Functional Skills

English

Level 1

Sample Assessment Materials

Functional Skills qualifications
First teaching September 2019
Issue 2
Edexcel, BTEC and LCCI qualifications

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Speaking, Listening and communicating
Functional Skills in English at Level 1

Speaking, Listening and Communicating assessments: instructions and guidance for assessors

Giving learners opportunities to participate in speaking and listening activities throughout their programme of study is recognised as good practice. However, it is important to emphasise that formal assessments must also be carried out and that a portfolio ‘opportunistic’ style of assessment is not permitted.

Overview

Each learner must complete two tasks:
- Task 1 is a talk to a small peer group and a question and answer session
- Task 2 is a formal discussion.

For each task, Pearson has identified which subject content statements are being assessed. Learners need to be meeting each specified criterion on most occasions within each task.

In Task 1, learners need to show that they can:
- talk about a topic for 3 to 4 minutes
- answer questions about the topic
- respond to questions on specific information
- ask relevant questions in relation to their peers’ talks.

In Task 2, learners need to show that they can:
- discuss a straightforward topic for 10 minutes
- express opinions and arguments
- adapt contributions to take account of audience, purpose and medium
- respect the turn-taking rights of others.

Preparing for assessment

Learner preparation

Learners need to prepare a talk for Task 1 and carry out research on the topic of the discussion for Task 2. Learners should be made familiar with the format of the assessments (for example through practice activities). However, learners should not be told exact details of the assessment, for example what questions they will be asked. They can refer to notes in each activity, but must not read from a prepared contribution.

The assessor will need to ensure that learners have prepared for Task 1. This includes ensuring that they have chosen a topic that will meet the requirements of the task, and about which other learner(s) will be able to ask follow-up questions. Learners need to research a given topic for Task 2.
Task setting
As part of the task setting, centres may use or adapt the example tasks provided by Pearson. Centres may also set their own tasks but they must comply with any requirements specified in the task-specific requirements. For example, instructions for learners to follow to meet the Speaking, Listening and Communicating criterion 1.4 in Task 1 can be devised by the centre so that they are relevant to their learners’ needs and interests.

Administering the assessments

Format of the assessment
For Task 1, centres are required to assess learners in groups of between three and four.
For Task 2, centres are required to assess learners in groups of between three and five.
Each task should be taken in a single sitting but Tasks 1 and 2 can be carried out on different occasions. Centres must record the date when each task was completed and the time taken to complete it.

Role of the assessor
The assessor should set up both tasks, but not participate in them. The assessor must be able to clearly observe each member of the group.
The assessor must then also confirm that each learner has met all requirements for Level 1.

Time for tasks
The time needed to complete Task 1 is a maximum of 20 minutes for a group of four learners and Task 2 should take about 10 minutes.

After the assessments

Record sheets
For each learner, assessors must complete the Assessment Record Sheet: one sheet for each learner. The Assessment Record Sheet contains the marking subject content statements. The assessor must insert a tick against each criterion achieved, and give a short statement giving examples of how each learner has achieved each criterion. All subject content statements for each task must be achieved in order for a candidate to pass.

Pass Performance Descriptor
In order to pass, learners must meet the Performance Descriptor below:
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 each task. Occasional weaknesses in performance are acceptable, but these need to be balanced by strengths elsewhere within the task.

For example, for Level 1, if most of the contributions they make in Task 2 are ‘relevant’, then they will have met the requirements of L1.6 within that task.

Assessors must use this performance descriptor in combination with the published subject content statements relating to Speaking, Listening and Communicating.

Re-takes

Learners who do not pass the assessment the first time can re-take it. They must re-take a new Speaking, Listening and Communicating assessment no earlier than 14 days from taking the original assessment. This means that each activity in Task 1, and the discussion in Task 2, must be different from the original assessment.
## Level 1: Task 1: Talk and Question and Answer Session

Examples that centres can use or adapt are given below. In adapting tasks, centres must comply with all the task-specific requirements.

