

Sample Assessment Materials

# Functional Skills English, Entry Levels 1, 2, & 3

# Why our assessment offers more opportunity for success

## Reading assessments

Our tasks are carefully designed so that they are consistently accessible for your learners. This means that your learners will find it easier to understand what is needed.

## Readable texts

We provide six sets of tasks from which you choose two for your learners to complete. Although these tasks and texts cannot be changed, you can use additional materials to support your learners. More detail is provided in our 'guidance to assessors.'

We ensure that the texts are accessible and appropriate to the level. Our question writing is fully reviewed to ensure that questions are accessible and contain no ambiguities. This means that your learners can access the texts and the questions and have a clear understanding of what each question is looking for.

## Writing assessments

We provide two tasks for your learners to complete. To help your learners, you can change the context of the task although the purpose and audience needs to stay unchanged. This is so that your learners cover all that is needed to achieve a pass.

Our tasks are designed consistently so that your learners will be familiar with them. This means that the tasks are accessible to learners according to the level of entry. The format is recognisable for all tasks as we provide information to help learners with the formulating of their own ideas.

## Assessing your learners

We provide tasks and guidance and allow you to internally assess your learners. We've made this really straightforward for you to do.

We produce clear mark schemes for you to use in the assessing of your learners and clear guidance about how to decide when your learner has achieved a pass.

## Speaking, listening and communication controlled assessment

We will give you plenty of ideas for informal and formal discussion topics, and you will have the flexibility of using your own ideas for the assessment. Entry 1 learners will be assessed through simple discussion. Entry 2 learners will be assessed through two activities in which discussion takes place with at least on other person. Entry 3 learners will be assessed through two activities, in both formal and informal discussion.

We have designed a range of sample assessment materials so that every student will have the opportunity to fully engage with others and access the coverage and range in the skill standard. We give you ideas for appropriate activities for each entry level which you can then adapt for your learners. Our specification and our sample assessment materials are provided to support you and your learners through the speaking, listening and communication assessment.





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# Controlled assessment

The Edexcel Functional Skills qualifications in English at entry levels 1, 2 and 3 must be internally assessed through a controlled assessment. The controls for each of the skill areas are centrally designated to ensure comparability across awarding organisations.

At entry levels 1, 2 and 3, assessment requirements are externally specified by Edexcel and must be internally marked. Assessment outcomes must be internally verified, and externally verified by Edexcel.

## Explanation of levels of control

Regulations are defined for three stages of assessment.

- **Task setting:** the specification of the assessment requirements. Tasks will be set by Edexcel as defined by the requirements in the qualification and skills criteria. Tasks will include details of the degree of adaptation of the task permitted for individual learners. Where appropriate, tasks will be replaced within each component annually.
- **Task taking:** the conditions for learner support and supervision and the authentication of learners' work. Task taking may involve different parameters from those used in traditional written examinations; for example, learners may carry out preparation for the task and may be allowed supervised access to sources such as the internet.
- **Task marking:** this specifies the way in which learners' outcomes are assessed. Task marking involves the use of mark schemes and/or marking criteria produced by Edexcel.

Please see the specification for details of how levels of control apply for this subject in these controlled assessment tasks.

## Guidance for the assessment of tasks

### The controlled assessment

The completion of a task must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of requirements, reading the questions for the writing component etc is acceptable.

- Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting.
- The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to that which is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

### Controlled conditions

Learners will be able to complete a task only when supervised. If this 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. The completed assessment record sheets and assessment evidence for a sample of the cohort must be retained at the end of the controlled assessment for verification purposes.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to appropriate access regulations on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

Learners may have access to:

- notes, which must be checked to ensure they do not include a prepared response
- a dictionary.

Learners must not have access to:

- a prepared response

### Authentication

Learners' work must be authenticated by the centre.

### Task marking

Tutors/assessors mark the controlled assessment task using the provided mark scheme. Task marking must be internally verified.

Periodic visits externally verify the assessment outcomes.

# Speaking, Listening and Communication



## Edexcel Functional Skills – Entry 1

# Speaking, Listening and Communication

## Entry 1

Sample Controlled Assessment Material

**Specimen Tasks and Record Sheets**

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## Speaking, Listening and Communication Record Sheets and Tasks

### General Guidance

Opportunities for learners to participate in appropriate speaking and listening activities throughout the course is recognised as good practice.

However, it is important to emphasise that formal assessments must be carried out and a portfolio 'opportunistic' style of assessment is **not** acceptable.

### Application of marking grids

One assessment form per learner is sufficient for assessment purposes.

For each assessed task, the assessor will place a tick against the coverage and range, either in the 'just below' or the 'achieved' column. Where the majority of the ticks are in the 'achieved' descriptors, then the level being assessed has been achieved.

### Summative comment

The space is provided should further comment be necessary. In most assessments, the ticking against the coverage and range is sufficient although we do require the assessor signature and date. Should assessments be carried out by more than one assessor, both signatures are required.

An example for an entry 1 learner is shown below:

Please tick the box if the learner has achieved entry 1:	✓	
Centre summative comment:		
The learner is able to understand the main points of short explanations, and can follow instructions. S/he responded to comments, making contributions to be understood. The learner was able to obtain specific information using simple questioning.		
Assessor signature:	<i>An Assessor</i>	Date: 29/01/20

### Length of assessments

The total assessment time for entry level 1 should not total more than 30 minutes. Learners should be given sufficient time to demonstrate their competence of the relevant skills standard.

## Specimen tasks and record sheet – entry 1

At entry 1, learners need to complete at least one assessment to show that they are able to ***participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.***

Learners functioning at entry 1 should be assessed only in their interactions with one other person.

Learners need to be assessed in a specified activity but, at this level, their experiences must be familiar to them in every regard. Learners may need to complete further assessment activities to achieve the skill standard.

Learners are expected to:

- understand the main points of short explanations
- understand and follow instructions
- respond appropriately to comments and requests
- make contributions to be understood
- ask simple questions to obtain specific information.

### **The guidance below should support the completion of the record sheet**

The coverage and range form the basis of the record sheet for centre use. Discussion is used in its widest sense. Responses may be very brief but if they are clear and appropriate they will indicate that the learner has an understanding and the ability to follow instructions. At this level, they will begin to use some appropriate terms.

When completing the record sheet, centres will be describing a familiar context. The organisation of the discussion will include any support for the learner before the assessment activity.

### **Example activity idea: Simple discussion/exchange with one other person**

#### **Context**

Centres should devise their own activities. The following examples may be helpful as ideas to adapt.

- Simple discussion/exchange about a personal interest/personal plans such as a favourite book/film or Saturday evening plans
- Learner to carry out a short activity following simple verbal instructions and speak about/communicate what they have done
- Explain in simple terms what has been said/decided in a simple discussion/exchange, for example how they will spend the weekend.

**The context should be familiar to the learner.**

Functional Skills English Entry 1: Speaking, Listening and Communication Assessment  
Record Sheet

Please complete the following information (use a separate sheet for each learner).

<b>Centre name:</b>	<b>Learner name:</b>
<b>Centre number:</b>	<b>Learner number:</b>

Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.

Please use the space below to note the date, the context of the activity, how it was organised and any learner support.

(If additional activities are undertaken to fully meet the skill standard, please record each assessment date and the contexts.)

Please attach another page if you wish to make additional comments.

**Entry 1: Simple discussion/exchange with one other person.**

**The grid should be applied on a 'best fit' basis. To achieve an entry 1 overall, a learner should have achieved all of the entry 1 criteria at least once.**

<b>Just below entry 1</b>	✓	<b>Achieved entry 1</b>	✓
Understands some of the main points of short explanations		Understands the main points of short explanations	
Understands and follows some instructions but this is not sustained		Understands and follows instructions	
Responds appropriately to comments and requests some of the time		Responds appropriately to comments and requests consistently	
Makes some contributions to be understood		Makes contributions to be understood	
Asks simple questions on some occasions		Asks simple questions to obtain specific information	

Please tick the box if the learner has achieved entry 1:

Centre summative comment:

Assessor signature:

Date:

Please attach another page if you wish to make additional comments.

## Edexcel Functional Skills – Entry 2

# Speaking, Listening and Communication

## Entry 2

Sample Controlled Assessment Material

**Specimen Tasks and Record Sheets**

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## Specimen tasks and record sheet – entry 2

At entry 2, learners need to complete two assessments to show that they are able to ***participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations.***

It is expected at entry 2 that learners will interact **with at least one other person** in an assessment activity and be developing as communicators so that they can engage in an activity involving more than one other person.

Learners are expected to:

- identify the main points of short explanations and instructions
- make appropriate contributions that are clearly understood
- express simply feelings or opinions and understand those expressed by others
- communicate information so that the meaning is clear
- ask and respond to straightforward questions
- follow the gist of discussions.

### The guidance below should support the completion of the record sheet

The coverage and range are used as the basis for assessment descriptors on the record sheet. Although 'discussion' continues to be applied in its widest sense, active contributions at entry 2 are likely to be brief responses that are relevant to the topic. The situations devised for assessment activities should continue to be familiar.

As is the case with entry 1, the centre will be describing a familiar context. The difference between entry 1 and entry 2 is the possible introduction of a third person to the discussion activity. The organisation of each assessment activity will include reference to the number of people involved and any appropriate support provided. The final section may include details of any previous preparation.

### Example activity ideas: Discussion/exchange with at least one other person

Learners will need to complete at least **two** assessment opportunities to ensure that they have met the skills standard fully.

#### Context

Centres should devise their own activities. The following examples may be helpful as ideas to adapt.

- Small group (eg learner, one peer and the tutor) discussion/exchange about a personal interest/personal plans, for example leisure time, hobbies, vocational plans
- Learner to identify the main points of a simple explanation/instruction about getting to the local leisure centre
- Describe the key messages of an instructional video, such as first aid/health and safety in the workplace.

**All contexts should be familiar to the learner.**

Functional Skills English Entry 2: Speaking, Listening and Communication Assessment  
Record Sheet

Please complete the following information (use a separate sheet for each learner).

<b>Centre name:</b>	<b>Learner name:</b>
<b>Centre number:</b>	<b>Learner number:</b>

Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in a familiar situation			
Activity 1:	Date:	Activity 2:	Date:
Please use the space below to note the context of the activity, how it was organised and any candidate support.		Please use the space below to note the context of the activity, how it was organised and any candidate support.	

Please attach another page if you wish to make additional comments.

**Entry 2: Discussion/exchange with at least one other person.**

**The grid should be applied on a 'best fit' basis. To achieve an entry 2 overall, a learner should have achieved all of the entry 2 criteria across the two activities at least once.**

<b>Just below entry 2</b>	✓	<b>Achieved entry 2</b>	✓
Identifies some of the main points of short explanations and instructions		Identifies the main points of short explanations and instructions	
Makes some appropriate contributions that are occasionally understood		Makes appropriate contributions that are clearly understood	
Expresses feelings and opinions some of the time		Expresses simply feelings and opinions	
Understands some of the feelings and opinions expressed by others		Understands the feelings and opinions expressed by others	
Communicates information so that meaning is sometimes clear		Communicates information so that the meaning is clear	
Asks straightforward questions and response is only occasionally appropriate		Asks and responds to straightforward questions	
Follows the gist of conversations some of the time		Follows the gist of discussions most of the time	

Please tick the box if the learner has achieved entry 2:	
Centre summative comment:	
Assessor signature: _____ Date: _____	

Please attach another page if you wish to make additional comments.

## Edexcel Functional Skills – Entry 3

# Speaking, Listening and Communication

## Entry 3

Sample Controlled Assessment Material

**Specimen Tasks and Record Sheets**

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## Specimen tasks and record sheet – entry 3

At entry 3, learners need to complete two assessments to show that they are able to **respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges.**

For learners to attain an entry 3, they now move into distinguishing between the formal and the informal discussions/exchanges and functioning in these different situations. Centres need to provide assessment opportunities for both formal and informal speaking, listening and communication activities. At this stage, each assessment activity needs to be designated formal or informal. For learners to be functional in each situation, centres will need to help them understand the different demands of each situation so that their contribution is fit for purpose.

