

Qualification specification

NCFE Level 2 Certificate in English
QN: 601/1568/3

This qualification is now withdrawn

Qualification summary

The table below provides information about the NCFE Level 2 Certificate in English (601/1568/3), which consists of the 7 units that comprise the level 2 English suite. For information on the themed awards and single-unit awards, please see page 7.

Qualification title	NCFE Level 2 Certificate in English		
Ofqual qualification number (QN)	601/1568/3	Aim reference	60115683
Guided learning hours (GLH)	130	Total qualification time (TQT)	130
Credit value	13		
Minimum age	Pre-16		
Qualification purpose	This qualification has been designed to provide learners with knowledge and understanding of the 3 main areas of English: speaking and listening, reading, and writing.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		

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Summary of changes

Version	Publication date	Summary of amendments
v3.0	September 2021	<p>Repeated statements have been removed from the delivery guidance and collated in Section 2: unit content and assessment guidance.</p> <p>Terminology has been updated throughout the qualification specification to include 'candidate' to 'learner' and 'verifier' to 'quality assurer'.</p>
v3.1	October 2021	The qualification specification has been updated to remove references to the support handbook, which is not relevant for this qualification.
v3.2	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p>

Section 1: introduction

Aims and objectives

These qualifications aim to:

- provide learners with the underpinning knowledge and skills to support development of their reading, writing, and speaking and listening skills
- offer breadth and depth of study, incorporating a key core of knowledge
- support progression into GCSE or level 2 Functional Skills qualifications in English

The objectives of these qualifications are to help learners to:

- listen and respond to others
- speak to others
- participate in discussions
- understand text
- compose texts
- construct sentences
- respond to creative texts

Entry guidance

The NCFE level 2 English qualifications are designed for adult learners who have not achieved a GCSE or level 2 Functional Skills qualification in English and who wish to take their first qualification in the subject. The qualifications will support learners with an identified skills gap in English and can be used to support progression into GCSE or a level 2 Functional Skills qualification in English.

However, the NCFE level 2 English qualifications may also be suitable for those learners still in education, such as 16 to 18 year olds, who have not achieved a GCSE or level 2 Functional Skills qualification in English. The qualifications could also be used by pre-16 learners who are not following a traditional GCSE route in education.

These qualifications can also support learners undertaking a vocational programme to develop their skills in English. The qualifications could be taken by learners following a GCSE programme of learning who are not yet ready to take GCSE level studies in English.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they have already achieved a level 1 qualification or completed any of the NCFE level 1 English qualifications.

These qualifications are suitable for learners aged pre-16 and above.

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

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

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

Important: centres are encouraged to utilise diagnostic skills assessments to understand the level of their learners to ensure they are registered on the most appropriate qualification level within the English suite.

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Achieving these qualifications

Please refer to the unit summaries in section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

The level 2 English qualification suite offers a number of single-unit awards, themed awards and a certificate based on the following units:

- Listening and responding to others (Y/505/6674)
- Speaking to others (D/505/6675)
- Participating in discussions (H/505/6676)
- Understanding texts (M/505/6678)
- Responding to creative texts (K/505/6680)
- Constructing sentences (K/505/6677)
- Composing texts (T/505/6679)

Certificate

To be awarded the NCFE Level 2 Certificate in English (601/1568/3), learners are required to successfully complete the 7 mandatory units listed above.

To achieve the NCFE Level 2 Certificate in English (601/1568/3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Themed awards

NCFE Level 2 Award in English: Reading

Qualification number (QN): 601/1544/0

Aim reference: 60115440

Guided learning hours (GLH): 40

Total qualification time (TQT): 40

Credit value: 4

2 mandatory units:

- Understanding texts (M/505/6678)
- Responding to creative texts (K/505/6680)

NCFE Level 2 Award in English: Writing

Qualification number (QN): 601/1549/X

Aim reference: 6011549X

Guided learning hours (GLH): 40

Total qualification time (TQT): 40

Credit value: 4

2 mandatory units:

- Constructing sentences (K/505/6677)
- Composing texts (T/505/6679)

Single unit awards

To be awarded the entry level unit award in English, learners are required to successfully complete one of the following units. Grades are not awarded.

