

# **English Level 1 Guidance to Centres**

Year 2019 - 2020

**Functional Skills L1 & L2**

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## Introduction

This document is for centres and all those that deliver the Functional Skills English qualification.

It gives an overview of the new Sample Assessment Materials for the Pearson Functional Skills English Level 1 Reading and Writing.

It includes comments about how the live question papers are likely to be laid out and how the mark scheme will be applied. This aims to support centres in their preparation for assessment.

This document should be read together with the Pearson FS English Specification:

<https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf>.

and the Sample Assessment Materials:

<https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/SAM-L1-FS-English-plain.pdf>

## Useful documents

Everyone involved in delivering the Functional Skills English Level 1 assessment materials should be familiar with the following documents:

Subject content functional skills: English, DfE, February 2018.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/682834/Functional\\_Skills\\_Subject\\_Content\\_English.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682834/Functional_Skills_Subject_Content_English.pdf)

Functional Skills English – Content Mapping

[https://qualifications.pearson.com/content/dam/pdf/Functional-skills/reform/Y498a\\_FS\\_English\\_22Nov.pdf](https://qualifications.pearson.com/content/dam/pdf/Functional-skills/reform/Y498a_FS_English_22Nov.pdf)

Subject support

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html>

There is also a presentation which explains the reformed specification at

[https://event.on24.com/eventRegistration/console/EventConsoleApollo.jsp?uimode=nextgeneration&eventid=2038840&sessionid=1&key=FE88979C54F43F50ABA65BA982C9B0B&contenttype=A&eventuserid=305999&playerwidth=1000&playerheight=650&caller=previewLobby&text\\_language\\_id=en&format=fhaudio#](https://event.on24.com/eventRegistration/console/EventConsoleApollo.jsp?uimode=nextgeneration&eventid=2038840&sessionid=1&key=FE88979C54F43F50ABA65BA982C9B0B&contenttype=A&eventuserid=305999&playerwidth=1000&playerheight=650&caller=previewLobby&text_language_id=en&format=fhaudio#)

## Purpose of Functional Skills

The DfE's Functional Skills Content document very clearly states that Functional Skills has three distinct purposes:

Functional Skills qualifications should provide reliable evidence of a student's achievements against demanding content that is relevant to **the workplace**. They need to provide assessment of students' underpinning knowledge as well as their ability to apply this in different contexts. They also need to provide a foundation for progression into employment or **further technical education** and develop skills for **everyday life**.

Functional Skills are viewed as valuable in terms of employment, of accessing further training or education and as developing skills for life (the learner as consumer; the learner as concerned citizen; the learner as part of the community or the family, etc.). The DfE sums this up as "a qualification for **work, study and life**".

Learners demonstrate their ability to use English confidently and fluently in real-world situations.

'Reading' is defined as the independent understanding of written language in specific contexts demonstrated through the use of texts on screen or on paper.

'Writing' is defined as the independent construction of written language to communicate in specific contexts on screen or on paper.

It is important to note that some knowledge about language (for example formal and informal language or the purpose of specific punctuation) will also be tested on the Reading Paper. This is not just a skills based test: some knowledge is required.

Within terms of Levels 1 and 2 the learning aims and outcomes for Reading and Writing are:

- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

The DfE document once more emphasises that Functional Skills are not just work-related:

- Students should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the **workplace** and in **real life**.

## The Reading Test

### Level 1 Content Standards

The 10 Content Standards on which the candidates will be tested are:

#### Content Standards

- 9 Identify and understand the main points, ideas and details in texts
- 10 Compare information, ideas and opinions in different texts
- 11 Identify meanings in texts and distinguish between fact and opinion
- 12 Recognise that language and other textual features can be varied to suit different audiences and purposes
- 13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
- 14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
- 15 Infer from images meanings not explicit in the accompanying text
- 16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
- 17 Read and understand a range of specialist words in context
- 18 Use knowledge of punctuation to aid understanding of straightforward texts

### Text purposes and their definitions:

The Test will include a range of three straightforward texts on a range of topics and of varying lengths that instruct, describe, explain or persuade.

- **Instruct** - to tell the reader how to do something, for example acquire a new skill
- **Describe** - to give details to the reader about an event (often in chronological order), person, place or object
- **Explain** - to make something clear to the reader by giving relevant information in logical detail
- **Persuade** - to attempt to change the reader's opinion or behaviour

**Straightforward texts** describe subjects and materials that candidates often meet in their work, studies or other activities. Content within texts is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts consist of more than one subject or more than one independent clause (i.e. compound sentences), and students will be familiar with the vocabulary. Straightforward texts are more demanding than simple texts containing simple sentence structure. The vocabulary of straightforward texts will typically consist of a range of familiar and common words together with some specialist words.



## The Reading Test

The Reformed Reading Test differs in many ways from the Legacy specification.

The Test will take **60** minutes.

The Test will be marked out of **30**.

There will be 3 texts and 15 questions.

All the questions will be based on the 10 DfE Content Standards.

Questions 1 to 3 will be based on Text A = 5 marks

Questions 4 to 9 will be based on Text B = 12 marks

Questions 10 to 14 will be based on Text C = 10 marks

Question 15 will be based on Text B and Text C = 3 marks

All texts in the test will be linked by a common topic / theme.

### **Texts will cover topics such as:**

- Accommodation
- Apprenticeships
- Consumer issues
- Health and safety
- Healthy living
- Improvements to college/workplace
- Interests
- Issues/opinions
- Job search
- Leisure activities
- Personal finance
- Technology
- Transport and travel

**Possible formats of the texts:**

- Adverts
- Articles
- Blogs
- Emails
- Internet discussions
- Leaflets
- Letters
- Reports
- Reviews
- Webpages
- Web forums

**Text Length**

Text A will contain between 80 – 100 words.

Text B will contain between 300 – 320 words.

Text C will contain between 200 – 220 words.

**The Test**

The pages that follow illustrate the Sample Assessment Materials with texts, questions, marked examples and annotations.

Each question provides the relevant Content Standard, the SAMs question, the mark scheme answers and (in italics) any relevant notes.

The Test is based on these three texts.

<b>Pearson Edexcel Functional Skills – Level 1</b>	
<b>Sample Assessment Material for first teaching September 2019</b>	
Time: 60 minutes	Paper Reference <b>SAMR1/01</b>
<b>English</b> <b>Component 2: Reading</b> <b>Text Booklet</b>	
<b>Do not return this Text Booklet with the question paper.</b>	

**Instructions**

- You should write your answers in the Question and Answer Booklet.
- You must **not** write any responses to questions in this Text Booklet.

**Information**

- This Text Booklet contains the three texts required for the Level 1 Component 2: Reading exam.
- This Text Booklet must be securely destroyed by the centre immediately after the exam has been completed.

**Advice**

- Read each text before you answer the questions.

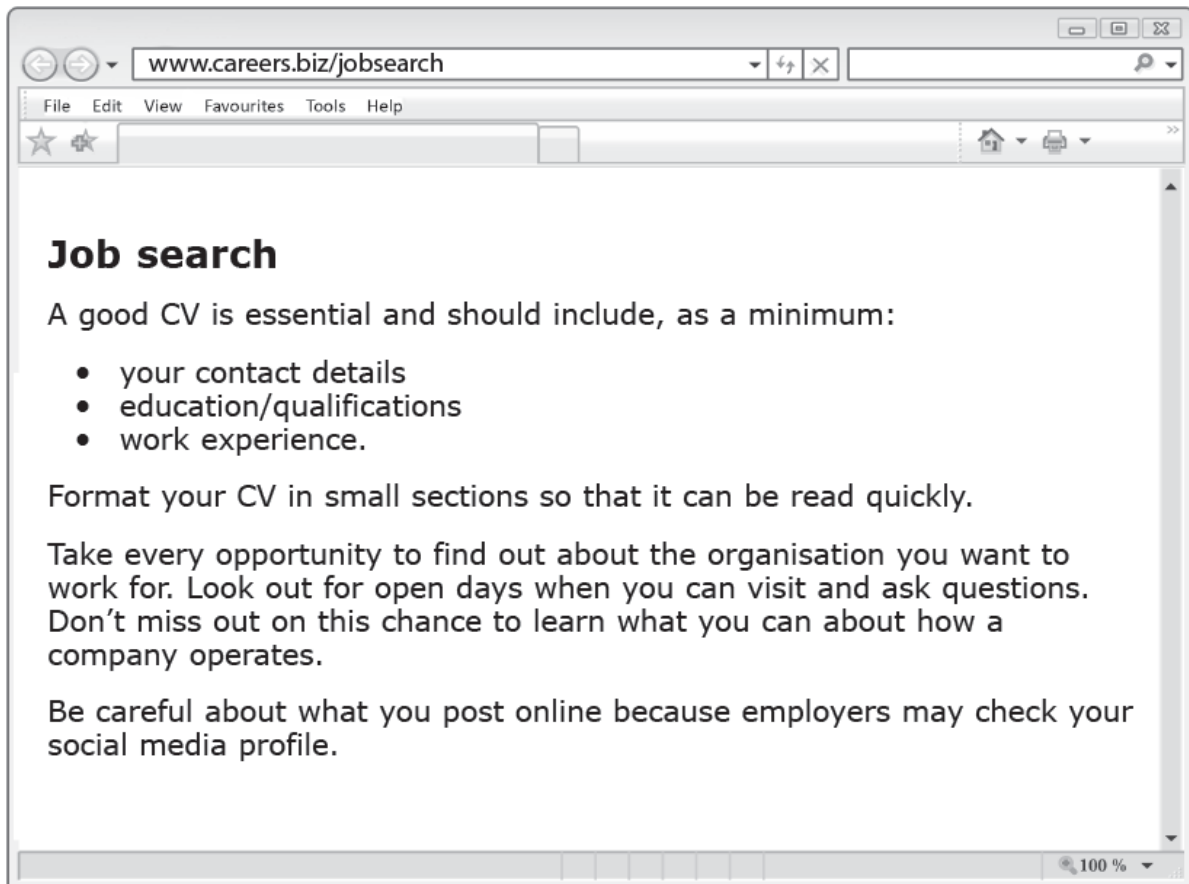
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Turn over ►

**Text A**

A webpage on a careers website



**Text B**

An advert for an open day

## ASSAM DESIGN OPEN DAY

Assam Design makes fashionable clothes for young people. We would like to invite you to our Open Day on Saturday 18th May. The day will start at 10 am and finish at 5 pm.

**Why hold an Open Day?**

We have opened a new factory in the local area and we are interested in meeting people who might want to work for us. This is your chance to learn more about our company. We have rewarding full-time, part-time, permanent and temporary work vacancies across all departments.

**Learn about our company**

The Open Day will start with a presentation given by our Managing Director. You'll learn about how the company developed and our exciting plans for the future. You can find out more about what we offer, including flexible hours, holidays and pensions. We will explain how our staff-friendly policies work and how we try to look after the environment. Examples include our very popular car-share scheme and secure bicycle storage for those who enjoy cycling to work.



© Hongqi Zhang/Alamy

**Get a grand tour**

You will be taken on a tour of our buildings: the factory floor, offices and staff areas. All our staff facilities are of a high standard, including a new cafeteria and well-equipped gym with shower facilities. We have many open and comfortable spaces for people to relax in.

