The scheme code for these qualifications is:

OCR Functional Skills Qualification in English at Level 2 09499

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS
FUNCTIONAL SKILLS ASSESSMENT
LEVEL 2 FUNCTIONAL SKILLS ENGLISH
READING TASK

SAMPLE ASSESSMENT MATERIALS

YOU NEED
• This task and the resource documents booklet for Reading.
• An answer booklet.
• A pen with black ink OR access to a computer and printer to print out your responses which should be firmly attached to your answer booklet.

You may use a dictionary and spell/grammar check facilities but you must not ask anyone to help you.

INSTRUCTIONS TO CANDIDATES
• Do NOT open this task booklet until you are told to do so by the supervisor.
• Make sure your personal details are entered correctly in the answer booklet.

YOU HAVE 55 MINUTES TO READ THE RESOURCE DOCUMENTS BOOKLET AND COMPLETE THE READING QUESTIONS
• Read the resource documents booklet and the questions inside this question paper carefully before starting the task.
• Write your answers in the answer booklet provided or attach your print outs to your answer booklet before handing them in.
• If you use extra paper, make sure that it has your name and candidate number on it and is securely attached to your answer booklet.
• When you have finished, hand your answer booklet to the supervisor.
READING TASK (25 marks)

Scenario

You are a volunteer at a local charity, CareCo. You have been asked to help organise a winter outing for residents of a local care home, as described in Document 1. To prepare for this, and to make the best choice for the residents, you must read the information from Document 1, Document 2 and Document 3.

You have 55 minutes to read the documents and answer the questions below.
You should spend about 10 minutes reading the documents.

Answer all the questions.

You do not need to write in sentences.

1. What is the purpose of each document?  
   (3 marks)

2. Explain what is meant by the term ‘traditional’ as used by Eileen and in the advertisement for The Hawthorn Hotel. Identify two examples of a ‘traditional’ feature of winter outings given in the documents.  
   (3 marks)

3. Compare and contrast the views of Leticia and Gladys on the importance of singing as part of the outing, explaining to what extent they agree or differ.  
   (4 marks)

4. Compare and contrast The Hawthorn Hotel's claim to give ‘a warm welcome’ with the experiences of Fred and Eileen last year. Explain the extent to which the experiences of Fred and Eileen support the Hotel's claim.  
   (4 marks)

5. In your opinion, which is the most suitable venue for the winter outing? Provide reasons for your choice.  
   (3 marks)

6. Describe the techniques used by the writers to persuade the reader in:  
   a) Document 1  
   and  
   b) Document 3  
   (4 marks)

7. Which of the three documents do you think contains the most evidence of bias? Give evidence to support your answer and explain why being aware of bias is important when organising the outing.  
   (4 marks)
1. The purpose of the first two documents is to inform the volunteer. Document 3 is to advertise the venues so the volunteer has info about the meals.

2. Traditional means having a cozy log fire and a long table so the residents can have a good chat, so it is doing things they did in the past.

3. Leticia says she liked the singing and thought the young children were lovely. Glady’s said the singers were not in tune.

4. The Hawthorn hotel claims to have a warm welcome and a welcoming fire with friendly staff. However, Fred said he didn’t agree with this claim as the staff were unfriendly and the day was impersonal. Eileen said the log fire was attractive but there was no central heating so it was too cold. She did not enjoy it as it was too cold to talk.

5. The Brunt Hotel and spa is the most suitable venue because it has a traditional meal and has a sing-along with local singers. There is a log fire and the advert says the service is prompt. It costs £14.95. I think it sounds the best venue because I think the residents will enjoy the old-fashioned hospitality.

6. In document 1 [the letter] Jo Wilkinson tells the volunteer about the background to the winter outing and explains the facts about how much money can be spent. She also states what the residents want from the venue selected. The letter also tells the volunteer about writing a letter and a report.

   In document 3 the adverts want to attract people so the words chosen make the venue sound appealing, like ‘outstanding value’ and positive adjectives ‘fantastic’ and ‘welcome’. It has short sentences to grab the reader’s attention like ‘only £14.95’ and ‘bargain’ and ‘value’. This makes it seem like a good deal so it will attract people.

7. The adverts in Doc 3 include positive comments and words so people will want to go their venue. They want to make it sound good e.g. ‘luxurious’ and ‘spacious’. There are diner’s comments but they only say positive things and their own opinion [Best food I’ve ever tasted], not negative things from people who didn’t like their meal because this might put people off. This is why it is important to know if the advert is bias as you might think it is all true and their might be bits they want to keep from you.
## Level 2 Reading Task Commentary