NCFE Level 2 Award in English: Speaking to Others

Qualification number (QN): 601/1547/6

Aim reference: 60115476

Guided learning hours (GLH): 20

Total qualification time (TQT): 20

Credit value: 2

1 mandatory unit:

- Speaking to others (D/505/6675)

NCFE Level 2 Award in English: Participating in Discussions

Qualification number (QN): 601/1543/9

Aim reference: 60115439

Guided learning hours (GLH): 10

Total qualification time (TQT): 10

Credit value: 1

1 mandatory unit:

- Participating in discussions (H/505/6676)

NCFE Level 2 Award in English: Understanding Texts

Qualification number (QN): 601/1548/8

Aim reference: 60115488

Guided learning hours (GLH): 20

Total qualification time (TQT): 20

Credit value: 2

1 mandatory unit:

- Understanding texts (M/505/6678)

NCFE Level 2 Award in English: Responding to Creative Texts

Qualification number (QN): 601/1545/2

Aim reference: 60115452

Guided learning hours (GLH): 20

Total qualification time (TQT): 20

Credit value: 2

1 mandatory unit:

- Responding to creative texts (K/505/6680)

NCFE Level 2 Award in English: Constructing Sentences

Qualification number (QN): 601/1532/4

Aim reference: 60115324

Guided learning hours (GLH): 20

Total qualification time (TQT): 20

Credit value: 2

1 mandatory unit:

- Constructing sentences (K/505/6677)

NCFE Level 2 Award in English: Composing Texts

Qualification number (QN): 601/1531/2

Aim reference: 60115312

Guided learning hours (GLH): 20

Total qualification time (TQT): 20

Credit value: 2

1 mandatory unit:

- Composing texts (T/505/6679)

To achieve these qualifications, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Progression

Learners who achieve this qualification could progress to the following:

- further education:
 - level 2 Functional Skills qualifications in English
 - GCSE English

These qualifications may also be useful to those studying qualifications in the following sectors:

- preparation for life and work
- arts, media and publishing
- leisure, travel and tourism
- health, public services and care
- business and administration
- information and communication technology (ICT)

Learners can progress from an award to a certificate, but centres must carefully consider which qualification they want to register the learner on, as the registration fee will be applied for both qualifications.

Staffing requirements

Centres must provide sufficient numbers of suitably experienced assessors and internal quality assurers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Resource requirements

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

Real work environment (RWE) requirement/recommendation

These are knowledge-only qualifications. Experience in the real work environment is not required.

Work/industry placement experience

These are knowledge-only qualifications. Work/industry placement experience is not required.

How the qualifications are assessed

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

These qualifications are internally assessed and externally quality assured.

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

The main pieces of evidence for the portfolio could include:

- assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of oral and written questioning
- learner and peer reports
- recognition of prior learning (RPL)

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 these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

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.

Internal assessment

We have created some sample tasks for the internally assessed units, which can be found on our 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 the knowledge and learning outcomes in all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the curriculum 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. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. 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 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 these qualifications.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

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.

Tutors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to learners should be clear and easy to follow.

Where a learner provides non-written responses, the tutor should make a record of these.

Any questions must be worded to work independently and not require accurate answers from any previous questions.

Listening and responding to others (Y/505/6674)

Unit summary	This unit enables learners 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 as appropriate and to feed back constructively. The unit Listening and responding to others (J/505/6668) at level 1 offers suitable progression to this unit.
Credit value	2
Guided learning hours	20
Level	2

Learning outcome 1**The learner will:**

- 1 Be able to extract information from extended spoken contributions

The learner can:

- 1.1 Listen actively for relevant information
- 1.2 Listen for and record key information and ideas from extended contributions by other people
- 1.3 Phrase questions effectively and politely using an appropriate level of formality
- 1.4 Ask follow-up questions effectively and politely
- 1.5 Make appropriate interventions to clarify understanding or to find out more information

Learning outcome 2**The learner will:**

- 2 Be able to understand and respond to complex spoken contributions

The learner can:

