

A large, intricate illustration in shades of purple and pink covers the background. It features a dense collection of symbols including a city skyline, a tree, a heart, a smartphone, a laptop, a pen, a book, a musical note, a globe, and various floral and geometric patterns. A large, dark purple, torn-paper-like shape overlaps the bottom half of the illustration.

# Qualification Specification

NCFE Level 1 English Qualification Suite



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# Section 1

## Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the suite of NCFE Level 1 English qualifications.

All information contained in this specification is correct at the time of publishing.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state one of the regulated qualification titles listed below:

- ◆ NCFE Level 1 Certificate in English
  - ◆ NCFE Level 1 Award in English: Speaking and listening
  - ◆ NCFE Level 1 Award in English: Reading
  - ◆ NCFE Level 1 Award in English: Writing
  - ◆ NCFE Level 1 Award in English: Listening and responding to others
  - ◆ NCFE Level 1 Award in English: Speaking to others
  - ◆ NCFE Level 1 Award in English: Participating in discussions
  - ◆ NCFE Level 1 Award in English: Interpreting texts
  - ◆ NCFE Level 1 Award in English: Responding to creative texts
  - ◆ NCFE Level 1 Award in English: Constructing sentences
  - ◆ NCFE Level 1 Award in English: Composing texts.
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## About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications listed below.

This suite of NCFE English qualifications is designed to replace the Adult Basic Skills in Literacy programmes and it supports learner progression towards achieving GCSE (A\*– C) or Level 2 Functional Skills in English.

The qualifications are based on the National Standards for Literacy (the Core Curriculum).

To support the flexibility and responsiveness required by adult learners the qualifications are provided in a comprehensive suite of English qualifications from Entry Level 1 through to Level 2, consisting of single unit Awards, ‘themed’ Awards and a Certificate at each level. This supports learner progression through to GCSE (A\* – C) or Level 2 Functional Skills in English.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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## Things you need to know

### NCFE Level 1 Certificate in English

- ◆ Qualification number (QN): 601/1530/0
- ◆ Aim reference: 60115300
- ◆ Total Qualification Time (TQT): 130
- ◆ Guided learning hours (GLH): 130
- ◆ Credit value: 13
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Level 1 Award in English: Speaking and listening

- ◆ Qualification number (QN): 601/1520/8
- ◆ Aim reference: 60115208
- ◆ Total Qualification Time (TQT): 50
- ◆ Guided learning hours (GLH): 50
- ◆ Credit value: 5
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Level 1 Award in English: Reading

- ◆ Qualification number (QN): 601/1526/9
- ◆ Aim reference: 60115269
- ◆ Total Qualification Time (TQT): 40
- ◆ Guided learning hours (GLH): 40
- ◆ Credit value: 4
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Level 1 Award in English: Writing

- ◆ Qualification number (QN): 601/1529/4
- ◆ Aim reference: 60115294
- ◆ Total Qualification Time (TQT): 40
- ◆ Guided learning hours (GLH): 40
- ◆ Credit value: 4
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Level 1 Award in English: Listening and responding to others

- ◆ Qualification number (QN): 601/1524/5
- ◆ Aim reference: 60115245
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Level 1 Award in English: Speaking to others**

- ◆ Qualification number (QN): 601/1528/2
- ◆ Aim reference: 60115282
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Level 1 Award in English: Participating in discussions**

- ◆ Qualification number (QN): 601/1525/7
- ◆ Aim reference: 60115257
- ◆ Total Qualification Time (TQT): 10
- ◆ Guided learning hours (GLH): 10
- ◆ Credit value: 1
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Level 1 Award in English: Interpreting texts**

- ◆ Qualification number (QN): 601/1523/3
- ◆ Aim reference: 60115233
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Level 1 Award in English: Responding to creative texts**

- ◆ Qualification number (QN): 601/1527/0
- ◆ Aim reference: 60115270
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Level 1 Award in English: Constructing sentences**

- ◆ Qualification number (QN): 601/1522/1
- ◆ Aim reference: 60115221
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 1
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### **NCFE Level 1 Award in English: Composing texts**

- ◆ Qualification number (QN): 601/1521/X
  - ◆ Aim reference: 6011521X
  - ◆ Total Qualification Time (TQT): 20
  - ◆ Guided learning hours (GLH): 20
  - ◆ Credit value: 2
  - ◆ Level: 1
  - ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence
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### **Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

### **Total Qualification Time comprises:**

- ◆ the Guided Learning Hours for the qualification
- ◆ an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### **Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

### **Aims and objectives of these qualifications**

These qualifications aim to provide learners with the underpinning knowledge and skills to support development of their reading, writing and speaking and listening skills. The qualifications can support progression into GCSE (A\*- C) or Level 2 Functional Skills qualifications in English.

The objectives of these qualifications are reflected in the unit titles and are to help learners to:

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

## Entry guidance

The NCFE Level 1 English qualifications are designed for adult learners who've not achieved GCSE (A\*– C) or Level 2 Functional Skills 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 (A\*– C) or Level 2 Functional Skills in English.