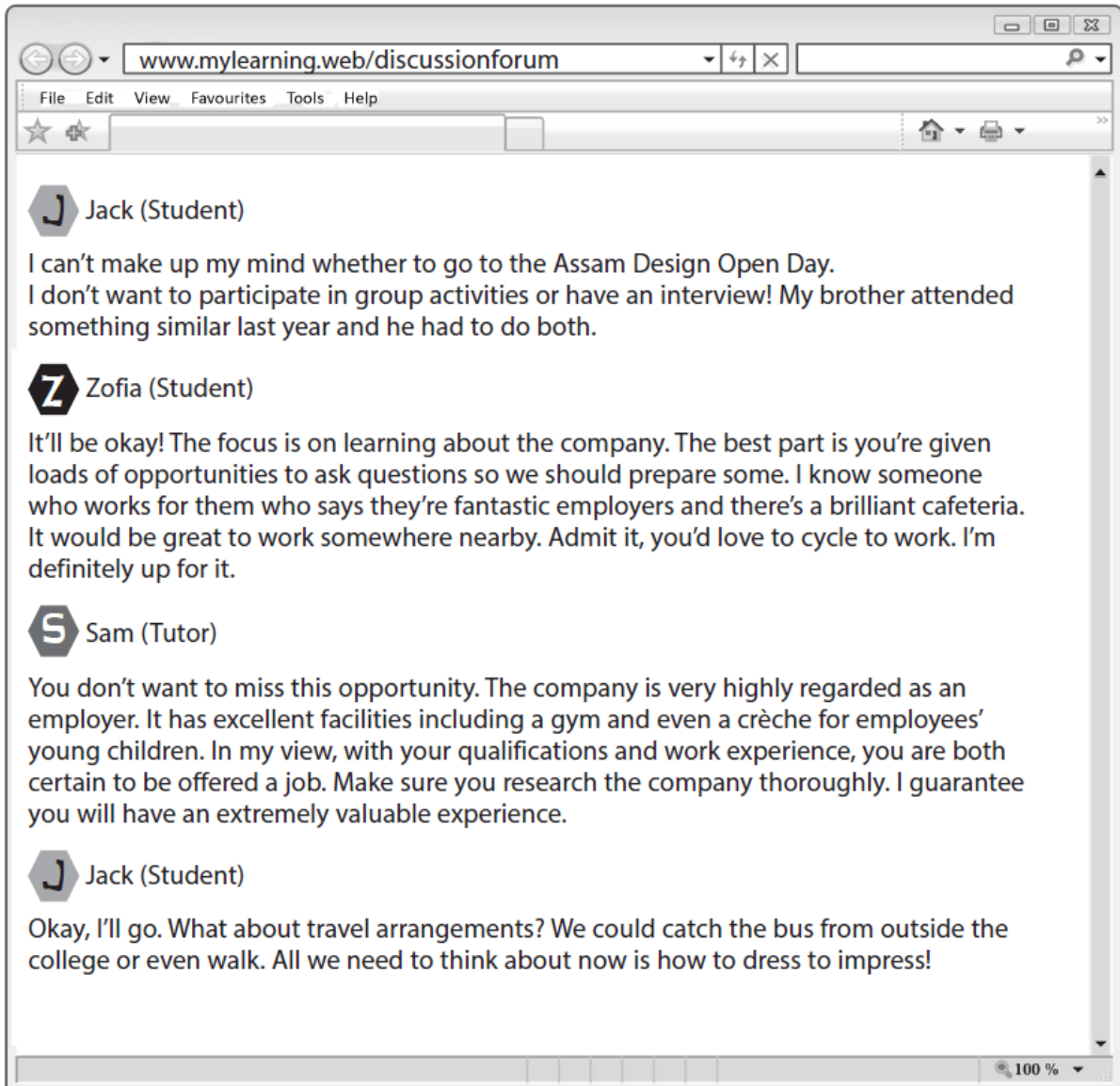
The most valuable part of the tour, and of the day, is the chance to observe and talk to employees as they work on current projects. This is the perfect time to listen to employees' opinions about working for the company.

**What's next?**

There will then be a question and answer session. Before you leave, make sure you pick up an information pack to read at home. The Human Resources department will be available if you need to ask anything further.

**Text C**

An online internet discussion



Please check the examination details below before entering your candidate information

Candidate surname	Other names
<b>Pearson Edexcel Functional Skills</b>	Centre Number <input style="width: 100%;" type="text"/>
<b>Sample Assessment Material for first teaching September 2019</b>	
Time: 60 minutes	Paper Reference <b>SAMR1/01</b>
<b>English</b> <b>Component 2: Reading</b> <b>Level 1</b>	
Use the correct Text Booklet provided. You may use a dictionary.	Total Marks <input style="width: 100%; height: 30px;" type="text"/>

**My signature confirms that I will not discuss the content of the exam with anyone.**

Signature: \_\_\_\_\_

**Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

**Information**

- The total mark for this paper is **30** marks.
- There are a total of 15 questions:
  - Questions 1 to 3 are based on Text A
  - Questions 4 to 9 are based on Text B
  - Questions 10 to 14 are based on Text C
  - Question 15 is based on Text B and Text C.
- The marks for **each** question are shown in brackets.
- This question paper assesses your reading skills, not your writing skills.
- You do not need to write in sentences.

**Advice**

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the space provided.

**SECTION A**

Read Text A and answer Questions 1 and 2.

1 (a) Using Text A, give **one** piece of information you should put in your CV.

..... (1)

(b) Which organisational feature helped you find this piece of information?

..... (1)

**(Total for Question 1 = 2 marks)**

2 You may use a dictionary to answer this question.

(a) 'A good CV is essential'

Give **one** word or phrase to replace 'essential' that keeps the meaning of the quotation the same.

.....

(b) 'Format your CV in small sections'

Give **one** word or phrase to replace 'sections' that keeps the meaning of the quotation the same.

.....

**(Total for Question 2 = 2 marks)**

**The Examiner explains**

**Content Standard 14**

Understand organizational and structural features and use them to locate relevant information (e.g. **index, menus, subheadings, paragraphs**) in a range of straightforward texts.

**The Examiner explains**

Text A will include one of the following visual/organisational features:

- bullet points
- text box
- speech bubble / call out / balloon
- numbering
- bold
- webpage menu.

**The Examiner explains**

**Content Standard 13**

Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words.



Answer Question 3 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

3 What is the **main** purpose of Text A?

- A to inform you how companies operate
- B to tell you how to stay safe online
- C to give advice about how to find a job
- D to advertise a CV writing service

(Total for Question 3 = 1 mark)

TOTAL FOR SECTION A = 5 MARKS

**The Examiner explains**

**Content Standard 11**

Identify meanings in texts.

**SECTION B**

Read Text B and answer Questions 4 to 9.

**4** Your friend wants to know whether people can ask questions during the Open Day.

Using Text B, identify **three** opportunities for people to ask questions.

1 ..... (1)

2 ..... (1)

3 ..... (1)

**The Examiner explains**

**Content Standard 9**

Identify and understand the main points, ideas and details in texts.

**(Total for Question 4 = 3 marks)**

**Answer Question 5 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**5** 'This is the perfect time to listen to employees' opinions about working for the company.'

What does the apostrophe show in this quotation?

- A** You will be given more information about the Open Day.
- B** You will hear the opinion of more than one employee.
- C** You will receive information about starting a new job.
- D** You will hear the opinions of one company employee.

**(Total for Question 5 = 1 mark)**

**The Examiner explains**

**Content Standard 18.**

Use knowledge of punctuation to aid understanding of straightforward texts.

Answer Questions 6 and 7 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

6 What **two** things does the photograph in Text B tell you about the company?

- A It makes a range of products.
- B It expects staff to wear uniforms.
- C It operates over three floors.
- D It has employees who seem happy.
- E It encourages staff to take breaks.

**The Examiner explains**

**Content Standard 15**

Infer from images meanings **not** explicit in the accompanying text.

**(Total for Question 6 = 2 marks)**

7 Text B uses language features to encourage people to attend the Open Day.

Which **two** of these language features are used?

- A direct address
- B exclamation
- C rule of three
- D statistics
- E quotation

**The Examiner explains**

**Content Standard 12**

Recognise that language and other textual features can be varied to suit different audiences and purposes.

**(Total for Question 7 = 2 marks)**

8 Explain what each of these quotations from Text B means.

(a) 'flexible hours'

..... (1)

(b) 'temporary work vacancies'

..... (1)

**The Examiner explains**

**Content Standard 17**

Read and understand a range of specialist words in context.

**The Examiner explains**

**Content Standard 14**

Understand organisational and structural features and use them to locate relevant information in a range of straightforward texts.

9 Text B uses subheadings.

(a) Give the subheading of the section that tells you that there will be a formal talk about the company.

..... (1)

(b) Give the subheading of the section that tells you about what you can do after the Open Day.

..... (1)

**(Total for Question 9 = 2 marks)**

**TOTAL FOR SECTION B = 12 MARKS**

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**The Examiner explains**

**Content Standard 9**

Identify and understand the main points, ideas and details in texts.

**SECTION C**

Read Text C and answer Questions 10 to 14.

**10** Using Text C, identify **one** reason Jack does not want to go to the Open Day.

.....

.....

**(Total for Question 10 = 1 mark)**

**11** Using Text C, identify **three** ways the students can prepare for the Open Day.

1 ..... (1)

**The Examiner explains**

**Content Standard 9**

Identify and understand the main points, ideas and details in texts.

2 ..... (1)

3 ..... (1)

**(Total for Question 11 = 3 marks)**

**Answer Questions 12 and 13 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**12** Text C includes both facts and opinions.

Which **two** of these statements are opinions?

- A** Assam Design is a fantastic employer.
- B** Assam Design is on a nearby local bus route.
- C** Assam Design has a crèche for employees' children.
- D** Attending the Open Day will get you a job.
- E** Jack's brother attended an open day last year.

**The Examiner explains**

**Content Standard 11**

Distinguish between fact and opinion. Please note that this question will also ask candidates to identify facts from opinions in the future.

**(Total for Question 12 = 2 marks)**

**The Examiner explains**

**Content Standard 11**

A fact can be verified based on observation or research. It is based on objective reality and is universal. It does not differ from person to person and is not debatable.

An opinion is a judgment or belief about something. It is subjective and based on a personal view or assumption. It differs from person to person and is debatable.

13 Which **two** of these quotations from Text C are examples of formal language?

- A It'll be okay!
- B participate in group activities
- C loads of opportunities
- D highly regarded as an employer
- E I'm definitely up for it

**The Examiner explains**

**Content Standard 16**

Recognise vocabulary typically associated with specific types and purposes of texts ( i.e. formal and informal) Please note that this question will sometimes ask candidates to identify examples of informal language.

14 Identify **two** quotations from Text C about the benefits of working at Assam Design.

1 ..... (1)

2 ..... (1)

Read and understand a range of specialist words in context.  
The answers should always be quotations from the text which use specialist language from a specialist field identified in the question.

(14 = 2 marks)

**TOTAL FOR SECTION C = 10 MARKS**

**The Examiner explains**

**Content Standard 10**

Compare information, ideas and opinions in different texts.

**SECTION D**

Compare Text B **and** Text C to answer Question 15.

**15** Compare Text B and Text C to find ideas that are the same.

(a) Give **one** idea that is the same in Text B **and** Text C.

..... (1)

(b) Give **one** quotation from Text B and **one** quotation from Text C which supports your idea from part (a).

