



Qualification Specification

Highfield Functional Skills Qualification in English at Level 1 and Highfield Functional Skills Qualification in English at Level 2

Qualification Number (Level 1): 603/4993/1

Qualification Number (Level 2): 603/4997/9

Version 1.2 October 2019

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Highfield Functional Skills Qualifications in English at Level 1 and Level 2

Introduction

This qualification specification is designed to outline all you need to know to offer Highfield Functional Skills Qualification in English at Level 1 and/or Highfield Functional Skills Qualification in English at Level 2 qualification at your centre. It relates to the reformed qualifications that must be taken by learners registered on Highfield's functional skills qualifications from 1 September 2019.

If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield functional skills qualifications in English at level 1 and level 2 are regulated by the regulators of England (Ofqual).

Key facts

| | Level 1 | Level 2 |
|--------------------------|------------|------------|
| Qualification Number | 603/4993/1 | 603/4997/9 |
| Guided Learning Hours | 55 | 55 |
| Total Qualification Time | 60 | 65 |

Qualification overview and objective

The Department for Education (DFE) state the purpose of each of the qualifications to be:

'A qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations'.¹

Furthermore, the DFE outlines the aims of the qualifications, stating that Functional Skills English qualifications at levels 1 and 2 indicate that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. Learners should be able to:

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

¹ Appendix 1: Subject Content (published by Department for Education), Functional Skills English Conditions and Requirements, Ofqual, July 2018

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

Each qualification is internally and externally assessed and consists of THREE mandatory components:

- Reading (*externally assessed*)
- Writing (*externally assessed*)
- Speaking, Listening and Communicating (*internally assessed*)

The qualification outcome is pass or fail.

The qualifications support progression to further study (e.g. GCSE) and are suitable for delivery in a wide range of learning environments either as stand-alone qualifications or as part of a larger programme of study (e.g. an apprenticeship).

See **Appendix 1: Qualification Structure**

Entry requirements

There are no formal entry requirements for learners wishing to take these qualifications.

Centres are however advised to assess a learner's ICT skills prior to registering them for on screen assessment. Paper-based assessment should be used for learners with limited ICT skills.

Geographical coverage

These qualifications are suitable for delivery in England.

Delivery/assessment ratios

To effectively deliver these qualifications, centres are recommended not to exceed the ratio of 1 qualified tutor/assessor to 20 learners in any one instance.

Centre requirements

Approved centres are required to have a suitable delivery environment in line with *the Highfield Qualifications' Centre Approval Guidelines* and an assessment environment that complies with the *Highfield Qualifications' Examination & Invigilation Regulations (Functional Skills)*.

Guidance on delivery

The total qualification time for these qualifications is 60 hours for level 1 and 65 hours for level 2 and of these 55 hours are recommended as guided learning hours at each level.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Highfield functional skills qualifications in English lend themselves to several different modes of delivery, examples of which are:

- classroom delivery: a learner attends taught sessions with further work given as homework (self-study);
 - distance learning (self-study): a learner uses resources (paper-based or e-learning) and completes tasks independently with remote tutor/assessor support;
 - embedded learning: functional skills in English can be embedded within other taught programmes; or
 - blended learning: a mixture of 2 or more of the above modes.
-

The course must be developed in accordance with the subject content prescribed in this specification and allow learners to apply and transfer skills in real-life scenarios.

Highfield recommends that all learners undertake an **initial assessment*** prior to commencing the qualification. Learners who undertake an initial assessment should work towards achieving the qualification at least one level above that at which they are initially assessed in order to progress their skills.

It is also recommended that, after the completion of an initial assessment, learners undertake a **diagnostic assessment*** at the start of the qualification. The outcome of the diagnostic assessment should be used to inform the programme of delivery.

Wherever possible, the programme of delivery should be adapted in accordance with learners' needs and/or local circumstances.

