



Qualification Specification

NCFE Level 2 English Qualification Suite



Contents

Section 1

Qualification overview..... Page 3

Section 2

Assessment and moderation Page 15

Section 3

Structure and content Page 18

Section 4

Links to National Skills Standards..... Page 42

Section 5

General information Page 44

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 2 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 2 Certificate in English
- ◆ NCFE Level 2 Award in English: Reading
- ◆ NCFE Level 2 Award in English: Writing
- ◆ 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.

About these qualifications

These are regulated qualifications.

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.

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.
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Things you need to know

NCFE Level 2 Certificate in English

- ◆ Qualification number (QN): 601/1568/3
- ◆ Aim reference: 60115683
- ◆ Total Qualification Time (TQT): 130
- ◆ Guided learning hours (GLH): 130
- ◆ Credit value: 13
- ◆ Level: 2
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Reading

- ◆ Qualification number (QN): 601/1544/0
- ◆ Aim reference: 60115440
- ◆ Total Qualification Time (TQT): 40
- ◆ Guided learning hours (GLH): 40
- ◆ Credit value: 4
- ◆ Level: 2
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Writing

- ◆ Qualification number (QN): 601/1549/X
- ◆ Aim reference: 6011549X
- ◆ Total Qualification Time (TQT): 40
- ◆ Guided learning hours (GLH): 40
- ◆ Credit value: 4
- ◆ Level: 2
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Speaking to others

- ◆ Qualification number (QN): 601/1547/6
- ◆ Aim reference: 60115476
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 2

- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Participating in discussions

- ◆ Qualification number (QN): 601/1543/9
- ◆ Aim reference: 60115439
- ◆ Total Qualification Time (TQT): 10
- ◆ Guided learning hours (GLH): 10
- ◆ Credit value: 1
- ◆ Level: 2
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Understanding texts

- ◆ Qualification number (QN): 601/1548/8
- ◆ Aim reference: 60115488
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 2
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Responding to creative texts

- ◆ Qualification number (QN): 601/1545/2
- ◆ Aim reference: 60115452
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 2
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Constructing sentences

- ◆ Qualification number (QN): 601/1532/4
- ◆ Aim reference: 60115324
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: 2
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Award in English: Composing texts

- ◆ Qualification number (QN): 601/1531/2
 - ◆ Aim reference: 60115312
 - ◆ Total Qualification Time (TQT): 20
 - ◆ Guided learning hours (GLH): 20
 - ◆ Credit value: 2
 - ◆ Level: 2
 - ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence
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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, and progression to GCSE 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
 - ◆ understand text
 - ◆ composing texts
 - ◆ constructing sentences
 - ◆ responding to creative texts.
-

Entry guidance

The NCFE Level 2 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 to GCSE (A*–C) or Level 2 Functional Skills in English.

However, the NCFE Level 2 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 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.

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.

Achieving these qualifications

The NCFE 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**, learners are required to successfully complete 7 mandatory 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).

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

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

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

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

To achieve the NCFE Level 2 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.

To be awarded the **NCFE Level 2 Award in English: Speaking to others**, learners are required to successfully complete one mandatory unit:

- ◆ Speaking to others (D/505/6675).

To achieve the NCFE Level 2 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 2 Award in English: Participating in discussions**, learners are required to successfully complete one mandatory unit:

- ◆ Participating in discussions (H/505/6676).

To achieve the NCFE Level 2 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 2 Award in English: Understanding texts**, learners are required to successfully complete one mandatory unit:

- ◆ Understanding texts (M/505/6678).

To achieve the NCFE Level 2 Award in English: Understanding 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 (K/505/6680).

To achieve the NCFE Level 2 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 2 Award in English: Constructing sentences**, learners are required to successfully complete one mandatory unit:

- ◆ Constructing sentences (K//505/6677).

To achieve the NCFE Level 2 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 2 Award in English: Composing texts**, learners are required to successfully complete one mandatory unit:

- ◆ Composing texts (T/505/6679).

To achieve the NCFE Level 2 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).

Progression opportunities

Learners who achieve these qualifications could progress to:

- ◆ NCFE Functional Skills Qualification 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.

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.

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, 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.

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.

Resource requirements

There are no specific resource requirements for these qualifications.

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. 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 or can be requested from the Centre Support team on 0191 239 8000 or by emailing 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.

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

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.

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 42).

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 2 English qualifications are internally assessed and externally moderated.

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

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 proof of work
- ◆ 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.

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.

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.

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.

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

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

Unit summaries

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

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 feedback constructively. The unit 'Listening and responding to others' (J/505/6668) at Level 1 offers suitable progression to this unit.

Guided learning hours: 20

Credit value: 2

Level: 2

Speaking to others (D/505/6675)

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.

Guided learning hours: 20

Credit value: 2

Level: 2

Participating in discussions (H/505/6676)

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.

Guided learning hours: 10

Credit value: 1

Level: 2

Understanding texts (M/505/6678)

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' at Level 1 (J/505/6671) offers suitable progression to this unit.

Guided learning hours: 20

Credit value: 2

Level: 2

Responding to creative texts (K/505/6680)

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 and poetry content and related skills.

