



# Ascentis Level 2 Certificate in English Skills

## Specification

|                        |            |
|------------------------|------------|
| Operational Start Date | 15/09/2025 |
| Operational End Date   | 31/07/2026 |
| Certification End Date | 31/07/2027 |

## ABOUT ASCENTIS

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

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## ASCENTIS LEVEL 2 CERTIFICATE IN ENGLISH SKILLS

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### Introduction

This Level 2 Certificate in aspects of English is aimed at adults and young people who wish to improve their English Skills. The units are intended to aid progression to further study. The individual stand-alone units have been mapped to the Adult Literacy Core Curriculum. This is suitable for those who wish to improve all aspects of their English Skills.

There are several features of this qualification that make it very appropriate for target learners:

- Relatively short units, each of 20/30 guided learning hours – bite-sized learning
- Can be delivered either as a classroom-based course or as a blended learning programme
- Assessed by completion of Ascentis designed time constrained assessment – no portfolio of evidence required
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

### Aims

The aim of this qualification is to enable learners:

- 1 To gain underpinning grammar, punctuation and spelling skills
- 2 To develop their reading and/or writing skills
- 3 To improve their communication skills in speaking, receiving and responding to information
- 4 To develop the skills required to move into the world of work or work-based learning

### Target Group

This qualification is aimed at a range of learners, including:

- Adults who wish to develop and demonstrate their skills in English
- Young people aged 14-19 who wish to develop and demonstrate their skills in some aspects of English Language.

### Regulation Codes

Ascentis Level 2 Certificate in English Skills: 610/6391/5

## Rationale for the Rules of Combination

Learners **must** achieve all six units to achieve the Ascentis Level 2 Certificate in English Skills.

## Rules of Combination

| Ascentis Level 2 Certificate in English Skills |       |              |     |                |
|------------------------------------------------|-------|--------------|-----|----------------|
|                                                |       |              |     | Credits: 15    |
| Title                                          | Level | Credit Value | GLH | Unit Reference |
| Spelling and Vocabulary                        | 2     | 2            | 20  | R/505/5569     |
| Grammar and Punctuation                        | 2     | 3            | 30  | L/505/5585     |
| Reading                                        | 2     | 3            | 30  | J/505/5567     |
| Writing                                        | 2     | 3            | 30  | J/505/5584     |
| Receiving and Responding to Information        | 2     | 2            | 20  | D/505/5574     |
| Speaking                                       | 2     | 2            | 20  | K/505/5576     |

Unit certification is available for any unit.

## Guided Learning Hours (GLH)

The recommended guided learning hours for the Certificate is 150.

## Total Qualification Time (TQT)

The total qualification time for the Certificate is 150.

## Recommended Prior Knowledge, Attainment and/or Experience

Learners should be able to evidence a level of English skill to at least Level 1 prior to starting to study this qualification.

## Age Range of Qualification

This qualification is suitable for young people aged 14–19 and adult learners.

## Opportunities for Progression

This qualification offers:

- Evidence of achievement for learners moving into the world of work or work-based learning.
- Precursory achievement to establish progression onto further English qualifications such as Essential Skills qualifications or GCSEs.

## Mapping/Relationship to National Occupational Standards

This qualification is mapped to the Adult Literacy Core Curriculum (Basic Skills Agency 2001)

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

Once approved, Ascentis will deliver subject specific training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. This training must take place before your centre undertakes any assessments. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present. Your EQA will contact you to arrange a mutually convenient date for this training.

## Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, please refer to the latest version of the Ascentis Product Catalogue

## Status in England, Wales and Northern Ireland

This qualification is only available in Northern Ireland. It is only offered in English. If you wish to deliver it in any other nation, please contact [development@ascentis.co.uk](mailto:development@ascentis.co.uk).

## Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the login area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Inclusive Statements

This qualification is intended to be as inclusive as possible to a wide range of learners without affecting the integrity of the qualification. This includes -

### Speaking, Receiving and Responding

- The speaking, receiving and responding components may be assessed using sign language e.g. British Sign Language, sign-supported English, where this is the learner's normal method of working
- Can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working
- Does not depend on the use of written language or requires the individual/s with whom the learner is communicating to be able to read

### Reading

- Text is defined as materials that include the use of words that are written, printed, on screen or presented using Braille

- As a reasonable adjustment, learners who are classed as disabled under the terms of the Disability Discrimination Act (DDA) and use assistive technology as their normal way of reading can demonstrate that they are able to independently meet the requirements of the reading standards through use of screen reader software
- A human reader cannot be used to demonstrate the requirements of the standards for reading as this does not meet the requirement for independence

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

**Please note:** Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

## ASSESSMENT ARRANGEMENTS

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### Assessment

Each unit is assessed through an assessment to be taken under supervised conditions. Guide times are provided for each assessment. The assessment is internally assessed and verified by the centre and then externally verified by Ascentis.