Learners are expected to:

- follow the main points of discussions
- use techniques to clarify and confirm understanding
- give own point of view and listen to and respond appropriately to others' points of view
- use appropriate language in formal discussions/exchanges
- make relevant contributions, allowing for and responding to others' input

### **The guidance below should support the completion of the record sheet**

Ensure that you provide **two** designated assessment opportunities, one formal and one informal, and complete each section.

#### **Example activity idea 1: Take full part in familiar formal discussion/exchange**

##### **Context**

Centres should devise their own activities. The following examples may be helpful as ideas to adapt.

- Formal discussion/exchange at a planning meeting on a familiar issue, for example work experience placements, a college event or future work plans
- A question and answer session relating to learners' own work interests/future plans

#### **Example activity idea 2: Take full part in familiar informal discussion/exchange**

##### **Context**

Centres should devise their own activities. The following examples may be helpful as ideas to adapt.

- Discussion among peers about a personal/topical nature, for example plans for the weekend or a holiday.

**All contexts may be adapted to suit a formal or informal discussion. All contexts should be familiar to the learner.**

Functional Skills English Entry 3: Speaking, Listening and Communication Assessment  
Record Sheet

Please complete the following information (use a separate sheet for each learner).

<b>Centre name:</b>	<b>Learner name:</b>
<b>Centre number:</b>	<b>Learner number:</b>

Activity 1: Respond appropriately to others and make some extended contributions in a familiar formal discussion/exchange	Activity 2: Respond appropriately to others and make some extended contributions in a familiar informal discussion/exchange
Date: Please use the space below to note the context of the activity, how it was organised and any candidate support.	Date: Please use the space below to note the context of the activity, how it was organised and any candidate support.

Please attach another page if you wish to make additional comments.

**Entry 3: Take full part in formal and informal discussions/exchanges.**

**The grid should be applied on a 'best fit' basis. To achieve an entry 3 overall, a learner should have achieved all of the Entry 3 criteria across the two activities at least once.**

<b>Just below entry 3</b>	✓	<b>Achieved entry 3</b>	✓
Follows main points of discussion occasionally		Follows main points of discussion most of the time	
Uses techniques to clarify and confirm understanding occasionally		Uses techniques to clarify and confirm understanding most of the time	
Gives own points of view and responds appropriately to others' points of view some of the time		Gives own points of view and responds appropriately to others' points of view most of the time	
Occasional use of appropriate language in formal discussions/exchanges		Uses appropriate language in formal discussions/exchanges most of the time	
Makes relevant contributions and allows for and responds to others' input some of the time		Makes relevant contributions and allows for and responds to others' input most of the time	

Please tick the box if the learner has achieved entry 3:	<input type="checkbox"/>
Centre summative comment:	    
Assessor signature:	Date:

Please attach another page if you wish to make additional comments.

# Entry 1 Reading



## Guidance to assessors

### Choice of tasks

Learners must complete two tasks. They may complete any two of the six tasks provided. Each task contains two texts. All questions must be completed.

### Adaptation

Six tasks are provided to enable centres to choose tasks appropriate for their learners. There are three themes with two tasks relating to each theme. Learners must complete **two** tasks - these do **not** have to be those related by theme. Centres must **not** change the tasks, this includes the texts and questions.

### Interpretation

A medium level of control for task taking means that assessors may use methods to assist learners with their reading skills. This may include the use of artefacts or prop cards to supplement the set reading texts. Assessors must not interpret the words for learners. Assessors may read/explain the rubric but not the texts or questions.

### Timing

Learners must complete **two** tasks in 45 minutes - this need not be taken in one sitting, and time may be split up at the centre's discretion.

### Marking

Marks should be awarded for each task according to the appropriate mark scheme. The total number of marks that can be awarded across the two tasks is 16. The pass percentage for the reading component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 12 marks out of the available 16 across the two completed tasks.

### Record Sheet

Learners' completed tasks should be attached to the *Reading Assessment Record Sheet* where the marks will be recorded.

## Specific requirements

Before learners undertake the controlled assessment tasks for the entry level 1 reading assessment, it is advisable that tutors help them to become familiar with the words and phrases listed below (and any other words and phrases tutors consider relevant and necessary). Tutors should ensure that learners understand the implications that these words and phrases might have on how they respond.

Read Text X and answer questions x to x	Put a tick in the correct box	Write your answer on the line below
True	False	Complete the sentence

Use of a dictionary is permitted.

Tutors may read/explain the rubric but not the texts or questions.



## Guidance for learners

The following information should be read by/given to learners before each controlled assessment begins. Tutors should repeat this information if necessary (for example if the tasks are taken on separate occasions).

- Read each question carefully.
- Make sure you know what to do before you write your answers. If you are not sure, ask.
- Write your answers in the spaces after each question.
- Do not use pencil. Use blue or black ink.
- For each task answer ALL the questions on both texts.
- Some questions must be answered with a tick in a box (*assessor can demonstrate this by using a whiteboard, for example*).
- If you change your mind about an answer, put a line through the box you have used and then mark your new answer with a tick (*assessor can demonstrate this by using a whiteboard, for example*).
- Check your work carefully after finishing each task.
- There are **8** marks available for each task.
- You must use clear English and present your answers carefully.
- You may use a dictionary.



# Edexcel Functional Skills – Entry 1

## English

### Entry 1 Reading TASK A

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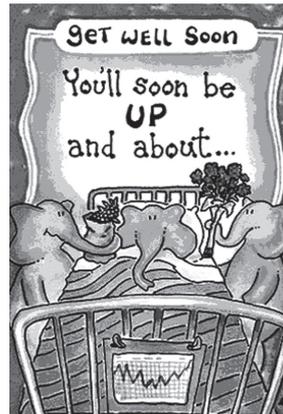
**Read Text A1 and answer questions 1 to 4.**

**Text A1**

**Jack goes to the shopping centre to buy a card for his sister Emma. She has moved to a new house in Liverpool.**



**Card 1**



**Card 2**



**Card 3**

card one © [www.projectcenter.creativememories.com](http://www.projectcenter.creativememories.com)

card two © [www.heartfeltgreetings.com](http://www.heartfeltgreetings.com)

card three © [www.thecardandgiftcompany.co.uk](http://www.thecardandgiftcompany.co.uk)

## Text A1 questions

1 Put a tick  in the correct box.

Who does Jack want a card for?

<b>A</b>	his friend	<input type="checkbox"/>
<b>B</b>	his mother	<input type="checkbox"/>
<b>C</b>	his sister	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

Where does Jack go to buy the card?

.....

(Total for Question 2 = 1 mark)

3 Put a tick  in the correct box.

Which card should Jack buy for Emma?

<b>A</b>	Card 1	<input type="checkbox"/>
<b>B</b>	Card 2	<input type="checkbox"/>
<b>C</b>	Card 3	<input type="checkbox"/>

(Total for Question 3 = 1 mark)

4 Write your answer on the line below.

Where is Emma's new house?

.....

(Total for Question 4 = 1 mark)

## Read Text A2 and answer questions 5 to 8.

### Text A2

Jack writes a note to Emma.

Dear Emma

I can't wait to see your new house. I will come to visit you in March. Tom will come with me to Liverpool. We will come by train if we can buy cheap tickets.

See you soon.

Love

Jack

## Text A2 questions

**5 Write your answer on the line below.**

What does Jack want to see?

.....

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

**6 Put a tick in the correct box .**

When will Jack visit Emma?

<b>A</b>	in March	<input type="checkbox"/>
<b>B</b>	in April	<input type="checkbox"/>
<b>C</b>	in May	<input type="checkbox"/>

**(Total for Question 6 = 1 mark)**

**7 Write your answer on the line below.**

Who will go with Jack to Liverpool?

.....

**(Total for Question 7 = 1 mark)**

**8 Put a tick in the correct box .**

How does Jack want to travel?

<b>A</b>	by train	<input type="checkbox"/>
<b>B</b>	by bus	<input type="checkbox"/>
<b>C</b>	by coach	<input type="checkbox"/>

**(Total for Question 8 = 1 mark)**



# Edexcel Functional Skills – Entry 1

## English

### Entry 1 Reading TASK B

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## Read Text B1 and answer questions 1 to 4.

### Text B1

Jack logs on to the internet to look for train tickets on Friday 5th March.



your first stop for train tickets

### Get train times and tickets

From

To

[Station finder](#)

---

Out

[Today](#) [Tomorrow](#)

Leave after

(Adapted from www.thetrainline.com)

## Text B1 questions

### 1 Write your answer on the lines below.

Why does Jack log on to the internet?

.....

.....

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

### 2 Put a tick in the correct box .

Which website does Jack use?

<b>A</b>	expressline.com	<input type="checkbox"/>
<b>B</b>	first-rail.com	<input type="checkbox"/>
<b>C</b>	thetrainline.com	<input type="checkbox"/>

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

### 3 Put a tick in the correct box .

Jack wants to go from London.

True	<input type="checkbox"/>	False	<input type="checkbox"/>
------	--------------------------	-------	--------------------------

**(Total for Question 3 = 1 mark)**

### 4 Write your answer on the line below.

On which day will Jack go to Liverpool?

.....

**(Total for Question 4 = 1 mark)**

## Read Text B2 and answer questions 5 to 8.

### Text B2

Jack sends Emma a text message from the train.



Hi Emma  
The train is two hours late.  
There was a tree on the  
train track. Please meet us  
at the station at four o'clock.  
Jack

## Text B2 questions

5 Put a tick in the correct box .

The train is three hours late.

True	<input type="checkbox"/>
------	--------------------------

False	<input type="checkbox"/>
-------	--------------------------

(Total for Question 5 = 1 mark)

6 Write your answer on the line below.

What was on the train track?

.....

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box .

What time will Jack arrive?

A	two o'clock	<input type="checkbox"/>
B	three o'clock	<input type="checkbox"/>
C	four o'clock	<input type="checkbox"/>

(Total for Question 7 = 1 mark)

8 Write your answer on the line below.

Where does Jack want to meet Emma?

.....

(Total for Question 8 = 1 mark)



# Edexcel Functional Skills – Entry 1

## English

### Entry 1 Reading TASK C

**Sample Controlled Assessment Material**

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**Read Text C1 and answer questions 1 to 4.**

**Text C1**



**Hillside Cafe**  
Summer Holiday Opening Times  
July to August

Monday to Friday	9am - 5pm
Saturday	9am - 7pm
Sunday	Closed

## Text C1 questions

1 Write your answer on the line below.

What is the name of the cafe?

.....

(Total for Question 1 = 1 mark)

2 Put a tick in the correct box .

Which months are the opening times for?

<b>A</b>	June to August	<input type="checkbox"/>
<b>B</b>	July to August	<input type="checkbox"/>
<b>C</b>	July to September	<input type="checkbox"/>

(Total for Question 2 = 1 mark)

3 Put a tick in the correct box .

What are the opening times on Saturday?

<b>A</b>	9am to 7pm	<input type="checkbox"/>
<b>B</b>	9am to 6pm	<input type="checkbox"/>
<b>C</b>	10am to 7pm	<input type="checkbox"/>

(Total for Question 3 = 1 mark)

4 Write your answer on the line below.

On which day is the cafe closed?

.....

(Total for Question 4 = 1 mark)

**Read Text C2 and answer questions 5 to 8.**

**Text C2**



**Hillside Cafe Menu**

Soup of the day - tomato  
Sandwiches - ham, cheese, tuna  
Egg on toast  
Beans on toast  
Jacket potato and beans  
Salads - cheese, chicken, tuna

## Text C2 questions

5 Put a tick in the correct box .

Which of these sandwiches can you buy at Hillside Cafe?

<b>A</b>	cheese	<input type="checkbox"/>
<b>B</b>	chicken	<input type="checkbox"/>
<b>C</b>	egg	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Write your answer on the line below.

What can you order with a jacket potato?

.....

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box .

What is the soup of the day?

<b>A</b>	chicken	<input type="checkbox"/>
<b>B</b>	tomato	<input type="checkbox"/>
<b>C</b>	vegetable	<input type="checkbox"/>

(Total for Question 7 = 1 mark)

8 Write your answer on the line below.

Name one salad you can order.

.....

