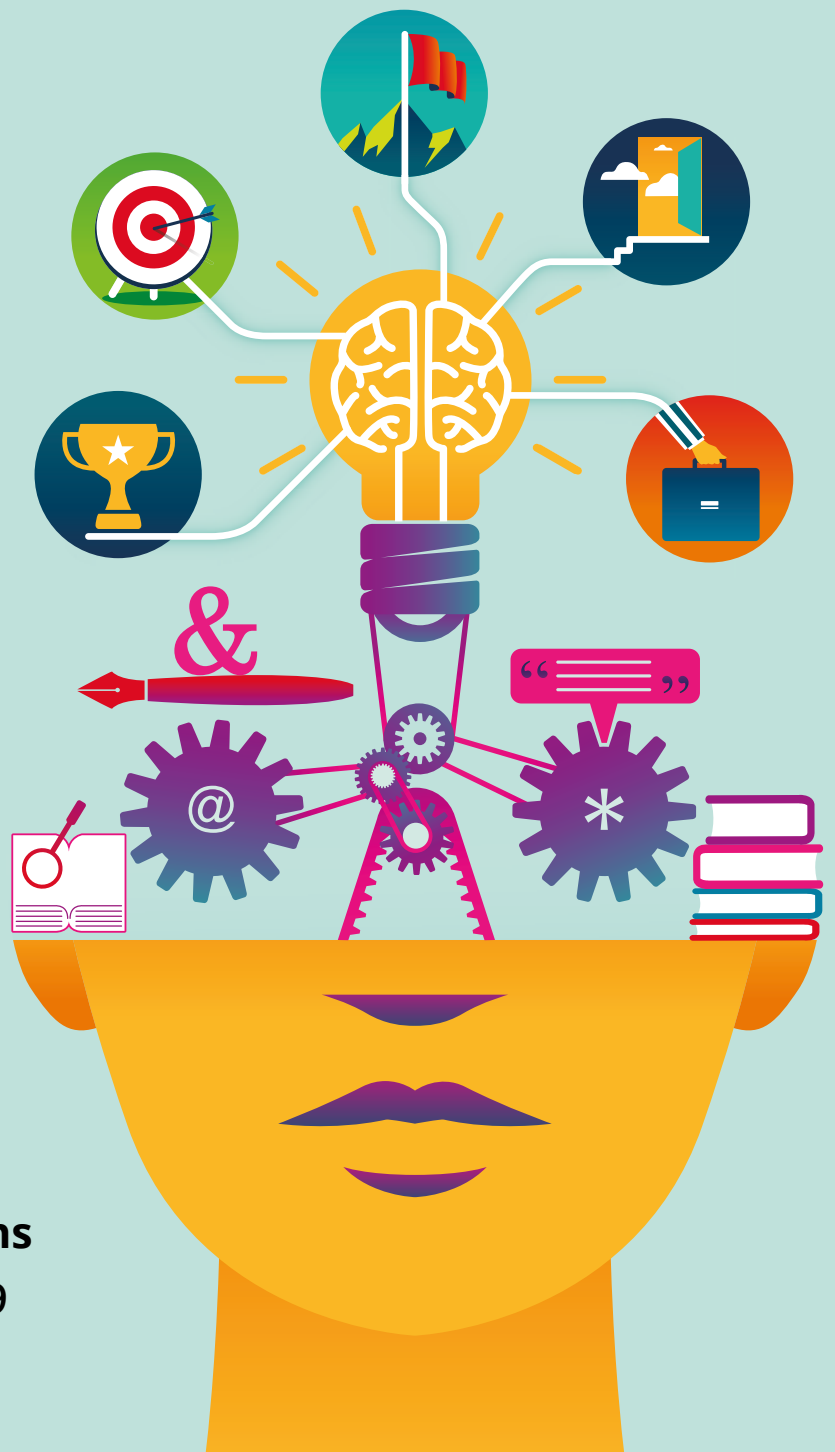


Functional Skills

English

Entry Level 3



Sample
Assessment
Materials

Functional Skills qualifications
First teaching September 2019

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 978 1 446 96072 1

All the material in this publication is copyright

© Pearson Education Limited 2019

Contents

Introduction	1
Speaking, Listening and Communicating – guidance for assessors	3
Speaking, Listening and Communicating – assessment record form	9
Reading and Writing – guidance for assessors	13
Reading – sample assessment	17
Reading – sample mark scheme	29
Reading – authentication and record form	33
Writing – sample assessment	35
Writing – sample mark scheme	45
Writing – authentication and record form	51

Introduction

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 3 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 3

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: in Task 1, learners take turns to give explanations and then ask and answer questions. 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:

- give straightforward explanations that communicate information clearly and then respond to questions from another learner about their explanation
- listen to another learner's explanation, extracting information that allows them to make requests and ask questions.

