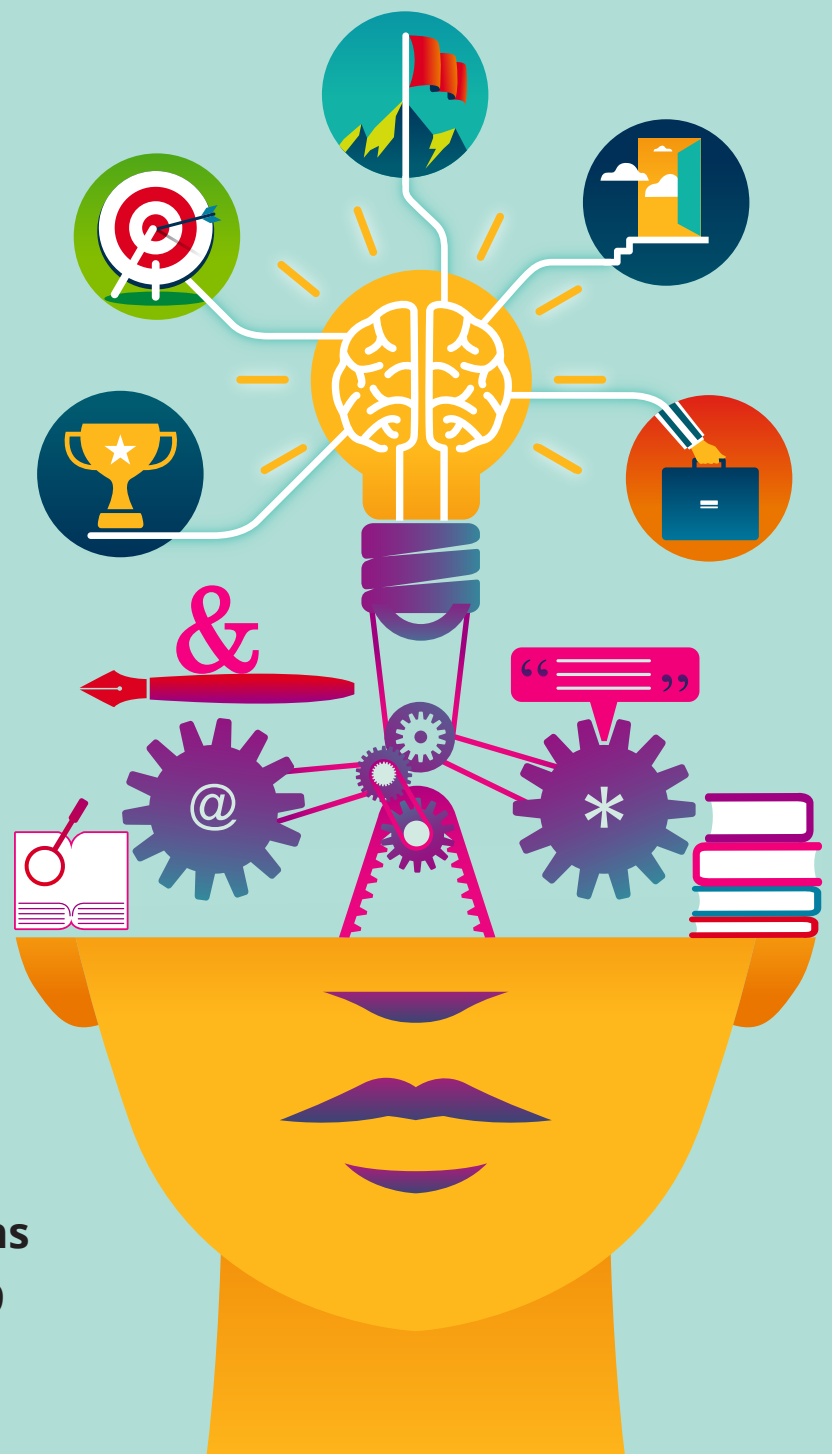


Functional Skills

English

Entry Level 1



Sample
Assessment
Materials

Functional Skills qualifications
First teaching September 2019
Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2, which has been created to correct an error on page 19. This change is sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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This specification is Issue 2. See the summary of changes below. We will inform centres of any changes to this issue.

