Functional Skills

English

Level 2

Sample Assessment Materials

Functional Skills qualifications
First teaching September 2019
Edexcel, BTEC and LCCI qualifications

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Speaking, Listening and Communicating
Giving learners opportunities to participate in speaking and listening activities throughout their programme of study is recognised as good practice. However, it is important to emphasise that formal assessments must also be carried out and that a portfolio 'opportunistic' style of assessment is not permitted.

Overview

Each learner must complete two tasks:

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

For each task, Pearson has identified which subject content statements are being assessed. Learners need to be meeting each specified criterion on most occasions within each task.

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

- give a presentation, on a topic of their choice, for 4 to 5 minutes
- answer questions on their presentation
- communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- ask detailed and pertinent questions in relation to their peers' presentations.

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.

Preparing for assessment

Learner preparation

Learners need to prepare a presentation for Task 1 and carry out research on the topic of discussion for Task 2. Learners should be made familiar with the format of the assessments, for example through practice activities. However, they should not be told exact details of the assessment, for example what questions they will be asked or what other learner(s) are preparing for Task 1. They can refer to notes in each activity, but must not read from a prepared contribution.

The assessor will need to ensure that learners have prepared for Task 1. This includes ensuring that they have chosen a topic that will meet the requirements of the task, and about which other learner(s) will be able to ask follow-up questions.

Learners need to research a given topic for Task 2.
Functional Skills Level English at Level 2

Speaking, Listening and Communicating assessments: instructions and guidance for assessors

Giving learners opportunities to participate in speaking and listening activities throughout their programme of study is recognised as good practice. However, it is important to emphasise that formal assessments must also be carried out and that a portfolio ‘opportunistic’ style of assessment is not permitted.

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The assessor will need to ensure that learners have prepared for Task 1. This includes ensuring that they have chosen a topic that will meet the requirements of the task, and about which other learner(s) will be able to ask follow-up questions. Learners need to research a given topic for Task 2.
**Task setting**

As part of the task setting, centres may use or adapt the example tasks provided by Pearson. Centres may also set their own tasks, but they must comply with any requirements specified in the task-specific requirements. For example, instructions for learners to follow to meet the Speaking, Listening and Communicating criterion 2.5 in Task 1 can be devised by the centre so that they are relevant to their learners’ needs and interests.

**Administering the assessments**

**Format of the assessment**

For Task 1, centres are required to assess learners in groups of between three and four.

For Task 2, centres are required to assess learners in groups of between three and five.

Each task should be taken in a single sitting but Tasks 1 and 2 can be carried out on different occasions. Centres must record the date when each task was completed and the time taken to complete it.

**Role of the assessor**

The assessor should set up both tasks, but not participate in them. The assessor must be able to clearly observe each member of the group.

The assessor must then also confirm that each learner has met all requirements for Level 2.

**Time for tasks**

The time needed to complete Task 1 is a maximum of 25 minutes for a group of four learners and Task 2 should take about 15 minutes.

**After the assessments**

**Record sheets**

For each learner, assessors must complete the Assessment Record Sheet: one sheet for each learner. The Assessment Record Sheet contains the marking subject content statements. The assessor must insert a tick against each criterion achieved, and give a short statement giving examples of how each learner has achieved each criterion. All subject content statements for each task must be achieved in order for a candidate to pass.

**Pass Performance Descriptor**

In order to pass, learners must meet the Performance Descriptor below:

*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.

For example, for Level 2, if most of the questions they ask in Task 1 are ‘detailed and pertinent’, then they will have met the requirements of L2.4 within that task.

Assessors must use this performance descriptor in combination with the published subject content statements relating to Speaking, Listening and Communicating.

Re-takes

Learners who do not pass the assessment the first time can re-take it. They must re-take a new Speaking, Listening and Communicating assessment no earlier than 14 days from taking the original assessment. This means that each activity in Task 1 and the discussion in Task 2 must be different from the original assessment.
### Level 2: Task 1: Presentation and Q&A session

Examples that centres can use or adapt are given below. In adapting tasks, centres must comply with all the task-specific requirements.