(Total for Question 8 = 1 mark)



# Edexcel Functional Skills – Entry 1

## English

### Entry 1 Reading TASK D

**Sample Controlled Assessment Material**

*Turn over* ►

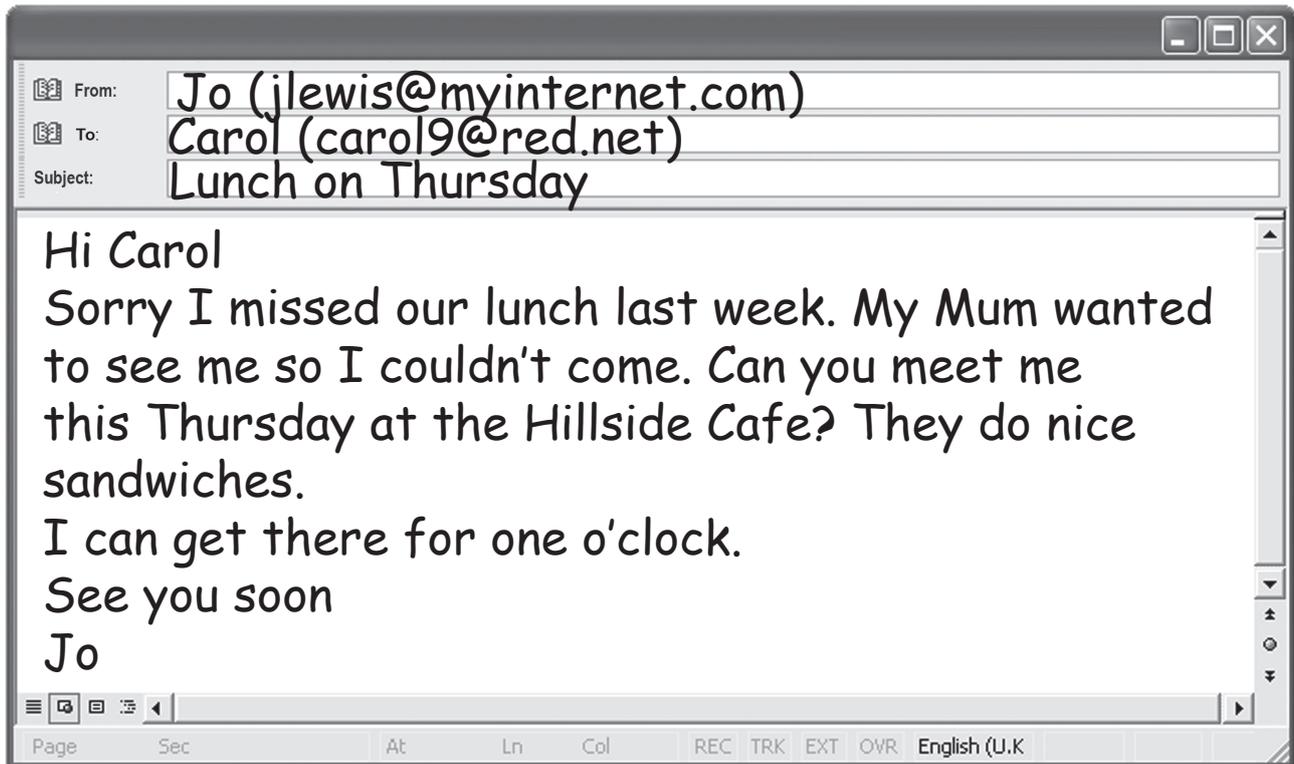
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## Read Text D1 and answer questions 1 to 4.

### Text D1



## Text D1 questions

1 Put a tick in the correct box .

What day does Jo want to meet for lunch?

<b>A</b>	Tuesday	<input type="checkbox"/>
<b>B</b>	Saturday	<input type="checkbox"/>
<b>C</b>	Thursday	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

What time can Jo get to the cafe?

.....

(Total for Question 2 = 1 mark)

3 Write your answer on the line below.

Who did Jo have to see last week?

.....

(Total for Question 3 = 1 mark)

4 Put a tick in the correct box .

Which food does Jo say is nice?

<b>A</b>	pies	<input type="checkbox"/>
<b>B</b>	salad	<input type="checkbox"/>
<b>C</b>	sandwiches	<input type="checkbox"/>

(Total for Question 4 = 1 mark)

**Read Text D2 and answer questions 5 to 8.**

**Text D2**

Jo and Carol order some food and drink. This is their order.

02
<b>Food Order</b>
Table Four (2 people)
1 cup of tea 1 glass of orange juice
1 jacket potato with cheese 1 tuna salad
02
<b>Your Order Number</b>
02

## Text D2 questions

5 Put a tick in the correct box  .

What drinks do Jo and Carol order?

<b>A</b>	tea and orange juice	<input type="checkbox"/>
<b>B</b>	coffee and orange juice	<input type="checkbox"/>
<b>C</b>	tea and coffee	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Complete the sentence.

Jo orders the jacket potato with .....

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box  .

The order is for Table Five.

True	<input type="checkbox"/>
------	--------------------------

False	<input type="checkbox"/>
-------	--------------------------

(Total for Question 7 = 1 mark)

8 Write your answer on the line below.

What is Jo and Carol's order number?

.....

(Total for Question 8 = 1 mark)



# Edexcel Functional Skills – Entry 1

## English

### Entry 1 Reading TASK E

**Sample Controlled Assessment Material**

*Turn over* ►

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**Read Text E1 and answer questions 1 to 4.**

**Text E1**

**FASTFIX**  
**PLUMBERS**  
**ANY TIME YOU NEED US!**

**We fix: Leaks and Drips**

- No Call Out Charge
- No Job Too Small
- Day or Night



0800 132 9191 (weekdays)  
MOBILE: 07559 870 432  
(evenings and weekends)

## Text E1 questions

1 Put a tick in the correct box .

What is this an advert for?

<b>A</b>	plumbers	<input type="checkbox"/>
<b>B</b>	builders	<input type="checkbox"/>
<b>C</b>	gardeners	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below

Name one thing that they can fix.

.....

(Total for Question 2 = 1 mark)

3 Put a tick in the correct box .

Fastfix work day and night.

True	<input type="checkbox"/>
------	--------------------------

False	<input type="checkbox"/>
-------	--------------------------

(Total for Question 3 = 1 mark)

4 Write your answer on the line below.

When do you use the mobile number?

.....

(Total for Question 4 = 1 mark)

**Read Text E2 and answer questions 5 to 8.**

**Text E2**

*Midlands Water*

**WATER NOTICE**

**Midlands Water will turn off the water to your road on Monday 15<sup>th</sup> March.**

**Water will be off for two hours in the morning.**

**If you have no water after 3pm call our helpline - 0800 400 200**

## Text E2 questions

5 Put a tick in the correct box .

This notice tells you that your:

<b>A</b>	water will be turned off	<input type="checkbox"/>
<b>B</b>	water will cost more	<input type="checkbox"/>
<b>C</b>	gas will be turned off	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Write your answer on the line below

When should you call the helpline?

.....

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box .

On which day will you have no water?

<b>A</b>	Monday	<input type="checkbox"/>
<b>B</b>	Wednesday	<input type="checkbox"/>
<b>C</b>	Saturday	<input type="checkbox"/>

(Total for Question 7 = 1 mark)

8 Write your answer on the line below.

Who is the notice from?

.....

(Total for Question 8 = 1 mark)



# Edexcel Functional Skills – Entry 1

## English

### Entry 1 Reading TASK F

**Sample Controlled Assessment Material**

*Turn over* ►

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Read Text F1 and answer questions 1 to 4.

## Text F1

**NHS**

# Stay well this winter

You are more likely to get ill if your body gets too cold.

Tips for keeping warm

- Have hot drinks and hot meals
- Wear warm clothes
- Move around a lot
- Try to keep your main room warm



(Adapted from [www.cumbria.nhs.uk/yourNHS.pdf](http://www.cumbria.nhs.uk/yourNHS.pdf))

## Text F1 questions

1 Put a tick in the correct box .

One tip given in **Text F1** for keeping warm is:

<b>A</b>	to stay in bed	<input type="checkbox"/>
<b>B</b>	to keep as still as you can	<input type="checkbox"/>
<b>C</b>	move around a lot	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

What might happen if your body gets too cold?

.....

(Total for Question 2 = 1 mark)

3 Put a tick in the correct box .

Which room should you try to keep warm?

<b>A</b>	bathroom	<input type="checkbox"/>
<b>B</b>	main room	<input type="checkbox"/>
<b>C</b>	kitchen	<input type="checkbox"/>

(Total for Question 3 = 1 mark)

4 Write your answer on the line below.

What should you eat in cold weather?

.....

(Total for Question 4 = 1 mark)

## Read Text F2 and answer questions 5 to 8.

### Text F2

#### **Weather forecast: Yorkshire**

Today: Friday 7<sup>th</sup> January

#### **Morning**

Some mist and fog patches.



#### **Afternoon**

Dry and cloudy in the south.



Some rain and sleet in the north.



Snow over high ground.



(Adapted from [www.metoffice.gov.uk/weather/uk/nw/nw\\_forecast\\_weather.html](http://www.metoffice.gov.uk/weather/uk/nw/nw_forecast_weather.html))

## Text F2 questions

5 Put a tick in the correct box .

The forecast for this morning is for:

<b>A</b>	mist and fog	<input type="checkbox"/>
<b>B</b>	dry and cloudy	<input type="checkbox"/>
<b>C</b>	rain and sleet	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Write your answer on the line below.

What part of the day will it snow?

.....

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box .

Where will it be dry and cloudy?

<b>A</b>	north	<input type="checkbox"/>
<b>B</b>	south	<input type="checkbox"/>
<b>C</b>	high ground	<input type="checkbox"/>

(Total for Question 7 = 1 mark)

8 Write your answer on the line below.

What day is the weather forecast for?

.....

(Total for Question 8 = 1 mark)



# Sample controlled assessment materials

Functional  
Skills

Edexcel Functional Skills qualifications in English at  
Entry Level 1 - Reading mark scheme

## E1 Reading - Task A mark scheme

### Text A1

Question Number	Answer	Mark
1	C - his sister	1

Question Number	Answer	Mark
2	The shopping centre	1

Question Number	Answer	Mark
3	C - Card 3	1

Question Number	Answer	Mark
4	Liverpool	1

### Text A2

Question Number	Answer	Mark
5	New house	1

Question Number	Answer	Mark
6	A - in March	1

Question Number	Answer	Mark
7	Tom	1

Question Number	Answer	Mark
8	A - by train	1

## E1 Reading - Task B mark scheme

### Text B1

Question Number	Answer	Mark
1	To look for/buy train tickets. Accept any reasonable wording with similar meaning.	1

Question Number	Answer	Mark
2	C thetrainline.com	1

Question Number	Answer	Mark
3	True	1

Question Number	Answer	Mark
4	Accept Friday or Friday 5 <sup>th</sup> or Friday 5 <sup>th</sup> March or 5/3/10 or other correct answer.	1

### Text B2

Question Number	Answer	Mark
5	False	1

Question Number	Answer	Mark
6	A tree	1

Question Number	Answer	Mark
7	C - four o'clock	1

Question Number	Answer	Mark
8	The station or train station	1

## E1 Reading - Task C mark scheme

### Text C1

Question Number	Answer	Mark
1	Hillside Cafe	1

Question Number	Answer	Mark
2	B - July to August	1

Question Number	Answer	Mark
3	A - 9am to 7pm	1

Question Number	Answer	Mark
4	Sunday	1

### Text C2

Question Number	Answer	Mark
5	A - cheese	1

Question Number	Answer	Mark
6	beans	1

Question Number	Answer	Mark
7	B - tomato	1

Question Number	Answer	Mark
8	Accept one of the following: Cheese, chicken, tuna	1

## E1 Reading - Task D mark scheme

### Text D1

Question Number	Answer	Mark
1	C - Thursday	1

Question Number	Answer	Mark
2	One o'clock Accept one pm/1pm /1 o'clock	1

Question Number	Answer	Mark
3	Her mum Accept mum	1

Question Number	Answer	Mark
4	C - sandwiches	1

### Text D2

Question Number	Answer	Mark
5	A - tea and orange juice	1

Question Number	Answer	Mark
6	cheese	1

Question Number	Answer	Mark
7	False	1

Question Number	Answer	Mark
8	02 or 2	1

## E1 Reading - Task E mark scheme

### Text E1

Question Number	Answer	Mark
1	A - plumbers	1

Question Number	Answer	Mark
2	Accept leaks or drips	1

Question Number	Answer	Mark
3	True	1

Question Number	Answer	Mark
4	Accept evenings or weekends or evenings and weekends	1

### Text E2

Question Number	Answer	Mark
5	A - water will be turned off	1

Question Number	Answer	Mark
6	After 3pm	1

Question Number	Answer	Mark
7	A - Monday	1

Question Number	Answer	Mark
8	Midlands Water	1

## E1 Reading - Task F mark scheme

### Text F1

Question Number	Answer	Mark
1	C - move around a lot	1

Question Number	Answer	Mark
2	(You might get) ill	1

Question Number	Answer	Mark
3	B - main room	1

Question Number	Answer	Mark
4	hot meals Accept similar with same meaning.	1

### Text F2

Question Number	Answer	Mark
5	A - mist and fog	1

Question Number	Answer	Mark
6	In the afternoon	1

Question Number	Answer	Mark
7	B - south	1

Question Number	Answer	Mark
8	Friday (7 <sup>th</sup> January)	1

## Assessment coverage mapping

Learners must complete two tasks to meet the coverage and range of the skills standard at entry level 1.