The learner will evidence achievement of all the Assessment Criteria for each unit by completing the Ascentis-designed assessment for that unit. Once a learner has all the evidence for an Award or the Certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in [Appendix 1](#).

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made. The work should be kept in the centre under secure conditions.

### Ascentis Designed Assessments

Each Level 2 unit is assessed through Ascentis designed assessments. These must be conducted in centres under supervised conditions.

The assessments are available to download in the secure examinations section of Ascentis' on-line portal. Once a centre has received qualification approval, access to the assessments will be given to the Examination Officer within the centre. The assessments need to be stored in secure conditions.

Three sets of live assessments will be made available per academic year. If a learner does not achieve a pass on their first attempt, two opportunities to re-sit the assessment are available. Further teaching and learning must take place prior to a resit being taken.

Each assessment has an accompanying mark scheme that shows the evidence required to demonstrate that each assessment criterion within a unit of assessment has been met. In order to achieve each unit, the learner must meet all the learning outcomes and assessment criteria of the unit.

Dictionaries are allowed in the Reading assessment only. Dictionaries should be monolingual. Either a paper dictionary or an electronic standalone dictionary with no other functions should be used. Dictionaries on phones, tablets or other electronic devices are not allowed. Dictionaries are not allowed in any other assessment.

### Speaking

The Speaking assessments need to be completed under supervised conditions. The person supervising the assessment can also assess the performance of each learner. The assessor may be the learner's own tutor. Speaking assessments at all levels involve working with others in order to meet the skill standards. However, assessors must ensure they assess individual performance. There may be occasions when the performance of other learners within a group may adversely affect another learner's ability to meet the skill standards. In these situations, the assessor needs to intervene to ensure the candidate is not disadvantaged. Any assessor support given to learners during the assessment must be clearly documented for each learner using the Learner Assessment Record, which is provided in [Appendix 2](#). It is recommended that centres make an audio or video recording as evidence for all learners. This will enable External Verifiers to confirm the appropriate application of the mark scheme.

A record of the outcomes of the speaking assessment must be made. Centres should submit the following when requesting external verification

- Learners Assessment Record (Appendix 2) - detailing the learner's performance.
- Attendance list
- One copy of Assessment guidance and Mark Scheme for the assessment used

Speaking assessments at all levels can be completed at any time.

## The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

## VERIFICATION ARRANGEMENTS

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### Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e., consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team ([qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk)).

Further information is available from the login section of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk).

### External Verification

In order to support the roll-on, roll-off nature of this provision, which is likely to be offered over short time scales, Ascentis will offer a flexible approach to External Verification. This will include verification by post.

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and Staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Quality Assurers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems

### Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas of English and Literacy in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of these qualifications are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering these qualifications should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis electronic portal or the Ascentis website.

## UNIT SPECIFICATIONS

### Spelling and Vocabulary

#### Credit Value of Unit 2

#### GLH of Unit 20

#### Level of Unit 2

#### Introduction

In this unit learners will learn how to spell correctly by using word roots, prefixes and suffixes. They will be able to use homophones, synonyms, antonyms and figures to speech to enhance their language skills. By recognising technical words, learners will be able to understand texts of differing formalities.

This unit maps to the Adult Literacy Core Curriculum in the following areas  
Ww/2.1, Rw/L2.1, RW/2.3

| Learning Outcomes                                                        | Assessment Criteria                                                                   |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| The learner will be able to                                              | The learner can                                                                       |
| 1 Spell correctly, words used most often in work, studies and daily life | 1.1 Use knowledge of word roots, prefixes and suffixes to support spelling            |
| 2 Use vocabulary of different levels of complexity and purpose           | 2.1 Identify and use homophones                                                       |
|                                                                          | 2.2 Use synonyms and antonyms                                                         |
|                                                                          | 2.3 Use simple figures of speech                                                      |
| 3 Understand familiar technical words                                    | 3.1 Recognise technical vocabulary                                                    |
|                                                                          | 3.2 Recognise vocabulary that identifies the subject and level of formality of a text |
|                                                                          | 3.3 Spell relevant technical vocabulary                                               |