<table>
<thead>
<tr>
<th>Subject content statements</th>
<th>Activity</th>
<th>Suggested contexts</th>
<th>Additional requirements and guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2.1 Identify relevant information from extended explanations or presentations</td>
<td>1. In groups of three to four, each learner presents information about an agreed topic of their choice and responds to questions.</td>
<td>The topic could be leisure, work, education or current issue-based for instance their job role or social media,</td>
<td>Learners need to research the topic in advance. This topic must be approved by the assessor. Each presentation should be detailed, and must be informative, explanatory or narrative. Small group should be made up of peers but not teachers. A maximum of four learners in one group. Each presentation should be between 4 and 5 minutes with a maximum of 25 minutes for the activity including Q&amp;As (for a group of four learners). Learners may make notes and use presentation software. Learners need to be meeting each specified criterion on most occasions within each task.</td>
</tr>
<tr>
<td>L2.2 Follow narratives and lines of argument</td>
<td>2. Question and answer session on the presentation. Each learner must ask more than one question across the presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2.3 Respond effectively to detailed or extended questions and feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2.7 Use language that is effective, accurate and appropriate to context and situation</td>
<td></td>
<td></td>
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</table>
Level 2: Task 2: Discussion

Examples that centres can use or adapt are given below. In adapting tasks, centres must comply with all the task-specific requirements.

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<tr>
<td>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</td>
<td>In groups of three to five, learners take part in a formal discussion on a topic.</td>
<td>Topics could include current affairs, local-, course-, college- or work-related issues, such as improvements in the workplace or a debate on a current issue.</td>
<td>Learners need to research the topic in advance. The discussion topic must offer scope for learners to express information, opinions and arguments effectively and persuasively, supported with relevant evidence. This topic must be approved by the assessor. It is recommended that the small group is made up of peers but not teachers. Between three and five learners in each group. The discussion should last about 15 minutes. Learners can have notes available during the discussion. Learners need to be meeting each specified criterion on most occasions within each task.</td>
</tr>
<tr>
<td>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>L2.8 Make relevant and constructive contributions to move discussion forward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2.9 Adapt contributions to discussions to suit audience, purpose and medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2.10 Interject and redirect discussion using appropriate language and register</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the space below to give details of Task 1:

Presentation and Question and Answer Session

Presentation topic: [Insert topic]

Date: [Insert date]

Group size: [Insert group size]

Duration: [Insert duration]

Subject content statements

- 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
- L2.7 Use language that is effective, accurate and appropriate to context and situation

Learners need to be meeting each specified criterion on most occasions within each task.
All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of Task 1: Presentation and Question and Answer Session

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</tr>
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<tbody>
<tr>
<td>Group size:</td>
<td>Duration:</td>
</tr>
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<th>Tick if achieved</th>
<th>Assessor comments</th>
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<td></td>
</tr>
</tbody>
</table>

Learners need to be meeting each specified criterion on most occasions within each task.
# Use the space below to give details of Task 2: Discussion

<table>
<thead>
<tr>
<th>Discussion topic:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
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**Details of any access arrangements used**

Learners need to be meeting each specified criterion on most occasions within each task.

To pass the Speaking, Listening and Communicating component for Level 2, learners must generally demonstrate the requirements for the level:

- consistently, effectively, and to an appropriate degree for Level 2.

Any weaknesses in performance must be balanced by strengths elsewhere, so overall performance across the range of requirements for the level is secure.

Tick the box if the learner has achieved the Speaking, Listening and Communicating requirements for Level 2.

**Assessor declaration**

I confirm that this learner has been assessed according to the instructions provided.

<table>
<thead>
<tr>
<th>Assessor name</th>
<th>Signature</th>
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**Sampling information (to complete if work is sampled)**

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<tr>
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Group size:

Duration:

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Subject content statements

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Assessor comments

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Date
All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.

There is no ceiling on achievement. All marks in the mark scheme should be used appropriately.

All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

Crossed out work should be marked unless the candidate has replaced it with an alternative response.
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
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Instructions

• You should write your answers in the Question and Answer Booklet.

• You must not write any responses to questions in this Text Booklet.

Information

• This Text Booklet contains the three texts required for the Level 2 Component 2: Reading exam.

• This Text Booklet must be securely destroyed by the centre immediately after the exam has been completed.

Advice

• Read each text before you answer the questions.
Pearson Edexcel Functional Skills – Level 2

Sample Assessment Material for first teaching September 2019

Time: 75 minutes  
Paper Reference SAMR2/01

English
Component 2: Reading
Text Booklet

Do not return this Text Booklet with the question paper.

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Text A

A webpage about getting started in a career

Getting started in the right career

Paragraph 1
Studies have revealed that 84% of young people aren’t confident about finding a fulfilling career after leaving school or college. If this is you, then read our advice about finding your dream job.

Paragraph 2
It sounds obvious, but the initial stage is to be clear about the job that you want. It is important that you choose an employment sector that you’re passionate about and also know which role to pursue. Wanting to work in IT is one thing, but there are a wide variety of opportunities in this field, from programmers to games developers and data inputters, so you need to decide exactly what to focus on.

Paragraph 3
Asking people for ideas and support is always a good move. A consultation with a Careers Adviser is something that many people find valuable and you can also get ideas from your family.

