

**Functional Skills
English Level 2**

**Summative Assessment Papers, Marking
Scheme and Tutors' Guide**

Roslyn Whitley Willis

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The Functional Skills English Level 2 Standards explained

SPEAKING AND LISTENING

WHAT YOU MUST BE ABLE TO DO	WHAT SKILLS ARE INVOLVED
<p>SL2 Make a range of contributions to discussions.</p> <p>What and who is involved</p> <p>In a wide range of contexts, including those that involve others who are unfamiliar.</p>	<p>SL2.1 listen to complex information and give a relevant, cogent response in appropriate language</p> <p>SL2.2 present information and ideas clearly and persuasively to others</p> <p>SL2.3 adapt contributions in discussions to suit audience, purpose and situation</p> <p>SL2.4 make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions</p>
<p>WHAT THIS MEANS YOU MAY HAVE TO DO WHEN YOU ARE INVOLVED IN A DISCUSSION OR A PRESENTATION</p>	
<p>SL2.1</p>	<p>You will show that you can listen to what others say and show that you are listening to their contribution by your body language, through questioning them and responding politely.</p> <p>You will show that you can do each of the following:</p> <ul style="list-style-type: none"> - respond to the speaker (perhaps giving an answer to a question or agreeing with what the speaker is saying or asking you); - respond to a question from someone listening to you; - summarise the comments of others (perhaps making sure everyone involved understands the discussion and their roles and responsibilities); - encourage others to contribute to the discussion.
<p>SL2.2</p>	<p>You will sometimes need to persuade listeners of your point of view/ideas and you will need to choose carefully what you say in order to convince the listeners of the points you make. You can use documents (perhaps that include one or more images) which support your points and this may involve research into the topic. You will be able to decide on the degree of formality or informality suitable for the audience and the context.</p> <p>When involved in an exchange, or in making a presentation, you will show you can structure your points and arguments so the audience finds it easy to follow and understand what you say and is persuaded to agree with you.</p>
<p>SL2.3</p>	<p>You will be involved in discussions with different people on different topics and must show you can adapt what you say and how you say it to the people involved. For example, a discussion with members of your class group (peers) might be more informal and friendly than a discussion with teachers or people at work, and people you have not met before.</p> <p>Your audience will be different probably on each occasion you have a discussion or make an effective presentation and you will need to prepare what you say so you do not confuse the listener(s). You should do this by preparing your thoughts and making notes, perhaps finding evidence to support what you say and saying things in a way which the listeners can understand.</p> <p>Your listeners will range in their age, experience and understanding of the topic and you might have to explain some technical terms to them. Always adapt your exchange/presentation to meet the needs of the audience.</p> <p>Make responses to people giving complex information through discussion and make sure what you say is logical and relevant to the subject and the topic.</p>

READING

WHAT YOU MUST BE ABLE TO DO	WHAT SKILLS ARE INVOLVED
<p>R2 Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.</p> <p>What kind of texts and from where</p> <p>In a wide range of texts for different purposes, on paper and on screen.</p>	<p>R2.1 select and use different types of texts to obtain relevant information</p> <p>R2.2 read and summarise succinctly information/ideas from different sources</p> <p>R2.3 identify the purposes of texts and comment on how effectively meaning is conveyed</p> <p>R2.4 detect points of view, implicit meaning and/or bias</p> <p>R2.5 read and actively respond to different texts (for example, reply to each point in a letter of complaint)</p>
WHAT THIS MEANS YOU MAY HAVE TO DO WHEN SELECTING AND READING TEXT	
R2.1	<p>You will show that you understand what information you need to find and be able to decide where to look for the information appropriate to the topic and be able to select different types of text to meet the purpose/activity.</p> <p>You will find information from paper-based sources (for example, a newspaper article; a letter; a report; a graph or chart; an instruction manual), and electronic sources (for example, a website; a CD-ROM; or a document, spreadsheet or database stored electronically).</p>
R2.2	<p>Use the information you find to write a document which summarises this information and shows that you understand what is written in the document.</p> <p>The documents will vary in purpose and display, for instance an accident report or a table of text, or a chart/graph containing statistics.</p> <p>You will sometimes be expected to find information which offers different points of view on the same topic, and to summarise both points of view in either a written form or in the spoken form.</p> <p>In a written summary you will show that you have understood the text by expressing the ideas/facts in your own words and perhaps offering your own point of view.</p>
R2.3	<p>You will have to identify the purpose of texts by recognising the style and aim of the document (for example, a letter which states facts; an advertisement containing a mixture of fact and opinion; a memo which contains instructions) and be able to judge how effectively the ideas and facts are expressed. For example, did you understand the point made, or have you changed your opinion on the topic as a result of reading the text?</p>
R2.4	<p>You will have to show that you have understood the points of view put forward in the document. For example, whether they represent opinion or fact; whether they put forward a balanced argument for and against the topic, whether the information is biased towards one point of view, whether the information is humorous or serious and whether the meaning of the document is able to be understood.</p> <p>You should be able to recognise whether the way in which the document is laid out helps the reader to understand what it contains (for instance, have headings and sub-headings been used which effectively draw the reader's attention to main points; is there a summary to the document perhaps; is there a logical sequence to the ideas presented?).</p>
R2.5	<p>You will usually have to write, and read, a document as a result of your research and from the document(s) you find and you must show you can pick out the important main points and respond to them appropriately.</p> <p>If appropriate, you will show you can follow instructions contained in a document, or respond to part of a document, for instance a letter asking for a reply to certain questions, or a set of instructions to be followed.</p>