* Highfield is pleased to offer its approved functional skills Centres complimentary access to **Skills Forward (previously known as ForSkills)**, an online teaching and learning platform for English and Maths. Please contact your account manager for details.

See **Appendix 2: Qualification Content** and **Appendix 3: Amplification**

Guidance on internal assessment

This section provides guidance relating to the assessment of the **Speaking, Listening and Communicating** (SLC) component, which is internally set, marked and verified (i.e. these roles are carried out by the centre). This section should be read in conjunction with the *Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communicating*, which all tutors/assessors/IQAs must read and understand prior to assessing learners.

In summary, upon taking the assessment:

- tutors/assessors must ensure it is completed under controlled conditions. Learners must be provided with a suitably quiet, undisturbed location; this can be in their normal learning environment.
- tutors/assessors must complete a *Highfield Qualifications' Speaking, Listening and Communicating Assessment Record* for **each** learner at the appropriate level;
- centres must undertake internal verification as per the centre's own quality assurance strategy;
- centres must store the assessment record appropriately (for example this may be within a dedicated SLC folder, learner portfolio or e-portfolio);
- centres must inform Highfield of the completion of the assessment by submitting a Notification of Completion (NOC) via Highfield Central or by contacting your account manager.

Upon receiving the NOC, Highfield will:

- arrange an external quality support (EQS) visit in line with the *Highfield Qualifications' Quality Assurance Strategy* or request a remote sample of assessment records; then
- decide the outcome (approved or requires improvement);
 - approved: EQS will support the centre towards centre managed assessment (CMA) status;
 - requires improvement: a further EQS support visit will be arranged and/or further verification will take place.

Before CMA status can be awarded, Highfield will need to observe a minimum of one entire speaking, listening and communicating assessment in practice. Highfield will accept evidence of the assessment in practice via video or audio recording or will ask centres to notify them of any assessments that have been scheduled so that direct observation can take place.

Centres obtaining CMA for SLC will continue to be monitored by Highfield in line with the *Highfield Qualifications' Quality Assurance Strategy* and the *Highfield Qualifications' Monitoring Procedures for Centres*.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

See **Appendix 4: Speaking, Listening and Communicating guidance**

Guidance on external assessment

This section provides guidance relating to the external assessment of the **Reading** and **Writing** components and should be read in conjunction with the *Highfield Qualifications' Functional Skills Qualifications Handbook*.

Level 1: Learners must successfully complete **1 assessment** for **each** component

Level 2: Learners must successfully complete **1 assessment** for **each** component

Highfield Qualifications' on-demand paper-based and on-screen assessments for functional skills allow centres the flexibility to set a date of assessment at a time convenient to both the centre and the learner.

Centres are responsible for scheduling functional skills assessments. Centres can schedule assessments back-to-back and hold several sittings on the same day. See the *Highfield Qualifications' Functional Skills Qualifications Handbook* for full instructions relating to on-screen and paper-based assessments.

All externally set assessments must be invigilated in line with *Highfield Qualifications' Examination & Invigilation Regulations (Functional Skills)*. **A Functional Skills subject tutor must not be involved in the invigilation of that subject, even if they have not taught those candidates** (i.e. a Functional Skills English tutor must not invigilate any Functional Skills English exam). Assessments may be subject to external quality assurance visits from Highfield.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

On screen Assessment

On screen assessments are scheduled via Highfield Central.

Centres should refer to the *Highfield Functional Skills Qualifications Handbook* for specific information relating to on screen assessment.

Paper-based assessment

Paper-based assessments are scheduled via Highfield Central.

Papers are sent to centres upon registering a learner on the qualification and can be requested with as little as 3 working days' notice. Papers will be dispatched to centres by secure post. All paper-based assessments must be stored securely within the centre as per the *Highfield Qualifications' Dispatch of Examinations & Assessment Materials Policy*.

Each paper is individually wrapped and must only be opened by the learner when instructed to do so by the invigilator at the start of the assessment. The learner must sign the declaration on the front of the assessment paper to confirm they removed the secure-wrapping themselves.