Paragraph 4
Once you have decided on your dream job, it is important to spend time in the workplace, even if this means volunteering. This will enhance your CV and give you a practical understanding of what is involved. You will also have the opportunity of demonstrating how hard you can work.

Paragraph 5
When it’s time to look for a job, then you must do everything possible to secure the right position. Register with relevant employment websites and ensure that your CV is really polished to help you showcase yourself to potential employers.

Paragraph 6
If you are invited for an interview then this is your chance to impress. Do your homework to guarantee you are knowledgeable about the company so that you’re all set for whatever questions you might be asked.
Text A

Getting started in the right career

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Text B

An article about how career choices are changing

How career choices are changing

British children want careers in technology, according to new research. Dubbed the ‘digital generation’ in a new study, children aged 5–16 are intent on jobs as diverse as vloggers, animators and software developers.

Kids are growing up surrounded by technology. Most are using computers, tablets, mobile phones and other gadgets every day. This means that career choices such as doctors, teachers and lawyers are being replaced with IT-based choices. The researchers suggest that the average child today knows more about technology than anything else, though others dispute this.

The study of 2,000 parents and 2,000 children aged 5–16 shows parents or carers would be happier if their children followed a more traditional career path. While parents accept the importance of IT to a future career, almost one quarter think their children spend too much time on their devices. And although three quarters of parents in the study talk to their children about their school day, most ask nothing about online activity. Many parents say they lack confidence in talking to kids about online safety. Others say they simply don’t have the time.

Many parents accept that digital skills could be vital for their children to future-proof their career paths. However, only 11 per cent of parents encourage their children to use technology as a way to develop skills. This suggests that there is a digital divide between parents and children.

“The internet can open up a world of possibilities for children. It gives them a space to play, learn and connect.

However, we believe that some parents may not have the skills to help their children use IT. Parents need to take time to explore their children’s online world with them to make the most of all the internet has to offer.

We have developed lots of useful online safety tools.

Parents can use these to support their children to make the most of the internet and avoid the risks.”


(Source adapted from: Children of Britain's 'digital generation' aiming for careers in technology, study shows © The Independent January 2018)
Thank you for inviting me to your college to talk about how I started working in the IT industry. I love my job and am passionate about encouraging young people to follow in my footsteps.

When I was a teenager, I loved gadgets and spent endless hours playing on my phone. Technology was much more basic then, but the thrill of taking pictures and sending messages to my friends was enough for me. I never really considered a career in IT, because I thought that you had to be brilliant at maths to work with computers.

After school I started working in sales for a local company and, while I was no computer expert, I was the most computer-literate person in my workplace and so often ended up giving support to colleagues with technology problems. This was something I enjoyed and when a position came up with the IT Helpdesk I applied and was successful, much to my astonishment. It was my experience of helping others that got me the job.

Working with computers all the time made it obvious to me how much I didn't know and I started taking evening courses in programming and web design. The skills and qualifications I gained from these courses added to my work experience and strengthened my CV – this all helped me to get my current job as a web designer. What I find inspiring about my work is that no two days are the same and I am constantly developing my knowledge, getting to work on many different projects and with a huge range of people.

If you are thinking about taking the plunge into the IT industry, then I would highly recommend it. The sector is expanding rapidly and there are lots of different roles you could work in, with more than 1.5 million people employed in IT in the UK. You will find the work interesting, challenging and rewarding and the remuneration is usually quite generous, reflecting the fact that computer professionals are in high demand. As college leavers looking for a job, you will find an opening in IT. You just need to be enthusiastic about technology and prepared to work very, very hard to develop your skills and knowledge.

Good luck for the future.
Thank you for inviting me to your college to talk about how I started working in the IT industry. I love my job and am passionate about encouraging young people to follow in my footsteps.

When I was a teenager, I loved gadgets and spent endless hours playing on my phone. Technology was much more basic then, but the thrill of taking pictures and sending messages to my friends was enough for me. I never really considered a career in IT, because I thought that you had to be brilliant at maths to work with computers.

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Good luck for the future.
Answer ALL questions. Write your answers in the spaces provided.

SECTION A
Read Text A and answer Questions 1 to 4.

1 Your friend wants some information about finding a job.

Using Text A, identify two groups of people who can inform your friend about finding a job.

1 ..................................................................................................................................

..................................................................................................................................

..................................................................................................................................

..................................................................................................................................

..................................................................................................................................

..................................................................................................................................

(Total for Question 1 = 2 marks)

Answer Question 2 with a cross in a box ☑. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☑.

2 Which word best describes the style of Text A?

☐ A advisory

☐ B narrative

☐ C sarcastic

☐ D humorous

(Total for Question 2 = 1 mark)

Answer Question 3 with a cross in two boxes ☑. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☑.

