GCSE ONLINE TUTORING × RS REMOTE TUTORING

Functional skills level 2 English exam practice notebook

Shared curriculum edition - England

REVISED EDITION 1.2 - 22 NOVEMBER 2026

READ CRITICALLY. WRITE WITH PURPOSE. DEVELOP YOUR SPOKEN MESSAGE.

Original preparation for the shared reformed Functional Skills Level 2 English content in England.

6 complete reading papers	90 questions • 210 practice marks
12 extended writing tasks	Full original models and detailed feedback
8 accuracy practice sets	80 editing and language items
6 live SLC practice packs	Extended scripts and 10-skill observation
2 paired reading/writing mocks	Planning space and two draft pages per task

Name: _____

Tutor / centre: _____

Awarding organisation: _____

Edition 1 • 21 November 2026

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About this practice notebook

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Practice texts, questions, fictional data, model responses and marking guidance are independently authored. Commercial revision-book pages, official question sets, official mark schemes, logos and learner scripts are not reproduced. The book practises shared skills rather than copying a paper with names changed.

Curriculum scope and exam-board differences

The notebook addresses the common reformed Functional Skills Level 2 English curriculum in England. It does not cover the different Core Skills or Essential Skills qualifications in Scotland, Wales or Northern Ireland. All 28 shared content points are mapped. It is not produced, endorsed, approved or accredited by DfE, Ofqual or an awarding organisation. [S1-S2]

The official research reviewed for the companion lesson notebook on 20 November 2026 informs this edition. Core curriculum, regulatory, Pearson guidance, NCFE qualification/specification and AQA withdrawal sources were checked again on 21 November. The source record distinguishes documents reviewed from listings checked. It is not an exhaustive audit of every current provider or paper. [S3-S21]

Original marks and suggested timings

Each reading paper has 35 original practice marks. Each writing task uses the original 20-mark rubric on page 3: 11 communication/development/format marks and 9 accuracy marks. The 45% accuracy share sits within the common writing framework; these descriptors are workbook choices, not a board’s official mark scheme. [S2]

Timed mocks suggest 75 minutes for a reading paper and 80 minutes for a pair of writing tasks, including planning and checking. These are cross-board practice choices, not universal exam rules. Papers have not been externally standardised and have no official pass boundary. Record component learning needs rather than predicting a qualification result.

Fictional material and independent performance

People, organisations, addresses, dates, data and .example contacts in tasks are fictional. Models are for analysis after your own attempt, not texts to submit. SLC requires actual listening, speaking and interaction; written plans and self-ticks cannot award the component.

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ORIGINAL WORKBOOK GUIDANCE • 20 MARKS PER TASK

Use the writing rubric fairly

Mark the complete response. Choose the best-supported score in each category and record evidence. A model illustrates one valid response; it does not define every acceptable wording or an externally validated grade.

Criterion	Max	Score guidance
Communication / content	5	0 absent/off-task; 1 isolated points; 2 partial coverage; 3 most points clear; 4 all required points mostly clear/accurate; 5 all communicated coherently and effectively.
Relevant development / length	4	0 no useful detail; 1 thin/repetitive; 2 some relevant explanation; 3 most points developed; 4 sustained useful development and appropriate task length.
Format, organisation and register	2	0 unsuitable/confusing; 1 partly appropriate or inconsistent; 2 effective form, paragraph order, cohesion and language for audience/purpose.
Punctuation	3	0 errors impede meaning; 1 limited/inconsistent; 2 mostly correct with some range; 3 a suitable wider range controlled accurately.
Grammar and sentences	3	0 errors impede meaning; 1 partial control; 2 mostly accurate with complex sentences; 3 consistent accurate complex sentences, agreement, tense and appropriate modality.
Spelling	3	0 many errors obscure meaning; 1 frequent familiar-word errors; 2 mostly accurate; 3 accurate everyday and relevant specialist words.

Distinguish the judgements

Content concerns coverage and accuracy of the required message. Development concerns useful explanation, examples and relevant detail. Format includes the reader’s route, cohesion and register. Do not mechanically penalise one error in every category; consider its actual effect on each criterion.

Judge accuracy across the response

Consider control, range, consistency and effect on meaning. A very short response may give little evidence of complex sentences or development even if its few words are correct. A forced, inaccurate semicolon does not improve a punctuation score. The tutor should make a reasoned judgement rather than count a fixed number of slips.

LEARNING SCORES, NOT PASS BOUNDARIES

Explain one scoring decision, repair a weakness and retry on a new task. No total in this book replaces official assessment.

YOUR CENTRE'S CURRENT INSTRUCTIONS TAKE PRIORITY

Practise under the right conditions

Component	Workbook practice	Check for your real assessment
Reading	Use the three supplied texts and, if helpful, a printed dictionary. For timed mocks allow 75 minutes across all six pages.	Timing, reference permissions, delivery tools, required response form and approved arrangements.
Writing	Use 80 minutes for a timed pair. No dictionary, spellcheck, grammar assistant, AI response, lesson notes or copied model.	Task-specific form and length, permitted tools and approved access arrangements.
SLC	Use real partners/tutor. Keep scripts hidden from listeners; deliver your own talk and respond to actual questions/discussion.	Preparation, topics, notes, duration, group size, recording and observation requirements.

Ofqual's writing framework restricts external spelling, punctuation and grammar aids. Learning with support and assessment independence are different. Approved access arrangements must come through your centre. [S2]

How to use this companion

Begin untimed and complete a whole paper before marking. Return to the lesson notebook for a weak method, then try a new task independently. Use the timed mocks after practising the skills. Keep reading, writing and SLC records separate; a combined workbook total cannot establish a qualification pass.

Former AQA Functional Skills ended with final certification in summer 2025. Older AQA papers are historical preparation, not current booking options. Current boards' papers differ in layout, totals, timings and instructions. [S18, S21]

MY ASSESSMENT DETAILS

Board / qualification number: _____
Reading / writing arrangements: _____
SLC tasks and preparation: _____
Official familiarisation to complete: _____

ALL 28 SHARED POINTS • PART 1 OF 2

Coverage map: live communication and writing

Content numbers follow the DfE Level 2 sequence. This is a practice map, not a claim that every paper gives identical weight to every point. [S1, S3, S5, S7, S11-S12, S17]

Point	Shared skill	Practice evidence
1	Select relevant spoken information	SLC packs 1-6: listening, talk, questions and discussion
2	Follow narratives and arguments	SLC packs 1-6: listening, talk, questions and discussion
3	Answer extended questions/feedback	SLC packs 1-6: listening, talk, questions and discussion
4	Ask detailed pertinent questions	SLC packs 1-6: listening, talk, questions and discussion
5	Develop clear spoken contributions	SLC packs 1-6: listening, talk, questions and discussion
6	Support arguments persuasively	SLC packs 1-6: listening, talk, questions and discussion
7	Use appropriate accurate language	SLC packs 1-6: listening, talk, questions and discussion
8	Move discussion forward	SLC packs 1-6: listening, talk, questions and discussion
9	Adapt audience/purpose/medium	SLC packs 1-6: listening, talk, questions and discussion
10	Interject and redirect appropriately	SLC packs 1-6: listening, talk, questions and discussion
20	Use a wide punctuation range	Writing 1-12; accuracy 1-8 as relevant
21	Control grammar, tense and modality	Writing 1-12; accuracy 1-8 as relevant
22	Spell everyday/specialist words	Writing 1-12; accuracy 1-8 as relevant
23	Communicate clearly/coherently	Writing 1-12; accuracy 1-8 as relevant
24	Develop appropriate detail/length	Writing 1-12; accuracy 1-8 as relevant
25	Use appropriate format/structure	Writing 1-12; accuracy 1-8 as relevant
26	Establish cohesion	Writing 1-12; accuracy 1-8 as relevant
27	Select language and register	Writing 1-12; accuracy 1-8 as relevant
28	Control complex sentences/paragraphs	Writing 1-12; accuracy 1-8 as relevant

Written plans cannot demonstrate spoken performance. Observers should record actual examples of all ten SLC skills across the live activities. Writing is judged across complete responses, including development, cohesion and accuracy.

ALL 28 SHARED POINTS • PART 2 OF 2

Coverage map: reading

Point	Shared skill	In every reading set
11	Choose gist or precise detail	Q1 and Q14: details and when they matter
12	Compare ideas and how conveyed	Q12-Q13: linked content/presentation comparisons
13	Infer implicit meaning	Q9: evidence-based inference
14	Analyse features shaping meaning	Q3 and Q7: purpose and device effects
15	Use reference resources	Q4: glossary/key meaning in context
16	Navigate complex sources	Q2: section navigation and reference key
17	Analyse vocabulary/formality/bias	Q8 and Q11: bias/formality analysis
18	Follow argument; fact/opinion	Q5-Q6 and Q15: claims, argument and limits
19	Identify style and voice	Q10: voice with evidence and explanation

What stronger responses do

A comparison links a shared focus and supports the relationship using the named texts. A voice or device answer explains how wording shapes a particular message. An inference stays within the clues. A factual claim may be checkable without being independently verified.

Reading allocations

The six papers use the same 15-question, 35-mark learning structure so you can compare skills within this book. Every question states its own mark total. Guidance allocates marks to distinct evidence or explanation; repeating one point does not earn it twice.

A USEFUL REVIEW QUESTION

Did I answer the command from the required source, preserve conditions and explain the relationship rather than simply copy a quotation?

FOUR PRACTICE PAPERS • TWO TIMED MOCKS

Reading papers and answer locations

Set	Theme	Sources	Questions	Answers
1	Borrowing from a tool library	10-12	13-15	108-109
2	A workplace buddy induction	16-18	19-21	110-111
3	A market relocation consultation	22-24	25-27	112-113
4	A digital appointment service	28-30	31-33	114-115
5	Mock A: a community cinema trial	34-36	37-39	116-117
6	Mock B: a college travel-information trial	40-42	43-45	118-119

Read, then respond

Read all three texts, including headings, keys and glossaries. Follow the named source and question command. Quote accurately where requested. In a comparison, state the link explicitly and include how ideas are conveyed when the task asks for it.

Mark after the complete attempt

Brackets in the guidance allocate marks. Accept accurate equivalents unless quotation is required. Do not give duplicate credit for the same point or infer unsupported facts. A plausible answer from general knowledge is not a source-based response.

TIMED PAIRS

Mock A: reading set 5, pages 34-39; writing tasks 9-10, pages 70-75.
Mock B: reading set 6, pages 40-45; writing tasks 11-12, pages 76-81.
Workbook timing: 75 minutes reading; 80 minutes per writing pair. Actual board instructions govern official assessment.

Sources, people and reported data are fictional. Six papers provide 210 practice marks, not an aggregate qualification result.

EIGHT PRACTICE TASKS • TWO TIMED PAIRS

Writing tasks and model responses

Task	Form and focus	Task / draft	Model / review
1	Email: Request a change to tool collection	46-48	120-121
2	Formal letter: Complain about conflicting collection information	49-51	122-123
3	Article: Argue for a useful workplace buddy scheme	52-54	124-125
4	Report: Recommend an improvement from staff feedback	55-57	126-127
5	Review: Evaluate a market demonstration	58-60	128-129
6	Process explanation: Explain a consultation procedure	61-63	130-131
7	Reflective narrative: Describe correcting a misunderstanding	64-66	132-133
8	Proposal: Recommend a clearer status-message trial	67-69	134-135
9	Email: Mock A, Task 1: report cinema-arrival confusion	70-72	136-137
10	Article: Mock A, Task 2: argue for choice in a programme	73-75	138-139
11	Report: Mock B, Task 1: review travel-desk feedback	76-78	140-141
12	Review: Mock B, Task 2: evaluate information support	79-81	142-143

Plan, draft and check

Each task provides a planning page and two draft pages. Learning target: 250-350 words in the main response; greeting and close may be included, but address fields are not required to reach the target. This is a workbook target, not a universal board word limit. Follow each real task’s instructions.

Use the page 3 rubric with the task-specific feedback. Develop relevant detail instead of repeating a claim to reach length. For a timed pair, use 80 minutes across both tasks, including planning and checking. Record each task /20 and keep its accuracy /9 visible.

FOCUSED SKILLS SUPPORT COMPLETE RESPONSES

Accuracy and live communication practice

Accuracy set	Questions	Answers
1. Sentence boundaries and complete clauses	82	144
2. Commas, colons and semicolons	83	144
3. Possession, quotations and contractions	84	145
4. Agreement, tense and verb forms	85	145
5. Articles, reference and cohesion	86	146
6. Modality and proportionate claims	87	146
7. Spelling, specialist words and word forms	88	147
8. Mixed proofreading with meaning preserved	89	147

SLC pack	Script / notes / live evidence
1. Explain a clearer collection process	90/91/92
2. Evaluate an induction information map	93/94/95
3. Follow an argument about a market pilot	96/97/98
4. Distinguish status clarity from waiting time	99/100/101
5. Weigh evidence for a cinema programme	102/103/104
6. Judge understanding at an information desk	105/106/107

Each accuracy item is worth one original practice mark. Where an item has two requested parts, both are needed for that mark. For open items accept another accurate response following the instruction. SLC has no numerical pass total here: real observed communication must be judged under your board’s arrangements.

Reading guidance: 108-119. Writing models/reviews: 120-143. Accuracy answers: 144-147. Trackers and error repair: 148-149. Official sources and review scope: 150-156.

READING SET 1 • PRACTICE PAPER • TEXT A

Borrowing from a tool library

35 marks across all six pages. For sets 5-6 allow 75 minutes. Use the three source texts and their reference information; a printed dictionary is allowed for this workbook. Keep the answers hidden.

TEXT A - Westford Tool Library: pilot borrowing information

About the pilot
The tool library lends selected household project tools to registered members. The six-week pilot is intended for people who need an item occasionally rather than every week. Joining the pilot does not guarantee that a particular tool will be available, and staff do not provide professional project advice. Borrowers remain responsible for checking whether their intended task is suitable for the equipment and their own competence.

Requests and collection
Send a request by 3 pm on Tuesday for a Saturday collection. Reception will check the item diary and send either a confirmation or an alternative proposal. Do not travel to collect until you receive a confirmation naming the item and collection time. An alternative is not reserved until you accept it and reception confirms the change. Only the named member may collect unless another arrangement has been agreed in advance.

Loan periods
Most items may be borrowed for seven days. Some high-demand items have a three-day limit, shown beside the item name in the catalogue. Check that limit before planning a project. The return date in your confirmation controls the particular loan; a general description of the pilot is not enough to establish your deadline.

Changes and feedback
Tell reception promptly if you cannot collect so the item can be offered to someone else. If you expect a late return, contact staff rather than assuming an extension is available. After each completed loan, an optional feedback form asks about the booking process and one improvement. Staff will review diary records and feedback before deciding whether the service continues.

Catalogue key: R = request list open; C = collection already confirmed. Glossary: allocation = assignment of an available item to a borrower.

READING SET 1 • TEXT B

Borrowing from a tool library

TEXT B - Opinion column by community member Jo Mercer

Let a useful tool have more than one home

Why should a drill spend most of its life in a cupboard when a neighbour needs it for one afternoon? A tool library could turn occasional demand into shared use. The pilot deserves a fair trial, but it should be judged by a useful service rather than a striking publicity photograph.

The first potential benefit is avoiding an unnecessary purchase. Someone hanging two shelves may not need to own a tool permanently. However, borrowing is useful only if the right item is available at a workable time. A cheap service that repeatedly offers the wrong collection day is not automatically accessible. The booking process belongs at the centre of the review, not in the small print afterwards.

Some residents worry that sharing equipment will always be chaotic. That is an understandable concern, but it is not a reason to dismiss the scheme before seeing how the diary works. Clear confirmation and return arrangements can reduce uncertainty. They cannot guarantee that no item will ever be delayed, and the library should avoid promising that they can.

People who buy a tool for one afternoon are wasteful hoarders. They clutter their cupboards instead of choosing the obvious community solution. We should not build the pilot around their reluctance to share. Ownership may suit a daily trade, but an occasional household project is different: borrowing should be the normal first choice, rather than an option people dismiss without trying.

The pilot should record unfulfilled requests as well as completed loans. Otherwise, a full diary could look successful while hiding people who never obtained a suitable item. Ask borrowers whether the timings worked and ask unsuccessful applicants what prevented a loan. If demand and staffing justify expansion, test a different collection window before announcing a permanent service. Shared tools are promising; shared assumptions are a weaker basis for a decision.

READING SET 1 • TEXT C

Borrowing from a tool library

TEXT C - Member blog by Farah Lane

My first loan: a useful shelf and an unexpected wait

I joined the tool-library pilot with a modest ambition: put up a shelf without buying something I would then store behind the winter coats. The catalogue looked simple enough. I sent a request on Monday evening and, when a reply appeared on Wednesday, almost rearranged my Saturday around it without reading the whole message. Fortunately, the reply was an alternative proposal, not a confirmation. The tool I had requested was unavailable, and staff were offering another collection time.

After I accepted the alternative, a second message confirmed the item and the appointment. That distinction may sound fussy until you imagine arriving for equipment that has not actually been assigned. I read the return date twice and saved the message. My usual approach to administration is to hope that important details will introduce themselves; this time, I decided to help them along.

Collection itself was friendly but slower than expected. Two borrowers were ahead of me, and I watched the minute hand while calculating how much of my morning plan remained. Nobody had promised an immediate handover, so I could not fairly call it a broken promise. Nevertheless, a clearer estimate of the collection process would have helped me leave more time.

The borrowed item met my needs, and returning it was straightforward. I would use the library again for an occasional task, although I would not rely on a requested item before confirmation. I can also see why somebody using equipment every day might reasonably prefer ownership. My successful shelf is an example, not a national strategy for every cupboard.

