

Functional Skills

English

Entry Level 2



Sample
Assessment
Materials

Functional Skills qualifications
First teaching September 2019

Edexcel, BTEC and LCCI qualifications

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Introduction

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 2 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 2

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; 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:

- understand short explanations
- make requests and ask clear questions.

In Task 2, learners need to show they can:

- make appropriate contributions to discussions, in which they respond to questions, follow the gist of what is said and clearly communicate 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 be 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

In Task 1, centres can assess each learner in a one-to-one situation or in a small group of two to three learners. In Task 2, there should be two or three learners and the assessor. If only one learner is available, then another person can play the role of a second learner, ideally a peer or someone at a similar level.

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 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 8 minutes, assuming that learners are assessed individually.

The time needed to complete Task 2 is approximately 7 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 20 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 information, opinions and feelings are 'expressed clearly' in Task 2, then they will have met the requirements of E2.5 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

Entry Level 2 – Task 1

Subject content statements	Activity	Suggested contexts	Additional requirements and guidance
<p>E2.1 Identify and extract the main information and detail from short explanations</p>	<p>1. The assessor gives a short explanation comprising short statements which includes connectives to explain things in order and includes facts. The learner identifies and extracts the main information by stating or writing down the main information.</p>	<p>Everyday contexts such as how to keep PIN numbers and passwords safe. This could also be contextualised to fit with learners' studies or jobs. For example, a learner studying hair and beauty might give an explanation about mixing colours.</p>	<p>The assessor can read the explanation twice. The explanation should last between 30 seconds and 1 minute. The learner may make notes. Other ways that learners could evidence this content statement could include answering the assessor's questions, ticking true/false statements or circling the correct image.</p>
<p>E2.2 Make requests and ask clear questions appropriately in different contexts</p>	<p>2. The assessor and learner look at a prompt. The learner uses this to ask the assessor at least two questions. Then the same procedure is used with a different context.</p>	<p>Simple pictorial prompts such as maps, menus, would be suitable for this activity, e.g. requesting directions, asking for information about food items. This could be contextualised to fit with learners' studies or jobs. For example, a learner studying catering could be given a recipe to make requests and ask questions about.</p>	<p>Learners must ask at least two questions for each context. The questions should include at least one request. While the type of questions that they need to ask can be similar (e.g. that of customer asking for information), the contexts must be different situations or locations, e.g. in a town centre, at an airport.</p>

Speaking, Listening and Communicating: example tasks

Entry Level 2 – Task 2

Subject content statements	Activity	Suggested contexts	Additional requirements and guidance
<p>E2.3 Respond appropriately to straightforward questions</p> <p>E2.4 Follow the gist of discussions</p> <p>E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics</p> <p>E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic</p>	<p>Assessor-led discussion.</p> <p>The learner responds to questions asked by the assessor or other learner [E2.3] and makes appropriate contributions to the discussion [E2.6], clearly expressing straightforward information and communicating feelings and opinions [E2.5].</p> <p>By responding to the other learner(s) and the assessor, they evidence their ability to follow the gist of discussions [E2.4].</p>	<p>‘Straightforward’ 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 information, feelings and opinions.</p> <p>Examples might include discussions about about places to visit in their local area, local facilities, food, studies, family or free time.</p>	<p>There must be at least two topics; however, they can be linked by a common theme.</p> <p>This task should normally last about 7 minutes.</p>

Pearson Functional Skills English

Speaking, Listening and Communicating - Entry Level 2

Assessment Record Sheet - Task 1

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

Give details of Activity 1 below		
Activity 1:		
Content statements	✓	Evidence of achievement
E2.1 Identify and extract the main information and detail from short explanations		

Give details of Activity 2 below		
Activity 2:		
Content statements	✓	Evidence of achievement
E2.2 Make requests and ask clear questions appropriately in different contexts		

Give details of any access arrangements / reasonable adjustments made

Pearson Functional Skills English

Speaking, Listening and Communicating - Entry Level 2

Assessment Record Sheet - Task 2

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

Give details of the activity below		
Activity:		
Content statements	✓	Evidence of achievement
E2.3 Respond appropriately to straightforward questions		
E2.4 Follow the gist of discussions		
E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics		
E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic		
Give details of any access arrangements / reasonable adjustments made		

Pearson Functional Skills English

Speaking, Listening and Communicating - Entry Level 2

Assessment Record Sheet - Tasks 1 and 2

Overall summative requirement for Tasks 1 and 2	
To pass the Speaking, Listening and Communicating assessment, learners must generally demonstrate the requirements for the level: <ul style="list-style-type: none">• consistently,• effectively, and• to an appropriate degree for Entry Level 2. 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 2	<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 2

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 20.
- You may use a dictionary.