<table>
<thead>
<tr>
<th>Subject content statements</th>
<th>Activity</th>
<th>Suggested contexts</th>
<th>Additional requirements and guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.1 Identify relevant information and lines of argument in explanations or presentations</td>
<td>1. In groups of three to four, each learner talks about their chosen topic and responds to questions.</td>
<td>The topic could be leisure, work or education related. Learners could talk about a hobby or a holiday.</td>
<td>Learners need to research the topic in advance. This topic must be approved by the assessor. Each talk must be either informative, descriptive, instructional, explanatory or narrative. A maximum of four learners in one group. Group should be made up of peers but not teachers. Each talk should be between 3 and 4 minutes with a maximum of 20 minutes for the activity including Q&amp;As (for a group of four learners). Learners can make notes and use presentation software. Learners need to be meeting each specified criterion on most occasions within each task.</td>
</tr>
<tr>
<td>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts</td>
<td>2. Question and answer session about the talk. Each learner must ask more than one question across the talks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1.3 Respond effectively to detailed questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Level 1: Task 2: discussion

Examples that centres can use or adapt are given below. In adapting tasks, centres must comply with all the task-specific requirements.

<table>
<thead>
<tr>
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<th>Activity</th>
<th>Suggested contexts</th>
<th>Additional requirements and guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</td>
<td>In groups of three to five, learners take part in a formal discussion on a topic.</td>
<td>Topics could include current affairs, local-, course-, college- or work-related issues, such as raising money for charity</td>
<td>Learners need to research the topic in advance. The discussion topic must give learners the opportunity to express ideas and opinions, supporting their opinions with evidence. This topic must be approved by the assessor. Between three and five learners in each group. It is recommended that the small group is made up of peers but not teachers. The discussion should last for about 10 minutes. Learners can have notes available during the discussion. Learners need to be meeting each specified criterion on most occasions within each task.</td>
</tr>
<tr>
<td>L1.5 Express opinions and arguments and support them with evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of the Task 1:

Talk and Question and Answer Session

Talk topic:

Date:

Group size:

Duration:

Subject content statements

Tick if achieved

Assessor comments

L1.1 Identify relevant information and lines of argument in explanations or presentations

L1.2 Make requests and ask relevant questions to obtain specific information in different contexts

L1.3 Respond effectively to detailed questions

L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics

L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium

Learners need to be meeting each specified criterion on most occasions within each task.
Functional Skills English
Assessment Record Sheet – Level 1
Speaking, Listening and Communicating

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

All Subject content statements for each task must be achieved in order for a candidate to pass.

| Use the space below to give details of the Task 1: Talk and Question and Answer Session |
|-----------------------------------------------|------------------|
| Talk topic:                  | Date:      |
| Group size:                  | Duration:   |

<table>
<thead>
<tr>
<th>Subject content statements</th>
<th>Tick if achieved</th>
<th>Assessor comments</th>
</tr>
</thead>
<tbody>
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<tr>
<td>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learners need to be meeting each specified criterion on most occasions within each task.
Use the space below to give details of Task 2: Discussion

<table>
<thead>
<tr>
<th>Discussion topic:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group size:</th>
<th>Duration:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject content statements</th>
<th>Tick if achieved</th>
<th>Assessor comments</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

| Details of any access arrangements used | |
|-----------------------------------------| |

Learners need to be meeting each specified criterion on most occasions within each task.

To pass the Speaking, Listening and Communicating component for Level 1, learners must generally demonstrate the requirements for the level:
- consistently, effectively, and to an appropriate degree for Level 1.

Any weaknesses in performance must be balanced by strengths elsewhere, so overall performance across the range of requirements for the level is secure.

Tick the box if the learner has achieved the Speaking, Listening and Communicating requirements for Level 1.

<table>
<thead>
<tr>
<th>Assessor declaration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I confirm that this learner has been assessed according to the instructions provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Sampling information (to complete if work is sampled)

<table>
<thead>
<tr>
<th>Internal Verifier name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Standards Verifier name</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Discussion

Discussion topic: [Insert]

Date: [Insert]

Group size: [Insert]

Duration: [Insert]

Subject content statements

Tick if achieved

Assessor comments

L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics

L1.5 Express opinions and arguments and support them with evidence

L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject

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To pass the Speaking, Listening and Communicating component for Level 1, learners must generally demonstrate the requirements for the level:

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Assessor declaration

I confirm that this learner has been assessed according to the instructions provided.