Quotation from Text B ..... (1)

Quotation from Text C ..... (1)

**(Total for Question 15 = 3 marks)**

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**TOTAL FOR SECTION D = 3 MARKS**  
**TOTAL FOR PAPER = 30 MARKS**



**Breakdown of L1 Reading sample assessment paper by question**

Question	Annotation
<p><b>Text A</b> Q1</p>	<p>Content Standard 14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts.</p> <p><b>Q:</b> (a) Using Text A, give <b>one</b> piece of information you should put in your CV.</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• contact details</li> <li>• education/qualifications</li> <li>• work experience</li> </ul> <p><b>Q:</b> (b) Which organisational feature helped you find this piece of information?</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b> bullet point (s)</p> <p><i>Text A will include <b>one</b> of the following visual/organisational features:</i></p> <ul style="list-style-type: none"> <li>• <i>bullet points</i></li> <li>• <i>text box</i></li> <li>• <i>speech bubble / call out / balloon</i></li> <li>• <i>numbering</i></li> <li>• <i>bold</i></li> <li>• <i>webpage menu.</i></li> </ul> <p><i>Markers will accept any other appropriate wording.</i></p>

	<p><i>This has been designed to be a very straightforward question to help candidates feel a level of confidence at the start of the Test. It will always test learners' ability to find specific information in the text and to name the relevant organisational feature.</i></p>
<p>Q2</p>	<p>Content Standard 13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words.</p> <p><b>Q:</b> (a) 'A good CV is essential' Give <b>one</b> word or phrase to replace 'essential' that keeps the meaning of this quotation the same.</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• necessary</li> <li>• needed</li> <li>• crucial</li> <li>• vital</li> <li>• important to have</li> </ul> <p><b>Q:</b> (b) 'Format your CV in small sections' Give <b>one</b> word or phrase to replace 'sections' that keeps the meaning of this quotation the same.</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• parts</li> <li>• bits</li> <li>• amounts</li> <li>• chunks</li> <li>• pieces</li> </ul> <p>You may use a dictionary to answer this question.</p>

	<p><i>Learners must have a dictionary during the test to help with this question. Test writers will use both Google and a standard student dictionary to identify potential answers.</i></p> <p><i>Markers will accept any other appropriate wording.</i></p>
<p>Q3</p>	<p>Content Standard 11 Identify meanings in texts and distinguish between fact and opinion.</p> <p><b>Q:</b> What is the main purpose of Text A?</p> <p><b>A</b> to inform you how companies operate <b>B</b> to tell you how to stay safe online <b>C</b> to give advice about how to find a job <b>D</b> to advertise a CV writing service</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b> <b>C</b> – to give advice about how to find a job</p> <p><i>This question will be familiar to centres teaching Level 1 Legacy Functional Skills.</i></p>
<p><b>Text B</b> Q4</p>	<p>Content Standard 9 Identify and understand the main points, ideas and details in texts.</p> <p><b>Q:</b> Your friend wants to know whether people can ask questions during the Open Day. Using Text B, identify <b>three</b> opportunities for people to ask questions.</p> <p style="text-align: right;"><b>3 marks</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• tour/talk to employees (1)</li> <li>• question and answer session (1)</li> <li>• Human Resources/before you leave/at the end (1)</li> </ul>

	<p><i>This is a straightforward information retrieval question although it asks for one more detail than the Level 1 Legacy Test.</i></p> <p><i>Markers will accept any other appropriate wording.</i></p>
<p>Q5</p>	<p>Content Standard 18 Use knowledge of punctuation to aid understanding of straightforward texts.</p> <p><b>Q:</b> 'This is the perfect time to listen to employees' opinions about working for the company.' What does the apostrophe show in this quotation?</p> <p><b>A</b> You will be given more information about the Open Day. <b>B</b> You will hear the opinions of more than one employee. <b>C</b> You will receive information about starting a new job. <b>D</b> You will hear the opinions of one company employee. <b>1 mark</b></p> <p><b>MS:</b> <b>B</b> – You will hear the opinions of more than one employee.</p> <p><i>The list of possible punctuation usages to be tested are:</i></p> <ul style="list-style-type: none"> <li>• <i>comma - to separate parts of a sentence or items in a list</i></li> <li>• <i>apostrophe – to indicate omission or possession</i></li> <li>• <i>brackets – to give additional information</i></li> <li>• <i>capital letters – for proper nouns, for emphasis (whole words capitalised) or for abbreviations</i></li> </ul> <p><i>A possible variant of this question is:</i></p> <p><i>'Other popular rides include the Great River Splash (don't forget your waterproof coat)'</i></p> <p><i>Why is '(don't forget your waterproof coat)' in brackets?</i></p> <p><b>A</b> <i>to show that it is an exclamation</i> <b>B</b> <i>to join different parts of the sentence</i> <b>C</b> <i>to show it is additional information</i> <b>D</b> <i>to mark the beginning and end of speech</i></p>

<p>Q6</p>	<p>Content Standard 15 Infer from images meanings not explicit in the accompanying text.</p> <p><b>Q:</b> What <b>two</b> things does the photograph in Text B tell you about the company?</p> <p><b>A</b> It makes a range of products. <b>B</b> It expects staff to wear uniforms. <b>C</b> It operates over three floors. <b>D</b> It has employees who seem happy. <b>E</b> It encourages staff to take breaks.</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b> <b>B</b> – It expects staff to wear uniforms. <b>D</b> – It has employees who seem happy.</p> <p><i>This question will use one or two photographs.</i></p>
<p>Q7</p>	<p>Content Standard 12 Recognise that language and other textual features can be varied to suit different audiences and purposes.</p> <p><b>Q:</b> Text B uses language features to encourage people to attend the Open Day. Which <b>two</b> of these language features are used?</p> <p><b>A</b> direct address <b>B</b> exclamation <b>C</b> rule of three <b>D</b> statistics <b>E</b> quotation</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b> <b>A</b> – direct address <b>C</b> – rule of three</p>

	<p><b>Language features to be recognised will include:</b>  <i>Command</i>  <i>Direct address</i>  <i>Exclamation</i>  <i>First person</i>  <i>Question</i>  <i>Quotation</i>  <i>Repetition</i>  <i>Rule of three</i>  <i>Statistics</i></p>
<p>Q8</p>	<p>Content Standard 17          Read and understand a range of specialist words in context.</p> <p><b>Q:</b> Explain what each of these quotations from Text B means.          (a) 'flexible hours'</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• adaptable working</li> <li>• choose own times</li> <li>• work around other commitments</li> <li>• family friendly working times</li> </ul> <p>(b) 'temporary work vacancies'</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• jobs that are not permanent</li> <li>• employment for a limited time</li> <li>• short – term jobs</li> <li>• seasonal roles</li> </ul> <p><i>The two phrases will be from the same specialist field, e.g. 'nutritious food' and 'ready meals'; 'weekly household income' and 'budgeting app'.</i></p> <p><i>Markers will accept any other appropriate wording.</i></p>

<p>Q9</p>	<p>Content Standard 14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts.</p> <p><b>Q:</b> Text B uses subheadings. (a) Give the subheading of the section that tells you that there will be a formal talk about the company.</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b> Learn about our company</p> <p>(b) Give the subheading of the section that tells you about what you can do after the Open Day.</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b> What's Next?</p> <p><i>This question will give two pieces of information and ask learners to identify the two subheadings where the information can be found .</i></p>
<p><b>Text C</b> Q10</p>	<p>Content Standard 9 Identify and understand the main points, ideas and details in texts.</p> <p><b>Q:</b> Using Text C, identify <b>one</b> reason Jack does not want to go to the Open Day.</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• group activities</li> <li>• interview</li> </ul> <p><i>Again, at the start of questions on the first part of the first text and on the second text, this is a straightforward task of information retrieval.</i></p> <p><i>Markers will accept any other appropriate wording.</i></p>

<p>Q11</p>	<p>Content Standard 9 Identify and understand the main points, ideas and details in texts.</p> <p><b>Q:</b> Using Text C, identify <b>three</b> ways the students can prepare for the Open Day.</p> <p style="text-align: right;"><b>3 marks</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• prepare some questions (1)</li> <li>• research the company (1)</li> <li>• travel arrangements (1)</li> <li>• what to wear/how to dress to impress/how to dress (1)</li> </ul> <p><i>Like Question 4, this is a straightforward question of information retrieval.</i></p> <p><i>Markers will accept any other appropriate wording.</i></p>
<p>Q12</p>	<p>Content Standard 11 Identify meanings in texts and distinguish between fact and opinion.</p> <p><b>Q:</b> Text C includes both facts and opinions. Which <b>two</b> of these statements are opinions?</p> <p><b>A</b> Assam Design is a fantastic employer.  <b>B</b> Assam Design is on a nearby local bus route.  <b>C</b> Assam Design has a crèche for employees' children.  <b>D</b> Attending the Open Day will get you a job.  <b>E</b> Jack's brother attended an open day last year.</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b></p> <p><b>A</b> – Assam Design is a fantastic employer.  <b>D</b> – Attending the Open Day will get you a job.</p>



	<p><i>Definition of a fact: A fact can be verified based on observation or research. It is based on objective reality and is universal. It does not differ from person to person and is not debatable.</i></p> <p><i>Definition of an opinion: An opinion is a judgement or belief about something. It is subjective and based on a personal view or assumption. It differs from person to person and is debatable.</i></p> <p><i>This is a new type of question and learners will need to practise distinguishing between fact and opinion.</i></p> <p><i>Centres are advised not to try to predict the format of this question and Question 13. If a question asks for two opinions or two examples of formal language this does not mean that the next Test will ask for two facts or two examples of informal language.</i></p>
<p>Q13</p>	<p>Content Standard 16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive).</p> <p><b>Q:</b> Which two of these quotations from Text C are examples of formal language?</p> <p><b>A</b> It'll be okay! <b>B</b> participate in group activities <b>C</b> loads of opportunities <b>D</b> highly regarded as an employer <b>E</b> I'm definitely up for it</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b> <b>B</b> – participate in group activities <b>D</b> – highly regarded as an employer</p> <p><i>This is a new type of question and learners will need to practise distinguishing between formal and informal language.</i></p>

Q14	<p>Content Standard 17 Read and understand a range of specialist words in context.</p> <p><b>Q:</b> Identify <b>two</b> quotations from Text C about the benefits of working at Assam Design.</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b></p> <ul style="list-style-type: none"> <li>• cafeteria (1)</li> <li>• work somewhere near/cycle to work (1)</li> <li>• gym (1)</li> <li>• crèche (1)</li> </ul> <p><i>Candidates should try to use quotations from the text which use specialist language from a specialist field identified in the question, e.g. Identify two quotations from Text C that tell you about the college's sports facilities –</i></p> <ul style="list-style-type: none"> <li>• <i>There are large changing rooms</i></li> <li>• <i>We have a state-of-the-art basketball court</i></li> </ul> <p><i>Markers will accept any other appropriate wording.</i></p>
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<p><b>Texts B &amp; C</b> Q15</p>	<p>Content Standard 10 Compare information, ideas and opinions in different texts.</p> <p><b>Q:</b> Compare Text B and Text C to find ideas that are the same. (a) Give <b>one</b> idea that is the same in Text B <b>and</b> Text C.</p> <p>Award <b>1 mark</b> for identifying a relevant similarity between Text B and Text C. Relevant similarities may include:</p> <ul style="list-style-type: none"> <li>• open day</li> <li>• local factory / place of work</li> <li>• learn about the company / what they have to offer / benefits of working there / facilities</li> <li>• meet people who already work there/ ask questions</li> </ul> <p>(b) Give <b>one</b> quotation from Text B and <b>one</b> quotation from Text C which supports your idea from part (a).</p> <p><b>1 mark</b> for a relevant linked quotation from each text supporting the similarity identified, up to a maximum of <b>2</b> marks.</p> <p><i>An alternative wording of this question will be:</i></p> <p><b>Q:</b> <i>Use Text B and Text C to answer Question 15.</i></p> <p><i>Compare information / ideas / opinions from Text B and Text C about [xxxxxx] to find information / ideas / opinions that is / are the same.</i></p> <p><i>In your answer you should:</i></p> <ul style="list-style-type: none"> <li>• <i>give one piece of information / idea / opinion about [xxxxx] that is the same in Text B and Text C.</i></li> <li>• <i>give one quotation from Text B and one quotation from Text C which supports this idea.</i></li> </ul> <p><i>Information / Idea / Opinion</i> <i>Quotation from Text B</i> <i>Quotation from Text C</i></p>
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**Pearson Edexcel Functional Skills – Level 1**

**Sample Assessment Material for first teaching  
September 2019**

Time: 60 minutes

Paper Reference **SAMR1/01**

**English**

**Component 2: Reading  
Text Booklet**

**Do not return this Text Booklet with the question paper.**

**Instructions**

- You should write your answers in the Question and Answer Booklet.
- You must **not** write any responses to questions in this Text Booklet.

