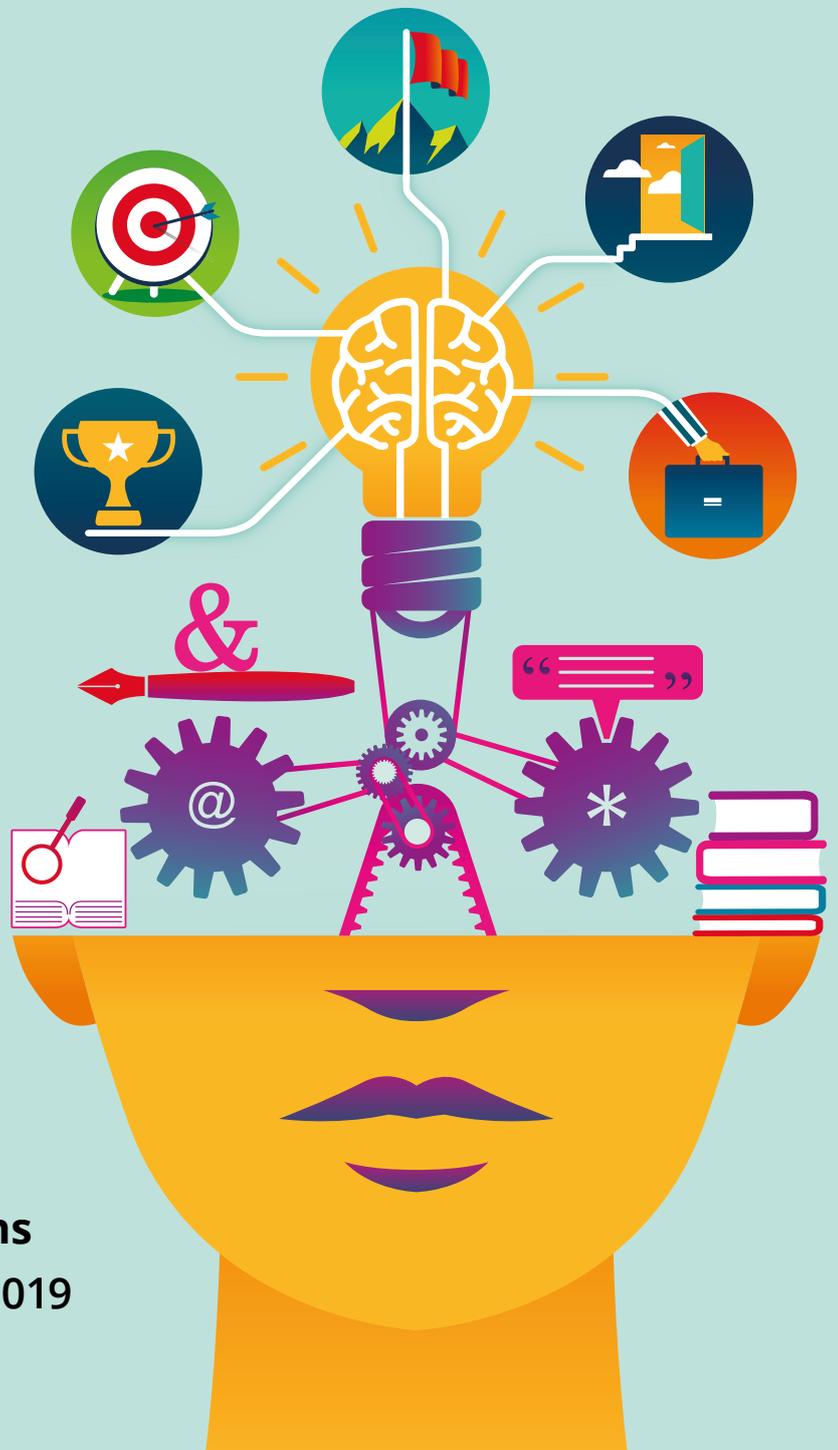


Functional Skills

# English

## Level 1 and Level 2



Specification

Functional Skills qualifications  
First registration September 2019

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](https://www.pearson.com/qualifications). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](https://www.pearson.com/qualifications/contact-us)

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# 1 Introducing Pearson Edexcel Functional Skills qualifications

## What are Functional Skills qualifications?

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Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the government's accountability systems.

Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

Learners will work towards their qualification in a number of settings, including but not limited to:

- schools and sixth-form colleges
- Pupil Referral Units
- further education providers
- private colleges
- private skills providers
- offender learning establishments
- higher education establishments.