In Task 2, learners need to show they can:

- make relevant contributions to group discussions about straightforward topics in which they communicate information and opinions
- while doing this, they will show that they can understand the main points of the discussion, listen to and respond appropriately to other points of view, and respect the conventions of turn taking.

Preparing for assessment

Learner preparation

Each learner will need to prepare two short explanations, lasting about 1 minute each for Task 1. This can include writing notes to use; these can be bullet points, but not continuous prose. They do not need to carry out any specific preparation for Task 2.

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.

The assessor will need to ensure that learners have prepared for Task 1. This includes ensuring that they have chosen topics that will meet the requirements of the Task, and which another learner will be able to ask follow-up questions about.

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, there should be two learners. In Task 2, there should be two or three learners. If only one learner is available for either task, 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 need to facilitate the tasks. The assessor can also participate in both tasks, but should allow the learners to give their explanations for Task 1 and to lead the discussions where they wish for Task 2.

Time for tasks

The time needed to complete Task 1 is approximately 5 minutes per learner, so for two learners this would take 10 minutes.

The time needed to complete Task 2 is approximately 10 minutes in total.

These times can be extended if learners need longer to meet the subject content statements, but must never last longer than 25 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 contributions they make in Task 2 are 'relevant', then they will have met the requirements of E3.6 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

Entry Level 3 – Task 1

Subject content statements	Activities*	Suggested contexts	Additional requirements and guidance
<p>E3.3 Communicate information and opinions clearly on a range of topics</p> <p>E3.4 Respond appropriately to questions on a range of straightforward topics</p>	<p>1. Learner A gives information in the form of two explanations on two different topics of their choice [E3.3]. After each explanation, Learner A then answers follow-up questions from Learner B* [E3.4].</p>	<p>The topics must be 'straightforward', which means subjects that learners would often meet in their work, studies or other activities.</p> <p>Typical examples might include the correct use of personal protective equipment or how to make a favourite recipe.</p>	<p>There must be at least two topics; however, they can be linked by a common theme.</p> <p>When listening in Activity 2, learners may make notes.</p> <p>The two prepared explanations for E3.3 should last about 1 minute each.</p> <p>For E2.2, the learner must ask at least three questions in total.</p>
<p>E3.1 Identify and extract relevant information and detail in straightforward explanations</p> <p>E3.2 Make requests and ask concise questions using appropriate language in different contexts</p>	<p>2. Roles are reversed: Learner A now listens to Learner B's explanations and then requests further information and asks concise questions [E3.2] to demonstrate that they have identified and extracted relevant information and detail from Learner B's explanations [E3.1].</p>		

* In this example, Learner A is assessed on Activity 1 while *simultaneously* Learner B is being assessed on Activity 2. Then, while Learner A is assessed on Activity 2, Learner B is *simultaneously* being assessed on Activity 1.

Speaking, Listening and Communicating: example tasks

Entry Level 3 – Task 2

Subject content statement	Activity	Contexts	Additional requirements and guidance
<p>E3.3 Communicate information and opinions clearly on a range of topics</p> <p>E3.5 Follow and understand the main points of discussions</p> <p>E3.6 Make relevant contributions to group discussions about straightforward topics</p> <p>E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p>	<p>Assessor-facilitated discussion. The assessor initiates the discussion but allows the learners to lead the discussion.</p> <p>Learners communicate information and opinions clearly [E3.3], making relevant contributions to the group discussions [E3.6].</p> <p>In so doing, the learners demonstrate their ability to follow and understand the main points of the discussion [E3.5]; and also to listen to and respond appropriately to other points of view, respecting the conventions of turn taking [E3.7].</p>	<p>‘Straightforward’ means that the topics must 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 and opinions.</p> <p>Examples might include discussions about the college, course, local facilities, their studies and free time.</p>	<p>This task should normally last about 10 minutes.</p>

