detailed or extended questions and feedback
02	3.4 Use body language to reinforce the message	L2.1.9 Adapt contributions to discussions to suit audience, purpose and medium
03	1.1 Use a wide range of punctuation markers	L2.3.20 Punctuate writing correctly using a wide range of punctuation markers (for example, colons, commas, inverted commas, apostrophes and quotation marks)
03	1.2 Use punctuation correctly when writing straightforward and complex texts of varying length	L2.3.20 Punctuate writing correctly using a wide range of punctuation markers (for example, colons, commas, inverted commas, apostrophes and quotation marks)
03	2.1 Use correct grammar	L2.3.21 Use correct grammar (for example, subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (for example, to express probability or desirability)
03	2.2 Make grammatical choices appropriate to the level of formality required in a text	L2.3.21 Use correct grammar (for example, subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (for example, to express probability or desirability)
03	2.3 Use modal verbs accurately	L2.3.21 Use correct grammar (for example, subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (for example, to express probability or desirability)

Unit	Assessment criteria	Functional Skills English subject content statement
03	3.1 Spell: <ul style="list-style-type: none"> <li>• common words</li> <li>• irregular/commonly misspelled words</li> <li>• words with suffixes: 'ible', 'able'</li> <li>• irregular plurals</li> </ul>	L2.3.22 Spell words used in work, study and daily life, including a range of specialist words
03	3.2 Spell specialist words correctly	L2.3.22 Spell words used in work, study and daily life, including a range of specialist words
04	1.1 Produce a piece of text which presents ideas and opinions clearly, coherently and effectively	L2.3.23 Communicate information, ideas and opinions clearly, coherently and effectively
04	1.2 Use language appropriately to suit the purpose and audience	L2.3.27 Use different language and register (for example, persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
04	1.3 Compose text of an appropriate length and level of detail to suit the purpose and audience	L2.3.24 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
04	1.4 Demonstrate writing for different purposes in a logical sequence and appropriate format and structure	L2.3.25 Organise writing for different purposes using appropriate format and structure (for example, standard templates, paragraphs, bullet points, tables)
04	1.5 Demonstrate use of complex sentences and paragraphs	L2.3.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate
04	1.6 Demonstrate use of organisation markers	L2.3.26 Convey clear meaning and establish cohesion using organisational markers effectively
04	1.7 Proofread for clarity	Does not map to Functional Skills
05	1.1 Identify main ideas and specific details of text	L2.2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details
05	1.2 Use different reading strategies to identify meaning in text	L2.2.13 Identify implicit and inferred meaning in texts
05	1.3 Describe how different writers embed their style and voice in their writing	L2.2.19 Identify different styles of writing and writer's voice
05	2.1 Compare information, ideas and opinions in different texts, including how they are conveyed	L2.2.12 Compare information, ideas and opinions in different texts, including how they are conveyed

Unit	Assessment criteria	Functional Skills English subject content statement
05	2.2 Identify and compare differing levels of bias, formality and persuasion in text	L2.2.17 Analyse texts of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
05	2.3 Summarise information from texts accurately	L2.2.17 Analyse texts of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
05	2.4 Draw conclusions from different texts, offering contrasting ideas and opinions on how information is conveyed	L2.2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion
05	3.1 Use reference material to find the meaning of unfamiliar and specialist words	L2.2.15 Use a range of reference materials and appropriate resources (for example, glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
05	3.2 Use reference material to find alternative words with similar meanings	L2.2.15 Use a range of reference materials and appropriate resources (for example, glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
05	3.3 Understand the relationship between language features and devices	L2.2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
05	3.4 Use organisational features to locate and obtain information from a variety of straightforward and complex texts	L2.2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
06	1.1 Read and explain the whole text and its themes	Does not map to Functional Skills
06	1.2 Explain the key features of the narrative	Does not map to Functional Skills
06	1.3 Describe the role of a central character from the text	Does not map to Functional Skills
06	1.4 Identify and describe how language is used to enhance the text and reading experience	Does not map to Functional Skills
06	1.5 Compare information, ideas and opinions in different examples of prose writing	Does not map to Functional Skills

<b>Unit</b>	<b>Assessment criteria</b>	<b>Functional Skills English subject content statement</b>
06	2.1 Explain how writers use different literary techniques to create effect, providing clear, relevant textual references to support the explanations given	Does not map to Functional Skills
06	2.2 Compare the use of writing techniques used by different poets	Does not map to Functional Skills
06	2.3 Provide relevant textual references to support responses to key questions about poems	Does not map to Functional Skills
06	2.4 Compare information, ideas and opinions in different poems	Does not map to Functional Skills