Summary of changes made between previous issues and this current issue	Page
Option (c) on question 3 for the Reading test has been changed from 10am to 9am.	19

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Introduction

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 1 is designed for use in schools, colleges and training providers. It is part of a suite of Functional Skills qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

Pearson Functional Skills English

Speaking, Listening and Communicating: guidance for assessors - Entry Level 1

It is important that learners have opportunities to practise speaking and listening activities throughout their programme of study. However, it is important to emphasise that formal assessments must be carried out and a portfolio 'opportunistic' style of assessment is not acceptable.

Overview

Each learner must complete two tasks: Task 1 consists of two discrete activities, while Task 2 is a discussion.

For each task, Pearson has identified which content statements are being assessed.

In Task 1, learners need to show they can:

- say the names of the letters of the alphabet
- understand short explanations and ask straightforward questions
- follow single-step instructions.

In Task 2, learners need to show they can:

- take part in a simple discussion with another person in which they respond to questions by communicating information, feelings and opinions.

Preparing for assessment

Learner preparation

Learners should be made familiar with the format of the assessments (e.g. through practice activities) and told what the discussion topic for Task 2 will be. However, they should not be told exact details of the assessment, e.g. what questions they will be asked or what they will be instructed to do.

Learners do not need to carry out any specific preparation for either task.

Task setting

Centres must follow the approach shown in the *Activity* column, and comply with the information in the *Additional guidance and requirements*. They may use or adapt the suggested contexts or create their own, but must not alter the overall level of demand.

Administering the assessments

Format of the assessment

Centres are required to assess each learner in a one-to-one situation while the learner is working with the assessor. However, for Task 1, centres can assess two learners at a time if necessary, although, in such cases, all interactions should still be between assessor and learner.

Each task should be taken in a single sitting, but Task 1 and Task 2 can be carried out on different occasions. Centres must record the dates when each task was completed.

Role of the assessor

The assessor will participate in, and lead, both tasks. In some activities, learners are required to make requests, ask questions or make statements; in these cases, it is likely that the assessor will need to prompt the learner, for example by repeating and rewording their own statements or phrases or using picture cue cards. However, the assessor is not allowed to tell the learner what to ask or say.

Time for tasks

The time needed to complete Task 1 is approximately 5 minutes.

The time needed to complete Task 2 is approximately 5 minutes.

If there is more than one learner for Task 1, the time needed will increase slightly.

Timings can also be extended if learners need longer to meet the subject content statements, but must never last longer than 15 minutes in total.

After the assessments

Record sheets

For each learner, assessors must complete the *Assessment Record Sheet* for each task, which can be found on our website. The assessor must insert a tick against each content statement achieved, and provide a short statement giving examples to support this. All content statements must be achieved for the learners to achieve a pass.

Pass performance descriptor

On the last page of the *Assessment Record Sheet* is the summative performance descriptor, which learners must meet in order to pass:

Learners generally demonstrate the requirements for the level:

- *consistently*
- *effectively*
- *to an appropriate degree for that level.*

Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

This means that learners need to be meeting **each** specified criterion on **most** occasions within the task to have achieved it. Occasional weaknesses in performance are acceptable, but these need to be balanced by strengths elsewhere within the task.

For example, if *most* of the statements they make in Task 2 are 'communicated clearly', then they will have met the requirements of E1.6 within that task.

This means that all decisions about whether a learner has met a criterion within a task must be made with reference to this statement.

Resits

Learners who do not pass the assessment the first time can resit it. Learners must re-take a new SLC assessment no earlier than 14 days from taking the original assessment – this means that each of the activities in Task 1 and the discussion in Task 2 must be different from the original assessment.

Speaking, Listening and Communicating: example tasks

Task 1

Subject content statement	Activity	Suggested contexts	Additional requirements and guidance
E1.3 Follow single-step instructions, asking for them to be repeated if necessary	This is not a separate activity. This subject content statement is assessed throughout Task 1.	See activities 1 and 2 below.	Learners evidence this content statement by following the assessor's instructions given throughout Task 1, for example when spelling their name in Activity 1 and using the pictorial prompt in Activity 2. Learners may ask for clarification or repetition, but can meet this content statement without doing so.

Subject content statements	Activity	Suggested contexts	Additional requirements and guidance
E1.1 Say the names of the letters of the alphabet	1. The assessor asks the learner to spell words containing 10 letters.	Learners could be asked to spell their first name and surname. Other examples could include the name of the school or college.	It is suggested that the 10 letters are spread over two or three words. The 10 letters may include the same letter more than once.

