English at Level 2-Resit Exams

Pearson Edexcel Functional Skills Qualification in English at Level 2 indicates that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. 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. A key aspect of developing knowledge and skills in English, at Level 2 is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

Component 1: Speaking, listening and communicatin

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

Content:

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

Component 2: Reading

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

Content:

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

Component 3: Writing

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

Spelling, punctuation and grammar

What learners need to learn

- Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
- 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)
- Spell words used in work, study and daily life, including a range of specialist words

Writing composition

What learners need to learn

- Communicate information, ideas and opinions clearly, coherently and effectively
- 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
- Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
- Convey clear meaning and establish cohesion using organisational markers effectively
- Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
- Construct complex sentences consistently and accurately, using paragraphs w