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| 1        | 3            | 1            | **Standards:** 2R1 identify the purposes of the texts.  
**Mark commentary:** the candidate has made a general comment about documents 1 and 2, and not indicated precisely what the information given to the volunteer is. The reference to document 3 states what is being advertised and why. 1 mark is given.  
**Learning tips:** candidates need to refer to each document separately and to indicate clearly about what the reader is being informed, advised etc. |
| 2        | 3            | 2            | **Standards:** 2R1 utilise relevant information.  
**Mark commentary:** the candidate has identified ‘log fire’ as an example of traditional, and added the definition at the end of the response. 2 marks have been awarded.  
**Learning tips:** candidates need to distinguish between the definition and the examples. The correct number of examples should be included. Some candidates include information that is not in the source documents. |
| 3        | 4            | 2            | **Standards:** 2R2 read and summarise information and ideas.  
**Mark commentary:** the candidate has commented on Leticia’s views and Gladys’s views about the singers, but not compared them. 2 marks have been awarded.  
**Learning tips:** candidates need to indicate how the views given differ or are similar, rather than simply stating them. Indicators like ‘whereas’, ‘however’, ‘on the other hand’, help candidates to explain this. Effective responses compare each view explicitly throughout the answer, rather than separating the views into two paragraphs. |
| 4        | 4            | 3            | **Standards:** 2R2 read and summarise information from different sources; considered suitable responses.  
**Mark commentary:** the response includes information from the hotel’s advertisement as well as Fred’s and Eileen’s comments. Information is relevant. The candidate has compared Fred’s views, ‘he didn’t agree’ and ‘staff were unfriendly’, and indicated the contrast with ‘however’. Comments on Eileen’s views are stated, without comparison or comment. There is sufficient detail for 3 marks to be awarded. |
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<td><strong>Learning tips:</strong> to achieve full marks, all views need to be included and explicit comparison needs to be made. Weak responses are incomplete, perhaps referring to one comment, or include too little information.</td>
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| 5        | 3            | 2            | **Standards:** 2R3 comment on how meaning is conveyed and detected points of view, implicit meaning and/or bias.  
**Mark commentary:** the candidate has selected one venue and given several reasons taken from document 3. Personal opinion has been included. To achieve full marks, the response needs to refer to other documents and to indicate why the other venues were not selected. 2 marks were awarded.  
**Learning tips:** responses need to include several reasons and to give clear reasons for the choice. |
| 6        | 4            | 2            | **Standards:** 2R3 comment on how meaning is conveyed and detected points of view, implicit meaning and/or bias.  
**Mark commentary:** the response to document 1 describes the content rather than the style, so no marks were awarded. The response to document 2 identifies persuasive techniques, including positive adjectives and short phrases for effect. Examples are also given. 2 marks were awarded.  
**Learning tips:** candidates need to distinguish between style and content. Several techniques and examples of each one mentioned should be given. Candidates should avoid vague, general comments such as ‘good words’, ‘posh style’ or ‘it’s written in an interesting way.’ |
| 7        | 4            | 3            | **Standard:** 2R3 comment on how meaning is conveyed and detected points of view, implicit meaning and/or bias  
**Mark commentary:** the response focuses on one document, which is acceptable, and identifies two forms of bias: the positive language and the diners’ comments. Examples of both techniques are included. 2 marks were awarded. The candidate also answers the second part of the question by explaining why bias is important to the reader. 1 mark was awarded.  
**Learning tips:** candidates need to ensure that all parts of the question are answered. Weaker candidates tend to give too much information about each point, or repeat a point. Enough detail needs to be included for the candidate to achieve full marks. |
Spelling, punctuation and grammar are not taken into account in Reading Tasks.

The candidate has demonstrated sufficient competency to be awarded 15 marks out of 25, which indicates a pass in this component.
YOU NEED

- These tasks.
- An answer booklet.
- A pen with black ink OR access to a computer and printer to print out your responses which should be firmly attached to your answer booklet.

You may use a dictionary and spell/grammar check facilities but you must not ask anyone to help you.

INSTRUCTIONS TO CANDIDATES

- Do NOT open this task booklet until you are told to do so by the supervisor.
- Make sure your personal details are entered correctly in the answer booklet.

YOU HAVE 55 MINUTES TO COMPLETE THE WRITING TASKS

- Write your answers in the answer booklet provided or attach your print outs to your answer booklet before handing them in.
- If you use extra paper, make sure that it has your name and candidate number on it and is securely attached to your answer booklet.
- When you have finished, hand your answer booklet to the supervisor.
WRITING TASKS (34 marks)

You have 55 minutes to do tasks A and B below.

For both tasks, remember to write in sentences, using accurate spelling, punctuation and grammar. Allow time to check your work.

Writing Task A (21 marks)

SCENARIO

In your spare time you help out at Somerville Care Home and you and a colleague have been asked to help organise the annual winter outing and meal for residents. Jo Wilkinson, the Manager, has asked you to write a formal report giving feedback on last year’s event, detailing possible venues for this year’s event and recommending your choice, with reasons.

Your colleague, Jon, has done some preparation for the outing but has now gone on holiday. He has left notes to help you write the report (see below).

This year’s Winter Outing - notes

- For 21 residents - aged 69-93
- We will pay max £15 per person
- Last year’s venue - Hawthorn Hotel
- Transport available Sat 5th December & Mon 14th December only
- Six staff going + two volunteers
- One lady has guide dog; two others use wheelchairs
- Visited 6 places - narrowed down to three
- Robbo’s Bar & Grill - lively, modern restaurant, meal £13.95 per head, max 33 people, free disco, v.popular and reviews say excellent value for money
- Hawthorn Hotel - £14.95 per head, can cater for up to 50 people, reviews say it’s v.traditional with carol singing
- Brunt Hotel & Spa - largest hotel in Purton, up to 80 people, £14.95 per head (discounts for groups of 20+), old fashioned sing-a-long, old building with lots of charm (and stairs!), reviews talk about good service
- Comments made by residents at recent meeting:
  - Best day of year - get to meet everyone and have good chat. Food and service at Hawthorn Hotel not great.
  - Loved the carol singing. Service was a bit slow but gave more time to talk. Some people just like to moan.
  - Venue last year was cold, as was food. Need something a bit more modern with better service.