Pearson Functional Skills English

Speaking, Listening and Communicating - Entry Level 3

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:		
Criteria	✓	Evidence of achievement
E3.3 Communicate information and opinions clearly on a range of topics		
E3.4 Respond appropriately to questions on a range of straightforward topics		

Give details of Activity 2 below		
Activity 2:		
Criteria	✓	Evidence of achievement
E3.1 Identify and extract relevant information and detail in straightforward explanations		
E3.2 Make requests and ask concise questions using appropriate language in different contexts		

Give details of any access arrangements / reasonable adjustments made

Pearson Functional Skills English

Speaking, Listening and Communicating - Entry Level 3

Assessment Record Sheet – Task 2

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

Give details of the activity below

Activity:

Criteria	✓	Evidence of achievement
E3.3 Communicate information and opinions clearly on a range of topics		
E3.5 Follow and understand the main points of discussions		
E3.6 Make relevant contributions to group discussions about straightforward topics		
E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking		

Give details of any access arrangements / reasonable adjustments made

--

Pearson Functional Skills English

Speaking, Listening and Communicating – Entry Level 3

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 3. 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 3	<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 3

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 24.
- You may use a dictionary.

Advice

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

Turn over ►

S65261A

©2019 Pearson Education Ltd.

1/1



Pearson

Read Text A and answer Questions 1 to 7.

Text A

The Community Leisure Centre

High Road, Trisham TR1 ORZ

0004 392899

We provide a safe, clean and fun place for all ages to enjoy.

We have two part-time posts for leisure staff.

A lifeguard qualification and a first aid certificate are essential. You must be able to work evenings. Some weekend and bank holiday work will also be required.

Applicants must:

- be able to work as part of a team
- have some experience of working at a leisure centre
- have knowledge of health and safety rules.

Staff duties

1. To supervise the swimming pool and to make certain that customers are safe.
2. To manage sports activities.
3. To set up and take down equipment as needed.
4. To check on changing rooms and to keep them clean and safe.

To apply

Attach your CV to an email and send to: Manager@leisurecentre.biz

Write your answers on the lines below.

1 Give **two** examples of when part-time staff need to work.

1

2

(2 marks)

Put a tick in the correct box.

2 The purpose of the text is to:

		<input checked="" type="checkbox"/>
A	give information to leisure centre staff	<input type="checkbox"/>
B	tell you about the role of leisure centre staff	<input type="checkbox"/>
C	give information to leisure centre customers	<input type="checkbox"/>
D	tell you about the role of the leisure centre manager	<input type="checkbox"/>

(1 mark)

3 Which **one** of these statements is true?

		<input checked="" type="checkbox"/>
A	There are full-time jobs available.	<input type="checkbox"/>
B	Staff need to have a cleaning qualification.	<input type="checkbox"/>
C	No experience is needed for the job.	<input type="checkbox"/>
D	Staff need to be able to work with others.	<input type="checkbox"/>

(1 mark)

4 You may use a dictionary to answer this question.

'A lifeguard qualification and a first aid certificate are **essential**.'

What does **essential** mean?

		✓
A	useful	
B	possible	
C	optional	
D	needed	

(1 mark)

5 What rules do applicants need to know about?

(1 mark)

6 State **one** task that staff need to do in the swimming pool area.

(1 mark)

7 How do you apply for the job?

		✓
A	phone the centre	
B	visit the centre	
C	email the manager	
D	post your CV	

(1 mark)

TEXT B IS ON THE NEXT PAGE

Read Text B and answer Questions 8 to 12.

Text B

Swimming at the seaside

Many people find pleasure in going to the seaside for a day trip or a holiday. It is important to be safe at the seaside, therefore it is best to find a beach which has a lifeguard.



Lifeguards patrol beaches. They are there to help people in difficulty on the beach or in the water. Lifeguards will give advice about the actual conditions of the water and where to swim.

Visitors should read the beach signs and notices, and look for flags. The beach signs and notices tell you what to do and what not to do. The flags give important safety information about the sea.