Functional Skills English Level 2: Taking Part in a Discussion/Exchange

Observation Sheet

SL2.1 – 2.4 Speaking and Listening

Student's Name	<input type="text"/>	Date of Discussion Exchange	<input type="text"/>
Assessment Title	<input type="text"/>		
Names of Group Members	<input type="text"/>		
Topic of Discussion	<input type="text"/>		

Criteria	Achieved (✓)	Assessor's Comments
SL2.1 Listen to complex information and give a relevant, cogent response in appropriate language		
SL2.2 Present information and ideas clearly and persuasively to others		
SL2.3 Adapt contributions in discussions to suit audience, purpose and situation		
SL2.4 Make significant contributions to discussions, taking a range of roles and helping to move discussions forward to reach decisions		

Assessor's Signature	<input type="text"/>	Date	<input type="text"/>
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FINALLY, RATE YOURSELF ON EACH OF THE FOLLOWING CATEGORIES

Tick (✓) one answer for each category. Be honest: you will have to justify what you say!

Category	Very Good	Good	Satisfactory	Not good enough
1 My ability to understand what I was required to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 My ability to plan successfully for what I was required to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 My ability to overcome difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 What I feel is the standard of work in my completed assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 My understanding of my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 My understanding of my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 My ability to know how to change my weaknesses into strengths - from whom to seek help; what I need to practise/revise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a statement justifying the grades you have attached to each of the above seven categories.				

PRACTICE ASSESSMENT MATERIAL

Practice Assessments Coverage Grid

Assessment Title	Activity 1	Activity 2	Activity 3	Activity 4
1 The Blue Flag Scheme	Reading and writing	Reading and writing	Writing a business letter	Researching and writing a handout Making a presentation
2 National Blood Service	Reading	Researching and writing a fact sheet	Researching and making a presentation	
3 A Holiday in Budapest	Reading	Reading and writing	Speaking (telephone call) and writing a personal letter	
4 Buying Safely Online	Reading	Reading and writing	Reading and writing	Researching and writing a fact sheet and a personal letter
5 Trinity House	Reading and writing	Reading and writing	Researching and writing a fact sheet and an invitation	
6 Climate Change	Reading and writing	Reading and writing	Researching and writing two illustrated articles	Researching and making a presentation
7 The Yorkshire Three Peaks Challenge Walk	Reading	Reading and writing	Reading and speaking (telephone call)	Researching and writing a business letter
8 Swim Better – Feel Fitter	Reading and writing	Reading and writing	Researching and writing a report	
9 Think about Recycling	Reading and writing	Reading and writing	Reading	Researching and writing a promotional leaflet
10 Binge Drinking	Reading and writing	Reading	Reading and writing	Researching and writing a report
11 5-A-Day	Reading and writing	Reading and writing	Researching and writing a newsletter and a memo	
12 No Messin’	Reading and writing	Reading and writing	Reading and writing	Researching and writing an information booklet
13 The Cost of Being a Football Fan	Reading	Reading and writing	Researching and writing a summary sheet and making a presentation	
14 Travel Safely Abroad	Reading and writing	Reading and writing	Researching and writing a personal letter	
15 Sunbed Safety	Reading and writing	Reading and writing	Researching and writing an information booklet	
16 Waste Battery Recycling and Disposal	Reading and writing	Reading and writing	Researching and designing an illustrated poster and writing a memo	

GUIDANCE RELATED TO THE IMPORTANT ASSESSMENT POINTS

Written response guidance

The suggested assessment points (See *Page 308* to *Page 336*) for the written responses do not represent an exhaustive list. Learners will possibly offer additional points which the tutor may consider to be valid and appropriate. In some cases learners may offer alternative choices, but their reasons for must be valid.

If learners have failed to put text into their own words, and have just copied the wording from the source documents, using that as their answer, the allocated marks should not be awarded. Writing tasks test the learner's ability to write cogent statements which show they have understood what they have read.

When the task requires the learner to produce a formal document, the standard conventions of display need to be followed and all the standard text should be included.