Assessor name [Signature]

Date [Insert]

Sampling information (to complete if work is sampled)

Internal Verifier name [Signature]

Date [Insert]

Pearson

Standards Verifier name [Signature]

Date [Insert]
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks in the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
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Pearson Edexcel Functional Skills – Level 1

Sample Assessment Material for first teaching
September 2019

Time: 60 minutes

Paper Reference SAMR1/01

English
Component 2: Reading
Text Booklet

Do not return this Text Booklet with the question paper.

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

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

Advice
• Read each text before you answer the questions.
Job search

A good CV is essential and should include, as a minimum:

- your contact details
- education/qualifications
- work experience.

Format your CV in small sections so that it can be read quickly.

Take every opportunity to find out about the organisation you want to work for. Look out for open days when you can visit and ask questions. Don’t miss out on this chance to learn what you can about how a company operates.

Be careful about what you post online because employers may check your social media profile.
ASSAM DESIGN
OPEN DAY

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

Why hold an Open Day?

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

Learn about our company

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

Get a grand tour

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

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

What’s next?

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

An online internet discussion

---

Jack (Student)

I can’t make up my mind whether to go to the Assam Design Open Day. I don’t want to participate in group activities or have an interview! My brother attended something similar last year and he had to do both.

Zofia (Student)

It’ll be okay! The focus is on learning about the company. The best part is you’re given loads of opportunities to ask questions so we should prepare some. I know someone who works for them who says they’re fantastic employers and there’s a brilliant cafeteria. It would be great to work somewhere nearby. Admit it, you’d love to cycle to work. I’m definitely up for it.

Sam (Tutor)

You don’t want to miss this opportunity. The company is very highly regarded as an employer. It has excellent facilities including a gym and even a crèche for employees’ young children. In my view, with your qualifications and work experience, you are both certain to be offered a job. Make sure you research the company thoroughly. I guarantee you will have an extremely valuable experience.

Jack (Student)

Okay, I’ll go. What about travel arrangements? We could catch the bus from outside the college or even walk. All we need to think about now is how to dress to impress!
An online internet discussion

Jack (Student)

I can’t make up my mind whether to go to the Assam Design Open Day. I don’t want to participate in group activities or have an interview! My brother attended something similar last year and he had to do both.

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Jack (Student)

Okay, I’ll go. What about travel arrangements? We could catch the bus from outside the college or even walk. All we need to think about now is how to dress to impress!
Answer ALL questions. Write your answers in the spaces provided.

SECTION A
Read Text A and answer Questions 1 to 3.

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

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

(Total for Question 1 = 2 marks)

2 You may use a dictionary to answer this question.

(a) ‘A good CV is essential’

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

(b) ‘Format your CV in small sections’

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

(Total for Question 2 = 2 marks)

3 What is the main purpose of Text A?

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

(Total for Question 3 = 1 mark)

TOTAL FOR SECTION A = 5 MARKS
Answer Question 3 with a cross in a box ☑️. If you change your mind about an answer, put a line through the box ❌ and then mark your new answer with a cross ☑️.

3 What is the main purpose of Text A?

☐ A  to inform you how companies operate

☐ B  to tell you how to stay safe online

☐ C  to give advice about how to find a job

☐ D  to advertise a CV writing service

(Total for Question 3 = 1 mark)

TOTAL FOR SECTION A = 5 MARKS
SECTION B

Read Text B and answer Questions 4 to 9.

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

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

1 ..........................................................................................................................
   ..........................................................................................................................
   .......................................................................................................................... (1)

2 ..........................................................................................................................
   ..........................................................................................................................
   .......................................................................................................................... (1)

3 ..........................................................................................................................
   ..........................................................................................................................
   .......................................................................................................................... (1)

(Total for Question 4 = 3 marks)

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

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

What does the apostrophe show in this quotation?

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

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

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

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

(Total for Question 5 = 1 mark)
Answer Questions 6 and 7 with a cross in two boxes ç. If you change your mind about an answer, put a line through the box ç and then mark your new answer with a cross ç.

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

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

(Total for Question 6 = 2 marks)

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

Which two of these language features are used?

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

(Total for Question 7 = 2 marks)
8. Explain what each of these quotations from Text B means.