However, the NCFE Level 1 English qualifications may also be suitable for those learners still in education, ie 16–18 year olds, who've not achieved GCSE (A\*– C) or Level 2 Functional Skills in English. The qualifications could also be used by pre–16 learners who aren't 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've already achieved an Entry Level 3 qualification, or completed any of the NCFE Entry Level 3 English qualifications.

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

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 shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving these qualifications

The Level 1 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 (J/505/6668)
- ◆ Speaking to others (L/505/6669)
- ◆ Participating in discussions (A/505/2665)
- ◆ Interpreting texts (J/505/6671)
- ◆ Responding to creative texts (R/505/6673)
- ◆ Constructing sentences (F/505/6670)
- ◆ Composing texts (L/505/6672).



## Certificate

To be awarded the **NCFE Level 1 Certificate in English**, learners are required to successfully complete 7 mandatory units:

- ◆ Listening and responding to others (J/505/6668)
- ◆ Speaking to others (L/505/6669)
- ◆ Participating in discussions (A/505/2665)
- ◆ Interpreting texts (J/505/6671)
- ◆ Responding to creative texts (R/505/6673)
- ◆ Constructing sentences (F/505/6670)
- ◆ Composing texts (L/505/6672).

To achieve the NCFE Level 1 Certificate in English 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

To be awarded the **NCFE Level 1 Award in English: Speaking and listening**, learners are required to successfully complete 3 mandatory units:

- ◆ Listening and responding to others (J/505/6668)
- ◆ Speaking to others (L/505/6669)
- ◆ Participating in discussions (A/505/2665).

To achieve the NCFE Level 1 Award in English: Speaking and listening, 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.

To be awarded the **NCFE Level 1 Award in English: Reading**, learners are required to successfully complete 2 mandatory units:

- ◆ Interpreting texts (J/505/6671)
- ◆ Responding to creative texts (R/505/6673).

To achieve the NCFE Level 1 Award in English: Reading, 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.

To be awarded the **NCFE Level 1 Award in English: Writing**, learners are required to successfully complete 2 mandatory units:

- ◆ Constructing sentences (F/505/6670)
- ◆ Composing texts (L/505/6672).

To achieve the NCFE Level 1 Award in English: Writing, 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.

## Single unit Awards

To be awarded the **NCFE Level 1 Award in English: Listening and responding to others**, learners are required to successfully complete one mandatory unit:

- ◆ Listening and responding to others (J/505/6668).

To achieve the NCFE Level 1 Award in English: Listening and responding to others, 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.

To be awarded the **NCFE Level 1 Award in English: Speaking to others**, learners are required to successfully complete one mandatory unit:

- ◆ Speaking to others (L/505/6669).

To achieve the NCFE Level 1 Award in English: Speaking to others, 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.

To be awarded the **NCFE Level 1 Award in English: Participating in discussions**, learners are required to successfully complete one mandatory unit:

- ◆ Participating in discussions (A/505/2665).

To achieve the NCFE Level 1 Award in English: Participating in discussions, 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.

To be awarded the **NCFE Level 1 Award in English: Interpreting texts**, learners are required to successfully complete one mandatory unit:

- ◆ Interpreting texts (J/505/6671).

To achieve the NCFE Level 1 Award in English: Interpreting texts, 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.

To be awarded the **NCFE Level 1 Award in English: Responding to creative texts**, learners are required to successfully complete one mandatory unit:

- ◆ Responding to creative texts (R/505/6673).

To achieve the NCFE Level 1 Award in English: Responding to creative texts, 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.

To be awarded the **NCFE Level 1 Award in English: Constructing sentences**, learners are required to successfully complete one mandatory unit:

- ◆ Constructing sentences (F/505/6670).

To achieve the NCFE Level 1 Award in English: Constructing sentences, 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.

To be awarded the **NCFE Level 1 Award in English: Composing texts**, learners are required to successfully complete one mandatory unit:

- ◆ Composing texts (L/505/6672).

To achieve the NCFE Level 1 Award in English: Composing texts, 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.

**When completing the Certificate Claim Form, please use the Ofqual unit reference number (eg J/502/6345) to indicate which units the learners have achieved. The units in these qualifications cross over into the various Awards available and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.**

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit, where appropriate.

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 18).

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## Progression opportunities

Learners who achieve these qualifications could progress to:

- ◆ NCFE Level 2 Certificate in English
- ◆ NCFE Level 2 Award in English: Speaking and listening
- ◆ NCFE Level 2 Award in English: Reading
- ◆ NCFE Level 2 Award in English: Writing
- ◆ NCFE Level 2 Award in English: Listening and responding to others
- ◆ NCFE Level 2 Award in English: Speaking to others
- ◆ NCFE Level 2 Award in English: Participating in discussions
- ◆ NCFE Level 2 Award in English: Understanding texts
- ◆ NCFE Level 2 Award in English: Responding to creative texts
- ◆ NCFE Level 2 Award in English: Constructing sentences
- ◆ NCFE Level 2 Award in English: Composing texts
- ◆ NCFE Functional Skills Qualifications in English at Level 2
- ◆ 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.