### Task A

Reading				
<u>Skill Standard</u>				
Read and understand short, simple texts that explain or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E1.2.1	Q1 - Q8	<ul style="list-style-type: none"> <li>Read and understand simple regular words and sentences</li> </ul>	8	100
E1.2.2	Q1 - Q8	<ul style="list-style-type: none"> <li>Understand short texts on familiar topics and experiences</li> </ul>		
<b>Total for Task A</b>			<b>8</b>	<b>100</b>

### Task B

Reading				
<u>Skill Standard</u>				
Read and understand short, simple texts that explain or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E1.2.1	Q1 - Q8	<ul style="list-style-type: none"> <li>Read and understand simple regular words and sentences</li> </ul>	8	100
E1.2.2	Q1 - Q8	<ul style="list-style-type: none"> <li>Understand short texts on familiar topics and experiences</li> </ul>		
<b>Total for Task B</b>			<b>8</b>	<b>100</b>

### Task C

Reading				
<u>Skill Standard</u>				
Read and understand short, simple texts that explain or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E1.2.1	Q1 - Q8	<ul style="list-style-type: none"> <li>Read and understand simple regular words and sentences</li> </ul>	8	100
E1.2.2	Q1 - Q8	<ul style="list-style-type: none"> <li>Understand short texts on familiar topics and experiences</li> </ul>		
<b>Total for Task C</b>			<b>8</b>	<b>100</b>

### Task D

Reading				
<u>Skill Standard</u>				
Read and understand short, simple texts that explain or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E1.2.1	Q1 - Q8	<ul style="list-style-type: none"> <li>Read and understand simple regular words and sentences</li> </ul>	8	100
E1.2.2	Q1 - Q8	<ul style="list-style-type: none"> <li>Understand short texts on familiar topics and experiences</li> </ul>		
<b>Total for Task D</b>			<b>8</b>	<b>100</b>

**Task E**

<b>Reading</b>				
<b><u>Skill Standard</u></b>				
Read and understand short, simple texts that explain or recount information.				
<b><u>Criterion Ref. no.</u></b>	<b><u>Coverage</u></b>	<b><u>Description</u></b>	<b><u>No. of marks</u></b>	<b><u>%</u></b>
E1.2.1	Q1 - Q8	• Read and understand simple regular words and sentences	8	100
E1.2.2	Q1 - Q8	• Understand short texts on familiar topics and experiences		
<b>Total for Task E</b>			<b>8</b>	<b>100</b>

**Task F**

<b>Reading</b>				
<b><u>Skill Standard</u></b>				
Read and understand short, simple texts that explain or recount information.				
<b><u>Criterion Ref. no.</u></b>	<b><u>Coverage</u></b>	<b><u>Description</u></b>	<b><u>No. of marks</u></b>	<b><u>%</u></b>
E1.2.1	Q1 - Q8	• Read and understand simple regular words and sentences	8	100
E1.2.2	Q1 - Q8	• Understand short texts on familiar topics and experiences		
<b>Total for Task F</b>			<b>8</b>	<b>100</b>

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## Functional Skills English Entry 1: Reading Assessment Record Sheet

Centre name:	Learner name:
Centre number:	Learner number:

Learners must take **two** tasks from the six provided at entry level 1. Completed tasks must be attached to this record sheet.

### First Task

Task chosen:		
Date(s) taken:		
Text 1 marks	Text 2 marks	Overall Task (Text 1 and Text 2 marks)
/4	/4	/8

### Second Task

Task chosen:		
Date(s) taken:		
Text 1 marks	Text 2 marks	Overall Task (Text 1 and Text 2 marks)
/4	/4	/8

The pass percentage is 75%  
 To pass the reading component at entry level 1 the learner must score at least 12 marks out of the available 16 across the two tasks.

<b>TOTAL MARK for reading component:</b>
<b>/16</b>

Please tick the box if the learner has achieved reading entry 1.	
Centre comment:	
Assessor Name:	
Assessor Signature:	Date:

Please attach another page if you wish to make additional comments.



# Entry 2 Reading



## Guidance to assessors

### Choice of tasks

Learners must complete two tasks. They may complete any two of the six tasks provided. Each task contains two texts. All questions must be completed.

### Adaptation

Six tasks are provided to enable centres to choose tasks appropriate for their learners. There are three themes with two tasks relating to each theme. Learners must complete **two** tasks - these do **not** have to be those related by theme. Centres must **not** change the tasks, this includes the texts and questions.

### Interpretation

A medium level of control for task taking means that assessors may use methods to assist learners with their reading skills. This may include the use of artefacts or prop cards to supplement the set reading texts. Assessors must not interpret the words for learners. Assessors may read/explain the rubric but not the texts or questions.

### Timing

Learners must complete **two** tasks in 45 minutes - this need not be taken in one sitting, and time may be split up at the centre's discretion.

### Marking

Marks should be awarded for each task according to the appropriate mark scheme. The total number of marks that can be awarded across the two tasks is 20. The pass percentage for the reading component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 15 marks out of the available 20 across the two completed tasks.

### Record Sheet

Learners' completed tasks should be attached to the *Reading Assessment Record Sheet* where the marks will be recorded.

## Specific requirements

Before learners undertake the controlled assessment tasks for the entry level 2 reading assessment, it is advisable that tutors help them to become familiar with the words and phrases listed below (and any other words and phrases tutors consider relevant and necessary). Tutors should ensure that learners understand the implications that these words and phrases might have on how they respond.

Read Text X and answer questions x to x	Put a tick in the correct box	Write your answer on the line below
True/False	Yes/No	Complete the sentence
Alphabetical order	Look up the word xxx in your dictionary	Write down what it means
Immediately	Straight after	Suitable

Dictionary usage is required in this test.

Tutors may read/explain the rubric but not the texts or questions.



## Guidance for learners

The following information should be read by/given to learners before each controlled assessment begins. Tutors should repeat this information if necessary (for example if the tasks are taken on separate occasions).

- Read each question carefully.
- Make sure you know what to do before you write your answers. If you are not sure, ask.
- Write your answers in the spaces after each question.
- Do not use pencil. Use blue or black ink.
- For each task answer ALL the questions on both texts.
- Some questions must be answered with a tick in a box (*assessor can demonstrate this by using a whiteboard, for example*).
- If you change your mind about an answer, put a line through the box you have used and then mark your new answer with a tick (*assessor can demonstrate this by using a whiteboard, for example*).
- Check your work carefully after finishing each task.
- There are **10** marks available for each task.
- You must use clear English and present your answers carefully.
- You must use a dictionary.



## **Edexcel Functional Skills – Entry 2**

# **English**

## **Entry 2 Reading TASK A**

**Sample Controlled Assessment Material**

*Turn over* ►

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## Read Text A1 and answer questions 1 to 4.

### Text A1

Danny wants to be fit and healthy and reads this leaflet.



### How to stay healthy

- Eat five portions of fruit and vegetables every day.
- Drink plenty of water.
- Exercise at least three times a week.
- Always start the day with a good breakfast.
- Eat less fat, sugar and salt.



Bowl image: © 2009 Veer, a Corbis Corporation Brand. All rights reserved.

## Text A1 questions

1 Put a tick  in the correct box.

What does Danny read?

<b>A</b>	a note	<input type="checkbox"/>
<b>B</b>	a leaflet	<input type="checkbox"/>
<b>C</b>	a story	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

According to the text how many times a week should you exercise?

.....

(Total for Question 2 = 1 mark)

3 Write your answer on the lines below.

Name **two** things you should eat less of.

i) .....

ii) .....

(Total for Question 3 = 2 marks)

4 Write your answer on the lines below.

According to the text, how should you start each day?

.....

.....

(Total for Question 4 = 1 mark)

**Read Text A2 and answer questions 5 to 9.**

**Text A2**

Danny looks at this list in the Yellow Pages.

**HEALTH AND FITNESS CENTRES**

Acorn Gymnasium .....	01779 38104
Forest Health Club .....	01779 56022
Holland Fitness Centre .....	01675 49201
Northside Gym .....	01675 33483
Wallbrook Fitness Centre.....	01779 19455

## Text A2 questions

5 Put a tick  in the correct box.

Where does Danny find the list of fitness centres?

<b>A</b>	in the Yellow Pages	<input type="checkbox"/>
<b>B</b>	in a dictionary	<input type="checkbox"/>
<b>C</b>	in an atlas	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Put a tick  in the correct box.

The **Ryder Fitness Centre** is to be added to the list in alphabetical order. It should come straight after:

<b>A</b>	Wallbrook Fitness Centre	<input type="checkbox"/>
<b>B</b>	Forest Health Club	<input type="checkbox"/>
<b>C</b>	Northside Gym	<input type="checkbox"/>

(Total for Question 6 = 1 mark)

**7 Put a tick  in the correct box.**

Which centre has the telephone number 01675 49201?

<b>A</b>	Holland Fitness Centre	
<b>B</b>	Wallbrook Fitness Centre	
<b>C</b>	Northside Gym	

**(Total for Question 7 = 1 mark)**

**8 Put a tick  in the correct box.**

Which centre comes before Forest Health Club?

<b>A</b>	Holland Fitness Centre	
<b>B</b>	Acorn Gymnasium	
<b>C</b>	Northside Gym	

**(Total for Question 8 = 1 mark)**

**9 Write your answer on the lines below.**

Look up the word **'gymnasium'** in your dictionary and write down what it means.

.....

.....

.....

.....

**(Total for Question 9 = 1 mark)**

## **Edexcel Functional Skills – Entry 2**

# **English**

## **Entry 2 Reading TASK B**

**Sample Controlled Assessment Material**

*Turn over* ►

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Read Text B1 and answer questions 1 to 5.

## Text B1

# **RYDER FITNESS CENTRE**

**Exercise in comfort and style  
using the latest equipment in  
our brand new gym.**

We open every day from 6am until 10pm.

- Fully equipped gym
- Indoor pool
- Sauna
- Friendly, qualified staff

To find out more telephone Jenny on 01843 202010

**First visit free!**



## Text B1 questions

1 Put a tick  in the correct box.

What is new at the Ryder Fitness Centre?

<b>A</b>	a pool	
<b>B</b>	a gym	
<b>C</b>	a sauna	

(Total for Question 1 = 1 mark)

2 Put a tick  in the correct box.

What time does the centre open?

<b>A</b>	6am	
<b>B</b>	7am	
<b>C</b>	10am	

(Total for Question 2 = 1 mark)

3 Write your answer on the line below.

Who should you telephone to find out about the centre?

.....

(Total for Question 3 = 1 mark)

**4 Write your answer on the line below.**

What is free at the centre?

.....

**(Total for Question 4 = 1 mark)**

**5 Write your answer on the lines below.**

Look up the word '**qualified**' in your dictionary and write down what it means.

.....

.....

.....

.....

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

**TEXT B2 BEGINS ON THE NEXT PAGE**

**Read Text B2 and answer questions 6 to 10.**

**Text B2**

Danny is going to the Ryder Fitness Centre and follows the directions from their website.

**RYDER FITNESS CENTRE**

**Directions from: Robin Shopping Centre**

We are one mile from the Robin Shopping Centre.