The wording and layout of all documents must be appropriate for the context, purpose and the audience.

Research Guidance

Tutors should look for evidence the learner has put information from the source documents into their own words and shown an understanding of what has been read.

Learners should be encouraged to find and use a range of suitable documents from both paper- and computer-based sources.

Learners must show evidence of going some way towards annotating the source documents to indicate that which they deem useful to amend/adapt/include into their written document(s). This helps focus their attention and it also aids your assessment process!

Presentation Guidance

Tutors should look for learners to make presentations, and engage in discussions and exchanges, with increasing confidence and competence as they practise the assessment tasks.

Any illustrations/images used should be appropriate and used to enhance the topic under discussion and/or the audience's understanding.

The presentation content must be structured logically. There should be an introduction and a close.

The content and style of the presentation must be appropriate for the audience and the situation.

On at least one occasion the learner should ask for questions from the audience and be able to deal with responding to such questions competently, demonstrating an ease with the audience and knowledge of the topic under discussion.

IMPORTANT NOTE ABOUT THE BLANK PAGES INCLUDED IN EACH SAMPLE SUMMATIVE ASSESSMENT PAPER

Blank pages, appropriately headed, have been included in each assessment paper to enable the learner to draft and plan documents, exchanges or presentation notes. In each instance, only one such page is included for each type of document as this enables you, the tutor/assessor, to decide how many such sheets to give to each learner.

Functional Skills English Level 2 Assessment Paper

Student's Name

Paper's Title

THE BLUE FLAG SCHEME

Date Set

Hand-in Date

Activity	Possible Marks		Marks Awarded	Totals
1 Reading and Writing	Q1	1		
	Q2	2		
	Q3	2		
	Q4	2		
	Q5	2		
	Q6	3		
			Activity 1	
2 Reading and Writing	Q1	1		
	Q2	2		
	Q3	1		
	Q4	1		
	Q5	1		
	Q6	1		
	Q7	1		
			Activity 2	
3 Writing	Q1	10		
			Activity 3	
4 Researching, Writing and Making a Presentation	Q1	6		
	Q2	14		
			Activity 4	
			PAPER TOTAL	
			PERCENTAGE	

<p>Result</p> <p>Circle the appropriate result</p>	PASS
	FAIL

Assessor's Signature Date

THE BLUE FLAG SCHEME

ACTIVITY 1 — Reading and Writing

You will be assessed on the following:

- reading, finding and summarising facts and ideas from text;
- identifying the purpose and effectiveness of texts;
- presenting your work and ideas clearly and logically;
- using a range of sentence structures, including complex sentences;
- using spelling, grammar and punctuation accurately and correctly.

Read **Document 1** then answer the following questions.

You should spend no longer than 20 minutes on questions 1 — 6.

- 1 Tick (✓) the option which **best** describes the main purpose of Document 1?
1 mark

- | | | |
|---|---------------------------------|--------------------------|
| A | to advertise | <input type="checkbox"/> |
| B | to inform | <input type="checkbox"/> |
| C | to encourage a course of action | <input type="checkbox"/> |
| D | to offer advice | <input type="checkbox"/> |

Referring to **Document 1**, answer the following questions

- 2 Describe **two** ways in which you think the writer successfully described the purpose of the Scheme. Give examples for each point you make. **2 marks**

3 What were the intentions of the Blue Flag scheme when it began in 1985?
2 marks

4 How has the scheme developed since 1985? **2 marks**

5 Explain what the BMC is and what it does. **2 marks**

6 Related to safety, what must at least one Blue Flag beach have in any area?
3 marks

THE BLUE FLAG SCHEME

ACTIVITY 2 — Reading and Writing

You will be assessed on the following:

- reading, finding and summarising facts and ideas from different types of document;
- identifying the purpose of text;
- presenting your work and ideas clearly using a range of sentence structures, including complex sentences;
- using spelling, grammar and punctuation accurately and correctly.

Document 2 is written by Blue Flag and includes an invitation for the reader to send for an Information Pack and application form. Read the document, then answer the following questions.

You should spend no longer than 15 minutes on questions 1 — 7.

- 1 Tick (✓) the option which **best** describes the main purpose of Document 2?

1 mark

- | | | |
|---|---------------------------------|--------------------------|
| A | to encourage a course of action | <input type="checkbox"/> |
| B | to encourage a purchase | <input type="checkbox"/> |
| C | to provide information | <input type="checkbox"/> |
| D | to request assistance | <input type="checkbox"/> |

- 2 The document says being a member "can boost the local economy by encouraging tourists to the area". Explain why this might occur. **2 marks**

For questions 3 – 7 choose one answer, A, B, C or D, and put a ✓ (tick) in the box.
1 mark is awarded for each correct answer.

