

**PASS
FUNCTIONAL
SKILLS**

English Cheat Sheet Level **2** Functional Skills

There are

3

sections to your

Functional Skills Level 2 English Qualification

1 **Reading**

Time: 1 hour

Total Marks: 30

Key Skills: Reading comprehension, comparison, and information extraction.

2 **Writing**

Time: 1 hour

Total Marks: 60

Key Skills: Choosing the correct style and register for the audience and purpose. Writing accurately and coherently.

3 **SLC (Speaking, Listening and Communicating)**

Time: Between 1-2 hours

Total Marks: Pass or Fail (10 criteria met)

Key Skills: Speaking clearly and logically, understanding others' ideas, responding and contributing to a conversation and questions appropriately.

TICKET ADMITS ONE

You must pass
all three
of these sections to earn
the **qualification**.



Note: The above timings/marks are based on Open Awards exams

Reading

You have opened your exam paper.

What do you do **next**?

1. **Read** through **all** of the **questions** **quickly** so you know what to **look** out for.

2. **Read** the **sources**, keeping the **questions** and the **following** things in mind...

The Source Staircase

1 The Purpose

Think about:

Is the author trying to **persuade**, **inform**, **entertain**, **instruct**, **describe** etc...?

2 The Audience

Think about:

Who is the author **targeting**?
Who are they trying to **reach** and **share** their ideas with?

3 The Key Points

Think about:

What is the author trying to **say**?
What **new** information or **opinions** do they want to leave the reader with?

4 The Bias

Think about:

Does the author have a **particular** viewpoint?
Are they only giving you one side of the story?
Why and **how** might they be doing this?

5 The Language Techniques

Think about:

How has the author used **language** to **shape** the reader's impression?
Are they using **alliteration**, **similes**, **repetition** etc...?

6 The Style

Think about:

Is the text **casual** and **friendly** (informal), or **professional** and **impersonal** (formal)?

7 The Organisational Features

Think about:

How has the author set out the text?
Are there **bullet points**, **boxes**, **highlighted** or **bold text** etc?
What **information** do these features **direct** you to?

Read the Front of Your Exam Paper!

It will tell you **useful things**, including:

1. How **long** your exam **lasts**
2. How to **navigate** the questions
3. Whether or not you can use a **dictionary**
4. The **total amount** of **marks**
5. What **stationery** you need, and **much more!**

Answer All Questions!

If you **run out** of **time** when trying to write an answer **in full**, make sure that you **write down** what you were **going to say** in short to maximise your chances of earning marks!

In some questions, you can earn **one mark** for simply stating something about the text (e.g. 'Yes' or 'No').

Use What You Are Given!

The way the **questions** in your **reading paper** are phrased will give you **clues** on what to **include** in your **answer**.

There are **three key skills** which you will need to **demonstrate** in your **exam**, and **each question** will **test one** of these.

They are to **IDENTIFY**, to **EXPLAIN**, and to **COMPARE**.

Find something in the text

Discuss the reasons for something

Find similarities and/or differences in texts

Distribution of Marks

Where are the **4 marks** in this question?

Question 6

Identify **two** language features used to persuade the reader. Give an example of each feature from the text.

(4 marks)

1st mark is for finding **one language feature** and **correctly labelling it**.
e.g. Hyperbole

2nd mark is for finding an **example of the first language feature** identified.
e.g. 'it took forever!'

3rd mark is for finding a **second language feature**.
e.g. Alliteration

4th mark is for finding an **example of the second language feature** identified.
e.g. 'crunchy and creamy'

Don't worry!

Remember that **not all** questions in your reading exam are worth the **same number of marks**, so manage your time **wisely**.

If you come across a **bigger question** that feels challenging, **don't panic**. Focus on providing a **clear, well-justified answer**.

Use **examples** from the text to **support** your points and **explain** how they **relate** to the **question**.

Writing

Task 1

You have noticed that the new playground in your local park has been attracting many people. However, you have recently seen that some of the equipment has been damaged by misuse and vandalism.

You decide to write an article for your local newspaper to highlight the benefits of the playground, explain how it has brought the community together, and encourage people to respect and care for it.

Write the article.

(30 marks)

You will usually be given two writing tasks...

A **scenario** will be provided to **guide** your response and give you **clues** about what to write.

Pay attention to the **context** it provides, such as the **audience**, to keep your answer **focused** and **relevant**.

Tasks will have **different purposes** and will **require** you to produce various **types of texts**...

So

Make sure you know what to include for **each one**!

Letter

Report

Blog Post

Article

Leaflet

Email

Addresses
Date
Greeting
Sign-Off

Heading
Subheadings
Author name
Date
Quotes
Strapline

Heading/Title
Author name
Subheadings
Numbered list

Heading
Subheadings
Bold text
Contact details
Sections

Heading
Subheadings
Author name
Bold text
Website Address

Subject Line
Sender address
Receiver address
Greeting
Sign-Off

Checking Your Answer

Even if the question doesn't **specifically ask** you to **check your answer**, you should **still review it** to ensure it is **correct** and **fully addresses the question**.