The pilot newsletter later reported that fourteen of eighteen returned forms described booking as easy. Those are encouraging responses, but the forms were optional and came from completed loans. They do not tell us how many people gave up before collection. I would support continuing the Saturday arrangement while staff investigate the waiting time, rather than immediately moving collections to another day. A useful service can deserve support and still need a more careful question.

These sources and data are fictional. A reported checkable claim is not automatically independently verified.

READING SET 1 • QUESTIONS 1-5 • 9 MARKS

Read, analyse and connect evidence

1 [2 marks]. Using Text A, give the request deadline and the condition required before travelling to collect.

2 [2 marks]. Name the Text A section that explains a shorter borrowing limit, and state where the particular limit is shown.

3 [1 mark]. What is Text A’s main purpose? Select ONE.
A. To recount a member’s first project.
B. To explain the pilot’s borrowing arrangements.
C. To sell equipment permanently.
D. To argue against household ownership.

4 [2 marks]. Use Text A’s reference information to explain “allocation”. Give the meaning of C in the catalogue key.

5 [2 marks]. From Text C, identify one checkable numerical claim and one evaluative judgement.

Answers: pages 108-109. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 1 • QUESTIONS 6-10 • 12 MARKS

Read, analyse and connect evidence

6 [3 marks]. In Text B, identify Jo’s response to the claim that sharing will be chaotic: give the concession, response and remaining limit.

7 [2 marks]. Quote a rhetorical question from Text B and explain the view it encourages.

8 [2 marks]. Explain the bias in Jo’s use of “wasteful hoarders” in Text B.

9 [2 marks]. What is implied about Farah during the collection wait? Use evidence and do not invent an outcome.

10 [3 marks]. Describe Farah’s writer’s voice in Text C. Give a short example and explain how it creates that voice.

Answers: pages 108-109. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 1 • QUESTIONS 11-15 • 14 MARKS

Read, analyse and connect evidence

11 [2 marks]. Give one formal procedural expression from Text A and explain why it suits the text.

12 [4 marks]. Compare how Texts A and B present the importance of booking arrangements. Include a shared idea, evidence from both and a difference in presentation.

13 [3 marks]. Compare Jo’s and Farah’s views on changing collection times, using evidence from Texts B and C.

14 [3 marks]. Give one situation where Text A’s main message is enough, and one exact detail needed for a real collection. Explain why the detail matters.

15 [2 marks]. Identify one limitation of the eighteen forms in Text C and explain its effect on judging the pilot.

Answers: pages 108-109. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 2 • PRACTICE PAPER • TEXT A

A workplace buddy induction

35 marks across all six pages. For sets 5-6 allow 75 minutes. Use the three source texts and their reference information; a printed dictionary is allowed for this workbook. Keep the answers hidden.

TEXT A - Cedar Dispatch: buddy-induction trial

Purpose and scope
Cedar Dispatch is testing a buddy arrangement for new starters learning the site's administrative systems. A buddy can explain where to find a rota, how to record a question and whom to contact about a missing instruction. The arrangement does not replace formal training, authorised supervision or equipment-specific instruction. It is intended to make the route to information clearer, not to permit an untrained employee to undertake a task.

Joining the trial
New starters should send a request to the training coordinator by noon on Thursday before their first buddy session. The coordinator will confirm the assigned buddy and meeting point by email. If no confirmation arrives, ask the coordinator before attending a buddy meeting. A manager's informal suggestion is not an assignment. Employees who need an alternative way to receive the information should contact the coordinator when requesting a place.

Session pattern
The first meeting lasts twenty minutes and covers the information map. A ten-minute follow-up is offered the following week. Requests for additional meetings will be reviewed against buddy availability; they are not automatically accepted. Buddies must refer questions outside their agreed role to the responsible trainer or manager.

Records and review
The coordinator records whether each meeting took place. An optional feedback slip asks whether the employee found the information route clearer and invites one suggested improvement. Personal performance judgements should not be entered on that slip. After four weeks, the team will review meeting records and feedback before deciding whether to continue.

Information-map key: T = authorised training contact; R = rota enquiries. Glossary: escalation = passing a question to the person authorised to handle it. For rota changes, use the route marked R rather than asking a buddy to approve the change.

READING SET 2 • TEXT B

A workplace buddy induction

TEXT B - Staff representative's proposal by Leon Hart

Make questions easier to ask

New starters need more than a folder full of instructions. They need to know which instruction applies and who can explain an uncertainty. A buddy trial could provide that connection, provided its boundaries remain clear. We should welcome a practical route to questions without pretending that friendly support is a substitute for training.

The strongest argument is that small uncertainties can stop a learner from using information they already have. Someone may know there is a rota policy but be unsure where the current version is kept. A buddy who points to the right source can help that person become more independent. Simply supplying another copy of an outdated page would not achieve the same thing.

Some supervisors worry that the arrangement will consume experienced staff time. That concern should be taken seriously. However, a short planned meeting may be more manageable than repeated interruptions at unpredictable moments. The trial should record the time used, not assume that either pattern is automatically efficient. If a buddy cannot answer within the agreed role, escalation is a useful outcome rather than an admission of failure.

The publicity must avoid presenting hesitant new starters as "helpless beginners". That phrase would make asking a question appear like a personal weakness, when the real issue may be an unclear information route. It could also discourage the very requests the trial is intended to support. Confidence should grow through reliable explanations, not through pressure to pretend that everything is understood.

I recommend testing the two-meeting pattern before offering unlimited contact. Ask employees which information became easier to find and ask buddies which questions needed referral. If the main difficulty is an outdated rota page, repair that page as well. Otherwise, the organisation risks making a friendly person responsible for compensating indefinitely for a confusing system. The buddy should be a signpost, not the whole road.

READING SET 2 • TEXT C

A workplace buddy induction

TEXT C - New starter’s reflective account by Nia Cole

The question behind the question

On my second day at Cedar Dispatch, I opened the staff information folder and felt surprisingly capable. Everything appeared to have a heading. Then I tried to find the current rota and discovered that two pages had different dates. I could read both perfectly well; what I could not tell was which one should guide my week. That was the first question I took to my assigned buddy.

We met at the confirmed point outside the training office. I had prepared a careful list, partly because I did not want to seem as though I needed help with absolutely everything. My buddy began by asking which decision I was trying to make. Once I explained the conflicting dates, she showed me the route to the current rota and the contact for changes. She did not approve a change herself. That limit was useful: it prevented a helpful conversation from becoming the wrong person’s decision.

The short meeting answered the practical question, but it also changed how I approached the folder. I stopped treating every page as equally current and began checking the route and date together. At the follow-up, I could explain where I had looked before asking for help. I still had questions, but they were more specific. A good signpost does not have to walk the whole journey beside you.

The pilot summary said that nine of twelve employees returning optional slips found the information route clearer. I was one of those respondents. The result is encouraging, although twelve slips cannot tell us whether the arrangement worked for everybody or reduced interruptions overall. No comparison of staff time was included in the summary.

I would keep an opportunity for contact after the two planned meetings, particularly when an instruction changes. That differs from an unlimited promise that a buddy will always be available. For me, the useful outcome was knowing when to ask, what to check first and whose answer could authorise the next step. It was a quieter kind of confidence than pretending I had no questions left.

These sources and data are fictional. A reported checkable claim is not automatically independently verified.

READING SET 2 • QUESTIONS 1-5 • 9 MARKS

Read, analyse and connect evidence

1 [2 marks]. Using Text A, give the request deadline and the information the coordinator must confirm.

2 [2 marks]. Name the section about referral boundaries and identify the contact code for rota enquiries.

3 [1 mark]. What is Text A’s main purpose? Select ONE.
A. To evaluate Nia’s performance.
B. To replace formal training.
C. To describe a new starter’s emotions.
D. To explain the buddy trial and its boundaries.

4 [2 marks]. Using Text A, explain escalation and give the meaning of T in the map key.

5 [2 marks]. From Text C, give one checkable numerical claim and one opinion or evaluation.

Answers: pages 110-111. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 2 • QUESTIONS 6-10 • 12 MARKS

Read, analyse and connect evidence

6 [3 marks]. How does Leon address the concern about experienced staff time in Text B? Give the concession, possible response and evidence still needed.

7 [2 marks]. Explain the metaphor “The buddy should be a signpost, not the whole road” in Text B.

8 [2 marks]. Explain the bias that “helpless beginners” would introduce, according to Text B.

9 [2 marks]. What does Nia’s carefully prepared list imply about her concern before the meeting? Use evidence.

10 [3 marks]. Describe Nia’s writer’s voice, with an example and an explanation.

Answers: pages 110-111. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 2 • QUESTIONS 11-15 • 14 MARKS

Read, analyse and connect evidence

11 [2 marks]. Quote one formal expression in Text A and explain its suitability.

12 [4 marks]. Compare how Texts A and B present the buddy’s limits. Include evidence and presentation.

13 [3 marks]. Compare Leon’s and Nia’s views about contact beyond two meetings, using evidence.

14 [3 marks]. Give a context in which a summary of Text A is sufficient, and a detail that matters before attending. Explain why.

15 [2 marks]. Identify one evidence gap in Text C’s pilot summary and explain what it prevents us concluding.

Answers: pages 110-111. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 3 • PRACTICE PAPER • TEXT A

A market relocation consultation

35 marks across all six pages. For sets 5-6 allow 75 minutes. Use the three source texts and their reference information; a printed dictionary is allowed for this workbook. Keep the answers hidden.

TEXT A - Borough market: proposed courtyard trial

What is proposed
The fictional borough market team is considering moving four Saturday markets from the square to the library courtyard. The proposal is a trial, not a permanent relocation. The courtyard could provide a different layout while work takes place near the square. A final decision has not been made, and the normal square arrangement remains in place until traders receive a written update.

How to comment
Send comments by 4 pm on Friday 11 June. Use the online form or request a paper copy at the library desk. Identify whether you are commenting as a trader, customer or nearby resident, and describe one practical effect of the proposed move. You do not need to support the proposal to submit a comment. Anonymous comments will be read, but staff will be unable to request clarification where contact information is missing.

Delivery and arrival
The outline plan places trader deliveries at the east gate before 8 am. Customer access would use the west gate after 9 am. These are proposed arrangements and must not be used as instructions for a confirmed market. Traders should wait for their individual written delivery slot if the trial is approved. Do not assume that a labelled route means access is available at every time.

Decision and review
The team will review access, delivery capacity and consultation responses before announcing whether the trial proceeds. If approved, each trial market will include a visitor-comment point. Responses will be considered alongside operational records; a large number of favourable comments alone will not resolve a delivery problem.

Plan key: D = proposed trader-delivery route; V = proposed visitor route. Glossary: capacity = the amount that the available space or system can accommodate. The marked routes show intended functions, not guaranteed permissions.

READING SET 3 • TEXT B

A market relocation consultation

TEXT B - Traders' representative Arun Vale writes

A lively market needs a workable arrival

The courtyard proposal could keep the market visible while the square is affected by nearby work. I support testing it, provided deliveries and access are checked first. A cheerful drawing of stalls is useful publicity, but a market operates through people moving goods as well as customers browsing them.

My main concern is the east gate. The outline plan shows a delivery route, yet it does not establish how many traders can use that route within the proposed period. A stalled queue could affect the first customers and nearby residents. The answer is to test the sequence with traders before the first public market, not to assume that a line on a plan proves that everything fits.

Some customers argue that the quieter courtyard would make shopping more comfortable. That benefit is worth considering. However, comfort during opening hours and access before opening are different questions. Recognising the first does not remove the need to answer the second. The consultation should ask about both instead of allowing a popular atmosphere to settle an operational issue.

Only reckless optimists would open the gates without a delivery rehearsal. They prefer a glossy announcement to a workable sequence, leaving traders to discover the obvious problems on the day. A sensible team would check the route first. Enthusiasm for an attractive location should not be allowed to sweep practical objections aside before anyone has tested whether deliveries fit.

If the route can be made workable, I favour a limited trial followed by a review. Keep records of unloading times and ask traders what delayed them. Ask customers which entrance they used and whether it was clear. Only then should a permanent move be discussed. An attractive destination is not enough; the market needs a route that works before the first stall opens.

READING SET 3 • TEXT C

A market relocation consultation

TEXT C - Customer blog by Beth Rowan

I followed the chalk arrows

I visited the courtyard demonstration on a bright Saturday, expecting a miniature version of the market. Instead, I found marked stall spaces, a few volunteers and several people studying a plan as if it might reveal a secret passage. That was probably a sensible way to begin: there was room to ask questions before anyone tried to run a full shopping morning.

I followed the chalk arrows from the west gate and reached the central area without difficulty. The quieter setting appealed to me because I often find conversation hard beside the traffic in the square. At the demonstration, I could hear the volunteer explaining the layout without asking for a repeat. That is a personal benefit, not proof that everyone will prefer the courtyard.

My friend arrived from another street and paused outside the east gate. She checked her phone, looked at the delivery notice and walked round to join me. The plan made more sense once we were standing together, but a first-time visitor might not have that help. I would want a clear customer entrance named in every announcement rather than a general instruction to come to the library.

The team’s summary later reported twenty-four demonstration comment cards: nineteen favoured trying the courtyard and five raised objections. Those figures describe cards returned at a demonstration, not a vote by the whole borough. The people who could not visit are missing, and the summary did not say whether traders and customers were represented equally.

I would be happy for a longer courtyard trial to begin promptly once clear visitor directions are published. Arun’s delivery concerns still deserve an answer, but I am less convinced that a complete delivery test must happen before any trial market. A limited event might itself reveal practical problems. That disagreement is about the best order of testing, not about whether the market matters. I left liking the quieter setting and also noticing how much a simple word such as entrance can leave unexplained.

These sources and data are fictional. A reported checkable claim is not automatically independently verified.

READING SET 3 • QUESTIONS 1-5 • 9 MARKS

Read, analyse and connect evidence

1 [2 marks]. Using Text A, give the consultation deadline in full and one alternative to the online form.

2 [2 marks]. Name the Text A section dealing with proposed trader arrival, and identify the key code for visitor access.

3 [1 mark]. What is Text A’s main purpose? Select ONE.
A. To explain a proposed trial and how to comment.
B. To announce a completed permanent move.
C. To describe Beth’s visit.
D. To criticise every trader.

4 [2 marks]. Use Text A’s glossary to explain capacity in context, and identify what D means in the key.

5 [2 marks]. From Text C, identify a checkable numerical claim and an evaluative judgement.

Answers: pages 112-113. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 3 • QUESTIONS 6-10 • 12 MARKS

Read, analyse and connect evidence

6 [3 marks]. Explain Arun’s response to the quieter-shopping argument in Text B: concession, distinction and conclusion.

7 [2 marks]. Explain the effect of “a line on a plan proves that everything fits” in Text B.

8 [2 marks]. Explain the bias in Arun’s phrase “reckless optimists” in Text B.

9 [2 marks]. What is implied about Beth’s friend at the east gate? Use a clue.

10 [3 marks]. Describe Beth’s writer’s voice using a short example and an explanation.

Answers: pages 112-113. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 3 • QUESTIONS 11-15 • 14 MARKS

Read, analyse and connect evidence

11 [2 marks]. Give a formal procedural expression from Text A and explain its purpose.

12 [4 marks]. Compare how Texts A and B present delivery access. Include shared content, evidence from each and presentation.

13 [3 marks]. Compare Arun’s and Beth’s views on when a delivery test should take place.

14 [3 marks]. Give a context where Text A’s summary is enough, then one exact detail a trader would need before delivery and why.

15 [2 marks]. Give one limit of the twenty-four cards and explain what the figures cannot establish.

Answers: pages 112-113. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 4 • PRACTICE PAPER • TEXT A

A digital appointment service

35 marks across all six pages. For sets 5-6 allow 75 minutes. Use the three source texts and their reference information; a printed dictionary is allowed for this workbook. Keep the answers hidden.

TEXT A - Pine Connect: appointment-portal trial

What the portal does
Pine Connect is trialling a website through which customers can request a support appointment. The portal shows request windows and allows a customer to describe an issue before staff reply. It does not provide an immediate technical diagnosis, and submitting the form does not guarantee a particular appointment. Existing telephone enquiries remain available during the trial.

Request and confirmation
For a Friday appointment, submit a request by 2 pm on Wednesday. A team member will check staff availability and email a confirmation or an alternative proposal. A request number records receipt of the form; it is not a confirmed time. Customers should not change work or travel plans until the message names an agreed appointment. If an alternative is offered, reply to accept it and wait for confirmation of the revised time.

Changing a request
Use the request number when asking staff to amend or withdraw a submission. A change is recorded only when staff send a revised message. Repeatedly submitting a new form may create duplicate requests and make the history harder to follow. If the form is unsuitable for your needs, telephone the team and ask for another way to explain the issue.

Trial review
After six weeks, staff will compare request records with an optional customer-feedback survey. They will examine missing information, repeat contacts and the time taken to confirm an appointment. The trial will not be judged by the number of forms submitted alone. No decision to remove telephone enquiries has been announced.

Status key: R = request received; F = appointment confirmed. Glossary: duplicate = an additional copy or repeated instance of the same request. A status letter must be read with the message detail, because a recorded request and an agreed appointment have different meanings.

READING SET 4 • TEXT B

A digital appointment service

TEXT B - Supplier’s promotional article

Put the waiting room in your pocket

Why spend your morning waiting for an answer when a form can begin the conversation? Pine Connect’s portal brings the first step of appointment requests to a screen you can use at a convenient time. Customers can explain an issue before staff respond, creating a written starting point instead of relying entirely on memory during a call.