## Sizes of Functional Skills qualifications

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For all regulated qualifications, Pearson specifies a total estimated number of hours that learners need to complete to show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with users of the qualifications.

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Functional Skills Qualification in English at Level 1
Qualification Number (QN)	603/4289/4
Regulation start date	22/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	66
Guided Learning Hours (GLH)	55
Assessment	Internally-set and assessed Speaking, listening and communicating assessments.  Externally-set, Reading and Writing on-demand assessment.
Grading information	The qualification is graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see Section 8 Access and recruitment for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.  16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications .

Qualification title	Pearson Edexcel Functional Skills Qualification in English at Level 2
Qualification Number (QN)	603/4290/0
Regulation start date	22/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	66
Guided Learning Hours (GLH)	55
Assessment	Internally-set and assessed Speaking, listening and communicating assessments. Externally-set, Reading and Writing on-demand assessment.
Grading information	The qualification is graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document <i>A guide to recruiting with integrity and enrolling learners onto qualifications</i> (see <i>Section 8 Access and recruitment</i> for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.  16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications .

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

## 3 Qualification purpose

### Qualifications purpose

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The Pearson Edexcel Functional Skills Qualification in English at Level 1 and 2 are for learners to develop understanding and skills in English.

The qualifications give learners the opportunity to:

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

### Qualifications aims and outcomes

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The qualification gives learners the opportunity 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
- Understand the situations when, and audiences for which, planning, drafting.

## Relationship with previous qualifications

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The final registration date for legacy Functional Skills qualifications is 31 August 2019, with a final certification date of 31 August 2020. All registrations from 1 September 2019 must be made for the new 2019 qualifications. No late registrations will be permitted. To ensure that sufficient teaching and learning has taken place, centres must consider the needs of their learners when deciding when to make registrations and entries for the assessments.

Legacy qualifications	New 2019 qualifications
Pearson Edexcel Functional Skills qualification in English at Level 1 QN 500/8700/9	Pearson Edexcel Functional Skills Qualification in English at Level 1 QN 603/4289/4
Pearson Edexcel Functional Skills qualification in English at Level 2 QN 500/8683/2	Pearson Edexcel Functional Skills Qualification in English at Level 2 QN 603/4290/0

## Progression opportunities

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Learners who achieve the Pearson Edexcel Functional Skills Qualification in English at Level 1 can progress to a similar qualification at Level 2.

Learners who achieve the Pearson Edexcel Functional Skills Qualification in English at Level 2 can progress to a GCSE in English or similar qualifications.

Both qualifications offer learners the opportunity to develop their English knowledge and skills as part of an Apprenticeship or in employment.

## 4 Qualification structures

### Pearson Edexcel Functional Skills Qualification in English at Level 1

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in English at Level 1 consists of one internally-set and internally-marked Speaking, listening and communicating assessment, one externally-assessed Reading assessment and one externally-assessed Writing assessment. They are available as paper-based and onscreen, on-demand assessments.

Assessment structure	Duration	Number of marks
Speaking, listening and communicating is assessed through one 3-minute talk and linked question and answer session per learner in groups of three to four and one 10-minute formal discussion together in groups of three to five learners.	10-20 minutes in total	n/a
	10 minutes	
Reading is assessed through a test comprised of controlled response and open response questions.	60 minutes	30
Writing is assessed through a test comprised of two tasks. (42% of marks assesses spelling, punctuation and grammar)	60 minutes	36
<b>Content areas</b>		
Speaking, listening and communicating		
Reading		
Writing		

## Pearson Edexcel Functional Skills Qualification in English at Level 2

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in English at Level 2 consists of one internally-set and internally-marked Speaking, listening and communicating assessment, one externally-assessed Reading assessment and one externally-assessed Writing assessment. They are available as paper-based and onscreen, on-demand assessments.

Assessment structure	Duration	Number of marks
Speaking, listening and communicating is assessed through one 5-minute presentation and linked question and answer session in groups of three to four and one 15-minute formal discussion together in groups of three to five learners.	Up to 25 minutes in total	n/a
	15 minutes	
Reading is assessed through a test comprised of multiple choice, short open response and medium open response questions.	75 minutes	35
Writing is assessed through a test comprised of two tasks. (42% of marks assesses spelling, punctuation and grammar)	60 minutes	36
<b>Content areas</b>		
Speaking, listening and communicating		
Reading		
Writing		

## 5 Subject content

### Qualification format

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Each qualification has the following information.