(a) ‘flexible hours’

(b) ‘temporary work vacancies’

(Total for Question 8 = 2 marks)


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

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

(Total for Question 9 = 2 marks)

TOTAL FOR SECTION B = 12 MARKS
Explain what each of these quotations from Text B means.

(a) ‘flexible hours’

(b) ‘temporary work vacancies’

(Total for Question 8 = 2 marks)

Text B uses subheadings.

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

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

(Total for Question 9 = 2 marks)

TOTAL FOR SECTION B = 12 MARKS
SECTION C

Read Text C and answer Questions 10 to 14.

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

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

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

1 ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................ (1)
2 ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................ (1)
3 ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................ (1)
(Total for Question 11 = 3 marks)

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

12 Text C includes both facts and opinions.

Which two of these statements are opinions?

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

(Total for Question 12 = 2 marks)

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

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

(Total for Question 13 = 2 marks)

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

1 ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................ (1)
2 ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................ (1)
(Total for Question 14 = 2 marks)

TOTAL FOR SECTION C = 10 MARKS
13 Which two of these quotations from Text C are examples of formal language?

☐ A  It’ll be okay!

☐ B  participate in group activities

☐ C  loads of opportunities

☐ D  highly regarded as an employer

☐ E  I’m definitely up for it

(Total for Question 13 = 2 marks)

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

1 ............................................................................................................................................................................. (1)

2 ............................................................................................................................................................................. (1)

(Total for Question 14 = 2 marks)

TOTAL FOR SECTION C = 10 MARKS
SECTION D

Compare Text B and Text C to answer Question 15.

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

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

.......................................................................................................................... ...
..........................................................................................................................

(1)

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

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

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

(Total for Question 15 = 3 marks)

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

Compare Text B and Text C to answer Question 15.

15

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

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

Quotation from Text B  ......................................................................................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

Quotation from Text C  ......................................................................................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

(1)
......................................................................................................................................................
......................................................................................................................................................
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......................................................................................................................................................
......................................................................................................................................................

(Total for Question 15 = 3 marks)

TOTAL FOR SECTION D = 3 MARKS

TOTAL FOR PAPER = 30 MARKS
You have not uploaded any document or image for me to read and extract text from. Please upload a document or image, and I will assist you in extracting the text.
# Level 1 Mark Scheme

## Section A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 1(a)            | Award 1 mark for giving one relevant piece of information:  
- contact details (1)  
- education/qualifications (1)  
- work experience (1)  
Accept any other appropriate wording. | (1) |
| 1(b)            | Award 1 mark for correctly identifying the organisational feature:  
- Bullet point(s) (1)  
Accept any other appropriate wording. | (1) |
| 2(a)            | Award 1 mark for correctly identifying an alternative word or phrase for *essential* that keeps the meaning of the quotation the same, e.g:  
- necessary (1)  
- needed (1)  
- crucial (1)  
- vital (1)  
- important to have (1)  
Accept any other appropriate word or phrase. | (1) |
| 2(b)            | Award 1 mark for correctly identifying an alternative word or phrase for *sections* that keeps the meaning of the quotation the same, e.g:  
- parts (1)  
- bits (1)  
- amounts (1)  
- chunks (1)  
- pieces (1)  
Accept any other appropriate word or phrase. | (1) |
### Section B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 4               | Award 1 mark for each opportunity for people to ask questions, up to a maximum of 3 marks:  
  - tour/talk to employees (1)  
  - question and answer session (1)  
  - Human Resources/before you leave/at the end (1)  
  Accept any other appropriate wording. | (3) |
| 5               | B – You will hear the opinions of more than one employee. | (1) |
| 6               | B – It expects staff to wear uniforms.  
  D – It has employees who seem happy. | (2) |
| 7               | A – direct address  
  C – rule of three | (2) |
| 8(a)            | Award 1 mark for a correct explanation of ‘flexible hours’  
  - adaptable working (1)  
  - choose own times (1)  
  - work around other commitments (1)  
  - family-friendly working times (1)  
  Accept any other appropriate wording. | (1) |
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>8(b)</td>
<td>Award 1 mark for a correct explanation of ‘temporary work vacancies’</td>
<td>(1)</td>
</tr>
</tbody>
</table>
|                 | • jobs that are not permanent (1)  
|                 | • employment for a limited time (1)  
|                 | • short-term jobs (1)  
|                 | • seasonal roles (1)  
|                 | Accept other appropriate wording. | |
| 9(a)            | Award 1 mark for a correctly identified subheading:  
|                 | Learn about our company | (1) |
| 9(b)            | Award 1 mark for a correctly identified subheading:  
|                 | What’s Next? | (1) |
| **Section C**   |        |      |
| 10              | Award 1 mark for a correctly identified reason why Jack does not want to go to the Open Day:  
|                 | • group activities (1)  
|                 | • interview (1) | (1) |
| 11              | Award 1 mark for each way of preparing, up to a maximum of 3 marks:  
|                 | • prepare some questions (1)  
|                 | • research the company (1)  
|                 | • travel arrangements (1)  
|                 | • what to wear/how to dress to impress/how to dress (1)  
|                 | Accept any other appropriate wording. | (3) |
Question number | Answer                                                                 | Mark |
--- | --- | --- |
12  | A – Assam Design is a fantastic employer.  
    D – Attending the Open Day will get you a job. | (2) |

