

## Subject Content Amplification

This amplification has been written to clarify Highfield’s interpretation of the subject content for the externally assessed components of Highfield’s Functional Skills Qualifications in English at Level 2.

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

<b>Reading (Level 2)</b>	
<i>Note: the content at Level 2 subsumes and builds upon the content at lower levels. Learners should therefore ensure that they correctly apply lower-level understanding to their responses at this level also.</i>	
11.	Identify the different situations when the main points are sufficient and when it is important to have specific details
<p>Learners are able to use appropriate reading methods to identify main points and specific details within the text, relevant to purpose.</p> <p>Learners are able to extract the appropriate level of information required to answer a given question, recognising that this may also relate to subject specific specialist word(s)/terminology.</p>	
12.	Compare information, ideas and opinions in different texts, including how they are conveyed
<p>Learners understand that information, ideas and opinions on the same topic may differ across texts.</p> <p>Learners are able to compare similarities and differences (contrasts) across two or more texts. Learners should be taught to use conjunctions and connectives when comparing information, ideas and opinions e.g. then, furthermore, however, whereas.</p> <p>Learners understand how the use of impacting factors (i.e. language features, textual devices, organisational features, writing style, writer’s voice, type of text etc.) can determine how information, ideas and opinions are conveyed. Examples include:</p> <ul style="list-style-type: none"> <li>• personalization using first-person pronouns</li> <li>• use of facts to support opinions</li> <li>• punctuation to emphasise points</li> <li>• Minimal persuasive language</li> <li>• Rhetorical questions</li> </ul> <p>Learners should also consider how the type of text can determine how information, ideas and opinions are conveyed e.g. journalist, blogger, social media user, report author.</p>	
13.	Identify implicit and inferred meaning in texts
<p>Learners understand that meaning in texts can be inferred as well as implicit. Learners are able to make plausible reference to inferred meaning, relative to the content of the text.</p> <p>Learners understand inference can be the result of omission from the text as well as what is included in the text. Learners are able to extract implicit information relative to the question/task requirement(s).</p>	
14.	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
<p>Learners are able to identify the reasons for using textual features and devices to meet the needs of audience and purpose (instruct, describe, explain, persuade).</p> <p><b>Textual features relate to how text is displayed:</b> emboldened text, italics, images, icons, symbols, font (style, colour, size), highlighting, capitalisation, direction of text, underlining etc.</p>	

<p><b>Textual devices relate to how a text is written:</b> rhetorical questions, alliteration, anecdotes, statistics, quotations, factual evidence, similes, idioms, repetition, metaphors, punctuation, 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person perspective.</p>	
15.	<p>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</p>
<p>Learners are able to use a variety of reference materials (e.g. dictionaries, thesaurus) and other sources (e.g. glossaries, keys, legends) to find the meaning of words or phrases. They are familiar with paper-based and online versions of the reference materials.</p>	
16.	<p>Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</p>
<p>Learners understand that organisational features are visual aspects that are used by the writer to structure the text and can use them to navigate to and around a text in order to find information.</p> <p><b>Organisational features relate to how a text is structured:</b> contents list/page, titles, headings, sub-headings, straplines, bulleted lists, numbered lists, captions to images/photos, tables, columns, text boxes, headers, footnotes, indices, page numbers, menus, paragraphs, navigation bar on a webpage, email headers etc.</p>	
17.	<p>Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p>
<p>Learners understand that the choice of vocabulary informs levels of complexity and formality. Vocabulary is defined as the words used conducive to the context e.g. formal/informal (contractions, relative clauses without relative pronouns, ellipsis, modality devices etc.), persuasive (words that convince readers to believe in an idea and to do an action), instructional (imperative verbs).</p> <p>Learners understand that bias is the tendency to unfairly prefer one person or thing to another. They understand that a writer (or someone featured in a text) can influence a reader by showing their support or opposition to a person or thing. They can identify which text is the most bias when reading two or more texts.</p>	
18.	<p>Follow an argument, identifying different points of view and distinguishing fact from opinion</p>
<p>Learners understand that arguments are presented through independent viewpoint(s) and these may build on bias, fact and/or opinion.</p> <p>Learners are able to identify differences in opinions/points of view and are able to distinguish fact from opinions/points of view (including across different texts).</p>	
19.	<p>Identify different styles of writing and writer's voice</p>
<p>Learners understand that a writer may adapt their style of writing and writer's voice according to the context (audience and purpose) of the text.</p> <p><b>Style of writing is demonstrated through use of linguistic features:</b> i.e. formal or informal, specialist or non-specialist, straightforward (simple sentences with minimal detail) or complex (complex sentences with greater detail) etc.</p> <p><b>The writer's voice is expressed through the writer's use of language and word choice:</b> i.e. imagery, persuasive, enthusiastic, biased, emotive, empathetic, puns, personal, exaggeration, specialist/non-specialist etc.</p>	

**Writing (Level 2)**

*Note: the content at Level 2 subsumes and builds upon the content at lower levels. Learners should therefore ensure that they correctly apply lower-level understanding to their responses at this level also.*

20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Level 2 punctuation expectations include correct use of colons, commas, inverted commas, apostrophes and quotation marks and **MUST** build on L1 expectations.