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

### **Barred units, equivalencies and exemptions**

These qualifications may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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### **Qualification dates**

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website [www.ncfe.org.uk](http://www.ncfe.org.uk), and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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### **Staffing requirements**

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess these qualifications.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers 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.

### **Examples of relevant qualifications**

- ◆ Diploma in Teaching in the Lifelong Learning Sector
- ◆ City & Guilds Further Education Teaching Certificate (7407)
- ◆ City and Guilds Adult Literacy Subject Support (9483)
- ◆ City & Guilds Adult Literacy Subject Specialist (9485)
- ◆ City & Guilds Scheme 9297 (Level 2 Certificate in Learning Support)
- ◆ Key Skills: Deliverer Award (Pitman)
- ◆ Key Skills: Trainer Award (Pitman).

### **Examples of work experience**

Demonstrable experience of knowledge of the subject area.

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### **Resource requirements**

There are no specific resource requirements for these qualifications.

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## Support for learners

### Learner's Evidence Tracking Log (LETL)

This gives information about these qualifications and can help learners keep track of their work. LETLs can be downloaded free of charge from our website [www.ncfe.org.uk](http://www.ncfe.org.uk). You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- ◆ information on the content, availability and location of NCFE's procedures and policies
- ◆ advice on support mechanisms for learners who are experiencing difficulties with their studies
- ◆ a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

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## Support for centres

There are a number of documents available that you might find useful. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Centre Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

### Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

### Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

### Fees and Pricing

This document is published in the spring for the forthcoming academic year.

### Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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## Learning resources

Centres may opt to use the NCFE learning resources, which are pre-prepared assessments containing short-answer and multiple-choice questions covering the learning outcomes and assessment criteria listed in this qualification specification.

Each unit has an assessment paper consisting of a number of sections corresponding to the number of learning outcomes in the unit. Each section contains a set number of questions. The pass mark for each assessment is detailed within the Mark Scheme.

Centres are free to choose the date, time and location of the assessment depending on the needs of their candidates. We recommend that if used, the assessment should be administered by centre staff under supervised conditions and will last for the time specified on the assessment paper, which includes reading time.

Centres should refer to the NCFE Regulations for the Conduct of External Assessment for guidance on administering the assessments under supervised conditions. These can be found on our website:

- ◆ [www.ncfe.org.uk/media/235253/Regulations%20for%20the%20Conduct%20of%20External%20Assessments%20August%202012.pdf](http://www.ncfe.org.uk/media/235253/Regulations%20for%20the%20Conduct%20of%20External%20Assessments%20August%202012.pdf)

The unit assessments and Mark Scheme are available in a Sample Assessment Papers pack and emailed to the qualification programme contact after candidate registration. Unit assessments can be set for completion at one time or centres may split the assessment into the individual sections.

If used, each assessment is intended to be summative. Assessors will mark completed assessments, either whole assessments or sections, using the Mark Scheme supplied by NCFE. Centres can award candidates a result of 'achieved' or 'not yet achieved'.

Where a candidate does not achieve a whole unit assessment, ie they don't achieve every section of the unit assessment, the assessment becomes formative. Assessors are required to provide feedback to the candidate detailing where further development of knowledge and/or skills is required. Candidates have the opportunity to be set additional work, allowing them to demonstrate achievement of all learning outcomes and assessment criteria in the unit. This additional work will be marked internally. Examples of additional evidence are listed as assessment guidance at the end of each unit.

To be awarded a whole unit assessment, candidates must successfully achieve the learning outcomes and assessment criteria specified in the unit.

All assessment results, and any additional evidence, if appropriate, will form part of the Portfolio of Evidence which is assessed and internally moderated by the centre and externally moderated by NCFE.

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### **Links to National Skills Standards**

The units in these qualifications have been mapped to the Adult Literacy (Core Curriculum) National Standards. For more detailed mapping please see Section 4 (page 40).

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## Section 2

# Assessment and moderation



## How the qualification is assessed

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

The NCFE Level 1 English qualifications are internally assessed and externally moderated.

Centres may devise their own internal assessment based on the requirements set out in this qualification specification. Alternatively, centres may use the NCFE-set assessment papers.

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## Internal assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve.

The main pieces of evidence for the portfolio could include:

- ◆ Assessor observation – completed observational checklists and related action plans
- ◆ witness testimony
- ◆ candidate's evidence
- ◆ worksheets
- ◆ assignments/projects/reports
- ◆ record of oral and written questioning
- ◆ candidate and peer reports
- ◆ Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro formas here:

[www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas](http://www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas).

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

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for these qualifications are in accordance with the criteria set out by the regulatory authorities.

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## What is moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- ◆ made by competent and qualified Assessors
- ◆ the product of sound and fair assessment practice

- ◆ recorded accurately and appropriately.