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.

Guided learning hours: 20

Credit value: 2

Level: 2

Constructing sentences (K/505/6677)

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.

Guided learning hours: 20

Credit value: 2

Level: 2

Composing texts (T/505/6679)

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.

Guided learning hours: 20

Credit value: 2

Level: 2

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

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
-

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
-

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 response(s) they are given
-

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
-

Listening and responding to others (Y/505/6674) (cont'd)

Assessment guidance

Each candidate 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).

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.

Types of evidence: controlled assessment/Assessor supervised tasks/candidate evidence/notes taken from spoken contributions

Assessment criteria: 1.1 – 1.5

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

An extended contribution should be long enough to test the candidates' attention and focus. At this level 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 at least 10 minutes' worth of extended spoken contribution and:

- ◆ both assessment tasks should allow the candidate to communicate in person
- ◆ the candidate must show coverage of the 2 assessment criteria across both assessment tasks but don't 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.

Types of evidence: controlled assessment/Assessor supervised tasks/candidate evidence/responses to complex spoken contributions

Assessment criteria: 2.1 – 2.3

Additional information: candidates 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

Listening and responding to others (Y/505/6674) (cont'd)

- ◆ the candidate must show coverage of the 3 assessment criteria across the 2 tasks but doesn't need to cover all 3 assessment criteria in each task.

Learning outcomes 3 and 4 require the candidate 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 candidate 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.

Types of evidence: controlled assessment/Assessor supervised tasks/candidate evidence/responses to complex spoken contributions

Assessment criteria: 3.1 – 3.3

Additional information: candidates 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 candidate says and:

- ◆ the candidate 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.
-

Types of evidence: Assessor observation/candidate evidence

Assessment criteria: 4.1 – 4.2

Additional information: candidates 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 task(s) should allow the candidate to communicate in person
- ◆ the assessment task(s) can be part of the activities used to assess learning outcome 3.

If **one task** is used, it should:

- ◆ create opportunities for the candidate to respond constructively to the contributions of others
- ◆ create opportunities for the candidate to receive responses from others
- ◆ cover both assessment criteria.

If **2 tasks** are used:

- ◆ one task should allow the candidate to respond constructively to the contributions of others
 - ◆ the second task should allow the candidate to receive responses from others
 - ◆ the candidate must show coverage of both the assessment criteria across the 2 assessment tasks but doesn't need to cover both assessment criteria in each task.
-

Listening and responding to others (Y/505/6674) (cont'd)

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.

Speaking to others (D/505/6675)

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: listener(s); medium; purpose and situation
-

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
-

Speaking to others (D/505/6675) (cont'd)

Assessment guidance

Each candidate 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).

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.

Types of evidence: controlled assessment/Assessor supervised tasks/candidate evidence of speaking and listening tasks

Assessment criteria: 1.1 – 1.5

Additional information: candidates should complete a minimum of 2 speaking and listening tasks. The task(s) 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 2 – either 'communication face to face' or 'using technology to communicate at distance' to ask for information on an unfamiliar subject.

If the Assessor sets 2 tasks, the candidate should show coverage of the 5 assessment criteria across both tasks but doesn't 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).

Types of evidence: Assessor observation/candidate evidence of speaking and listening tasks

Assessment criteria: 2.1 – 2.5

Additional information: candidates 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.

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.

Participating in discussions (H/505/6676)

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
-

Participating in discussions (H/505/6676) (cont'd)

Assessment guidance

The aim is to make the candidate 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.

Assessors could devise scenarios that would allow candidates to demonstrate coverage of the learning outcome 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.

Types of evidence: Assessor observation/candidate evidence of one-to-one and group discussions.

Assessment criteria: 1.1 – 1.8

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

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

The time spent on content preparation will be important to allow the candidate 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 Tutors
- ◆ 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 candidates 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.

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.

Understanding texts (M/505/6678)

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, use of adjectives, adverbs
1.3 Identify the characteristics of a narrative including: characterisation, authorial voice/point of view, use of time, use of setting and context, thematic development
-

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
-

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
-

Understanding texts (M/505/6678) (cont'd)

Assessment guidance

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

Candidates will need to have selected a piece of continuous fiction text about which they can write about the main events, eg a novel, a short story, a graphic novel or single story comic, prior to taking the assessment.

Candidates will benefit from completing the unit Constructing sentences at Level 2 (K/505/6677) first.

Types of evidence: candidate evidence

Assessment criteria: 1.1 – 1.3

Additional information: the focus of the assessment is a discussion (written or verbal) of a selected fiction text. Candidates must select a piece of continuous fiction text, eg 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.

Assessors should develop an assessment task(s) on the fiction text selected allowing the candidate to demonstrate full coverage of the learning outcome.

Types of evidence: candidate evidence

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

Assessment criteria: 2.1 – 2.5

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

Assessors should develop an assessment task(s) based on the non-fiction text allowing the candidate to demonstrate full coverage of the learning outcome.

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

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

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

Assessment criteria: 3.1 – 3.4

Understanding texts (M/505/6678) (cont'd)

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

Assessors should ensure that candidates have access to suitable reference material, eg dictionary and thesaurus, to complete this learning outcome.