**Information**

- This Text Booklet contains the three texts required for the Level 1 Component 2: Reading exam.
- This Text Booklet must be securely destroyed by the centre immediately after the exam has been completed.

**Advice**

- Read each text before you answer the questions.

S63905A

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1/1/17



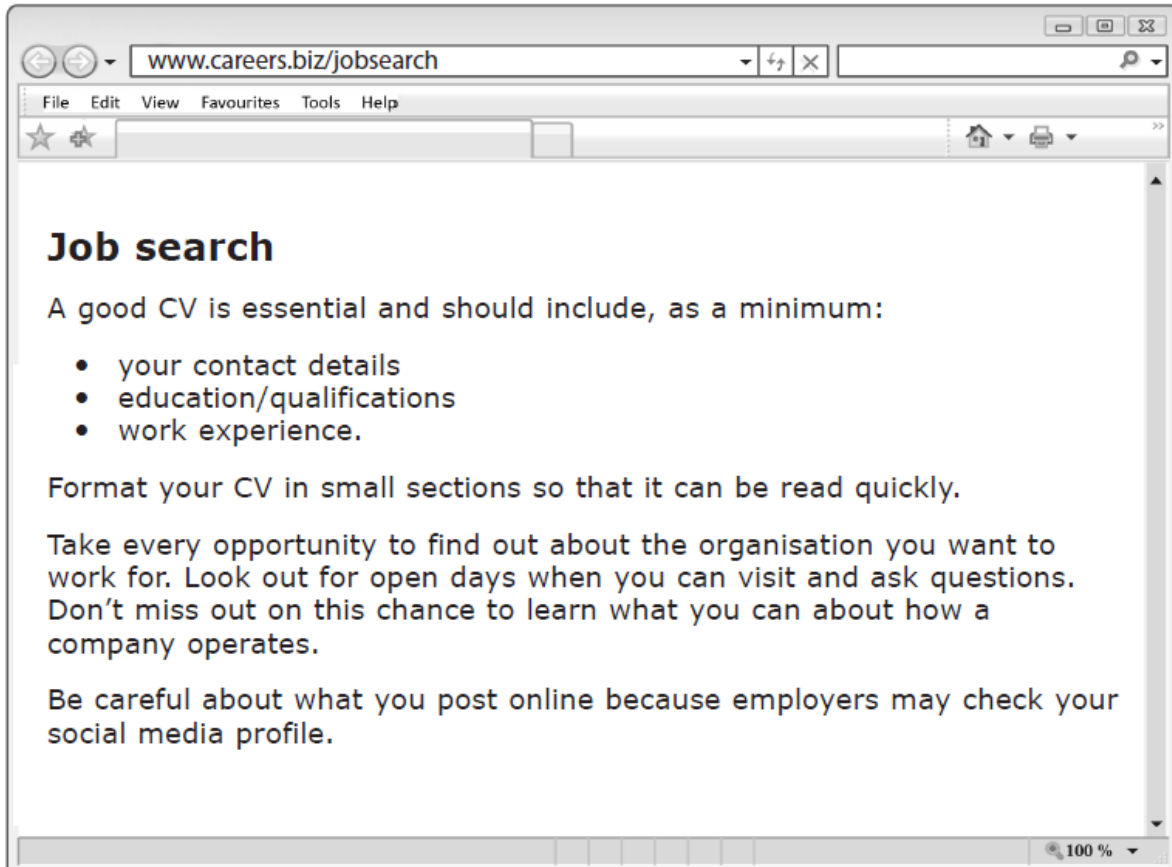
Turn over ►



## Text booklet

### Text A

A webpage on a careers website



**Text B**

An advert for an open day

## ASSAM DESIGN OPEN DAY

Assam Design makes fashionable clothes for young people. We would like to invite you to our Open Day on Saturday 18th May. The day will start at 10 am and finish at 5 pm.

### Why hold an Open Day?

We have opened a new factory in the local area and we are interested in meeting people who might want to work for us. This is your chance to learn more about our company. We have rewarding full-time, part-time, permanent and temporary work vacancies across all departments.

### Learn about our company

The Open Day will start with a presentation given by our Managing Director. You'll learn about how the company developed and our exciting plans for the future. You can find out more about what we offer, including flexible hours, holidays and pensions. We will explain how our staff-friendly policies work and how we try to look after the environment. Examples include our very popular car-share scheme and secure bicycle storage for those who enjoy cycling to work.



© Hongqi Zhang/Alamy

### Get a grand tour

You will be taken on a tour of our buildings: the factory floor, offices and staff areas. All our staff facilities are of a high standard, including a new cafeteria and well-equipped gym with shower facilities. We have many open and comfortable spaces for people to relax in.

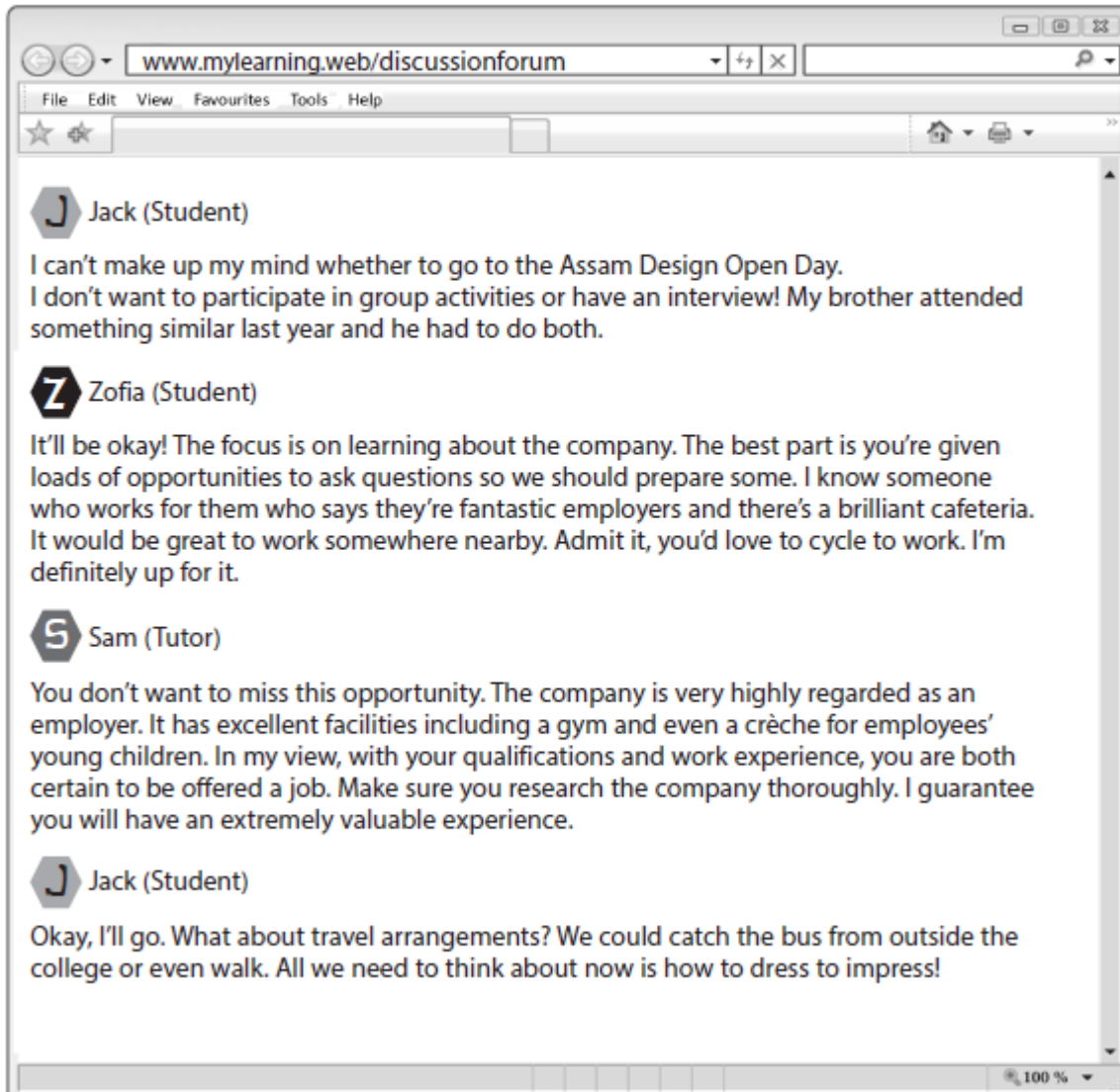
The most valuable part of the tour, and of the day, is the chance to observe and talk to employees as they work on current projects. This is the perfect time to listen to employees' opinions about working for the company.

### What's next?

There will then be a question and answer session. Before you leave, make sure you pick up an information pack to read at home. The Human Resources department will be available if you need to ask anything further.

**Text C**

An online internet discussion



## Script 1 Example of a fail

Time: 60 minutes	Paper Reference <b>SAMR1/01</b>
<b>English</b> <b>Component 2: Reading</b> <b>Level 1</b>	
<b>Use the correct Text Booklet provided.</b> <b>You may use a dictionary.</b>	Total Marks 10

**My signature confirms that I will not discuss the content of the exam with anyone.**

Signature: \_\_\_\_\_

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is **30** marks.
- There are a total of 15 questions:
  - Questions 1 to 3 are based on Text A
  - Questions 4 to 9 are based on Text B
  - Questions 10 to 14 are based on Text C
  - Question 15 is based on Text B and Text C.
- The marks for **each** question are shown in brackets.
- This question paper assesses your reading skills, not your writing skills.
- You do not need to write in sentences.

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.



**Section A**

**Answer ALL questions. Write your answers in the spaces provided.**

**SECTION A**

Read Text A and answer Questions 1 to 3.

1 (a) Using Text A, give **one** piece of information you should put in your CV.  
 You should put your contact details. (1)

(b) Which organisational feature helped you find this piece of information?  
 A webpage by careers website. (1)

(Total for Question 1 = 2 marks)

Question	Annotation
<b>Q1</b> 1 mark	<b>Your qualifications - a correct answer for 1 (a). Your cv - Incorrect answer for 1(b). The correct answer is bullet points.</b>

2 You may use a dictionary to answer this question.

(a) 'A good CV is essential'  
 Give **one** word or phrase to replace 'essential' that keeps the meaning of this quotation the same.  
~~ness necessary~~ necessary (1)

(b) 'Format your CV in small sections'  
 Give **one** word or phrase to replace 'sections' that keeps the meaning of this quotation the same. (1)

(Total for Question 2 = 2 marks)

Question	Annotation
<b>Q2</b> 1 mark	<b>Necessary - 1 mark awarded. Bullet point #1 in the Mark Scheme. 2(b) Not attempted.</b>

Answer Question 3 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

3 What is the main purpose of Text A?

- A to inform you how companies operate
- B to tell you how to stay safe online
- C to give advice about how to find a job
- D to advertise a CV writing service

(Total for Question 3 = 1 mark)

TOTAL FOR SECTION A = 5 MARKS

Question	Annotation
Q3 0 mark	Multiple Choice Response. Incorrect answer.