Write the formal report as requested by Jo Wilkinson.

You should spend approximately 35 minutes writing this report.

Remember to write in sentences, using accurate spelling, punctuation and grammar.
Writing Task B (13 marks)

SCENARIO

You are a volunteer at Somerville, a local care home for the elderly. The residents are going on a theatre trip next week and you have been asked to help organise transport. You have been given the following note by your manager.

Theatre visit – coach needed urgently!

I’ve had a quote from Jim Meadows at County Coaches which is slightly higher than we had budgeted for – especially now our budget has been cut. The residents like Jim – he’s always reliable and his quote is actually the lowest we’ve had, but it is still too much!

I need you to persuade Jim to drop his price. Remind him it’s for old people. Do what you can – you know the sort of thing to say – get the best price you can by the end of tomorrow. If he can’t get a price we can afford, we’ll have to cancel the trip and lose the deposit we’ve paid for the theatre tickets as well.

Just to confirm – coach required for 28 people next Tuesday from Somerville to the Grand Theatre, Kirton. The play starts at 7.30pm but we’ll need at least 30mins to get all the residents seated. Two of our ladies use wheelchairs, one has a guide dog and a few others have mobility problems.

Write an email to Jim Meadows (countycoaches@biz.coz) to try and persuade him to reduce the cost of coach hire for the residents’ theatre trip.

You should spend approximately 20 minutes writing this email.

Remember to write in sentences, using accurate spelling, punctuation and grammar.
Report on a Winter Outing

Purpose of the report:

This report is to give feedback on last year’s event, to detail possible venues for this year and to give my recommendation.

Key factors to consider

- There will be 21 residents ages between 69 and 93
- Maximum allowance is £15 per person
- Transport will be available on Sat 5th Dec and Mon 14th Dec
- One lady has a guide dog and two others use wheelchairs

There was mixed feedback from residents about last year’s venue.

Last year Alice said she liked the singers, but said it didn’t offer anything special. Fred’s food was cold and his vegetables were hard. He had to wait for an hour for his pud. Desmond’s food was freshly cooked. He disagreed that the service was too slow. He said some people just like to moan. Eileen complained about feeling cold and says they should have had central heating. Leticia thoroughly enjoyed the carol singing, commenting that it was wonderful to join in with the old favorites, whilst Gladys thought the names for the food were posh.

The Hawthorn Hotel is not a good choice for this year’s winter outing for the residents of Somerville Care Home.

Recommendations

Robbo’s Bar and grill is a possibility as it has excellent reviews, particularly for value for money which is an important consideration for us. Although it has a seasonal party, the meal is a buffet which might not be suitable for our residents. Also, it has a DJ and a disco for dancing. This is not what the residents want. In conclusion, I think Brunt Hotel and Spa is the best choice. It is less than £15 per person and there’s a discount. It offers old-fashioned hospitality and the best of the old and the new. It has a sing-along. The stairs might be a problem, though.

By Sam Winterbourne
To: Jim Meadows

From: Ali Jones

Thank you for your quotation to take residents of Somerville Care Home to the Grand Theatre in Kirton next week. As you know, this theatre trip is a very special annual event for our residents and we are determined to maintain our reputation for providing our residents with high quality social experiences. We firmly believe that this is crucial for our residents, especially those who have mobility difficulties. Jim, you are so popular with us all. Who can forget your amazing impromptu sing-along to 'Mama Mia' last year on the way home? Jim, our residents will be devastated if the trip cannot go ahead. Unfortunately, our budget cuts mean that your quotation is just a little more than we hoped to pay. I'm sure that you care as much about the residents as I do and will be able to give us a slightly more favourable rate. We all hope so. As a quick reminder, we need to reach the theatre in Kirton next Tuesday no later than 6.45 and we need space for the two wheelchairs and Molly, Margaret's guide dog. I look forward to hearing from you with a new quotation and sincerely hope that I won't have to break the dreadful news to the residents that the long-awaited trip will be canceled.
Write the formal report as requested by Jo Wilkinson.