#### Qualification title

This is the formal title of the qualification, it will appear on the learner's certificate.

#### Level

All qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

#### Text

The term 'text' is used to explain what learners are expected to study. It covers:

- types of reading text that learners will be given
- text types that learners will be asked to produce
- the sort of Speaking, listening and communicating assessments that learners will need to complete.

#### Content

The content sets out what a learner will know, understand or be able to do as the result of a process of learning.

# Qualification title: Pearson Edexcel Functional Skills Qualification in English at Level 1

Pearson Edexcel Functional Skills Qualification in English at Level 1 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 1 is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

## Component 1: Speaking, listening and communicating

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

Content	
L1.1	Identify relevant information and lines of argument in explanations or presentations
L1.2	Make requests and ask relevant questions to obtain specific information in different contexts
L1.3	Respond effectively to detailed questions
L1.4	Communicate information, ideas and opinions clearly and accurately on a range of topics
L1.5	Express opinions and arguments and support them with evidence
L1.6	Follow and understand discussions and make contributions relevant to the situation and the subject
L1.7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
L1.8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection

## Component 2: Reading

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

Content	
L1.9	Identify and understand the main points, ideas and details in texts
L1.10	Compare information, ideas and opinions in different texts
L1.11	Identify meanings in texts and distinguish between fact and opinion
L1.12	Recognise that language and other textual features can be varied to suit different audiences and purposes
L1.13	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
L1.14	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
L1.15	Infer from images meanings not explicit in the accompanying text
L1.16	Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
L1.17	Read and understand a range of specialist words in context
L1.18	Use knowledge of punctuation to aid understanding of straightforward texts

## Component 3: Writing

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

### Spelling, punctuation and grammar

What learners need to learn	
L1.19	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
L1.20	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
L1.21	Spell words used most often in work, study and daily life, including specialist words

### Writing composition

What learners need to learn	
L1.22	Communicate information, ideas and opinions clearly, coherently and accurately
L1.23	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
L1.24	Use format, structure and language appropriate for audience and purpose
L1.25	Write consistently and accurately in complex sentences, using paragraphs where appropriate

Candidates will be given a suggested word quantity range in each Writing assessment.

# Qualification title: Pearson Edexcel Functional Skills Qualification in English at Level 2

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 communicating

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	
L2.1	Identify relevant information from extended explanations or presentations
L2.2	Follow narratives and lines of argument
L2.3	Respond effectively to detailed or extended questions and feedback
L2.4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
L2.5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
L2.6	Express opinions and arguments and support them with relevant and persuasive evidence
L2.7	Use language that is effective, accurate and appropriate to context and situation
L2.8	Make relevant and constructive contributions to move discussion forward
L2.9	Adapt contributions to discussions to suit audience, purpose and medium
L2.10	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	
L2.11	Identify the different situations when the main points are sufficient and when it is important to have specific details
L2.12	Compare information, ideas and opinions in different texts, including how they are conveyed
L2.13	Identify implicit and inferred meaning in texts
L2.14	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
L2.15	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
L2.16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
L2.17	Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
L2.18	Follow an argument, identifying different points of view and distinguishing fact from opinion
L2.19	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	
L2.20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
L2.21	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)
L2.22	Spell words used in work, study and daily life, including a range of specialist words

### Writing composition

What learners need to learn	
L2.23	Communicate information, ideas and opinions clearly, coherently and effectively
L2.24	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
L2.25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
L2.26	Convey clear meaning and establish cohesion using organisational markers effectively
L2.27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
L2.28	Construct complex sentences consistently and accurately, using paragraphs where appropriate

Candidates will be given a suggested word quantity range in each Writing assessment.

## 6 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the subject specialists delivering and assessing the units. Centres must contact [vocationalqualitystandards@pearson.com](mailto:vocationalqualitystandards@pearson.com) for advice on collaborative delivery.

There are various approaches to delivering a successful Functional Skills qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

### Elements of good practice

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#### Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process
- keeping in regular contact with learners to keep them engaged and motivated, and ensuring that there are open lines of communication between learners, the assessor, the employer and teaching staff.

## Training and assessment delivery

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Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of learners through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources
- drawing up an assessment plan that aligns the components with the learning process and the acquisition of knowledge and skills, and which indicates how and when the components will be assessed
- if taken as part of an Apprenticeship, discussing and agreeing with learners and employers suitable times and dates where assessment will take place.