Red flags

A red flag means danger. You should not go into the water.

Red and yellow flags

This flag marks the safest areas to swim and these are patrolled by a lifeguard.

Black and white flags

This flag means that it is safe for watercraft such as surfboards, but it is not safe to swim there.

Orange flags

These mean that there are dangerous winds and rough seas. Don't swim or use an inflatable boat. You could get swept out to sea.

8 The text tells you how to:

		✓
A	find a good beach	
B	stay safe in the sea	
C	become a lifeguard	
D	have fun at the seaside	

(1 mark)

9 Give **two** reasons why it is helpful to have lifeguards on beaches.

1

2

(2 marks)

10 Which of the flags means it is OK to swim in the sea?

		✓
A	orange	
B	black and white	
C	red	
D	red and yellow	

(1 mark)

11 List **three** things you should look out for when you are on a beach.

1

2

3

(3 marks)

12 You may use a dictionary to answer this question.

'Don't swim or use an **inflatable** boat.'

Inflatable means that you can:

		✓
A	put water in it	
B	have fun in it	
C	put air in it	
D	stay safe in it	

(1 mark)

TEXT C IS ON THE NEXT PAGE

Read Text C and answer Questions 13 to 17.

Text C

Protect yourself on the internet

We are spending a lot of time online, and social media is more popular than ever. However, we need to be careful about what we share. Criminals can steal our passwords and even our identities with ease. What should be fun can turn into a bad experience.

Take these simple steps to keep yourself safe.

1. Make sure your password can't easily be guessed. Use both letters and numbers or symbols in your password. Avoid short passwords, family names or dates of birth.
2. Think before posting pictures online. They can be seen and downloaded by anyone.
3. Be careful when you communicate online, especially if you don't know who you are talking to. You can't guarantee who they really are.
4. It's best not to post your personal information online, and never give out your bank account details. Be very cautious if anyone asks for these.

13 The main purpose of the text is to give instructions about:

		✓
A	how to use social media	
B	how to stay safe online	
C	how to download pictures	
D	how to have fun online	

(1 mark)

14 Give **three** reasons why we need to be careful about what we do online.

- 1
- 2
- 3

(3 marks)

15 Name **two** things you should **not** choose for your password.

- 1
- 2

(2 marks)

16 What information should you never give to someone online?

.....

(1 mark)

17 You may use a dictionary to answer this question.

'Be very **cautious** if anyone asks for these.'

The word **cautious** could best be replaced with:

		✓
A	grateful	
B	angry	
C	careful	
D	lucky	

(1 mark)

(TOTAL FOR PAPER = 24 MARKS)

Mark scheme

Sample assessment materials for first teaching September 2019

Pearson Edexcel Functional Skills qualification in English at Entry Level 3 – Reading

Entry Level 3: 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	E3.8	E3.9 1 mark for each answer, to a maximum of 2 marks: <ul style="list-style-type: none"> • evenings (1) • (some) weekends (1) • (some) bank holidays (1) 	2
2		E3.10 B – tell you about the role of leisure centre staff	1
3		E3.12 D – Staff need to be able to work with others.	1
4		E3.11 D – needed	1
5		E3.12 Health and safety (rules)	1
6		E3.12 Accept one of the following: <ul style="list-style-type: none"> • supervise (the swimming pool) • make certain (that) customers are safe Accept variations on the wordings above that express the same ideas.	1
7		E3.12 C – email the manager	1
Total for Text A			8

Text B

Qu.	Target	Answers	Mark
8	E3.8	E3.10 B – stay safe in the sea	1
9		E3.9 1 mark for each answer, to a maximum of 2 marks: <ul style="list-style-type: none"> • they patrol the beaches (1) • they help if someone is in difficulty (1) • they give advice about conditions of the water (1) • they tell people where it is safe to swim (1) Accept variations on the wordings above that express the same ideas.	2
10		E3.12 D – red and yellow	1
11		E3.9 1 mark for each answer, to a maximum of 3 marks: <ul style="list-style-type: none"> • (beach) signs (1) • (beach) notices (1) • safety flags (1) • lifeguards (1) 	3
12		E3.11 C – put air in it	1
Total for Text B			8