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

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.

Responding to creative texts (K/505/6680)

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
-

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
-

Responding to creative texts (K/505/6680) (cont'd)

Assessment guidance

Types of evidence: controlled assessment/candidate evidence/responses to questions about selected text

Assessment criteria: 1.1 – 1.4

Additional information: candidates should be familiar with a choice of texts that the Assessor will also be familiar with. Assessors should set an assignment consisting of questions about the text selected and:

- ◆ Assessors should ensure that full coverage of the assessment criteria can be demonstrated through successful completion of the controlled assessment
- ◆ Assessors should ensure that candidates are given clear direction as to what constitutes a good knowledge

Candidates 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 on to them.

Types of evidence: controlled assessment/candidate evidence/responses to questions about poetry

Assessment criteria: 2.1 – 2.3

Additional information: candidates 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.

Candidates 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 on to them.

- ◆ Assessors should ensure that full coverage of the assessment criteria can be demonstrated through successful completion of the questions
- ◆ Assessors should ensure that candidates are given clear direction as to what constitutes a good knowledge
- ◆ Assessors should ensure that candidates are familiar with the terminology and questions to be asked.

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.

Constructing sentences (K/505/6677)

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
-

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
-

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
-

Constructing sentences (K/505/6677) (cont'd)

Assessment guidance

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

Assessors could develop tasks/questions to assess candidates' knowledge and use of punctuation and grammar. A written task to assess candidates' 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).

Types of evidence: controlled assessment/candidate evidence

Assessment criteria: 1.1, 1.2

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

Types of evidence: controlled assessment/candidate evidence

Assessment criteria: 2.1 – 2.2

Additional information: candidates 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. Candidates should also be able to demonstrate and describe how grammar is used to enhance the message in text.

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

Types of evidence: controlled assessment/candidate evidence

Assessment criteria: 3.1

Additional information: candidates 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. Candidates should also be able to spell familiar technical words.

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

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

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

Constructing sentences (K/505/6677) (cont'd)

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.

Composing texts (T/505/6679)

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 two examples of texts that follow standard business formats
 - 1.8 Write texts that show effective use of technical vocabulary that can be clearly understood
-

Composing texts (T/505/6679) (cont'd)

Assessment guidance

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

Candidates will need to produce at least 4 texts, both handwritten and word-processed, one of which should be a substantial piece of writing of at least 500 words.

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

Types of evidence: candidate evidence

Assessment criteria: 1.1 – 1.8

Additional information: candidates must produce at least 4 finished pieces of written work, both handwritten 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, eg business letters, memos, minutes etc.

Assessment criterion 1.7 provides an opportunity to use more formal language and structure as candidates create business letters, memos, minutes, etc. 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 candidates should submit drafts and revisions of texts as well as the finished documents for these skills to be assessed. Candidates 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, ie using a different colour pen to revise, and handwritten 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 candidates. Assessors should ensure that both handwritten and word-processed drafts are included as part of the finished assessments.

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.

Section 4

Links to National Skills Standards

We've mapped the NCFE Level 2 English units to the Adult Literacy Curriculum (Core Curriculum) at Level 2.

The table below shows how the units cover the Core Curriculum at Level 2.

NCFE unit title/number	Core Curriculum mapping
Listening and responding to others (Y/505/6674)	This unit covers the Listen and Respond content at Level 2 of the Adult Literacy Core Curriculum: SLlr/L2.1; SLlr/L2.2; SLlr/L2.3; SLlr/L2.4
Speaking to others (D/505/6675)	This unit covers aspects of the Speaking and Listening content at Level 2 of the Adult Literacy Core Curriculum: SLc/L2.1; SLc/L2.2; SLc/L2.3; SLc/L2.4
Participating in discussions (H/505/6676)	This unit covers aspects of the Speaking and listening content at Level 2 of the Adult Literacy Core Curriculum: SLd/L2.1; SLd/L2.2; SLd/L2.3; SLd/L2.4; SLd/L2.5
Understanding texts (M/505/6678)	This unit covers aspects of the Reading and Writing content at Level 2 of the Adult Literacy Core Curriculum: Rt/L2.1; Rt/L2.2; Rt/L2.3; Rt/L2.4; Rt/L2.5; Rt/L2.6; Rt/L2.7; Rt/L2.8; Rw/L2.1; Rw/L2.2; Rw/L2.3
Constructing sentences (K/505/6677)	This unit covers aspects of the Writing content at Level 2 of the Adult Literacy Core Curriculum: Ws/L2.1; Ws/L2.2; Ws/L2.3; Ws/L2.4; Ww/L2.1; Ww/L2.2
Composing texts (T/505/6680)	This unit covers the Writing Composition content at Level 2 of the Adult Literacy Core Curriculum: Wt/L2.1; Wt/L2.2; Wt/L2.3; Wt/L2.4; Wt/L2.5; Wt/L2.6; Wt/L2.7.

NCFE unit number/title	Other curricula mapping
Responding to creative texts (K/505/6680)	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, d, 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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© NCFE Issue 2 (November 2017)

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