Subject content statements	Activity	Suggested contexts	Additional requirements and guidance
<p>E1.2 Identify and extract the main information from short statements and explanations</p> <p>E1.4 Make requests and ask straightforward questions using appropriate terms and registers</p>	<p>2. An explanation given by the assessor, comprising short statements which includes connectives to explain things in order and includes facts [E1.2].</p> <p>Then the learner asks the assessor at least two questions [E1.4].</p>	<p>The learner looks at a pictorial prompt such as simple map which has incomplete information. The assessor explains how to find an unlabelled location on the map. The learner shows they have understood by pointing to the right location [E1.2].</p> <p>Then the learner asks for directions to another unlabelled location [E1.4].</p> <p>Other examples of prompts could include a timetable for a college induction day, a simple menu or diagram.</p>	<p>The explanation should last between 30 seconds and 1 minute. The assessor can read the explanation twice. The learner may make notes. The questions asked by the learner should include at least one request.</p>

Speaking, Listening and Communicating: example tasks

Entry Level 1 – Task 2

Subject content statements	Activity	Suggested contexts	Additional requirements and guidance
<p>E1.5 Respond to questions about specific information</p> <p>E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics</p> <p>E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p>	<p>Assessor-led discussion.</p> <p>The learner responds to the assessor's questions [E1.5] and makes clear statements that communicate their feelings and opinions [E1.6].</p> <p>By making these statements and responding to the assessor, learners evidence their ability to take part in a simple discussion/exchange about a straightforward topic [E1.7].</p>	<p>The topics must be 'straightforward'. This means that the topics relate to what learners often meet in their work, studies or other activities. In choosing them, assessors should ensure that they provide learners with the opportunity to communicate basic information, feelings and opinions.</p> <p>Examples might include discussions about food, family and free time.</p>	<p>The discussion can be on one or more topics.</p> <p>This task should normally last about five minutes.</p>

Pearson Functional Skills English

Speaking, Listening and Communicating – Entry Level 1

Assessment Record Sheet – Task 1

Centre name:	Learner name:
Centre number:	Pearson registration number:
Date of assessment:	

Content statement - assessed throughout Task 1	✓	Evidence of achievement
E1.3 Follow single-step instructions, asking for them to be repeated if necessary		

Give details of Activity 1 below		
Activity 1:		
Content statement	✓	Evidence of achievement
E1.1 Say the names of the letters of the alphabet		

Give details of Activity 2 below		
Activity 2:		
Content statement	✓	Evidence of achievement
E1.2 Identify and extract the main information from short statements and explanations		
E1.4 Make requests and ask straightforward questions using appropriate terms and registers		

Give details of any access arrangements / reasonable adjustments made

Pearson Functional Skills English

Speaking, Listening and Communicating – Entry Level 1

Assessment Record Sheet – Task 2

Centre name:	Learner name:
Centre number:	Pearson registration number:
Date of assessment:	

Give the details of the activity below		
Activity:		
Content statements	✓	Evidence of achievement
E1.5 Respond to questions about specific information		
E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics		
E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic		
Give details of any access arrangements / reasonable adjustments made		

Pearson Functional Skills English

Speaking, Listening and Communicating – Entry Level 1

Assessment Record Sheet - Tasks 1 and 2

Overall summative requirement for Tasks 1 and 2	
To pass the Speaking, Listening and Communicating assessment, the learner must generally demonstrate the requirements for the level: <ul style="list-style-type: none">• consistently,• effectively, and• to an appropriate degree for Entry Level 1. Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.	
Tick the box if the learner has achieved the Speaking, Listening and Communicating requirements for Entry Level 1.	<input type="checkbox"/>

Assessor declaration		
I confirm that this learner has been assessed according to the instructions provided.		
Assessor name:	Signature:	Date:

Sampling information (to complete if work is sampled)		
Internal verifier name:	Signature:	Date:
Pearson standards verifier name:	Signature:	Date:

Pearson Functional Skills – English Entry Levels 1, 2 and 3

Reading and Writing assessments: guidance for assessors

Detailed information about the administration of the assessments can be found in the *Pearson Instructions for Conducting Assessments* (ICE) document. The information in given below is a supplement to this.

Preparing for assessment

Choice of assessments

Eight Reading and four Writing assessments are provided to enable centres to choose tasks appropriate for their learners. Learners must complete **one** assessment. These are replaced every year, and centres must ensure that the assessments that they choose are live.

Learners who are re-sitting the Reading or Writing component must take a different assessment.

Adaptation of Reading assessments

Centres **must not** make any changes to the reading assessments. This includes the rubrics, texts and questions.