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| 2W1                   | 4            | 3            | Standards: Candidate has presented ideas effectively, including effective paragraphing.  
Mark commentary: There is a clear opening together with recommendations at the end. Paragraphs are used but not effectively throughout. The conclusion, for example, should be in a separate paragraph.  
Learning tips: weak responses contain insufficient detail or information. Answers are narrative, often including personal comments or information that is not found in the source material. Paragraphs may be used, but do not aid clarity, or may be left out altogether. |
| 2W2                   | 3            | 2            | Standards: Candidate has used spelling accurately.  
Mark commentary: There are some spelling errors, such as *anything*, *favourites*, *vegetables*, *excellent and there's*, although words from the question paper and those with regular patterns are spelt correctly.  
Learning tips: inaccuracies include confusion of homophones, especially 'their/there/they're, your/you’re, to/too; use of 'ley' instead of 'ly'; and miscopied words from the source documents. |
| 2W3                   | 3            | 2            | Standards: Candidate has used punctuation effectively.  
Mark commentary: There are numerous errors in the use of the apostrophe. |
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<td><strong>Learning tips:</strong> the apostrophe, especially of possession, is used incorrectly or omitted; full-stops and commas are used incorrectly or omitted; capital letters for proper nouns are omitted; ‘i’ is used instead of ‘I’.</td>
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<tr>
<td>2W4</td>
<td>3</td>
<td>3</td>
<td><strong>Standards:</strong> Candidate has used grammar accurately. <strong>Mark commentary:</strong> There are occasional errors, such as <em>should of</em>, but these appear to be atypical. <strong>Learning tips:</strong> errors include inconsistency of tense, or incorrect subject/verb form, especially ‘we was’; missing verbs in sentences, and clauses used incorrectly in complex sentences.</td>
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<td>2W5</td>
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<td><strong>Standards:</strong> Candidate has used an appropriate formal report format. <strong>Mark commentary:</strong> The report contains an appropriate heading as well as sub-headings and bullet points. <strong>Learning tips:</strong> errors include using mixed formats, such as reports beginning with a heading but ending with ‘Yours faithfully’. Few reports contain a heading, side-headings and other formatting such as bullet points. Letters often contain only one address and the date is omitted.</td>
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<td>2W6</td>
<td>4</td>
<td>3</td>
<td><strong>Standards:</strong> Candidate has used an appropriate style and tone. <strong>Mark commentary:</strong> The report is generally convincing, but has omitted some important details and lacks fluidity in places. Inappropriate informality is used occasionally, such as ‘pud’ and ‘posh’ and the material from the documents towards the end is not used effectively. The report lacks a sufficiently convincing ending. <strong>Learning tips:</strong> answers need to be long enough to include all the necessary information and to ensure that responses are persuasive and fully engage the reader. A formal tone is required.</td>
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Overall: the candidate has presented relevant information sufficiently accurately and appropriately for the report to be functional. A mark of 17 out of a possible mark of 21 makes this response to be in the pass range for this part of the writing component.
Write to your chosen venue, as requested by Jo Wilkinson.

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| 2W1                   | 3            | 1            | **Standards:** Candidate has presented ideas effectively, including effective paragraphing.  
**Mark commentary:** Although the response contains sufficient detail, it is not paragraphed.  
**Learning tips:** paragraphs need to be used at Level 2 to structure the content and to aid clarity. |
| 2W2                   | 2            | 1            | **Standards:** Candidate has used spelling accurately.  
**Mark commentary:** Simple words and those in the source documents are spelt correctly, but there are several incorrect spellings of irregular and complex words.  
**Learning tips:** words used in the source documents need to be copied correctly. Commonly used words as well as irregular or complex words should be correct. Confusion frequently occurs between their/there/they’re; weather/whether etc. Common errors include ‘buisness’, ‘extreamley’, ‘writting’, complained’, ‘definately’, ‘intrested’. |
| 2W3                   | 2            | 2            | **Standards:** Candidate has used punctuation effectively.  
**Mark commentary:** A range of punctuation is used accurately.  
**Learning tips:** candidates need to demonstrate understanding of the criteria for punctuation at Entry Level and Level 1 as well as the criteria for Level 2. Proof reading is needed to ensure consistent use of punctuation marks, especially capital letters. Candidates need to demonstrate competency, so excessive use of lists and bullet points can be problematic. |
| 2W4                   | 2            | 2            | **Standards:** Candidate has used grammar accurately.  
**Mark commentary:** although there is an error [‘residents
wasn’t ‘], this is untypical of the answer, so the mark has been awarded.

**Mark commentary:** Grammar has been used accurately.

**Learning tips:** frequent errors include inconsistency of tense, mainly between past and present, verbs omitted, and unclear or incorrect use of clauses.

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<tr>
<td><strong>Standards:</strong> Candidate has used an appropriate formal report format.</td>
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<td><strong>Mark commentary:</strong> There is no suitable title or subject to the email.</td>
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<td><strong>Learning tip:</strong> all formatting features are needed for full marks. Most candidates include some, but few gain full marks. Candidates need to know the differences between various types of documents, including letters, articles, e-mails and reports.</td>
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<td><strong>Standards:</strong> Candidate has used an appropriate style and tone.</td>
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<td><strong>Mark commentary:</strong> Sufficient attempt has been made to be persuasive and the task is fit for purpose.</td>
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<td><strong>Learning tip:</strong> responses need to include all necessary details and facts from the source documents to make the document functional. The appropriate tone and style, particularly persuasive techniques and clear, convincing explanations, need to be used. Responses, therefore, need to be long enough for these to be effectively assessed.</td>
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The candidate has achieved sufficient competency to be awarded 9 marks out of 13 which is likely to be in the pass range.
The documents in this booklet are for Level 2 Reading. You will need the documents in this booklet to help you answer the Reading tasks. Spend about 5-10 minutes reading the documents carefully. Then turn to the Task Booklet.
CARECO
(CARE FOR THE COMMUNITY)
24 BROAD STREET
PURTON
SURREY
PU3 3QA

10 October 2008

Dear Volunteer

As you may be aware, we at CareCo arrange and pay for a winter outing and meal for the residents of Somerville Care Home each year. For many of the residents at Somerville this is the only time they all go out together. I know that you already give a great deal of your time to Somerville. However, I would be very grateful if you could investigate possible venues for this year’s event and produce a report for the Board of Trustees of the Home on the suitability of these venues, together with a recommendation as to your preferred one.