13  | B – participate in group activities  
    D – highly regarded as an employer | (2) |

14  | Award 1 mark for each benefit, up to a maximum of 2 marks:  
    • cafeteria (1)  
    • work somewhere near/cycle to work (1)  
    • gym (1)  
    • crèche (1)  
    Accept any other appropriate wording. | (2) |

**Section D**

| Question number | Answer                                                                 | Mark |
--- | --- | --- |
15  | (a) Award 1 mark for identifying a relevant similarity between Text B and Text C.  
    Relevant similarities may include:  
    • open day  
    • local factory / place of work  
    • learn about the company / what they have to offer / benefits of working there / facilities  
    • meet people who already work there / ask questions  
    (b) Award 1 mark for a relevant linked quotation from each text supporting the similarity identified, up to a maximum of 2 marks. | (3) |
## Mapping Questions to Subject Content for English Level 1

<table>
<thead>
<tr>
<th>DfE Content standard number</th>
<th>Question number</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Identify and understand the main points, ideas and details in texts</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</td>
<td>7</td>
</tr>
<tr>
<td>10 Compare information, ideas and opinions in different texts</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11 Identify meanings in texts and distinguish between fact and opinion</td>
<td>*</td>
<td>**</td>
</tr>
<tr>
<td>12 Recognise that language and other textual features can be varied to suit different audiences and purposes</td>
<td>**</td>
<td>2</td>
</tr>
<tr>
<td>13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</td>
<td>**</td>
<td>2</td>
</tr>
<tr>
<td>14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>15 Infer from images meanings not explicit in the accompanying text</td>
<td>**</td>
<td>2</td>
</tr>
<tr>
<td>16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</td>
<td>**</td>
<td>2</td>
</tr>
<tr>
<td>17 Read and understand a range of specialist words in context</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>18 Use knowledge of punctuation to aid understanding of straightforward texts</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>2 2 1 3 1 2 2 2 2 1 3 2 2 2 3</td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Writing
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.

- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks in the mark scheme should be used appropriately.

- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Instructions to examiners:

Two grids need to be applied when assessing a candidate’s response:

Grid A: composition and Grid B: spelling, punctuation and grammar.

A candidate's composition may be appropriate for Level 1, but spelling, punctuation and grammar have weaknesses; or a candidate may have reasonably secure spelling, punctuation and grammar but be less successful in composition. It is essential, therefore, that both marking Grids A and B are applied independently.

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

When awarding a mark for spelling, punctuation and grammar (Grid B), examiners should make a ‘best fit’ judgement using the descriptors.
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
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- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, the team leader must be consulted.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Instructions to examiners:

Two grids need to be applied when assessing a candidate’s response: Grid A: composition and Grid B: spelling, punctuation and grammar.

A candidate’s composition may be appropriate for Level 1, but spelling, punctuation and grammar have weaknesses; or a candidate may have reasonably secure spelling, punctuation and grammar but be less successful in composition. It is essential, therefore, that both marking Grids A and B are applied independently.