Once an assessment has been completed, centres must return assessment papers to Highfield within 2 working days of the assessment taking place.

Guidance on results notification and certification

To achieve the Highfield Functional Skills Qualification in English at Level 1 and the Highfield Functional Skills Qualification in English at Level 2 learners must successfully pass **all** 3 mandatory components. Each component must be achieved at the same level; ‘spikey profiles’ cannot be accepted.

Speaking, Listening and Communicating: Centres must inform Highfield of a learner’s achievement of this component by submitting a notification of completion (NOC) via Highfield Central or their Highfield account manager.

Reading and Writing: Learners must successfully pass the 1 mandatory assessment for reading and the 1 mandatory assessment for writing. Highfield Qualifications has designed its marking schedule to ensure that centres can be assured of a reliable service with the focus on minimising the wait for results. Highfield will inform centres of the results via Highfield Central.

If unsuccessful, learners may re-sit the assessment. Centres must select the re-sit option when scheduling a re-sit. Please note that there is a charge for each additional reading and/or writing assessment taken. There is no limit to the number of attempts a learner may take, but centres should provide appropriate support to prepare learners for the assessment.

The qualification outcome is pass or fail.

After successfully completing all 3 components, a certificate will be issued.

Tutor requirements

Highfield Qualifications recommends nominated tutors for these qualifications to meet the following:

- hold a relevant subject area qualification, which could include any of the following:
 - Level 2 Functional Skills Qualification in English
 - GCSE English (grade C or above)
 - A-Level English, or above
- Hold, or be working towards, a recognised teaching qualification [or experience], which could include any of the following:
 - Level 3 PTLLS, or above
 - Level 3 Award in Education and Training, or above
 - Diploma or Certificate in Education
 - Bachelors or Masters Degree in Education
 - City and Guilds Teachers Certificate or equivalent
 - Level 3 or 4 NVQ in training and/or development
 - proof of at least 30 hours of training in any subject
- maintain appropriate continued professional development for the subject area

Internal Quality Assurance (IQA) requirements

The Speaking, Listening and Communicating component is internally quality assured (i.e. this role is carried out by the approved centre).

The nominated internal quality assurance (IQA) person must have up-to-date working knowledge of best practice in assessment and quality assurance. It is recommended that the nominated IQA holds subject-specific qualifications as specified in the ‘Nominated Tutor Requirements’ section. It is not a requirement that IQAs of this qualification hold a formal quality assurance qualification, however it is recognised as good practice.

Highfield will support approved centres with quality assurance and conduct engagement visits to ensure and verify the effective and efficient delivery and assessment of qualifications. External Quality Support (EQS) visits from Highfield Qualifications will take place until Centre Managed Assessment (CMA) status is achieved. Once CMA is achieved, Highfield Qualifications will continue to support centres in line with *Highfield Qualifications' Monitoring Procedures for Centres*.

Reasonable adjustments and special considerations

British Sign Language, as well as Sign Supported English, can be used as a reasonable adjustment in respect of these qualifications.

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

Recognition of prior learning

Highfield permit up to two component results to be carried forward from previous attempts, at the same level, from another awarding organisation. Results can only be carried forward for learners registered on or after 1 September 2019.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving license
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to *Highfield Qualifications' Core Manual*.

Progression opportunities

After successfully completing the Highfield Functional Skills Qualification in English at Level 1, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Functional Skills Qualification in English at Level 2
- GCSE English

After successfully completing the Highfield Functional Skills Qualification in English at Level 2, learners may wish to continue their development by undertaking the following qualification:

- GCSE English
-

Useful websites

- <http://www.highfieldqualifications.com/>
- <https://www.gov.uk/government/collections/functional-skills-qualifications-requirements>

Please contact your Highfield account manager for access to the following site:

- **English resources (incl. initial assessment)** <http://skills.highfieldabc.com>