- 2.1 Explain the different demands made of the listener by different types of spoken contributions
- 2.2 Remain actively engaged with spoken contributions throughout the duration
- 2.3 Follow multi-step instructions

Learning outcome 3**The learner will:**

- 3 Be able to respond to complex questions on a range of topics

The learner can:

- 3.1 Use strategies to check their 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 they are given

Learning outcome 4**The learner will:**

- 4 Be able to give and respond to criticism constructively

The learner can:

- 4.1 Use strategies to check their understanding of the points being made
 4.2 Demonstrate effective use of body language and visual cues to show criticism is constructively received and made

Assessment guidance**Delivery and assessment**

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

It is possible to plan assessment activities for this unit which also meet some or all of the assessment criteria for the units Speaking to others (D/505/6675) and Participating in discussions (H/505/6676).

Tutors could devise scenarios that would allow learners to demonstrate coverage of the learning outcomes and assessment criteria.

Tutor observations should evidence the content of the scenarios by describing learners' performance against the assessment criteria. The discussion could be recorded by video or audio means and tutor feedback added.

Assessment criteria: 1.1–1.5

Additional information: there will need to be at least 2 occasions where learners listen and note salient points from 2 contributions on different topics.

An extended contribution should be long enough to test learners' attention and focus. At this level, the length of time involved needs to be sufficient to allow the learner to demonstrate each of the criteria and is recommended to be at least 10 minutes' worth of extended spoken contribution, and:

- both assessment tasks should allow the learner to communicate in person
- the learner must show coverage of the 2 assessment criteria across both assessment tasks but does not need to cover both assessment criteria in each task
- one of the assessment tasks can be the same as one of those set for the assessment of learning outcome 2
- another assessment task can be the same as another of those set for the assessment of learning outcome 2

Assessment criteria: 2.1–2.3

Additional information: learners should be given 2 tasks, involving 2 different types of complex spoken contributions and:

- the first could be the same contribution used as an assessment task for learning outcome 1

- the second should be instruction-based in order to address assessment criterion 2.3 (this will probably be shorter in duration). This could be the same as another of the tasks set for the assessment of learning outcome 2
- the learner must show coverage of the 3 assessment criteria across the 2 tasks but does not need to cover all 3 assessment criteria in each task

Learning outcomes 3 and 4 require the learner to respond to questions others may have as a result of listening to them. The questions may be as a result of activities encountered for learning outcome 2. As such, there may be some merit in linking learning outcomes 3 and 4 with assessment related to the unit Speaking to others (D/505/6675). The learner should be sufficiently confident about the subject they are discussing to be able to deal with questions comfortably enough to focus more on how they receive questions and deliver answers.

Assessment criteria: 3.1–3.3

Additional information: learners should be given one task which allows them to communicate in person. The task should create an opportunity for others to respond, with questions, to what the learner says and:

- the learner must show coverage of the 3 assessment criteria within the one task
- the task can be part of the activities used to assess learning outcome 4

Assessment criteria: 4.1, 4.2

Additional information: learners should be given at least one task to demonstrate coverage of learning outcome 4.

Given the appropriately selected subject of the interaction, there should be the ability to link this task to those completed as part of the assessment of learning outcome 3 and:

- the assessment tasks should allow the learner to communicate in person
- the assessment tasks can be part of the activities used to assess learning outcome 3

If one task is used, it should:

- create opportunities for the learner to respond constructively to the contributions of others
- create opportunities for the learner to receive responses from others
- cover both 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 receive responses from others
- the learner must show coverage of both the assessment criteria across the 2 assessment tasks but does not need to cover both assessment criteria in each task

Types of evidence

Evidence could include:

- controlled assessment
- tutor-supervised tasks
- learner evidence
- notes taken from spoken contributions
- responses to complex spoken contributions
- tutor observation

Speaking to others (D/505/6675)

Unit summary	In this unit, learners will develop a range of intermediate vocal and spoken language skills and be able to structure spoken contributions effectively. The learner will also develop skills related to managing their spoken contributions. The unit Speaking to others (L/505/6669) at level 1 would be a suitable prerequisite for this unit.
Credit value	2
Guided learning hours	20
Level	2