- Go down the High Street past the shopping centre.
- Turn right into Brick Road.
- Turn left just after the library.
- At the traffic lights turn left into Woods Lane.
- Go straight on until the end of the lane.
- Turn right into Beech Road and the centre is on the left next to the supermarket.

## Text B2 questions

6 Put a tick  in the correct box.

What is one mile from the Ryder Fitness Centre?

<b>A</b>	the library	<input type="checkbox"/>
<b>B</b>	the shopping centre	<input type="checkbox"/>
<b>C</b>	the supermarket	<input type="checkbox"/>

**(Total for Question 6 = 1 mark)**

7 Put a tick  in the correct box.

Where will Danny go first?

<b>A</b>	right into Brick Road	<input type="checkbox"/>
<b>B</b>	left into Woods Lane	<input type="checkbox"/>
<b>C</b>	down the High Street	<input type="checkbox"/>

**(Total for Question 7 = 1 mark)**

8 Put a tick  in the correct box.

Which way will Danny go at the traffic lights?

<b>A</b>	left	<input type="checkbox"/>
<b>B</b>	right	<input type="checkbox"/>
<b>C</b>	straight on	<input type="checkbox"/>

**(Total for Question 8 = 1 mark)**

**9 Write your answer on the line below.**

Which way will Danny go at the end of Woods Lane?

.....

**(Total for Question 9 = 1 mark)**

**10 Write your answer on the line below.**

What is next to the Ryder Fitness Centre?

.....

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

## **Edexcel Functional Skills – Entry 2**

# **English**

## **Entry 2 Reading TASK C**

**Sample Controlled Assessment Material**

*Turn over* ►

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**Read Text C1 and answer questions 1 to 5.**

**Text C1**

Fast Work Job Agency  
Kent Road  
KL5 8DF

Monday 16<sup>th</sup> June

Dear Nicky

Thank you for your application. Please come for an interview at 11.30am on Thursday 26<sup>th</sup> June, at our main office on Kent Road.

Directions on how to find us are attached to this letter.

Yours sincerely

Jayne Reed  
Manager

## Text C1 questions

1 Put a tick in the correct box .

What is this letter for?

<b>A</b>	to ask Nicky for a job	<input type="checkbox"/>
<b>B</b>	to offer Nicky a job	<input type="checkbox"/>
<b>C</b>	to invite Nicky to an interview	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

What time has Nicky been asked to arrive?

.....

(Total for Question 2 = 1 mark)

3 Put a tick in the correct box .

On which date should Nicky go to the Fast Work Job Agency?

<b>A</b>	June 20 <sup>th</sup>	<input type="checkbox"/>
<b>B</b>	June 25 <sup>th</sup>	<input type="checkbox"/>
<b>C</b>	June 26 <sup>th</sup>	<input type="checkbox"/>

(Total for Question 3 = 1 mark)

**4 Write your answer on the line below.**

What has the agency included with the letter?

.....

**(Total for Question 4 = 1 mark)**

**5 Write your answer on the line below.**

What is Jayne Reed's job at Fast Work Job Agency?

.....

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

**TEXT C2 BEGINS ON THE NEXT PAGE**

**Read Text C2 and answer questions 6 to 10.**

**Text C2**

**Directions to Fast Work Job Agency from the bus station**

The Kent Road office is about 200 metres from the bus station.

- Turn left out of the bus station and walk along Robin Street.
- At the Town Hall turn right into Crown Lane.
- Walk along Crown Lane and take the second road on the left just after the library.
- Fast Work Job Agency is on the right-hand side of Kent Road next to the entrance to the shopping centre.

## Text C2 questions

### 6 Write your answer on the line below.

How far must Nicky walk from the bus station to the office?

.....

**(Total for Question 6 = 1 mark)**

### 7 Put a tick in the correct box .

Which way should Nicky go out of the bus station?

<b>A</b>	straight on	<input type="checkbox"/>
<b>B</b>	left	<input type="checkbox"/>
<b>C</b>	right	<input type="checkbox"/>

**(Total for Question 7 = 1 mark)**

### 8 Put a tick in the correct box .

Where will Nicky turn right?

<b>A</b>	after the library	<input type="checkbox"/>
<b>B</b>	out of the bus station	<input type="checkbox"/>
<b>C</b>	at the Town Hall	<input type="checkbox"/>

**(Total for Question 8 = 1 mark)**

**9 Write your answer on the line below.**

What road is the shopping centre in?

.....

**(Total for Question 9 = 1 mark)**

**10 Put a tick in the correct box .**

Which of these streets would come first in the index of a street map?

<b>A</b>	Robin Street	<input type="checkbox"/>
<b>B</b>	Crown Lane	<input type="checkbox"/>
<b>C</b>	Kent Road	<input type="checkbox"/>

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

## **Edexcel Functional Skills – Entry 2**

# **English**

## **Entry 2 Reading TASK D**

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**Read Text D1 and answer questions 1 to 4.**

**Text D1**

**GINLEY'S SUPERSTORE**

**Cleaners wanted**

**Morning or evening shifts.**

**No experience needed as full training will be given.**

**Uniform provided.**

**We will pay good wages + paid holidays.**

**For more details telephone 011162 363121 or write to:**

**The Manager at Ginley's Superstore, Westport, WP7 12UX**

## Text D1 questions

### 1 Write your answer on the line below.

What type of job is being advertised in **Text D1**?

.....

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

### 2 Put a tick in the correct box .

Which one of these is true about the advert in Text D1?

<b>A</b>	you will be paid for holidays	<input type="checkbox"/>
<b>B</b>	you need to buy your own uniform	<input type="checkbox"/>
<b>C</b>	you must have done this work before	<input type="checkbox"/>

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

### 3 Put a tick in the correct box .

You are looking for an afternoon job.  
Would this job be suitable?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

**(Total for Question 3 = 1 mark)**

### 4 Write your answers on the lines below.

How could you find out more details about the job in the advert?

1 .....

2 .....

**(Total for Question 4 = 2 marks)**

**Read Text D2 and answer questions 5 to 9.**

**Text D2**

This is a list from the Yellow Pages.

**SUPERMARKETS**

See also: Grocers

Home shopping

Organic foods

Bulko Superstore .....	011167 381046
Fullbury Supermarket.....	011162 398534
Ginley's Stores.....	011162 363121
Peek's Supermarket .....	011167 334838
Superway Stores .....	011165 391945

## Text D2 questions

5 Put a tick in the correct box .

Midland Stores is missing from the list.

To place it in alphabetical order it should come between:

<b>A</b>	Fullbury Supermarket and Ginley's Stores	<input type="checkbox"/>
<b>B</b>	Ginley's Stores and Peek's Supermarket	<input type="checkbox"/>
<b>C</b>	Peek's Supermarket and Superway Stores	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Put a tick in the correct box .

According to Text D2 where else could you look in the Yellow Pages for food shopping?

<b>A</b>	Grocers	<input type="checkbox"/>
<b>B</b>	Cake shops	<input type="checkbox"/>
<b>C</b>	Butchers	<input type="checkbox"/>

(Total for Question 6 = 1 mark)

7 Write your answers on the lines below.

Which shop has the telephone number 011165 391945?

.....

(Total for Question 7 = 1 mark)

8 Put a tick in the correct box  .

In Text D2, which shop comes before Fullbury Supermarket?

<b>A</b>	Peek's Supermarket	<input type="checkbox"/>
<b>B</b>	Ginley's Stores	<input type="checkbox"/>
<b>C</b>	Bulko Superstore	<input type="checkbox"/>

(Total for Question 8 = 1 mark)

9 Write your answers on the lines below.

Look up the word '**organic**' in your dictionary and write down what it means.

.....

.....

.....

.....

(Total for Question 9 = 1 mark)

## **Edexcel Functional Skills – Entry 2**

# **English**

## **Entry 2 Reading TASK E**

**Sample Controlled Assessment Material**

*Turn over* ►

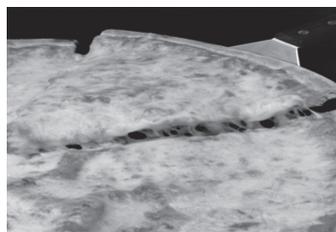
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Read Text E1 and answer questions 1 to 5.

Text E1



# Pizza Perfect

**HOT FOOD TAKEAWAY**

**01239 587 688**

**45 Coral Street, South Trent**

**Open Seven Days a Week**

**4.30 pm till 10.30 pm**

<b>PIZZAS</b>		<b>10"</b>	<b>12"</b>
<b>Plain</b>	Cheese & Tomato	£4.60	£6.20
<b>Mushroom</b>	Cheese, Tomato & Mushrooms	£5.20	£6.80
<b>Ham and Pineapple</b>	Cheese, Tomato, Ham & Pineapple	£5.50	£7.10
<b>Hot Shot</b>	Cheese, Tomato, Hot Peppers, Sausage & Pepperoni	£5.80	£7.40

## Text E1 questions

1 Put a tick  in the correct box.

Which telephone number should you ring to order a pizza?

<b>A</b>	01259 587 688	
<b>B</b>	01239 587 688	
<b>C</b>	01239 587 698	

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

On which street is Pizza Perfect?

.....

(Total for Question 2 = 1 mark)

3 Put a tick  in the correct box.

Stacey dislikes mushrooms.

How many types of pizza without mushrooms can she choose from at Pizza Perfect?

<b>A</b>	1	
<b>B</b>	2	
<b>C</b>	3	

(Total for Question 3 = 1 mark)

**4 Write your answer on the line below.**

How much does it cost to buy a 12" Plain pizza?

.....

**(Total for Question 4 = 1 mark)**

**5 Write your answer on the line below.**

Gary loves sausages. Which pizza should he choose?

.....

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

**TEXT E2 BEGINS ON THE NEXT PAGE**

Read Text E2 and answer questions 6 to 10.

Text E2

## Supermarket Special Offers

<b>50p</b> <del>75p</del> <b>Onions</b> 750g	<b>72p</b> <del>£1.09</del> <b>Sliced Mushrooms</b> 250g	<b>66p</b> <del>£1.00</del> <b>Garlic</b> Triple pack
<b>90p</b> <del>£1.35</del> <b>Tomato Sauce</b> 190g	<b>43p</b> <del>65p</del> <b>Plain Breadsticks</b> 125g	<b>£1.32</b> <del>£1.99</del> <b>Four Cheese Pasta Sauce</b> 300g
<b>Low price offers available 20<sup>th</sup> April to 10<sup>th</sup> May</b>		

## Text E2 questions

6 Put a tick  in the correct box.

What is Text E2 advertising?

<b>A</b>	lower prices on food items	<input type="checkbox"/>
<b>B</b>	smaller sizes for food items	<input type="checkbox"/>
<b>C</b>	some new types of food item	<input type="checkbox"/>

**(Total for Question 6 = 1 mark)**

7 Write your answer on the lines below.

A triple pack of garlic costs 66p.

Look up the word '**triple**' in your dictionary and write down what it means.

.....

.....

.....

.....

**(Total for Question 7 = 1 mark)**

**8 Put a tick  in the correct box.**

When does this offer end?

<b>A</b>	20th May	<input type="checkbox"/>
<b>B</b>	20th April	<input type="checkbox"/>
<b>C</b>	10th May	<input type="checkbox"/>

**(Total for Question 8 = 1 mark)**

**9 Write your answer on the line below.**

How much would you pay for the Four Cheese Pasta Sauce on the 30th of April?

.....

**(Total for Question 9 = 1 mark)**

**10 Write your answer on the line below.**

According to the text, what price were the onions **before** Monday 20th of April?

.....

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

## **Edexcel Functional Skills – Entry 2**

# **English**

## **Entry 2 Reading TASK F**

**Sample Controlled Assessment Material**

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## Read Text F1 and answer questions 1 to 5.

### Text F1

#### Cooking Healthy Fast Food

Oven-baked wedges

##### What you need:

- 2 large potatoes
- 2 tablespoons olive oil
- 2 teaspoons chilli powder

##### What you do:

1. Preheat the oven to gas mark 7.
2. Scrub the potatoes. Cut each potato into 10 wedges. Pat them dry with kitchen towel.
3. Place the chilli powder in a plastic food bag with the oil and shake it up a bit. Add the potato wedges and give them a good shake. Rub them to make sure they are all coated.
4. Spread the wedges out onto a baking tray and cook for 25 minutes.