Appendix 1: Qualification structure

Highfield Functional Skills Qualification in English at Level 1

Learners must complete 1 mandatory unit that is made up of **3** components. All 3 components must be achieved to complete the qualification.

| Component 1 | Speaking, Listening and Communicating | 33.3% of the qualification | | | | |
|---|--|----------------------------|------------------------|--|------|--|
| Internally assessed. | | | | | | |
| To achieve all the criteria for Speaking, Listening and Communicating (SLC), each learner will need to take part in two tasks under controlled assessment conditions. Each task should cover a different topic. | | | | | | |
| Task 1: Learners will deliver a presentation and take part in a question & answer session (Q&A) | | | | | | |
| Task 2: Learners will take part in a group discussion. | | | | | | |
| Duration of assessment: approximately 15 minutes per task | | | | | | |
| To pass the assessment, learners must meet the following criteria: | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="2" data-bbox="379 954 1396 999">Performance descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="180 999 379 1335">Pass</td> <td data-bbox="379 999 1396 1335"> <ul style="list-style-type: none"> • Learners generally demonstrate the requirements for the level: <ul style="list-style-type: none"> ○ consistently, ○ effectively, and ○ to an appropriate degree for that level. • Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere. </td> </tr> </tbody> </table> | | | Performance descriptor | | Pass | <ul style="list-style-type: none"> • Learners generally demonstrate the requirements for the level: <ul style="list-style-type: none"> ○ consistently, ○ effectively, and ○ to an appropriate degree for that level. • Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere. |
| Performance descriptor | | | | | | |
| Pass | <ul style="list-style-type: none"> • Learners generally demonstrate the requirements for the level: <ul style="list-style-type: none"> ○ consistently, ○ effectively, and ○ to an appropriate degree for that level. • Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere. | | | | | |
| The assessment will cover all the Speaking, Listening and Communicating subject content at level 1. Learners must consistently and effectively demonstrate each level 1 content statement to an appropriate degree. Where a content statement is only present in one task, this must be demonstrated consistently within that task. If a content statement is present in both tasks, it must be demonstrated consistently across them both. | | | | | | |
| The centre records the assessment outcome on the level 1 <i>Highfield Qualifications' Speaking, Listening and Communicating Assessment Record</i> , which is subject to moderation by Highfield Qualifications. | | | | | | |
| Centre managed assessment status is achievable. | | | | | | |
| See the <i>Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communicating</i> for further information. | | | | | | |

| Component 2 | Reading | 33.3% of the qualification |
|---|---------|----------------------------|
| <p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour</p> <p>The assessment will cover all the reading subject content at level 1.</p> <p>Learners must answer a series of questions using 2 texts based on real-life contexts.</p> | | |

| Component 2 | Writing | 33.3% of the qualification |
|---|---------|----------------------------|
| <p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour</p> <p>The assessment will cover all the writing subject content at level 1.</p> <p>40-45% of the total marks available are in respect of the demonstration of accurate spelling, punctuation and grammar.</p> <p>Learners are not permitted to use an external aid in relation to spelling, punctuation and grammar when taking the writing assessment. This includes dictionaries and spelling and grammar checking software.</p> <p>Learners must complete 2 writing tasks based on real-life contexts.</p> | | |

Highfield Functional Skills Qualification in English at Level 2

Learners must complete 1 mandatory unit that is made up of **3** components. All 3 components must be achieved to complete the qualification.

