

## Functional English: Social Care tasks

### Working in Social Care

#### Read the case study and complete the tasks.

When she left school Ann worked in a café. She worked there for six years. She was not happy there because she said the work was boring. She liked working with people but felt she would not get a better job because she did not have any qualifications.

A friend Sarah told her about her job looking after people in a care home; she said she really enjoyed her job. Ann thought it sounded really good and decided to see if she could do the same job. She found that she needed to get qualified. She went on an evening course at her local college and took an NVQ level 2 in Health and Social Care, and is now starting on a Level 3 course.

Ann got a job in a care home and is now really happy at work. She is more confident and has made new friends. She has decided to work to become a qualified nurse.

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#### Task 1: answer the questions

1. Where did Ann work when she left school?
2. What is the name of Ann's friend?
3. Why didn't Ann like her job?
4. Where did Ann's friend work?
5. What qualification did Ann get?
6. What qualification is Ann doing now?
7. What work has Ann decided to train for?
8. Did Ann go to college in the evening or in the day time?
9. Did she have any qualifications when she left school?

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#### Task 2: identify the complete sentences

Do not use capital letters or punctuation marks as a guide as these have been removed.

**C = complete**    **NC = not complete**

ann's friend Sarah told her about her job	
ann thought it sounded really good	
at her local college on an evening	
because she did not have any qualifications	
decided to see if she could do the same job	
looking after people in a care home	
she found that she needed to get some qualifications	
she got a job in a care home and now is really happy	
she has decided to work to become	
she is more confident and has made new friends	
she is now starting on a level 3 course	
she liked working with people	
she really enjoyed her job	
she said the work was boring	
she was not happy there	
she went on a course	
she worked there for six years	
took an NVQ level 2 in Health and Social Care	
when she left school Ann worked	

**When you have finished you can add the capitals and punctuation to the complete sentences if you wish.**

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#### Task 3:

#### Capital letters need to be added in some places

when she left school ann worked in a café. she worked there for six years. she was not happy there because she said the work was boring. she liked working with people but felt she would not get a better job because she did not have any qualifications.

A friend sarah told her about her job looking after people in a care home; she said she really enjoyed her job. ann thought it sounded really good and decided to see if she could do the same job. she found that she needed to get qualified. she went on an evening course at her local college and took an nvq level 2 in health and social care, and is now starting on a level 3 course.

ann got a job in a care home and is now really happy at work. she is more confident and has made new friends. she has decided to work to become a qualified nurse.

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#### Task 4:

**Some words have had capital letters added by mistake. Find them and correct them.**

When she left school Ann worked in a Café. She worked there for six years. She was not Happy there because she said the work was boring. She liked working with People but felt she would not get a Better job because she did not have any Qualifications.

A friend Sarah told her about her job looking after people in a care home; she Said she really enjoyed her job. Ann thought it sounded really good and Decided to see if she could do the same job.

She found that she needed to get Qualified. She went on a course at her local college on an Evening and took an NVQ level 2 in Health and Social Care, and is now Starting on a Level 3 course.

Ann got a Job in a care home and is now really happy at work. She is more Confident and has made new friends. She has Decided to work to Become a qualified nurse.

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#### Task 5: Fact and opinion

Look at the statements and decide if they are fact or opinion

- Ann was good with people
- Sarah was Ann's friend
- Ann needed to get qualified
- Ann wanted to train as a nurse
- The café' was always busy
- The NVQ course was in the evening
- Ann is a very confident person
- The care home manager thought Ann was a hard worker so she gave her a job
- Ann earns more money now
- Ann has made new friends

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#### Answers

#### Task 1

- Where did Ann work when she left school? **In a café**
- What is the name of Ann's friend? **Sarah**
- Why didn't Ann like her job? **It was boring**
- Where did Ann's friend work? **In a care home**
- What qualification did Ann get? **An NVQ Level 2 in Health and Social Care**
- What qualification is Ann doing now? **A Level 3 course**
- What work has Ann decided to train for? **In a café**
- Did Ann go to college in the evening or in day time? **In the evening**
- Did she have any qualifications when she left school? **No**

#### Task 2

A friend Sarah told her about her job	C
Ann thought it sounded really good	C
at her local college on an evening	Nc
because she did not have any qualifications	Nc
decided to see if she could do the same job	Nc
looking after people in a care home	Nc
She found that she needed to get some qualifications	C
She got a job in a care home and now is really happy	C
She has decided to work to become	Nc
She is more confident and has made new friends	C
she is now starting on a Level 3 course	C
She liked working with people	C
she really enjoyed her job	C
she said the work was boring	C
She was not happy there	C
She went on a course	C
She worked there for six years	C
took an NVQ level 2 in Health and Social Care	Nc
When she left school Ann worked	Nc

#### Task 3

When she left school Ann worked in a café. She worked there for six years. She was not happy there because she said the work was boring. She liked working with people but felt she would not get a better job because she did not have any qualifications.