Adaptation of Writing assessments

Centres **may** adapt the context of the following questions, providing that the level of demand, knowledge, skills and understanding required, remains the same:

- Entry Level 1: Questions 3 and 4
- Entry Level 2: Questions 4 and 5
- Entry Level 3: Questions 3 and 4

The context is always given in the first sentence of the question.

For example, in Q4 from the Entry Level 2 Sample Assessment Materials:

*Your **college** is planning a day out **to London***

might be changed to:

*Your **school** is planning a day out **to the seaside**.*

Centres must not adapt the knowledge, skills or understanding that a learner is required to demonstrate. This means that the bullet points in the instructions must not be changed except where they link directly to the context. For example, the bullet point in Q4 that reads:

[Please write four sentences to say]

- *one thing you want to do **in London***

would then need to become:

- *one thing want to do **at the seaside***

None of the remaining instructions may be changed.

Any proposed adaptations must be agreed **in advance** with your Standards Verifier.

Preparing the learners

Assessments are summative. This means that they should be taken only when learners are judged to have the knowledge and skills to achieve.

Learners must not be pre-taught topic- or text-specific vocabulary from the assessments. However, centres must ensure that learners are familiar with the types of question and rubrics that they will encounter. In particular, learners will need to be familiar with the following words.

E1 Writing	E2 Writing	E3 Writing
alphabetical order lower case upper case capital letters full stops rewrite sentences correct (adj) to complete (the) gap to fill in	alphabetical order singular plural sentences compound sentences conjunctions adjectives linking words correct (adj) to complete (the) gap to fill in	alphabetical order singular plural sentences headings bullet points compound sentences conjunctions paragraphs correct (adj) to complete (the) gap
E1 Reading	E2 Reading	E3 Reading
tick box lines	tick box lines use a dictionary what does...mean? numbered points bullet points headings spelled wrongly	tick box lines use a dictionary what does...mean? replaced with numbered points bullet points headings main purpose

Administering the assessments

Conditions under which assessments are taken

During the assessment, learners must be in the direct sight of the supervisor at all times.

- Learners must be given a suitably quiet, undisturbed location, with adequate heating and lighting, in which to complete the assessment.
- The room normally used by learners can be used for assessment. There is no need to remove posters, displays or materials as long as they do not provide answers to the assessment questions.
- If assessment takes place over more than one session, learners' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. No feedback can be provided between sessions.

Guidance

Before the start of the Reading and Writing assessments, centre staff should read out the instructions and guidance on the front page to the learners and ensure that they understand them. Before they begin the Reading assessment, remind learners that answers must be found in the relevant texts, not from their general knowledge.

After learners have started the Reading assessment, centre staff may read/explain the rubrics but must not provide any assistance in understanding the texts or questions.

After learners have started the Writing assessment, centre staff can answer learners' questions about what the tasks require (e.g. by paraphrasing), but must not provide any assistance in relation to what learners should write.

Dictionaries

For the Reading assessment, learners **must** have access to dictionaries.

Both monolingual and bilingual dictionaries are allowed.

For the Writing assessment, learners **must not** have access to dictionaries or any other manual or electronic spelling and grammar aids.

Timings

At all Entry Levels, the Reading assessments last 45 minutes and the Writing assessments last 50 minutes.

Each component can be spread over two or three sessions for the following reasons:

- learners have additional needs which makes it difficult for them to complete in a single session
- the assessments are taken during normal class times that are not long enough to accommodate a complete assessment.

Where more than one session is used, the reason must be recorded on the *Assessment Record and Authentication Sheet* for each learner.

After the assessments

Marking

The Reading and Writing assessments must be marked using the mark schemes provided. These contain instructions for how to use them.

Record sheets

A completed *Assessment Record and Authentication Sheet* with the recorded marks must be attached to each assessment.

Resits

Learners who do not pass the assessment can resit. Learners must take a different assessment no earlier than 14 days from taking the original assessment.

Pearson Edexcel Functional Skills – Entry 1

Sample assessment materials for first teaching
September 2019

English

Reading

Time: 45 minutes

Candidate name

Candidate signature

Date

You must have:

A dictionary

Instructions

- Use blue or black ink. Do not use pencil.
- Write your answers in the spaces provided.
- Some questions must be answered by ticking a box.

Information

- The total mark for this paper is 16.
- You may use a dictionary.

Advice

- Read each question carefully.
- Check your work at the end.