Advice

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

Turn over ►

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Read Text A and answer Questions 1 to 6.

Text A



Welcome to Trisham Library



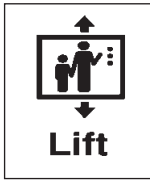




We are open seven days a week and it's free to become a member. You can join online or by visiting us.

Members can borrow books, CDs and DVDs. It's a quiet place to study and you can read books or newspapers.

Members can also use our equipment. We have:

- computers
- printers
- photocopiers.

There are regular classes and reading groups for adults and children. We hold special events and put on different courses every month. There is easy access to all floors.

Second floor			 Lift
First floor			
Ground floor	 Help desk		

Write your answer on the line below.

1 How many days a week is the library open?

(1 mark)

Put a tick in the correct box.

2 What does the text tell you?

		<input checked="" type="checkbox"/>
A	what newspapers are in the library	<input type="checkbox"/>
B	what the library has for members	<input type="checkbox"/>
C	what CDs and DVDs you can buy	<input type="checkbox"/>
D	what time the library opens	<input type="checkbox"/>

(1 mark)

3 You may use a dictionary to answer this question.

'Members can **borrow** books'

What does **borrow** mean?

		<input checked="" type="checkbox"/>
A	give away	<input type="checkbox"/>
B	take and pay for	<input type="checkbox"/>
C	give back	<input type="checkbox"/>
D	take and return later	<input type="checkbox"/>

(1 mark)

4 Name **two** items of library equipment that members can use.

1

2

(2 marks)

5 Which floor has computers?

.....

(1 mark)

6 Which **one** of these is true?

		✓
A	It is hard to get to the first floor.	
B	The help desk is on the second floor.	
C	There are books on every floor.	
D	The toilets are on the ground floor.	

(1 mark)

TEXT B IS ON THE NEXT PAGE

Read Text B and answer Questions 7 to 11.

Text B

Walking in the countryside

There is beautiful countryside across the UK. Many people like to walk in the country and to breathe the fresh air.

Before a walk

- Look at maps, guidebooks or websites to plan your walk.
- Let someone know your plans.
- Pack something to eat and drink.

Remember

1. Follow paths and obey signs and notices.
2. Use gates and don't climb over fences.
3. Always put your litter in a bin or take it home with you. Litter and waste can cause danger to animals.
4. Don't touch farm machines or farm animals.
5. Don't take flowers or plants home with you.

7 Name **one** thing you should pack for a walk.

(1 mark)

8 The numbered points in the text tell you what to do:

		✓
A	when on a walk	
B	after a walk	
C	to plan a walk	
D	before a walk	

(1 mark)

9 List **three** things that you must **not** do in the countryside.

1

2

3

(3 marks)

10 State **one** thing you should do with your litter.

(1 mark)

11 Read the sentence below.

It's important to follow **instructians** on signs.

The word **instructians** is spelled wrongly.

Use your dictionary to find the correct spelling. It is:

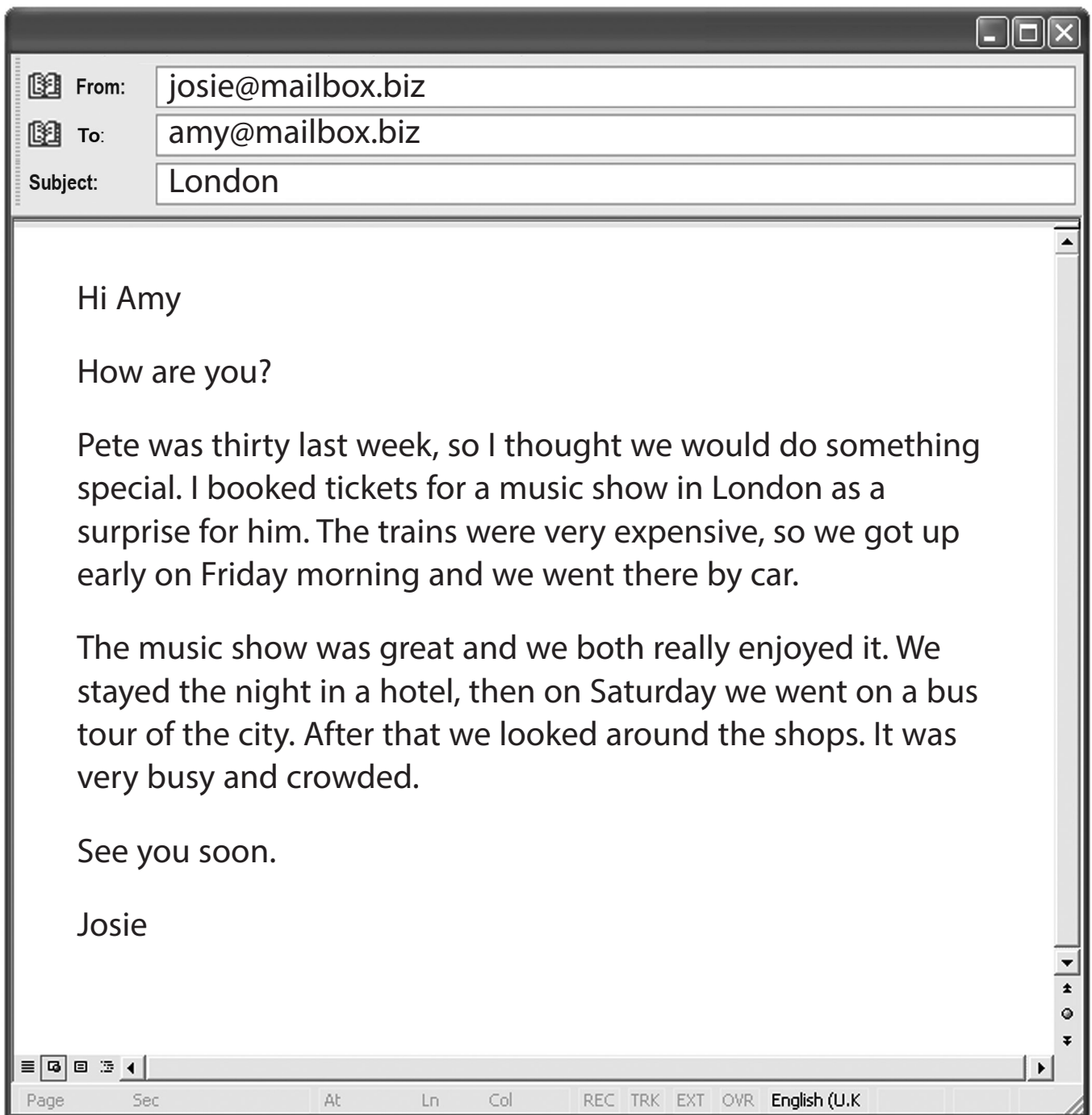
		✓
A	instructiuns	
B	instructions	
C	instrucktiuns	
D	instrucktions	

(1 mark)

TEXT C IS ON THE NEXT PAGE

Read Text C and answer Questions 12 to 16.

Text C



12 Why did Josie want to do something special?

(1 mark)

13 Josie booked tickets for the:

		✓
A	train	
B	bus tour	
C	hotel	
D	music show	

(1 mark)

14 When did Pete and Josie leave home?

(1 mark)

15 State **two** things that Pete and Josie did in London.

1

2

(2 marks)

16 You may use a dictionary to answer this question.

'It was very busy and **crowded**.'

What does **crowded** mean?

		✓
A	noisy	
B	full of people	
C	exciting	
D	not enjoyable	

(1 mark)

(TOTAL FOR PAPER = 20 MARKS)

Mark scheme

Sample assessment materials for first
teaching September 2019

Pearson Edexcel Functional Skills
qualification in English at
Entry Level 2 – Reading

Entry Level 2: 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	E2.7 E2.11	E2.8 Seven / 7 (days) / every day	1
2		E2.8 B – what the library has for members	1
3		E2.10 D – take and return later	1
4		E2.9 1 mark for each answer, to a maximum of 2 marks: <ul style="list-style-type: none"> • computers (1) • printers (1) • photocopiers (1) 	2
5		E2.12 (The) second floor / 2nd floor	1
6		E2.12 C – There are books on every floor	1
Total for Text A			7

