

Speech – Exam-Style Writing Tasks

English

Level 2 Writing

Two exam-style tasks · planning grid · mark scheme · model answer with examiner notes

Know the format: a speech or talk

Layout: no headline – open with a greeting to the audience ('Good evening, everyone') → say who you are and why you are speaking → 3–4 clear points, each in its own paragraph, signposted ('Firstly... Secondly... Finally...') → a strong closing line that asks the audience to do or believe something → 'Thank you.'

Techniques: direct address ('you', 'we', 'us'), rhetorical questions, repetition, the rule of three, a short personal story, a pause written as a short sentence. Write it to be heard: shorter sentences than an article.

Register: match the audience – respectful and clear for a public meeting, warmer for colleagues. No slang either way.

Useful phrases

- Good evening, everyone, and thank you for...
- My name is... and I have... for ... years.
- I am asking you to... and I want to give you three reasons why.
- Firstly, look at... / Secondly, I know some of you... / Finally, think about...
- Thirty-eight. It would not...; it would...
- So when you go home tonight, ask yourself one question.
- Do you want... – or...?
- Please support... Thank you.

Task 1 – exam-style (Pearson layout)

Task 1

21 marks · about 35 minutes

Information

Your local council is holding a public meeting about a proposal to turn a disused piece of land next to your estate into either a car park or a community garden with allotments. Residents have been invited to speak for two minutes each.

Writing task

Write the speech you would give at the meeting.

In your writing, you should:

- say which option you support and why
- describe the benefits for local people
- persuade the audience to support your view

You should aim to write about **250 to 300** words.

(21 marks)

Plan first (5 minutes)

Greeting + who I am

My position in one sentence

Point 1 – benefit + example

Point 2 – answer the other side

Point 3 – what it means for us

Closing line + Thank you

Write your answer

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Task 2 – exam-style (Highfield layout)

27 marks · about 30 minutes

You make these notes: joined as apprentice, now trains new starters · never missed a deadline · famous for terrible jokes and excellent cakes · helped me when I started · team's collection – garden vouchers · thank them, wish them well

- say what your colleague has contributed to the team
- share a memory or example
- thank them and wish them well on behalf of the team

(27 marks)

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Speech – Exam-Style Writing Tasks – Mark Scheme and Model Answer

How the examiner marks it, what a full-marks answer must include, and a model answer at a secure Level 2 pass standard.

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How writing tasks are marked

Marks	Composition (what the examiner looks for) – Grid A	Spelling, punctuation and grammar – Grid B
Top band 9–12 (Task 1) 7–9 (Task 2)	Ideas are consistently clear, with detail used <i>effectively</i> for the purpose and audience, at the right length. Format and structure are right for the text type; paragraphs are used effectively and the writing is held together with organisational markers. A range of sentence types, including complex sentences, used accurately. Language and register suit the audience, with a wide, well-chosen vocabulary.	Top: spelling of everyday and specialist words is accurate; a range of punctuation is used correctly and for effect; grammar is consistently accurate, including tense and subject–verb agreement.
Middle band 5–8 / 4–6	Ideas are reasonably clear with an appropriate level of detail. Format and structure are appropriate; paragraphs generally accurate; cohesion mostly maintained. Range of sentences with general accuracy. Wide vocabulary appropriate to purpose and audience.	Middle: mostly accurate spelling with some errors in harder words; sentence punctuation mostly accurate; grammar generally correct.
Lower band 1–4 / 1–3	Straightforward ideas with some clarity. Some use of appropriate format, paragraphs and cohesion. Some range of sentences with some accuracy. Some appropriate vocabulary.	Lower: errors in spelling and punctuation that sometimes affect clarity; limited or inconsistent grammatical control.

Based on the published Pearson Edexcel Level 2 writing grids (Task 1 = 21 marks: 12 composition + 9 SPaG; Task 2 = 15 marks: 9 + 6). Highfield, City & Guilds and NCFE mark the same strands with different totals (e.g. 27 per task).

Indicative content – what a full answer to Task 1 must cover

- A clear position (garden/allotments or car park) with reasons
- Benefits for specific groups of local people: families with no garden, older residents, people who want to grow food, children learning, mental health; or, for the car park, residents who cannot park, businesses, safety
- Persuasive techniques written for a listening audience: direct address, rhetorical questions, repetition, a personal example, a memorable closing line
- Speech conventions: greeting, introduction, signposted points, closing thanks

The examiner's list is "not prescriptive" – any relevant, developed ideas score – but every bullet point in the task must be addressed.

Model answer – Task 1 (292 words)

Good evening, everyone, and thank you to the council for giving residents a chance to speak. My name is Tom and I have lived on the Meadow Estate for eleven years, two doors down from the land we are here to talk about. [greeting; who I am; why my view counts]

I am asking you to choose the community garden – and I want to give you three reasons why. [position + signpost: the audience knows what is coming]

Firstly, look at who lives here. Over half the homes on our estate are flats with no outdoor space at all. For those families, this land is the only chance their children will ever have to dig, plant and watch something grow. A car park gives them tarmac. A garden gives them somewhere to be on a Saturday morning. [point 1: benefit for a specific group; contrast; short sentences for speaking]

Secondly, I know some of you are worried about parking – I am too. But the council's own survey found that the car park would add 38 spaces for an estate of 400 homes. Thirty-eight. It would not solve the parking problem; it would move it forty metres. What it *would* do is put headlights and engine noise directly outside the windows of the older residents in Rowan Court. [point 2: answers the other side with a figure, then repetition of the number for effect]

Finally, think about what a garden does to a place. The allotments on Station Road have a waiting list of sixty people. Sixty people who want to grow their own food, meet their neighbours and get outside. We could give twenty of them a plot here, next year, and still have room for a children's growing area and a few benches for anyone who just wants some fresh air. [point 3: evidence, then a picture of the future the audience can see]

So when you go home tonight, ask yourself one question. In ten years' time, do you want to walk past a row of parked cars – or a place where our children learned where potatoes come from? [rhetorical question; contrast; the ending lands]

Please support the garden. Thank you. [clear ask + thanks]

Why this scores in the top band

- Opens and closes like a speech – greeting, introduction, a direct ask, 'Thank you' – which is the format the examiner checks first.
- The three points are signposted ('Firstly', 'Secondly', 'Finally'), so a listening audience can follow, and each has a specific fact (half the homes are flats; 38 spaces; waiting list of sixty).
- Spoken-word techniques are deliberate: repetition of the key number, short sentences, contrast, a rhetorical question at the climax.
- It answers the opposing view respectfully ('I know some of you are worried... I am too') before dismantling it – persuasion, not a rant.
- Register suits a public meeting: direct and warm, no slang, no contractions in the key sentences.

Where Level 2 students lose marks on this text type

- Writing an essay or article – no greeting, no 'you', no ending. A speech must sound spoken.
- Long, winding sentences that would leave a speaker breathless. Keep them short; use full stops.
- Forgetting to actually ask the audience for something at the end.
- Ignoring the other side of the argument – acknowledging it and answering it is what persuades.