Once you have **finished** a question, **read** through your **answer** to make sure that your **spelling, punctuation** and **grammar** are **accurate**.

Before your exam, focus on **learning** and **practising spelling rules** that you find **challenging**.

Spelling

You should **ALWAYS** check that you have spelled tricky words correctly when **appropriate**.

All questions in the writing paper include **marks** for **accurate spelling**.

You **won't lose marks** for incorrect spelling in the **reading exam**, but it's still important to aim for **clarity**.

Play by the Rules

If you're finding it difficult to **start** your writing exam answers, use some **spare paper** to **roughly plan** what you want to **include**.

Make sure you're **clear** on how to **structure** your text. It's important to match the **organisational features** to the **type of text** required.

Common Spelling Mistakes

Double letters:

Double letters are often **not obvious** when the word is said **out loud**. Make sure you **learn** the **common** ones...
e.g.

Button Degree
Common Tomorrow

Silent letters:

Silent letters are letters in words which are **not pronounced** when they are read **out loud**. They can catch you out when you are **spelling!**
e.g.

Climb Handsome
Echo Write

Hyphenated words:

Hyphens are used to **join two words together**, indicating that they should be treated as **one word**.
e.g.

Short-sighted
User-friendly
Self-esteem

They can also be used to **separate the same vowel**. This makes words **easier to read and pronounce**.
e.g.

Re-enter
Anti-icing
Co-own

Commonly Confused Words

They're

"They're the fairest supervisor"
(they are)

Their

"That is their lunchbox"

There

"Over there"
"There aren't many left"

Of

"Out of all the dogs, he's the best"

Off

"Turn the light off"

Too

"Too many options lead to no choice being made"

Are

"Are you free?"

Our

"Our goal is the same!"

To

"If I go to the shops, would you like anything?"

Maybe

"Maybe I'll go to the shops"

May be

"It may be finished on schedule"

You're

"You're so calm in a crisis"
(you are)

Your

"Your report was excellent"

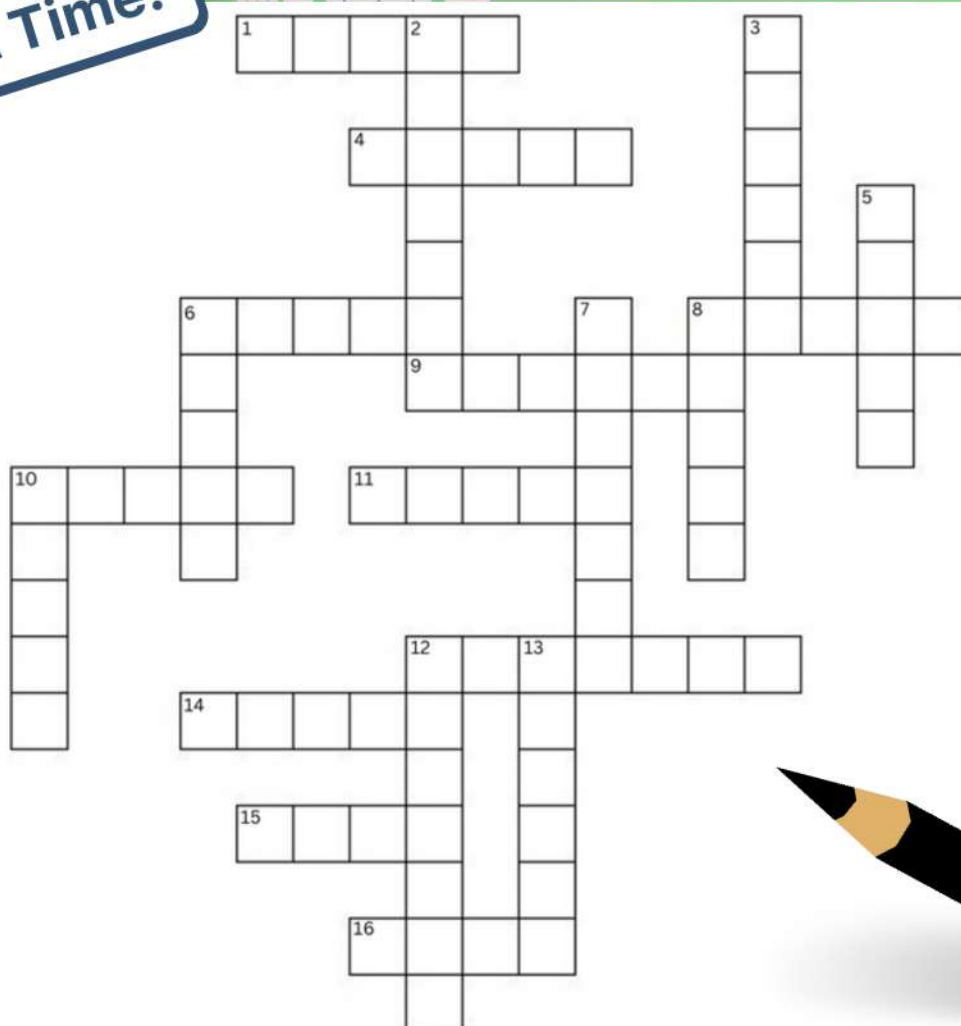
Some words **sound** the **same**, but are **spelled** differently.