© KidsAndCook2009–2010

## Text F1 questions

1 Put a tick in the correct box .

What should you do with the potatoes before cutting them into wedges?

<b>A</b>	heat them in an oven	<input type="checkbox"/>
<b>B</b>	scrub them clean	<input type="checkbox"/>
<b>C</b>	coat them with chilli powder	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

How much olive oil is needed?

.....

(Total for Question 2 = 1 mark)

3 Put a tick in the correct box .

How many wedges are made from each potato?

<b>A</b>	2	<input type="checkbox"/>
<b>B</b>	7	<input type="checkbox"/>
<b>C</b>	10	<input type="checkbox"/>

(Total for Question 3 = 1 mark)

**4 Write your answer on the line below.**

To coat the wedges, where do you put the chilli powder and oil?

.....

**(Total for Question 4 = 1 mark)**

**5 Write your answer on the line below.**

For how long do you leave the wedges in the oven?

.....

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

**TEXT F2 BEGINS ON THE NEXT PAGE**

**Read Text F2 and answer questions 6 to 10.**

## **Text F2**

This information is on a garden centre noticeboard.

### **Grow spuds in a pot**

If you don't have a big garden you can grow potatoes in a pot or container.



**Time to plant:** March or April

Grow your potatoes in a pot at least 30cm deep and wide.

**First put a few** stones at the bottom of your pot to let water drain away.

**Fill the pot** with compost. Place each seed potato gently into the compost with the shoots facing up and cover them with compost.

**Keep the compost** moist. The potatoes will be ready to pick once the flowers start to open.

© Garden organic

## Text F2 questions

6 Put a tick in the correct box .

What should be placed in the pot first?

<b>A</b>	compost	<input type="checkbox"/>
<b>B</b>	stones	<input type="checkbox"/>
<b>C</b>	potatoes	<input type="checkbox"/>

(Total for Question 6 = 1 mark)

7 Write your answer on the lines below.

Look up the word '**container**' in your dictionary and write down what it means.

.....

.....

.....

.....

(Total for Question 7 = 1 mark)

8 Put a tick in the correct box .

When will your potatoes be ready to pick?

<b>A</b>	in March or April	<input type="checkbox"/>
<b>B</b>	when the shoots appear	<input type="checkbox"/>
<b>C</b>	when the flowers open	<input type="checkbox"/>

(Total for Question 8 = 1 mark)

**9 Write your answer on the line below.**

What should you do with your compost to make your potatoes grow?

.....

**(Total for Question 9 = 1 mark)**

**10 Write your answer on the line below.**

What pot size should you use to grow potatoes?

.....

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

# Sample controlled assessment materials

Functional  
Skills

Edexcel Functional Skills qualifications in English at  
Entry Level 2 - Reading mark scheme

## E2 Reading - Task A mark scheme

### Text A1

Question Number	Answer	Mark
1	B - a leaflet	1

Question Number	Answer	Mark
2	Three times Accept at least three times/3 times/3	1

Question Number	Answer	Mark
3	Accept any two of fat, sugar and salt	2

Question Number	Answer	Mark
4	With a good breakfast Accept breakfast	1

### Text A2

Question Number	Answer	Mark
5	A - in the Yellow Pages	1

Question Number	Answer	Mark
6	C - Northside Gym	1

Question Number	Answer	Mark
7	A - Holland Fitness Centre	1

Question Number	Answer	Mark
8	B - Acorn Gymnasium	1

Question Number	Answer	Mark
9	Accept any valid definition.	1

## E2 Reading - Task B mark scheme

### Text B1

Question Number	Answer	Mark
1	B - a gym	1

Question Number	Answer	Mark
2	A - 6am	1

Question Number	Answer	Mark
3	Jenny	1

Question Number	Answer	Mark
4	First visit	1

Question Number	Answer	Mark
5	Accept any valid definition	1

### Text B2

Question Number	Answer	Mark
6	B - the shopping centre	1

Question Number	Answer	Mark
7	C - down the High Street	1

Question Number	Answer	Mark
8	A - left	1

Question Number	Answer	Mark
9	Turn right into Beech Road Accept right	1

Question Number	Answer	Mark
10	The supermarket	1

## E2 Reading - Task C mark scheme

### Text C1

Question Number	Answer	Mark
1	C -to invite Nicky to an interview	1

Question Number	Answer	Mark
2	11.30 am Accept 11.30	1

Question Number	Answer	Mark
3	C - June 26 <sup>th</sup>	1

Question Number	Answer	Mark
4	Directions to the office Accept directions or how to get there	1

Question Number	Answer	Mark
5	Manager	1

### Text C2

Question Number	Answer	Mark
6	About 200 metres Accept 200(m)	1

Question Number	Answer	Mark
7	B - left	1

Question Number	Answer	Mark
8	C- at the Town Hall	1

Question Number	Answer	Mark
9	Kent Road	1

Question Number	Answer	Mark
10	B - Crown Lane	1

## E2 Reading - Task D mark scheme

### Text D1

Question Number	Answer	Mark
1	Cleaners/cleaning	1

Question Number	Answer	Mark
2	A - you will be paid for holidays	1

Question Number	Answer	Mark
3	No	1

Question Number	Answer	Mark
4	Telephone Write to the manager/write	2

### Text D2

Question Number	Answer	Mark
5	B - Ginley's Stores and Peek's Supermarket	1

Question Number	Answer	Mark
6	A - Grocers	1

Question Number	Answer	Mark
7	Superway Stores	1

Question Number	Answer	Mark
8	C - Bulko Superstore	1

Question Number	Answer	Mark
9	Any valid definition	1

## E2 Reading - Task E mark scheme

### Text E1

Question Number	Answer	Mark
1	B - 01239 587 688	1

Question Number	Answer	Mark
2	Coral (Street)	1

Question Number	Answer	Mark
3	C - 3	1

Question Number	Answer	Mark
4	£6.20	1

Question Number	Answer	Mark
5	Hot Shot	1

### Text E2

Question Number	Answer	Mark
1	A - Lower prices on food items	1

Question Number	Answer	Mark
2	Accept any valid definition, e.g. three.	1

Question Number	Answer	Mark
3	C - 10 <sup>th</sup> May	1

Question Number	Answer	Mark
4	£1.32	1

Question Number	Answer	Mark
5	75p	1

## E2 Reading - Task F mark scheme

### Text F1

Question Number	Answer	Mark
1	B - scrub them clean	1

Question Number	Answer	Mark
2	2 tablespoons	1

Question Number	Answer	Mark
3	C - 10	1

Question Number	Answer	Mark
4	In a plastic food bag	1

Question Number	Answer	Mark
5	25 minutes	1

### Text F2

Question Number	Answer	Mark
6	B - stones	1

Question Number	Answer	Mark
7	Accept any valid definition, e.g. 'anything that can contain something, like a box, jar, crate or can'	1

Question Number	Answer	Mark
8	C - When the flowers open	1

Question Number	Answer	Mark
9	Accept keep it moist or cover the potatoes	1

Question Number	Answer	Mark
10	(at least) 30 cm deep and wide	1

## Assessment coverage mapping

Learners must complete two tasks to meet the coverage and range of the skills standard at entry level 2.

### Task A

Reading				
<u>Skill Standard</u> Read and understand straightforward texts that explain, inform or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E2.2.1	Q4	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts</li> </ul>	1	10
E2.2.2	Q2 Q3 Q7	<ul style="list-style-type: none"> <li>Read and understand simple instructions and directions</li> </ul>	4	40
E2.2.3	Q1 Q5	<ul style="list-style-type: none"> <li>Read and understand high frequency words and words with common spelling patterns</li> </ul>	2	20
E2.2.4	Q6 Q8 Q9	<ul style="list-style-type: none"> <li>Use knowledge of alphabetical order to locate information</li> </ul>	3	30
<b>Total for Task A</b>			<b>10</b>	<b>100</b>

### Task B

Reading				
<u>Skill Standard</u> Read and understand straightforward texts that explain, inform or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E2.2.1	Q7 Q10	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts</li> </ul>	2	20
E2.2.2	Q3 Q6 Q8 Q9	<ul style="list-style-type: none"> <li>Read and understand simple instructions and directions</li> </ul>	4	40
E2.2.3	Q1 Q2 Q4	<ul style="list-style-type: none"> <li>Read and understand high frequency words and words with common spelling patterns</li> </ul>	3	30
E2.2.4	Q5	<ul style="list-style-type: none"> <li>Use knowledge of alphabetical order to locate information</li> </ul>	1	10
<b>Total for Task B</b>			<b>10</b>	<b>100</b>

**Task C**

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand straightforward texts that explain, inform or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E2.2.1	Q6 Q8	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts</li> </ul>	2	20
E2.2.2	Q2 Q3 Q7	<ul style="list-style-type: none"> <li>Read and understand simple instructions and directions</li> </ul>	3	30
E2.2.3	Q1 Q4 Q5 Q9	<ul style="list-style-type: none"> <li>Read and understand high frequency words and words with common spelling patterns</li> </ul>	4	40
E2.2.4	Q10	<ul style="list-style-type: none"> <li>Use knowledge of alphabetical order to locate information</li> </ul>	1	10
<b>Total for Task C</b>			<b>10</b>	<b>100</b>

**Task D**

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand straightforward texts that explain, inform or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E2.2.1	Q2	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts</li> </ul>	1	10
E2.2.2	Q4 Q7	<ul style="list-style-type: none"> <li>Read and understand simple instructions and directions</li> </ul>	3	30
E2.2.3	Q1 Q3 Q6	<ul style="list-style-type: none"> <li>Read and understand high frequency words and words with common spelling patterns</li> </ul>	3	30
E2.2.4	Q5 Q8 Q9	<ul style="list-style-type: none"> <li>Use knowledge of alphabetical order to locate information</li> </ul>	3	30
<b>Total for Task D</b>			<b>10</b>	<b>100</b>

**Task E**

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand straightforward texts that explain, inform or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E2.2.1	Q4 Q6 Q10	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts</li> </ul>	3	30
E2.2.2	Q1 Q8 Q9	<ul style="list-style-type: none"> <li>Read and understand simple instructions and directions</li> </ul>	3	30
E2.2.3	Q2 Q3 Q5	<ul style="list-style-type: none"> <li>Read and understand high frequency words and words with common spelling patterns</li> </ul>	3	30
E2.2.4	Q7	<ul style="list-style-type: none"> <li>Use knowledge of alphabetical order to locate information</li> </ul>	1	10
<b>Total for Task E</b>			<b>10</b>	<b>100</b>

**Task F**

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand straightforward texts that explain, inform or recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E2.2.1	Q1 Q5 Q6	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts</li> </ul>	3	30
E2.2.2	Q2 Q4 Q10	<ul style="list-style-type: none"> <li>Read and understand simple instructions and directions</li> </ul>	3	30
E2.2.3	Q3 Q8 Q9	<ul style="list-style-type: none"> <li>Read and understand high frequency words and words with common spelling patterns</li> </ul>	3	30
E2.2.4	Q7	<ul style="list-style-type: none"> <li>Use knowledge of alphabetical order to locate information</li> </ul>	1	10
<b>Total for Task F</b>			<b>10</b>	<b>100</b>



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## Functional Skills English Entry 2: Reading Assessment Record Sheet

<b>Centre name:</b>	<b>Learner name:</b>
<b>Centre number:</b>	<b>Learner number:</b>

Learners must take **two** tasks from the six provided at entry level 2. Completed tasks must be attached to this record sheet.

### First Task

<b>Task chosen:</b>		
<b>Date(s) taken:</b>		
Text 1 marks	Text 2 marks	Overall Task (Text 1 and Text 2 marks)
/5	/5	/10

### Second Task

<b>Task chosen:</b>		
<b>Date(s) taken:</b>		
Text 1 marks	Text 2 marks	Overall Task (Text 1 and Text 2 marks)
/5	/5	/10

The pass percentage is 75%  
 To pass the reading component at entry level 2 the learner must score at least 15 marks out of the available 20 across the two tasks.

<b>TOTAL MARK for reading component:</b>
<b>/20</b>

Please tick the box if the learner has achieved reading entry 2:	
<b>Centre comment:</b>	
<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	<b>Date:</b>

Please attach another page if you wish to make additional comments.