3 Which two of these quotations from Text A are examples of informal language?

☐ A the initial stage

☐ B which role to pursue

☐ C always a good move

☐ D secure the right position

☐ E so that you’re all set

(Total for Question 3 = 2 marks)
4. You have been asked to add subheadings to each paragraph in Text A.

Number each subheading from 1 to 6 to show which best matches each paragraph.
Three have been done for you.

<table>
<thead>
<tr>
<th>Subheading</th>
<th>Paragraph number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation counts</td>
<td>6</td>
</tr>
<tr>
<td>Getting started</td>
<td></td>
</tr>
<tr>
<td>Support available</td>
<td>3</td>
</tr>
<tr>
<td>Job hunting</td>
<td></td>
</tr>
<tr>
<td>Time for experience</td>
<td></td>
</tr>
<tr>
<td>Need some inspiration?</td>
<td>1</td>
</tr>
</tbody>
</table>

(Total for Question 4 = 2 marks)

TOTAL FOR SECTION A = 7 MARKS
SECTION B

Read Text B and answer Questions 5 to 8.

5 What does each of these quotations from Text B suggest about technology?

‘a digital divide’ ..........................................................................................................................

................................................................................................................................................. (1)

‘future-proof their career paths’ ..................................................................................................

................................................................................................................................................. (1)

(Total for Question 5 = 2 marks)

Answer Question 6 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

6 Text B includes both facts and opinions.

Which one of these statements is an opinion?

☐ A Three quarters of parents in the study talk to their children about their school day.

☐ B Some parents encourage their children to use technology as a way to develop skills.

☐ C The average child in the UK knows more about technology than anything else.

☐ D Many children use computers, tablets, mobile phones and other gadgets every day.

(Total for Question 6 = 1 mark)

7 (a) Who provides advice for parents in Text B?

................................................................................................................................................. (1)

(b) Which organisational feature is used to present this advice?

................................................................................................................................................. (1)

(Total for Question 7 = 2 marks)

8 (a) Using Text B, identify two problems parents have supporting their children with technology.

Problem 1  ...............................................................................................................................................

......................................................................................................................................................... (1)

Problem 2  ...............................................................................................................................................

......................................................................................................................................................... (1)

(b) Using Text B, identify two suggestions to help parents support their children with technology.

Suggestion 1  ..............................................................................................................................................

......................................................................................................................................................... (1)

Suggestion 2  ..............................................................................................................................................

......................................................................................................................................................... (1)

(Total for Question 8 = 4 marks)
8. (a) Using Text B, identify **two** problems parents have supporting their children with technology.

| Problem 1 | .......................................................................................................................... | (1) |
| Problem 2 | .......................................................................................................................... | (1) |

(b) Using Text B, identify **two** suggestions to help parents support their children with technology.

| Suggestion 1 | .......................................................................................................................... | (1) |
| Suggestion 2 | .......................................................................................................................... | (1) |

(Total for Question 8 = 4 marks)

**TOTAL FOR SECTION B = 9 MARKS**
SECTION C

Read Text C and answer Questions 9 to 11.

9 Using Text C, give two quotations that suggest there is a lot to learn if you want to work in IT.

1 ..........................................................................................................................

..........................................................................................................................

(1)

2 ..........................................................................................................................

..........................................................................................................................

(1)

(Total for Question 9 = 2 marks)

10 Using Text C, identify two language features used to persuade the audience to consider a career in IT.

Give an example to support each answer.

Language feature ..........................................................................................................................

(1)

Example ..........................................................................................................................

(1)

Language feature ..........................................................................................................................

(1)

Example ..........................................................................................................................

(1)

(Total for Question 10 = 4 marks)

11 Which one of these quotations from Text C shows that the writer has a positive view about careers in technology?

A taking the plunge into the IT industry

B You will find the work interesting, challenging and rewarding

C I was the most computer-literate person in my workplace

D this all helped me to get my current job as a web designer

(Total for Question 11 = 1 mark)
Answer question 11 with a cross in the box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

11 Which one of these quotations from Text C shows that the writer has a positive view about careers in technology?

☐ A taking the plunge into the IT industry
☐ B You will find the work interesting, challenging and rewarding
☐ C I was the most computer-literate person in my workplace
☐ D this all helped me to get my current job as a web designer

(Total for Question 11 = 1 mark)

TOTAL FOR SECTION C = 7 MARKS
SECTION D

Questions 12 to 15 are based on more than one text.

12 You may use a dictionary to answer this question.

(a) ‘showcase yourself to potential employers’

Give one word or phrase to replace ‘potential’ that keeps the meaning of this quotation from Text A the same.

.......................................................................................................................... ... ..........................................................................................................................

(1)

(b) ‘remuneration is usually quite generous’

Give one word or phrase to replace ‘remuneration’ that keeps the meaning of this quotation from Text C the same.