We do this through:

- ◆ internal moderation – which you carry out
- ◆ external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

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### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Candidates who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website [www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf](http://www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf).

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# Section 3

## Structure and content

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

The unit summary provides an overview of each unit including:

- ◆ the unit title
- ◆ the unit overview
- ◆ guided learning hours
- ◆ credit value
- ◆ level

Following the unit summary there's detailed information for each unit containing:

- ◆ the unit title and number
- ◆ learning outcomes (the learner will) and assessment criteria (the learner can)
- ◆ guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- ◆ assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116).

For further information or guidance about these qualifications please contact our Research and Product Development team on 0191 239 8000.

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## Unit summaries

### **Listening and responding to others (J/505/6668)**

This unit enable learners to develop the skills needed to listen and respond to spoken language, including information and narratives, and follow explanations and instructions. Learners will also develop the skills needed to adapt their spoken responses as appropriate.

Guided learning hours: 20

Credit value: 2

Level: 1

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### **Speaking to others (L/505/6669)**

This unit will support learners in developing a range of vocal and spoken language skills and to be able to effectively structure spoken contributions.

Guided learning hours: 20

Credit value: 2

Level: 1

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### **Participating in discussions (A/505/2665)**

Learners will develop conversational and discussion skills and become an effective participant in spoken exchanges. This will include both the improvement of their own contribution and their ability to engage and encourage others to participate.

Guided learning hours: 10

Credit value: 1

Level: 1

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### **Interpreting texts (J/505/6671)**

This unit will develop both the learner's reading skills and their vocabulary. The focus is on developing skills related to interpreting a range of texts.

Guided learning hours: 20

Credit value: 2

Level: 1

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### **Responding to creative texts (R/505/6673)**

This unit aims to develop a wider appreciation of the English language use 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 and poetry content and related skills. This unit is designed to be taken as part of a wider Level 1 English qualification, where the learner has already built up and secured a range of English knowledge.

Guided learning hours: 20

Credit value: 2

Level: 1

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### **Constructing sentences (F/505/6670)**

This unit will develop the underpinning grammatical, punctuation and spelling knowledge and skills to allow the learner to progress at this level. The learner will also learn how to construct different sentence types.

Guided learning hours: 20

Credit value: 2

Level: 1

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### **Composing texts (L/505/6672)**

This unit will progress and further develop a learner's 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.

Guided learning hours: 20

Credit value: 2

Level: 1

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**Listening and responding to others (J/505/6668)**

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**The learner will:**

- 1 Be able to understand information in a range of contexts

**The learner can:**

- 1.1 Understand and follow:
- ◆ straightforward instructions
  - ◆ straightforward explanations
  - ◆ narratives
- 1.2 Use listening skills to maintain concentration until the end of each communication
- 

**The learner will:**

- 2 Be able to use active listening skills

**The learner can:**

- 2.1 Listen for and obtain information in familiar and unfamiliar contexts
- 2.2 Use appropriate feedback, including verbal and non-verbal signals, effectively to:
- ◆ show they are engaged and interested
  - ◆ clarify and check understanding
  - ◆ reassure speakers
  - ◆ confirm their understanding of what is being said
- 2.3 Make interventions in conversations appropriately to check understanding or find out further information
- 2.4 Ask appropriate questions to retrieve relevant information
- 2.5 Listen for and identify relevant information from the responses given
- 

**The learner will:**

- 3 Be able to respond to questions about different topics

**The learner can:**

- 3.1 Identify the nature of questions being asked
- 3.2 Respond to questions appropriately using the correct level of formality, behaving in a manner appropriate to the context
-

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## Listening and responding to others (J/505/6668) (cont'd)

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### Assessment guidance

Candidates must take part in at least 3 controlled assessments across a range of situations, one of which must be via a communication device. It is recommended, but not required, that the tasks are linked thematically so as to provide a realistic context.

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

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

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 (A/505/2665) and Speaking to others (L/505/6669).

**Types of evidence:** controlled assessment/ Assessor supervised task

**Assessment criteria:** 1.1, 1.2

**Additional information:** a minimum of 2 assessment tasks are required to allow the candidate to demonstrate sufficient coverage of the assessment criteria in this unit and:

- ◆ both assessment tasks should allow the candidate to communicate in person
- ◆ the contexts of the 2 assessment tasks should differ enough to ensure full coverage of the assessment criteria for learning outcome 1
- ◆ the candidate must show coverage of the 2 assessment criteria across both assessment tasks but need not cover both assessment criteria in each
- ◆ one of the assessment tasks can be the same as one of those set for the assessment of learning outcome 2
- ◆ another of the assessment tasks can be the same as another of those set for the assessment of learning outcome 3

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**Types of evidence:** controlled assessment/Assessor supervised task

**Assessment criteria:** 2.1 – 2.5

**Additional information:** there will need to be at least 3 opportunities created if the candidate is to demonstrate sufficient coverage of the assessment criteria and:

- ◆ 2 of these assessment tasks should allow the candidate to communicate in person
- ◆ one of these assessment tasks should allow the candidate to communicate using a remote device such as a telephone or the internet, etc
- ◆ **each** of these 3 assessment tasks should allow the candidate to communicate in a **different** context:
  - face-to-face conversations
  - when communicating remotely
  - in a group situation.