Learning outcome 1**The learner will:**

- 1 Be able to converse with others in formal and social exchanges, communicating both face-to-face and at a distance

The learner can:

- 1.1 Sustain a clear, confident style using an appropriate level of formality
- 1.2 Control the pace and volume to suit each occasion
- 1.3 Engage the others involved and reinforce messages by using body language effectively
- 1.4 Show active listening skills
- 1.5 Adapt speech and content to take account of the listeners, medium, purpose and situation

Learning outcome 2**The learner will:**

- 2 Be able to express ideas to clearly support points being made

The learner can:

- 2.1 Illustrate how different approaches can be used to present different types of information
- 2.2 Sequence their presentation logically
- 2.3 Use appropriate structure, style and vocabulary when expressing ideas
- 2.4 Respond to questions positively and provide further detail to clarify or confirm understanding
- 2.5 Use body language to reinforce the message

Assessment guidance

Delivery and assessment

Each learner is required to undertake a minimum of 2 speaking and listening tasks to demonstrate achievement of the 2 learning outcomes in this unit.

It is possible to plan assessment activities for this unit which also meet some or all of the criteria for the units Participating in discussions (H/505/6676) and Listening and responding to others (Y/505/6674).

Tutor observations should evidence the content of the scenarios by describing learners' performance against the assessment criteria. The discussion could be recorded by video or audio means and tutor feedback added.

Assessment criteria: 1.1–1.5

Additional information: learners should complete a minimum of 2 speaking and listening tasks. The tasks should assess both formal and informal conversations.

One task could assess formal conversation and the other could assess informal conversation. Alternatively, one task could assess both formal and informal conversation in 2 or more steps.

Both formal and informal conversations should be assessed. Both face-to-face communication as well as communicating over a distance using technology will need to be covered in any tasks set.

At least one of the tasks could also incorporate assessment criteria for learning outcome 1 – either 'communicating face-to-face' or 'communicating at a distance' to ask for information on an unfamiliar subject.

If the tutor sets 2 tasks, the learner should show coverage of the 5 assessment criteria across both tasks but does not need to cover all 5 assessment criteria in each task.

At least one assessment task could be capable of assessing learning outcome 2 (as described above).

Assessment criteria: 2.1–2.5

Additional information: learners should complete one speaking and listening task demonstrating coverage of all 5 assessment criteria.

A presentation of complex ideas and an informal discussion should be assessed during the task.

Types of evidence

Evidence could include:

- controlled assessment
- tutor-supervised tasks
- learner evidence of speaking and listening tasks
- tutor observation

Participating in discussions (H/505/6676)

Unit summary	In this unit, learners will develop skills associated with making a variety of contributions confidently and in a range of contexts including formal and less formal settings. The unit Participating in discussions (A/505/2665) at level 1 is a suitable prerequisite for this unit.
Credit value	1
Guided learning hours	10
Level	2

Learning outcome 1**The learner will:**

- 1 Be able to take part in a variety of discussions with groups and individuals in formal and social settings

The learner can:

- 1.1 Make clear and relevant contributions to discussions at appropriate times
- 1.2 Support opinions and arguments with relevant evidence
- 1.3 Move discussions forward in a positive manner
- 1.4 Change topic of discussions in a positive manner
- 1.5 Interrupt discussions to raise relevant points using appropriate phrases
- 1.6 Show respect for the turn-taking rights of others in the group
- 1.7 Use appropriate language and body language to support others and help them participate in discussions
- 1.8 Adapt contributions to suit the:
- audience
 - context
 - purpose

Assessment guidance**Delivery and assessment**

The aim is to make the learner a more effective participant and contributor in discussions generally. In this sense, the learning outcome is about changing behaviours. Time taken in discussion is not a factor, because requirements are geared towards effective participation/contribution.

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 means and tutor feedback added.

Assessment criteria: 1.1–1.8

Additional information: learners are required to undertake and contribute to a variety of one-to-one and group discussions in both formal and informal settings.

