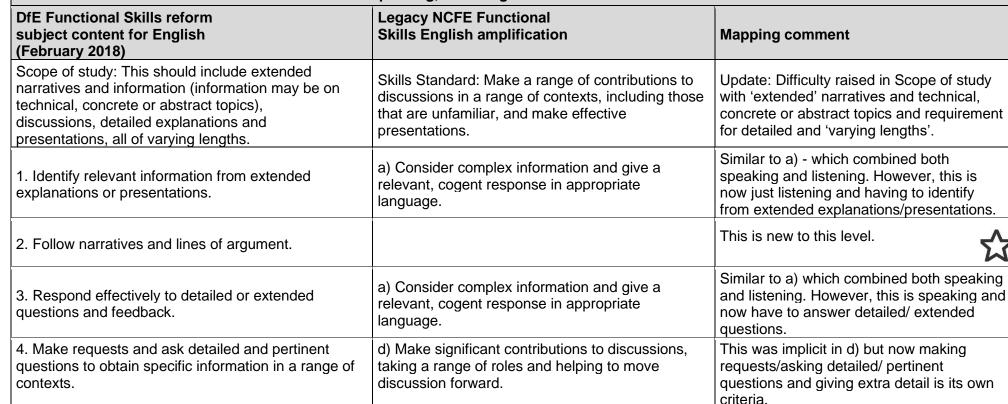


Functional Skills – English: Level 2 (603/5054/4)



Speaking, Listening and Communication

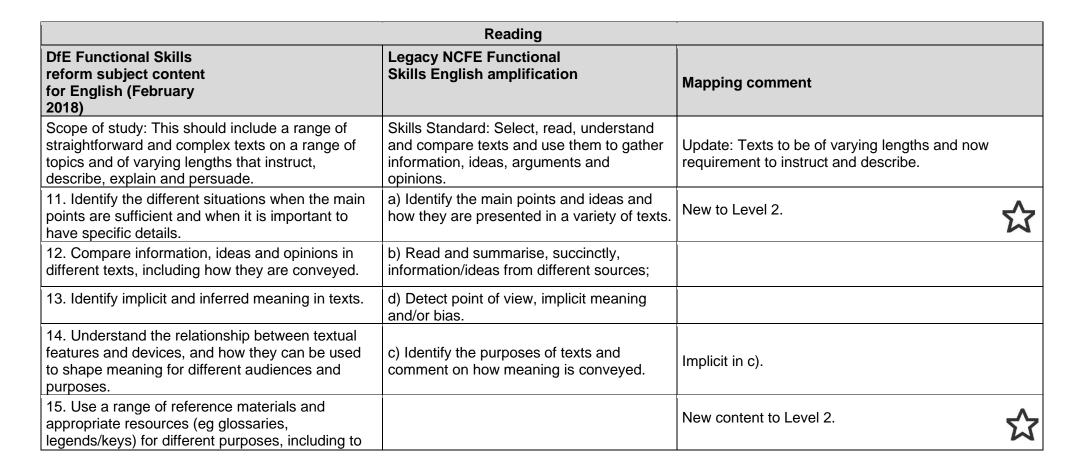
☆ = new statement



5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.	b) Present information and ideas clearly and persuasively to others.	Similar to b) with added need to be effective and give extra detail if needed.
6. Express opinions and arguments and support them with relevant and persuasive evidence.		This was implicit in b), but now expressing supported opinions/ arguments is its own criteria.
7. Use language that is effective, accurate and appropriate to context and situation.		New to Level 2.
8. Make relevant and constructive contributions to move discussion forward.	 d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward. 	
9. Adapt contributions to discussions to suit audience, purpose and medium.	c) Adapt contributions to suit audience, purpose and situation.	
10. Interject and redirect discussion using appropriate language and register.	 d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward. 	Implicit in d) now with added amplification of having to use appropriate language and register.



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☆ = new statement



find the meanings of words in straightforward and complex sources.		
16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.		New content to Level 2.
17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.	e) Analyse texts in relation to audience needs and consider suitable responses.	There's now a need to explicitly comment on vocabulary and formality.
18. Follow an argument, identifying different points of view and distinguishing fact from opinion.	 d) Detect point of view, implicit meaning and/or bias. 	New specifically stipulated, but previously implicit in d).
19. Identify different styles of writing and writer's voice	 c) Identify the purposes of texts and comment on how meaning is conveyed. 	Style is a new specific stipulation, but previously implicit in c). The Idea of 'writer's voice' is brand new.



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Writing Legacy NCFE Functional **DfE Functional Skills** reform subject content **Skills English amplification Mapping comment** for English (February 2018) Skills Standard: Write a range of texts, Scope of study: This should include straightforward including extended written documents. Update: Text type changes include: articles, and complex texts such as articles, narratives, communicating information, ideas and narratives, explanations and reports of varying lengths. explanations and reports of varying lengths. opinions effectively and persuasively. 20. Punctuate writing correctly using a wide range of e) Punctuate written text using commas. punctuation markers (eg colons, commas, inverted apostrophes and inverted commas Colons are a new addition to criteria. commas, apostrophes and quotation marks). accurately. 21. Use correct grammar (eg subject-verb agreement, consistent use of a range of tenses, definite and f) Ensure written work is fit for purpose The addition of modality devices are new. indefinite articles) and modality devices (eg to express and audience, with accurate spelling and probability or desirability). grammar that support clear meaning in a 22. Spell words used in work, study and daily life. range of text types. including a range of specialist words. 23. Communicate information, ideas and opinions a) Present information/ideas concisely, Now clearly, coherently and effectively. clearly, coherently and effectively. logically and persuasively. 24. Write text of an appropriate level of detail and of New at Level 2. appropriate length (including where this is specified) to meet the needs of purpose and audience.

 $\mathbf{\hat{x}}$ = new statement



25. Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, tables).		Implicit in current Functional Skills a) and c), but new references to 'standard template, bullet points, tables'.
26. Convey clear meaning and establish cohesion using organisational markers effectively.		Implicit in current Functional Skills but now 'cohesion' using organisational markers.
27. Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	 c) Use a range of writing styles for different purposes. 	Level 2 was 'style' but now explicitly language and register suited to audience.
28. Construct complex sentences consistently and accurately, using paragraphs where appropriate.	d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively.	



Functional Skills - English: Level 2 (603/5054/4)

Learning aims and outcomes at Level 2

Functional Skills English at this level indicates that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.

They should be able to:

- listen, understand and make relevant contributions to discussions with others in a range of contexts.
- apply their understanding of language to adapt delivery and content to suit audience and purpose.
- read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.
- write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar.
- understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.



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