The clearest benefit is the chance to prepare. Someone dealing with a recurring fault can describe when it happens and what message appears. That may help staff identify what information is missing before arranging support. It does not mean that typing a description produces an instant diagnosis; the service still depends on a person reviewing the request.

Some customers prefer talking through a difficulty. That preference is reasonable, and the trial retains telephone enquiries. However, others may find it easier to organise their thoughts in writing. Offering the portal adds a route; it need not be a declaration that every customer should use the same one. The most useful test is whether the route improves the particular interaction.

Despite those differences, the portal is the obvious choice for any forward-looking customer. Continuing with calls merely keeps yesterday’s habits alive. A modern service should encourage people to discover what a prepared written request can offer, rather than organise its future entirely around the familiar telephone queue. The trial gives customers a chance to take that first step.

In a small demonstration, eight of ten invited users said the request screen was easy to follow. That is promising feedback, although it is not proof that the entire appointment process is quick. The next stage should review the time between submission and confirmation as well as the form itself. If the evidence supports it, a portal could make the first step more manageable. A convenient doorway is valuable only when the route beyond it is clear.

READING SET 4 • TEXT C

A digital appointment service

TEXT C - Customer review by Ellis Dean

A receipt is not an appointment

I tried the portal after spending a week meaning to telephone about an intermittent connection problem. Writing the description in a quiet moment suited me. I could check the wording, add the times the problem occurred and correct a date before pressing submit. The form was the easy part of my experience, which is not quite the same thing as saying that the whole process was easy.

The first message arrived almost immediately. It contained a request number and a large letter R. I glanced at the Friday date in my own submission and began thinking about rearranging a shift. Then I read the status key and the sentence explaining that staff still needed to check availability. My imaginary appointment evaporated before it had ever existed. Nothing had been cancelled; I had simply promoted a receipt into a promise.

Two days later, staff offered a different time. I replied to accept it and waited for the revised confirmation, as the information page instructed. The eventual appointment was useful, but the interval between those messages left me unsure when I could safely make plans. A clearer subject line saying “Request received - time not yet agreed” would have helped me interpret the first message more accurately.

The promotional article mentions eight positive responses from ten invited demonstration users. I can understand that result, because the screen was straightforward for me too. Nevertheless, invited users looking at a demonstration are not the same as customers waiting for a real appointment. Their replies cannot establish how often alternatives are offered or how long confirmation takes.

I would keep telephone enquiries as a permanent parallel route rather than decide their future solely from the portal trial. A conversation can expose a misunderstanding quickly, especially when a customer is not sure what the form is asking. My preference is not a rejection of the portal. I would use it again for a clear written issue, provided the status messages make the difference between receipt and confirmation impossible to miss.

These sources and data are fictional. A reported checkable claim is not automatically independently verified.

READING SET 4 • QUESTIONS 1-5 • 9 MARKS

Read, analyse and connect evidence

1 [2 marks]. Using Text A, give the deadline for a Friday request and the condition before changing plans.

2 [2 marks]. Name the section about amendments and identify the key letter for a confirmed appointment.

3 [1 mark]. What is Text A’s main purpose? Select ONE.
A. To diagnose faults automatically.
B. To review Ellis’s appointment.
C. To explain the portal trial and request process.
D. To announce that telephone enquiries have ended.

4 [2 marks]. Use Text A’s glossary to explain duplicate, and give the meaning of R.

5 [2 marks]. Identify one reported numerical claim and one evaluation in Text C.

Answers: pages 114-115. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 4 • QUESTIONS 6-10 • 12 MARKS

Read, analyse and connect evidence

6 [3 marks]. How does Text B address customers' preference for talking? Give the concession, response and proposed test.

7 [2 marks]. Explain the metaphor "A convenient doorway" in Text B's final sentence.

8 [2 marks]. Explain the bias in Text B's phrase "the obvious choice for any forward-looking customer".

9 [2 marks]. What is implied by Ellis beginning to rearrange a shift? Use evidence.

10 [3 marks]. Describe Ellis's voice with an example and explanation.

Answers: pages 114-115. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 4 • QUESTIONS 11-15 • 14 MARKS

Read, analyse and connect evidence

11 [2 marks]. Quote a formal procedural expression from Text A and explain its usefulness.

12 [4 marks]. Compare how Texts A and B present the difference between starting and completing the process.

13 [3 marks]. Compare Text B’s and Ellis’s views on telephone enquiries.

14 [3 marks]. Give a context where Text A’s main message is enough, then an exact detail needed before a customer changes a shift and explain why.

15 [2 marks]. Identify one limit of the ten-user demonstration evidence and explain what it cannot establish.

Answers: pages 114-115. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 5 • TIMED MOCK • TEXT A

Mock A: a community cinema trial

35 marks across all six pages. For sets 5-6 allow 75 minutes. Use the three source texts and their reference information; a printed dictionary is allowed for this workbook. Keep the answers hidden.

TEXT A - Harbour Screen: captioned-showing trial

About the trial
Harbour Screen is testing four captioned film showings at the community hall. Captions present spoken dialogue and selected sound information as text. The trial aims to offer another way to follow a film; it does not assume that every viewer has the same preference. The title and caption status of each showing will appear in its individual listing. A general trial announcement is not a booking confirmation.

Reservations
Request a seat by 5 pm on the Monday before the showing. Use the booking form or telephone the hall office. Staff will confirm the film, date and seat allocation by message. Do not travel on the assumption that a submitted form guarantees entry. If the showing is full, staff will offer a waiting-list place; that offer is not a seat. Contact the office if the written information is unsuitable for your needs.

Arrival and seating
Doors open thirty minutes before the listed start. Visitors who want to discuss the position of the screen or an access arrangement should contact the office before the reservation deadline. Seating changes on arrival depend on available space. The hall cannot promise that every unplanned request will be possible, so an early discussion is encouraged.

Review
After each showing, an optional comment card asks whether the captions helped the viewing experience and what should change. Staff will also record attendance and requests that could not be met. Further showings will depend on the review and hall availability; the four-showing trial does not establish a permanent weekly programme.

Listing key: C = captions included; W = waiting-list offer. Glossary: allocation = assignment of an available seat. Check the individual listing and confirmation rather than assuming that every community film event uses the same arrangement.

READING SET 5 • TEXT B

Mock A: a community cinema trial

TEXT B - Programme volunteer Imani Shaw argues

Make the welcome visible

Why should a community film night offer only one way to follow the story? A captioned-showing trial is worth supporting because it makes a practical alternative visible. The aim should be a more usable programme, not a congratulatory poster announcing that every access question has been answered.

Captions can help people follow dialogue in different circumstances. A viewer may miss a quiet line, find an unfamiliar accent difficult or prefer having written language alongside speech. Those examples do not mean the same arrangement works for every person. The programme should describe what is offered clearly so people can make a decision about their own viewing needs.

Some regular visitors say that text on the screen distracts them. That preference deserves a hearing. However, offering a clearly labelled trial does not require every future showing to use the same format. A varied programme could provide choice, provided the hall can staff and schedule it. The review should examine how that choice is communicated as well as attendance totals.

Public discussion would be weakened by calling people who question captions “selfish complainers”. Such wording would make one preference seem morally unacceptable before its reasons were heard. Equally, calling the trial a complete solution would hide questions about seating, communication and people who cannot attend the chosen time. Respectful disagreement can identify a useful detail that applause alone misses.

I recommend completing the four-showing trial and, if the evidence and hall diary permit, offering a regular monthly captioned showing alongside other formats. Ask people what helped, what interrupted the experience and whether the listing made the arrangement clear before booking. Record requests that could not be met too. A full room can show demand on one evening; it cannot by itself tell us whether the invitation reached everyone who might have wanted to come.

READING SET 5 • TEXT C

Mock A: a community cinema trial

TEXT C - Audience review by Omar Finch

Reading along, looking up

I booked the second captioned showing partly out of curiosity. I usually catch the plot but sometimes miss a short exchange and spend the next scene reconstructing it in my head. At this showing, I could check a line quickly and return my attention to the actors. That small difference made the evening more relaxed for me, although it did not turn every moment into effortless understanding.

The listing had clearly marked the captions, and the confirmation named the film and date. Arrival was less obvious. I reached the hall early, walked past one open doorway and then doubled back to read a handwritten sign. When another visitor asked whether we were in the correct queue, I was relieved not to be the only person consulting the wall as if it were a member of staff. A consistent entrance notice would have helped.

Inside, a volunteer explained the arrangement without suggesting that everyone had come for the same reason. I appreciated that. The captions occasionally drew my eyes away from an expression, but the written dialogue helped often enough that I would choose this format again for some films. Someone else might weigh that trade-off differently, which is why accurate listings matter more than promising universal enjoyment.

The trial update reported twenty-two returned comment cards after the first two showings. Sixteen said the captions helped, four said they distracted and two gave mixed responses. These were optional cards from attendees, not a survey of everyone who might use the programme. The figures also combine two films, so they cannot show whether the same person would respond identically to another kind of film.

I would complete the four-showing trial but avoid committing to a regular monthly slot yet. Test how people respond across the remaining films and ask which dates interested non-attenders could use. Imani’s monthly proposal is reasonable, but I would want that extra timing information first. My experience supports keeping the option available to review; it does not give me authority to choose everybody else’s evening.

These sources and data are fictional. A reported checkable claim is not automatically independently verified.

READING SET 5 • QUESTIONS 1-5 • 9 MARKS

Read, analyse and connect evidence

1 [2 marks]. Using Text A, give the reservation deadline and the information staff confirm.

2 [2 marks]. Name the Text A section about positioning/access requests and give the listing code for captions.

3 [1 mark]. What is Text A’s main purpose? Select ONE.
A. To review Omar’s evening.
B. To explain the captioned-showing trial and arrangements.
C. To guarantee weekly films permanently.
D. To say every viewer has the same needs.

4 [2 marks]. Use Text A’s reference information to explain allocation and W.

5 [2 marks]. From Text C, give one checkable numerical claim and one evaluative judgement.

Answers: pages 116-117. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 5 • QUESTIONS 6-10 • 12 MARKS

Read, analyse and connect evidence

6 [3 marks]. Explain Imani’s response to the distraction objection: concession, response and condition.

7 [2 marks]. Quote the rhetorical question in Text B and explain its purpose.

8 [2 marks]. Explain the bias in “selfish complainers”, which Text B rejects.

9 [2 marks]. What is implied about Omar at the entrance? Support your answer with evidence.

10 [3 marks]. Describe Omar’s writer’s voice with a short example and explanation.

Answers: pages 116-117. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 5 • QUESTIONS 11-15 • 14 MARKS

Read, analyse and connect evidence

11 [2 marks]. Give a formal procedural expression in Text A and explain its function.

12 [4 marks]. Compare how Texts A and B present choice in viewing format. Include shared content, evidence and presentation.

13 [3 marks]. Compare Imani’s and Omar’s views on a regular monthly showing.

14 [3 marks]. Give a context where Text A’s gist is enough, then an exact detail needed before travelling and explain why.

15 [2 marks]. Identify one limitation of Text C’s cards and explain what it prevents us concluding.

Answers: pages 116-117. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 6 • TIMED MOCK • TEXT A

Mock B: a college travel-information trial

35 marks across all six pages. For sets 5-6 allow 75 minutes. Use the three source texts and their reference information; a printed dictionary is allowed for this workbook. Keep the answers hidden.

TEXT A - Elm College: evening travel-information desk

Purpose
Elm College is testing a desk that helps evening learners find published travel information. Staff can show where timetable updates and route contacts are listed. They cannot guarantee a transport service, sell tickets or authorise a change to a provider’s timetable. The trial is intended to improve access to information, not to operate a college shuttle.

Booking a desk appointment
Request an appointment by 1 pm on Tuesday for the Thursday desk. Use the learner portal or ask reception to submit the request with you. Staff will confirm an appointment time and the desk location. Wait for that confirmation before arranging to attend. A receipt number means the request has been logged; it does not mean a staff member is available at the time you selected.

Bring useful details
Bring the route number or destination, the day of travel and the particular uncertainty you want to check. A printed or saved copy of a conflicting message may help explain the issue. Staff will distinguish the date of an information source from the date on which a journey is planned. If a provider’s current information is unclear, staff will show the relevant enquiry route rather than invent an answer.

Review arrangements
The four-week trial will record appointment attendance and the kinds of information requested. An optional survey will ask whether learners left knowing where to check an update. Continued desk opening depends on demand and staffing. The college has not proposed replacing transport providers’ own enquiries.

Information key: U = published timetable update; E = provider enquiry contact. Glossary: provisional = not yet final or confirmed. A provisional listing should not be treated as a guaranteed service; check its status with the source responsible for the journey information.

READING SET 6 • TEXT B

Mock B: a college travel-information trial

TEXT B - Learner representative Kemi Park writes

Information should point somewhere useful

A travel-information desk could help learners navigate conflicting messages, but it should not become a friendly way of repeating uncertainty. The useful outcome is knowing which source controls a particular journey and how to check a change. A pile of printouts is not automatically an answer.

Someone planning a Thursday return journey may find an old timetable on a noticeboard and a newer update online. The problem is not necessarily reading either text; it is understanding their relationship. A desk worker who explains dates and source responsibility can help the learner make a better check next time. That is a stronger purpose than offering a confident guess about a bus the college does not operate.

Some staff worry that learners will expect the desk to solve every travel difficulty. The concern is fair. However, clear publicity can distinguish information support from transport provision. The desk should explain its limits at the start and identify the provider enquiry route when necessary. A boundary is useful only if it leads to the next appropriate contact rather than leaving the learner at a polite dead end.

We should avoid describing learners who need help as “careless latecomers”. Such wording assumes that uncertainty results from poor planning, when the available messages may disagree. It also shifts attention from the information problem to a judgement about the person. The trial should examine what made a source difficult to interpret, not simply whether the learner arrived worried.

If review evidence is positive, I would replace one weekly desk session with a short group workshop about checking timetable sources. That could support several people at once and leave individual appointments for more specific issues. Before making the change, ask which questions genuinely share a common explanation. Efficient use of staff time should mean useful understanding, not merely a larger number of people hearing the same words.

READING SET 6 • TEXT C

Mock B: a college travel-information trial

TEXT C - Learner account by Tomas Wynn

Two dates and one journey

I went to the travel desk carrying a timetable that had survived in my bag long enough to acquire rounded corners. I also had a screenshot sent by a classmate. The times disagreed, and I had spent more energy comparing the typography than checking when either message had been published. It was not my proudest method of research.

The desk worker asked which day I planned to travel. That simple question separated the journey date from the date printed on the information. We found that my paper was older and that the screenshot referred to a provisional update. The worker did not announce which bus would definitely appear. Instead, she showed me the provider’s enquiry contact and helped me phrase a question about the specific Thursday service.

At first, I was disappointed not to leave with a single guaranteed time. Then I realised that certainty from the wrong source would not get me home. I wrote the contact route in my notes and checked that I could find it again without looking at the worker’s screen. That was the most useful part: the explanation left me with a way to check rather than a sentence to trust indefinitely.

The trial bulletin later said that eighteen of twenty-five optional survey respondents left knowing where to check an update. Those responses suggest a useful effect for many respondents, but they do not establish whether every learner completed a journey successfully. The survey concerned information confidence, not an observation of transport reliability. It also said nothing about people who did not obtain an appointment.

I would keep the individual desk session rather than replace one with a group workshop yet. My confusion involved two specific documents, and I needed time to explain why I thought they were both current. A group could teach useful principles, but it might not expose that misunderstanding. I would first compare the kinds of questions raised over another fortnight, then decide which genuinely belong together. The paper in my bag is still there; at least now I know that a well-travelled page is not necessarily a current one.

These sources and data are fictional. A reported checkable claim is not automatically independently verified.

READING SET 6 • QUESTIONS 1-5 • 9 MARKS

Read, analyse and connect evidence

1 [2 marks]. Using Text A, give the request deadline and what staff must confirm.

2 [2 marks]. Name the section about materials to bring and give the key code for the provider contact.

3 [1 mark]. What is Text A’s main purpose? Select ONE.
A. To guarantee transport journeys.
B. To advertise a college shuttle.
C. To recount Tomas’s experience.
D. To explain the travel-information desk and its limits.

4 [2 marks]. Use Text A’s glossary to explain provisional, and identify U in the key.

5 [2 marks]. From Text C, identify one checkable numerical claim and one evaluation.

Answers: pages 118-119. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 6 • QUESTIONS 6-10 • 12 MARKS

Read, analyse and connect evidence

6 [3 marks]. Explain Kemi’s response to staff concern about expectations in Text B: concession, response and useful next action.

7 [2 marks]. Explain the effect of “a polite dead end” in Text B.

8 [2 marks]. Explain the bias in “careless latecomers”, which Text B rejects.

9 [2 marks]. What does Tomas checking that he could find the contact again imply? Use evidence.

10 [3 marks]. Describe Tomas’s voice using an example and explanation.

Answers: pages 118-119. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

READING SET 6 • QUESTIONS 11-15 • 14 MARKS

Read, analyse and connect evidence

11 [2 marks]. Quote a formal procedural expression from Text A and explain its role.

12 [4 marks]. Compare how Texts A and B present the desk’s boundaries. Include evidence and presentation.

13 [3 marks]. Compare Kemi’s and Tomas’s views on a group workshop replacing a session.

14 [3 marks]. Give a context where Text A’s gist is enough, then a detail needed before attending and explain why.

15 [2 marks]. Identify one limitation of the twenty-five-person survey and explain what it cannot establish.

Answers: pages 118-119. Paper total: ____ /35. Keep guidance hidden until the complete attempt.