| Component 1 | Speaking, Listening and Communicating | 33.3% of the qualification | | | | |
|--|--|----------------------------|------------------------|--|------|--|
| <p>Internally assessed.</p> <p>To achieve all the criteria for Speaking, Listening and Communicating (SLC), each learner will need to take part in two tasks under controlled assessment conditions. Each task should cover a different topic.</p> <p>Task 1: Learners will deliver a formal presentation and take part in a question and answer session (Q&A)</p> <p>Task 2: Learners will take part in a group discussion</p> <p>Duration of assessment: approximately 15 minutes per task</p> <p>To pass the assessment, learners must meet the following criteria:</p> | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="2" data-bbox="379 920 1396 958">Performance descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="181 958 379 1301">Pass</td> <td data-bbox="379 958 1396 1301"> <ul style="list-style-type: none"> • Learners generally demonstrate the requirements for the level: <ul style="list-style-type: none"> ○ consistently, ○ effectively, and ○ to an appropriate degree for that level. • Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere. </td> </tr> </tbody> </table> | | | Performance descriptor | | Pass | <ul style="list-style-type: none"> • Learners generally demonstrate the requirements for the level: <ul style="list-style-type: none"> ○ consistently, ○ effectively, and ○ to an appropriate degree for that level. • Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere. |
| Performance descriptor | | | | | | |
| Pass | <ul style="list-style-type: none"> • Learners generally demonstrate the requirements for the level: <ul style="list-style-type: none"> ○ consistently, ○ effectively, and ○ to an appropriate degree for that level. • Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere. | | | | | |
| <p>The assessment will cover all the Speaking, Listening and Communicating subject content at level 2. Learners must consistently and effectively demonstrate each level 2 content statement to an appropriate degree. Where a content statement is only present in one task, this must be demonstrated consistently within that task. If a content statement is present in both tasks, it must be demonstrated consistently across them both.</p> <p>The Centre records the assessment outcome on the level 2 <i>Highfield Qualifications' Speaking, Listening and Communicating Assessment Record</i>, which is subject to moderation by Highfield Qualifications.</p> <p>Centre managed assessment status is achievable.</p> <p>See the <i>Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communicating</i> for further information.</p> | | | | | | |

| Component 2 | Reading | 33.3% of the qualification |
|---|---------|----------------------------|
| <p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour</p> <p>The assessment will cover all the reading subject content at level 2.</p> <p>Learners must answer a series of questions using 3 texts based on real-life contexts.</p> | | |

| Component 2 | Writing | 33.3% of the qualification |
|---|---------|----------------------------|
| <p>Externally assessed.</p> <p>Learners must complete 1 assessment that is set, marked and moderated by Highfield Qualifications.</p> <p>Duration of assessment: 1 hour</p> <p>The assessment will cover all the writing subject content at level 2.</p> <p>40-45% of the total marks available are in respect of the demonstration of accurate spelling, punctuation and grammar.</p> <p>Learners are not permitted to use an external aid in relation to spelling, punctuation and grammar when taking the writing assessment. This includes dictionaries and spelling and grammar checking software.</p> <p>Learners must complete 2 writing tasks based on real-life contexts.</p> | | |

Appendix 2: Qualification content

The content of the functional skills qualifications is determined by a range of skills called ‘subject content’². Learners are required to demonstrate their ability to use these skills autonomously, applying them to a range of formal and informal contexts that a learner would expect to encounter in the workplace and in real life.

The subject content is split into 3 components:

- Speaking, Listening and Communicating
- Reading
- Writing

Centres should note that subject content at each level of qualification subsumes and builds upon the content at lower levels.

Learners should be familiar with the terms used in the subject content prior to assessment.

The subject content for level 1 and level 2 is outlined on the following pages.

² Appendix 1: Subject Content (published by Department for Education), Functional Skills English Conditions and Requirements, Ofqual, July 2018

Subject Content: Highfield Functional Skills Qualification in English at Level 1

Speaking, Listening and Communicating (Level 1)

Scope of study

Text³: this should include narratives, explanations, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.

| | |
|----|--|
| 1. | Identify relevant information and lines of argument in explanations or presentations |
| 2. | Make requests and ask relevant questions to obtain specific information in different contexts |
| 3. | Respond effectively to detailed questions |
| 4. | Communicate information, ideas and opinions clearly and accurately on a range of topics |
| 5. | Express opinions and arguments and support them with evidence |
| 6. | Follow and understand discussions and make contributions relevant to the situation and the subject |
| 7. | Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium |
| 8. | Respect the turn-taking rights of others during discussions, using appropriate language for interjection |