.......................................................................................................................... ... ..........................................................................................................................

.......................................................................................................................... ... ..........................................................................................................................

(1)

(Total for Question 12 = 2 marks)
13 Compare similar ideas from Text A and Text C about what you need to get started in a career.

In your answer you should:

- give **two** similarities from these texts about what you need to get started in a career
- give **one** quotation from Text A and **one** quotation from Text C to support each similarity.

(Total for Question 13 = 6 marks)
14 Which one of these statements about the language used in Text A and Text B is correct?

- [ ] A  Both use quotations to reinforce their argument.
- [ ] B  Both use direct address to target the audience.
- [ ] C  Both use humour to appeal to the reader.
- [ ] D  Both use statistics to support their points.

(Total for Question 14 = 1 mark)

15 Your friend wants information about different job roles in IT.

Identify one job role in IT from each of the three texts.

Text A ............................................................................................................................................. (1)

Text B ............................................................................................................................................. (1)

Text C ............................................................................................................................................. (1)

(Total for Question 15 = 3 marks)

TOTAL FOR SECTION D = 12 MARKS
TOTAL FOR PAPER = 35 MARKS
Answer question 14 with a cross in the box. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

14 Which one of these statements about the language used in Text A and Text B is correct?

A Both use quotations to reinforce their argument.
B Both use direct address to target the audience.
C Both use humour to appeal to the reader.
D Both use statistics to support their points.

(Total for Question 14 = 1 mark)

15 Your friend wants information about different job roles in IT. Identify one job role in IT from each of the three texts.

Text A ..................................................................................................................................
..................................................................................................................................
..................................................................................................................................
..................................................................................................................................

Text B ..................................................................................................................................
..................................................................................................................................
..................................................................................................................................
..................................................................................................................................

Text C ..................................................................................................................................
..................................................................................................................................
..................................................................................................................................
..................................................................................................................................

(Total for Question 15 = 3 marks)

TOTAL FOR SECTION D = 12 MARKS
TOTAL FOR PAPER = 35 MARKS
BLANK PAGE
## Section A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Award 1 mark for each correct answer, up to a maximum of 2 marks:</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>• careers advisers (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• family (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accept any other appropriate wording.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A – advisory</td>
<td>(1)</td>
</tr>
<tr>
<td>3</td>
<td>C – always a good move</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>E – so that you’re all set</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Paragraph number to match subheading:</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>Subheading</strong></td>
<td><strong>Paragraph number</strong></td>
<td></td>
</tr>
<tr>
<td>Preparation counts</td>
<td>6</td>
<td></td>
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<td>Getting started</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Time for experience</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Need some inspiration?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Award 1 mark if one is correct.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Award 2 marks if two or three are correct.</td>
<td></td>
</tr>
</tbody>
</table>
## Section B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Award 1 mark for each explanation, up to a maximum of 2 marks.</td>
<td>(2)</td>
</tr>
</tbody>
</table>

### Quotation | Explanation
---|---
‘a digital divide’ | • a difference in IT understanding  
• a generation gap in computer knowledge  
• a split caused by technology

‘future-proof their career paths’ | • avoid becoming out of date/obsolete at work  
• keeping up to date with technology  
• remain relevant in the workplace

Accept other explanations that show understanding of the target phrases.  
Do not accept quotations or the same explanation for both phrases.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>C – The average child in the UK knows more about technology than anything else.</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (a)</td>
<td>The NSPCC / Tony Stower / The Head of Child Safety Online</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (b)</td>
<td>text box</td>
<td>(1)</td>
</tr>
</tbody>
</table>
### Section C

#### Question 8(a)

A 1 mark for each problem parents have supporting their children with technology, up to a maximum of 2 marks:

- lack confidence (1)
- don’t have the time (1)
- may not have the skills (1)

Accept other appropriate wording and other appropriate answers based on the text.

#### Question 8(b)

A 1 mark for each suggestion to help parents support their children with technology, up to a maximum of 2 marks:

- explore children’s online world (1)
- use online safety tools (1)

Accept other appropriate wording and other appropriate answers based on the text.

#### Question 9

A 1 mark for each quotation that suggests there is a lot to learn if you want to work in IT, up to a maximum of 2 marks.