Learners can be given any stimulus in advance to prepare for their discussions.

The time spent on content preparation will be important to allow the learner to be able to contribute fully in discussions.

Topics of discussion are less important than the formal and social settings:

- formal settings might involve discussion with guidance and careers advisors
- social settings might be used to discuss issues of personal interest

One-to-one discussions and group discussions need to be addressed as much as formal and informal settings.

While learners have to demonstrate achievement of all 8 assessment criteria, they do not have to do so in every interaction or discussion. However, it should be possible to demonstrate at least 4 of the assessment criteria in any one encounter.

Types of evidence

Evidence could include:

- tutor observation
- learner evidence of one-to-one and group discussions

Understanding texts (M/505/6678)

Unit summary	This unit will both develop the learner's intermediate reading skills and extend their use of vocabulary. The focus is on developing skills related to interpreting a range of texts. Learners will benefit from having completed the unit Constructing sentences (K/505/6677) first. The unit Interpreting texts (J/505/6671) at level 1 offers suitable progression to this unit.
Credit value	2
Guided learning hours	20
Level	2

Learning outcome 1**The learner will:**

- 1 Understand the main events of continuous fiction texts

The learner can:

- 1.1 Discuss plot development and the role of narrative in fiction texts
- 1.2 Describe approaches to language use in fiction text to enhance meaning and enjoyment, including use of imagery and figurative language, and use of adjectives and adverbs
- 1.3 Identify the characteristics of a narrative, including characterisation, authorial voice/point of view, use of time, use of setting and context, and thematic development

Learning outcome 2**The learner will:**

- 2 Be able to read critically to evaluate and compare content from non-fiction sources

The learner can:

- 2.1 Use organisational features and systems to locate texts and information
- 2.2 Use different reading strategies to locate and obtain information
- 2.3 Identify examples of bias and persuasion in text
- 2.4 Summarise information from longer documents, accurately
- 2.5 Draw conclusions from different text offering contrasting ideas

Learning outcome 3

The learner will:

- 3 Be able to develop strategies for dealing with challenging vocabulary

The learner can:

- 3.1 Use reference material to find the meaning of unfamiliar words
 3.2 Use reference material to find alternative words with similar meanings
 3.3 Identify the use of figures of speech
 3.4 Interpret and read vocabulary associated with complex and formal texts, using clues to help extract the meaning

Assessment guidance

Delivery and assessment

The aim of the unit is to develop intermediate reading skills and extend learners' use of vocabulary. The focus is on developing skills related to interpreting a range of texts.

Learners will need to have selected a piece of continuous fiction text from which they can write about the main events (for example, a novel, short story, graphic novel or single-story comic) prior to taking the assessment.

Learners will benefit from completing the unit Constructing sentences (K/505/6677) at level 2 before this unit.

Assessment criteria: 1.1–1.3

Additional information: the focus of the assessment is a discussion (written or verbal) of a selected fiction text. Learners must select a piece of continuous fiction text (for example, a novel, short story, graphic novel or single-story comic) and ensure that they have read it and are familiar with the story prior to taking the assessment.

Tutors should develop assessment tasks on the fiction text selected, allowing the learner to demonstrate full coverage of the learning outcome.

Assessment criteria: 2.1–2.5

Assessment can be from texts containing contrasting opinions about an argument (for example, the merits of wind technology or a recent policy decision locally or nationally).

Additional information: the focus of the assessment is a discussion (written or verbal) of a selection of non-fiction texts. Learners should be supplied with non-fiction texts containing contrasting opinions and arguments (for example, the merits of wind technology or the impact of a recent policy change).

Tutors should develop assessment tasks based on the non-fiction text, allowing the learner to demonstrate full coverage of the learning outcome.

This may also help the learner demonstrate evidence for learning outcome 3.

Assessment criteria: 3.1–3.4

Assessment can be from a set passage where learners are asked to demonstrate their knowledge of the above assessment criteria.

Additional information: tutors should provide a set passage of text to work from and set questions for learners to answer to show their coverage of the learning outcome.