At a recent residents’ meeting, the Care Home Manager asked for views on last year’s event and she has sent an extract from the minutes of that meeting so you can see what the residents thought of last year’s venue, The Hawthorn Hotel. I hope you find it useful.

I realise that we won’t be able to please everyone but I am really keen that we meet their expectations as much as possible and give them what they want. Therefore, I am sending you an advertisement feature from the local paper with possible venues, to help you choose a good place. Do remember that we can’t spend more than £15.00 per head, though!

Although we hope the residents will enjoy the food, please remember that, most importantly, this event is an opportunity for them to mix with the wider community and to recall old times – so it is often the highlight of their year. In addition, it is one of CareCo’s oldest and most long-established activities.

Please complete your report and send it to me for checking by next Monday. Please also write to your chosen venue to make a provisional booking. Explain about CareCo’s requirements and try to persuade them to give us a discount! You will be helping to make the residents’ outing really special.

Yours faithfully

Jo Wilkinson
Manager
SOMERVIILLE CARE HOME

Minutes of Residents’ Meeting (Extract). 1st October 2009
Item 7 – Winter Outing

7.1 Malina Kaur (Care Home Manager) announced that CareCo was again organising this year’s Outing and that it would take place on 16th December. Jo Wilkinson from CareCo has asked that all residents attending the meeting provide views as to the success, or otherwise, of last year’s event and whether people thought a return to the Hawthorn Hotel would be welcomed. There then ensued a rather lively debate with several residents expressing their views.

7.2 Below is a representative sample of these views:

- I spent the whole year looking forward to our winter outing and meal. We’ve been to the Hawthorn Hotel for the last few years and the singers are always good. However, it’s the only time we get away from the same old food at Somerville and so the quality of the dinner is crucial and Hawthorn Hotel just doesn’t deliver anything special. Let’s try somewhere better this year. (Alice)

- Sitting at a long table meant I couldn’t talk to all my friends, which is what it’s all about. The whole day was very impersonal, with unfriendly staff, and the traditional food was nothing to write home about. My food was cold and the vegetables were far too hard. Worst of all was waiting nearly an hour for a tiny piece of plum pudding! (Fred)

- I love the old traditions! The singers were the highlight for me! So nice to meet such lovely young children. Social side far more important than the food! (Letitia)

- Everyone was so helpful! I know some complained about the slow service but the food was freshly cooked and we had lots of time for a good chat, even if it was a bit cold when it came. It was lovely to get out and be treated so kindly by everyone. Wherever we go, some people just want to have a moan! (Desmond)

- They said it was traditional and they were right. The place looks and feels as though it’s still stuck in the 1950s. The log fire might be attractive but haven’t they heard of modern inventions like central heating? It was so cold we didn’t even feel like talking – What a waste (Eileen)

- I hate it when everyone treats you like a child. I can put gravy on my own food and resent staff shouting at me as if everyone over 70 must be deaf! The restaurant was pretentious. When did you last call mashed potato, ‘creamed pommes de terre drizzled with Channel Island butter’? However, the food was ok. It would just be nice to be treated like a human being! And PLEASE, can we have some singers next time who can keep in tune – not just kids looking sweet! (Gladys)

7.3 Malina thanked everyone for their contributions and said she would pass on their comments to CareCo. An announcement on the venue for this year’s outing would be made by the end of October.
Where to go for a warming winter meal this year

Robbo’s Bar & Grill

Enjoy your Seasonal party in luxurious surroundings.

Full seasonal dinner buffet. Free gifts and lively disco – all for £13.95 per head (evenings only).

Two-course seasonal dinner buffet, with all the trimmings, and our resident DJ for only £10.95 per head (lunchtimes only).

Save the chat for the office – come here to dance, not talk!

Book early to avoid disappointment!

Diners’ views

‘We really enjoyed our office party – it was loud, lovely and fun. Who wants singers when KP’s disco is going’!

‘Very enjoyable in modern, friendly surroundings with excellent food. Got a bit noisy towards midnight but who cares? It only happened once a year.’

72 High Street, Purton, OC2 3JG
robbo@thebarandgrill.co.uk

The Hawthorn Hotel

Remember the winters of your childhood? A warm welcome awaits you with traditional winter fayre in a traditional setting for parties of any size, small or large. We will meet your needs!

In this cold season, you can enjoy your lunchtime meal beside our welcoming log fire while listening to singers from the local primary school.

Outstanding value – 3 courses for £14.95!

• Friendly staff
• Christmas decorations
• Free crackers

Once you’re here, we do everything for you!

Diners’ views

‘It really did feel as if I’d gone back in time. This is how traditional winter should be: good food, good service, good time’!

‘Forgot all the hustle and bustle of modern life and just drifted along. A wonderful three hours’!