Text C

Qu.	Target	Answers	Mark
13	E3.8	E3.10 B – how to stay safe online	1
14		E3.9 1 mark for each answer, to a maximum of 3 marks: <ul style="list-style-type: none"> • criminals / people can steal passwords (1) • criminals / people can steal your identity (1) • it (what should be fun) can turn into a bad experience (1) • anyone can see / download your pictures (1) • it can be hard to know who you are really talking to (1) Accept variations on the wordings above that express the same ideas.	3
15		E3.9 1 mark for each answer, to a maximum of 2 marks: <ul style="list-style-type: none"> • short passwords (1) • family names (1) • dates of birth / DOB (1) 	2
16		E3.9 bank account details	1
17		E3.11 C – careful	1
Total for Text C			8
Total marks for paper			24

Question targeting key: DfE subject content statements

DfE subject content statement
E3.8 Read correctly words designated for Entry Level 3
E3.9 Identify, understand and extract the main points and ideas in and from texts
E3.10 Identify different purposes of straightforward texts
E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)
E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

Pearson Functional Skills English

Assessment Record and Authentication Sheet - Entry Level 3

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
/8	/8	/8	/24
The pass mark for this assessment is [tbc].			
Tick the box if the learner has achieved Entry Level 3 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 3

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 36.
- 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 ►

S65264A

©2019 Pearson Education Ltd.

1/1/1



Pearson

QUESTION 1 STARTS ON THE NEXT PAGE

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

shine	shut	shape	shoot
-------	------	-------	-------

1

2

3

4

(Total for Question 1 = 1 mark)

2 Change the following words to plurals.

Singular	Plural
foot	
life	

(Total for Question 2 = 2 marks)

3 A new person is joining your course. Her name is Mia Khan.

Write an email to tell her what she needs to know.

You should include:

- how to travel to the course
- start and finish times
- what she should bring with her.

You must include a **subject** and **use bullet points**.

Write **4 to 6** sentences.

Write your email on the next page.

4 Write an article for your college or work newsletter about your first day.

You should include:

- what you did
- who you met
- what you liked and why
- what you disliked and why.

Write at least **8 sentences**. These must include at least **3 compound sentences** that use conjunctions.

Use at least **2 paragraphs**.

A large rectangular box containing 18 horizontal dotted lines for writing.

Blank writing area with horizontal dotted lines.

2 E3.13	1 E3.15	1 E3.17	4,1 E3.18	1 E3.19	1,2 E3.21	1 E3.22
------------	------------	------------	--------------	------------	--------------	------------

(Total for Question 4 = 14 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:

I go to college on Mondays.

colege
colleage
colleg
college

(a) I don't have time.

enouf
enough
enuogh
enuff

(b) Don't forget to take your

medicine
medacine
medecine
medicne

(c) Smoking is not in class.

allowd
allowed
aloud
alowd

(d) Britain is an

iland
ilend
island
islend

(e) I really your help.

apreciat
apreciate
apprecate
appreciate

(f) Can I have a of cake?

peace
peece
peice
piece

(g) I like to at the weekend.

clime
climb
clymb
clymbe

(h) This seat is not very

comfatable
comfotable
comfortable
comftable

(i) I live the supermarket.

oposit
oposite
opposit
opposite

(j) is my best subject.

History
Histery
Histroy
Histry

(Total for Question 5 = 10 marks)

(TOTAL FOR PAPER = 36 MARKS)

Mark scheme

Sample assessment materials for first
teaching September 2019

Pearson Edexcel Functional Skills
qualification in English at
Entry Level 3 – Writing

Entry Level 3: 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	E3.16	shape shine shoot shut Award 1 mark for all four words written in the correct alphabetical order. Do not penalise spelling errors that occur after the third letter of each word.	1

Question	Target	Answers	Mark
2	E3.14	feet lives Award 1 mark for the correct plural. No spelling errors allowed.	2