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### Listening and responding to others (J/505/6668) (cont'd)

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When communicating remotely candidates will need to communicate in person using a communication device and:

- ◆ one of the assessment tasks can be the same as one of those set for the assessment of learning outcome 1
  - ◆ another of the assessment tasks can be the same as another of those set for the assessment of learning outcome 3
  - ◆ the candidate must show coverage of the 3 assessment criteria across the 3 assessment tasks but **need not** cover all 5 assessment criteria in each.
- 

**Types of evidence:** controlled assessment / Assessor supervised task

**Assessment criteria:** 3.1, 3.2

**Additional information:** there will need to be at least 2 opportunities created if the candidate is to demonstrate sufficient coverage of the assessment criteria and:

- ◆ both assessment tasks should allow the candidate to communicate in person
  - ◆ the contexts of the 2 assessment tasks should differ enough to ensure full coverage of all the assessment criteria for learning outcome 3
  - ◆ the candidate can show coverage of the 2 assessment criteria across both assessment tasks and **need not** cover both assessment criteria in each
  - ◆ one of the assessment tasks can be the same as one of those set for the assessment of learning outcome 2
  - ◆ the other assessment task can be the same as another of those set for the assessment of learning outcome 2.
- 

**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Speaking to others (L/505/6669)**

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**The learner will:**

- 1 Be able to speak clearly in a way which suits the situation

**The learner can:**

- 1.1 Describe key points of different subject matter  
1.2 Adapt the level of formality to suit the situation and context  
1.3 Communicate effectively:  
    ◆ in person  
    ◆ by using a communication device  
1.4 Plan and deliver their speech  
1.5 Control the pace of their speech
- 

**The learner will:**

- 2 Be able to present information and ideas in a logical sequence

**The learner can:**

- 2.1 Provide detail and develop ideas, where appropriate  
2.2 Use strategies to clarify and confirm others understand what is being said
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## Speaking to others (L/505/6669) (cont'd)

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### Assessment guidance

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

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

**Candidates must undertake a minimum of 3 speaking and listening tasks** as evidence of achieving the learning outcomes in this unit.

Candidates do **not** have to cover all assessment criteria in each task.

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 (A/505/2665) and Speaking to others (L/505/6669).

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**Types of evidence:** Assessor observation

**Assessment criteria:** 1.1 – 1.5

**Additional information:** the candidate will need to communicate in person and via a communication device (phone or Internet). They will also have to communicate formally and then again in a more informal manner. Key to determining successful demonstration of achievement is witnessing the candidates' level of control over how they communicate and:

- ◆ the assessments should consist of one or 2 speaking and listening tasks, completed under Assessor supervision. If 2 tasks are set, candidates should show coverage of the 5 assessment criteria across both tasks but don't have to cover all 5 assessment criteria in each task
  - ◆ one task could assess both communication in person and synchronous communication via means such as a phone, walkie-talkie, Skype or other video call
  - ◆ alternatively, one task could assess communication in person and a second task could assess synchronous communication via means such as a phone, walkie-talkie, Skype or other video call
  - ◆ at least one of the tasks should also incorporate the assessment criteria for learning outcome 2.
- 

**Types of evidence:** Assessor observation

**Assessment criteria:** 2.1, 2.2

**Additional information:** the candidate should be able to demonstrate achievement on a single occasion as either part of a presentation to a small group, or in a one-to-one discussion with someone. The topic can be of the candidate's choosing and should be something about which they feel both comfortable and secure enough to be able to speak in detail, which will allow them to put forward substantiated ideas, on which they will be able to respond to questions. Also:

- ◆ one speaking and listening task to be completed under Assessor supervision

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**Speaking to others (L/505/6669) (cont'd)**

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- ◆ this task could be integrated with one of the assessment tasks for learning outcome 1
  - ◆ the assessment criteria for this task could be assessed in conjunction with the assessment criteria for one of the learning outcome 1 tasks.
- 

**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Participating in discussions (A/505/2665)**

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**The learner will:**

- 1 Be able to participate in a discussion about a straightforward topic with an individual

**The learner can:**

- 1.1 Contribute relevant information in an appropriate manner  
1.2 Use appropriate phrases for interruption and to clarify points being made  
1.3 Engage the other person with eye contact and body language  
1.4 Respond appropriately to a different point of view
- 

**The learner will:**

- 2 Be able to participate in a group discussion about a straightforward topic

**The learner can:**

- 2.1 Contribute relevant information in an appropriate manner  
2.2 Make relevant and timely contributions  
2.3 Show respect for the turn-taking rights of others  
2.4 Use strategies to encourage others to contribute  
2.5 Use appropriate phrases for interruption and clarification  
2.6 Show effective use of eye contact, body language and behaviour
-

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## Participating in discussions (A/505/2665) (cont'd)

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### Assessment guidance

Assessors could devise scenarios that would allow candidates to demonstrate coverage of the learning outcomes and assessment criteria. The assessments should be:

- ◆ a one-to-one discussion on a straightforward and familiar topic with someone known to the learner
- ◆ one or 2 group discussions involving at least 4 people about a straightforward and familiar topic.