- ‘Working with computers all the time made it obvious to me how much I didn’t know’ (1)
- ‘taking evening courses in programming and web design’ (1)
- ‘I am constantly developing my knowledge’ (1)
- ‘work very, very hard to develop your skills and knowledge’ (1)

Accept minor copying errors and quotations without quotation marks.
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 10              | Award 1 mark for each valid language feature identified, up to a maximum of 2 marks. Award 1 mark for each valid and linked example, up to a maximum of 2 marks.  
• direct address (1), e.g. ‘Thank you’ (1)  
• positive language (1), e.g. ‘love’, ‘enthusiastic’ (1)  
• rule of three (1), e.g. ‘interesting, challenging and rewarding’ (1)  
• hyperbole/exaggeration (1), e.g. ‘endless’, ‘constantly’ (1)  
• numbers/figures/percentages/statistics (1), e.g. ‘1.5 million people’ (1)  
• colloquial/informal language (1), e.g. ‘taking the plunge’ (1)  
• first person/use of ‘I’, ‘my’/personal experience (1), e.g. ‘I never really considered’, ‘What I find inspiring’ (1)  
• repetition (1), e.g. ‘very, very hard’ (1) | (4) |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>B – You will find the work interesting, challenging and rewarding</td>
<td>(1)</td>
</tr>
</tbody>
</table>
### Section D

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 12(a)           | Award 1 mark for any reasonable word or phrase to replace ‘potential’ that does not change the meaning of the sentence, e.g.:  
- possible  
- prospective  
- likely  
- future  
- those who might be your | (1)  |
| 12(b)           | Award 1 mark for any reasonable word or phrase to replace ‘remuneration’ that does not change the meaning of the sentence, e.g.:  
- pay  
- salary  
- wage  
- money you earn | (1)  |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 13(a)           | (a) Award 1 mark for each relevant similarity between Text A and Text C, up to a maximum of 2 marks.  
Relevant similarities may include:  
- passion/enthusiasm  
- experience  
- a good CV  
- hard work | (6)  |
| 13(b)           | (b) Award 1 mark for a relevant linked quotation from each text supporting each similarity identified, up to a maximum of 4 marks. |      |

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>D – Both use statistics to support their points</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>15</td>
<td>Award 1 mark for one piece of evidence from each of the three texts, up to a maximum of 3 marks:</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Text A**
- ‘programmers’ (1)
- ‘games developers’ (1)
- ‘data inputters’ (1)

**Text B**
- ‘jobs as diverse as vloggers, animators and software developers’ (1)

**Text C**
- ‘the IT Helpdesk’ (1)
- ‘my current job as a web designer’ (1)
- ‘lots of different roles’ (1)

Accept appropriate quotation and/or paraphrase.
## Mapping to Functional Skills to Subject Content for English Level 2

<table>
<thead>
<tr>
<th>DfE Content standard number</th>
<th>Question number</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Identify the different situations when the main points are sufficient and when it is important to have specific details</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>12 Compare information, ideas and opinions in different texts, including how they are conveyed</td>
<td>******</td>
<td>*</td>
</tr>
<tr>
<td>13 Identify implicit and inferred meaning in texts</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</td>
<td>****</td>
<td>4</td>
</tr>
<tr>
<td>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</td>
<td>**</td>
<td>2</td>
</tr>
<tr>
<td>16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</td>
<td>**</td>
<td>*</td>
</tr>
<tr>
<td>18 Follow an argument, identifying different points of view and distinguishing fact from opinion</td>
<td>*</td>
<td>****</td>
</tr>
<tr>
<td>19 Identify different styles of writing and writer’s voice</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>212221242412613</td>
<td>35</td>
</tr>
</tbody>
</table>
Writing
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks in the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Instructions to examiners:

Two grids need to be applied when assessing a candidate's response:

Grid A: composition and Grid B: spelling, punctuation and grammar.

A candidate's composition may be appropriate for Level 1, but spelling, punctuation and grammar have weaknesses; or a candidate may have reasonably secure spelling, punctuation and grammar but be less successful in composition. It is essential, therefore, that both marking Grids A and B are applied independently.

When awarding a mark for composition (Grid A), examiners should use the first bullet point in each band in the mark scheme to decide on the overall level of achievement. The other three bullet points should be used to determine where best to place the response within the band.

When awarding a mark for spelling, punctuation and grammar (Grid B), examiners should make a 'best fit' judgement using the descriptors.
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
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When awarding a mark for spelling, punctuation and grammar (Grid B), examiners should make a ‘best fit’ judgement using the descriptors.
My signature confirms that I will not discuss the content of the test with anyone.

Signature: _________________________________________________

Instructions
• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Sign the declaration.
• Answer both tasks.
• Use the answer space provided to complete your tasks – there may be more space than you need.

Information
• The total for this paper is 36 marks.
• Task 1 has 21 marks and Task 2 has 15 marks.
• You will be assessed on spelling, punctuation and grammar in both tasks.

Advice
• Read each task carefully before you start to write.
• Aim to spend about 35 minutes on Task 1 and about 25 minutes on Task 2.
• Plan your work before you start and check it when you finish.
My signature confirms that I will not discuss the content of the test with anyone.