WRITING TASK 1 • PRACTICE • 20 MARKS

Request a change to tool collection

TASK

You have a confirmed Saturday tool-library collection at 10 am, but your work shift has changed. Write an email to reception requesting an alternative. You may invent reasonable supporting details; do not assume the change is approved.

Include all of the following:

- Explain the existing arrangement and the new difficulty.
- Suggest a workable alternative and explain why it would help.
- Ask for the specific confirmation you need before changing your plans.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 120-121.

WRITING TASK 1 • EMAIL • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 1 • EMAIL • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 2 • PRACTICE • 20 MARKS

Complain about conflicting collection information

TASK

Write a formal letter to the tool-library manager. Your confirmation named the main entrance, but a notice directed you to an unexplained side entrance. Explain the problem, its impact and the improvements you want. Invent reasonable fictional details.

Include all of the following:

- Give enough detail to identify the visit and inconsistency.
- Explain the effect on your collection without inventing staff motives.
- Request practical improvements and a written response.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 122-123.

WRITING TASK 2 • FORMAL LETTER • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 2 • FORMAL LETTER • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 3 • PRACTICE • 20 MARKS

Argue for a useful workplace buddy scheme

TASK

Write an article for a staff newsletter giving your views on a buddy scheme for new starters. You may use an explicitly hypothetical example rather than claiming real research.

Include all of the following:

- Explain one benefit through a developed example.
- Consider a drawback or limitation and a practical response.
- Give a reasoned recommendation about a trial.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 124-125.

WRITING TASK 3 • ARTICLE • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 3 • ARTICLE • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 4 • PRACTICE • 20 MARKS

Recommend an improvement from staff feedback

TASK

Write a report for a training manager using fictional feedback from 24 optional new-starter cards: 13 asked for clearer information routes, 7 for a longer first meeting and 4 for more examples. Each card records one main request. Recommend a first action and acknowledge a limitation.

Include all of the following:

- Report the figures and sample accurately.
- Recommend a priority and explain the connection to the evidence.
- Identify a limitation and propose a way to review the change.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 126-127.

WRITING TASK 4 • REPORT • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 4 • REPORT • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 5 • PRACTICE • 20 MARKS

Evaluate a market demonstration

TASK

Write a review for a community website about a fictional demonstration of a new market location. Explain useful features, a difficulty and who might find the arrangement suitable.

Include all of the following:

- Describe and evaluate at least two aspects with specific experience.
- Explain a limitation and a practical improvement.
- Give a balanced recommendation for a named audience.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 128-129.

WRITING TASK 5 • REVIEW • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 5 • REVIEW • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 6 • PRACTICE • 20 MARKS

Explain a consultation procedure

TASK

Explain a fictional consultation process for residents. Comments can be sent online or on paper by a deadline, then staff group issues, check practical evidence and publish a decision. Explain why key steps matter. This is an invented procedure, not official council guidance.

Include all of the following:

- Explain how to submit a useful response and receive any acknowledgement.
- Describe how staff review information without treating consultation as a simple vote.
- Explain how a decision and its reasons should be communicated.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 130-131.

WRITING TASK 6 • PROCESS EXPLANATION • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 6 • PROCESS EXPLANATION • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 7 • PRACTICE • 20 MARKS

Describe correcting a misunderstanding

TASK

Write a reflective account for a learner website about misunderstanding a message and learning a better checking method. Use an original fictional experience if preferred.

Include all of the following:

- Establish the message and the initial assumption.
- Develop a turning point and explain the outcome.
- Reflect on a specific checking method you would use next time.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 132-133.

WRITING TASK 7 • REFLECTIVE NARRATIVE • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 7 • REFLECTIVE NARRATIVE • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 8 • PRACTICE • 20 MARKS

Recommend a clearer status-message trial

TASK

Write a proposal for a fictional service manager. Request receipts are sometimes mistaken for confirmed appointments. Recommend a limited message trial, identify a practical risk and explain how to review it.

Include all of the following:

- Explain the communication problem and proposed change.
- Develop responsibility and a risk or limitation.
- Recommend evidence and a review point before a permanent decision.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 134-135.

WRITING TASK 8 • PROPOSAL • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 8 • PROPOSAL • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 9 • TIMED MOCK A • 20 MARKS

Mock A, Task 1: report cinema-arrival confusion

TASK

After attending the Harbour Screen trial, write an email to the organiser about unclear entrance information. Explain your experience, suggest improvements and ask how future visitors will receive updates. Invent reasonable details consistent with a trial; do not copy the reading reviewer.

Include all of the following:

- Explain the specific arrival problem and its effect.
- Suggest two related practical improvements.
- Request a clear next step or reply.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 136-137.

WRITING TASK 9 • EMAIL • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 9 • EMAIL • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 10 • TIMED MOCK A • 20 MARKS

Mock A, Task 2: argue for choice in a programme

TASK

Write an article for a community newsletter giving your views on offering different film-viewing formats. Explain a benefit, address a concern and recommend how a small programme should decide its next step.

Include all of the following:

- Develop a reason for offering choice through a relevant example.
- Address a contrasting preference or operational concern.
- Recommend a proportionate review or action.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 138-139.

WRITING TASK 10 • ARTICLE • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 10 • ARTICLE • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 11 • TIMED MOCK B • 20 MARKS

Mock B, Task 1: review travel-desk feedback

TASK

Write a report for a college manager using this fictional set of 28 optional travel-desk cards. One main request per card: 15 clearer source dates, 8 longer appointments, 5 a group workshop. Recommend a first step, explain a limitation and suggest review evidence. These data are separate from the reading paper.

Include all of the following:

- Preserve the sample and all three counts accurately.
- Explain a priority connected to the evidence.
- Identify a limitation and a practical follow-up.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 140-141.

WRITING TASK 11 • REPORT • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 11 • REPORT • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 12 • TIMED MOCK B • 20 MARKS

Mock B, Task 2: evaluate information support

TASK

Write a review for a learner website of a fictional service that helped you check conflicting information. Evaluate its method and a limitation, then recommend it for a particular audience. Create your own experience rather than retelling the reading account.

Include all of the following:

- Explain the uncertainty and evaluate how the service helped.
- Discuss a limitation and a possible improvement.
- Give a balanced recommendation for a named audience.

Learning target: 250-350 words in the main response. Follow actual task guidance in your exam. Timed practice: no dictionary, external SPaG aids, lesson notes, copied model or AI-generated response.

Purpose, audience and format

Paragraph / stage plan and supplied facts

Useful development, evidence or example

Two draft pages follow. Model and feedback: 142-143.

WRITING TASK 12 • REVIEW • DRAFT PAGE 1 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

WRITING TASK 12 • REVIEW • DRAFT PAGE 2 OF 2

My independent draft

Use the task brief and appropriate format details. Develop the requested message in paragraphs. Continue on extra labelled paper if needed. Reserve time to check the whole response.

Check: required content → relevant detail → organisation/cohesion/register → sentence boundaries/verbs → punctuation → spelling. Mark after the complete task or mock pair.

ACCURACY SET 1 • 10 MARKS • NO EXTERNAL AIDS

Sentence boundaries and complete clauses

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Repair: “The request arrived, the time was not confirmed.”

2 [1 mark]. Complete: “Although the form was clear.”

3 [1 mark]. Repair: “I read the key it explained the status.”

4 [1 mark]. Turn this into a direct question: “you have confirmed the time”.

5 [1 mark]. Join with because: “I waited. No confirmation had arrived.”

6 [1 mark]. Repair: “If the appointment changes.”

7 [1 mark]. Repair: “The desk opened. Which helped evening learners.”

8 [1 mark]. Repair: “We checked the dates, however the sources still disagreed.”

9 [1 mark]. Add a boundary: “The room was available the supervisor was not.”

10 [1 mark]. Write one complete conditional sentence beginning “Unless”.

Answers: page 144. Score: ____ /10. Identify the cause and retry later.

ACCURACY SET 2 • 10 MARKS • NO EXTERNAL AIDS

Commas, colons and semicolons

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Punctuate: “When the doors open join the correct queue.”

2 [1 mark]. Add paired commas: “Jo the coordinator will reply.”

3 [1 mark]. Remove the wrong comma: “The list of confirmed visitors, is ready.”

4 [1 mark]. Use a colon: “One condition remains staffing must be checked.”

5 [1 mark]. Remove the unnecessary colon: “Please bring: your notes.”

6 [1 mark]. Use a semicolon: “The form is complete the booking is not confirmed.”

7 [1 mark]. Punctuate this list: “Bring the route number travel date and message.”

8 [1 mark]. Correct: “I waited; because the desk was closed.”

9 [1 mark]. Add paired commas: “The confirmation which arrived yesterday names the room.” Treat the clause as extra.

10 [1 mark]. Write a complete sentence using a colon to introduce two items.

Answers: page 144. Score: ____ /10. Identify the cause and retry later.

ACCURACY SET 3 • 10 MARKS • NO EXTERNAL AIDS

Possession, quotations and contractions

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Mark possession for one trader: “the traders stall”.

2 [1 mark]. Mark possession for several traders: “the traders stalls”.

3 [1 mark]. Mark possession: “the peoples comments”.

4 [1 mark]. Choose its/it’s: “The portal displays ___ status.”

5 [1 mark]. Choose its/it’s: “___ not confirmed yet.”

6 [1 mark]. Correct: “Three visitor’s asked questions.”

7 [1 mark]. Write “We have not confirmed it” using a contraction.

8 [1 mark]. Punctuate direct speech: “Noor said the time is confirmed”.

9 [1 mark]. Punctuate the spoken question: “Eli asked is this the correct entrance”.

10 [1 mark]. Correct: “The choice is your’s.”

Answers: page 145. Score: ____ /10. Identify the cause and retry later.

ACCURACY SET 4 • 10 MARKS • NO EXTERNAL AIDS

Agreement, tense and verb forms

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Correct: “The box of forms are on the desk.”

2 [1 mark]. Correct: “The visitors was waiting.”

3 [1 mark]. Correct: “Yesterday she has wrote to reception.”

4 [1 mark]. Correct: “The requests have been send.”

5 [1 mark]. Correct: “He had went before the message arrived.”

6 [1 mark]. Keep the actions past: “I arrived, checked the sign and ask for help.”

7 [1 mark]. Choose has/have: “Each visitor ___ a request number.”

8 [1 mark]. Choose is/are: “The information ___ incomplete.”

9 [1 mark]. Complete with attend: “By the review date, I had ___ twice.”

10 [1 mark]. Write a sentence containing a past event and a continuing present fact.

Answers: page 145. Score: ____ /10. Identify the cause and retry later.

ACCURACY SET 5 • 10 MARKS • NO EXTERNAL AIDS

Articles, reference and cohesion

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Choose a/an: “___ hour”; “___ university office”.

2 [1 mark]. Choose a/an: “___ useful explanation”; “___ appointment”.

3 [1 mark]. Add an article: “Please bring form.” Mean any suitable form.

4 [1 mark]. Complete: “I received a message. ___ message named the room.”

5 [1 mark]. Clarify that Eva owns it: “Mina told Eva her appointment had changed.”

6 [1 mark]. Choose however/therefore: “The desk is closed. ___, we must return later.”

7 [1 mark]. Choose however/therefore: “The form is clear. ___, the wait is uncertain.”

8 [1 mark]. Replace vague this: “The email and sign disagree. This needs review.” Name the problem.

9 [1 mark]. Join with although: “The room was small. It was easy to navigate.”

10 [1 mark]. Write two connected sentences using “This arrangement” with a clear reference.

Answers: page 146. Score: ____ /10. Identify the cause and retry later.

ACCURACY SET 6 • 10 MARKS • NO EXTERNAL AIDS

Modality and proportionate claims

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Make this a possibility: “The trial will eliminate every delay.”

2 [1 mark]. State a prohibition: “Duplicate bookings are not allowed.” Use must.

3 [1 mark]. State no obligation: “Bringing printed notes is optional.” Use have to.

4 [1 mark]. Make a polite specific request for the confirmed time using could.

5 [1 mark]. Complete: “You ___ sign in before entry.” Mean a requirement, not advice.

6 [1 mark]. Keep uncertainty: replace “may help” with a similar expression.

7 [1 mark]. Qualify: “Twenty optional cards prove everyone wants later opening.”

8 [1 mark]. Make a recommendation using should: “Review the trial before extending it.”

9 [1 mark]. Write a complete sentence making continuation depend on staffing.

10 [1 mark]. Preserve a request rather than approval: repair “Please change my slot. I will attend the new time whether you reply or not.”

Answers: page 146. Score: ____ /10. Identify the cause and retry later.

ACCURACY SET 7 • 10 MARKS • NO EXTERNAL AIDS

Spelling, specialist words and word forms

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Correct: “neccessary”; “seperate”.

2 [1 mark]. Correct: “definately”; “recieve”.

3 [1 mark]. Correct: “accomodation”; “enviroment”.

4 [1 mark]. Choose advice/advise: “Please ___ me; your ___ is useful.”

5 [1 mark]. Choose affect/effect: “The change may ___ attendance.”

6 [1 mark]. Choose their/there/they’re: “___ bringing ___ notes.”

7 [1 mark]. Choose your/you’re: “___ confirmation says ___ expected at six.”

8 [1 mark]. Choose apply/application: “Please send your ___.”

9 [1 mark]. Choose eligible/eligibility: “Staff will check your ___.”

10 [1 mark]. Correct the specialist words: “provisonal”; “allocaton”.

Answers: page 147. Score: ____ /10. Identify the cause and retry later.

ACCURACY SET 8 • 10 MARKS • NO EXTERNAL AIDS

Mixed proofreading with meaning preserved

One mark per item. Write the correction or complete sentence requested. Where two parts are requested, both are needed. Open items allow another accurate response with the required feature.

1 [1 mark]. Correct: “The list of trader’s are ready.” Assume several traders.

2 [1 mark]. Correct: “Its important to check its status.”

3 [1 mark]. Correct: “Although the slot changed. I could attend.”

4 [1 mark]. Correct: “The card arrived, therefore the request was logged.”

5 [1 mark]. Correct: “The learners feedback was useful.” Mean several learners.

6 [1 mark]. Correct: “A hour later, she had wrote a reply.”

7 [1 mark]. Correct: “There comments may effect the decision.”

8 [1 mark]. Repair: “The team must to check the dates.”

9 [1 mark]. Correct: “The information were definately unclear.”

10 [1 mark]. Clarify Noor as the owner: “Noor told Jo her form was incomplete.”

Answers: page 147. Score: ____ /10. Identify the cause and retry later.

SLC PACK 1 • READER SCRIPT • HIDE FROM LISTENER

Explain a clearer collection process

Reader: deliver naturally. Listener: use the next page without viewing this script. Agree any learning repeat in advance; formal conditions, tasks and preparation come from the centre. This is a rehearsal, not an approved live assessment.

I propose a short trial of clearer collection messages at the fictional tool library. The problem is not that every borrower ignores information. Sometimes the email, the catalogue and the entrance notice use different terms, so a person can read each one and still be unsure what action to take.

The first change would be to use the same three stages throughout: request received, alternative offered and collection confirmed. Each message should say which stage it records and what the borrower should do next. A request number should not appear beside wording that sounds like an appointment has already been agreed.

The second change concerns arrival. The confirmation should name the entrance in use and provide a contact route if the borrower cannot locate it. Reception would need to check those details before sending the message. If an entrance changed later, affected borrowers should receive an update. A clearer template would not help if it confidently described yesterday's arrangement.

Some volunteers worry that this creates another administrative task. That is reasonable, so I suggest testing the process over two Saturdays rather than changing every loan immediately. Record how long the check takes and which arrival questions are still asked. The review should consider actual clarity, not simply whether the new message looks attractive.

Another suggestion is to extend the collection window. That may help borrowers with changing work hours, but it requires a separate staffing check. I would gather timing requests during the message trial rather than promise a longer day now. The recommendation is therefore conditional: test the messages only if someone accepts responsibility for keeping them current, then review remaining confusion before deciding the next step.

Listening feedback: key information

- Recommendation: a two-Saturday collection-message trial.
- Use request/alternative/confirmed stages consistently.
- Check the current entrance and update affected borrowers after a change.
- Objection: extra administration; record checking time and remaining questions.
- Condition: someone owns updates; longer hours require separate staffing evidence.

SLC PACK 1 • LEARNER PAGE

Listen, develop and adapt

Listen with the script covered. Summarise the message aloud, retain a condition and ask a detailed question about a genuine gap. Then prepare a different talk using prompts.

Recommendation, reasons and a relevant detail

Objection / alternative and controlling condition

My question, response heard and any follow-up

MY OWN DEVELOPED TALK

Give a developed talk recommending a clearer communication process in a different fictional setting. Include evidence or a clearly hypothetical example, a limitation and a next step. Then explain the main message briefly as if speaking by telephone.

Prompts: opening, support, qualification, conclusion

Deliver to a partner, then answer detailed questions and feedback actually offered. Use the suggested audience/medium change; do not read a full scripted response.

SLC PACK 1 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Choose a first improvement for a tool library: clearer messages, a longer collection window or a staffed welcome point. Compare access, staffing and the evidence needed. Reach a qualified recommendation and record one unresolved condition.

Use a suitable learning group with your tutor. Contribute connected points, supported views and pertinent questions. Practise respectful interjection/redirection where useful. Actual group size, timing, preparation and evidence rules come from your board.