| Indicative Content                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Word roots-</b> e.g. lovely (love)                                                                                                                                                                                                                                                                      |
| <b>Prefixes</b> – e.g. auto/bi/trans/tele/circum                                                                                                                                                                                                                                                           |
| <b>Suffixes</b> – e.g. -cian, -ous                                                                                                                                                                                                                                                                         |
| <b>Homophones</b> - Learners should be able to identify and use more complex homophones such as reign/rain/rein                                                                                                                                                                                            |
| <b>Synonyms / Antonyms</b> - Learners should be aware that synonyms are words that have similar meanings and antonyms are logical opposites. Being able to use these can make learners more precise and secure in their use of language.                                                                   |
| <b>Figures of Speech</b> – Learners should be able to write and understand idioms, similes, metaphors, alliteration, onomatopoeia, personification.                                                                                                                                                        |
| <b>Technical vocabulary.</b> Learners should be able to recognise vocabulary associated with a variety of subjects e.g. from education, the law, medical, social services and any other technical vocabulary relevant to the learner. Learners should be able to spell commonly used technical vocabulary. |
| <b>Formality.</b> Learners should be able to recognise the language that helps identify the formality of text, e.g. no contractions, full forms of verbs and complete sentences.                                                                                                                           |

## UNIT SPECIFICATIONS

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### Grammar and Punctuation

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

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#### Introduction

In this unit learners will learn how language works. They will be able to construct grammatically complex sentences and know how to punctuate accurately to make the meaning clear. They will be able to use pronouns and proofread and revisit written work.

Mapped to Adult Literacy Core Curriculum in the following areas  
Ws/L2.1, Ws/L2.2, Ws/L2.3, Ws/L2.4, Wt/L2.7

| Learning Outcomes                                       | Assessment Criteria                                                                                                                               |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will be able to                             | The learner can                                                                                                                                   |
| 1 Construct complex sentences                           | 1.1 Understand complex sentences with subordinate clauses                                                                                         |
|                                                         | 1.2 Write complex sentences using correct subject verb agreement                                                                                  |
|                                                         | 1.3 Use verb tenses consistently                                                                                                                  |
| 2 Use punctuation accurately                            | 2.1 Use punctuation accurately: <ul style="list-style-type: none"><li>▪ Commas</li><li>▪ Apostrophes</li><li>▪ Inverted commas</li></ul>          |
| 3 Use pronouns accurately                               | 3.1 Use the appropriate pronoun in a sentence.                                                                                                    |
| 4 Proofread and revise writing for accuracy and meaning | 4.1 Identify and correct errors in : <ul style="list-style-type: none"><li>▪ Sentence structure</li><li>▪ Grammar</li><li>▪ Punctuation</li></ul> |
|                                                         | 4.2 Revise writing to clarify and simplify                                                                                                        |

## Indicative Content

**Complex sentence.** Contains main clause and at least one subordinate (dependent) clause which adds information but cannot stand alone. E.g. I like the class (because I like studying grammar).

**Subordinate (dependent) clause.** The clause depends on the main clause for meaning. There are three types which act as adjectives, adverbs and nouns:-

- Adjectives, e.g. The woman, **who** looked happy, danced  
Who is a relative pronoun. Others include – that, which, whom, who, whoever and whichever
- Adverbs, e.g. I read because I like stories  
'Because' is a subordinating conjunction. Others include – after, although, before, even, now, since, where
- Noun, e.g. Whatever you want, I will do  
'Whatever you want' acts as the subject of the sentence

### Use punctuation accurately.

Commas are used:

- To provide a pause or clarify a sentence
- To identify clauses in a complex sentence
- To separate items in a list
- Around direct speech and quotations

Apostrophes are used:

- To show omission, e.g. can't for cannot
- To show possession, e.g. The man's dog barked

Inverted commas are used:

- To show the words actually spoken, e.g. 'You are late', she said
- To indicate words used in a special way, e.g. It is difficult to distinguish between practice and practise / 'licence' is often used incorrectly

### Use appropriate pronouns.

- Subject – I, you, he, she, it, they, we
- Object – me, you, him, her, it, us, them
- Possessive – mine, his, hers, its, ours, yours, their, theirs

**Sentence structure.** Check consistent tense, subject-verb and verb tense agreement.

**Revise to:**

- Clarify – ensure that there is no ambiguity
- Simplify – ensure no repetition

## UNIT SPECIFICATIONS

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### Reading

#### Credit Value of Unit 3

#### GLH of Unit 30

#### Level of Unit 2

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### Introduction

In this unit learners will learn to read and understand a variety of texts, identifying stated or inferred meaning and purpose. They will be able to summarise key information, recognise points of view and compare ideas from different sources.