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

**Types of evidence:** Assessor observation

**Assessment criteria:** 1.1 – 1.4

**Additional information:** the topic should be one familiar enough to the candidate to enable them to sustain a discussion and to be able to take part in discussion actively.

The length of time involved needs to be sufficient to allow the candidate to demonstrate each of the criteria, and is recommended to be at least 2 minutes. Candidates can be given any stimulus in advance to prepare for their discussions.

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**Types of evidence:** Assessor observation

**Assessment criteria:** 2.1 – 2.6

**Additional information:** topic(s) should be familiar enough to the candidate to enable them to sustain a discussion and to be able to take part in discussion actively, and:

- ◆ the group should consist of at least 4 people
- ◆ the length of time involved needs to be sufficient to allow the candidate to demonstrate each of the criteria but is recommended to be at least 10 minutes
- ◆ If necessary, the candidate can demonstrate achievement using evidence for 2 discussions
- ◆ the topic(s) can be of the candidates' choosing, and they should prepare for the discussion in advance
- ◆ there will be stimulus materials available to candidates if needed to prompt discussion
- ◆ candidates can be given any stimulus materials in advance to prepare for their discussion.

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**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Interpreting texts (J/505/6671)**

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**The learner will:**

- 1 Understand the main events of different types of continuous text

**The learner can:**

- 1.1 Recognise how language is used to achieve different purposes, such as:
- ◆ to instruct
  - ◆ to explain
  - ◆ to describe
  - ◆ to persuade
- 1.2 Recognise implied meaning in text
- 1.3 Infer meaning from images as well as text
- 1.4 Use organisational and structural features to locate information including:
- ◆ contents
  - ◆ index
  - ◆ menus
  - ◆ subheadings
  - ◆ paragraphs
- 1.5 Identify main events and specific details
- 1.6 Explain how different reading strategies can be used to locate information for different purposes
- 

**The learner will:**

- 2 Be able to use reading skills to develop their vocabulary

**The learner can:**

- 2.1 Use reference material effectively to find the meaning of unfamiliar words
- 2.2 Apply knowledge of the following to understand words and their meaning:
- ◆ word structure
  - ◆ related words
  - ◆ word roots
  - ◆ derivations
  - ◆ words borrowed from other languages
- 2.3 Apply knowledge of prefixes to help find meaning
-

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## Interpreting texts (J/505/6671) (cont'd)

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### Assessment guidance

The aim of the unit is to develop the candidates' reading skills and vocabulary related to interpreting a range of texts.

Prior to assessment candidates will need to:

- ◆ select some texts, with their teacher, about which they can answer questions
- ◆ have kept a journal of at least 20 new words that they have encountered and learned throughout their reading work.

Assessors will need to have a range of telephone directories, local directories, newspapers and other reference documents for candidates to use during the assessment.

Candidates will benefit from completing the Constructing sentences unit at Level 1 (F/505/6670) prior to taking this unit.

**Types of evidence:** candidate evidence or completed short-answer and/or multi-choice question papers

**Assessment criteria:** 1.1 – 1.6

**Additional information:** the assessment focuses on reading texts followed by short interpretation and comprehension exercises. Candidates need to be able to obtain information from a range of materials that are level-appropriate. Part of the assessment should also involve an explanation, with examples, of how the language use fits the purpose of the text. Candidates should also be able to infer meaning from at least one image.

Assessment should be addressed through short interpretation/comprehension reading exercises set by the Assessor and by the candidate accessing information from their own self-selected texts.

Interpretation/comprehension exercises should involve candidates responding to questions about the text provided. Texts used should reflect the 4 different types of text used in assessment criterion 1.1.

Assessment based on the candidates' self-selected texts should be used to help provide evidence for assessment criteria 1.4 - 1.6.

---

**Types of evidence:** vocabulary journal/reference document

**Assessment criteria:** 2.1 – 2.3

**Additional information:** assessment can be in the form of a vocabulary journal or reference document that the candidate has built up to show new words that they have encountered and learned throughout their reading work.

The journal/reference document should contain at least 20 words new to the candidate and drawn from their reading that the candidate is able to use confidently and correctly. The 20 words shown should give the definition and 2 examples of correct usage in sentences.



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### Interpreting texts (J/505/6671) (cont'd)

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Assessors could set a short-answer and multi-choice question test assessing the candidates' ability to recognise:

- ◆ word structure
- ◆ related words
- ◆ word roots
- ◆ derivations
- ◆ words borrowed from other languages.