## 7 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualifications.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications, for example IT, learning materials, teaching rooms, dictionaries.
- There must be systems in place to ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work, and the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *Functional Skills Quality Assurance Handbook* (updated annually).
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 8 Access and recruitment*. For full details on the Equality Act 2010, please visit [www.legislation.gov.uk](http://www.legislation.gov.uk).
- All documents are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com).

## 8 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

### **Access to qualifications for learners with disabilities or specific needs**

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Equality and fairness are central to our work. Pearson's *Equality and diversity policy* document (available on our website) requires all learners to have equal opportunity to access our qualifications and assessments, and ensures that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given on our website.

## Special consideration

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Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found on our website.

## English component assessment

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### Reading

'Reading', in the Functional Skills qualification in English is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille.

Computer/screen readers (assistive technology) may be used in the Reading component of the Functional Skills qualification in English where their use reflects learners' normal way of reading. A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows learners to meet the requirements of the reading standards independently.

A 'human' reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. If it is not possible to make an alternative suitable arrangement, an exemption from the Reading component can be requested for a learner with a disability who cannot use assistive technology.

Dictionaries and bilingual dictionaries will be allowed in the Reading component. Where necessary, learners may request the use of a scribe for the reading test.

### Writing

'Writing', in the Functional Skills qualification in English is defined as the independent construction of written text to communicate in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Voice recognition technology (assistive technology) may be used in the Writing component of the Functional Skills qualification in English, where its use reflects learners' normal way of writing. The use of voice recognition technology (assistive technology) is acceptable as it allows learners to meet the requirements of the writing standards independently.

A 'human' scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. If it is not possible to make an alternative suitable arrangement, an exemption from the Writing component can be requested for learners with a disability who cannot use assistive technology.

No dictionaries or external aids to spelling, punctuation and grammar checking software will be allowed in the Writing component. Where necessary, learners may request the use of a reader for the writing test.

## **Exemptions**

For the Functional Skills qualifications in English, where barriers to access remain and no suitable alternatives are available, we are able to offer learners with a disability exemption from one component in the qualification. A request for exemption can be made by completing the Application for Exemption form, which can be downloaded from our website.

## 9 Assessment

To achieve a Pass for these qualifications, learners must achieve all the components required in the stated qualification structure. Sample assessments are available on our website.

### Language of assessment

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Assessments for these qualifications are in English only.

A learner taking these qualifications may be assessed in British Sign Language as well as Sign Supported English where it is permitted for the purpose of reasonable adjustment.

Access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

Further information on the use of language in qualifications is available in our document *Use of languages in qualifications policy*, available on our website.

If no suitable access arrangements can be made for learners who have a disability under the terms of the Equality Act 2010 and who have no accessible means of communication, they may request an exemption from the Speaking, listening and communicating component.

## Speaking, listening and communicating

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### Assessment setting

#### Overview at Level 1

Each learner must complete two tasks:

- Task 1 is a talk to a small peer group and a linked question and answer session
- Task 2 is a formal discussion.

For each task, Pearson has identified which criteria are being assessed. Where a criterion is assessed solely in only one activity then candidates must produce at least two examples of meeting this criterion.

In Task 1, learners need to show that they can:

- talk about a topic for 3 to 4 minutes
- answer questions about the topic for 2 minutes
- respond to questions on specific information
- ask relevant questions in relation to their peers' talks.

In Task 2, learners need to show that they can:

- discuss a straightforward topic for 10 minutes
- express opinions and arguments
- adapt contributions to take account of audience, purpose and medium
- respect the turn-taking rights of others.

#### Overview at Level 2

Each learner must complete two tasks:

- Task 1 is a presentation on a topic of the learner's choice; followed by a question and answer session.
- Task 2 is a discussion.

For each task, Pearson has identified which criteria are being assessed. Where a criterion is assessed solely in only one activity then candidates must produce at least two examples of meeting this criterion.

In Task 1, in a group of three to four learners, each learner needs to show that they can:

- give a presentation of a topic of their choice for 4 to 5 minutes
- answer questions on their presentation for 3 minutes
- communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- express opinions and arguments, supported by relevant and persuasive evidence
- ask detailed and pertinent questions.

In Task 2, in a group of three to five learners, each learner needs to show that they can:

- take part in a group discussion for 15 minutes
- adapt contributions to discussions to suit audience, purpose and medium
- interject and redirect discussion using appropriate language and register.

**Further information on preparation, administration and recording of the Task activities is available from our website.**

Pearson will give centres guidance on devising their own Speaking, listening and communicating assessments at each level. Learners must complete activities to cover all the requirements of the skill standards at the level they are studying.