Reading (Level 1)

Scope of study

Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

| | |
|-----|--|
| 9. | Identify and understand the main points, ideas and details in texts |
| 10. | Compare information, ideas and opinions in different texts |
| 11. | Identify meanings in texts and distinguish between fact and opinion |
| 12. | Recognise that language and other textual features can be varied to suit different audiences and purposes |
| 13. | Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words |
| 14. | Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts |
| 15. | Infer from images meanings not explicit in the accompanying text |
| 16. | Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) |
| 17. | Read and understand a range of specialist words in context |
| 18. | Use knowledge of punctuation to aid understanding of straightforward texts |

³ 'Text' should be interpreted here to mean types and levels of discourse rather than read or written text (Functional Skills English Guidance, Ofqual, June 2018)

Writing (Level 1)**Scope of study**

Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

Spelling, punctuation and grammar

| | |
|-----|---|
| 19. | Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) |
| 20. | Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) |
| 21. | Spell words used most often in work, study and daily life, including specialist words |

Writing composition

| | |
|-----|--|
| 22. | Communicate information, ideas and opinions clearly, coherently and accurately |
| 23. | Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience |
| 24. | Use format, structure and language appropriate for audience and purpose |
| 25. | Write consistently and accurately in complex sentences, using paragraphs where appropriate |

Subject Content: Highfield Functional Skills Qualification in English at Level 2

Speaking, Listening and Communicating (Level 2)

Scope of study

Text⁴: this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

| | |
|-----|---|
| 1. | Identify relevant information from extended explanations or presentations |
| 2. | Follow narratives and lines of argument |
| 3. | Respond effectively to detailed or extended questions and feedback |
| 4. | Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts |
| 5. | Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required |
| 6. | Express opinions and arguments and support them with relevant and persuasive evidence |
| 7. | Use language that is effective, accurate and appropriate to context and situation |
| 8. | Make relevant and constructive contributions to move discussion forward |
| 9. | Adapt contributions to discussions to suit audience, purpose and medium |
| 10. | Interject and redirect discussion using appropriate language and register |

Reading (Level 2)

Scope of study

Text: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

| | |
|-----|---|
| 11. | Identify the different situations when the main points are sufficient and when it is important to have specific details |
| 12. | Compare information, ideas and opinions in different texts, including how they are conveyed |
| 13. | Identify implicit and inferred meaning in texts |
| 14. | Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes |
| 15. | Use a range of reference materials and appropriate resources (e.g. hyperlinks, glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources |
| 16. | Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources |
| 17. | Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias |
| 18. | Follow an argument, identifying different points of view and distinguishing fact from opinion |

⁴ 'Text' should be interpreted here to mean types and levels of discourse rather than read or written text (*Functional Skills English Guidance, Ofqual, June 2018*)

Reading (Level 2)

Scope of study

Text: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

| | |
|-----|---|
| 19. | Identify different styles of writing and writer's voice |
|-----|---|

Writing (Level 2)

Scope of study

Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.

Spelling, punctuation and grammar

| | |
|-----|---|
| 20. | Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) |
| 21. | Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) |
| 22. | Spell words used in work, study and daily life, including a range of specialist words |

Writing composition

| | |
|-----|--|
| 23. | Communicate information, ideas and opinions clearly, coherently and effectively |
| 24. | Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience |
| 25. | Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) |
| 26. | Convey clear meaning and establish cohesion using organisational markers effectively |
| 27. | Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. |
| 28. | Construct complex sentences consistently and accurately, using paragraphs where appropriate |

Appendix 3: Speaking, Listening and Communicating guidance

This section provides an overview of the speaking, listening and communicating assessment. Centres should refer to the *Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communicating* for full guidance.