This test could also assess a candidate's knowledge of the effect prefixes have on the meaning of words.

Candidates need to pass the test and have a satisfactory vocabulary journal.

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**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Responding to creative texts (R/505/6673)**

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**The learner will:**

- 1 Be able to discuss prose writing

**The learner can:**

- 1.1 Read and demonstrate knowledge of a whole text  
1.2 Read and identify the key features of the text  
1.3 Outline the role of a central character from the text  
1.4 Read and identify, with examples, where language used enhances the text and reading experience
- 

**The learner will:**

- 2 Be able to discuss poems

**The learner can:**

- 2.1 State what given poems are about  
2.2 Identify how writers use literary techniques to create effect, providing relevant textual references from poems to illustrate their points
-

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**Responding to creative texts (R/505/6673) (cont'd)**

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**Assessment guidance**

**Types of evidence:** controlled assessment/candidate evidence/responses to questions on a piece of prose

**Assessment criteria:** 1.1 – 1.4

**Additional information:** candidates should have access to and be able to answer questions on a piece of familiar prose.

Candidates should be presented with a choice of texts that the Assessor will be familiar with.

Candidates could be set a controlled assignment consisting of set questions about the text. The questions should ensure coverage of all the assessment criteria.

Candidates should be permitted to have access to their own copy of the 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 on to them.

During a controlled assessment candidates should be allowed to annotate and make notes on any extracts which are reproduced from the text.

---

**Types of evidence:** controlled assessment/candidate evidence/responses to questions on poems

**Assessment criteria:** 2.1, 2.2

**Additional information:** candidates should have access to and be able to answer questions on a choice of familiar poetry.

Candidates should be presented with a minimum of 2 poems that the Assessor will be familiar with.

Candidates could be set an assignment consisting of set questions about the poems. The questions should ensure coverage of all the assessment criteria.

Candidates should be permitted to have access to their own copy of the poems during the controlled assessment. This copy should contain only annotated notes alongside the original poems. It should not contain additional sheets of notes.

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**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Constructing sentences (F/505/6670)**

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**The learner will:**

- 1 Be able to use punctuation correctly

**The learner can:**

- 1.1 Explain the purpose of basic punctuation, including:
- ◆ capital letters
  - ◆ full stops
  - ◆ question marks
  - ◆ exclamation marks
  - ◆ inverted commas
  - ◆ commas
  - ◆ apostrophes for omissions
- 1.2 Punctuate sentences correctly using basic punctuation to clarify meaning
- 

**The learner will:**

- 2 Be able to use grammatical knowledge when constructing simple and compound sentences

**The learner can:**

- 2.1 Use correct grammar, including:
- ◆ subject verb agreement
  - ◆ correct use of tense
  - ◆ conjunctions to connect clauses
- 

**The learner will:**

3. Be able to spell correctly words used most often in work, studies and daily life

**The learner can:**

- 3.1 Use awareness of the relationship between sounds and symbols to help spell correctly
- 3.2 Identify common homonyms
- 3.3 Use common prefixes
- 3.4 Use straightforward plural endings
-

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## Constructing sentences (F/505/6670) (cont'd)

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### Assessment guidance

**Types of evidence:** controlled assessment/candidate evidence/completed assessment showing correct punctuation and identification of incorrect punctuation

**Assessment criteria:** 1.1, 1.2

**Additional information:** Assessors could set a multiple-choice question paper to assess candidates' ability to identify the correct punctuation, covering:

- ◆ capital letters
- ◆ full stops
- ◆ question marks
- ◆ exclamation marks
- ◆ inverted commas
- ◆ commas
- ◆ apostrophes for omissions.

This assessment should consist of a minimum of 6 multiple choice questions.

Assessors could provide a set of sentences with accompanying questions requiring the candidate to add the correct punctuation or identify incorrect punctuation used in the sentences. The basic punctuation forming the focus of this task is listed above and in assessment criterion 1.1.

---

**Types of evidence:** controlled assessment/candidate evidence/completed simple and compound sentences

**Assessment criteria:** 2.1

**Additional information:** Assessors could develop tasks and assignments that allow candidates to demonstrate ability in constructing simple and compound sentences.

Assessors should ensure that assessments:

- ◆ target content around subject–verb agreement and require correct use of tense
- ◆ require identification of errors and writing in the correct answer
- ◆ require identification of correct word usage
- ◆ require missing punctuation to be inserted into text, covering sentence-level punctuation and short paragraph-level punctuation
- ◆ require correct use of capitals for proper nouns.

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**Types of evidence:** controlled assessment/candidate evidence/correct spellings of personal details and familiar common words

**Assessment criteria:** 3.1 – 3.4

**Additional information:** Assessors could develop tasks or questions that allow the candidate to demonstrate their ability to spell personal details and familiar common words.