### Pass performance descriptor

In addition to the meeting individual subject content statements, learners must meet the requirements of the pass performance descriptor:

Learners generally demonstrate the requirements for the level:

- consistently
- effectively
- 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.

This means that learners need to be meeting each specified criterion on most occasions within each task. Occasional weaknesses in performance are acceptable, but these need to be balanced by strengths elsewhere within the task.

Assessors must use this performance descriptor in combination with the published subject content statements (See Instructions and Guidance for Assessors and Assessment Record Sheets).

### Assessment conditions

A Speaking, listening and communicating assessment is a formal assessment, which must be completed under supervised conditions. During the assessment, learners must be in the direct sight of the assessor at all times. Input from the assessor, such as clarification of requirements is acceptable.

Learners need to complete the assessment in a suitably quiet, undisturbed location.

The learning environment normally used by learners can be used for assessment. There is no need to remove posters, displays or materials that contain information relevant to what is being assessed. However, displays should not provide answers to the assessment questions.

Learners will be able to complete an assessment activity only when supervised. If this takes place over more than one session, any learner materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

**Learners can have access to:**

- notes, which must be checked to ensure they do not include a prepared response/script.

**Learners must not have access to:**

- a prepared response.

## Time

The total Speaking, listening and communicating assessment time should be up to approximately 30 minutes for Level 1 and up to 40 minutes for Level 2. This time includes individual contributions **and** interactions with others that demonstrate functionality. The time may be distributed over one or more sessions at the centre's discretion.

## Authentication

Learners' work must be authenticated by the centre.

## Assessment marking

Tutors/assessors mark the speaking, listening and communicating assessment using the provided mark scheme.

Pearson will conduct an annual review of the management of Functional Skills delivery and internal verification of assessment outcomes.

Pearson will sample the assessment outcomes through standards verification.

## Appeals

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Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

## Dealing with malpractice

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or which may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information on what malpractice is and how suspected incidents will be dealt with by the centre. The document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect centres to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct assessments according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation of an incident of suspected malpractice.

### Learner malpractice

The Head of Centre is required to report any incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

### Tutor/centre malpractice

The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Head of Centre is requested to inform the Investigations Team by submitting a JCQ M2 (a) form (downloadable from [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example

Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team, using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

# 10 Centre recognition and approval

## Centre recognition

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Centres that have not previously offered Pearson Edexcel Functional Skills qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel Functional Skills qualifications is available on our website.

## Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the Head or Principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, it could result in the suspension of certification or withdrawal of approval.

# 11 Quality assurance of centres

## Speaking, listening and communicating

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods that it uses to do this for Functional Skills include the following.

- A requirement that all centres appoint a Lead Internal Verifier for Functional Skills Speaking, listening and communicating and to ensure that this person is trained and supported in carrying out that role.
- A requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme.
- Assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation.
- Overarching review and assessment of a centre's strategy for assessing and quality assuring its Speaking, listening and communicating Functional Skills programmes – Centre Quality Review and Development.

## Quality Assurance Handbook

Centres should refer to the Pearson *Quality Assurance Handbook Functional Skills English Levels 1 and 2* (updated annually) for detailed guidance.

Centres must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all Functional Skills programmes. Centres that do not comply with remedial action plans may have their facility to deliver qualifications removed.

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

## 12 Entry, awarding and reporting

### Learner entry

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Details of learner entry requirements and the number of assessment opportunities available can be found in our *UK Information Manual*, which is sent to all examinations officers and also available on our website. The manual is regularly updated. Learners should be entered for all components, including Speaking, listening and communicating.

### Awarding and reporting

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The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual). The qualification will be awarded as a pass or fail. The result for a learner who fails to reach the minimum standard for a pass will be recorded as F (fail) and will not be certificated.

### Component results

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Centres will receive a notification of performance (NOP), which details individual component results, but there is no component certification. If they resit a qualification, learners may carry forward component results. Component results can be transferred between awarding bodies if a learner is completing the remainder of their Functional Skills English with a different awarding organisation.

### Qualification results

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Learners must pass each component to be awarded a qualification pass. Where no exemption has been granted, the result for the Speaking, listening and communicating component must be entered to enable learners to receive their qualification result.

### Resitting

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If learners fail a qualification, they may resit the failed components of assessment. They may carry forward the results from component assessments that have been achieved. Learners must take a different version of the component assessment to that originally taken.