124 – 126 Middle Road, Purton, OC4 6PR
bookings@hawthorn-hotel.co.uk
Where to go for a warming winter meal this year

The Brunt Hotel & Spa

Porton’s largest and best known hotel, serving the people of Porton for over 100 years.

Festive value – enjoy a traditional 3-course dinner, followed by a sing-along with local singers, for only £14.95*.

Open all day, Tuesday to Sunday inclusive. Our spacious dining room can seat up to 50 people.

We combine the best of the old and new – good food, seasonal fayre, old-fashioned hospitality with all the modern comforts. Log fire, central heating, prompt service.

*Discounts available for parties of more than 20.

Diners’ views

‘I was surprised by just how good The Brunt Hotel was. I didn’t realise places like this still existed but at prices that I could afford. Everything it said in the ad was true – only more so! If you’ve never been, go this winter. I’ll certainly be back next year!’

‘This wouldn’t be everyone’s cup of tea but if you want superb food and excellent service, come here. Everything was fresh and piping hot but we never felt rushed. Friendly staff who weren’t too pushy and seemed to enjoy working there.’

Brunt House, Dale Road, OC6 9PS
info@brunt-hotel-spa.co.uk

Ravi’s Restaurant

Porton’s trendiest eating house serving authentic Indian food.

A bargain £19.95 per head for a 3-course dinner (vegetarian options available). Price includes free entry to our competition* with fantastic prizes!

Individualised entertainment available at minimal extra cost. What would you like – romantic violinist, singers, karaoke? We can organise it for you.

* only available at weekends in December.

Diners’ views

‘I was a bit worried when we learned that our annual staff dinner was going to be here – I thought it would be too trendy. But it was fantastic and so nice not to have to put up with the usual nuisances of singers, crackers and silly games.’

‘Expensive but worth it! Wonderful food! Best food I’ve ever tasted!’

56 Askins Street, Perton, OC3 5RR
enquiries@ravirestaurant.co.uk
Specimen Mark Scheme

The maximum mark for the Reading paper is [25].
The maximum mark for the Writing paper is [34].
### Reading (25 marks)

<table>
<thead>
<tr>
<th>Q.</th>
<th>M/S Ref</th>
<th>Description</th>
<th>Type of Response</th>
<th>Mark allocation</th>
<th>Total marks</th>
</tr>
</thead>
</table>
| 1  | 2R3     | Candidate has identified purposes eg Doc 1:  
|     |         | a) to ask for a report recommending a venue for the outing OR  
|     |         | b) to give information to the volunteer on what is required  
|     |         | Doc 2:  
|     |         | d) to give feedback on last year's event OR  
|     |         | e) to inform the reader about residents' views  
|     |         | Doc 3:  
|     |         | f) to advertise venues for seasonal meals OR  
|     |         | g) to persuade people that they should have their meal at these venues  
|     |         | | Closed | 1 |
| 2  | 2R1     | Traditional means old-fashioned / from the past / long-established OR what everyone expects.  
|     |         | Examples:  
|     |         | a) log fire  
|     |         | b) singers  
|     |         | c) three-course meal  
|     |         | e) games  
|     |         | | Closed | 1 |
| 3  | 2R2     | Candidate has compared the views of Leticia and Gladys on singing:  
|     |         | • some identification of Leticia's views or Gladys's views but no comparison  
|     |         | • some identification of Leticia's and Gladys's views but little comparison  
|     |         | • reasonable comparison of the two views though at times implicit (eg by juxtaposing related points. For example, Leticia likes meeting children. Gladys says she doesn't just want kids looking sweet.)  
|     |         | • good and explicit comparison of the two views including specific examples from each (eg both Leticia and Gladys appear to enjoy singing. However, for Leticia the most important thing is that it involves children, whereas for Gladys the quality of the singing is the most important aspect.)  
<p>|     |         | | Open | 4 |</p>
<table>
<thead>
<tr>
<th>Q.</th>
<th>M/S Ref</th>
<th>Description</th>
<th>Type of Response</th>
<th>Mark allocation</th>
<th>Total marks</th>
</tr>
</thead>
</table>
| 4  | 2R2    | Candidate has compared the information given by the hotel on ‘a warm welcome’ (Doc 3) with Fred and Eileen’s experiences last year:  
   - some identification of the info given by the hotel or some identification of Fred and/or Eileen’s views  
   - some identification of info given by the hotel and some identification of Fred and Eileen’s views but no comparison  
   - reasonable explanation of a range of views expressed, though at times the explanation is implicit (eg by juxtaposing related views from both documents)  
   - good and explicit comparison of all views including specific examples from each document. | Open | 1 2 3 4 | 4 |
| 5  | 2R5    | Candidate has selected one of the four possible venues for the winter outing together with valid reasons:  
   - venue selected with only one reason from the source documents  
   - venue selected with several reasons given, some of which may be personal opinion  
   - venue selected with several reasons given both from the documents and/or personal opinion and some mention of why other venues rejected | Open | 1 2 3 | 3 |
| 6  | 2R4    | Doc 1:  
   - use of persuasive language relating to importance of the outing for residents  
   - language used to get reader on her side eg. please, as you may be aware etc.  
   - exclamation marks to emphasise points  
   - empathy, ‘I realise that we...’  
   Doc 3:  
   - active verbs eg. enjoy, remember  
   - appealing to shared cultural images eg. winters past  
   - short, sharp phrases/sentences to get attention  
   - use of words such as ‘only’ and ‘bargain’ highlight value for money | Open | 1 1 1 1 Max 2 | 4  