These are called
homophones

Try filling in this **crossword** with **homophones** to **test** your
knowledge!

(Answers on the back)

Test Time!



Clues

Across

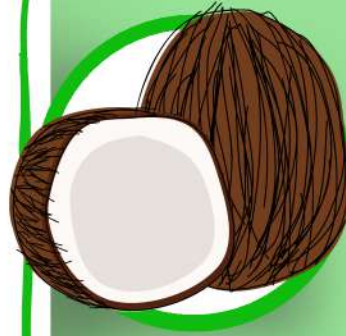
1. To stop or split something into parts
4. Saying something not in silence
6. A type of aircraft
8. To take something without permission
9. A dry, empty area like a barren land
10. A portion or slice
11. A contraction of 'who is'
12. If, or not
14. A possession word which means 'of whom'
15. To arrange to see someone
16. The flesh of an animal and a source of protein

Down

2. To have permission to do
3. To receive
5. Used to slow a vehicle
6. Calmness or tranquility
7. A sweet dish served at the end of a meal
8. A common metal
10. Simple or basic
12. Rain, sun, cloudy etc...
13. Not including

In a nutshell

- Make sure your **presentation** meets **all aspects** of the **instructions** (e.g. timings).
- Ask **relevant** questions.
- **Respond** to questions with **thoughtful, detailed** answers.
- Use **appropriate language** for the situation.
- **Adapt** your comments so they **progress** the conversation.
- **Interject** without relying on others to **prompt** you.



Use your time wisely

You are **allowed** to use **scrap paper** to make **notes** during your exam.

Make sure that you take **advantage** of this and **write** down **useful** pieces of **information** or **thoughts** that you have on **other** presentations.

Some exam boards will provide **prompts** and **additional instructions**; utilise them to give yourself more **ideas**.



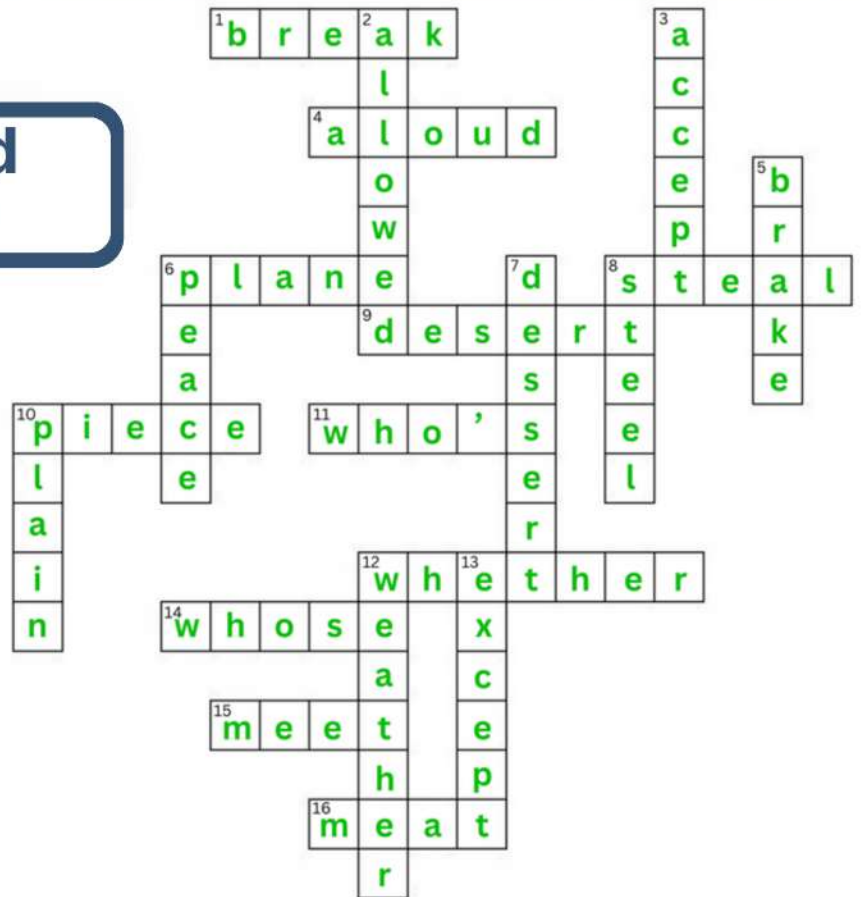
Remember:

You are **not** an **actor**!

Having **notes** to guide you during your presentation can be helpful, but **avoid** reading **directly from a script**. Instead, use your notes as **prompts** to keep your delivery **natural** and **engaging**.



Crossword Answers



Good luck
with your
exams!