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#### Answers

#### Task 3 (continued)

A friend Sarah told her about her job looking after people in a care home; she said she really enjoyed her job. Ann thought it sounded really good and decided to see if she could do the same job. She found that she needed to get qualified. She went on a course at her local college on an evening and took an NVQ Level 2 in health and social care, and is now starting on a level 3 course.

Ann got a job in a care home and now is really happy at work. She is more confident and has made new friends. She has decided to work to become a qualified nurse.

#### Task 4

When she left school Ann worked in a Café. She worked there for six years. She was not Happy there because she said the work was boring. She liked working with People but felt she would not get a Better job because she did not have any Qualifications.

A friend Sarah told her about her job looking after people in a care home; she Said she really enjoyed her job. Ann thought it sounded really good and Decided to see if she could do the same job.

She found that she needed to get Qualified. She went on a course at her local college on an Evening and took an NVQ Level 2 in Health and Social Care, and is now Starting on a level 3 course.

Ann got a Job in a care home and now is really happy at work. She is more Confident and has made new friends. She has Decided to work to Become a qualified nurse.

#### Task 5: Fact and opinion

- Ann was good with people o
- Sarah was Ann's friend f
- Ann needed to get qualified f
- Ann wanted to train as a nurse f
- The café was always busy o
- The NVQ course is in the evening f
- Ann is a very confident person o
- The care home manager thought Ann was a hard worker so she gave her a job o
- Ann earns more money now o
- Ann has made new friends f

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#### Teaching Notes

I used these resources to help prepare E1-L1 learners for Functional English (note the Functional English criteria are tougher than SfL at the same level).

For the Entry 1-2 learners I simplified the piece of text, e.g. the wording, chunks, and sentence structure. The E1 learners had in-class support so did not use the resources in isolation.

The E3 and especially the L1 learners worked through the exercises at their own pace without support unless it was requested. They were then asked to self-mark using the answer key and finally to hand in work to be checked by the tutor.

The resources were also used as group tasks and for discussion at all levels.

*Colleen Craggs*

**Note** that these resources are not Functional English practice assessments.

They are designed to develop underpinning reading, writing and 'discussion' skills (see next page).

## Functional English criteria

**Useful definitions** Ofqual (2009), pp3-5.

**Reading** within Functional Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context.

**Speaking, listening and communication** within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

**Writing** within Functional Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.

Entry 3 Skill standard	Entry 3 Coverage and range Ofqual (2009), p9.
<p><b>Speaking, listening and communication</b> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges</p>	<ul style="list-style-type: none"> <li>Follow the main points of discussions</li> <li>Use techniques to clarify and confirm understanding</li> <li>Give own point of view and respond appropriately to others' point of view</li> <li>Use appropriate language in formal discussions/exchanges</li> <li>Make relevant contributions, allowing for and responding to others' input</li> </ul>
<p><b>Reading</b> Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p>	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> <li>Obtain specific information through detailed reading</li> <li>Use organisational features to locate information</li> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>
<p><b>Writing</b> Write texts with some adaptation to the intended audience</p>	<ul style="list-style-type: none"> <li>Plan, draft and organise writing</li> <li>Sequence writing logically and clearly</li> <li>Use basic grammar including appropriate verb-tense and subject-verb agreement</li> <li>Check work for accuracy, including spelling</li> </ul>
Level 1 Skill standard	Level 1 Coverage and range Ofqual (2009), pp10-11.
<p><b>Speaking, listening and communication</b> Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</p>	<ul style="list-style-type: none"> <li>Make relevant and extended contributions to discussions, allowing for and responding to others' input</li> <li>Prepare for and contribute to the formal discussion of ideas and opinions</li> <li>Make different kinds of contributions to discussions</li> <li>Present information/points of view clearly and in appropriate language</li> </ul>
<p><b>Reading</b> Read and understand a range of straightforward texts</p>	<ul style="list-style-type: none"> <li>Identify the main points and ideas and how they are presented in a variety of texts</li> <li>Read and understand texts in detail</li> <li>Utilise information contained in texts</li> <li>Identify suitable responses to texts</li> </ul> <p style="text-align: right;"><b>In more than one type of text.</b></p>
<p><b>Writing</b> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</p>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail</li> <li>Present information in a logical sequence</li> <li>Use language, format and structure suitable for purpose and audience (55-60% assessment weighting)</li> <li>Use correct grammar, including correct and consistent use of tense</li> <li>Ensure written work includes generally accurate punctuation and spelling and that meaning is clear (40-45% assessment weighting)</li> </ul> <p style="text-align: right;"><b>In more than one type of text.</b></p>

## References

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-english.pdf>

Further functional skills documents available at <http://www.ofqual.gov.uk/2578.aspx>