Tutors should ensure that learners have access to suitable reference material (for example, dictionary and thesaurus) to complete this learning outcome.

Learners should record the new words learned along with their meanings in a vocabulary journal or other suitable reference document.

Types of evidence

Evidence could include:

- learner evidence
- vocabulary journal
- reference document

Responding to creative texts (K/505/6680)

Unit summary	<p>This unit will allow learners to develop a wider appreciation of the use of English language by looking at different textual forms. These additional textual forms will also serve to introduce the learner to the types of texts and interpretation processes used in the GCSE. In this case, the learner is introduced to some prose writing, poetry content and related skills.</p> <p>This unit is designed to be taken as part of a wider level 2 English qualification, where the learner has already built up and secured a range of English knowledge.</p>
Credit value	2
Guided learning hours	20
Level	2

Learning outcome 1**The learner will:**

- 1 Be able to discuss prose writing

The learner can:

- 1.1 Read and explain the whole text and its themes
 1.2 Explain the key features of the narrative
 1.3 Describe the role of a central character from the text
 1.4 Identify and describe how language was used to enhance the text and reading experience

Learning outcome 2**The learner will:**

- 2 Be able to discuss poems

The learner can:

- 2.1 Explain how writers use different literary techniques to create effect, providing clear, relevant textual references to support the explanations given
 2.2 Contrast the use of writing techniques used by different poets
 2.3 Provide relevant textual references to support responses to key questions about poems

Assessment guidance

Delivery and assessment
<p>Assessment criteria: 1.1–1.4</p> <p>Additional information: learners should be familiar with a choice of texts that the tutor will also be familiar with. Tutors should set an assignment consisting of questions about the text selected and ensure that:</p> <ul style="list-style-type: none"> • full coverage of the assessment criteria can be demonstrated through successful completion of the controlled assessment • learners are given clear direction as to what constitutes good knowledge <p>Learners should be permitted to have access to their own copy of the selected text during the controlled assessment. This copy should contain only annotated notes alongside the original text. It should not contain additional sheets of notes, nor should blank sections or pages of the original text have any additional notes entered onto them.</p> <p>Assessment criteria: 2.1–2.3</p> <p>Additional information: learners should be presented with a minimum of 2 poems which they are familiar with. The chosen poems should be written by more than one poet.</p> <p>Learners should be permitted to have access to their own copy of the poems during the controlled assessment. These copies should contain only annotated notes alongside the original text. They should not contain additional sheets of notes, nor should blank sections or pages of the original text have any additional notes entered onto them.</p> <ul style="list-style-type: none"> • tutors should ensure that full coverage of the assessment criteria can be demonstrated through successful completion of the questions • tutors should ensure that learners are given clear direction as to what constitutes good knowledge • tutors should ensure that learners are familiar with the terminology and questions to be asked
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • controlled assessment • learner evidence • responses to questions about selected text • responses to questions about poetry

Constructing sentences (K/505/6677)

Unit summary	In this unit, the learner will develop the underpinning grammatical, punctuation and spelling knowledge and skills to allow them to progress at this level. The learner will also learn how to construct different sentence types. The units Composing texts (L/505/6672) and Constructing sentences (F/505/6670) at level 1 offer suitable entry requirements for this unit.
Credit value	2
Guided learning hours	20
Level	2

Learning outcome 1**The learner will:**

- 1 Know how to punctuate sentences correctly

The learner can:

- 1.1 Explain the purpose of punctuation in complex sentences, including:
- comma use
 - colon and semicolon use
 - use of apostrophes (omission and possession)
- 1.2 Use punctuation correctly when constructing sentences

Learning outcome 2**The learner will:**

- 2 Know how to use implicit and explicit grammatical knowledge when constructing sentences

The learner can:

- 2.1 Use correct grammar, including:
- subject/verb agreement
 - correct and consistent use of tense
 - passive voice
 - pronouns
- 2.2 Make grammatical choices appropriate to the level of formality required in a text

Learning outcome 3

The learner will:

- 3 Be able to spell words used most often in work, studies and daily life, including familiar technical words

The learner can:

- 3.1 Spell correctly:
- irregular/commonly misspelled words
 - suffixes: ible, able
 - irregular plurals
 - technical words

Assessment guidance

Delivery and assessment

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

Tutors could develop tasks/questions to assess learners' knowledge and use of punctuation and grammar. A written task to assess learners' ability to construct complex sentences would be a suitable way to demonstrate coverage of learning outcome 3. Some of the evidence generated here may also go towards achievement of the unit Responding to creative texts (K/505/6680).

