



**PASS  
FUNCTIONAL  
SKILLS**

# Group Tuition

## Level 2

# Exam Tips and Tricks + SLC



**PASS  
FUNCTIONAL  
SKILLS**

### Reading Exam

- Let's go through some **tips** and **tricks** for your **reading exam**

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### Writing Exam

- Let's go through some **tips** and **tricks** for your **writing exam**

## Speaking, Listening and Communicating Exam

- Let's go through some **tips** and **tricks** for your **SLC exam**



### SLC Marking Criteria

- 1: Identifying **relevant information** from extended explanations or presentations
- 2: Following a **narrative** and **lines of argument**
- 3: **Responding** effectively to detailed extended questions and feedback
- 4: Making requests and **asking** detailed and pertinent **questions**
- 5: **Communicate** information, ideas and opinions **clearly** and **effectively** providing further detail and development if required
- 6: **Expressing opinions** and arguments and **supporting** them with relevant and persuasive **evidence**
- 7: Use **language** that is effective, accurate, and **appropriate** to **context** and situation
- 8: Making **relevant** and **constructive** contributions to move the **discussion** forward
- 9: **Adapting contributions** to discussions and to suit audience, purpose and medium
- 10: **Interjecting** and **redirecting discussion** using appropriate language and register

### Key info:



Scan this QR code  
to watch a  
recreation of your  
SLC exam!

Let's have a look at a source and some questions...

## Welcome to our new FLOW STORES



**Quick Buy** is delighted to announce the arrival of our first ever **Flow Store**<sup>1</sup>.



As soon as you register<sup>2</sup> and enter a Flow Store, a bright new world opens up. A world where shopping is no longer a chore, where buying food is a relaxing, restful experience – avoiding queues, checkouts and hassle. Just put your shopping straight into your bag!



Our new Flow Stores will open 24 hours a day and, although there will be no staff on the premises, you will be able to contact our support team<sup>3</sup> using our onsite video phone. The team will be able to view everything that happens in the shop, so you can relax in the knowledge that you are not alone.

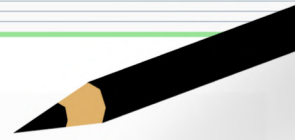
Quick Buy is opening 100 Flow Stores nationwide this year and another 900 over the next three years. We look forward to seeing you, even if you won't see us!

<sup>1</sup> Unmanned stores with no checkout tills. Payment will be automatically taken off your credit or debit card as you leave.

<sup>2</sup> Customers can register at the start of their first visit. Just call our support team using the video phone outside your local store and give them your name, address & credit or debit card details. That's all it takes to start your shopping experience.

<sup>3</sup> Our customer service department, like our stores, will be open 24 hours a day.

# Reading Exam



**1** These question(s) relate to Text 1.

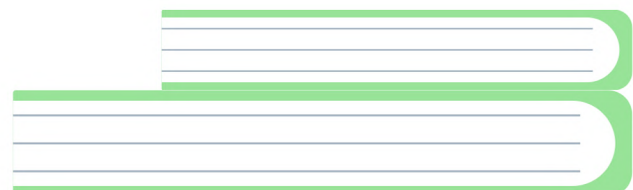
Give a definition of Flow Stores as stated in Text 1, and explain two ways in which you can register to become a customer?

★ 3 marks

**2** These question(s) relate to Text 1.

What is the purpose of Text 1? Explain how you know this.

★ 3 marks





## Let's have a look at a source and some questions...

### *The perfect future...*

...or the perfect nightmare?

Article written by Jay Hawkes

I've just been shown the future of shopping. Posh boutiques are history. Online is old hat. Old-fashioned high street shops are back!

Old-fashioned high street shops ... with one big difference. No trolley. No checkout. No staff. Walk in. Grab what you need. Leave. Your account is charged automatically. 'Walk In, Walk Out'. I had to try this! So off I went.

At the shop my details were taken and a machine gave me a store card. Essential – you can't get into the shop without waving it. And it *so* worked. The door whooshed open and in I went.

Testing the system, I kept my store card in my pocket and filled my shopping bag. No basket. No trolley. No scanning. The technology 'sees' what you take and adds it to your bill. Cunningly hidden cameras observe what you take and charge your account. If you put something back again, it sees that too – you won't be charged.

Then it was time to leave. I ... I just walked out! That was the oddest bit of all. I felt like a shoplifter.



But I also felt like the shop had suddenly become my kitchen cupboard. In a weird way it was 'my' shop.

A minute later, I got a message on my phone with my bill. I checked for mistakes, but it was spot on.

Consider the advantages. No more moving purchases from shelves to trolley. No more race to the cash tills, searching for the shortest queue. No more glaring at the time-waster in front. No more unloading purchases onto a conveyor belt which moves forward, or not, to suit itself. No more competition, trying to fill your bags more quickly than the cashier can scan – like two competitors racing to see who can move groceries around fastest.

Will this change the world? Maybe. Improve our lives? Maybe. In any case, we may soon not have a choice. A shop without staff is easier and cheaper to manage. Service, however impersonal, is guaranteed. I will certainly get used to it. But will I miss the personal touch? I'm not so sure.

# Reading Exam

These question(s) relate to Text 2.

Text 2 repeatedly uses short sentences. Explain why you think the author does this.

★ 2 marks

4 Text 2 repeatedly uses short sentences. Explain why you think the author does this.

Candidate identifies the reason why Text 2 repeatedly uses short sentences eg

- creates a feeling of speed
- easy to follow / clear meaning
- creates a feeling of excitement
- useful way of presenting lots of detailed facts.

Accept any other valid reason.