Shared skill	Example actually heard / observed	Next step
1. Select relevant spoken information		
2. Follow narratives and arguments		
3. Answer extended questions/feedback		
4. Ask detailed pertinent questions		
5. Develop clear spoken contributions		
6. Support arguments persuasively		
7. Use appropriate accurate language		
8. Move discussion forward		
9. Adapt audience/purpose/medium		
10. Interject and redirect appropriately		

Observer / learner / date

One change to rehearse on a new topic

This table is a learning record, not an official SLC award or pass checklist. Use current approved tasks, criteria, records, quality assurance and access arrangements for live assessment. [S2, S7, S19-S20]

SLC PACK 2 • READER SCRIPT • HIDE FROM LISTENER

Evaluate an induction information map

Reader: deliver naturally. Listener: use the next page without viewing this script. Agree any learning repeat in advance; formal conditions, tasks and preparation come from the centre. This is a rehearsal, not an approved live assessment.

I recommend checking the induction information map before increasing the length of every buddy meeting. In our fictional feedback exercise, fourteen of twenty-six returned cards asked for a clearer route to current documents. Eight asked for more meeting time and four requested further examples. These are optional responses, not a complete account of every employee's needs.

The largest category suggests a specific problem worth investigating. A new starter may have enough time to read a page but still be unable to tell whether it is current. A longer conversation would not necessarily solve that if the buddy points to the same outdated source. The map should identify the responsible contact and where the current version is kept.

I suggest testing a revised map with two new groups. Ask each learner to locate a source and explain why it is the appropriate one. That would provide evidence of use, rather than only a rating of whether the map seems clear. Buddies should also record questions they had to refer outside their role.

Some colleagues argue that a practical check could make the welcome feel like a test. That concern matters. The activity should be explained as a check of our information route, not a judgement of the person's intelligence. If several learners hesitate at the same point, we should examine the map before blaming them.

The alternative is to extend all first meetings immediately. I would retain that option, but decide after the route trial and a staffing review. The revised map needs an owner who can update contacts when roles change. Without that responsibility, the improvement could become outdated quickly. My recommendation is therefore a limited route check, with longer meetings considered where the evidence shows a need rather than treated as the automatic answer.

Listening feedback: key information

- Recommendation: check/revise the map before extending every meeting.
- Feedback: 14 clearer routes, 8 longer time, 4 examples; 26 optional cards.
- Test source location with two groups and record referral questions.
- Concern: the activity may feel like testing the person; frame it as checking the route.
- Condition: an update owner; longer meetings remain an option after review.

SLC PACK 2 • LEARNER PAGE

Listen, develop and adapt

Listen with the script covered. Summarise the message aloud, retain a condition and ask a detailed question about a genuine gap. Then prepare a different talk using prompts.

Recommendation, reasons and a relevant detail

Objection / alternative and controlling condition

My question, response heard and any follow-up

MY OWN DEVELOPED TALK

Explain a useful induction process to new starters, then give an experienced manager a shorter version focused on responsibility and review. Answer a listener's challenge about the limits of your proposal.

Prompts: opening, support, qualification, conclusion

Deliver to a partner, then answer detailed questions and feedback actually offered. Use the suggested audience/medium change; do not read a full scripted response.

SLC PACK 2 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Decide whether a fictional workplace should first revise its information map, extend buddy meetings or add worked examples. Compare useful understanding, workload and evidence. Make one respectful redirection if the discussion moves away from induction.

Use a suitable learning group with your tutor. Contribute connected points, supported views and pertinent questions. Practise respectful interjection/redirection where useful. Actual group size, timing, preparation and evidence rules come from your board.

Shared skill	Example actually heard / observed	Next step
1. Select relevant spoken information		
2. Follow narratives and arguments		
3. Answer extended questions/feedback		
4. Ask detailed pertinent questions		
5. Develop clear spoken contributions		
6. Support arguments persuasively		
7. Use appropriate accurate language		
8. Move discussion forward		
9. Adapt audience/purpose/medium		
10. Interject and redirect appropriately		

Observer / learner / date

One change to rehearse on a new topic

This table is a learning record, not an official SLC award or pass checklist. Use current approved tasks, criteria, records, quality assurance and access arrangements for live assessment. [S2, S7, S19-S20]

SLC PACK 3 • READER SCRIPT • HIDE FROM LISTENER

Follow an argument about a market pilot

Reader: deliver naturally. Listener: use the next page without viewing this script. Agree any learning repeat in advance; formal conditions, tasks and preparation come from the centre. This is a rehearsal, not an approved live assessment.

The courtyard market proposal raises two different questions: whether visitors would enjoy the setting and whether traders can use the delivery route. I support continuing the consultation, but I do not think favourable atmosphere comments can answer the delivery question on their own.

A demonstration with empty stall spaces may help people imagine the layout. It can also reveal unclear visitor entrances. However, it does not show what happens when several traders arrive with goods within the same hour. The evidence collected should match the decision being made. We should not ask one attractive photograph to carry the whole argument.

My proposal is a short delivery rehearsal before the first public trial market. Traders would explain the order in which they need to unload, and the team would record where delays arise. The purpose would be to identify a workable sequence, not to promise that no delay could ever occur. Visitor-direction feedback should be collected separately so the two concerns remain visible.

Some people prefer opening a small trial market straight away and learning from that experience. A real event could indeed reveal problems that a rehearsal misses. Nevertheless, a rehearsal might expose a basic route conflict before it affects customers and nearby residents. I would use it as a first check, then review the real event as a second stage.

The rehearsal should proceed only if the courtyard is available and traders can take part without assuming costs they have not agreed. If that cannot be arranged, the team should explain the remaining uncertainty before making a trial decision. My position is not opposition to the move. It is support for a test whose evidence is suited to the practical question.

Listening feedback: key information

- Distinguishes visitor atmosphere from trader delivery capacity.
- Recommendation: delivery rehearsal before a public trial.
- Record sequence and delays; collect visitor directions separately.
- Accepts real events reveal additional problems, but argues for an earlier basic check.
- Condition: courtyard availability and agreed trader participation/costs.

SLC PACK 3 • LEARNER PAGE

Listen, develop and adapt

Listen with the script covered. Summarise the message aloud, retain a condition and ask a detailed question about a genuine gap. Then prepare a different talk using prompts.

Recommendation, reasons and a relevant detail

Objection / alternative and controlling condition

My question, response heard and any follow-up

MY OWN DEVELOPED TALK

Present a reasoned argument about testing a community proposal before making it permanent. Use a concrete example and acknowledge a fair counterargument. Respond to feedback that your evidence is limited.

Prompts: opening, support, qualification, conclusion

Deliver to a partner, then answer detailed questions and feedback actually offered. Use the suggested audience/medium change; do not read a full scripted response.

SLC PACK 3 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Choose between a delivery rehearsal, an immediate small market or a further written consultation. Compare what each can establish and what it cannot. Summarise agreement and uncertainty without forcing unanimity.

Use a suitable learning group with your tutor. Contribute connected points, supported views and pertinent questions. Practise respectful interjection/redirection where useful. Actual group size, timing, preparation and evidence rules come from your board.

Shared skill	Example actually heard / observed	Next step
1. Select relevant spoken information		
2. Follow narratives and arguments		
3. Answer extended questions/feedback		
4. Ask detailed pertinent questions		
5. Develop clear spoken contributions		
6. Support arguments persuasively		
7. Use appropriate accurate language		
8. Move discussion forward		
9. Adapt audience/purpose/medium		
10. Interject and redirect appropriately		

Observer / learner / date

One change to rehearse on a new topic

This table is a learning record, not an official SLC award or pass checklist. Use current approved tasks, criteria, records, quality assurance and access arrangements for live assessment. [S2, S7, S19-S20]

SLC PACK 4 • READER SCRIPT • HIDE FROM LISTENER

Distinguish status clarity from waiting time

Reader: deliver naturally. Listener: use the next page without viewing this script. Agree any learning repeat in advance; formal conditions, tasks and preparation come from the centre. This is a rehearsal, not an approved live assessment.

I want to separate two complaints about the fictional appointment portal. One concerns understanding a message; the other concerns how long confirmation takes. They may occur together, but improving one does not automatically improve the other.

A customer can receive a quick request receipt and still misunderstand it as an appointment. A clearer subject line and an opening sentence naming the stage could address that problem. The message should explain what staff still need to check and what the customer should do next. It should not use a reassuring word such as booked until the time has actually been agreed.

Waiting time needs different evidence. We should record the interval between a complete request and a confirmed appointment, including cases where an alternative is offered. Counting how many forms arrive tells us about activity, not whether the response is timely. Optional satisfaction comments may help explain experience but cannot replace those process records.

Some colleagues suggest removing the portal because a telephone call can clarify a misunderstanding immediately. That is a genuine benefit of conversation. However, a written route may suit customers who need time to organise details. I would retain both routes during a limited review rather than assume that one should replace the other now.

The next step should be a two-week message trial alongside a separate waiting-time review. A named staff member must check that status terms match the actual workflow. If the service cannot keep a stated update deadline, it should not print that deadline as an unconditional promise. At review, ask whether customers understand the next action and whether confirmation has become more predictable. Those are related outcomes, but each needs its own evidence.

Listening feedback: key information

- Two issues: status understanding and confirmation delay.
- Clear subject/opening names stage and next action.
- Timing evidence: request-to-confirmation intervals, including alternatives.
- Accepts a phone benefit; retains both routes for review.
- Condition: accurate workflow terms and no unsupported unconditional update promise.

SLC PACK 4 • LEARNER PAGE

Listen, develop and adapt

Listen with the script covered. Summarise the message aloud, retain a condition and ask a detailed question about a genuine gap. Then prepare a different talk using prompts.

Recommendation, reasons and a relevant detail

Objection / alternative and controlling condition

My question, response heard and any follow-up

MY OWN DEVELOPED TALK

Explain a process containing a request, a check and a confirmation. Adapt it for a customer unfamiliar with the terms and for a colleague who knows the system. Answer a detailed question about uncertainty.

Prompts: opening, support, qualification, conclusion

Deliver to a partner, then answer detailed questions and feedback actually offered. Use the suggested audience/medium change; do not read a full scripted response.

SLC PACK 4 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Choose a first portal improvement: clearer status messages, faster staff review or a different telephone arrangement. Distinguish evidence for each and avoid claiming that one change resolves every issue.

Use a suitable learning group with your tutor. Contribute connected points, supported views and pertinent questions. Practise respectful interjection/redirection where useful. Actual group size, timing, preparation and evidence rules come from your board.

Shared skill	Example actually heard / observed	Next step
1. Select relevant spoken information		
2. Follow narratives and arguments		
3. Answer extended questions/feedback		
4. Ask detailed pertinent questions		
5. Develop clear spoken contributions		
6. Support arguments persuasively		
7. Use appropriate accurate language		
8. Move discussion forward		
9. Adapt audience/purpose/medium		
10. Interject and redirect appropriately		

Observer / learner / date

One change to rehearse on a new topic

This table is a learning record, not an official SLC award or pass checklist. Use current approved tasks, criteria, records, quality assurance and access arrangements for live assessment. [S2, S7, S19-S20]

SLC PACK 5 • READER SCRIPT • HIDE FROM LISTENER

Weigh evidence for a cinema programme

Reader: deliver naturally. Listener: use the next page without viewing this script. Agree any learning repeat in advance; formal conditions, tasks and preparation come from the centre. This is a rehearsal, not an approved live assessment.

I support completing the captioned-film trial before choosing a regular slot. The first two showings produced useful comments, but a programme decision needs more than a count of positive cards. We should distinguish a response to a particular film from a preference about a recurring format and date.

For example, a person may find captions useful during one film and distracting during another. Someone who could not attend on Thursday may still want a captioned option on a different day. Feedback from attendees cannot automatically describe those missing preferences. The review should record the film and date associated with each response and provide a way for interested non-attenders to comment.

I suggest using the remaining two showings to test clearer listings and gather that timing information. The listing should name the format before reservation, and the confirmation should match it. If the hall arrangement changes, existing bookings need an update. Choice depends on information people can use before they arrive.

Some volunteers favour announcing a monthly showing now so audiences can plan ahead. That is a reasonable advantage. However, a regular promise also requires hall availability and staffing, and the current comments do not establish the best date. A provisional planning notice could explain that a monthly option is being considered without presenting it as already confirmed.

At the end of the trial, the team should review attendance, unmet requests, comments and the hall diary together. If a regular slot is feasible and useful, publish it clearly. If evidence remains thin, explain what additional test is needed. A welcoming programme can be enthusiastic while still being honest about what has and has not been decided.

Listening feedback: key information

- Recommendation: finish the four-showing trial before selecting a regular slot.
- Distinguish film reaction from format/date preference.
- Seek timing views from interested non-attenders; improve listings/confirmation.
- Concedes advance planning benefit of a monthly announcement.
- Condition: staffing/hall availability; provisional planning must not sound confirmed.

SLC PACK 5 • LEARNER PAGE

Listen, develop and adapt

Listen with the script covered. Summarise the message aloud, retain a condition and ask a detailed question about a genuine gap. Then prepare a different talk using prompts.

Recommendation, reasons and a relevant detail

Objection / alternative and controlling condition

My question, response heard and any follow-up

MY OWN DEVELOPED TALK

Give a developed talk about offering choice in a community activity. Explain one audience benefit, a limitation and a realistic next step. Respond to a listener who prefers a different option.

Prompts: opening, support, qualification, conclusion

Deliver to a partner, then answer detailed questions and feedback actually offered. Use the suggested audience/medium change; do not read a full scripted response.

SLC PACK 5 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Decide whether to announce a monthly captioned showing, complete the trial first or test another date. Use access, evidence and practical availability as criteria. Invite correction of your final summary.

Use a suitable learning group with your tutor. Contribute connected points, supported views and pertinent questions. Practise respectful interjection/redirection where useful. Actual group size, timing, preparation and evidence rules come from your board.

Shared skill	Example actually heard / observed	Next step
1. Select relevant spoken information		
2. Follow narratives and arguments		
3. Answer extended questions/feedback		
4. Ask detailed pertinent questions		
5. Develop clear spoken contributions		
6. Support arguments persuasively		
7. Use appropriate accurate language		
8. Move discussion forward		
9. Adapt audience/purpose/medium		
10. Interject and redirect appropriately		

Observer / learner / date

One change to rehearse on a new topic

This table is a learning record, not an official SLC award or pass checklist. Use current approved tasks, criteria, records, quality assurance and access arrangements for live assessment. [S2, S7, S19-S20]

SLC PACK 6 • READER SCRIPT • HIDE FROM LISTENER

Judge understanding at an information desk

Reader: deliver naturally. Listener: use the next page without viewing this script. Agree any learning repeat in advance; formal conditions, tasks and preparation come from the centre. This is a rehearsal, not an approved live assessment.

I propose reviewing what learners can do after a travel-information appointment, rather than judging the desk only by how many people attend. Attendance tells us the service was used. It does not establish that the explanation helped a learner identify the correct next source.

A learner may bring two readable timetables and still be unsure which date matters. The desk can help distinguish a publication date, an update status and the planned journey day. It should then identify the provider contact where necessary. The college cannot make a transport service reliable by explaining a document, so that limit should remain clear.

For a two-week review, I would ask learners to describe where they would check an update after the appointment. This should be a short learning check, not a memory test of every detail. Staff could note recurring misunderstandings and whether the learner can explain the next action in their own words. Optional comments could add experience, while process notes could show which questions require individual time.

Some colleagues want a group workshop immediately because several learners might benefit at once. That is possible, but similar-looking questions may have different causes. One person may confuse two events; another may misunderstand provisional status. We should group topics only when the evidence shows a genuinely shared explanation.

The review requires staff time, so the check should be brief and participation explained respectfully. If the desk is too busy to gather useful observations, the manager should revise the plan rather than treat missing evidence as success. I would keep individual appointments during the review, then use the findings to decide whether a workshop could replace part of the provision.

Listening feedback: key information

- Recommendation: review usable understanding, not attendance alone.
- Distinguish publication date, provisional status and journey day.
- Two-week brief next-action check plus recurring-question notes/comments.
- Group workshop may help, but superficially similar questions can differ.
- Condition: manageable staff time and respectful explanation; retain individual appointments during review.

SLC PACK 6 • LEARNER PAGE

Listen, develop and adapt

Listen with the script covered. Summarise the message aloud, retain a condition and ask a detailed question about a genuine gap. Then prepare a different talk using prompts.

Recommendation, reasons and a relevant detail

Objection / alternative and controlling condition

My question, response heard and any follow-up

MY OWN DEVELOPED TALK

Explain how to check conflicting information in a study or everyday setting. Show a method, its limits and the responsible next contact. Adapt one part for a listener who cannot see your example.

Prompts: opening, support, qualification, conclusion

Deliver to a partner, then answer detailed questions and feedback actually offered. Use the suggested audience/medium change; do not read a full scripted response.

SLC PACK 6 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Choose the first change to an information desk: a group workshop, clearer source examples or longer individual appointments. Ask detailed questions, respond to a challenge and redirect any drift from the agreed decision.

Use a suitable learning group with your tutor. Contribute connected points, supported views and pertinent questions. Practise respectful interjection/redirection where useful. Actual group size, timing, preparation and evidence rules come from your board.

Shared skill	Example actually heard / observed	Next step
1. Select relevant spoken information		
2. Follow narratives and arguments		
3. Answer extended questions/feedback		
4. Ask detailed pertinent questions		
5. Develop clear spoken contributions		
6. Support arguments persuasively		
7. Use appropriate accurate language		
8. Move discussion forward		
9. Adapt audience/purpose/medium		
10. Interject and redirect appropriately		

Observer / learner / date

One change to rehearse on a new topic

This table is a learning record, not an official SLC award or pass checklist. Use current approved tasks, criteria, records, quality assurance and access arrangements for live assessment. [S2, S7, S19-S20]

READING SET 1 • ANSWERS 1-8

Borrowing from a tool library

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q1 [2 marks; content 11]. 3 pm on Tuesday (1); receive a confirmation naming the item and collection time before travelling (1).