**Section B**

**SECTION B**

Read Text B and answer Questions 4 to 9.

**4** Your friend wants to know whether people can ask questions during the Open Day.  
Using Text B, identify **three** opportunities for people to ask questions.

1 ..... (1)

2 ..... (1)

3 ..... (1)

**(Total for Question 4 = 3 marks)**

Question	Annotation
<b>Q4</b> <b>0 mark</b>	<b>Not attempted.</b>

**Answer Question 5 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**5** 'This is the perfect time to listen to employees' opinions about working for the company.'  
What does the apostrophe show in this quotation?

A You will be given more information about the Open Day.

B You will hear the opinions of more than one employee.

C You will receive information about starting a new job.

D You will hear the opinions of one company employee.

**(Total for Question 5 = 1 mark)**

Question	Annotation
<b>Q5</b> <b>1 mark</b>	<b>MCR. Correct answer.</b>

Answer Questions 6 and 7 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

6 What **two** things does the photograph in Text B tell you about the company?

- A It makes a range of products.
- B It expects staff to wear uniforms.
- C It operates over three floors.
- D It has employees who seem happy.
- E It encourages staff to take breaks.

2

(Total for Question 6 = 2 marks)

Question	Annotation
<b>Q6</b> <b>2 mark</b>	<b>Multiple Response Question. Two correct answers.</b>

7 Text B uses language features to encourage people to attend the Open Day.

Which **two** of these language features are used?

- A direct address
- B exclamation
- C rule of three
- D statistics
- E quotation

/

(Total for Question 7 = 2 marks)

Question	Annotation
<b>Q7</b> <b>0 mark</b>	<b>MRQ. One incorrect response given.</b>

**8** Explain what each of these quotations from Text B means.

(a) 'flexible hours'

..... (1)

(b) 'temporary work vacancies'

..... (1)

**(Total for Question 8 = 2 marks)**

Question	Annotation
<b>Q8</b> <b>0 mark</b>	<b>Not attempted.</b>

**9** Text B uses subheadings.

(a) Give the subheading of the section that tells you that there will be a formal talk about the company.

① Learn about our company ..... (1)

(b) Give the subheading of the section that tells you about what you can do after the Open Day.

① What's next? ..... (1)

**(Total for Question 9 = 2 marks)**

**TOTAL FOR SECTION B = 12 MARKS**

Question	Annotation
<b>Q9</b> <b>2 mark</b>	<b>Both answers are correct.</b>

## Section C

**SECTION C**

Read Text C and answer Questions 10 to 14.

**10** Using Text C, identify **one** reason Jack does not want to go to the Open Day.

Because ~~he~~ he doesn't want to have an interview.

---

(Total for Question 10 = 1 mark)

Question	Annotation
<b>Q10</b> <b>1 mark</b>	<b>Correct answer. Bullet point #2 in the Mark Scheme.</b>

**11** Using Text C, identify **three** ways the students can prepare for the Open Day.

1 \_\_\_\_\_ (1)

2 \_\_\_\_\_ (1)

3 \_\_\_\_\_ (1)

(Total for Question 11 = 3 marks)

Question	Annotation
<b>Q11</b> <b>0 mark</b>	<b>Not attempted.</b>

Answer Questions 12 and 13 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

12 Text C includes both facts and opinions.

Which **two** of these statements are opinions?

- A Assam Design is a fantastic employer.
- B Assam Design is on a nearby local bus route.
- C Assam Design has a crèche for employees' children.
- D Attending the Open Day will get you a job.
- E Jack's brother attended an open day last year.

(Total for Question 12 = 2 marks)

Question	Annotation
Q12 0 mark	Not attempted.

13 Which **two** of these quotations from Text C are examples of formal language?

- A It'll be okay!
- B participate in group activities
- C loads of opportunities
- D highly regarded as an employer
- E I'm definitely up for it

(Total for Question 13 = 2 marks)

Question	Annotation
Q13 2 mark	MRQ. Two correct answers.

**14** Identify **two** quotations from Text C about the benefits of working at Assam Design.

1 ..... (1)

2 ..... (1)

**(Total for Question 14 = 2 marks)**

---

**TOTAL FOR SECTION C = 10 MARKS**

Question	Annotation
<b>Q14</b> <b>0 mark</b>	<b>Not attempted.</b>

### Section D

**SECTION D**

Compare Text B **and** Text C to answer Question 15.

**15** Compare Text B and Text C to find ideas that are the same.

(a) Give **one** idea that is the same in Text B **and** Text C.

..... (1)

(b) Give **one** quotation from Text B and **one** quotation from Text C which supports your idea from part (a).

Quotation from Text B ..... (1)

Quotation from Text C ..... (1)

**(Total for Question 15 = 3 marks)**

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**TOTAL FOR SECTION D = 3 MARKS**  
**TOTAL FOR PAPER = 30 MARKS**

Question	Annotation
<b>Q15</b> <b>0 mark</b>	<b>Not attempted.</b>



## Script 2 Example of a pass

Time: 60 minutes	Paper Reference <b>SAMR1/01</b>
<b>English</b> <b>Component 2: Reading</b> <b>Level 1</b>	
<b>Use the correct Text Booklet provided.</b> <b>You may use a dictionary.</b>	Total Marks <b>18</b>

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer the questions in the spaces provided – *there may be more space than you need.*

### Information

- The total mark for this paper is **30** marks.
- There are a total of 15 questions:
  - Questions 1 to 3 are based on Text A
  - Questions 4 to 9 are based on Text B
  - Questions 10 to 14 are based on Text C
  - Question 15 is based on Text B and Text C.
- The marks for **each** question are shown in brackets.
- This question paper assesses your reading skills, not your writing skills.
- You do not need to write in sentences.

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

**Section A**

**SECTION A**

Read Text A and answer Questions 1 to 3.

1 (a) Using Text A, give **one** piece of information you should put in your CV.

*Your qualifications ✓* (1)

(b) Which organisational feature helped you find this piece of information?

*Your CV* (1)

(Total for Question 1 = 2 marks) |

Question	Annotation
<b>Q1</b> <b>1 mark</b>	<b><i>Your qualifications</i> - a correct answer for 1 (a).</b> <b><i>Your cv</i> - Incorrect answer for 1(b).</b>

2 You may use a dictionary to answer this question.

(a) 'A good CV is essential'

Give **one** word or phrase to replace 'essential' that keeps the meaning of this quotation the same.

*important/ necessary ✓* (1)

(b) 'Format your CV in small sections'

Give **one** word or phrase to replace 'sections' that keeps the meaning of this quotation the same.

*Structure X* (1)

(Total for Question 2 = 2 marks) |

Question	Annotation
<b>Q2</b> <b>1 mark</b>	<b><i>Important</i> – 1 mark awarded. Bullet point #5 in the Mark Scheme.</b> <b><i>Structure</i> – Incorrect answer for 2(b).</b>

Answer Question 3 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

3 What is the main purpose of Text A?

- A to inform you how companies operate
- B to tell you how to stay safe online
- C to give advice about how to find a job
- D to advertise a CV writing service X

(Total for Question 3 = 1 mark) 0

TOTAL FOR SECTION A = 5 MARKS

Question	Annotation
Q3 0 mark	Multiple Choice Response. Incorrect answer.

**Section B**

**SECTION B**

Read Text B and answer Questions 4 to 9.

4 Your friend wants to know whether people can ask questions during the Open Day.  
Using Text B, identify **three** opportunities for people to ask questions.

1 When taken a tour of the buildings ✓ (1)

2 Question and answer session ✓ (1)

3 Human Resources department if need to ask further ✓ (1)

(Total for Question 4 = 3 marks) **3**

Question	Annotation
<b>Q4</b> <b>3 mark</b>	<b>Marks awarded for:</b> <b><i>Tour; Question and answer session; HR Department</i></b>

Answer Question 5 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

5 'This is the perfect time to listen to employees' opinions about working for the company.'  
What does the apostrophe show in this quotation?

A You will be given more information about the Open Day.

B You will hear the opinions of more than one employee. ✓

C You will receive information about starting a new job.

D You will hear the opinions of one company employee.

(Total for Question 5 = 1 mark) **1**

Question	Annotation
<b>Q5</b> <b>1 mark</b>	<b>MCR. Correct answer.</b>

Answer Questions 6 and 7 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

6 What **two** things does the photograph in Text B tell you about the company?

- A It makes a range of products. ✗
- B It expects staff to wear uniforms.
- C It operates over three floors.
- D It has employees who seem happy.
- E It encourages staff to take breaks. ✗

(Total for Question 6 = 2 marks) 0

Question	Annotation
<b>Q6</b> <b>0 mark</b>	<b>Multiple Response Question. Two incorrect answers.</b>

7 Text B uses language features to encourage people to attend the Open Day.

Which **two** of these language features are used?

- A direct address
- B exclamation ✗
- C rule of three
- D statistics ✗
- E quotation

(Total for Question 7 = 2 marks) 0

Question	Annotation
<b>Q7</b> <b>0 mark</b>	<b>MRQ. Two incorrect answers.</b>

8 Explain what each of these quotations from Text B means.

(a) 'flexible hours'

This means a suitable times that work  
for you. ✓ (1)

(b) 'temporary work vacancies'

You can work on a short ~~term~~  
terms ✓ (1)

(Total for Question 8 = 2 marks)

2

Question	Annotation
Q8 2 mark	Both responses are awarded 1 mark each: <i>times that work for you and work on a short terms.</i>

9 Text B uses subheadings.

(a) Give the subheading of the section that tells you that there will be a formal talk about the company.

A time for more info Get a grand tour ✓ (1)

(b) Give the subheading of the section that tells you about what you can do after the Open Day.

What's next? ✓ (1)

(Total for Question 9 = 2 marks)

1

TOTAL FOR SECTION B = 12 MARKS

Question	Annotation
Q9 1 mark	9 (b) is correct.

**Section C**

**SECTION C**

Read Text C and answer Questions 10 to 14.

**10** Using Text C, identify **one** reason Jack does not want to go to the Open Day.

Jack don't want to be interview or participate in a group functions ✓

(Total for Question 10 = 1 mark) 1

Question	Annotation
<b>Q10</b> 1 mark	<b>Correct answer. <i>Group functions</i> is covered by Bullet point #1 in the Mark Scheme.</b>

**11** Using Text C, identify **three** ways the students can prepare for the Open Day.

1. transport arrangements ✓ (1)

2. prepare to ask questions ✓ and (1)

3. can research the company ✓ (1)

3<sup>(1)</sup>

(Total for Question 11 = 3 marks)

Question	Annotation
<b>Q11</b> 3 mark	<b>All three answers correct. Bullet points # 3, 1, 2 in the Mark Scheme.</b>

**Answer Questions 12 and 13 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**12** Text C includes both facts and opinions.

Which **two** of these statements are opinions?

- A** Assam Design is a fantastic employer. ✓
- B** Assam Design is on a nearby local bus route.
- C** Assam Design has a crèche for employees' children.
- D** Attending the Open Day will get you a job. ✓
- E** Jack's brother attended an open day last year.

2

(Total for Question 12 = 2 marks)

Question	Annotation
<b>Q12</b> <b>2 mark</b>	<b>MRQ. Two correct answers.</b>

**13** Which **two** of these quotations from Text C are examples of formal language?

- A** It'll be okay!
- B** participate in group activities ✓
- C** loads of opportunities ✗
- D** highly regarded as an employer
- E** I'm definitely up for it

1

(Total for Question 13 = 2 marks)

Question	Annotation
<b>Q13</b> <b>1 mark</b>	<b>MRQ. 'B' is correct. 'C' is incorrect.</b>



**14** Identify **two** quotations from Text C about the benefits of working at Assam Design.

1. Excellent facilities x ..... (1)

2. Learning about the company. x ..... (1)

(Total for Question 14 = 2 marks) 0

---

**TOTAL FOR SECTION C = 10 MARKS**

Question	Annotation
Q14 0 mark	<b><i>Excellent facilities and Learning about the company are not in the mark scheme.</i></b>

**Section D**

**SECTION D**

Compare Text B **and** Text C to answer Question 15.