Turn over ►

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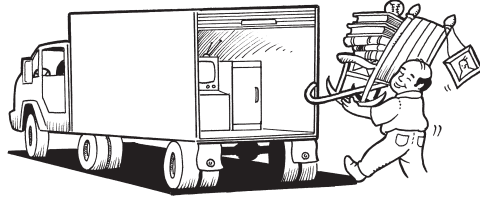
S 6 5 2 5 9 A



Pearson

Read Text A and answer Questions 1 to 4.

Text A



Wilmore Pack and Go

00006 593578

We help you move house.

Open:

Monday to Friday 9 am to 6 pm

Saturday 8 am to 4 pm

We train all our staff.
The staff are friendly.
They are never late.

Our helpful staff:

- plan your move
- give you large boxes to use
- pack your items
- take all your things to your new house.

Find out more at: www.wilmore.web

Put a tick in the correct box.

1 Wilmore Pack and Go helps you to:

		<input checked="" type="checkbox"/>
A	find a house	<input type="checkbox"/>
B	move house	<input type="checkbox"/>
C	train staff	<input type="checkbox"/>

(1 mark)

2 Wilmore Pack and Go closes at 4 pm on:

		<input checked="" type="checkbox"/>
A	Monday	<input type="checkbox"/>
B	Friday	<input type="checkbox"/>
C	Saturday	<input type="checkbox"/>

(1 mark)

3 Wilmore Pack and Go opens on Thursday at:

		<input checked="" type="checkbox"/>
A	6 am	<input type="checkbox"/>
B	8 am	<input type="checkbox"/>
C	9 am	<input type="checkbox"/>

(1 mark)

Write your answers on the lines below.