Q2 [2 marks; content 16]. “Loan periods” (1); beside the item name in the catalogue (1).

Q3 [1 mark; content 14]. B (1): it explains how the pilot operates and its conditions.

Q4 [2 marks; content 15]. Allocation means assignment of an available item to a borrower (1); C means collection already confirmed (1).

Q5 [2 marks; content 18]. For example, fourteen of eighteen forms described booking as easy is a checkable reported claim (1); “Collection itself was friendly” or “Those are encouraging responses” is an evaluative judgement (1).

Q6 [3 marks; content 18]. Jo accepts that the concern is understandable (1); clear confirmation and return arrangements can reduce uncertainty (1); they cannot guarantee that no item will be delayed (1).

Q7 [2 marks; content 14]. The opening question beginning “Why should a drill…” (1); it frames infrequently used equipment as a resource that could be shared rather than left unused, supporting the library trial (1).

Q8 [2 marks; content 17]. The label negatively judges people buying tools for occasional use (1); Jo presents borrowing as the obvious responsible choice and dismisses differing household needs rather than examining them (1). The phrase is Jo’s own biased framing.

READING SET 1 • ANSWERS 9-15

Borrowing from a tool library

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q9 [2 marks; content 13]. She is concerned about time or the effect on her plans (1), supported by watching the minute hand and calculating how much of the morning remained (1). It does not prove she abandoned the project.

Q10 [3 marks; content 19]. An informal, reflective and gently self-mocking voice (1); for example, important details will “introduce themselves” (1); personifying the details humorously acknowledges her own casual administration rather than blaming everything on staff (1).

Q11 [2 marks; content 17]. For example, “Only the named member may collect” (1); the precise restriction clearly tells borrowers who is permitted to collect (1). Accept another exact expression with a specific procedural explanation.

Q12 [4 marks; content 12]. Both make reliable booking important (1). A requires confirmation before travel (1); B says borrowing helps only when collection is workable (1). A uses procedural sections and conditions, whereas B develops a persuasive argument with examples and qualifications (1).

Q13 [3 marks; content 12]. Jo supports testing a different window if expansion is justified, while Farah prefers retaining Saturday while investigating the wait (1); B’s conditional alternative-window proposal (1); C’s explicit support for continuing Saturday (1).

Q14 [3 marks; content 11]. A broad summary can help someone decide whether occasional borrowing is relevant (1). Before travelling, the confirmed collection time or item is needed (1), because a request or alternative proposal alone does not establish an assigned collection (1).

Q15 [2 marks; content 18]. They were optional and from completed loans (1); they cannot establish the experience of unsuccessful applicants or everyone who considered borrowing (1).

AFTER MARKING

Score: ____ /35
My least secure skill: _____
Evidence or condition I missed: _____
Lesson to revisit / retry date: _____

READING SET 2 • ANSWERS 1-8

A workplace buddy induction

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q1 [2 marks; content 11]. Noon on Thursday before the first session (1); assigned buddy and meeting point (1; both required).

Q2 [2 marks; content 16]. “Session pattern” (1); R (1). The final note also identifies the rota route.

Q3 [1 mark; content 14]. D (1).

Q4 [2 marks; content 15]. Passing a question to the person authorised to handle it (1); T means authorised training contact (1).

Q5 [2 marks; content 18]. Nine of twelve returning employees found the route clearer is a reported checkable claim (1); “That limit was useful” or “The result is encouraging” is an evaluation (1).

Q6 [3 marks; content 18]. He takes the time concern seriously (1); planned short meetings may be more manageable than repeated unpredictable interruptions (1); the trial should record time rather than assume efficiency (1).

Q7 [2 marks; content 14]. The buddy is compared with a signpost guiding someone to information (1); this argues for helping employees find authorised sources rather than replacing the full system or remaining responsible for every answer (1).

Q8 [2 marks; content 17]. It negatively labels new starters as personally incapable (1), obscuring the possibility that the information route is unclear and discouraging questions (1). Leon rejects the label.

READING SET 2 • ANSWERS 9-15

A workplace buddy induction

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q9 [2 marks; content 13]. She worries about appearing excessively dependent or incapable (1); she says she did not want to seem to need help with absolutely everything (1).

Q10 [3 marks; content 19]. Reflective and personal (1); for example, “a quieter kind of confidence” (1); the phrase evaluates her changing understanding and values specific questions over pretending complete certainty (1).

Q11 [2 marks; content 17]. For example, “Buddies must refer questions outside their agreed role” (1); must and the stated boundary give a clear procedural requirement (1). Accept other precise examples with relevant explanation.

Q12 [4 marks; content 12]. Both distinguish support from full authorised training or decisions (1). A says buddies refer questions outside their role (1); B says support is not a training substitute (1). A uses procedural sections and requirements; B uses argument and a signpost metaphor to justify boundaries (1).

Q13 [3 marks; content 12]. Both avoid an unlimited promise, but Leon emphasises testing the two-meeting pattern while Nia emphasises retaining an opportunity for later contact (1); B’s two-meeting trial recommendation (1); C’s request for contact when instructions change without promising unlimited availability (1).

Q14 [3 marks; content 11]. A manager deciding whether to read more about the buddy idea may need only the purpose (1). A new starter needs the confirmed buddy or meeting point (1), because an informal suggestion is not an assigned meeting (1).

Q15 [2 marks; content 18]. There is no comparison of staff time (1); therefore the summary cannot establish that the arrangement reduced interruptions or saved time overall (1). Also accept optional small sample plus the corresponding population limit.

AFTER MARKING

Score: ____ /35
My least secure skill: _____
Evidence or condition I missed: _____
Lesson to revisit / retry date: _____

READING SET 3 • ANSWERS 1-8

A market relocation consultation

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q1 [2 marks; content 11]. 4 pm on Friday 11 June (1); request a paper copy at the library desk (1).

Q2 [2 marks; content 16]. “Delivery and arrival” (1); V (1).

Q3 [1 mark; content 14]. A (1).

Q4 [2 marks; content 15]. The amount the available space or system can accommodate, here for movement or delivery (1); D means proposed trader-delivery route (1).

Q5 [2 marks; content 18]. Twenty-four cards, with nineteen favouring a trial and five objecting, is a reported checkable claim (1); “a sensible way to begin” or liking the quieter setting is an evaluation (1).

Q6 [3 marks; content 18]. He accepts that comfort is worth considering (1); customer comfort during opening differs from trader access before it (1); both should be examined rather than allowing atmosphere to decide the operational issue (1).

Q7 [2 marks; content 14]. It contrasts a simple drawn route with the more demanding real movement of traders (1); it challenges the assumption that an attractive outline establishes workable capacity (1).

Q8 [2 marks; content 17]. It negatively labels supporters of opening without a prior rehearsal (1); Arun frames his preferred sequence as the only sensible approach and dismisses the possible reasoning behind an immediate limited trial (1).

READING SET 3 • ANSWERS 9-15

A market relocation consultation

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q9 [2 marks; content 13]. She seems uncertain about whether or how to enter as a customer (1); she checks her phone and delivery notice before walking round (1). Do not infer that the gate was locked.

Q10 [3 marks; content 19]. Personal, observant and gently humorous (1); the plan appearing to reveal “a secret passage” (1); playful exaggeration makes the exploratory visit relatable while she reflects on practical uncertainty (1).

Q11 [2 marks; content 17]. For example, “Traders should wait for their individual written delivery slot” (1); the specific instruction prevents a proposed route being mistaken for a confirmed arrival arrangement (1).

Q12 [4 marks; content 12]. Both say delivery arrangements need checking before being treated as established (1). A calls the arrangements proposed and requires a written slot (1); B asks for a route-sequence test (1). A uses information sections and conditions; B builds an argument around practical consequences (1).

Q13 [3 marks; content 12]. Arun wants it before the first public market, whereas Beth thinks a limited event might itself reveal problems (1); B’s pre-market sequence test (1); C’s view that a complete test need not precede any trial market (1).

Q14 [3 marks; content 11]. A resident deciding whether the proposal is relevant may need only its broad purpose (1). A trader needs their confirmed written delivery slot (1), because the outline route/times are proposed and do not authorise actual arrival (1).

Q15 [2 marks; content 18]. Cards came from voluntary demonstration attendees, with representation not described (1); the figures cannot establish the views of the whole borough or a balanced trader/customer judgement (1).

AFTER MARKING

Score: ____ /35
My least secure skill: _____
Evidence or condition I missed: _____
Lesson to revisit / retry date: _____

READING SET 4 • ANSWERS 1-8

A digital appointment service

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q1 [2 marks; content 11]. 2 pm on Wednesday (1); wait for a confirmation naming an agreed appointment, rather than just a request number (1).

Q2 [2 marks; content 16]. “Changing a request” (1); F (1).

Q3 [1 mark; content 14]. C (1).

Q4 [2 marks; content 15]. An additional copy or repeated instance of the same request (1); R means request received (1).

Q5 [2 marks; content 18]. Eight positive responses from ten invited demonstration users is a checkable reported claim (1); “the screen was straightforward for me” or “The eventual appointment was useful” is an evaluation (1).

Q6 [3 marks; content 18]. It accepts the preference as reasonable (1); the portal adds a written route while telephone enquiries remain (1); evaluate whether the route improves the particular interaction (1).

Q7 [2 marks; content 14]. The portal is presented as an entrance or first step to support (1); the metaphor argues that ease of starting is valuable only if the later appointment process is clear too (1).

Q8 [2 marks; content 17]. It presents choosing the portal as the only reasonable modern decision (1); it pressures customers to favour it by associating alternatives with outdated habits, despite differing access needs or preferences (1).

READING SET 4 • ANSWERS 9-15

A digital appointment service

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q9 [2 marks; content 13]. Ellis initially treats receipt of the request as if an appointment were established (1); the glance at Friday followed by reading R and learning availability still needed checking supports that misunderstanding (1).

Q10 [3 marks; content 19]. Reflective and self-deprecating, with humour (1); “promoted a receipt into a promise” or “My imaginary appointment evaporated” (1); the playful wording acknowledges the reviewer’s own mistaken assumption while making a practical distinction memorable (1).

Q11 [2 marks; content 17]. For example, “A change is recorded only when staff send a revised message” (1); only when states the controlling condition precisely so a sent amendment is not assumed complete (1).

Q12 [4 marks; content 12]. Both distinguish an initial request from a completed service step (1). A says a request number is not a confirmed time (1); B says a description is not instant diagnosis and the later route matters (1). A uses explicit procedural conditions; B uses explanation and the doorway metaphor (1).

Q13 [3 marks; content 12]. B retains phone enquiries during the trial and favours evaluating the added route, while Ellis explicitly wants a permanent parallel phone route (1); B’s trial retention and route-testing view (1); C’s permanent-route recommendation (1).

Q14 [3 marks; content 11]. A customer deciding whether the portal is relevant may need its broad function (1). Before changing a shift, the agreed appointment time in a confirmation is needed (1), because R or a submission date does not establish an appointment (1).

Q15 [2 marks; content 18]. Invited demonstration users judged the screen rather than a complete real request history (1); their views cannot establish real confirmation speed or the frequency of offered alternatives (1).

AFTER MARKING

Score: ____ /35
My least secure skill: _____
Evidence or condition I missed: _____
Lesson to revisit / retry date: _____

READING SET 5 • ANSWERS 1-8

Mock A: a community cinema trial

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q1 [2 marks; content 11]. 5 pm on the Monday before the showing (1); film, date and seat allocation (1; all required).

Q2 [2 marks; content 16]. “Arrival and seating” (1); C (1).

Q3 [1 mark; content 14]. B (1).

Q4 [2 marks; content 15]. Assignment of an available seat (1); W means waiting-list offer (1), not a seat.

Q5 [2 marks; content 18]. Twenty-two returned cards or the sixteen/four/two breakdown is a reported checkable claim (1); “a consistent entrance notice would have helped” or the evening being more relaxed is an evaluation (1).

Q6 [3 marks; content 18]. The preference deserves a hearing (1); a labelled trial need not impose one format on every future showing (1); a varied programme depends on staffing and scheduling (1).

Q7 [2 marks; content 14]. The opening question beginning “Why should a community film night…” (1); it challenges a single-format assumption and supports offering a visible alternative (1).

Q8 [2 marks; content 17]. It negatively judges people questioning captions (1); it makes their preference appear morally unacceptable before their reasons are considered (1).

READING SET 5 • ANSWERS 9-15

Mock A: a community cinema trial

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q9 [2 marks; content 13]. Omar is uncertain about the correct entrance or queue (1); doubling back to read the sign and relief when another person asks about the queue support this (1).

Q10 [3 marks; content 19]. Personal, reflective and gently humorous (1); consulting the wall “as if it were a member of staff” (1); the comparison humorously conveys uncertainty while acknowledging a shared experience (1).

Q11 [2 marks; content 17]. For example, “Seating changes on arrival depend on available space” (1); the conditional wording sets a precise limit rather than promising all changes can be made (1).

Q12 [4 marks; content 12]. Both avoid assuming one format suits everyone (1). A states different preferences and individual listings (1); B argues a trial need not determine every future showing (1). A uses informational sections and conditions; B uses a question, examples and counterargument to persuade (1).

Q13 [3 marks; content 12]. Imani supports a monthly option if review and the diary permit, while Omar wants further film/timing evidence first (1); B’s conditional monthly recommendation (1); C’s request to delay commitment until additional information is gathered (1).

Q14 [3 marks; content 11]. Someone deciding whether to investigate captioned films may need only the broad trial purpose (1). A visitor needs the confirmed film/date/seat or listed start time (1), because a general announcement or submitted form does not guarantee entry to a particular showing (1).

Q15 [2 marks; content 18]. Optional attendee cards omit non-attenders, or combine two films (1); they cannot establish all potential users’ views or identical reactions across different films (1).

AFTER MARKING

Score: ____ /35
My least secure skill: _____
Evidence or condition I missed: _____
Lesson to revisit / retry date: _____

READING SET 6 • ANSWERS 1-8

Mock B: a college travel-information trial

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q1 [2 marks; content 11]. 1 pm on Tuesday (1); appointment time and desk location (1; both required).

Q2 [2 marks; content 16]. “Bring useful details” (1); E (1).

Q3 [1 mark; content 14]. D (1).

Q4 [2 marks; content 15]. Not yet final or confirmed (1); U means published timetable update (1).

Q5 [2 marks; content 18]. Eighteen of twenty-five respondents reporting an information outcome is a checkable reported claim (1); “That was the most useful part” or “not my proudest method” is evaluative (1).

Q6 [3 marks; content 18]. The concern is fair (1); publicity and an opening explanation should distinguish information from transport provision (1); provide the appropriate provider enquiry contact rather than a dead end (1).

Q7 [2 marks; content 14]. It presents a response that offers no useful onward route as a blocked path (1); this argues that stating a limit should be accompanied by a relevant next contact (1).

Q8 [2 marks; content 17]. It negatively labels learners as poor planners (1); it assumes personal fault and draws attention away from conflicting or unclear sources (1).

READING SET 6 • ANSWERS 9-15

Mock B: a college travel-information trial

Original guidance. Brackets allocate marks to distinct evidence or explanation. Accept accurate equivalents unless quotation is required. Do not give duplicate credit or invent missing source facts.

Q9 [2 marks; content 13]. He wants to become able to make the check independently (1); he tests finding the route without the worker's screen and values a method rather than an indefinite sentence to trust (1).

Q10 [3 marks; content 19]. Reflective with self-deprecating humour (1); "comparing the typography" or a "well-travelled page" (1); the playful wording acknowledges his own mistaken method while drawing a lesson about currency (1).

Q11 [2 marks; content 17]. For example, "A receipt number means the request has been logged" (1); the defined status helps prevent receipt being mistaken for staff availability or an appointment (1).

Q12 [4 marks; content 12]. Both distinguish information support from operating or guaranteeing transport (1). A explicitly says staff cannot guarantee a service (1); B rejects a confident guess and asks for the responsible enquiry route (1). A uses procedural information and definitions; B argues through an example, qualification and metaphor (1).

Q13 [3 marks; content 12]. Kemi supports replacement if review shows common questions, while Tomas wants to retain individual sessions pending more evidence (1); B's conditional workshop proposal (1); C's specific-document concern and further-fortnight recommendation (1).

Q14 [3 marks; content 11]. A learner deciding whether the desk addresses their issue may need the broad purpose (1). Before attending, the confirmed time and location are needed (1), because a receipt number or selected time does not establish availability (1).

Q15 [2 marks; content 18]. It asks respondents whether they know where to check information rather than tracking journeys (1); it cannot establish transport reliability or successful completion of every journey (1). Also accept optional respondents excluding unsuccessful applicants plus the matching population limit.

AFTER MARKING

Score: ____ /35
My least secure skill: _____
Evidence or condition I missed: _____
Lesson to revisit / retry date: _____

WRITING TASK 1 • EMAIL • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

To: reception@westfordtools.example
Subject: Request to change my confirmed Saturday collection

Dear Reception Team,

I am writing about my confirmed collection of a drill at 10 am this Saturday. My employer has changed my morning shift, and I will now be at work until noon. Could you consider an alternative collection time rather than cancelling the loan immediately?

The change was confirmed yesterday, after I had accepted the original appointment. I expect to finish at twelve and would need about forty minutes to reach the library. I therefore cannot reliably attend the 10 am appointment. I am letting you know now so that the original slot can be reconsidered and staff do not wait for me without an explanation.

If reception is open and the item remains available, a collection after 1 pm on Saturday would be useful. I recognise that the appointment diary may already be full, so this is a request rather than an assumption that staff can extend their arrangements. If a later collection is impossible, please let me know whether the following Saturday could be considered or whether I should submit a new request.