Mapped to Adult Core Curriculum in the following areas

Rt/L2.1, Rt/L2.2, Rt/L2.3, Rt/L2.4, Rt/L2.5, Rt/L2.6, Rt/L2.7, Rt/L2.8

| Learning Outcomes                                      | Assessment Criteria                                                                                   |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| The learner will be able to                            | The learner can                                                                                       |
| 1 Read and understand a variety of texts               | 1.1 Trace and understand the main events in continuous, descriptive, explanatory and persuasive texts |
|                                                        | 1.2 Identify the main points and specific detail within a text                                        |
|                                                        | 1.3 Use different reading strategies to find and obtain information                                   |
| 2 Understand how language and structure affect purpose | 2.1 Identify the purpose of a text                                                                    |
|                                                        | 2.2 Infer meaning which is not explicit                                                               |
|                                                        | 2.3 Use format, structure, vocabulary and style to identify purpose                                   |
| 3 Respond to the main points and ideas in a text       | 3.1 Summarise key information from texts                                                              |
|                                                        | 3.2 Identify different points of view in an argument                                                  |
|                                                        | 3.3 Compare information, ideas and opinions from different sources                                    |

| Indicative Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Variety of texts.</b> These could be from newspapers, advertisements, leaflets, manuals, official documents.</p> <p><b>Different purposes.</b> Will include to advertise, persuade, describe or explain. There can often be more than one purpose, e.g. to show irony or satire</p> <p><b>Reading strategies.</b> Learners should be able to select the best reading strategy for the purpose, e.g. skimming to give a general overview, scanning to locate information and detailed reading for specific detail or key points.</p> <p><b>Purpose of the text.</b> Texts may have different purposes. Sometimes the real purpose of a text can be different from that stated, e.g. satire, irony.</p> <p><b>Compare information.</b> Learners should be aware of bias and that information from two different sources can have very different views and effects.</p> <p><b>Points of view</b> Learners should recognise the structure of written argument and be able to identify a particular point of view</p> |

## UNIT SPECIFICATIONS

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### Writing

**Credit Value of Unit 3**

**GLH of Unit 30**

**Level of Unit 2**

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#### Introduction

In this unit learners will learn how to write in a variety of styles for different audiences and purposes. They will use format and structure to organise their writing and will be able to judge the length and detail required. They will be able to proofread written work and produce legible text.

Mapped to Adult Literacy Core Curriculum in the following areas

Wt/L2.1, Wt/L2.2, Wt/L2.3, Wt/L2.4, Wt/L2.5, Wt/L2.6, Wt/L2.7, Ww/L2.2

| Learning Outcomes                                              | Assessment Criteria                                                                                    |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| The learner will be able to                                    | The learner can                                                                                        |
| 1 Use appropriate language in response to purpose and audience | 1.1 Identify the purpose and audience of a text                                                        |
|                                                                | 1.2 Select different writing styles (and tones) as required                                            |
|                                                                | 1.3 Write formally and informally according to purpose and audience                                    |
| 2 Know how to format and structure a response based on purpose | 2.1 Use a range of formats linked to different purposes                                                |
|                                                                | 2.2 Present information and ideas in a logical or persuasive sequence using paragraphs where necessary |
|                                                                | 2.3 Organise and structure information according to purpose                                            |
| 3 Plan and draft writing                                       | 3.1 Plan and draft writing appropriate to the purpose                                                  |
|                                                                | 3.2 Judge the length and level of detail required                                                      |
| 4 Proof read and revise written work                           | 4.1 Proofread and revise writing for accuracy and meaning                                              |
|                                                                | 4.2 Produce final legible text                                                                         |

## Indicative Content

**Audience and purpose.** Learners should consider their work in terms of audience and purpose by assessing:

- The layout (use pictures, photos, diagrams, columns, print size etc.)
- The genre (letter, email, newspaper article, magazine/online article, diary, blog, advert, narrative)
- The language /vocabulary (informal/formal, technical, humorous/serious)

Learners should be aware that writing in the same genre may have different purposes and audiences.