**15** Compare Text B and Text C to find ideas that are the same.

(a) Give **one** idea that is the same in Text B **and** Text C.

Open day ✓

(1)

(b) Give **one** quotation from Text B and **one** quotation from Text C which supports your idea from part (a).

Quotation from Text B Get a grand tour ✓

(1)

Quotation from Text C I guarantee you will have an extremely valuable experience ✗

(1)

(Total for Question 15 = 3 marks) 2

---

**TOTAL FOR SECTION D = 3 MARKS**  
**TOTAL FOR PAPER = 30 MARKS**

Question	Annotation
Q15 2 mark	<b>Open day</b> was correct for 15(a). <b>Get a grand tour</b> is correct for the Text B Quotation.

## Script 3 Example of a pass

Time: 60 minutes	Paper Reference <b>SAMR1/01</b>
<b>English</b> <b>Component 2: Reading</b> <b>Level 1</b>	
<b>Use the correct Text Booklet provided.</b> <b>You may use a dictionary.</b>	Total Marks <b>19</b>

- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer the questions in the spaces provided – *there may be more space than you need.*

### Information

- The total mark for this paper is **30** marks.
- There are a total of 15 questions:
  - Questions 1 to 3 are based on Text A
  - Questions 4 to 9 are based on Text B
  - Questions 10 to 14 are based on Text C
  - Question 15 is based on Text B and Text C.
- The marks for **each** question are shown in brackets.
- This question paper assesses your reading skills, not your writing skills.
- You do not need to write in sentences.

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

**Section A**

**SECTION A**

Read Text A and answer Questions 1 to 3.

1 (a) Using Text A, give **one** piece of information you should put in your CV.  
*education / qualification* ✓ (1)

(b) Which organisational feature helped you find this piece of information?  
*Bullet points* ✓ (1)

(Total for Question 1 = 2 marks) **2**

Question	Annotation
<b>Q1</b> 2 marks	<b><i>Education / qualification</i> - a correct answer for 1 (a).</b> <b><i>Bullet points</i> - correct answer for 1(b).</b>

2 You may use a dictionary to answer this question.

(a) 'A good CV is essential'

Give **one** word or phrase to replace 'essential' that keeps the meaning of this quotation the same.  
*Important* ✓ (1)

(b) 'Format your CV in small sections'

Give **one** word or phrase to replace 'sections' that keeps the meaning of this quotation the same.  
*Parts* ✓ (1)

(Total for Question 2 = 2 marks) **2**

Question	Annotation
<b>Q2</b> 2 marks	<b><i>Important</i> – 1 mark awarded. Bullet point #5 in the Mark Scheme.</b> <b><i>Parts</i> - 1 mark awarded. Bullet point #1 in the Mark Scheme.</b>

Answer Question 3 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

3 What is the main purpose of Text A?

- A to inform you how companies operate
- B to tell you how to stay safe online
- C to give advice about how to find a job ✓
- D to advertise a CV writing service

(Total for Question 3 = 1 mark) 1

TOTAL FOR SECTION A = 5 MARKS

Question	Annotation
Q3 1 mark	Multiple Choice Response. Correct answer.

### Section B

#### SECTION B

Read Text B and answer Questions 4 to 9.

4 Your friend wants to know whether people can ask questions during the Open Day.

Using Text B, identify **three** opportunities for people to ask questions. ✓

1 There will be a question and answer session. (1)

2 <sup>listen</sup> ~~talk to~~ employees opinions rebo.   
 Information pack <sup>x</sup> to read at home (1)

3 Human Resources department will be available if you need to ask anything further. (1)

(Total for Question 4 = 3 marks) 2

Question	Annotation
Q4 2 marks	Marks awarded for: <b>Question and answer session; HR Department</b>

Answer Question 5 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

5 'This is the perfect time to listen to employees' opinions about working for the company.'

What does the apostrophe show in this quotation?

- A You will be given more information about the Open Day.
- B You will hear the opinions of more than one employee. ✓
- C You will receive information about starting a new job.
- D You will hear the opinions of one company employee.

(Total for Question 5 = 1 mark) 1

Question	Annotation
<b>Q5</b> <b>1 mark</b>	<b>MCR. Correct answer.</b>

Answer Questions 6 and 7 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

6 What **two** things does the photograph in Text B tell you about the company?

- A It makes a range of products.
- B It expects staff to wear uniforms. ✓
- C It operates over three floors.
- D It has employees who seem happy. ✓
- E It encourages staff to take breaks.

(Total for Question 6 = 2 marks) 2

Question	Annotation
<b>Q6</b> <b>2 marks</b>	<b>Multiple Response Question. Two correct answers.</b>

7 Text B uses language features to encourage people to attend the Open Day.  
Which **two** of these language features are used?

A direct address  
 B exclamation  
 C rule of three  
 D statistics X  
 E quotation X

(Total for Question 7 = 2 marks) 0

Question	Annotation
Q7 0 marks	MRQ. 'A' and 'C' are correct answers. Both were crossed out and replaced by 'D' and 'E'.

8 Explain what each of these quotations from Text B means.

(a) 'flexible hours'  
~~working hours flexible working hours~~  
 in which 'an agreed total of hours.' X (1)

(b) 'temporary work vacancies'  
 'for a time only' work vacancies. X (1)

(Total for Question 8 = 2 marks) 0

Question	Annotation
Q8 0 marks	Both responses are incorrect. <i>For a time only work vacancies</i> does not explain <i>vacancies</i> . <u>Note: It has now been decided that if the significant part of a phrase is explained then 1 mark will be awarded. Therefore 'for a time only' should be awarded 1 mark.</u>

**9** Text B uses subheadings.

(a) Give the subheading of the section that tells you that there will be a formal talk about the company.

Learn about our company ✓ (1)

(b) Give the subheading of the section that tells you about what you can do after the Open Day.

Get a grand tour ✗ (1)

(Total for Question 9 = 2 marks) /

---

**TOTAL FOR SECTION B = 12 MARKS**

Question	Annotation
<b>Q9</b> 1 mark	<b>9 (a) is correct.</b>

**Section C**

**SECTION C**

Read Text C and answer Questions 10 to 14.

**10** Using Text C, identify **one** reason Jack does not want to go to the Open Day.

Don't want to participate in group activities ✓

(Total for Question 10 = 1 mark) /

Question	Annotation
<b>Q10</b> 1 mark	<b>Correct answer. Bullet point #1 in the Mark Scheme.</b>



11 Using Text C, identify **three** ways the students can prepare for the Open Day.

1. <sup>Prepare</sup> opportunities to ask questions ✓ (1)

2. Travel arrangement Do research the company. ✓ (1)

3. <sup>Prepare for</sup> ~~how to~~ dress travel arrangement ✓ (1)

**3**

(Total for Question 11 = 3 marks)

Question	Annotation
Q11 3 marks	All three answers correct. Bullet points # 1, 2, 3 in the Mark Scheme.

Answer Questions 12 and 13 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

12 Text C includes both facts and opinions.

Which **two** of these statements are opinions?

A Assam Design is a fantastic employer. ✓

B Assam Design is on a nearby local bus route.

C Assam Design has a crèche for employees' children.

D Attending the Open Day will get you a job. ✓

E Jack's brother attended an open day last year.

**2**

(Total for Question 12 = 2 marks)

Question	Annotation
Q12 2 marks	MRQ. Two correct answers.

13 Which **two** of these quotations from Text C are examples of formal language?

- A It'll be okay!
- B participate in group activities ✓
- C loads of opportunities
- D highly regarded as an employer ✓
- E I'm definitely up for it

(Total for Question 13 = 2 marks)

2

Question	Annotation
Q13 2 marks	MRQ. Two correct answers.

14 Identify **two** quotations from Text C about the benefits of working at Assam Design.

1. valuable experience ✗

(1)

2. excellent facilities ✗

(1)

(Total for Question 14 = 2 marks)

0

TOTAL FOR SECTION C = 10 MARKS

Question	Annotation
Q14 0 marks	<i>Valuable experience and excellent facilities</i> are not in the mark scheme.

**Section D**

**SECTION D**

Compare Text B **and** Text C to answer Question 15.

**15** Compare Text B and Text C to find ideas that are the same.

(a) Give **one** idea that is the same in Text B **and** Text C.

..... (1)

(b) Give **one** quotation from Text B and **one** quotation from Text C which supports your idea from part (a).

Quotation from Text B .....

..... (1)

Quotation from Text C .....

..... (1)

**(Total for Question 15 = 3 marks)** ○

---

**TOTAL FOR SECTION D = 3 MARKS**  
**TOTAL FOR PAPER = 30 MARKS**

Question	Annotation
<b>Q15</b> <b>0 marks</b>	<b>This question was not attempted.</b>

## Script 4 Example of a strong pass

Time: 60 minutes	Paper Reference <b>SAMR1/01</b>
<b>English</b> <b>Component 2: Reading</b> <b>Level 1</b>	
Use the correct Text Booklet provided. You may use a dictionary.	Total Marks <b>27</b>

- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is **30** marks.
- There are a total of 15 questions:
  - Questions 1 to 3 are based on Text A
  - Questions 4 to 9 are based on Text B
  - Questions 10 to 14 are based on Text C
  - Question 15 is based on Text B and Text C.
- The marks for **each** question are shown in brackets.
- This question paper assesses your reading skills, not your writing skills.
- You do not need to write in sentences.

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

### Section A

1 (a) Using Text A, give **one** piece of information you should put in your CV.  
*Your contact details* 1 (1)

(b) Which organisational feature helped you find this piece of information?  
*Small sections* 0 (1)

(Total for Question 1 = 2 marks) 1

Question	Annotation
<b>Q1</b> 1 mark	<b><i>Your contact details</i> - Correct answer for 1 (a).</b> <b><i>Small sections</i> - Incorrect answer for 1(b).</b>

2 You may use a dictionary to answer this question.

(a) 'A good CV is essential'  
 Give **one** word or phrase to replace 'essential' that keeps the meaning of this quotation the same.  
*Indispensable* 1 (1)

(b) 'Format your CV in small sections'  
 Give **one** word or phrase to replace 'sections' that keeps the meaning of this quotation the same.  
*Segments* 1 (1)

(Total for Question 2 = 2 marks) 2

Question	Annotation
<b>Q2</b> 2 mark	<b><i>Indispensable</i> - 1 mark awarded as synonym for 'essential'.</b> <b><i>Segments</i> - 1 mark awarded as synonym for 'sections'.</b>

Answer Question 3 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 3 What is the **main** purpose of Text A?
- A to inform you how companies operate
  - B to tell you how to stay safe online
  - C to give advice about how to find a job
  - D to advertise a CV writing service

(Total for Question 3 = 1 mark)

TOTAL FOR SECTION A = 5 MARKS

Question	Annotation
Q3 1 mark	Multiple Choice Response. Correct answer.

**Section B**

**SECTION B**

Read Text B and answer Questions 4 to 9.

**4** Your friend wants to know whether people can ask questions during the Open Day.  
Using Text B, identify **three** opportunities for people to ask questions.

