

Mapping Functional Skills to GCSE 9–1 English Language

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9: Use spoken standard English effectively in speeches and presentations

Functional Skills Reform Content Statement	Ref	GCSE 9–1 English Language
1. Identify relevant information from extended explanations or presentations	L2.1 SLC	N/A
2. Follow narratives and lines of argument	L2.2 SLC	N/A
3. Respond effectively to detailed or extended questions and feedback	L2.3 SLC	AO8: Listen to questions/feedback, responding formally and in some detail
4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	L2.4 SLC	N/A
5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	L2.5 SLC	AO9: Speak to communicate clearly and purposefully Express straightforward ideas/information/feelings
6. Express opinions and arguments and support them with relevant and persuasive evidence	L2.6 SLC	AO7: Express challenging ideas/information/feelings using a range of vocabulary
7. Use language that is effective, accurate and appropriate to context and situation	L2.7 SLC	AO9: Use spoken standard English/generally use language appropriate to the formal setting of the presentation

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8. Make relevant and constructive contributions to move discussion forward	L2.8 SLC	N/A
9. Adapt contributions to discussions to suit audience, purpose and medium	L2.9 SLC	N/A
10. Interject and redirect discussion using appropriate language and register	L2.10 SLC	N/A
11. Identify the different situations when the main points are sufficient and when it is important to have specific details	L2.11 R	N/A
12. Compare information, ideas and opinions in different texts, including how they are conveyed	L2.12 R	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across 2 or more texts GCSE English Language Paper 2 Non-fiction and Transactional Writing Q7b
13. Identify implicit and inferred meaning in texts	L2.13 R	AO1: Identify and interpret explicit and implicit information and ideas
14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes	L2.14 R	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
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	L2.15 R	N/A

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16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources	L2.16 R	N/A
17. Analyse texts of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	L2.17 R	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
18. Follow an argument, identifying different points of view and distinguishing facts from opinions	L2.18 R	AO1: Select and synthesise evidence from different texts AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across 2 or more texts
19. Identify different styles of writing and writers' voice	L2.19 R	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
20. Punctuate writing correctly using a wide range of punctuation markers (for example, colons, commas, inverted commas, apostrophes and quotation marks)	L2.20 SPG	A06: Learners must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
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)	L2.21 SPG	A05: Structural and grammatical features
22. Spell words used in work, study and daily life, including a range of specialist words	L2.22 SPG	A06: Learners must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

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23. Communicate information, ideas and opinions clearly, coherently and effectively	L2.23 SPG	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
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	L2.24 SPG	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
25. Organise writing for different purposes using appropriate format and structure (for example, standard templates, paragraphs, bullet points, tables)	L2.25 W	AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
26. Convey clear meaning and establish cohesion using organisational markers effectively	L2.26 W	AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
27. Use different language and register (for example, persuasive techniques, supporting evidence, specialist words), suited to audience and purpose	L2.27 W	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience
28. Construct complex sentences consistently and accurately, using paragraphs where appropriate	L2.28 W	A06: Learners must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

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