Learners should be taught to include a wide range of Level 2 punctuation and correct capitalisation in their work that is appropriate to the purpose of the text. Marks will be deducted for errors or omissions (where inclusion is expected) of the Level 2 punctuation expectations and further marks deducted if errors or omissions impede meaning.

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)

Level 2 grammar expectations include correct subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles and modality devices (e.g. to express probability or desirability).

Marks are awarded according to the level of accuracy and range of Level 2 grammar expectations used.

22. Spell words used in work, study and daily life, including a range of specialist words

Level 2 spelling expectations include correct spelling of words that occur frequently in work, study and life. Specialist words (i.e. those that have a specific meaning within a certain context, such as words related to a particular job, activity or hobby, a certain area of study etc. that Level 2 learners can realistically be expected to encounter) are also expected to be spelt correctly.

Knowledge of Level 1 root words, prefixes and suffixes is used to meet Level 2 spelling expectations, including the spelling of specialist words.

Marks are awarded according to the level of accuracy of L2 spelling expectations.

23. Communicate information, ideas and opinions clearly, coherently and effectively

Learners are expected to structure their writing using an introduction, body and conclusion and provide information, ideas and opinions (as appropriate) in a logical order.

Content is communicated clearly and accurately, ensuring that the reader is able to fully comprehend the text.

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

Learners are expected to produce text that meets the purpose of the task and the audience. Task requirements have been understood and covered in the piece of writing. Appropriate level of detail (i.e. the degree of information provided by the writer to fulfil the task requirements) has been used (e.g. words used to describe a situation, support an argument, persuade an audience, explain a process, or in some way support the central idea).

The length of text is neither too long or too short considering the purpose and audience. There is sufficient text against which each of the subject content can be assessed.

<p>Planning strategies (i.e. writing brief notes/creating a mind-map) should be taught to help the learner determine the level of detail and length required (<i>marks are however not awarded for planning</i>).</p>	
25.	<p>Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</p>
<p>Learners are expected to be able to write a range of types of text (i.e. letter, email, leaflet, advert, article, report) and structure these to suit the intended audience and purpose (explain, instruct, persuade, describe)</p> <p>Each type of text is formatted and structured correctly. Level 2 expectations for the different types of text are:</p> <ul style="list-style-type: none"> <li>• <b>a letter:</b> sender’s address, recipient’s address, date, matching salutation and close</li> <li>• <b>an email:</b> who it is to (must be an email address), who it is from (must be an email address), subject, date, matching salutation and close</li> <li>• <b>a report:</b> a title and sub-heading plus 2 or more additional features (as appropriate) i.e. columns, numbered lists, bulleted lists, tables, text box, image/graphics, author etc</li> <li>• <b>an article or a leaflet:</b> a title/heading plus 3 or more additional features (as appropriate) i.e. sub-headings, columns, numbered lists, bulleted lists, tables, text box, image/graphics, author (article) etc.</li> </ul> <p><i>Use of paragraphs is (where appropriate) key to the effective structuring of a piece of writing. However, as marks are awarded for paragraphing in W2.28, marks are not awarded for this skill under W2.25.</i></p>	
26.	<p>Convey clear meaning and establish cohesion using organisational markers effectively</p>
<p>Learners are expected to make effective use of organisational markers to aid clarity and cohesion.</p> <p>Organisational markers include contents list/pages, captions to photos and illustrations, text boxes, tables, footnotes, headers, indices, menus etc.</p>	
27.	<p>Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</p>
<p>Learners are expected to use language and register that meets the purpose of the task and the audience.</p> <p>Language and register include (as appropriate to task): tone, formality, persuasive techniques, supporting evidence, specialist words etc.</p>	
28.	<p>Construct complex sentences consistently and accurately, using paragraphs where appropriate</p>
<p>Learners understand the difference between simple and complex sentences and use accurate complex sentences in their writing. Conjunctions and connectives are effectively used.</p> <p>Paragraphs are well-structured and aid clarity to the text.</p>	