Please also confirm whether a revised collection would change the return deadline. I do not want to assume that the loan period begins again automatically, particularly if another member is waiting for the item. I can adjust my project plan once I know the confirmed collection and return details.

Until I receive a revised message, I will treat the original loan as unchanged. Thank you for checking the available options. A clear reply naming the agreed time and return date would help me plan without creating another misunderstanding.

Kind regards,
Riley Moss

WRITING TASK 1 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The existing item, day and time are identified, and the work change explains why the request is needed.

Relevant detail and development

Travel time develops the difficulty; alternatives and the return-date question are relevant practical details.

Format, organisation and register

A specific subject, polite greeting, paragraphs and an actionable close suit reception. The writer asks rather than grants themselves a change.

Spelling, punctuation and grammar

Conditional if clauses, coherent time references and precise modal language preserve uncertainty. Check appointment, reliably and availability-related vocabulary in your own response.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 2 • FORMAL LETTER • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

6 Alder Close
Westford
WF1 4AB

21 November 2026

The Manager
Westford Tool Library
12 Harbour Road
Westford
WF1 5CD

Dear Sir or Madam,

I am writing to complain about the entrance information for my collection on Saturday 14 November. The confirmation directed me to the main entrance on Harbour Road, but a notice on that door asked borrowers to use the side entrance. The notice did not explain where the alternative entrance was or how to reach it.

I arrived ten minutes before my appointment. After checking both ends of the building, I telephoned reception and received directions to a passage behind the neighbouring unit. The receptionist was helpful, but I reached the collection desk after my booked time and had to wait while another borrower was served. This shortened the time I had available for the project that afternoon.

I understand that an entrance may need to change temporarily. My concern is that the confirmation and the notice did not work together as a complete set of directions. A first-time borrower could follow the email accurately and still be unsure where to go. The problem should therefore be addressed in the information process rather than left for each visitor to solve by telephone.

Please check that confirmation messages name the entrance currently in use. If an entrance changes after a booking is confirmed, an update should be sent to affected borrowers. Any notice at the building should include a clear route to the replacement entrance and the reception contact number.

I would welcome a written response explaining which details will be revised and when. These changes would make collection more predictable for borrowers and could reduce repeated direction enquiries at the desk.

Yours faithfully,
Jordan Hale

WRITING TASK 2 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The letter identifies the visit, conflicting instructions and actual sequence. It requests a response rather than alleging deliberate wrongdoing.

Relevant detail and development

The effect on appointment order and project time explains why the inconsistency mattered.

Format, organisation and register

A formal layout, unnamed greeting and conventional close fit the task. Firm factual language is appropriate for a complaint.

Spelling, punctuation and grammar

Past tenses recount the event; present tense explains the continuing concern. Complex sentences and conditional recommendations are controlled.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 3 • ARTICLE • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

A signpost for the first week

Starting a new job can involve a surprisingly difficult question: not just what should I do, but who can explain which instruction applies? A well-designed buddy scheme could help new starters find that route without pretending that one helpful colleague can replace formal training.

Imagine an employee opening two versions of a rota guide. Both may be readable, yet only one is current. A buddy could show where the official version is kept and which contact handles changes. The value lies in explaining the information route, so the employee can make a better check next time. Simply handing over another folder would not necessarily solve the uncertainty.

There is a sensible concern about experienced staff time. If a buddy becomes an unlimited source of answers, their own work could be interrupted repeatedly. A short planned introduction and a follow-up would provide a clearer boundary. Questions outside the role should be referred to an authorised trainer or manager rather than answered through a confident guess.

The language around the scheme matters too. New starters should not be labelled incapable because they ask questions. Sometimes a question reveals that the instruction itself is unclear. Recording those recurring gaps could improve the shared information as well as helping the individual learner.

I would support a four-week trial with a defined role, agreed meeting times and a review of useful outcomes. Ask new starters which information became easier to find and ask buddies what needed referral. Record time used before claiming that the arrangement is more efficient.

A successful scheme should leave people better able to act independently. The goal is a reliable signpost, not a permanent escort through every page of the workplace folder.

WRITING TASK 3 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

All three areas are covered: benefit, limitation and recommendation. The employee example is clearly hypothetical.

Relevant detail and development

The conflicting-guide example explains the mechanism of support, and the time concern leads to bounded meetings and referral.

Format, organisation and register

A headline, engaging opening and reasoned paragraphs suit a staff article. The recommendation follows the discussion.

Spelling, punctuation and grammar

Conditional sentences and modality distinguish potential benefit from proof. No invented real survey is used as authority.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 4 • REPORT • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task’s learning target is 250-350 words in the main response.

New-starter feedback review

Purpose and evidence

This report reviews twenty-four optional feedback cards returned by new starters during a fictional induction trial. Each card recorded one main requested improvement. The aim is to identify a reasonable first action, while recognising that the responses do not describe every employee's experience.

Findings

Thirteen respondents asked for clearer information routes, seven wanted a longer first meeting and four requested more examples. Clearer routes were therefore the most frequent request in this set. The counts identify the main request chosen on each card; they do not measure how strongly people felt or establish that respondents had no other concerns.

The largest category relates directly to finding an appropriate source. A longer meeting might help some employees, but extra time would not necessarily correct an unclear route. The information map should therefore be examined before the trial assumes that every meeting needs to be extended.

Recommendation

The manager should review the map with trainers and test whether its headings lead to current contacts and documents. A revised version should be used for two further induction groups. Buddies should record questions that still require clarification, so the review examines whether the change actually helps rather than simply whether the new map looks clearer.

Limitations and next step

The cards were optional, so employees with particular concerns may have been more likely to respond. There is also no direct observation of how employees searched for information. The results cannot establish a complete account of all new starters' needs.

The next review should combine further comments with a short practical check in which learners locate a current source. Decisions about longer meetings should follow that evidence and a staffing check, rather than be treated as already agreed.

WRITING TASK 4 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The report preserves 24 optional cards and the 13/7/4 counts; it does not turn them into all employees.

Relevant detail and development

The route priority is explained, and the distinction between longer time and clearer information develops the reasoning.

Format, organisation and register

Headings separate findings, recommendation and limitation for a manager making a decision.

Spelling, punctuation and grammar

Use accurate agreement with counts and singular headings. The model uses conditional/prospective language for untested results.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 5 • REVIEW • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

A quieter market space, once you find the entrance

I visited the courtyard demonstration because I wanted to see whether the proposed market space would suit my usual Saturday shopping. It was not a full market, so my review concerns the layout demonstration rather than a complete trading morning.

The quieter setting was the strongest feature for me. I could hear the volunteer explaining the stall plan without competing with the traffic beside the square. That made it easier to ask where different kinds of stalls might go. People who prefer a calmer conversation could find the courtyard appealing, although a busy market might sound different from a demonstration with empty marked spaces.

The central layout was also easy to understand once I reached it. The marked routes showed how a visitor could move between the stall areas without returning to the same narrow point. Seeing the spaces helped me picture the proposal more effectively than reading a list of dimensions would have done.

However, the entrance information needed improvement. I approached from the library side and could not tell whether the first open gate was intended for customers or deliveries. A volunteer explained the distinction, but a clear sign before the turn would have prevented the uncertainty. Future announcements should name the customer entrance rather than simply refer to the courtyard.

I would recommend visiting a trial market to customers who value a quieter setting and want to assess the layout for themselves. I would not claim that the demonstration proved the delivery arrangements workable, because no full sequence of trader arrivals was taking place. The space is promising, but clear directions and a practical review should accompany enthusiasm about the location.

WRITING TASK 5 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The review makes its scope explicit: a demonstration, not a completed full market.

Relevant detail and development

Hearing the explanation and seeing marked routes are evaluated through their usefulness, not merely listed.

Format, organisation and register

The recommendation names a relevant audience and includes a delivery-evidence limit. A website-review voice is suitable.

Spelling, punctuation and grammar

Contrasting clauses, qualified comparisons and precise time references keep the judgement proportionate.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 6 • PROCESS EXPLANATION • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

How the fictional courtyard consultation works

The consultation gives residents, traders and customers a route to explain the practical effects of the proposed courtyard market. It is intended to inform a decision rather than count support as if every response were a vote in an election.

First, a respondent reads the proposal and checks the deadline. Comments can be submitted through the online form or on a paper copy available from the library. The response should identify the arrangement being discussed and explain a relevant effect. For example, a trader could describe a delivery difficulty, while a customer could explain which entrance information is missing.

Contact details allow staff to acknowledge receipt and ask for clarification if a point is unclear. In this fictional procedure, anonymous comments are still read, but staff cannot send an individual acknowledgement or follow-up question without a usable contact route. An acknowledgement confirms receipt; it does not mean the requested change has been accepted.

Next, staff group comments by issue, such as access, deliveries and opening arrangements. Repeated concerns can identify an area requiring investigation, but the number of favourable responses does not by itself resolve a capacity problem. The team checks operational evidence alongside the comments and distinguishes what is known from what remains uncertain.

Finally, the decision is published with a summary of the reasons and any conditions attached to a trial. The announcement should explain which arrangement is confirmed, when it applies and where further questions can be directed. If an individual delivery slot is still required, the general decision must not be presented as permission for every trader to arrive at any time.

The process works best when both sides preserve these distinctions: a comment informs review, an acknowledgement records receipt and a decision establishes the next agreed step.

WRITING TASK 6 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The explanation covers submission, acknowledgement, review and communication of the decision.

Relevant detail and development

Reasons explain contact details, issue grouping and the limits of response counts. The model does more than list commands.

Format, organisation and register

Sequence markers and paragraphs suit an explanatory guide for residents; fictional status is clear.

Spelling, punctuation and grammar

Modal and conditional wording distinguish receipt, acceptance and permission. Specialist consultation terms are explained through context.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 7 • REFLECTIVE NARRATIVE • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

The appointment I had not booked

When the request receipt arrived, I saw Friday and stopped reading. I had wanted a support appointment for days, and the date looked exactly like the answer I was hoping for. Within a minute, I was deciding which work shift to exchange. The message itself had not made that decision; I had quietly supplied the certainty it lacked.

I opened the email again to copy the time into my calendar. That was the turning point. There was no agreed time to copy. The large status letter referred to a received request, and the explanation below it said that staff still needed to check availability. My plan had been built on the date I had suggested, not an appointment somebody had confirmed.

I was embarrassed enough to blame the email for a moment. Its heading could have been clearer, but the condition was present and I had skipped it. I telephoned the support team, explained what I had understood and asked when I should expect a decision. The adviser confirmed that no appointment had been cancelled because none had yet been agreed.

Two days later, an alternative arrived. This time I replied to accept it and waited for a message naming the confirmed time. Only then did I ask about changing my shift. The process took longer than my original optimistic glance, but it produced a plan based on information that actually existed.

I now check three things before acting on a booking message: what stage it records, what condition remains and which detail authorises the next step. I still read quickly when I am busy. The difference is that I no longer assume a message becomes a promise simply because it contains the date I wanted.

WRITING TASK 7 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The narrative has a clear initial assumption, turning point, action and reflective outcome.

Relevant detail and development

The missing appointment time exposes the mistake; the later method develops a transferable lesson.

Format, organisation and register

A personal reflective voice suits a learner website. The account acknowledges both a possible message improvement and the narrator’s responsibility.

Spelling, punctuation and grammar

Past tense recounts the event; the final present tense describes an ongoing routine. Complex sentences remain complete.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 8 • PROPOSAL • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

Proposal: distinguish receipt from confirmation

Purpose

I propose a two-week trial of clearer appointment-status messages. The aim is to help customers distinguish a received request from an agreed time, so they can plan using the correct stage of the process.

Proposed change

The first receipt should use a subject line stating that the time is not yet agreed. Its opening should explain what has been received, what staff still need to check and when the customer should expect an update. A later confirmation should name the agreed appointment clearly. The same status terms should be used on the portal and in the email, rather than giving customers two different labels for one stage.

This change could reduce a particular misunderstanding, but it would not automatically make appointments available sooner. Publicity should preserve that distinction. A clearer explanation of waiting is useful; it is not a substitute for reviewing an unnecessarily slow process.

Responsibility and risk

The service manager should nominate one person to check the template against the actual booking workflow. The main risk is that a reassuring expected-update date becomes inaccurate when staff availability changes. The wording should therefore state the appropriate condition and explain what customers should do if no update arrives.

Review

During the trial, staff should record enquiries caused by confusion about status and invite brief feedback from customers receiving each type of message. The review should consider whether customers can identify the next action, not simply whether they like the new wording.

At the end of two weeks, the manager should decide whether to revise, extend or stop the approach. A short trial will not establish every customer's needs, but it can show whether the specific receipt-versus-confirmation problem remains.

WRITING TASK 8 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The proposal identifies a specific misunderstanding and separates it from appointment availability.

Relevant detail and development

Responsibilities, consistent terms and an expected-update risk provide practical development.

Format, organisation and register

Headings and a staged recommendation suit a manager’s decision. The conclusion leaves a genuine review rather than announcing success.

Spelling, punctuation and grammar

Could, should and conditional clauses convey appropriate certainty and obligation. Check status terms consistently across the whole response.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 9 • EMAIL • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

To: programme@harbourscreen.example
Subject: Entrance information for the captioned-showing trial

Dear Programme Team,

I attended the captioned showing on Thursday and would like to suggest an improvement to the arrival information. The confirmation named the community hall but did not identify which doorway visitors should use. This left me uncertain about the correct queue when I reached the building.

I arrived twenty minutes before the listed start, so I expected to have time to settle into a seat. Two doors were open, and a temporary sign beside one referred to a private room booking. I waited there until a volunteer explained that film visitors should use the entrance round the corner. The guidance was helpful, but I had spent part of my arrival time in the wrong place.

Could future confirmations name the film entrance and include one clear landmark visible from the street? This would help first-time visitors make the final part of the journey independently. A matching sign at the other open doorway could direct people to the same entrance, so the email and the building information support each other.

I recognise that room arrangements may change between events. For that reason, the entrance details should be checked before each message is sent. If a change happens afterwards, people with existing reservations should receive an update through the agreed contact route rather than discover it only on arrival.

Please let me know whether these changes can be tested during the remaining showings and how updated directions will be communicated. I enjoyed being able to choose a captioned format and would like the arrival process to make that choice easier to use.

Kind regards,
Casey Bell

WRITING TASK 9 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The message identifies the event, ambiguity, sequence and actual impact, then asks for a response.

Relevant detail and development

Named entrance/landmark and matching signs are developed as a connected information route.

Format, organisation and register

A polite email format fits an organiser; appreciation does not obscure the practical concern.

Spelling, punctuation and grammar

Conditional clauses preserve possible room changes. The fictional experience is independently developed rather than copied from the reading source.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 10 • ARTICLE • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

One programme, more than one way in

A community film programme should make its choices clear enough for people to choose their own evening. Offering different viewing formats could help, provided the programme describes what is available and listens to differing experiences. Choice is more useful than a promise that one arrangement will delight everyone.

Captions offer one example. A viewer who misses a quiet exchange may find written dialogue useful, while another may prefer to watch expressions without text drawing their attention. Neither person needs to become the standard by which every audience member is judged. A clearly labelled programme can recognise both preferences instead of treating disagreement as evidence that somebody does not belong.

The benefit depends on practical information. A visitor needs to know the format before reserving, and the confirmation should match the listing. If the programme changes, existing bookings need an update. An attractive statement about inclusion means little if someone discovers the actual arrangement only after arriving.

There is also a staffing concern. A small hall cannot necessarily add unlimited showings or provide every format for every film. That limitation is a reason to test carefully, not to abandon the possibility of choice. A short trial could record attendance, unmet requests and comments about which dates people could use.

The review should distinguish satisfaction among attendees from wider demand. People who could not attend may have a useful view about timing, and a popular film may draw an audience for reasons unrelated to its format. Those limits should remain visible when the results are discussed.

I would support a modest trial followed by a reasoned decision about the next programme. Ask what helped, what interrupted the experience and what information was missing. A welcoming programme begins by offering a clear invitation and accepting that different people may answer it differently.

WRITING TASK 10 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The article covers choice, contrasting preferences, operational limits and a next step.

Relevant detail and development

The caption example explains differing experiences; the review distinguishes attendance from wider demand.

Format, organisation and register

A headline and developed public-facing argument suit a newsletter. The recommendation follows the limitations.

Spelling, punctuation and grammar

Modal language and complex clauses qualify the untested benefits. Persuasive language supports a reasoned case rather than universal claims.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 11 • REPORT • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

Travel-information desk feedback

Purpose and findings

This report reviews twenty-eight optional feedback cards returned during a fictional college travel-desk trial. Each card recorded one main request. Fifteen respondents asked for clearer source dates, eight requested longer appointments and five wanted a group workshop.

Clearer source dates were the most frequent request in this set. This suggests that distinguishing current information deserves attention among the improvements considered. It does not establish that every respondent had the same difficulty or that the other requests are unimportant. Selecting one main request can leave additional concerns unrecorded.

Recommended priority

The college should first review how source dates are displayed and explained at the desk. Staff could use two contrasting fictional timetable extracts to show the difference between the publication date and the intended journey date. The explanation should direct learners to the source responsible for the actual service rather than imply that the college can guarantee a journey.

This is a more focused first action than automatically extending every appointment. Longer conversations may help some learners, but extra time alone may not resolve confusion about which date controls the information. A short revision should be tested before a larger timetable change is agreed.

Limitations and review

The cards were optional and represent people who returned them, not all potential desk users. Learners unable to obtain an appointment are not described. The figures also do not show whether respondents could independently identify a current source after the session.