Signature: _________________________________________________

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
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- Task 1 has 21 marks and Task 2 has 15 marks.
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Advice

- Read each task carefully before you start to write.
- Aim to spend about 35 minutes on Task 1 and about 25 minutes on Task 2.
- Plan your work before you start and check it when you finish.
Task 1

Information

You attend a public meeting about a proposal to ban cars and lorries from your town centre.

You make notes on the different views about the proposal.

➢ better for pedestrians and cyclists
➢ local shops lose business
➢ public transport expensive and unreliable
➢ less pollution and congestion
➢ harder for people to get to work
➢ makes town centre more attractive

Writing Task

Write an article for your local newsletter to discuss the proposal to ban cars and lorries from the town centre.

In your article, you should:

• discuss the arguments for and against the proposal
• give your opinion on whether the proposal should go ahead and why
• outline any other ideas you have to improve the town centre.

You should aim to write about 250 to 300 words.

(21 marks)
In your article, you should:

• outline any other ideas you have to improve the town centre.

• give your opinion on whether the proposal should go ahead and why.

You make notes on the different views about the proposal.

- makes town centre more attractive
- better for pedestrians and cyclists
- less pollution and congestion
- public transport expensive and unreliable
- harder for people to get to work
Task 2

Information

Topic: Advice for new starters on the course

Sam

I’ve been offered a place on the course that you’re doing at the moment. I’m starting soon and feeling nervous.

I’d like some advice on what the course involves and what it takes to do well. I really want to get as much out of the course as I can.

Do you have any suggestions that will help?

Posted: 10 September 9.45 am

Writing Task

Write a contribution to the discussion forum giving Sam advice about your course.

In your contribution, you should:

- give Sam relevant information about your course
- advise Sam how to be successful
- encourage Sam to be confident.

You should aim to write about 200 to 250 words.

(15 marks)
Task 2

You should aim to write about 200 to 250 words.

•

In your contribution, you should:

1. Write Task

Posted: 10 September 9.45 am

Do you have any suggestions that will help?

I really want to get as much out of the course as I can.

I'd like some advice on what the course involves and what it takes to do well.

I'm starting soon and feeling nervous.

I've been offered a place on the course that you're doing at the moment.

Topic: Advice for new starters on the course

https://www.mylearning.web/coursediscussionforum

I encourage Sam to be confident.

I advise Sam how to be successful.

I give Sam relevant information about your course.

Sam

(15 marks)
Task 8

- In their articles, examples some/all of the indicative content but should be rewarded levels descriptors below.

Indicative content

- Discuss the arguments for and against the proposal, appropriate to purpose and audience
- Grid ahead because people won't be able to get to work e.g. give
- Pedestrians and cyclists should:
  - Have to improve the town centre e.g.
  - Will be safer
- They
- Candidate
- Opinion on whether the proposal should go ahead and why,
- Using appropriate format and structure, including effective organisational markers to some extent, discussing the arguments for and against the proposal, appropriate to purpose and audience
- Using organisational markers to some extent, discussing the arguments for and against the proposal, appropriate to purpose and audience
- Accuracy of paragraphs and cohesion
- Use ses language and re ses a range of sentences, including complex sentences, with general ses language and ses a range of sentences, including complex sentences, with some ses
- Using appropriate register, including a wide range of vocabulary, including an extensive range of vocabulary
- Using appropriate format and structure, including effective organisational markers to some extent
- Using appropriate format and structure, including effective organisational markers to some extent
- Ommunicates straightforward information, ideas and opinions with some ses language and re ses a range of sentences, including complex sentences, with general ses language and ses a range of sentences, including complex sentences, with some ses
- Use ses language and re ses a range of sentences, including complex sentences, with general ses language and ses a range of sentences, including complex sentences, with some ses
- Using appropriate format and structure, including effective organisational markers to some extent
- Using appropriate format and structure, including effective organisational markers to some extent
- Using appropriate format and structure, including effective organisational markers to some extent

(Total for Task 2 = 15 marks)