Question	Target	SPaG	Mark
3	E3.13	Award 1 mark for correct punctuation (e.g. capital letters, full stops, question marks, commas). Allow two errors. Award no marks for E3.13 if candidates have written fewer than three sentences.	1
	E3.15	Award 1 mark for correct grammar (e.g. subject subject-verb agreement, tense, definite and indefinite articles). Allow two errors. Award no marks for E3.15 if candidates have written fewer than three sentences.	1
	E3.17	Award 1 mark for correct spelling. Allow one error. Award no marks for E3.17 if candidates have written fewer than three sentences.	1
	Target	Composition	Mark
	E3.18	Award 1 mark each for: <ul style="list-style-type: none"> • advice on how to travel (1) • start AND finish times (1) • what she should bring with her (1). For E3.18, marks should be awarded if the information has been communicated clearly. Errors that do not detract from this should not be penalised.	3
	E3.20	Award 1 mark each for: <ul style="list-style-type: none"> • an appropriate subject in the email (1) • appropriate use of bullet points (1). 	2
	E3.22	Award 1 mark for language appropriate for the purpose and audience (e.g. welcoming tone, no slang or text speak).	1
Total for question			9

Question	Target	SPaG criteria		Mark	
4	E3.13	Marks	Descriptor		
		2	No more than two punctuation errors (e.g. capital letters, full stops, question marks, commas).		
		1	No more than four punctuation errors (e.g. capital letters, full stops, question marks, commas).		
		0	Five or more punctuation errors.		
		Award no marks for E3.13 if candidates have written fewer than five sentences.			2
	E3.15	Award 1 mark for correct grammar (e.g. subject subject-verb agreement, tense, definite and indefinite articles). Allow four errors. Award no marks for E3.15 if candidates have written fewer than five sentences.		1	
	E3.17	Award 1 mark for correct spelling. Allow two errors. Award no marks for E3.17 if candidates have written fewer than five sentences.		1	
	Target	Composition criteria		Mark	
	E3.18	Award 1 mark in each case for: <ul style="list-style-type: none"> • what they did (1) • who they met (1) • what they liked AND why (1) • what they disliked AND why (1) AND Award 1 mark if information is communicated in a logical sequence (e.g. chronologically or by topic). For E3.18, marks should be awarded if the information has been communicated clearly. Errors that do not detract from this should not be penalised.		5	
	E3.19	Award 1 mark if the candidate has written at least eight sentences.		1	
E3.21	Award 1 mark for appropriate use of paragraphs (a minimum of two).		1		
	Marks	Descriptor			
	2	Appropriate use of at least three compound sentences.			
	1	Appropriate use of one or two compound sentences.			
	0	No appropriate use of compound sentences.			
Use of <i>complex</i> sentences (e.g. including conjunctions such as <i>when, if, after</i>) should also be accepted.		2			
E3.22	Award 1 mark for language appropriate for the purpose and audience (e.g. use of first person, appropriate adjectives and no slang).		1		
Total for question				14	

Question	Target	Answers	Mark
5	E3.17	(a) enough (b) medicine (c) allowed (d) island (e) appreciate (f) piece (g) climb (h) comfortable (i) opposite (j) History Award one mark per correct spelling. Words copied wrongly must be marked as incorrect. Do not penalise incorrect capitalisation.	10
Total marks for paper			36

Question targeting key: DfE subject content statements

DfE subject content statement	Where assessed	Marks available
E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	Q3,Q4	3
E3.14 Form irregular plurals	Q2	2
E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)	Q3,Q4	2
E3.16 Use the first, second and third place letters to sequence words in alphabetical order	Q1	1
E3.17 Spell correctly words designated for Entry Level 3	Q3,Q4,Q5	12
E3.18 Communicate information, ideas and opinions clearly and in a logical sequence	Q3,Q4	8
E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)	Q4	1
E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	Q3	2
E3.21 Use adjectives and simple linking words in the appropriate way	Q4	3
E3.22 Use language appropriate for purpose and audience	Q3,Q4	2
	Total	36

Pearson Functional Skills English

Assessment Record and Authentication Sheet - Entry Level 3

Writing

Completed assessments must be attached to this record.

Centre name:	Learner name:
Centre number:	Pearson registration number:

Insert the marks below.

Marks					
Q1	Q2	Q3	Q4	Q5	Total
/1	/2	/9	/14	/10	/36
The pass mark for this assessment is [tbc].					
Tick the box if the learner has achieved Entry Level 3 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

October 2019

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828

Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