For two further weeks, staff should record recurring date-related questions and invite learners to explain where they would check an update. The manager should review those observations alongside further comments before deciding about longer appointments or a group workshop. The next step should be based on useful understanding, not merely the number of cards collected.

WRITING TASK 11 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The report uses the task's 28-card dataset and 15/8/5 counts, without importing the separate reading figures.

Relevant detail and development

The priority is connected to date confusion and distinguished from appointment length. A learning check develops the review proposal.

Format, organisation and register

Headings make the report useful for a manager; findings and recommendations remain distinct.

Spelling, punctuation and grammar

Accurate quantifiers and qualifications limit population claims. Complex sentences and specialist source-date vocabulary remain clear.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

WRITING TASK 12 • REVIEW • ORIGINAL MODEL

One possible response

Read after your own complete attempt. This is one valid response for analysis, not a script to submit or an externally validated grade. The task's learning target is 250-350 words in the main response.

A useful way to check, with more time needed

I used the college information desk after receiving two different messages about a community course. One was a saved leaflet, and the other was an email forwarded by a friend. I could read both, but I could not tell whether the newer message changed the course date or merely described a separate group.

The adviser began by asking which course I intended to attend. That helped because I had been comparing dates before checking whether the messages referred to the same event. Together, we identified the organiser named on each source and the contact route for the course I actually wanted. The adviser did not guess which date was correct; she helped me form a specific question for the organisation responsible.

The method was the strongest part of the appointment. I left knowing what to check rather than carrying another unsupported answer. I also practised explaining the difference between the two messages in my own words, which made the next enquiry easier to write.

However, the appointment ended just as I began drafting that question. I understand that other learners were waiting, but a short example of a clear enquiry would have helped me continue independently. The desk could provide a general prompt card asking users to identify the event, source date and exact uncertainty. It should guide the message without supplying a copied script for every situation.

I would recommend the service to learners who have conflicting documents and need help identifying the right next contact. It cannot replace the responsible organiser or guarantee an immediate answer. Its value is in making the uncertainty more precise. For me, that was a useful first step, even though I still needed to send the enquiry afterwards.

WRITING TASK 12 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The response creates a course-information scenario rather than retelling the transport reviewer. It covers method, limitation and audience.

Relevant detail and development

Checking event identity before comparing dates explains why the service helped. The prompt-card suggestion responds to the time limit.

Format, organisation and register

A learner-review voice combines personal experience with a balanced recommendation.

Spelling, punctuation and grammar

The final limit preserves the distinction between information support and an authoritative answer. Check consistent past/present time references and sentence boundaries.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for each score. Judge accuracy across the whole response and do not mechanically deduct the same error in every category. Alternative effective responses are accepted.

One paragraph or sentence I will rewrite

SETS 1 AND 2 • 20 PRACTICE MARKS

Accuracy answers and reasons

1. Sentence boundaries and complete clauses

1. The request arrived, but the time was not confirmed. Join main clauses correctly; a full stop or appropriate semicolon also works.

2. Although the form was clear, I needed help with one term. Add a logical main clause; alternatives are valid.

3. I read the key; it explained the status. Separate two complete main clauses.

4. Have you confirmed the time? Use question word order and a question mark.

5. I waited because no confirmation had arrived. The subordinate clause explains the reason.

6. If the appointment changes, reception will send an update. A conditional clause requires a main clause.

7. The desk opened, which helped evening learners. Attach the dependent relative clause; a full rewrite is valid.

8. We checked the dates; however, the sources still disagreed. However does not make a comma splice grammatical.

9. The room was available; the supervisor was not. Two related main clauses can take a semicolon.

10. Unless the time is confirmed, I will not change my shift. Accept another complete, logical unless sentence.

2. Commas, colons and semicolons

1. When the doors open, join the correct queue. Separate the introductory subordinate clause.

2. Jo, the coordinator, will reply. The middle phrase supplies extra information.

3. The list of confirmed visitors is ready. Do not separate the subject from its verb.

4. One condition remains: staffing must be checked. The second part explains the complete lead-in.

5. Please bring your notes. Do not separate bring from its object.

6. The form is complete; the booking is not confirmed. Each side is a complete main clause.

7. Bring the route number, travel date and message. Separate the list items; an Oxford comma is also acceptable.

8. I waited because the desk was closed. A semicolon does not introduce this dependent because clause.

9. The confirmation, which arrived yesterday, names the room. Use both commas around supplementary information.

10. Bring two items: your notes and a pen. Require a complete lead-in and a suitable list.

One mark for the requested correct response; both parts required where stated. Accept alternative accurate wording in open items. Follow the actual board scheme when marking official materials.

SETS 3 AND 4 • 20 PRACTICE MARKS

Accuracy answers and reasons

3. Possession, quotations and contractions

1. The trader’s stall. One owner takes apostrophe-s.

2. The traders’ stalls. The regular plural ends in s; add the apostrophe after it.

3. The people’s comments. People is an irregular plural; add apostrophe-s.

4. The portal displays its status. Possessive its has no apostrophe.

5. It’s not confirmed yet. It’s stands for it is.

6. Three visitors asked questions. An ordinary plural takes no apostrophe.

7. We haven’t confirmed it. The apostrophe marks omitted letters.

8. Noor said, “The time is confirmed.” Mark the spoken words and sentence ending consistently.

9. Eli asked, “Is this the correct entrance?” The question mark belongs to the spoken question.

10. The choice is yours. Possessive pronouns such as yours need no apostrophe.

4. Agreement, tense and verb forms

1. The box of forms is on the desk. Box is the singular subject head.

2. The visitors were waiting. Plural visitors takes were.

3. Yesterday she wrote to reception. Use an appropriate past form for the specified completed time.

4. The requests have been sent. Use the past participle sent after been.

5. He had gone before the message arrived. Had requires the past participle gone.

6. I arrived, checked the sign and asked for help. Maintain the stated time reference.

7. Each visitor has a request number. Each visitor is singular.

8. The information is incomplete. Information is an uncountable singular noun here.

9. By the review date, I had attended twice. The perfect form places attendance before the past review point.

10. I visited yesterday, and the centre still offers evening appointments. Accept a justified tense shift with clear time references.

One mark for the requested correct response; both parts required where stated. Accept alternative accurate wording in open items. Follow the actual board scheme when marking official materials.

SETS 5 AND 6 • 20 PRACTICE MARKS

Accuracy answers and reasons

5. Articles, reference and cohesion

1. An hour; a university office. Use the following sound; both answers are required.

2. A useful explanation; an appointment. Use sounds rather than first letters alone.

3. Please bring a form. A singular countable noun normally needs a determiner.

4. I received a message. The message named the room. The refers to the identified message.

5. Mina told Eva that Eva's appointment had changed. Remove the ambiguous ownership reference.

6. The desk is closed. Therefore, we must return later. The second statement is a consequence.

7. The form is clear. However, the wait is uncertain. The second statement introduces a contrast.

8. The email and sign disagree. The conflicting entrance information needs review. Use a clear noun phrase; other precise versions are valid.

9. Although the room was small, it was easy to navigate. Express a contrast in a complete complex sentence.

10. The desk opens late on Thursdays. This arrangement helps some evening learners. The reference must clearly recover the preceding arrangement.

6. Modality and proportionate claims

1. The trial might reduce some delays. Remove the unsupported certainty and universal scope.

2. You must not make duplicate bookings. Must not prohibits; do not have to does not.

3. You do not have to bring printed notes. The wording removes an obligation without prohibiting notes.

4. Could you confirm the agreed appointment time? Require a question that seeks the specific information.

5. You must sign in before entry. Must expresses the intended requirement here.

6. Might help. Do not strengthen possibility to a guarantee.

7. Twenty optional cards suggest that some respondents want later opening. Limit the conclusion to the available voluntary evidence.

8. The manager should review the trial before extending it. A reasoned recommendation differs from a confirmed decision.

9. The service can continue if staffing is confirmed. The condition must control continuation.

10. Please consider changing my slot. I will wait for confirmation before attending at a new time. The revised wording must not grant the change unilaterally.

One mark for the requested correct response; both parts required where stated. Accept alternative accurate wording in open items. Follow the actual board scheme when marking official materials.

SETS 7 AND 8 • 20 PRACTICE MARKS

Accuracy answers and reasons

7. Spelling, specialist words and word forms

1. Necessary; separate. Both spellings are required.
2. Definitely; receive. Check the difficult vowel sequences.
3. Accommodation; environment. Check double consonants and the n in environment.
4. Please advise me; your advice is useful. Verb advise, noun advice; both are required.
5. The change may affect attendance. Affect is the intended verb.
6. They’re bringing their notes. They are; possessive their.
7. Your confirmation says you’re expected at six. Possession and you are have different forms.
8. Please send your application. The noun is required after your.
9. Staff will check your eligibility. The noun expresses the status to be checked.
10. Provisional; allocation. Both word forms must be spelled accurately.

8. Mixed proofreading with meaning preserved

1. The list of traders is ready. Plain plural traders; singular agreement with list.
2. It’s important to check its status. First it is; second possessive its.
3. Although the slot changed, I could attend. Join the subordinate clause to its main clause.
4. The card arrived; therefore, the request was logged. Use a valid main-clause boundary.
5. The learners’ feedback was useful. Mark plural possession after s.
6. An hour later, she had written a reply. Article by sound; correct past participle.
7. Their comments may affect the decision. Possessive their and verb affect.
8. The team must check the dates. A modal is followed by the base verb without to.
9. The information was definitely unclear. Singular agreement and correct spelling.
10. Noor told Jo that Noor’s form was incomplete. Keep ownership explicit; other unambiguous versions are valid.

One mark for the requested correct response; both parts required where stated. Accept alternative accurate wording in open items. Follow the actual board scheme when marking official materials.

LEARNING EVIDENCE • NOT A PASS PREDICTION

Track each component separately

Reading set	First /35	Retry /35	Skill to revisit
1 Borrowing from a tool library			
2 A workplace buddy induction			
3 A market relocation consultati			
4 A digital appointment service			
5 Mock A: a community cinema tri			
6 Mock B: a college travel-infor			

Writing task	Message /11	Accuracy /9	Total /20
1 Email			
2 Formal letter			
3 Article			
4 Report			
5 Review			
6 Process explanation			
7 Reflective narrative			
8 Proposal			
9 Email			
10 Article			
11 Report			
12 Review			

Accuracy sets 1-8	1	2	3	4	5	6	7	8
Score /10								

SLC evidence is recorded in each live pack. Do not combine reading, writing and SLC into a single qualification pass score. Use scores to choose teaching and new independent tasks.

READING • WRITING • LIVE COMMUNICATION

Repair the cause and retry

Cause	Review question
Source / command	Did I use the named text, give distinct evidence and explain the requested relationship?
Task coverage / development	Did I address every point and add useful, accurate detail?
Organisation / language	Did paragraph order, cohesion and register help the actual reader?
Accuracy	Which boundary, punctuation, grammar, modality or spelling pattern needs repair?
Interaction	Did I answer the real question, develop a view and connect to another contribution?

Task / item	Cause	Correct approach and reason	Retry date

NEXT THREE ACTIONS

1. Lesson or skill to revisit: _____
2. New independent task and date: _____
3. Current official sample / familiarisation: _____

For SLC, record what was actually said, understood or adapted. Repeat on a new topic; a copied plan or rehearsed phrase alone does not demonstrate effective interaction.

1 OF 7 • RESEARCH BASIS 20-21 NOVEMBER 2026

Official sources and review record

S1 • DfE: English Functional Skills subject content

Current HTML, updated 9 April 2025. The Level 2 section supplies the shared 28-point framework. The short labels and teaching content here are independently written.

Open official source

S2 • Ofqual: English conditions and requirements

Current published requirements, updated 1 May 2024. Reviewed for the three-component framework, writing accuracy weighting and restrictions on external spelling, punctuation and grammar aids.

Open official source

S3 • Pearson Edexcel: Level 1/2 English specification

Official specification reviewed for Level 2 coverage and component structure. The common content is transferable; Pearson paper arrangements must not be treated as universal rules.

Open official source

How the research informs this edition

The companion lesson notebook’s reviewed curriculum and specifications underpin coverage. Core curriculum/regulatory pages, Pearson guidance, the NCFE qualification/specification and AQA withdrawal update were rechecked on 21 November. All practice content and marking guidance here are original.

2 OF 7 • RESEARCH BASIS 20-21 NOVEMBER 2026

Official sources and review record

S4 • Pearson: Level 2 Guidance to Centres

Public 2019/20 sample-assessment exemplification reviewed for reading demands, comparison and developed writing. Historical examples inform teaching, not claims about every current paper. No learner scripts are reproduced.

Open official source

S5 • City & Guilds: 4748-02 English handbook

Version 1.2, August 2025. Level 2 content and component structure checked. Current centre administration and approved evidence arrangements govern live assessment.

Open official source

S6 • City & Guilds: sample and past-paper route

Official listing checked: Level 2 reading and writing samples, worked examples and released past-paper sets are listed. Individual listed papers were not inspected for this edition.

Open official source

No universal mock format

The consistent 35-mark reading and 20-mark writing designs are workbook choices. They do not impose a single paper format, duration, word limit, pass boundary or official weighting on every board.

3 OF 7 • RESEARCH BASIS 20-21 NOVEMBER 2026

Official sources and review record

S7 • NCFE: English qualification specification

Version 3.2, November 2025, linked from the current Level 2 page. Level 2 reading, writing and SLC framework reviewed; task administration remains board-specific.

Open official source

S8 • NCFE: public Level 2 reading sample

Public question paper reviewed for the range of reading demands and response forms. All notebook sources, questions and answers use original wording and scenarios. The linked paper is preparation evidence, not a live prediction.

Open official source

S9 • NCFE: public Level 2 writing sample

Public sample reviewed for task form, audience, development and task-specific length instructions. The 250-350-word teaching models here do not establish a common word limit for all boards or tasks.

Open official source

Access and currency

The listed NCFE public samples were reviewed for the companion on 20 November; direct retrieval of the reading/writing sample and reading-scheme URLs was unavailable on 21 November. The current qualification page and specification were accessible. Use the centre’s latest authorised materials.

4 OF 7 • RESEARCH BASIS 20-21 NOVEMBER 2026

Official sources and review record

S10 • NCFE: public Level 2 reading mark scheme

Reviewed to cross-check inference, reference use, style, devices and supported comparison demands. Notebook feedback is original teaching guidance, not a reproduction of this mark scheme.

Open official source

S11 • NOCN: Level 1/2 English specification

Version 1.7, March 2026. Shared-content framework and three components reviewed. Individual NOCN question papers were not inspected.

Open official source

S12 • TQUK/VQA: English specification

Version 1.6 at the official resource route retains TQUK wording. Level 2 framework reviewed alongside the current VQA suite. Confirm the awarding name and registered qualification with your centre.

Open official source

Read the record precisely

A resource listing checked is not an individual paper inspected. Historical examples inform general skills; current administrative instructions and registered qualification details must come from your board and centre.

5 OF 7 • RESEARCH BASIS 20-21 NOVEMBER 2026

Official sources and review record

S13 • VQA: current Functional Skills suite

Current suite checked; it lists Level 2 English 610/2625/6 and links current resources. This route is distinct from AQA’s withdrawn former Functional Skills qualifications.

Open official source

S14 • Open Awards: Level 2 English route

Official qualification/resource listing located through search; direct page retrieval was blocked. Listing identifies reading, writing and SLC samples. No claim is made that its reading/writing PDFs were inspected.

Open official source

S15 • Highfield: Level 2 English route

Official qualification route located, but returned page detail was limited. Full current specification and individual question papers were not inspected; use the centre’s current documents.

Open official source

Shared content is not endorsement

Coverage of the 28 shared content points does not establish board approval or an exhaustive current-provider audit. Where a handbook or paper was not inspected, obtain it through the centre before final preparation.

6 OF 7 • RESEARCH BASIS 20-21 NOVEMBER 2026

Official sources and review record

S16 • VTCT Skills: qualification and resource route

Official listing identifies Level 2 English 603/4606/1 and says practice papers are available to VTCT Skills centres and learners. Current handbook and restricted practice papers were not inspected.

Open official source

S17 • FutureQuals: Level 2 English specification

Official public V7 document reviewed for the Level 2 framework and components. A retrieved public version is not proof of current administrative currency; confirm later amendments with the centre.

Open official source

S18 • AQA: withdrawal update

Updated 27 August 2025: former AQA Functional Skills English ended, with final certification in summer 2025. AQA points to VQA alternatives. Historical AQA papers are not current booking options.

Open official source

Historical papers

Former AQA Functional Skills qualifications are not currently offered. Older papers can illustrate selected demands, but their timings and instructions are not rules for a different provider.

7 OF 7 • RESEARCH BASIS 20-21 NOVEMBER 2026

Official sources and review record

S19 • NCFE: SLC assessor guidance

Version 3.0, August 2024. Level 2 guidance reviewed alongside the specification. Live performance, observer evidence and quality assurance matter; written plans cannot substitute for them.

Open official source

S20 • Open Awards: Level 2 SLC public sample

Public observation/reporting sample reviewed for its live task structure. Its conditions are not imposed on other boards or on this notebook’s teaching rehearsals.

Open official source

S21 • AQA: June 2022 Level 2 reading question paper

Released historical question paper reviewed for general question demands. Separate source insert and full marking materials were not inspected. No wording is reproduced and no current AQA qualification is implied.

Open official source

Real spoken performance

The six scripts and observation tables support rehearsal. They do not replace current approved SLC tasks, preparation rules, performance evidence or quality assurance. Do not self-certify a pass from a completed worksheet.