**Writing style.** Learners should be able to select an appropriate writing style to suit the purpose, which may be:

- To inform
- To persuade
- To entertain

**Writing tones could be:**

- Factual
- Persuasive
- Technical
- Emotional etc.

**Writing formats.** Learners should be able to identify the correct format to suit the purpose of the writing, e.g. letters, emails, narrative, diary, blog, newspaper/magazine/online articles.

**Present information and ideas in a logical or persuasive sequence.** Learners should be able to organise complex arguments or details into a format which the audience can follow easily. This may be as a list, series of bulleted points or in a brief outline.

**Organise and structure.** This may be paragraphing or some other form of organisation, e.g. bullets, dates, headings.

**Plan and draft.** Learners should be able to show evidence of planning by organising and structuring the main points of a written task. This can then be used to write a draft.

**Proof-read and revise.** Learners will be able to check written work for:

- Accurate grammatical style (spelling, punctuation and grammar)
- Sense and meaning

## UNIT SPECIFICATIONS

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### Speaking

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit 2**

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#### Introduction

In this unit learners will learn how to communicate with others. They will be able to express themselves clearly in a range of situations, obtaining relevant information when required. They will be able to engage confidently in discussion, adapting and supporting their contributions.

Mapped to Adult Literacy Core Curriculum in the following areas

SLc/L2.1, SLc/L2.2, SLc/L2.3, SLc/L2.4, SLd/L2.1, SLd/L2.2, SLd/L2.3 SLd/L2.4

| Learning Outcomes           | Assessment Criteria                                                                                            |
|-----------------------------|----------------------------------------------------------------------------------------------------------------|
| The learner will be able to | The learner can                                                                                                |
| 1 Communicate with others   | 1.1 Speak clearly and confidently in a way that suits the situation                                            |
|                             | 1.2 Express clearly statements of fact, explanations, instructions, accounts and descriptions                  |
|                             | 1.3 Present information and ideas in a logical sequence and provide further detail and development as required |
|                             | 1.4 make requests and ask questions to obtain detailed information                                             |
| 2 Engage in discussion      | 2.1 Make relevant contributions and help to move discussions forward                                           |
|                             | 2.2 Support opinions and arguments with evidence                                                               |
|                             | 2.3 Adapt contributions to suit audience and purpose                                                           |
|                             | 2.4 Use appropriate phrases for interruption and change of topic                                               |

## Indicative Content

**Speak clearly and confidently.** Consider pace and volume and adapt to situation.

**Express clearly statements of fact etc.** Learners should:

- use a range of vocabulary and syntax
- adapt the level of formality
- structure content

according to purpose and audience.

**Present information and ideas etc.** Learners should be able to structure the information, expanding where necessary and responding to questions when they arise.

**Requests to obtain detailed information.** Learners should be able to ask follow up or multi-layered questions to obtain the information they require.

**Relevant contributions.**

**Adapt contributions.** Learners should consider:

- Frequency
- Length
- Level of detail

**Appropriate phrases for interruption.** Learners should be able to use body language and reference to previous points to signal interruption or change topic.

Phrases may include:-

- What about...?
- We haven't thought about...

I think we need to make a decision about...

## UNIT SPECIFICATIONS

### Receiving and Responding to Information

#### Credit Value of Unit 2

#### GLH of Unit 20

#### Level of Unit 2

#### Introduction

In this unit learners will learn how to obtain information from others by identifying key information and responding relevantly. They will be able to contribute positively to conversation using appropriate strategies and will respond to and criticise others in a positive way.

Mapped to Adult Literacy Core Curriculum in the following areas  
SLIr/L2.1, SLIr/L2.2, SLIr 2.3, SLr/L2.4, SLd /L2.5

| Learning Outcomes                                      | Assessment Criteria                                                                                                                    |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| The learner will be able to                            | The learner can                                                                                                                        |
| 1 Obtain information from others                       | 1.1 Listen for and identify relevant information from extended explanations or presentations on a range of topics                      |
|                                                        | 1.2 Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts |
| 2 Contribute positively and relevantly to conversation | 2.1 Respond to detailed or extended questions on a range of topics                                                                     |
|                                                        | 2.2 Respond to criticism and criticise constructively                                                                                  |
|                                                        | 2.3 Use strategies intended to reassure                                                                                                |