Assessment criteria: 1.1, 1.2

Additional information: learners should be able to answer a mix of questions (for example, short-answer and multiple-choice questions) to demonstrate their knowledge of punctuation and how its use can affect the interpretation and meaning of text.

Assessment criteria: 2.1, 2.2

Additional information: learners should be able to answer a mix of questions to demonstrate their knowledge of the purpose of different types of texts and how grammar used in text can provide an indication of its level of formality. Learners should also be able to demonstrate and describe how grammar is used to enhance the message in text.

Tutors could devise a mix of short-answer questions and multiple-choice questions to address the assessment criteria and allow the learner to demonstrate coverage of the learning outcome.

Assessment criteria 3.1

Additional information: learners should be able to answer a mix of questions to demonstrate their knowledge and ability to spell words used most often in work, studies and daily life. Learners should also be able to spell familiar technical words.

Tutors could develop a brief requiring construction of complex sentences and allow learners to demonstrate coverage of learning outcome 3.

Learners should demonstrate correct grammar through sentence writing, including subject/verb agreement and consistent use of tense and passive tense.

Tutors could develop assessment tasks requiring learners to edit or replace text and edit sentences to show clear and effective use of pronouns and correct punctuation.

Types of evidence

Evidence could include:

- controlled assessment/learner evidence

Composing texts (T/505/6679)

Unit summary	This unit enables the learner to progress and further develop their writing skills on paper and using technology. The learner will produce effectively written texts and be able to ensure that their work is accurate and clear. Learners will benefit from having completed the unit Constructing sentences (K/505/6677) first. The unit Composing texts (L/505/6672) at level 1 offers suitable progression to this unit.
Credit value	2
Guided learning hours	20
Level	2

Learning outcome 1**The learner will:**

- 1 Be able to create different styles of writing for different purposes

The learner can:

- 1.1 Write legibly and use a word-processing package effectively
 1.2 Use language and structure appropriately to suit the purpose and audience
 1.3 Judge how much to write and the level of detail to include
 1.4 Present information and ideas in a logical sequence, developing ideas, themes or arguments
 1.5 Plan, review and revise writing to ensure meaning is clear
 1.6 Draft and proofread writing, checking for accurate spelling, grammar and punctuation use
 1.7 Create 2 examples of texts that follow standard business formats
 1.8 Write texts that show effective use of technical vocabulary that can be clearly understood

Assessment guidance**Delivery and assessment**

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

Learners will need to produce at least 4 texts, both hand-written and word-processed, one of which should be a substantial piece of writing of more than 500 words.

Assessment criteria: 1.1–1.8

Additional information: learners must produce at least 4 finished pieces of written work, both hand-written and word-processed, one of which must be more than 500 words. 2 of these texts will also need to be in formats that conform to business conventions (for example, business letters, memos, minutes).

Assessment criterion 1.7 provides an opportunity to use more formal language and structure as learners create business letters, memos, minutes. If this evidence is produced using a word-processing package, then this single assessment criterion provides a useful opportunity to create texts that will demonstrate achievement against a number of assessment criteria.

The skills of planning, reviewing and proofreading are assessed in this unit so learners should submit drafts and revisions of texts as well as the finished documents for these skills to be assessed.

Learners should be shown ways of revising texts, both by hand and on-screen, so that they can use these techniques to demonstrate their ability during the assessment, such as using a different colour pen to revise, on hand-written drafts or tracking changes on a word-processed draft.

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

Types of evidence

Evidence could include:

- learner evidence

Section 3: support

Support materials

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

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

Other support materials

The resources and materials used in the delivery of these qualifications 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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