TOTAL FOR PAPER = 36 MARKS
### Task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grid A: Composition (12 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>• No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | • Communicates straightforward information, ideas and opinions with some clarity for purpose and audience.  
• Organises writing using appropriate format and structure, including some use of paragraphs and cohesion, e.g. using organisational markers to some extent.  
• Uses a range of sentences, including complex sentences, with some accuracy.  
• Uses language and register, including some range of vocabulary, appropriate to purpose and audience. |
| 5–8  | • Communicates information, ideas and opinions reasonably clearly with an appropriate level of detail for purpose and audience to an appropriate length.  
• Organises writing using appropriate format and structure, including generally accurate use of paragraphs, and mostly maintaining cohesion, e.g. using organisational markers.  
• Uses a range of sentences, including complex sentences, with general accuracy.  
• Uses language and register, including a wide range of vocabulary, appropriate to purpose and audience. |
| 9–12 | • Communicates information, ideas and opinions with consistent clarity, using detail effectively for purpose and audience to an appropriate length.  
• Organises writing using appropriate format and structure, including effective use of paragraphs, and sustaining cohesion, e.g. using organisational markers.  
• Uses a range of sentences, including complex sentences, accurately and effectively.  
• Uses language and register, including an extensive range of vocabulary, appropriate to purpose and audience. |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Grid B: Spelling, punctuation and grammar (9 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>• No rewardable material.</td>
</tr>
<tr>
<td>1–3</td>
<td>• Some use of 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).</td>
</tr>
<tr>
<td></td>
<td>• Some correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks).</td>
</tr>
<tr>
<td></td>
<td>• Spelling of words used in work, study and daily life, including a range of specialist words, is sometimes accurate.</td>
</tr>
<tr>
<td>4–6</td>
<td>• Generally correct use of 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).</td>
</tr>
<tr>
<td></td>
<td>• Generally correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks).</td>
</tr>
<tr>
<td></td>
<td>• Spelling of a range of words used in work, study and daily life, including a range of specialist words, is generally accurate.</td>
</tr>
<tr>
<td>7–9</td>
<td>• Consistently correct use of grammar, with occasional lapses (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).</td>
</tr>
<tr>
<td></td>
<td>• Consistently correct use of a wide range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks) with occasional lapses.</td>
</tr>
<tr>
<td></td>
<td>• Spelling of a wide range of words used in work, study and daily life, including a range of specialist words, is consistently accurate, with occasional lapses.</td>
</tr>
</tbody>
</table>
Task 2

Indicative content

Answers will be credited according to the candidate’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below.

The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples.

In their contributions, candidates should:

- give Sam relevant information about their course, e.g. course content, how you will be assessed, timetable
- advise Sam how to be successful e.g. use online resources, complete assignments to schedule, demonstrate enthusiasm
- encourage Sam to be confident, e.g. staff are supportive and approachable, course is enjoyable, other learners are friendly.

(15 marks)

Mark Grid A: Composition (9 marks)

0
- No rewardable material.

1–3
- Communicates straightforward information, ideas and opinions with some clarity for purpose and audience.
- Organises writing using appropriate format and structure, including some use of paragraphs and cohesion, e.g. using organisational markers to some extent.
- Uses a range of sentences, including complex sentences, with some accuracy.
- Uses language and register, including some range of vocabulary, appropriate to purpose and audience.

4–6
- Communicates information, ideas and opinions reasonably clearly with an appropriate level of detail for purpose and audience to an appropriate length.
- Organises writing using appropriate format and structure, including generally accurate use of paragraphs, and mostly maintaining cohesion, e.g. using organisational markers.
- Uses a range of sentences, including complex sentences, with general accuracy.
- Uses language and register, including a wide range of vocabulary, appropriate to purpose and audience.

7–9
- Communicates information, ideas and opinions with consistent clarity, using detail effectively for purpose and audience to an appropriate length.
- Organises writing using appropriate format and structure, including effective use of paragraphs, and sustaining cohesion, e.g. using organisational markers.
- Uses a range of sentences, including complex sentences, accurately and effectively.
- Uses language and register, including an extensive range of vocabulary, appropriate to purpose and audience.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Grid B: Spelling, punctuation and grammar (6 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>• No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Some use of 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).  
• Some correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks).  
• Spelling of words used in work, study and daily life, including a range of specialist words, is sometimes accurate. |
| 3–4  | • Generally correct use of 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).  
• Generally correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks).  
• Spelling of a range of words, used in work, study and daily life, including a range of specialist words, is generally accurate. |
| 5–6  | • Consistently correct use of 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), with occasional lapses.  
• Consistently correct use of a wide range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks) with occasional lapses.  
• Spelling of a wide range of words, used in work, study and daily life, including a range of specialist words, is consistently accurate, with occasional lapses. |
### Mapping to Functional Skills Coverage and Range for English Level 2

**Writing**

**Scope of Study**

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

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Content statement</th>
<th>Coverage</th>
<th>No. of marks</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</td>
<td>Task 1</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>21</td>
<td>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)</td>
<td>Task 1 Task 2</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>22</td>
<td>Spell words used in work, study and daily life, including a range of specialist words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Communicate information, ideas and opinions clearly, coherently and effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</td>
<td>Task 1 Task 2</td>
<td>21</td>
<td>58</td>
</tr>
<tr>
<td>26</td>
<td>Convey clear meaning and establish cohesion using organisational markers effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Construct complex sentences consistently and accurately, using paragraphs where appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total for Writing**

36 100