Text B

Qu.	Target	Answers	Mark
7	E2.7 E2.11	E2.9 Accept one of the following: <ul style="list-style-type: none"> • something to eat / food • (something to) drink 	1
8		E2.9 A – when on a walk	1
9		E2.8 1 mark for each answer, to a maximum of 3 marks: <ul style="list-style-type: none"> • leave / drop litter / waste (1) • climb over fences (1) • touch (farm) machines (1) • touch (farm) animals (1) • take flowers / plants (home) (1) Accept variations on the wordings above that express the same ideas.	3
10		E2.8 Accept one of the following: <ul style="list-style-type: none"> • put (it) in the bin • take (it) home 	1
11		E2.10 B – instructions	1
Total for Text B			7

Text C

Qu.	Target	Answers	Mark
12	E2.7 E2.11	E2.8 (because) it was Pete's birthday / Pete was 30 / Pete was thirty	1
13		E2.8 D – music show	1
14		E2.8 (early) Friday morning	1
15		E2.8 1 mark for each answer, to a maximum of 2 marks: <ul style="list-style-type: none"> went to a music show (1) stayed in a hotel (1) went on a bus tour (1) looked around the shops (1) Accept variations on the wordings above that express the same ideas.	2
16		E2.10 B – full of people	1
Total for Text C			6
Total marks for paper			20

Question targeting key: DfE subject content statements

DfE subject content statement
E2.7 Read correctly words designated for Entry Level 2
E2.8 Understand the main points in texts
E2.9 Understand the organisational markers in short, straightforward texts
E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spellchecker)
E2.11 Read and understand sentences with more than one clause
E2.12 Use illustrations, images and captions to locate information

Pearson Functional Skills English

Assessment Record and Authentication Sheet - Entry Level 2

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
/7	/7	/6	/20
The pass mark for this assessment is [tbc].			
Tick the box if the learner has achieved Entry Level 2 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 2

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 35.
- Dictionaries are **not allowed**.

Advice

- Read each question carefully.
- Write your answers clearly.
- You will be assessed on spelling, punctuation and grammar.
- Check your work at the end.

Turn over ►

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1 Write the words in the box in **alphabetical order** on the lines.

bell	blue	bag	bread
------	------	-----	-------

1

2

3

4

(Total for Question 1 = 1 mark)

2 Change the following words to plurals.

Singular	Plural
train	
box	

(Total for Question 2 = 2 marks)

3 Rewrite the sentences. Use **capital letters**, **full stops** or **question marks** where you need to.

(a) When does the train get to the station

.....

(b) John goes to the gym on wednesdays.

.....

(Total for Question 3 = 2 marks)

4 Your college is planning a day out to London. You want to go.

Fill in the form.

London day out	
Full name
House/flat number
Street
Town	Postcode
.....
Email
Please write four sentences to tell us:	
<ul style="list-style-type: none">• one thing you want to do in London• what you want to eat• what you want to see• who you want to go with.	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

3 E2.18	1 E2.13	1 E2.16	4 E2.17
------------	------------	------------	------------

(Total for Question 4 = 9 marks)

5 Write an email to a friend about something you went to see recently. This could be a pop concert, sports match or a film.

Write **four** sentences to tell your friend:

- what you saw
- why you went to see it
- what you liked about it
- what you disliked about it.

You must include at least **two compound sentences** using joining words, for example: *and, so, but, or*.

You must use at least **one adjective**.

You must use at least **one linking word**, for example: *first, also, then, next*.

Write your email on the next page.



From: you@mailbox.biz

To: yourfriend@mailbox.biz

Subject: Last week

A large rectangular area with horizontal dotted lines for writing, typical of a lined notebook page. A vertical scrollbar is visible on the right side of this area.

2 E2.13	1 E2.16	4 E2.17	2 E2.19	2 E2.20
------------	------------	------------	------------	------------

(Total for Question 5 = 11 marks)

6 Choose the correct word to complete each sentence.

Write the word in the gap.

The first one has been done for you.

Example:

That's my favourite subject.

subject
subjekt
subject
subjeckt

(a) She is my best

freend
freind
frend
friend

(b) That is not

possable
possibal
possibel
possible

(c) coming later.

Their
There
They're
Theyr'e

(d) The dogs in the house.

gard
garde
gaurd
guard

(e) What is your

sername
sirname
surnaim
surname

(f) When does the train ?

araiv
arive
arraiv
arrive

(g) The school is the park.

behind
behinde
behynd
behynde

(h) I made a

misstake
mistaik
mistak
mistake

(i) Put the pieces in

position
positon
posittion
possition

(j) I'll see you week.

neckst
nekst
nexst
next

(Total for Question 6 = 10 marks)

(TOTAL FOR PAPER = 35 MARKS)

Mark scheme

Sample assessment materials for first
teaching September 2019

Pearson Edexcel Functional Skills
qualification in English at
Entry Level 2 – Writing

Entry Level 2: 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 4 and 5, insert the marks for individual criteria into the boxes at the bottom of the question paper.