4 State **two** ways that the staff can help you.

1

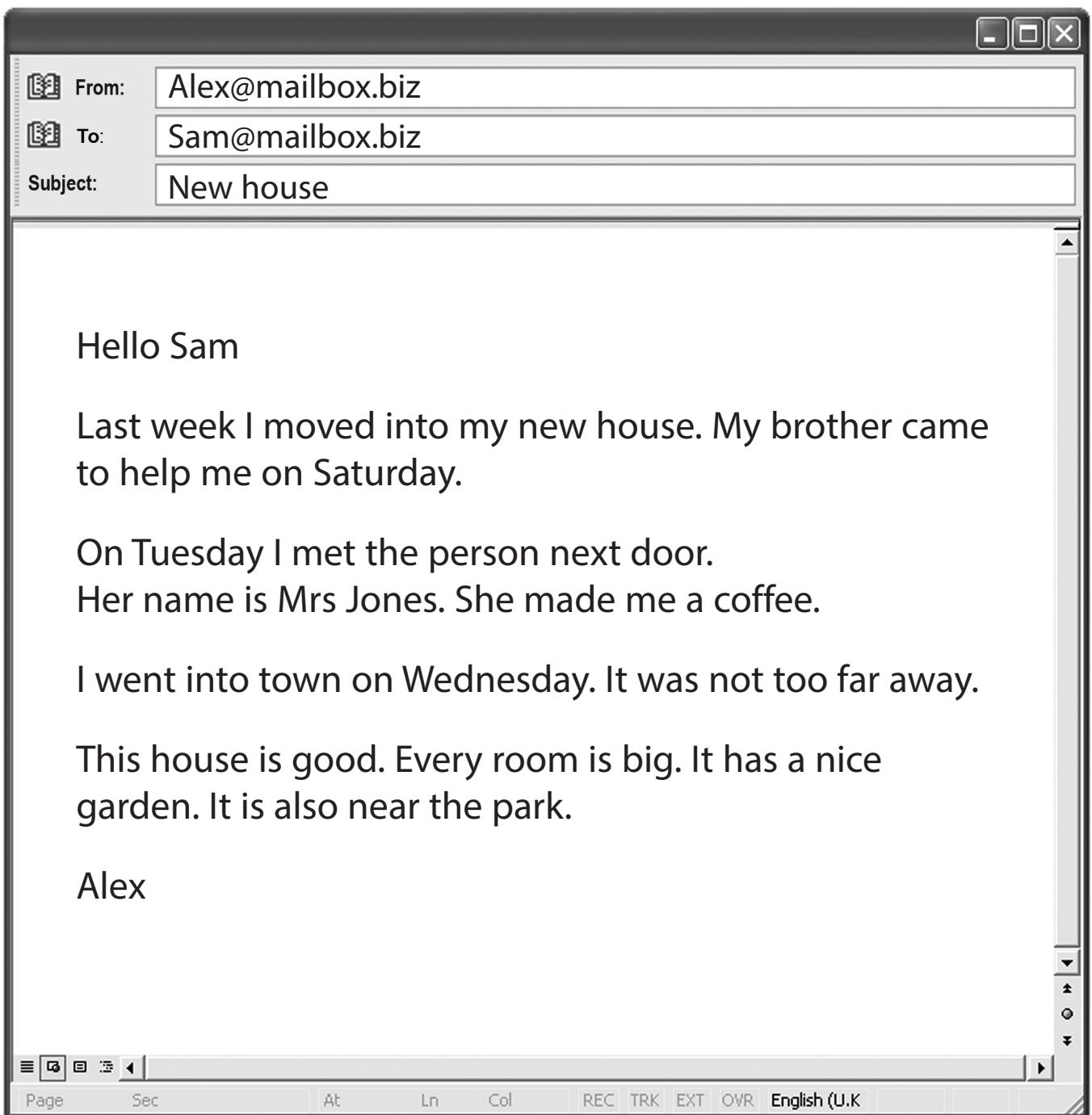
2

(2 marks)

TEXT B IS ON THE NEXT PAGE

Read Text B and answer Questions 5 to 9.

Text B



The image shows a screenshot of an email client window. The window title bar includes standard minimize, maximize, and close buttons. The email header fields are as follows:

- From:** Alex@mailbox.biz
- To:** Sam@mailbox.biz
- Subject:** New house

The main body of the email contains the following text:

Hello Sam

Last week I moved into my new house. My brother came to help me on Saturday.

On Tuesday I met the person next door. Her name is Mrs Jones. She made me a coffee.

I went into town on Wednesday. It was not too far away.

This house is good. Every room is big. It has a nice garden. It is also near the park.

Alex

At the bottom of the window, there is a status bar with various indicators: Page, Sec, At, Ln, Col, REC, TRK, EXT, OVR, and English (U.K.).

5 When did Alex move house?

(1 mark)

6 Alex met Mrs Jones on:

		<input checked="" type="checkbox"/>
A	Tuesday	<input type="checkbox"/>
B	Wednesday	<input type="checkbox"/>
C	Saturday	<input type="checkbox"/>

(1 mark)

7 What did Mrs Jones make for Alex?

(1 mark)

8 Where did Alex go on Wednesday?

		<input checked="" type="checkbox"/>
A	the park	<input type="checkbox"/>
B	the town	<input type="checkbox"/>
C	the garden	<input type="checkbox"/>

(1 mark)

9 State **two** things that Alex likes about the new house.

1

2

(2 marks)

TEXT C IS ON THE NEXT PAGE

Read Text C and answer Questions 10 to 14.

Text C



Come to my party!



Dear Mia and Jen

I now live in Trisham. I have a new house.

There is a party here next week.

It is on Friday 5 July at 7 pm. I live at 2 Beech Road.

You can get the number 4 bus to Beech Road.

Hope you can come.

Anna

10 Where is the new house?

(1 mark)

11 What day is the party?

(1 mark)

12 What time is the party?

(1 mark)

13 Anna lives at house number:

		✓
A	two	
B	four	
C	five	

(1 mark)

14 How can Mia and Jen get to the party?

(1 mark)

(TOTAL FOR PAPER = 16 MARKS)

Mark scheme

Sample assessment materials for first
teaching September 2019

Pearson Edexcel Functional Skills
qualification in English at
Entry Level 1 – Reading

Entry Level 1: Reading mark scheme

Set: Sample assessment materials

Instructions for markers

- Mark crossed-out work if it is legible and has not been replaced.
- If the answer is clearly given, accept it even if it is not in the answer space.
- Indicate the marks for each question clearly on each candidate's question paper.
- Obliques (/) in the mark scheme below show alternative acceptable answers; words in brackets are not required in order for marks to be awarded.