To allow for additional teaching and learning time, centres should allow at least two weeks between a failed test and a resit.

## 13 Further information and useful publications

### Key publications

- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality and diversity policy* (Pearson)
- *Functional Skills Quality Assurance Handbook*
- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *Instructions for the Conduct of Examinations - Functional Skills* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments* (Joint Council for Qualifications (JCQ))
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of Functional Skills qualifications are available on our website.

To order publications, please go to the resources page of our website.

## 14 Professional development and training

### Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is given on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### Training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Online support:** find the answers to your questions in Knowledgebase, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a tutor, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

## 15 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

<http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html>

## Annexe A: Glossary

Glossary for use with the components	
Term	Definition
abbreviation	A shortened form of a word or phrase, e.g. Dr; demo; D.I.Y.
acronym	An abbreviation formed of the first letters of a group of words and pronounced as a word, e.g. NASA; LOL, AWOL.
adjective	A word used to modify or give extra information about a noun, e.g. important; brilliant; catastrophic. Adjectives can be comparative, e.g. more important, and superlative, e.g. most important.
alliteration	Repetition of the same letter or sound at the beginning of more than one word in a sequence for deliberate effect, e.g. fun-filled, family day out; be positive and proactive.
appropriate*	Describes a text, word or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression.
basic information*	Includes factual information such as personal details, and everyday situations such as directions, weather etc.
bias	To take a particular view of something or take sides, without evidence, in a way that may be prejudiced.
caption	A short heading or phrase usually presented next to an image to describe, explain or comment on it.
cliché	A phrase that has been used so often it has become over familiar and lost its impact, e.g. over the moon; at the end of the day; last-ditch attempt.
cohesion	The use of words and phrases, including organisational markers, used to link ideas within and across paragraphs in a text, e.g. pronouns, text connectives, synonyms.
colloquial/informal language	Words, phrases and expressions that are commonly used casually or in conversation, e.g. Hiya; What's he up to?; going it alone; (see also <i>slang</i> ).

## Glossary for use with the components

Term	Definition
imperative/command	Form of a verb expressing a directive, e.g. commanding, warning, advising, requesting, usually without a subject, e.g. Leave bags here; Take care near water; Practise at least once a day; Read on to find out.
common words*	Words that occur frequently; someone who is unable to read or spell these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that students most need to acquire in order to advance in their learning.
complex sentence	A sentence with more than one clause, often joined by a subordinating conjunction or connective, e.g. I would be good for this job because I have relevant experience; If you apply today, you will get your pack tomorrow.
compound/ coordinated sentence	A sentence with more than one clause joined by a coordinating connective, i.e. and, but, or, e.g. You can go on the swings or you can feed the ducks.
context*	The purpose and audience for which spoken or written language is used.
descriptive language (have this in guidance documents)	Words and phrases used to create a particular impression of a person, place etc., e.g. wide-open spaces; attractive flower-filled squares.
direct address	Use of the pronoun 'you' to address the reader directly, e.g. You will see a bank on your left; If you want to find out more, visit our website.
direct speech	The actual words spoken by someone, marked by speech marks or inverted commas, e.g. 'It was an impressive event,' said Ali Singh, Mayor of Coventry.
emotive language	Deliberate use of language to evoke an emotional response in the reader, e.g. defenceless kitten abandoned; heroic student Eva; heart-breaking experience.
exclamation/ exclamative sentence	Exclamations are words, phrases or sentences where the purpose is to express some kind of strong emotion, e.g. surprise, shock, amusement, and are marked by exclamation marks, e.g. Low prices always! Exclamative sentences, also referred to as exclamations, begin with how or what and include a main verb, e.g. How hot it is today!