| Indicative Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Relevant information.</b> Will vary depending on the nature and purpose of the task.</p> <p><b>Detailed or extended questions.</b> These may have several parts to them, or the questions may be open ended to allow the speaker to offer a more detailed response.</p> <p>E.g. 'Could you give me an example of when you helped someone solve a problem at work/home?' Could be followed by 'When was this?' 'Has that ever happened again?'</p> <p><b>Respond to criticism.</b></p> <ul style="list-style-type: none"><li>Try to be calm and polite</li><li>Listen carefully and make sure that you have understood what is being said</li><li>Decide whether the criticism is valid</li><li>Either defend your view/opinion with other points or acknowledge validity of criticism</li></ul> <p><b>Criticise constructively.</b></p> <ul style="list-style-type: none"><li>Be tactful and polite</li><li>Use a pleasant tone of voice and smile</li><li>Give positive as well as negative comment</li><li>Be prepared to back up your view/opinion with examples</li></ul> <p><b>Strategies intended to reassure, include:</b></p> <ul style="list-style-type: none"><li>Intonation – make sure that the voice is calm and stress in the correct place</li></ul> <p>Use phrases that move discussion forward –e.g. Well, yes you're right, but... / I can assure you I did not mean....</p> |

## APPENDIX 1

### Summary Record of Achievement Ascentis Level 2 Certificate in English Skills

Learner Name \_\_\_\_\_

| Unit Title                              | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|-----------------------------------------|-------|--------------|----------------|--------------------|------------------------------------------|
| Spelling and Vocabulary                 | 2     | 2            |                |                    |                                          |
| Grammar and Punctuation                 | 2     | 2            |                |                    |                                          |
| Reading                                 | 2     | 3            |                |                    |                                          |
| Writing                                 | 2     | 3            |                |                    |                                          |
| Receiving and Responding to Information | 2     | 2            |                |                    |                                          |
| Speaking                                | 2     | 2            |                |                    |                                          |

Minimum Credit Value of Qualification \_\_\_\_\_

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

**Level 2 English – Speaking Learner Assessment Record**

This record should accompany the learner script for each learner completing the Speaking unit. Any notes written by the learner should be attached to the sheet.

|                                                                                                                       |  |                  |  |
|-----------------------------------------------------------------------------------------------------------------------|--|------------------|--|
| Centre Name                                                                                                           |  | Assessment Paper |  |
| Learner Name                                                                                                          |  | Date of Birth    |  |
| Level                                                                                                                 |  | ULN (if known)   |  |
| Describe the learner's performance in relation to the following criteria                                              |  |                  |  |
| <b>1.1 Speak clearly and confidently in a way that suits the situation</b>                                            |  |                  |  |
| Task A                                                                                                                |  |                  |  |
| Task B                                                                                                                |  |                  |  |
| <b>1.2 Express clearly statements of fact, explanations, instructions, accounts and descriptions</b>                  |  |                  |  |
| Task A                                                                                                                |  |                  |  |
| Task B                                                                                                                |  |                  |  |
| <b>1.3 Present information and ideas in a logical sequence and provide further detail and development as required</b> |  |                  |  |
| Task A                                                                                                                |  |                  |  |
| Task B                                                                                                                |  |                  |  |
| <b>1.4 Make requests and ask questions to obtain detailed information</b>                                             |  |                  |  |
| Task A                                                                                                                |  |                  |  |
| Task B                                                                                                                |  |                  |  |

| 2.1 Make relevant contributions and help to move discussions forward |  |
|----------------------------------------------------------------------|--|
| Task A                                                               |  |
| Task B                                                               |  |
| 2.2 Support opinions and arguments with evidence                     |  |
| Task A                                                               |  |
| Task B                                                               |  |
| 2.3 Adapt contributions to suit audience and purpose                 |  |
| Task A                                                               |  |
| Task B                                                               |  |
| 2.4 Use appropriate phrases for interruption and change of topic     |  |
| Task A                                                               |  |
| Task B                                                               |  |

|                                                                                    |
|------------------------------------------------------------------------------------|
| Record any support given to the learner before or when carrying out the assessment |
|------------------------------------------------------------------------------------|

|                                      |      |
|--------------------------------------|------|
| Assessor Signature                   | Date |
| Internal Verifier Name and Signature | Date |
| External Verifier Name and Signature | Date |