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

When awarding a mark for spelling, punctuation and grammar (Grid B), examiners should make a ‘best fit’ judgement using the descriptors.
My signature confirms that I will not discuss the content of the test with anyone.

Signature: _________________________________________________

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

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

Advice
• Read each task carefully before you start to write.
• Aim to spend about 35 minutes on Task 1 and about 25 minutes on Task 2.
• Plan your work before you start and check it when you finish.
My signature confirms that I will not discuss the content of the test with anyone.

Signature: _________________________________________________

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

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

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

Our new hotel is opening soon.

There are jobs available in:
- the reception and office
- the kitchen, restaurant and coffee shop
- the spa and fitness centre
- repairs and maintenance.

There are also opportunities for management trainees.

If you are interested in any of these jobs, apply by email to dev.jones@parkhotel.biz

Writing Task

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

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

You should aim to write about 200 to 250 words.

(21 marks)
You should aim to write about 200 to 250 words.

• describe your qualifications, experience and skills
• say which job you are applying for and why

In your email, you should:

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

To: dev.jones@parkhotel.biz
Subject: Job application

There are also opportunities for management trainees.

 repairs and maintenance.
 the spa and fitness centre
 the kitchen, restaurant and coffee shop
 the reception and office

There are jobs available in:

Our new hotel is opening soon.
TASK 2 BEGINS ON THE NEXT PAGE
You recently bought a new mobile phone from a company you haven’t used before. Some features work well but others don’t. You also experienced some problems with the company’s customer service.

Writing Task

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

In your review, you should:

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

You should aim to write about 150 to 200 words.
You recently bought a new mobile phone from a company you haven't used before. Some features work well but others don't. You also experienced some problems with the company's customer service.

In your review, you should:

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

In your review, you should:

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

https://www.mobilephone.biz/reviews

Review

Submit Review
In their emails, examples knowledge and understanding of the material candidates qualifications, experience and skills they are applying for and why should communicate information, ideas and opinions clearly, using detail explains a wide range of vocabulary, consistently appropriate to task. Communicates information, ideas and opinions reasonably uses simple vocabulary, appropriate to task. Uses sentences with range and accuracy. Uses appropriate format and structure. Rewardable material.

Indicative content consistent accuracy. Reasonable accuracy. Awareness. Explain say. Communicates information, ideas and opinions, with clarity and to an appropriate length for audience and purpose. Use of with. Requires an application for a candidate's, e.g. using the indicative content to an appropriate length for audience and purpose. Use of with.

(Total for Task 2 = 15 marks)
# Task

<table>
<thead>
<tr>
<th>1</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answers will be credited according to the candidate’s demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples. In their emails, candidates should:</td>
</tr>
</tbody>
</table>
|    | • say which job they are applying for and why, e.g. an application for a receptionist because they like working with people  
• describe their qualifications, experience and skills, e.g. a college qualification in hospitality and work experience in a restaurant  
• explain why they would be good at this job, e.g. they are sociable and punctual. |

(21 marks)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grid A: Composition (12 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>• No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4  | • Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience.  
• Uses appropriate format and structure for audience and purpose to some extent.  
• Uses sentences with some range and accuracy.  
• Uses simple vocabulary, appropriate to task. |
| 5–8  | • Communicates information, ideas and opinions reasonably clearly, using detail appropriately for purpose and audience to an appropriate length.  
• Uses appropriate format and structure for audience and purpose with use of paragraphs.  
• Uses a range of sentences, including complex sentences, with reasonable accuracy.  
• Uses a range of vocabulary, appropriate to task. |
| 9–12 | • Communicates information, ideas and opinions clearly, using detail effectively for purpose and audience to an appropriate length.  
• Uses appropriate format and structure for audience and purpose, with effective use of paragraphs.  
• Uses a range of sentences, including complex sentences, with consistent accuracy.  
• Uses a wide range of vocabulary, consistently appropriate to task. |
Mark | Grid B: Spelling, punctuation and grammar (9 marks)
--- | ---
0 | • No rewardable material.
1–3 | • Some use of correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).
|  | • Some use of correct punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).
|  | • Some accuracy in spelling of words used most often in work, study and daily life, including specialist words.
4–6 | • Reasonably correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).
|  | • Reasonably correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).
|  | • Spelling of words used most often in work, study and daily life, including specialist words, is reasonably accurate.
7–9 | • Correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles), with occasional lapses.
|  | • Correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), with occasional lapses.
|  | • Spelling of words used most often in work, study and daily life, including specialist words, is accurate, with occasional lapses.