Text A

Qu.	Target	Answers	Mark
1	E1.8 E1.9 E1.10	B – move house	1
2		C – Saturday	1
3		C – 9 am	1
4		1 mark for each answer, to a maximum of 2 marks: <ul style="list-style-type: none"> • plan your move (1) • give you (large) boxes (1) • (help) pack your items (1) • take your things to the new house (1) Accept variations on the wordings above that express the same ideas.	2
Total for Text A			5

Text B

Qu.	Target	Answers	Mark
5	E1.8 E1.9 E1.10	Accept one of the following: <ul style="list-style-type: none"> • last week (1) • Saturday (1) 	1
6		A – Tuesday	1
7		(a) coffee	1
8		B – the town	1
9		1 mark for each answer, to a maximum of 2 marks: <ul style="list-style-type: none"> • is good (1) • every room is big / big rooms (1) • (has a) nice garden (1) • near the park (1) • near town (1) Accept variations on the wordings above that express the same ideas.	2
Total for Text B			6

Text C

Qu.	Target	Answers	Mark
10	E1.8 E1.9 E1.10	Accept one of the following: <ul style="list-style-type: none">• (in) Trisham• (2) Beech Road	1
11		Friday (5 July)	1
12		7 (pm / o'clock)	1
13		A – two	1
14		(by) bus / number 4 bus	1
Total for Text C			5
Total marks for paper			16

Question targeting key: DfE subject content statements

DfE subject content statement
E1.8 Read correctly words designated for Entry Level 1
E1.9 Read simple sentences containing one clause
E1.10 Understand a short piece of text on a simple subject

Pearson Functional Skills English

Assessment Record and Authentication Sheet - Entry Level 1

Reading

Completed assessments must be attached to this record.

Centre name:	Learner name:
Centre number:	Pearson registration number:
Date(s) of assessment:	Start/finish times:

Insert the marks below.

Marks			
Text A questions	Text B questions	Text C questions	Total
/5	/6	/5	/16
The pass mark for this assessment is [tbc].			
Tick the box if the learner has achieved Entry Level 1 Reading.			
			<input type="checkbox"/>

Details of reasonable adjustments/access arrangements (if applicable)
Reasons for dividing assessment over more than one session (if applicable)

Assessor declaration		
I confirm that the learner's assessment was supervised and marked according to the instructions provided, and that it is the learner's own work.		
Assessor name	Signature	Date

Learner declaration		
I confirm that this is my own work.		
Learner name	Signature	Date
Please tick if you do NOT want your work to be used for Pearson for training.		
		<input type="checkbox"/>

Sampling information (to complete if work is sampled)		
Internal Verifier name	Signature	Date
Pearson Standards Verifier name	Signature	Date

Pearson Edexcel Functional Skills – Entry 1

Sample assessment materials for first teaching
September 2019

English

Writing

Time: 50 minutes

Candidate name

Candidate signature

Date

Instructions

- Use blue or black ink. Do not use pencil.
- Write your answers in the spaces provided. There may be more space than you need.

Information

- The total mark for this paper is 30.
- Dictionaries are **not allowed**.

Advice

- Read each question carefully.
- Write your answers clearly.
- Use capital letters and full stops where you need to.
- Check your work at the end.

Turn over ►

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S 6 5 2 6 2 A



Pearson

1 (a) Write the letters below in **alphabetical order**.

N P M O

.....

(b) Write the letters below in **lower case**.

R S T U

.....

(Total for Question 1 = 2 marks)

2 Rewrite the sentence. Use capital letters where you need to.

Example:

Chris and ali went home early.

Chris and Ali went home early.

Jo and i went to the shops.

.....

(Total for Question 2 = 1 mark)

3 You go to a new cafe. **Fill in this form** to say what you think about it.

Write in sentences to say:

- **two** things you like about the cafe.
- **two** things you don't like about the cafe.

Use **capital letters** and **full stops** where you need to.

Cafe in the Park Feedback Form	
Things I like about the cafe	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Things I don't like about the cafe	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

1 E1.11	1 E1.13	1 E1.15	4 E1.16
------------	------------	------------	------------

(Total for Question 3 = 7 marks)

5 Choose the correct word to complete each sentence.

Write the word in the gap.

The first one has been done for you.

Example:

What's his name?

his
hiss
hiz

(a) I don't have any

money
mony
munney

(b) The last bus has

gon
gone
gonn

(c) I will be later.

bac
back
bak

(d) Is there?

anyone
anywon
enyoone

(e) Jane likes to drink

warter
water
worter

(f) me what you think.

Tall
Tel
Tell

(g) I go home work.

aftar
after
arfter

(h) My new car is

small
smawl
smorl

(i) time to go.

l'ts
It's
Its'

(j) This is my bus

stop
stope
stopp

(Total for Question 5 = 10 marks)

(TOTAL FOR PAPER = 30 MARKS)

Mark scheme

Sample assessment materials for first
teaching September 2019

Pearson Edexcel Functional Skills
qualification in English at
Entry Level 1 – Writing

Entry Level 1: Writing mark scheme

Set: Sample assessment materials

Guidance and instructions for using the mark scheme

- Mark crossed-out work if it is legible and has not been replaced.
- If the answer is clearly given, accept it even if it is not in the answer space.
- Indicate the marks for each question clearly on each candidate's question paper. For Questions 3 and 4, insert the marks for individual criteria into the boxes at the bottom of the question paper.