1 Grand tour ✓ give you the opportunity to talk to employees and listen employees' opinions about working for the company. (1)

2 At the end of the grand tour you will have a question and answer session. ✓ (1)

3 The Human Resources department will be available if you need to ask anything. ✓ (1)

(Total for Question 4 = 3 marks) **3**

Question	Annotation
<b>Q4</b> <b>3 mark</b>	<b>Marks awarded for:</b> <b>Grand tour; Question and answer session; HR Department</b>

**Answer Question 5 with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**5** 'This is the perfect time to listen to employees' opinions about working for the company!'  
What does the apostrophe show in this quotation?

**A** You will be given more information about the Open Day.

**B** You will hear the opinions of more than one employee.

**C** You will receive information about starting a new job.

**D** You will hear the opinions of one company employee.

(Total for Question 5 = 1 mark) **1**

Question	Annotation
<b>Q5</b> <b>1 mark</b>	<b>MCR. Correct answer.</b>

Answer Questions 6 and 7 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

6 What **two** things does the photograph in Text B tell you about the company?

- A It makes a range of products.
- B It expects staff to wear uniforms.
- C It operates over three floors.
- D It has employees who seem happy.
- E It encourages staff to take breaks.

(Total for Question 6 = 2 marks) 2

Question	Annotation
<b>Q6</b> 2 mark	<b>Multiple Response Question. Two correct answers.</b>

7 Text B uses language features to encourage people to attend the Open Day.

Which **two** of these language features are used?

- A direct address
- B exclamation
- C rule of three
- D statistics
- E quotation

(Total for Question 7 = 2 marks) 1

Question	Annotation
<b>Q7</b> 1 mark	<b>MRQ. 'A' is a correct answer. 'C' is also correct but was crossed out and replaced by 'E'.</b>



**8** Explain what each of these quotations from Text B means.

(a) 'flexible hours'

*You can manage your time of work or organize it as your convenience* | (1)

(b) 'temporary work vacancies'

*In case you need to work for a specific period of time this is for you.* | (1)

(Total for Question 8 = 2 marks) (2)

Question	Annotation
<b>Q8</b> <b>1 mark</b>	<b>A correct answer for 8 (a) – <i>manage your time of work.</i></b> <b>Incorrect answer for 8(b).</b>

**9** Text B uses subheadings.

(a) Give the subheading of the section that tells you that there will be a formal talk about the company.

*Learn about our company* | (1)

(b) Give the subheading of the section that tells you about what you can do after the Open Day.

*What's next?* | (1)

(Total for Question 9 = 2 marks) (2)

**TOTAL FOR SECTION B = 12 MARKS**

Question	Annotation
<b>Q9</b> <b>2 mark</b>	<b>Both answers are correct.</b>

**Section C**

**SECTION C**

Read Text C and answer Questions 10 to 14.

**10** Using Text C, identify **one** reason Jack does not want to go to the Open Day.

Jack does not want to participate in group activities.

(Total for Question 10 = 1 mark) **1**

Question	Annotation
<b>Q10</b> <b>1 mark</b>	<b>Correct answer. Bullet point #1 in the Mark Scheme.</b>

**11** Using Text C, identify **three** ways the students can prepare for the Open Day.

1 Research about the company. (1)

2 Prepare some questions to ask. (1)

3 To think about how to dress to impress. (1)

(Total for Question 11 = 3 marks) **3**

Question	Annotation
<b>Q11</b> <b>3 mark</b>	<b>All three answers correct. Bullet points # 2, 1, 4 in the Mark Scheme.</b>

Answer Questions 12 and 13 with a cross in two boxes ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

12 Text C includes both facts and opinions.

Which **two** of these statements are opinions?

- A Assam Design is a fantastic employer.
- B Assam Design is on a nearby local bus route.
- C Assam Design has a crèche for employees' children.
- D Attending the Open Day will get you a job.
- E Jack's brother attended an open day last year.

(Total for Question 12 = 2 marks)

2

Question	Annotation
Q12 2 mark	MRQ. Two correct answers.

13 Which **two** of these quotations from Text C are examples of formal language?

- A It'll be okay!
- B participate in group activities
- C loads of opportunities
- D highly regarded as an employer
- E I'm definitely up for it

(Total for Question 13 = 2 marks)

2

Question	Annotation
Q13 2 mark	MRQ. Two correct answers.

14 Identify **two** quotations from Text C about the benefits of working at Assam Design.

1 *There is a crèche for employees' young children.* (1)

2 *There are fantastic employers.* (1)

(Total for Question 14 = 2 marks) **2**

**TOTAL FOR SECTION C = 10 MARKS**

Question	Annotation
Q14 2 mark	<b><i>Crèche</i> is bullet point #4 in the Mark Scheme. <i>Fantastic employers</i> also awarded 1 mark.</b>

**Section D**

**SECTION D**

Compare Text B **and** Text C to answer Question 15.

**15** Compare Text B and Text C to find ideas that are the same.

(a) Give **one** idea that is the same in Text B **and** Text C.

*Learn more about the company*  
~~All our staff facilities are of a high standard (text B)~~  
~~It has excellent facilities (text C)~~ ✓ (1)

(b) Give **one** quotation from Text B and **one** quotation from Text C which supports your idea from part (a).

Quotation from Text B *high standard This is your chance to learn more about our company.* | (1)

Quotation from Text C *excellent The focus is on learning about the company.* | (1)

(Total for Question 15 = 3 marks) **3**

---

**TOTAL FOR SECTION D = 3 MARKS**  
**TOTAL FOR PAPER = 30 MARKS**

Question	Annotation
<b>Q15</b> <b>3 mark</b>	<b>Learn about the company with two supporting quotations.</b>

## **The Writing Test**

### **Content Standards**

The seven Content Standards by which the candidates will be assessed are:

#### **Spelling, punctuation and grammar**

19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)

21 Spell words used most often in work, study and daily life, including specialist words

#### **Writing composition**

22 Communicate information, ideas and opinions clearly, coherently and accurately

23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience

24 Use format, structure and language appropriate for audience and purpose

25 Write consistently and accurately in complex sentences, using paragraphs where appropriate

**The Writing Test will continue to require candidates to respond to two different tasks.**

The Test will take **60** minutes and the total mark will be **36**.

This will be divided:

Longer Task

Composition = 12 max

SPG = 9 max

Shorter Task

Composition = 9 max

SPG = 6 max

In addition there will be a suggestion that the Longer Task should be between 200 to 250 words long and the Shorter Task between 150 and 200. These are only suggestions and no candidates will be penalised for writing more or less.

The following are the formats of writing that may be included in a Level 1 Test:

- articles
- emails
- eye-witness accounts
- diary entries
- formal letters
- formal reports
- information/advice sheet
- newsletters
- online product or service feedback/review
- reviews
- webpage entries, eg blog, forum

## Different types of writing formats for Functional Skills Writing Levels 1 and 2

### Articles

**Purpose:** Purposes could include giving information about a topic, expressing an opinion or persuading the reader of a particular point of view.

**Format features:** An appropriate heading/headline.

**Level of formality:** This will depend on purpose and audience, e.g. an article written on a personal topic is likely to be less formal than an article written on a local issue.

### Emails

**Purpose:** Purposes could include applying for a course, giving advice or news to a friend or relative, or making a complaint.

**Format features:** Usually it won't be necessary to put in To/From and a subject line as this will be provided in the writing frame. The email should begin with an appropriate greeting and end with an appropriate close.

**Level of formality:** An informal approach would be appropriate for an email to a friend or relative although candidates should still write in full sentences and use correct spellings. A more formal approach would be needed for a work related topic.

### Eye-witness accounts

**Purpose:** To give a narrative account of an event.

**Format features:** The candidate should include their name and the date of the event.

**Level of formality:** An eye witness account will require a formal style of writing.



### Diary entries

**Purpose:** This will depend on the task, but is likely to include narrative accounts of things that the candidate has done or seen.

**Format features:** The candidate should include the date of the entry or entries.

**Level of formality:** Generally informal, although a work related diary task could require a greater degree of formality. Where an informal style is used candidates should still write in full sentences and use correct spellings.

### Letters

**Purpose:** Possible purposes could include applications and expressing opinions on local issues.

**Format features:** The candidate should include their address (this can be made up) and the address of the recipient. An appropriate salutation and matching close should also be included.

**Level of formality:** A formal letter will require a formal style of writing. Please note that candidates will not be asked to write informal letters.

### Reports

**Purpose:** To give information on a given topic.

**Format features:** A report should include headings for the different sections.

**Level of formality:** A report will require a formal approach.

## Online feedback forms

**Purpose:** To give a detailed opinion or make a complaint, e.g. about a purchased item, or a leisure experience.

**Format features:** Boxes may be provided for the candidate to write their name and email address.

There are no other format features required.

**Level of formality:** An informal style will generally be appropriate, but a more formal style may be appropriate for a complaint. Where an informal style is used candidates should still write in full sentences and use correct spellings.

## Reviews

**Purpose:** To give a detailed opinion, e.g. of a purchased item, or a leisure experience.

**Format features:** This will depend on the task, but it would be generally be good practice to include a title saying what is being reviewed.

**Level of formality:** A review will usually work best with an informal approach, depending on the audience it is being written for. Where an informal style is used candidates should still write in full sentences and use correct spellings.

## Webpage entries, e.g. blog/forum

**Purpose:** Will depend on the task but could include a blog entry giving information/opinions on a particular topic or a web forum entry giving advice to others.

**Format features:** This will depend on the type of webpage entry required and formatting features may be provided for the candidate.

**Level of formality:** A webpage entry will usually work best with an informal approach, depending on the audience it is being written for. Where an informal style is used candidates should still write in full sentences and use correct spellings.

## Newsletters

**Purpose:** Will depend on the subject and the audience. Typically newsletters are for small, well-defined audiences, for example workplace colleagues, people from the same area, people with shared interests or assumptions.

**Format features:** A newsletter should include headings for the different sections.

**Level of formality:** A newsletter will usually work best with an informal style, depending on the audience it is being written for.

## Information / advice sheet

**Purpose:** To present information in a short document for a specific audience or, more often, for the general public about a factual subject.

**Format features:** Clarity of information can be provided by the use of headings. They often contain product information, statistics, lists, FAQs or DIY advice.

**Level of formality:** Information / advice sheets are usually formal as the audience is general.

Each paper will have one task with an authentic stimulus and one task with a direct instruction to the candidate.

For example, SAMS Task with an authentic stimulus:

Please check the examination details below before entering your candidate information		
Candidate surname	Other names	
<b>Pearson Edexcel Functional Skills</b>	Centre Number <input style="width: 90%;" type="text"/>	Candidate Number <input style="width: 90%;" type="text"/>
<b>Sample Assessment Material for first teaching September 2019</b>		
Time: 60 minutes	Paper Reference <b>SAMW1/01</b>	
<b>English</b> <b>Component 3: Writing</b> <b>Level 1</b>		
<b>You must not use a dictionary.</b>		Total Marks  <input style="width: 100%; height: 30px;" type="text"/>

**My signature confirms that I will not discuss the content of the test with anyone.**

Signature: \_\_\_\_\_

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer both tasks.
- Use the answer space provided to complete your tasks  
– *there may be more space than you need.*

### Information

- The total for this paper is 36 marks.
- Task 1 has 21 marks and Task 2 has 15 marks.
- You will be assessed on spelling, punctuation and grammar in both tasks.