**Task**

2 **Indicative content**

Answers will be credited according to the candidate’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below.

The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples.

In their reviews, candidates should:

• say what they like and dislike about their new phone, e.g. *it has a large screen, the battery doesn’t last long*
• describe their experience of the company’s customer service, e.g. *they were friendly, the phone was late arriving*
• explain whether or not they would recommend the phone and the company, e.g. *because it was a good price, because they didn’t reply to email.*

*(15 marks)*

Mark | Grid A: Composition (9 marks)
--- | ---
0 | • No rewardable material.
1–3 | • Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience.
|  | • Uses appropriate format and structure for audience and purpose to some extent.
|  | • Uses sentences with some range and accuracy.
|  | • Uses simple vocabulary, appropriate to task.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Grid B: Spelling, punctuation and grammar (6 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–2</td>
<td>Some use of correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</td>
</tr>
<tr>
<td></td>
<td>Some use of correct punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</td>
</tr>
<tr>
<td></td>
<td>Some accuracy in spelling of words used most often in work, study and daily life, including specialist words.</td>
</tr>
<tr>
<td>3–4</td>
<td>Reasonably correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</td>
</tr>
<tr>
<td></td>
<td>Reasonably correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</td>
</tr>
<tr>
<td></td>
<td>Spelling of words used most often in work, study and daily life, including specialist words, is reasonably accurate.</td>
</tr>
<tr>
<td>5–6</td>
<td>Correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles), with occasional lapses.</td>
</tr>
<tr>
<td></td>
<td>Correct use of punctuation, (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), with occasional lapses.</td>
</tr>
<tr>
<td></td>
<td>Spelling of words used most often in work, study and daily life, including specialist words, is accurate, with occasional lapses.</td>
</tr>
</tbody>
</table>
### Writing

**Scope of Study**

Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Content statement</th>
<th>Coverage</th>
<th>No. of marks</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</td>
<td>Task 1, Task 2</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>20</td>
<td>Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Spell words used most often in work, study and daily life, including specialist words</td>
<td></td>
<td>21</td>
<td>58</td>
</tr>
<tr>
<td>22</td>
<td>Communicate information, ideas and opinions clearly, coherently and accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</td>
<td>Task 1, Task 2</td>
<td>21</td>
<td>58</td>
</tr>
<tr>
<td>24</td>
<td>Use format, structure and language appropriate for audience and purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Write consistently and accurately in complex sentences, using paragraphs where appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total for Writing**: 36 100
<table>
<thead>
<tr>
<th>Coverage</th>
<th>Task 1</th>
<th>Task 2</th>
<th>No. of marks</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</td>
<td>15</td>
<td>42</td>
<td>19</td>
<td>42.62</td>
</tr>
<tr>
<td>20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</td>
<td>21</td>
<td></td>
<td>20</td>
<td>44.44</td>
</tr>
<tr>
<td>21. Spell words used most often in work, study and daily life, including specialist words</td>
<td></td>
<td></td>
<td>21</td>
<td>58.33</td>
</tr>
<tr>
<td>22. Communicate information, ideas and opinions clearly, coherently and accurately</td>
<td></td>
<td></td>
<td>21</td>
<td>58.33</td>
</tr>
<tr>
<td>23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</td>
<td></td>
<td></td>
<td>24</td>
<td>61.11</td>
</tr>
<tr>
<td>24. Use format, structure and language appropriate for audience and purpose</td>
<td></td>
<td></td>
<td>25</td>
<td>61.11</td>
</tr>
<tr>
<td>25. Write consistently and accurately in complex sentences, using paragraphs where appropriate</td>
<td></td>
<td></td>
<td>Total for Writing</td>
<td>36</td>
</tr>
</tbody>
</table>

Mapping to Functional Skills Coverage and Range for English Level 1

Writing

Scope of Study

Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.