# Entry 3 Reading



## Guidance to assessors

### Choice of tasks

Learners must complete two tasks. They may complete any two of the six tasks provided. Each task contains two texts. All questions must be completed.

### Adaptation

Six tasks are provided to enable centres to choose tasks appropriate for their learners. There are three themes with two tasks relating to each theme. Learners must complete **two** tasks - these do **not** have to be those related by theme. Centres must **not** change the tasks, this includes the texts and questions.

### Interpretation

A medium level of control for task taking means that English assessors may use methods to assist learners with their reading skills. This may include the use of artefacts or prop cards to supplement the set reading texts. Assessors must not interpret the words for learners. Assessors may read/explain the rubric but not the texts or questions.

### Timing

Learners must complete **two** tasks in 45 minutes - this need not be taken in one sitting, and time may be split up at the centre's discretion.

### Marking

Marks should be awarded for each task according to the appropriate mark scheme. The total number of marks that can be awarded across the two tasks is 20. The pass percentage for the reading component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 15 marks out of the available 20 across the two completed tasks.

### Record Sheet

Learners' completed tasks should be attached to the *Reading Assessment Record Sheet* where the marks will be recorded.

## Specific requirements

Before learners undertake the controlled assessment tasks for the entry level 3 Reading assessment, it is advisable that tutors help them to become familiar with the words and phrases listed below (and any other words and phrases tutors consider relevant and necessary). Tutors should ensure that learners understand the implications that these words and phrases might have on how they respond.

Read Text X and answer questions x to x	Put a tick in the correct box	Write your answer on the line below
Look up the word xxx in your dictionary	Write down what it means	Mentioned
According to Text X		

Dictionary usage is required in this test.

Tutors may read/explain the rubric but not the texts or questions.



## Guidance for learners

The following information should be read by/given to learners before each controlled assessment begins. Tutors should repeat this information if necessary (for example if the tasks are taken on separate occasions).

- Read each question carefully.
- Make sure you know what to do before you write your answers. If you are not sure, ask.
- Write your answers in the spaces after each question.
- Do not use pencil. Use blue or black ink.
- For each task answer ALL the questions on both texts.
- Some questions must be answered with a tick in a box (*assessor can demonstrate this by using a whiteboard, for example*).
- If you change your mind about an answer, put a line through the box you have used and then mark your new answer with a tick (*assessor can demonstrate this by using a whiteboard, for example*).
- Check your work carefully after finishing each task.
- There are **10** marks available for each task.
- You must use clear English and present your answers carefully.
- You must use a dictionary.



## **Edexcel Functional Skills – Entry 3**

# **English**

## **Entry 3 Reading TASK A**

**Sample Controlled Assessment Material**

*Turn over* ►

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**Read Text A1 and answer questions 1 to 5.**

**Text A1**

Maria looks in the local newspaper for a job.

**JOBFINDER**

<p><b><u>Full time</u></b></p> <p><b>Care Assistants</b> required for Residential Care Home.</p> <p>For further information and an application form phone during office hours.</p> <p>01340 992923</p>	<p><b>Laundry Assistant</b></p> <p>Eighteen hours per week.</p> <p>£5.80 per hour.</p> <p>Interested? Please contact Fiona on 01982 365402</p>
<p><b>Telesales</b> people wanted to join our very busy sales department.</p> <p>Send CV to Personnel Department. PO Box 2031</p>	<p>Part-time <b>Cook</b> required.</p> <p>Twenty five hours per week.</p> <p>Essential: Food Hygiene Certificate.</p> <p>For an application form telephone 01340 256000</p>
<p><b><u>Part time</u></b></p> <p><b>Carer</b> – twenty one hours</p> <p>Excellent rate of pay.</p> <p>Car owner essential.</p> <p>Telephone 01982 645322</p>	<p><b>Distributors urgently required to deliver local papers.</b></p> <p>You must be thirteen years of age or over.</p> <p>If you would like further information please telephone 01340 900900</p>

## Text A1 questions

1 Put a tick in the correct box .

How many hours a week is the job of Laundry Assistant?

<b>A</b>	thirteen hours	<input type="checkbox"/>
<b>B</b>	eighteen hours	<input type="checkbox"/>
<b>C</b>	twenty one hours	<input type="checkbox"/>
<b>D</b>	twenty five hours	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Put a tick in the correct box .

For which job must you have a car?

<b>A</b>	Cook	<input type="checkbox"/>
<b>B</b>	Care Assistant	<input type="checkbox"/>
<b>C</b>	Carer	<input type="checkbox"/>
<b>D</b>	Laundry Assistant	<input type="checkbox"/>

(Total for Question 2 = 1 mark)

3 Write your answer on the line below.

Which job requests a CV?

.....

(Total for Question 3 = 1 mark)

**4 Write your answer on the line below.**

What certificate must you have for the job of part-time Cook?

.....

---

**(Total for Question 4 = 1 mark)**

**5 Write your answer on the line below.**

How old must you be to deliver the local papers?

.....

---

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

**TEXT A2 BEGINS ON THE NEXT PAGE**

## Read Text A2 and answer questions 6 to 10.

### Text A2

Maria sends for information for the post of a care assistant.



#### **Parkside Residential Home**

Parkside has excellent facilities and provides a stimulating and attractive environment for the residents.

The role of a care assistant at Parkside is to assist with the basic care of residents under the supervision of trained staff in the nursing team.

We are looking for enthusiastic staff who are good team players, communicate well and enjoy helping and caring for people.

#### **Pay**

- £6.10 per hour for weekdays
- £6.25 per hour weekends

#### **Duties**

- To change beds, tidy residents' rooms and do light cleaning
- To help with serving meals and drinks
- To feed residents who are unable to feed themselves
- To assist residents in washing and dressing
- To assist residents with their toileting needs

## Text A2 questions

6 Write your answer on the lines below.

Who supervises the care assistants?

.....

.....

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box .

According to the text which of these skills should care assistants have?

A	good communication skills	<input type="checkbox"/>
B	good computer skills	<input type="checkbox"/>
C	good reading skills	<input type="checkbox"/>
D	good numeracy skills	<input type="checkbox"/>

(Total for Question 7 = 1 mark)

8 Put a tick in the correct box .

According to the text which of these duties would a care assistant do?

A	give medication	<input type="checkbox"/>
B	cook meals	<input type="checkbox"/>
C	train staff	<input type="checkbox"/>
D	change beds	<input type="checkbox"/>

(Total for Question 8 = 1 mark)

**9 Write your answer on the line below.**

According to the text what is the rate of pay for a care assistant on a Saturday?

.....

**(Total for Question 9 = 1 mark)**

**10 Write your answer on the lines below.**

Look up the word '**stimulating**' in your dictionary and write down what it means.

.....

.....

.....

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

## **Edexcel Functional Skills – Entry 3**

# **English**

## **Entry 3 Reading TASK B**

**Sample Controlled Assessment Material**

*Turn over* ►

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**Read Text B1 and answer questions 1 to 4.**

**Text B1**

Maria receives a letter inviting her for an interview.



**Parkside Residential Home**  
Park Road  
FL7 4JP  
Telephone: 01340 992923  
Email: [parkside@parkside.net](mailto:parkside@parkside.net)

24 March 2010

Dear Maria

Thank you for your application for the post of Care Assistant. We would like to invite you for interview on Wednesday 14th April at 2 pm.

Please fill in the enclosed health questionnaire and return it to Parkside Residential Home before the interview. Please bring the following documents to the interview:

- birth certificate or passport
- National Insurance number
- examination certificates
- bank or building society statement

Please confirm whether or not you are able to attend by telephoning Emily, the Assistant Manager, on the above number.

Yours sincerely

*Daniel Grant*

Manager

## Text B1 questions

1 Put a tick in the correct box .

When is Maria's interview?

A	14th March	<input type="checkbox"/>
B	24th March	<input type="checkbox"/>
C	14th April	<input type="checkbox"/>
D	24th April	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the lines below.

Name **two** documents that Maria should take to the interview?

1 .....

2 .....

(Total for Question 2 = 2 marks)

3 Write your answer on the line below.

What must Maria complete before her interview?

.....

(Total for Question 3 = 1 mark)

4 Put a tick in the correct box .

How should Maria confirm she will attend the interview?

A	visiting Parkside	<input type="checkbox"/>
B	telephoning Emily	<input type="checkbox"/>
C	emailing Daniel	<input type="checkbox"/>
D	writing a letter	<input type="checkbox"/>

(Total for Question 4 = 1 mark)

Read Text B2 and answer questions 5 to 8.

**Text B2**

Maria has completed the health questionnaire.

**HEALTH QUESTIONNAIRE**

**Please answer all questions.**

Name: Maria Thomas

Post Applied for: Care Assistant

Name and Address of GP: Dr Powell  
Beeches Medical centre

May we contact your GP to check health details? Yes

Are you having any medical treatment at the moment? No

State Weight: .....

State Height: .....

Are you taking any medication? No

Do you suffer from any of the following?

Back pain ..... No                      Asthma ..... No

Chest pain ..... No                      Fits/Fainting ..... No

Headaches ..... Yes                      Diabetes ..... No

## Text B2 Questions

**5 Write your answer on the line below.**

What is the name of Maria's doctor?

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

**6 Write your answer on the lines below.**

Which **two** questions has Maria not answered on the form?

1 .....

2 .....

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

**7 Put a tick in the correct box .**

How many questions has Maria answered **Yes** to?

<b>A</b>	two	<input type="checkbox"/>
<b>B</b>	three	<input type="checkbox"/>
<b>C</b>	four	<input type="checkbox"/>
<b>D</b>	five	<input type="checkbox"/>

**(Total for Question 7 = 1 mark)**

**8 Put a tick in the correct box .**

Which of these conditions does Maria suffer from?

<b>A</b>	asthma	<input type="checkbox"/>
<b>B</b>	back pain	<input type="checkbox"/>
<b>C</b>	diabetes	<input type="checkbox"/>
<b>D</b>	headaches	<input type="checkbox"/>

**(Total for Question 8 = 1 mark)**



## **Edexcel Functional Skills – Entry 3**

# **English**

## **Entry 3 Reading TASK C**

**Sample Controlled Assessment Material**

*Turn over* ►

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## Read Text C1 and answer questions 1 to 4.

### Text C1

This text is from an article about caring for pets.



#### When the heat is on...

**Summer is the ideal time to enjoy the great outdoors with your pet. While you're slapping on the sunscreen, don't forget your four-legged friends need protection in the hot weather too.**



- Never leave your dog alone in a car, even with the windows rolled down. The sun can make it hot inside a vehicle very quickly, causing an animal to suffer from heatstroke. Overweight, elderly, very young or poorly dogs are most at risk, as it is harder for them to cool themselves down.
- On hot days cats and dogs may drink more than usual, so make sure they can have regular drinks of fresh, clean water. Take plenty of water with you if you're travelling with your pet.
- Dogs enjoy being active and it's great for their health, as well as yours. But on very hot days, try to go out either early in the morning or late in the evening when it's cooler. Never force your dog to run in hot, humid weather.

(Adapted from [www.allaboutpets.org.uk](http://www.allaboutpets.org.uk) © The Blue Cross)

## Text C1 questions

1 Put a tick in the correct box .

According to the text, in summer you must:

<b>A</b>	always take your dog for a walk	<input type="checkbox"/>
<b>B</b>	leave less water for your pet	<input type="checkbox"/>
<b>C</b>	protect animals from the hot weather	<input type="checkbox"/>
<b>D</b>	roll down car windows if you leave your pet in the car	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Put a tick in the correct box .

The text says that elderly pets are in danger from the heat because:

<b>A</b>	it is harder for them to cool themselves down	<input type="checkbox"/>
<b>B</b>	they don't like the hot weather	<input type="checkbox"/>
<b>C</b>	they are too old to exercise	<input type="checkbox"/>
<b>D</b>	they can't drink much water	<input type="checkbox"/>

(Total for Question 2 = 1 mark)

**3 Put a tick in the correct box  .**

The writer warns you against:

<b>A</b>	walking your dog in the evening	<input type="checkbox"/>
<b>B</b>	making your dog run in hot weather	<input type="checkbox"/>
<b>C</b>	carrying water with you in the car	<input type="checkbox"/>
<b>D</b>	using too much sunscreen	<input type="checkbox"/>

**(Total for Question 3 = 1 mark)**

**4 Write your answers on the lines below.**

List **two** ways you can help your pet in hot weather.