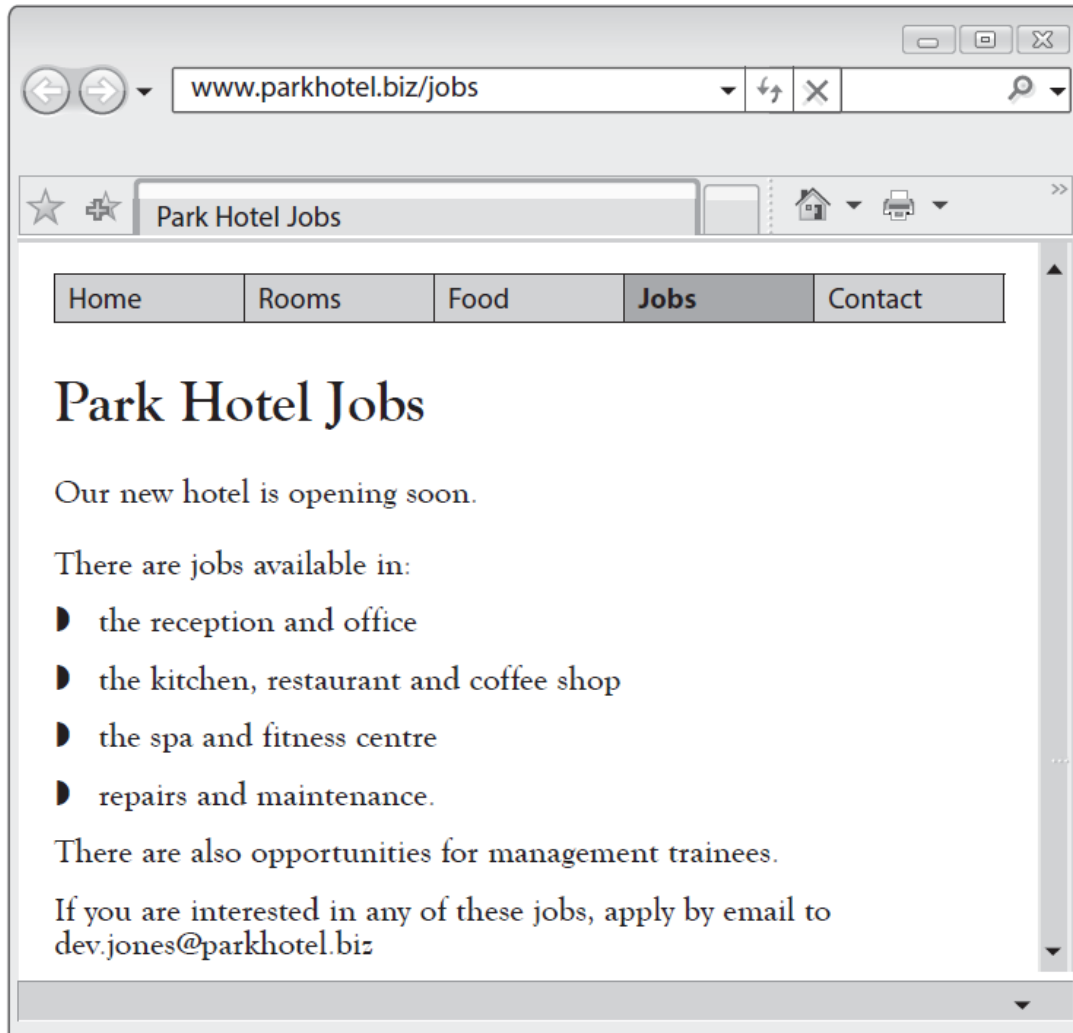
### Advice

- Read each task carefully before you start to write.
- Aim to spend about 35 minutes on Task 1 and about 25 minutes on Task 2.
- Plan your work before you start and check it when you finish.

*Turn over* ►

**Task 1**

**Information**



**Writing Task**

Write an email to the Manager, Dev Jones, applying for a job at the hotel.

In your email, you should:

- say which job you are applying for and why
- describe your qualifications, experience and skills
- explain why you would be good at this job.

**You should aim to write about 200 to 250 words.**

**(21 marks)**

- □ ×

**From:** you@mailbox.co.uk

**To:** dev.jones@parkhotel.biz

**Subject:** Job application

Dear Mr Jones,

1

I am sending you an email because I want to apply for a job in your new hotel as a receptionist. 2

I am studying hospitality at college and I hope to gain a good final grade. My teachers are pleased with me and I have enjoyed the work and made lots of friends. I always try to get on with everyone I meet and people tell me that I have a bubbly personality. I like to see people smile. 3

4 I did my work experience at The Holbeck Hall Hotel on the outskirts of town. I did a bit of all sorts. One day I worked as a chambermaid, cleaning and tidying the rooms, making the beds, replacing towels and so on. Another day I was in the restaurant as a waitress.

I took people's orders and then gave them to the chef. I then served the guests and cleared away their plates when they had finished. I also worked in the coffee shop. Again I served people with their drinks and food although I was not allowed to use the coffee machine because this is a really skilled job and I had not been trained to do it.

5

I think I would be good at this job because I am always pleasant and polite and can greet guests with a smile. I can make them feel at home and will try to deal with any problems they might have during their stay. I am also a hard worker and would be happy to work extra hours if necessary.

Kind regards,

6

Gogi Pritpal.

7

- 1**

**The Examiner explains**

This is a developed complex sentence which is securely constructed. **Content Standard 25:** Write consistently and accurately in complex sentences, (using paragraphs where appropriate).
- 2**

**The Examiner explains**

There is a clear introduction. **Content standard 22:** Communicate information, ideas and opinions clearly, coherently and accurately.
- 3**

**The Examiner explains**

The writing here is clear and appropriate, There is an awareness of the audience and the purpose. **Content standard 24:** Use (format, structure and) language appropriate for audience and purpose.
- 4**

**The Examiner explains**

The paragraphing of the response is logical and helps understanding. **Content Standard 25:** Write consistently (and accurately in complex sentences), using paragraphs where appropriate.
- 5**

**The Examiner explains**

This is a developed complex sentence. **Content Standard 25:** Write consistently and accurately in complex sentences, (using paragraphs where appropriate).
- 6**

**The Examiner explains**

The response is 264 words long. It isn't necessary for candidates to count words, but they should practise writing responses that meet the suggested word count. **Content standard 23:** Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.
- 7**

**The Examiner explains**

The format and structure of the response, with a clear beginning and ending and clearly defined sections which follow the bullet points, are entirely appropriate and secure. **Content standard 24:**  
Use format, structure (and language) appropriate for audience and purpose.



**Task 2**

**Information**

You recently bought a new mobile phone from a company you haven't used before. Some features work well but others don't. You also experienced some problems with the company's customer service.

**Writing Task**

Write a review of your new mobile phone for an online forum.

In your review, you should:

- say what you like and dislike about your new phone
- describe your experience of the company's customer service
- explain whether or not you would recommend the phone and the company.

**You should aim to write about 150 to 200 words.**

**(15 marks)**

**Review**

**The Examiner explains**

The spelling here is consistently accurate, including that of specialist words – ‘selfie’, ‘battery’ gaming’. **Content standard 21:** Spell words used most often in work, study and daily life, including specialist words.

The camera is great. Selfie mode takes wider photos than it did on my last phone. The battery life is good too.

I only have to charge it once a day even if I’m gaming or watching videos.

There are some things I don’t like about the phone. When I use headphones, the volume doesn’t go loud enough. This happens with all apps and it really annoying if you’re trying to listen on the bus. The GPS also isn’t that good near where I live.

**The Examiner explains**

Commas and an exclamation mark are used correctly. **Content standard 19:** Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).

I took the phone back to the shop to complain but they told me that they do not do repairs and I would have to phone the helpline. I did this but they were permanently engaged. In the end, after many attempts, I finally spoke to someone who told me the best solution was to turn the phone off and then on again. This would solve the problem. It didn't!

**The Examiner explains**

The use of grammar is secure. **Content standard 20:** Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).

(Total for Task 2 = 15 marks)

**TOTAL FOR PAPER = 36 MARKS**

## The Mark Scheme

### Longer Task Composition

Mark	Grid A: Composition (12 marks)
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1–4	<ul style="list-style-type: none"> <li>Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience.</li> <li>Uses appropriate format and structure for audience and purpose to some extent.</li> <li>Uses sentences with some range and accuracy.</li> <li>Uses simple vocabulary, appropriate to task.</li> </ul>
5–8	<ul style="list-style-type: none"> <li>Communicates information, ideas and opinions reasonably clearly, using detail appropriately for purpose and audience to an appropriate length.</li> <li>Uses appropriate format and structure for audience and purpose with use of paragraphs.</li> <li>Uses a range of sentences, including complex sentences, with reasonable accuracy.</li> <li>Uses a range of vocabulary, appropriate to task.</li> </ul>
9–12	<ul style="list-style-type: none"> <li>Communicates information, ideas and opinions clearly, using detail effectively for purpose and audience to an appropriate length.</li> <li>Uses appropriate format and structure for audience and purpose, with effective use of paragraphs.</li> <li>Uses a range of sentences, including complex sentences, with consistent accuracy.</li> <li>Uses a wide range of vocabulary, consistently appropriate to task.</li> </ul>

### Longer Task Spelling, Punctuation and Grammar

Mark	Grid B: Spelling, punctuation and grammar (9 marks)
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>Some use of correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</li> <li>Some use of correct punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</li> <li>Some accuracy in spelling of words used most often in work, study and daily life, including specialist words.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Reasonably correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</li> <li>Reasonably correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</li> <li>Spelling of words used most often in work, study and daily life, including specialist words, is reasonably accurate.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles), with occasional lapses.</li> </ul>

	<ul style="list-style-type: none"> <li>• Correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), with occasional lapses.</li> <li>• Spelling of words used most often in work, study and daily life, including specialist words, is accurate, with occasional lapses.</li> </ul>
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**Shorter Task Composition**

<b>Mark</b>	<b>Grid A: Composition (9 marks)</b>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience.</li> <li>• Uses appropriate format and structure for audience and purpose to some extent.</li> <li>• Uses sentences with some range and accuracy.</li> <li>• Uses simple vocabulary, appropriate to task.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Communicates information, ideas and opinions reasonably clearly, using detail appropriately for purpose and audience to an appropriate length.</li> <li>• Uses appropriate format and structure for audience and purpose with use of paragraphs.</li> <li>• Uses a range of sentences, including complex sentences, with reasonable accuracy.</li> <li>• Uses a range of vocabulary, appropriate to task.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Communicates information, ideas and opinions clearly, using detail effectively for purpose and audience to an appropriate length.</li> <li>• Uses appropriate format and structure for audience and purpose, with effective use of paragraphs.</li> <li>• Uses a range of sentences, including complex sentences, with consistent accuracy.</li> <li>• Uses a wide range of vocabulary, consistently appropriate to task.</li> </ul>

**Shorter Task Spelling, Punctuation and Grammar**

<b>Mark</b>	<b>Grid B: Spelling, punctuation and grammar (6 marks)</b>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• Some use of correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</li> <li>• Some use of correct punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</li> <li>• Some accuracy in spelling of words used most often in work, study and daily life, including specialist words.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Reasonably correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</li> <li>• Reasonably correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</li> </ul>

	<ul style="list-style-type: none"> <li>• Spelling of words used most often in work, study and daily life, including specialist words, is reasonably accurate.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles), with occasional lapses.</li> <li>• Correct use of punctuation, (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), with occasional lapses.</li> <li>• Spelling of words used most often in work, study and daily life, including specialist words, is accurate, with occasional lapses.</li> </ul>

A candidate’s composition may be appropriate for Level 1, but spelling, punctuation and grammar may have weaknesses; or a candidate may have reasonably secure spelling, punctuation and grammar but be less successful in composition. Thus markers will apply both marking grids independently.

When awarding a mark for composition (Grid A), markers will use the first bullet point in each band in the mark scheme to decide on the overall level of achievement. The other three bullet points will be used to refine that judgment to determine where best to place the response within the band.

When awarding a mark for spelling, punctuation and grammar (Grid B), will make a ‘best fit’ judgment using the descriptors.