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### **Constructing sentences (F/505/6670) (cont'd)**

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Assessors should ensure that assessments:

- ◆ require correct spelling of familiar, common and straightforward compound words – gap filling and underlining correct words are acceptable ways of demonstrating this
- ◆ require completion of a short paragraph with gap-filling options around pairs of homonyms
- ◆ require correct identification of number of syllables in words – multiple-choice questions are an acceptable way of assessing this
- ◆ require correct identification of common prefixes – gap-filling tasks identifying prefixes that can change the meaning of a given word could be one way of assessing this
- ◆ require correct identification of plural endings – completing correct plural in short sentences could be an acceptable way of assessing this.

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**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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## Composing texts (L/505/6672)

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### The learner will:

- 1 Be able to plan and draft text in their own hand-writing and on-screen

### The learner can:

- 1.1 Plan text to suit the:
    - ◆ purpose
    - ◆ context
    - ◆ audience
  - 1.2 Produce legible text when writing by hand or use a word processing package effectively
  - 1.3 Use appropriate techniques for planning text
  - 1.4 Use the drafting process to revise presentation and make meaning clear
  - 1.5 Use the drafting process to ensure that the language is suitable for the purpose and audience
  - 1.6 Write in complete sentences
  - 1.7 Spell commonly used words correctly
  - 1.8 Present information in a logical sequence, using paragraphs where appropriate
  - 1.9 Format and structure writing to organise the meaning of the text clearly
  - 1.10 Use techniques for proofreading to spot errors and omissions in content, grammar and punctuation
-

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## Composing texts (L/505/2667) (cont'd)

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### Assessment guidance

**Types of evidence:** controlled assessments - 2 finished pieces of written work, one handwritten and one word-processed and both of at least 200 words, supported by evidence of the drafting, redrafting and planning process

**Assessment criteria:** 1.1 – 1.10

**Additional information:** candidates can show coverage of the 10 assessment criteria in both pieces of evidence; however, they don't need to cover all 10 assessment criteria in both pieces of evidence.

Assessment of the candidates' ability to demonstrate achievement of the assessment criteria should be made against the planning, drafting and revisions work as well as the final document.

Assessors could provide candidates with controlled assessments or tasks to assess the ability to proofread and revise text for meaning and accuracy.

Assessors should provide candidates with a piece of text of no less than 150 words and the candidate must:

- ◆ identify a minimum of 6 out of 10 errors and omissions in punctuation and grammar
- ◆ improve the presentation of the text and make the meaning clear, including correction of simple spelling errors
- ◆ show their drafting of the text to make the language more formal.

Assessors should ensure that the text:

- ◆ contains a minimum of 10 errors and omissions in punctuation and grammar, including a lack of capital letters, full stops, exclamation marks instead of question marks, incorrect tenses and no subject–verb agreement
- ◆ is continuous, to allow creation of logical paragraphs and headings and correction of simple spelling errors
- ◆ is informal, to allow candidates to make the language more formal, eg expanding contractions and turning notes into formal sentences.

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**The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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## Section 4

# Links to National Skills Standards

We've mapped the NCFE Level 1 English units to the Adult Literacy Curriculum (Core Curriculum) at Level 1.

The table below shows how the units cover the Core Curriculum at Level 1.

<b>NCFE unit number/title</b>	<b>Core Curriculum mapping</b>
<b>Listening and responding to others (J/505/6668)</b>	This unit covers the Listen and Respond content at Level 1 of the Adult Literacy Core Curriculum: SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4; SLlr/L1.5; SLlr/L1.6
<b>Speaking to others (L/505/6669)</b>	This unit covers aspects of the Speaking and Listening content at Level 1 of the Adult Literacy Core Curriculum: SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4
<b>Participating in discussions (A/505/2665)</b>	This unit covers aspects of the Reading and Writing content at Level 1 of the Adult Literacy Core Curriculum: SLd/L1.1; SLd/L1.2; SLd/L1.3
<b>Interpreting texts (J/505/6671)</b>	This unit covers aspects of the Reading and Writing content at Level 1 of the Adult Literacy Core Curriculum: Rt/L1.1; Rt/L1.2; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2; Rw/L1.3
<b>Constructing sentences (F/505/6670)</b>	This unit covers aspects of the Reading and Writing content at Level 1 of the Adult Literacy Core Curriculum: Rs/L1.1; Rs/L1.2; Ws/L1.1; Ws/L1.2; Ws/L1.3; Ww/L1.1; Ww/L1.2
<b>Composing texts (L/505/6672)</b>	This unit covers the Writing Composition content at Level 1 of the Adult Literacy Core Curriculum: Wt/L1.1; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6

<b>NCFE unit number/title</b>	<b>Other curricula mapping</b>
<b>Responding to creative texts (R/505/6673)</b>	There is a relationship with the Programme of Study for Key Stage 4 English, Key Concepts, 1.2 Creativity a; 1.4 Critical Understanding, a. Key processes, 2.2 Reading (Reading for meaning) The author's craft , j.

# Section 5

## General information

## Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

## Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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