
Edexcel Functional Skills qualification in English at Level 2

NQF level: 2
Guided learning hours: 45

Skill standards and coverage and range

In order to pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for all the components of the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range	Assessment weighting
1 Speaking, listening and communication <ul style="list-style-type: none">Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	<p>1.1 Consider complex information and give a relevant, cogent response in appropriate language</p> <p>1.2 Present information and ideas clearly and persuasively to others</p> <p>1.3 Adapt contributions to suit audience, purpose and situation</p> <p>1.4 Make significant contributions to discussions, taking a range of roles and helping to move discussion forward</p>	n/a

Skill standards	Coverage and range	Assessment weighting
<p>2 Reading</p> <ul style="list-style-type: none"> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions 	<p>2.1 Select and use different types of texts to obtain and utilise relevant information</p> <p>2.2 Read and summarise, succinctly, information/ideas from different sources</p> <p>2.3 Identify the purposes of texts and comment on how meaning is conveyed</p> <p>2.4 Detect point of view, implicit meaning and/or bias</p> <p>2.5 Analyse texts in relation to audience needs and consider suitable responses</p> <p>In three or more texts.</p>	n/a
<p>3 Writing</p> <ul style="list-style-type: none"> Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively 	<p>3.1 Present information/ideas concisely, logically, and persuasively</p> <p>3.2 Present information on complex subjects clearly and concisely</p> <p>3.3 Use a range of writing styles for different purposes</p> <p>3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p>	55-60%
	<p>3.5 Punctuate written text using commas, apostrophes and inverted commas accurately</p> <p>3.6 Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.</p>	40-45%

Assessment structure level 2

	1 Speaking, listening and communication	2 Reading (Available in paper-based and on-screen formats)	3 Writing (Available in paper-based and on-screen formats)
Assessment	Internally set and internally marked. Edexcel will provide guidance on devising activities to meet the skill standard to centres.	Externally set and marked.	Externally set and marked.
Tasks/questions	Learners must complete the following two activities. 1 A discussion. 2 A presentation. Learners must achieve all the level 2 criteria across the two activities at least once.	Three texts based on a single context. The three texts will comprise: one narrative text, eg a newspaper article one informative text, eg a letter a problem solving exercise, eg drawing on three adverts from different sources. Learners will answer all questions on each text. Up to fifty per cent of the questions will be fixed response.	Two writing tasks with separate contexts. Both tasks are worth 15 marks. Learners will answer both tasks. Forty per cent of the marks for each task will be allocated to spelling, punctuation and grammar.
Assessment time	The total assessment time should be approximately 30 minutes.	60 minutes	60 minutes
Marks	n/a	30	30
Additional information for paper-based tests and on-screen tests	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	Dictionaries and bilingual dictionaries will be allowed.	Dictionaries and bilingual dictionaries will be allowed.

Assessment

Assessment summary

Speaking, listening and communication is internally assessed.

Reading and writing are externally assessed.

Assessment opportunities for paper-based test

There will be up to eight assessment windows each year. Assessment is available in a 5-day window. Please see our website (www.edexcel.com) for further details.

Security arrangement for 5-day windows

Assessment is available within a five-day window. The following requirements must be adhered to:

- the dates of the window will be published by Edexcel
- test sittings must be scheduled to minimise the possibility of learners colluding
- centres must produce a schedule showing the date and time of each examination session to be held in the window. This schedule must be submitted in writing to Edexcel's Compliance and Quality Services Department
- each paper must be collected in, accounted for and held securely until the end of the window
- learners may only sit the test once in each window
- teaching of the subject should be suspended for the duration of the window
- learners must sign a declaration when they sit the test to confirm they understand they are not allowed to discuss the contents of the test until the end of the window.

Assessment opportunities for on-screen test

The on-screen test may be taken at any time of the year by arrangement with Edexcel.

Reading

Reading within the functional skills in English is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille.

Computer/screen readers (assistive technology) may be used in the reading component of functional skills in English where their use reflects the learner's normal way of reading. A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows the learner to meet the requirements of the reading standards independently.

A 'human' reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the reading component can be requested for a disabled learner who cannot use assistive technology.

Dictionaries and bilingual dictionaries will be allowed in the reading component. Where necessary, learners may request the use of a scribe for the reading test.

Writing

Writing within the functional skills in English is defined as the independent construction of written text to communicate in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Voice recognition technology (assistive technology) may be used in the writing component of functional skills in English where its use reflects the learner's normal way of writing. The use of voice recognition technology (assistive technology) is acceptable since it allows the learner to meet the requirements of the writing standards independently.

A 'human' scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the writing component can be requested for a disabled learner who cannot use assistive technology.

Dictionaries and bilingual dictionaries will be allowed in the writing component. Where necessary, learners may request the use of a reader for the writing test.

Exemptions

For **functional skills in English**, where barriers to access remain, we are able to offer learners with disabilities, as a last resort, exemptions from individual assessment components within the qualification. **Learners can be exempted from up to two of the three assessed components.**

Controlled conditions (speaking, listening and communication only)

Task setting: low control

A *low level of control* means that Edexcel will provide guidance on devising their own speaking, listening and communication tasks at each level to centres. Learners must complete activities to cover all the requirements of the skill standards at the level they are studying.

Task taking: high control

Preparation

Learners' preparation for a test should include the development of functional skills. Preparation may take place under informal supervision.

- **Authenticity control:** preparatory work may be completed under limited supervision.
- **Supervision:** an appropriate person should supervise the learner. It is acceptable to use an assessor/invigator who the learner feels comfortable with and knows well.
- **Feedback:** tutors can support learners through the preparation process.
- **Collaboration:** learners may collaborate in preparation but must provide an individual response to the speaking, listening and communication activities.
- **Resources:** learners should use the range of appropriate resources available to the centre. The same range of resources must be made available to all learners within a centre.

The controlled assessment

The completion of a test must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of requirements, reading the questions etc is acceptable.

Learners must be provided with a suitably quiet, undisturbed location.

The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to what is being assessed. However, displays should not provide a prepared answer to the test questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

Controlled conditions

Learners will be able to complete an assessment activity only when supervised. If this takes place over more than one session, any learner materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The completed Assessment Record Sheet and assessment evidence should be retained at the end of the controlled assessment for a sample of the cohort for verification purposes.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to the *Access Arrangements and Special Considerations for General and Vocational Qualifications conducted by the Joint Council for Qualifications Awarding Bodies*, which is on the Edexcel website (www.edexcel.com).

Learners can have access to:

- notes, which must be checked to ensure they do not include a prepared response.

Learners must not have access to:

- a prepared response.

Time

The total assessment time should be approximately 30 minutes at each level. This time includes individual contributions and interactions with others that demonstrate functionality. The time may be distributed over one or more sessions at the centre's discretion.

Authentication

Learners' work must be authenticated by the centre.

Task marking: medium control

A medium level of control means that tutors/assessors mark the controlled assessment task using the provided mark scheme.

Edexcel will conduct an annual review of the management of functional skills delivery and internal verification of assessment outcomes.

Edexcel will sample the assessment outcomes through standards verification.