1  
1  
1  
1  
(max 2)

## Let's have a look at a source and some questions...

Text 3

People's Campaign for Shopping Justice

### March to Defend Jobs

#### NO to Flow Shops

- **NO** to a world where you enter your local shop through a controlled-access door.
- **NO** to a world where your shopping is supervised by computer-controlled cameras.
- **NO** to a world of complete silence.
- **NO** to seeing nobody.
- **NO** to shopping without as much as a 'hello' or 'goodbye'.

**NO** to the hellish vision of the future which supermarket chains want to put on every high street.

Why? So they can get rid of our jobs. That's why!

Flow shops will destroy the livelihoods of tens of thousands of families – many barely above the breadline now – all across Britain. Is that what you want, just so you can save an extra penny off a pint of milk?

People matter. We don't want a Britain run and controlled by machines.

If we don't all stand up and say **NO** now, who will be next?

Help us fight for our jobs before they come for yours!

**March with us now. Show that enough is enough.**  
**2.00pm on Saturday 17<sup>th</sup> in the Market Square**  
**We're not anti-technology – we're pro-people!**



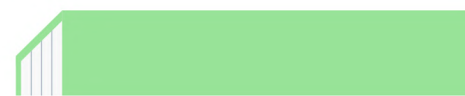
# Reading Exam

These question(s) relate to texts 1, 2 and 3. Use the arrows on the right hand side to move between texts.

Which text do you consider to be the least biased? Using all three texts, explain your selection.

★ 4 marks

# BIAS



## Let's have a look at a question...

### SCENARIO

You have recently bought a new television but there are several problems with it.

You have decided to write a letter to the company you bought the television from as emails you have sent have bounced back and you can't find a telephone number for them. You need to explain what the problems are, what you have done so far, ask what advice they would give and suggest what you would like them to do about it.

The address you have is Price Electronics, 221 High Street, Nantavon, NT2 2JJ.

Write the letter.

★ 30 marks

You will be assessed on your ability to

- communicate information, ideas and opinions clearly, coherently and effectively
- 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
- organise writing for different purposes using appropriate format and structure
- convey clear meaning and establish cohesion using organisational markers effectively
- use different language and register suited to audience and purpose
- construct complex sentences consistently and accurately, using paragraphs where appropriate
- punctuate writing correctly using a wide range of punctuation markers
- use correct grammar and modality devices
- spell words used in work, study and daily life, including a range of specialist words.

## Let's have a look at a question...

### SCENARIO



You are arranging a work outing to raise money for charity.

You have decided to write a leaflet for colleagues persuading them to come along. You will need to include information about the outing eg costs and dates, how they can take part, and how the outing will raise money for charity.

Write the leaflet. The leaflet should be between 250 and 350 words.

★ 30 marks

You will be assessed on your ability to

- communicate information, ideas and opinions clearly, coherently and effectively
- 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
- organise writing for different purposes using appropriate format and structure
- convey clear meaning and establish cohesion using organisational markers effectively
- use different language and register suited to audience and purpose
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## Let's have a look at an example presentation...

### Observation and reporting: Sub-task 1

(Presentation followed by Question & Answer - 10 minutes)

Explain that there has recently been an increase in incidents, including accidents, within your organisation. However witnesses, when they are questioned afterwards, frequently cannot remember the details of what they saw, and this is not helpful when it comes to preventing future incidents or determining who or what caused the incident.

To increase the company's understanding of observation skills and how they can be improved, each of the group has been asked to give a brief presentation followed by opportunities for questions and answers. These presentations may be watched by a member of your organisation's management in order to help them support staff to improve their observation and reporting skills.

The presentation should be on something which the learner has seen and remembered. This could be

- a recent journey
- a holiday or outing
- a lesson / training session
- something they saw at lunch time or on their way to work
- an incident or accident they themselves have seen or been involved in.

The total time allowed for this is 10 minutes. Within this time, the presentation must be at least 4 minutes long and at least 3 minutes must be allowed for questions and answers. Within these guidelines, it is up to the learner to decide how to run the session, provided it lasts for 10 minutes overall.

The presentation should be as detailed and as interesting as possible. As well as describing the event, the learner giving the presentation should indicate

- what they found easy to remember and what was more difficult
- what helped them to remember or jogged their memory.

Visual aids may be used in the presentation if the learner feels they will be useful.

Listeners should be encouraged to take notes ready for the Q&A session which will follow and to take forward into sub-task 2.

You should explain that you will be taking no further part in the session, as the organisation wants to capture their thoughts, feelings and ideas, not yours. Tell the group that interruptions, including questions or comments will not be allowed during the presentation but that, at the end of the presentation, there will be a Q&A session. In the Q&A session members of the group should ask for any information they feel would be useful both about the event / incident / programme described in the presentation and also about what made it memorable.





## The Q&As and the Discussion Task...

### Observation and reporting: Sub-task 2

(Discussion - 10 minutes)

#### Introduction

Having listened to several presentations, the learners should now discuss key learning points from each of them, relating to ways of encouraging and helping people to become more observant and therefore more accurate when reporting what they have witnessed.

Display the following prompts.

- Were there any patterns in what helped people to remember accurately (e.g. smell, making notes immediately after the event, photographs etc)?
- Were there things said in the presentations which you really remember? Why?
- How could people's observation and reporting skills be improved?

Key points made in the discussion should be noted on a flip chart or similar, which will be returned to the Health and Safety Officer for possible inclusion on a leaflet to all staff. If someone's 'top tip' is taken forward they may have the opportunity to win a prize, so encourage everyone in the group to present their ideas persuasively so they get noted.

After 10 minutes end the discussion by summarising the key points and recommendations and close the session with a positive comment.