Question	Target	Answers	Mark
1 (a)	E1.14	M N O P Award 1 mark if all four letters are written in the correct order.	1

Question	Target	Answers	Mark
1 (b)	E1.14	r s t u Award 1 mark if all four letters are written in lower case in any order.	1

Question	Target	Answers	Mark
2	E1.12	Jo and I went to the shops. Award 1 mark for the correct sentence using the capital 'I'. Do not penalise other copying errors.	1

Question	Target	SPaG criteria	Mark
3	E1.11	Award 1 mark for at least one sentence with the correct use of a capital letter at the start and full stop at the end.	1
	E1.13	Award 1 mark for correct use of lower case letters. Allow one error.	1
	E1.15	Award 1 mark for correct spelling. Allow two errors.	1
	Target	Composition criteria	Mark
	E1.16	Award 1 mark each for stating: <ul style="list-style-type: none"> • one thing they like about the cafe (1) • a second thing they like about the cafe (1) • one thing they don't like about the cafe (1) • a second thing they don't like about the cafe (1). For E1.16, marks should be awarded if the information has been communicated in a way that can be understood. Errors that do not detract from this should not be penalised.	4
Total for question			7

Question	Target	SPaG criteria		Mark
4	E1.11	Marks	Descriptor	2
		2	Two or more sentences with the correct use of a capital letter at the start and full stop at the end.	
		1	One sentence with the correct use of a capital letter at the start and full stop at the end.	
		0	No sentences with correct use of capital letter and a full stop at the end.	
	E1.13	Award 1 mark for correct use of lower case letters. Allow one error.		1
	E1.15	Award 1 mark for correct spelling. Allow two errors.		1
Target	Composition criteria		Mark	
	E1.16	Award 1 mark each for stating: <ul style="list-style-type: none"> • what day to meet (1) • what time to meet (1) • one shop they want to go to (1) • a second shop they want to go to (1) • one thing they want to buy (1) • a second thing they want to buy (1) For E1.16, marks should be awarded if the information has been communicated in a way that can be understood. Errors that do not detract from this should not be penalised.		6
Total for question				10

Question	Target	Answers	Mark
5	E1.15	(a) money (b) gone (c) back (d) anyone (e) water (f) Tell (g) after (h) small (i) It's (j) stop Award one mark for each correct spelling. Words copied wrongly must be marked as incorrect. Do not penalise incorrect capitalisation.	10
Total marks for paper			30

Question targeting key: DfE subject content statements

DfE subject content statement	Where assessed	Marks available
E1.11 Punctuate simple sentences with a capital letter and a full stop	Q3,Q4	3
E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	Q2	1
E1.13 Use lower-case letters when there is no reason to use capital letters	Q3,Q4	2
E1.14 Write the letters of the alphabet in sequence and in both upper and lower case	Q1	2
E1.15 Spell correctly words designated for Entry Level 1	Q3,Q4,Q5	12
E1.16 Communicate information in words, phrases and simple sentences	Q3	10
	Total	30

Pearson Functional Skills English

Assessment Record and Authentication Sheet - Entry Level 1

Writing

Completed assessments must be attached to this record.

Centre name:	Learner name:
Centre number:	Pearson registration number:
Date(s) of assessment:	Start/finish times:

Insert the marks below.

Marks					
Q1	Q2	Q3	Q4	Q5	Total
/2	/1	/7	/10	/10	/30
The pass mark for this assessment is [tbc].					
Tick the box if the learner has achieved Entry Level 1 Writing. <input type="checkbox"/>					

Details of reasonable adjustments/access arrangements (if applicable)
Reasons for dividing assessment over more than one session (if applicable)

Assessor declaration		
I confirm that the learner's assessment was supervised and marked according to the instructions provided, and that it is the learner's own work.		
Assessor name	Signature	Date

Learner declaration		
I confirm that this is my own work.		
Learner name	Signature	Date
Please tick if you do NOT want your work to be used for Pearson for training. <input type="checkbox"/>		

Sampling information (to complete if work is sampled)		
Internal Verifier name	Signature	Date
Pearson Standards Verifier name	Signature	Date

January 2020

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