- 3 Looking at the graph, select the correct statement from the following.
- A Scotland has the fewest marinas but the most beaches
- B Wales has twice as many beaches as marinas
- C Croatia has the fewest marinas and Spain the most beaches
- D Spain and France have an equal number of marinas and Spain has approximately twice as many beaches as France
- 4 Who makes the decision about whether a beach and/or marina can be included in the Blue Flag scheme?
- A Blue Flag
- B the FEE
- C an International Jury
- D the Local Council
- 5 Looking at the document in general, and the graph in particular, which of the following statements is correct?
- A only 8 countries belong to the Blue Flag scheme
- B countries from around the world are members of the Blue Flag scheme but the graph shows only details of a few
- C 2633 countries belong to the Blue Flag scheme and the graph shows details of 12 of the marinas
- D where the 620 marinas are located is illustrated on the graph

TRINITY HOUSE

Trinity House was established in 1514 by a Charter granted by King Henry VIII.

Today, more than 400 years later, the safety of shipping and the well-being of seafarers is its concern.

The charitable organisation has three functions:

1. It is the *General Lighthouse Authority* for England, Wales, the Channel Islands and Gibraltar and is responsible for a range of navigational aids ranging from lighthouses to radar beacons.
2. It is dedicated to the safety, welfare and training of mariners.
3. It provides expert navigators for ships crossing Northern European waters.

Its area covers the sea from Berwick upon Tweed on the North East coast, to the Solway Firth on the North West coast, and Gibraltar off the Spanish mainland.

Not just lighthouses

Trinity House has a selection of almost 600 visual, audible, electronic, fixed and floating aids to sea navigation. Included in this list are lighthouses, light vessels, beacons and buoys to modern global positioning aids, known as DGPS.

In total there are:

- 69 Lighthouses
- 10 Light Vessels / Light Floats
- 412 Buoys
- 19 Beacons
- 48 Radar Beacons
- 7 DGPS Reference Stations

On the following page are some statistics on 12 of the 69 lighthouses.



Chart 1

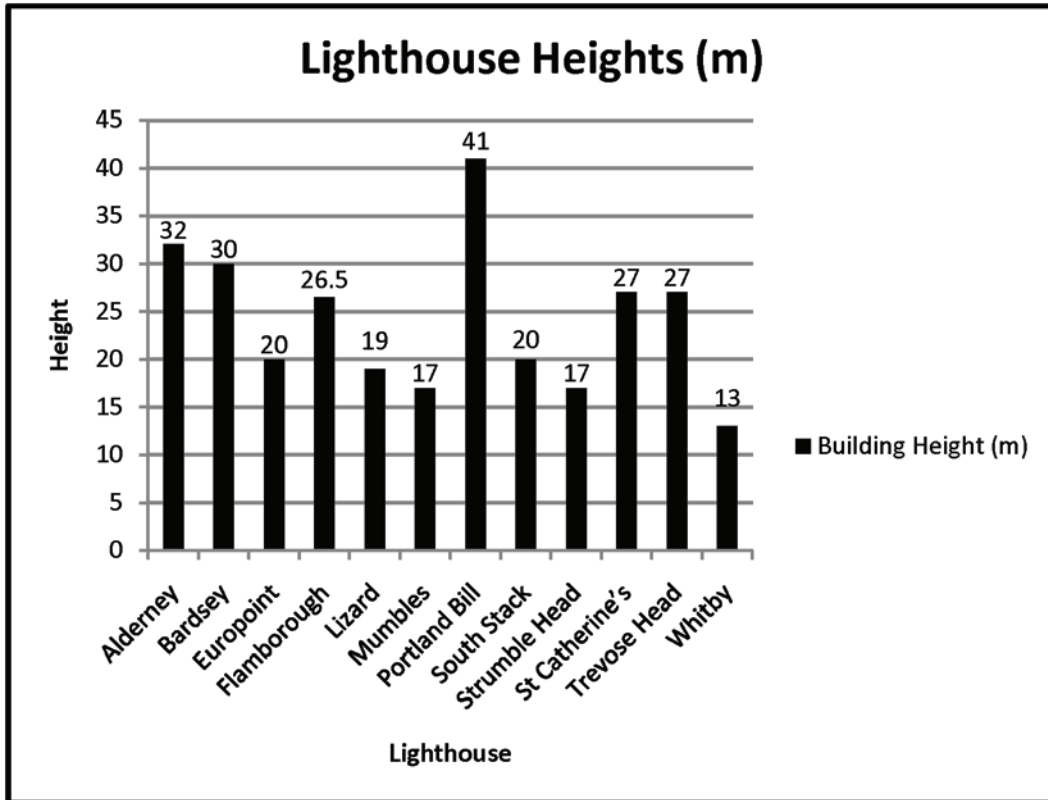


Chart 2