## Glossary for use with the components

Term	Definition
fact	Something that can be verified or proven to be true, based on observation or research. It is based on objective reality and is universal. It does not differ from person to person and is not debatable, e.g. the shop sells fruit and vegetables.
first person singular/ personalisation	Use of the pronoun 'I', e.g. I am against cars being used in towns.
first person plural	Use of the pronoun 'we', e.g. We are the only provider of cleaning services in the town.
formal*	Formal language tends to be characterised by more elaborate grammatical structures and sophisticated language, and is typically used to convey a more serious tone (e.g. <i>receive</i> rather than <i>get</i> , <i>gratuity</i> rather than <i>tip</i> ).
format*	The way a text is arranged, presented or the way in which it is structured according to purpose, e.g. letter, article, email.
gist*	The main point or idea of a text. Reading for gist is therefore reading for identification of the main points only.
grammar	The system and structure of a language, in particular the arrangement of words to form clear, coherent sentences in standard English.
hyperbole/ exaggeration	Language that is exaggerated for particular effect, e.g. bottomless pit; The wait was never-ending; It's the best thing you'll ever do.
idiom	A group of words that has a meaning overall that is not evident from the literal meaning of the individual words, e.g. chip on your shoulder; out of the blue; my heart sank.
imagery	Using figures of speech, such as similes and metaphors, to describe something in a way that is not literal to create a particular effect.
irony	When something means the opposite of what appears to be said, e.g. Lovely weather!, said when it is raining.
jargon	Particular words or phrases used by a profession or group that may be difficult for other people to understand, e.g. in education, booster classes; portfolio assessment; an intervention (see also <i>subject specialist words</i> and <i>lexical field</i> ).

## Glossary for use with the components

Term	Definition
lexical field	A set of words linked with a particular subject, e.g. medicine or travel (see also <i>subject specialist words</i> ) or grouped according to meaning, e.g. words linked to war or fighting used to describe a political debate. Sometimes referred to as a semantic field.
linking words*	Words used to link sentences and to show the relationship between information or ideas. Linking words can be used to show a sequence (e.g. first, next, finally), results (e.g. therefore, so) and addition (e.g. and, also).
listing	A list or sequence (at least three, though see also <i>rule of three</i> ) of nouns, verbs, phrases etc., used to create a particular effect, e.g. Facilities include café, shop, toilets and children's play area.
logo	A symbol or small image/design used to represent a company's products or services.
medium*	The way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for the hearing impaired). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press).
metaphor	Non-literal use of language where one thing is compared with/described as though it were something else, e.g. The store is a magnet for teenagers; That argument was blown out of the water.
minor/incomplete sentences	A sentence that has no main verb and may be as short a single word, e.g. Disaster; Time to think again; No chance.
modal verbs/ modality devices	An auxiliary verb that expresses the likelihood of something happening, It might rain tomorrow. Modal verbs include: must, can, could, may, might, must, shall, should, will and would.
mono-syllabic words	Words consisting of only one syllable, e.g. job, house.
multi-syllabic words	Words consisting of more than one syllable, e.g. employment, habitation.
narrative*	Describes text that re-tells events, often in chronological sequence.

## Glossary for use with the components

Term	Definition
noun	Words used for a person, place or thing. They can be concrete, referring to something that can be observed, e.g. book, car, or abstract, referring to something unobservable, e.g. literacy, transport policy.
onomatopoeia	Words that sound like what they are describing, e.g. The club has a buzzing atmosphere.
opinion	A judgement or belief about something that is subjective and based on a personal view or assumption. It differs from person to person and is debatable, e.g. The shop sells the best fruit and vegetables in town.
organisational features*	Refers to those visual aspects of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc.
organisational markers	Words and phrases used to link ideas within and across paragraphs to achieve cohesion, e.g. firstly, however, despite this, in addition... ; on the other hand, as a result, what is more, because of this, in conclusion.
oxymoron	A figure of speech where words that appear to contradict each other are put together, e.g. deafening silence; random order; open secret.
personification	Describing something non-human as though it has human characteristics, e.g. The fire ran wild; Chocolate cakes always leap off the shelves.
personal pronoun	A word used to replace a noun or noun phrase, e.g. I, you, it, he, she, we, they, and often used by writers for effect, e.g. 'you' to address the reader directly or 'we' to promote or assume writer/reader unity.
pun / play on words	Using a word with more than one meaning or two words with similar forms and different meanings for particular effect, e.g. Cost of living balloons because of high inflation.
quotation	A group of words from a text or the speech from someone other than the writer of the text, marked by quotation marks or inverted commas, e.g. According to one mother, 'It's the best day out ever.'.