| Speaking, Listening & Communicating (Level 1) | |
|---|---|
| Assessment task | Subject Content |
| <p>To achieve all the criteria for Speaking, Listening and Communicating (SLC), learners will need to take part in two tasks under controlled assessment conditions. Each task should cover a different topic.</p> | <p>The assessment covers all the Speaking, Listening and Communicating subject content at level 1. Learners must consistently and effectively demonstrate each level 1 content statement to an appropriate degree. Where a content statement is only present in one task, this must be demonstrated consistently within that task. If a content statement is present in both tasks, it must be demonstrated consistently across them both.</p> <p>If there has been insufficient demonstration of a skill, this must be balanced by appropriate demonstration of the same skill elsewhere.</p> <p>The centre records the assessment outcome on the <i>Highfield SLC Assessment Record Level 1</i>, which is subject to moderation by Highfield.</p> <p>Centre managed assessment status is achievable.</p> <p>Detailed instructions, exemplar assessment records and suggested topics (considering different types of text/discourse as outlined in the scope of study) are provided in the <i>Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communicating</i>.</p> |
| <p>Task 1: Presentation and Q&A</p> <p>Learners will present a topic of their choosing to the group (to be agreed with the assessor beforehand). The presentation should include information, descriptions, explanations, instructions or narratives relevant to the topic, along with the learner's own opinions.</p> <p>Learners will be expected to respond effectively to detailed questions asked by the group.</p> | |
| <p>Task 2: Group discussion</p> <p>Learners will engage in a group discussion to consider a topic further. They will be expected to make relevant contributions to communicate their ideas and opinions, as well as respecting the turn-taking rights of the group.</p> | |
| | |

| Speaking, Listening & Communicating (Level 2) | |
|---|---|
| Assessment task | Subject Content |
| <p>To achieve all the criteria for Speaking, Listening and Communicating (SLC), learners will need to take part in two tasks under controlled assessment conditions. Each task should cover a different topic.</p> | <p>The assessment covers all the Speaking, Listening and Communicating subject content at level 2. Learners must consistently and effectively demonstrate each level 2 content statement to an appropriate degree. Where a content statement is only present in one task, this must be demonstrated consistently within that task. If a content statement is present in both tasks, it must be demonstrated consistently across them both.</p> <p>If there has been insufficient demonstration of a skill, this must be balanced by appropriate demonstration of the same skill elsewhere.</p> <p>The centre records the assessment outcome on the <i>Highfield SLC Assessment Record Level 2</i>, which is subject to moderation by Highfield.</p> <p>Centre managed assessment status is achievable.</p> <p>Detailed instructions, exemplar assessment records and suggested topics (considering different types of text/discourse as outlined in the scope of study) are provided in the <i>Highfield Qualifications' Centre Support Pack for Speaking, Listening and Communicating</i>.</p> |
| <p>Task 1: Formal presentation and Q&A</p> <p>Learners will deliver a formal presentation to the group on a topic of their choosing (to be agreed with the assessor beforehand). The presentation should include detailed explanations, information or extended narratives relevant to the topic, along with the learner's own opinions.</p> <p>Learners will be expected to respond effectively to detailed or extended questions asked by the group, which will seek further information/clarification from the learner.</p> | |
| <p>Task 2: Group discussion</p> <p>Learners will engage in a group discussion to consider a topic further. They will be expected to make relevant and constructive contributions to communicate their ideas and opinions effectively and move the discussion forward.</p> | |

Speaking, Listening & Communicating: Example topics

Level 1 example topics

Task 1: Presentation and Q&A

1. Learners will present a review of a film and will then be expected to respond to questions during the Q&A.
2. Learners will present instructions to the group on how to switch utility companies. Learners will then be expected to respond to questions during the Q&A.

Task 2: Group Discussion

1. Choosing a new mobile phone/tv/laptop
2. Benefits of having good numeracy and literacy skills

Level 2 example topics

Task 1: Formal presentation and Q&A

1. Learners will present information about a local environmental issue (e.g. the amount of litter found in a local park). Learners will then be expected to respond to detailed questions during the Q&A.
2. Learners will present a detailed explanation about how social media can affect young people, both positively and negatively. Learners will then be expected to respond to detailed questions during the Q&A.