Max 2
<table>
<thead>
<tr>
<th>Q.</th>
<th>M/S Ref</th>
<th>Description</th>
<th>Type of Response</th>
<th>Mark allocation</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2R4</td>
<td>Candidates may focus on one document, or on more than one</td>
<td>Open</td>
<td>1</td>
<td>1</td>
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<td></td>
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<td>Doc 1:</td>
<td></td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>only gives 1 person’s point of view</td>
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<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>has vested interest in showing how much they care</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>persuading someone to do work for her</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc 2:</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>gives range of views but each is biased and personal</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>says ‘representative’ but no evidence (eg total number of responses)</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>forceful language eg ‘what a waste’</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doc 3:</td>
<td></td>
<td>1</td>
<td>Max 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>actually 4 adverts, each very biased and overtly advertising that establishment eg outstanding, we do everything, luxurious</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>only gives positive views (no negatives)</td>
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<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Support given by ‘impartial diners’</td>
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<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Explanation of why bias is important (eg to persuade the reader to view the venue in a positive light, only deals with one side/aspect etc)</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Note to markers:**

- where a candidate does not meet the minimum required for the award of 1 mark, 0 marks should be awarded. This applies to all mark scheme references.
- accept other valid points not identified in the mark scheme but which occur within the source documents.

**Total marks for Reading = 25 marks**
## Functional Skills English – L2 SAMs Mark Scheme – Writing (34 marks)

### Writing – Task A (21 marks)

<table>
<thead>
<tr>
<th>M/S Ref</th>
<th>Description</th>
<th>Marks</th>
<th>Total marks</th>
</tr>
</thead>
</table>
| 2W1     | Candidate has presented ideas and information effectively, including effective paragraphing:  
- some organisation but no paragraphs and/or lacks detail  
- evidence of effective organisation, ie clear beginning, middle and end, but may not be paragraphed.  
- effective organisation of material, paragraphs are used but not always to full effect.  
- a well crafted response, with paragraphs used for deliberate effect. | 1, 2, 3, 4 | 4 |
| 2W2     | Candidate has used spelling accurately:  
- most simple words and words occurring in the source documents and question paper are spelt correctly.  
- most words with complex but regular patterns are spelt correctly.  
- virtually all spelling, including that of irregular words, is correct. Any errors stand out as atypical or ‘one-off’ slips. | 1, 2, 3 | 3 |
| 2W3     | Candidate has used punctuation accurately:  
- full stops, question marks and capital letters used accurately to demarcate sentences most of the time.  
- capital letters used consistently and accurately for proper nouns and the personal pronoun. Commas used to aid understanding.  
- virtually all punctuation, eg commas, apostrophes and inverted commas, is correct. Any errors stand out as atypical or ‘one-off’ slips. | 1, 2, 3 | 3 |
| 2W4     | Candidate has used grammar accurately:  
- subject/verb agreement mainly accurate but some confusion of pronouns, inconsistency of tense.  
- use of tense and syntax mostly accurate but with occasional errors.  
- virtually all grammar is accurate. Any errors stand out as atypical or ‘one-off’ slips. | 1, 2, 3 | 3 |
| 2W5     | Candidate has used an appropriate formal report format, to include  
- a heading  
- a heading and one sub-heading  
- a heading and appropriate sub-headings  
- a heading, sub headings and other structural features (eg bullets, progressive indentation, numbering, paragraphs). | 1, 2, 3, 4 | 4 |
| 2W6     | Candidate has used an appropriate style and tone:  
- some attempt at balance and/or persuasion but inappropriate style and tone.  
- some attempt at balance and/or persuasion though some inconsistencies in style and tone - minimally convincing.  
- persuasive and/or convincing but either lacks detail or does not actively engage the reader.  
- fully persuasive/convincing and fit for purpose - actively engages the reader. | 1, 2, 3, 4 | 4 |

**Total available for writing Task A**  
21 21
## Task B – 13 marks

<table>
<thead>
<tr>
<th>M/S Ref</th>
<th>Description</th>
<th>Marks</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2W1</td>
<td>Candidate has presented ideas and information effectively, including effective paragraphing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• material is organised to aid clarity and fitness for purpose but may not be paragraphed and/or insufficient detail.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• overall evidence of effective organisation – clear beginning, middle and end. Paragraphs are used but not always to full effect.</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>• effective organisation of material to suit purpose of text. Paragraphs used effectively and with deliberation – a well crafted response.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2W2</td>
<td>Candidate has used spelling accurately:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• spelling of simple words and those with complex but regular patterns is usually accurate. Words occurring in the source documents and question paper are spelt correctly.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• virtually all spelling, including that of irregular words, is correct throughout. Any errors stand out as untypical or ‘one-off’ slips.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2W3</td>
<td>Candidate has used punctuation accurately:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• full stops and capital letters accurately used to demarcate sentences. Commas in lists used to aid understanding where appropriate.</td>
<td>1</td>
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<tr>
<td></td>
<td>• a range of punctuation including commas, apostrophes and inverted commas is used correctly. Any errors stand out as untypical or ‘one-off’ slips.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2W4</td>
<td>Candidate has used grammar accurately:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• overall accurate but with some errors – eg confusion of pronouns, inconsistency of tense</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• mostly grammatically accurate with accurate subject/verb agreement, accurate and consistent use of tense with occasional errors. Any errors stand out as untypical or ‘one-off’ slips.</td>
<td>2</td>
<td></td>
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<tr>
<td>2W5</td>
<td>Candidate has used an appropriate email format, to include</td>
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<td></td>
<td>• to and from</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• to, from, subject and/or date</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2W6</td>
<td>Candidate has used an appropriate style and tone:</td>
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<tr>
<td></td>
<td>• some attempt at balance or persuasion but inconsistencies and inappropriate style and tone.</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>• overall persuasive and fit for purpose and actively engages reader.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total available for writing Task B</strong></td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