## Glossary for use with the components

Term	Definition
range of sentences	Includes different sentences types, i.e. statements, questions, commands and exclamations; different structures, i.e. simple, compound and complex and different lengths, e.g. single clause and multi-clause.
reading*	This is decoding and establishing the meaning of written text.
registers*	Variety of language chosen for a specified purpose/audience, in particular to achieve desired level of formality, from very informal to very formal.
regular*	A term used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a regular noun, or the simple past and past participle forms of a regular verb; it is not possible to do so with irregular nouns and verbs.
repetition	The deliberate repeated use of a word or phrase to create emphasis, e.g. It is very, very important to change your password often.
reported speech	A speaker's words reported rather than given directly as they were spoken, e.g. The householder said that he had locked all his doors that night and heard nothing. Sometimes referred to as indirect speech.
rhyme	Use of words with the same sound or that end with the same sound, e.g. Cash for trash; Don't forget to pack a snack!
rule of three/triplet	The use of a trio of verbs, nouns, adjectives, clauses etc. to create a particular effect, e.g. Stop, look and listen; parents, guardians and other carers; exciting, challenging and fun.
sarcasm	Use of irony, saying something that means the opposite of what is apparently said, to mock or convey contempt, e.g. Thank you for your help, said to indicate that someone has not helped at all.
second person/ use of 'you'	Use of the pronoun 'you', singular or plural, e.g. You are making the right choice (see also <i>direct address</i> ).

## Glossary for use with the components

Term	Definition
sentence*	<p>In writing, sentences are marked by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.</p> <p>A simple sentence consists of a single clause with a single subject.</p> <p>A compound sentence consists of more than one subject or more than one independent clause.</p> <p>A complex sentence consists of a main clause and one or more subordinate clauses (e.g. Although it was late, I wasn't tired).</p>
sibilance	A specific kind of alliteration using soft consonant sounds, usually s or sh, at the beginning of words to create a hissing sound, e.g. The shark sliced through the sea to the shore.
simile	Describing something by comparing it with something else, using like or as, e.g. The island was like a jewel in the sea; Help your child to swim as naturally as a fish.
simple sentence	A sentence with one clause/main verb, e.g. The shop closed down yesterday.
short*	<p>Denotes words, sentences and texts of such a length as to be accessible to students and to enable them to experience a sense of achievement at having successfully decoded them.</p> <p>Short and long are terms that are also applied to vowel sounds.</p> <p>A short text is typically used to communicate everyday or functional information, such as that in notices, announcements, instructions, messages and invitations.</p>
simple*	When applied to narratives, words or sentences, this means a basic, uncomplicated structure. A simple sentence structure, for example, follows the standard pattern of subject, verb and, optionally, object; a simple narrative will follow a chronological sequence and be told from one viewpoint only.
slang	Specific words and phrases linked to informal speech, which are often linked to age and change over time, e.g. hundred quid; I was gutted; go for it.

## Glossary for use with the components

Term	Definition
slogan	A short, striking and memorable phrase often used in advertising/persuasive texts, e.g. Buy one get one free; You know it makes sense.
statistics	Numerical data/figures/numbers, e.g. Nine out of ten people eat breakfast every day; 85% of the population own a smartphone.
style	The particular choice of words, linguistic features/devices and sentence structure in relation to context chosen to convey ideas.
specialist words*	Words associated with a topic, organisation etc., that may have a specific meaning in that context, e.g. words linked to trains might include service, timetable, driver, guard, platform, station, departures board, waiting room (see also <i>lexical field</i> ).
straightforward*	<p>Describes subjects and materials that students often meet in their work, studies or other activities.</p> <p>Straightforward content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts consist of more than one subject or more than one independent clause (i.e. compound sentence), and students will be familiar with the vocabulary.</p> <p>Straightforward texts are more demanding than simple texts containing simple sentence structure. The vocabulary of straightforward texts will typically consist of a range of familiar and common words, and some specialist words.</p>
style*	Style can be defined as the selection of certain linguistic features in relation to context (audience and purpose), e.g. formal or informal, non-specialist or technical. All language users have the opportunity to make linguistic choices that will determine the style of a piece of writing or an utterance.
subject verb agreement	The subject and verb in a sentence must both be either singular or plural, e.g. The shop is open or the shops are open.
synonym	Different words with the same or nearly the same meaning, e.g. brave, valiant, courageous, plucky, daring, intrepid.

## Glossary for use with the components

Term	Definition
tenses	Change in the form of a verb to signify a change in timescale. There are two tenses in English, past and present, e.g. They go to the library (present tense). They went to the library (past tense). There are different forms of present and past tense. Events in the future are conveyed in a number of ways, including through the use of will/shall/going to, plus infinitive, e.g. The film will start at 2 pm; present progressive, e.g. The film is starting at 2 pm; present tense, e.g. The film starts at 2 pm or through the use of modals, e.g. The film should start at 2 pm.
writer's voice	The individual style of a particular writer, achieved through the use of language, style, tone etc.

\* Terms and definitions as supplied by the Department for Education during development of this qualification.

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