Task 2: Group Discussion

1. Current affairs in the UK, either locally or nationally
2. Comparison of subjects in history vs modern day (e.g. technology, transport, childhood activities etc...)

Appendix 4: Sample assessment material

Full practice examinations can be found on the Highfield Qualifications website in both paper-based and on-screen formats.

Highfield Functional Skills Qualification in English at Level 1: Writing

FAB AIRPORT TAXIS



- 1st class service
- Competitive prices
- Modern, stylish cars
- Guaranteed to get you there on time

Let your holiday start from your front door!

Tel: 01999 666111 Email: fab@airporttaxi.net

You recently used Fab Airport Taxis to take you to the airport but you were not happy with the service.

Write an **email** to the manager that includes:

- information about your journey to the airport
- your feelings about the service you received
- what you think the company should do for you

You should take approximately **30 minutes** to complete this task.

Suggested word count 150-200 words

(24 marks)

Highfield Functional Skills Qualification in English at Level 1: Reading

According to Text B, most of the training takes place:

Tick (✓) one box

(1 mark)

| | | |
|----------|-------------------|--|
| A | at the job centre | |
| B | at university | |
| C | in the workplace | |
| D | at college | |

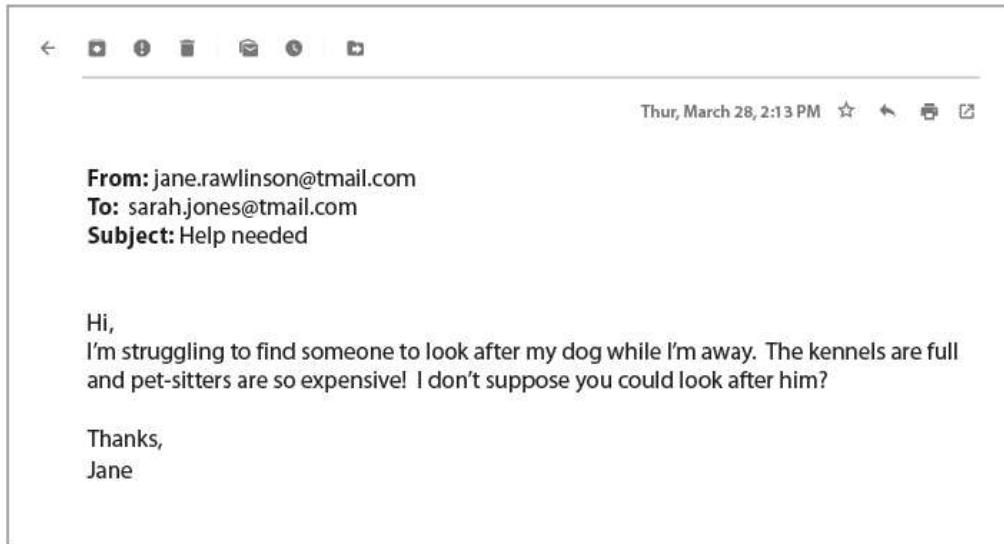
What does the image in Text B suggest about how the apprentices are feeling about their course?

(1 mark)

| |
|---|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|

Highfield Functional Skills Qualification in English at Level 2: Writing

You receive this email from a friend:



The email gives you an idea for a new business. You decide to launch your own company walking dogs and caring for pets while their owners are on holiday.

Write an **article** for your local newspaper and give information about your business idea.

You should take approximately **30 minutes** to complete this task.

(27 marks)

Highfield Functional Skills Qualification in English at Level 2: Reading

According to Text C, in addition to a qualification, what **two** other things would be gained from completing an apprenticeship?

(2 marks)

| |
|---|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|

Identify **one** organisational feature in each text (A, B and C) and explain how they help the reader.

(3 marks)

| |
|---|
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|---|