**Note to markers:** where a candidate does not meet the minimum required for the award of 1 mark, 0 marks should be awarded. This applies to all mark scheme references. Maximum marks for M/S reference are shown in bold.
### Functional Skills English

**Assessor’s Observation Record: Level 2 - Group Discussion (Between 3 and 5 people)**

<table>
<thead>
<tr>
<th>Centre name</th>
<th>Centre no.</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Candidate name</th>
<th>Candidate no.</th>
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</table>

### ASSESSMENT DECISION

(Centre assessor to record: assessor questions, candidate activity, observations and responses in the **Assessor Observation Evidence** section of this record, to support the assessment decision.)

<table>
<thead>
<tr>
<th>AC</th>
<th>The candidate can:</th>
<th>AC achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td><strong>The candidate can:</strong></td>
<td></td>
</tr>
<tr>
<td>2.S.1</td>
<td><strong>Consider complex information and give a relevant, cogent response in appropriate language.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessor guidance: Candidate listens to and considers complex information and gives responses in a relevant, cogent way using appropriate language, e.g. in a group discussion about how specific skills or personal attributes lead to success in a career.</td>
<td></td>
</tr>
<tr>
<td>2.S.3</td>
<td><strong>Adapt contributions to suit audience, purpose and situation.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessor guidance: Candidate adapts the frequency, length and level of detail of their own contributions to suit different people in the group, or any change in the direction of the topic and the direction/flow of the discussion.</td>
<td></td>
</tr>
<tr>
<td>2.S.4</td>
<td><strong>Make significant contributions to discussions, taking a range of roles and helping to move discussions forward.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessor guidance: Candidate makes significant contributions to discussions, taking on a range of roles (e.g. facilitator, timekeeper, innovator etc.) and intervenes on more than one occasion to move the discussion forward, using words and phrases that maintain the flow and forward momentum of the discussion.</td>
<td></td>
</tr>
</tbody>
</table>

Continued....
### ASSESSOR OBSERVATION EVIDENCE

<table>
<thead>
<tr>
<th>AC</th>
<th>Centre assessor to record: assessor questions, candidate activity, observations and responses in this section, to support the assessment decision</th>
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</thead>
<tbody>
<tr>
<td>2.S.1</td>
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</tr>
<tr>
<td>2.S.3</td>
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<tr>
<td>2.S.4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre assessor name (print)</th>
<th>Centre assessor signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Candidate:**
I confirm that the evidence provided is the result of my own work.

<table>
<thead>
<tr>
<th>Candidate signature</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Internal moderator name (print) (if sampled)</th>
<th>Internal moderator signature</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
<th>Examiner moderator signature (if sampled)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
### ASSESSMENT DECISION

(Centre assessor to record: assessor questions, candidate activity, observations and responses in the Assessor Observation Evidence section of this record, to support the assessment decision.)

<table>
<thead>
<tr>
<th>AC</th>
<th>The candidate can:</th>
</tr>
</thead>
</table>
| 2.S.2 | **Present information and ideas clearly and persuasively to others.**  
Assessor guidance: Candidate speaks clearly and persuasively to present information and ideas to others, e.g. by saying, ‘Poverty can have a very negative effect on a person's health, psychological well-being and put stress on their personal relationships’. |
| 2.S.3 | **Adapt contributions to suit audience, purpose and situation.**  
Assessor guidance: Candidate adapts the frequency, length and level of detail of their own contributions to suit different people in the group, or any change in the direction of the topic and the direction/flow of the discussion, e.g. by adapting the style of delivery and pace in response to audience needs. |
# Functional Skills English

## Assessor’s Observation Record: Level 2 – Presentation

### ASSESSOR OBSERVATION EVIDENCE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.S.2</td>
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<tr>
<td>2.S.3</td>
<td></td>
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<table>
<thead>
<tr>
<th>Centre assessor name (print)</th>
<th>Centre assessor signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I confirm that the evidence provided is the result of my own work.</td>
<td>Candidate signature</td>
<td>Date</td>
</tr>
<tr>
<td>Internal moderator name (print)</td>
<td>Internal moderator signature</td>
<td>Date</td>
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<tr>
<th>Pass</th>
<th>Fail</th>
<th>Examiner moderator signature (if sampled)</th>
<th>Date</th>
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OCR Level 2 Assessor Observation Record  4              April 2016