Question	Target	Answers	Mark
1	E2.15	bag bell blue bread Award 1 mark for all four words written in the correct alphabetical order. Do not penalise spelling errors that occur after the second letter of each word.	1

Question	Target	Answers	Mark
2	E2.14	trains boxes Award 1 mark for each correct plural. No spelling errors allowed.	2

Question	Target	Answers	Mark
3 (a)	E2.13	When does the train get to the station? Award 1 mark for adding the question mark. Award no marks if other punctuation or capitalisation added, or if initial capital omitted. Do not penalise other copying errors.	1

Question	Target	Answers	Mark
3 (b)	E2.13	John goes to the gym on Wednesdays. Award 1 mark for capitalising 'Wednesdays'. No mark if other punctuation or capitalisation added, or if initial capital or full stop omitted. Do not penalise other copying errors	1

Question	Target	Composition criteria	Mark
4	E2.18	For the top half of the form: <ul style="list-style-type: none"> award 3 marks for all information correct. award 2 marks for five pieces of correct information. award 1 mark for four pieces of correct information. To count as a piece of correct information, no spelling errors are allowed.	3
	E2.17	For the lower half of the form. Award 1 mark each for stating: <ul style="list-style-type: none"> one thing they want to do in London (1) what they want to eat (1) what they want to see (1) who they want to go with (1) 	4
	Target	SPaG criteria	Mark
	E2.13	Award 1 mark for no more than four punctuation errors relating to full stops, capital letters or question marks. Award no marks for E2.13 if candidates have written fewer than three sentences.	1
E2.16	Award 1 mark for correct spelling. Allow two errors. Award no marks for E2.16 if candidates have written fewer than three sentences.	1	
Total for question			9

Question	Target	SPaG criteria		Mark
5	E2.13	Marks	Descriptor	2
		2	No more than two punctuation errors relating to full stops, capital letters or question marks.	
		1	No more than four punctuation errors relating to full stops, capital letters or question marks.	
		0	Five or more punctuation errors.	
	Award no marks for E2.13 if candidates have written fewer than three sentences.			
	E2.16	Award 1 mark for correct spelling. Allow two errors. Award no marks for E2.16 if candidates have written fewer than three sentences.		1
Target	Composition criteria		Mark	
E2.17	Award 1 mark each for stating: <ul style="list-style-type: none"> • what you saw (1) • why you went to see it (1) • what you liked about it (1) • what you disliked about it (1) For E2.17, 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	
E2.19	Award 1 mark for each compound sentence that uses a conjunction appropriately to join clauses, up to 2 marks. Use of <i>complex</i> sentences (e.g. including conjunctions such as <i>when, if, after</i>) should also be accepted.		2	
E2.20	Award 1 mark each for appropriate use of: <ul style="list-style-type: none"> • at least one adjective (1) • at least one linking word (1). 		2	
Total for question			11	

Question	Target	Answers	Mark
6	E2.16	(a) friend (b) possible (c) They're (d) guard (e) surname (f) arrive (g) behind (h) mistake (i) position (j) next Award one mark per correct spelling. Words copied wrongly must be marked as incorrect. Do not penalise incorrect capitalisation.	10
Total marks for paper			35

Question targeting key: DfE subject content statements

DfE subject content statement	Where assessed	Marks available
E2.13 Use basic punctuation correctly, (e.g. full stops, capital letters, question marks and exclamation marks)	Q3,Q4,Q5	5
E2.14 Form regular plurals	Q2	2
E2.15 Use the first and second letters to sequence words in alphabetical order	Q1	1
E2.16 Spell correctly words designated for Entry Level 2	Q4,Q5,Q6	12
E2.17 Communicate information using words and phrases appropriate to audience and purpose	Q4,Q5	8
E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)	Q4	3
E2.19 Write in compound sentences, using common conjunctions (e.g. <i>or</i> , <i>and</i> , <i>but</i>) to connect clauses	Q5	2
E2.20 Use adjectives and simple linking words in the appropriate way	Q5	2
	Total	35

Pearson Functional Skills English

Assessment Record and Authentication Sheet - Entry Level 2

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	Q6	Total
/1	/2	/2	/9	/11	/10	/35
The pass mark for this assessment is [tbc].						
Tick the box if the learner has achieved Entry Level 2 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

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