1. ....

2. ....

**(Total for Question 4 = 2 marks)**

**TEXT C2 BEGINS ON THE NEXT PAGE**

**Read Text C2 and answer questions 5 to 8.**

**Text C2**

**New Courses**

Our animal centre has been extended and a well-stocked grooming parlour opened in April. We are now able to offer a number of new full-time and part-time courses in September.

**New Courses**

- Full-time courses in animal care and land-based studies
- Part-time courses in dog grooming, cat grooming and horse care

**Animal Care**

- One year, full-time course for school leavers and adults with a keen interest in animals and their care
- No qualifications required

This is a practical programme and enables learners to work with a wide variety of small animals and farm livestock. The programme covers general animal care, working safely, employment skills, ICT and grooming of small animals.

You will receive regular tutorials throughout the programme and there is the opportunity to attend a work placement in the second term.

## Text C2 questions

5 Put a tick in the correct box .

What opened in April?

<b>A</b>	new stables	<input type="checkbox"/>
<b>B</b>	an animal centre	<input type="checkbox"/>
<b>C</b>	a grooming parlour	<input type="checkbox"/>
<b>D</b>	a garden centre	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Put a tick in the correct box .

According to the text which of these courses is part time?

<b>A</b>	animal studies	<input type="checkbox"/>
<b>B</b>	land-based studies	<input type="checkbox"/>
<b>C</b>	animal care	<input type="checkbox"/>
<b>D</b>	horse care	<input type="checkbox"/>

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box  .

What do you need to join the animal care course?

A	experience with animals	<input type="checkbox"/>
B	an interest in animals	<input type="checkbox"/>
C	employment skills	<input type="checkbox"/>
D	qualifications	<input type="checkbox"/>

(Total for Question 7 = 1 mark)

8 Write your answers on the lines below.

Name **two** things you will study on the animal care course:

1. ....

2. ....

(Total for Question 8 = 2 marks)

## **Edexcel Functional Skills – Entry 3**

# **English**

## **Entry 3 Reading TASK D**

**Sample Controlled Assessment Material**

*Turn over* ►

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Read Text D1 and answer questions 1 to 5.

## Text D1

This is an advert displayed at Paradise Pet Store.

# ***Pets Like Toys***

Contact us at [www.petsliketoys.com](http://www.petsliketoys.com) or 0800 200 400  
for more information or to place an order

Pet Product for sale	Availability	Price
<p><b>Dog Warmers</b> - Suitable for small dogs.</p>  <p>Sweet, handmade dog warmers available. Keep your dog warm and stylish with three colours available: traditional tartan, super-dog red and space-dog silver.</p>	<p><b>Limited</b> Please allow 14 days for delivery.</p> <p><b>Order by phone or online.</b></p>	<p><b>£14.99</b> (including P&amp;P)</p>
<p><b>Cat Toys</b></p>  <p>A wide range of cat toys for sale. Balls £2 each OR buy 3 for £5. Toy mouse £3 each. OR The new and exciting Light Chaser for only £6. Check online or call for more details.</p>	<p><b>In Stock</b> Available in only 1-3 days when you place your order.</p> <p><b>Order by phone or online.</b></p>	<p><b>From only £2!</b> (+ P&amp;P)</p>

(Dog image ©www.wallydogwear.com)

(Cat image ©www.dkimages.com)

## Text D1 questions

**1 Write your answer on the line below.**

Give **one** way to contact Pets Like Toys.

.....

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

**2 Put a tick in the correct box .**

Which product has a special offer?

<b>A</b>	dog warmer	<input type="checkbox"/>
<b>B</b>	balls	<input type="checkbox"/>
<b>C</b>	toy mouse	<input type="checkbox"/>
<b>D</b>	light chaser	<input type="checkbox"/>

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

**3 Write your answer on the line below.**

How long should you allow for delivery of the cat toys?

.....

**(Total for Question 3 = 1 mark)**

**4 Write your answer on the line below.**

What section of the advert gives information on postage and packaging (P&P)?

.....  
**(Total for Question 4 = 1 mark)**

**5 Write your answer on the line below.**

According to Text D1, give one reason for buying a dog warmer.

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

**TEXT D2 BEGINS ON THE NEXT PAGE**

Read Text D2 below and answer questions 6 to 10.

## Text D2

### Paradise Pet Store

#### Assistants Required

We are looking for friendly, capable and enthusiastic people to join our retail team. We are a busy store selling small domestic pets, animal foods and a wide range of accessories at competitive prices. We open seven days a week.

Successful applicants will work a five-day week including some weekend work.

#### Opening Hours

- 9 am to 6 pm Monday to Saturday
- 11 am to 4 pm Sundays

#### Duties

- Unpacking and pricing goods
- Feeding livestock
- Keeping the store clean and tidy
- Serving customers
- Using till and credit card machine

To apply please send your CV to the manager of Paradise Pet Store.

## Text D2 questions

**6 Write your answer on the lines below.**

According to the text, what kind of people should apply for the job of assistant?

.....

.....

**(Total for Question 6 = 1 mark)**

**7 Write your answer on the lines below.**

What does the store sell as well as small pets?

.....

.....

**(Total for Question 7 = 1 mark)**

**8 Put a tick in the correct box .**

What are the opening times of Paradise Pet Store on a Friday?

<b>A</b>	9 am to 4 pm	<input type="checkbox"/>
<b>B</b>	9 am to 6 pm	<input type="checkbox"/>
<b>C</b>	11 am to 4 pm	<input type="checkbox"/>
<b>D</b>	11 am to 6 pm	<input type="checkbox"/>

**(Total for Question 8 = 1 mark)**

**9 Put a tick in the correct box .**

Which of these duties would a retail assistant do at Paradise Pet Store?

<b>A</b>	pack goods	<input type="checkbox"/>
<b>B</b>	groom livestock	<input type="checkbox"/>
<b>C</b>	order goods	<input type="checkbox"/>
<b>D</b>	use the till	<input type="checkbox"/>

**(Total for Question 9 = 1 mark)**

**10 Write your answer on the lines below.**

Look up the word '**competitive**' in your dictionary and write down what it means.

.....

.....

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

## Edexcel Functional Skills – Entry 3

# English

## Entry 3 Reading TASK E

**Sample Controlled Assessment Material**

*Turn over* ►

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## Read Text E1 and answer questions 1 to 5.

### Text E1

You are hoping to go to the Glastonbury Festival and have visited their website to find out about ticket information.



**GLASTONBURY FESTIVAL 2010 - WORTHY FARM, PILTON**  
**WEDNESDAY 23<sup>RD</sup> - SUNDAY 27<sup>TH</sup> JUNE**

#### **BASIC TICKET INFORMATION**

Tickets for Glastonbury Festival 2010 have sold out, but there will be another chance to buy tickets from cancelled orders in 2010.

To buy tickets, you must be registered (allow at least 48 hours for registration to go through). Registration for tickets will re-open at [www.glastonburyregistration.co.uk](http://www.glastonburyregistration.co.uk) on October 12th 2009.

Once registered, you can book tickets online at [www.seetickets.com](http://www.seetickets.com) or by phone on 0844 412 4635 - either buying outright, or paying a £50 deposit per person.

#### **TICKET PRICES**

Standard Ticket: £190 (including booking fee)

Car Park Ticket: £15

Campervan Ticket: £75

© 1997–2009 Glastonbury Festival

## Text E1 questions

1 Put a tick in the correct box .

Which of these statements is true?

<b>A</b>	no more tickets will be sold for the festival	<input type="checkbox"/>
<b>B</b>	there are plenty of tickets left for the festival	<input type="checkbox"/>
<b>C</b>	you can buy tickets on October 4	<input type="checkbox"/>
<b>D</b>	you can apply to buy unwanted tickets	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Put a tick in the correct box .

How can you register to buy tickets?

<b>A</b>	by telephoning 0844 412 4635	<input type="checkbox"/>
<b>B</b>	online at <a href="http://www.seetickets.com">www.seetickets.com</a>	<input type="checkbox"/>
<b>C</b>	online at <a href="http://www.glastonburyregistration.co.uk">www.glastonburyregistration.co.uk</a>	<input type="checkbox"/>
<b>D</b>	by writing to Worthy Farm	<input type="checkbox"/>

(Total for Question 2 = 1 mark)

3 Write your answer on the line below.

After registering, how long should you wait before trying to buy tickets?

.....

(Total for Question 3 = 1 mark)

**4 Write your answer on the line below.**

How much is a Car Park Ticket?

.....

**(Total for Question 4 = 1 mark)**

**5 Write your answer on the line below.**

How much do you need to pay as a deposit when booking your ticket?

.....

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

**TEXT E2 BEGINS ON THE NEXT PAGE**

Read Text E2 and answer questions 6 to 10.

Text E2

# national express

## Book Coach Tickets

### Destination

Enter locations into the boxes below:

From

To

### Departing

### Journey Type

### Returning

### Promotional code (optional)

[Help?](#) [Coaches Times & Fares](#)

### Glastonbury Festival

23 to 27 June 2010



Travel to Glastonbury now available to book.

- Direct coaches to and from the festival.
- Outward coach travel from Wednesday 23rd June to Friday 25th June.
- Return coach travel on Sunday 27th June or Monday 28th June.

**Just use the journey planner on the left to book your travel now.**

2010 sees the 40th anniversary of Glastonbury, the world famous festival. As usual, we are running coaches direct to the festival from across the UK. There is a choice of outward travel days from Wednesday to the Friday just before everything gets started. You can choose to return on either the Sunday or the Monday.

© National Express Group PLC

## Text E2 questions

6 Put a tick in the correct box .

On which of these days is it possible to travel by coach to the festival?

<b>A</b>	Thursday June 24th, 2010	<input type="checkbox"/>
<b>B</b>	Saturday June 26th, 2010	<input type="checkbox"/>
<b>C</b>	Sunday June 27th, 2010	<input type="checkbox"/>
<b>D</b>	Monday June 28th, 2010	<input type="checkbox"/>

(Total for Question 6 = 1 mark)

7 Put a tick in the correct box .

According to Text E2, coaches will travel to the festival:

<b>A</b>	from all over the world	<input type="checkbox"/>
<b>B</b>	from all over the UK	<input type="checkbox"/>
<b>C</b>	only from Ashford	<input type="checkbox"/>
<b>D</b>	only from Glastonbury	<input type="checkbox"/>

(Total for Question 7 = 1 mark)

8 Write your answer on the line below.

When is the person using the Journey Planner in Text E2 planning to leave the festival?

.....

(Total for Question 8 = 1 mark)

**9 Write your answer on the line below.**

Which anniversary will Glastonbury Festival celebrate in 2010?

.....

**(Total for Question 9 = 1 mark)**

**10 Write your answer on the lines below.**

Look up the word '**location**' in your dictionary and write down what it means.

.....

.....

.....

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

## Edexcel Functional Skills – Entry 3

# English

## Entry 3 Reading TASK F

**Sample Controlled Assessment Material**

*Turn over* ►

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## Read Text F1 and answer questions 1 to 4.

### Text F1

In preparation for Glastonbury Festival you have printed the Friday night line up for two of the stages and information about the Pyramid Stage.

#### Pyramid Stage

Neil Young	22:00 to 00:15
The Specials	20:00 to 21:15
Lily Allen	18:20 to 19:20
Fleet Foxes	16:40 to 17:40
N*E*R*D	15:10 to 16:10
Regina Spektor	13:40 to 14:40
Gabriella Cilmi	12:20 to 13:10
Björn Again	11:00 to 11:50

#### Other Stage

Bloc Party	23:00 to 00:15
The Ting Tings	21:30 to 22:30
Lady Gaga	20:00 to 21:00
Friendly Fires	18:30 to 19:30
White Lies	17:00 to 18:00
The View	15:45 to 16:35
The Maccabees	14:30 to 15:20
The Rakes	13:15 to 14:05
The Whip	12:00 to 12:50
Mr Hudson	10:50 to 11:40

#### Pyramid stage

This is where you're going to see the highest profile acts on the bill. In reality, it's the acts that have cost us the most money and whose agents insist that they perform on the Pyramid Stage. The music is mixed, but the artists are the best in their field.

© 1997–2009 Glastonbury Festival

## Text F1 questions

1 Put a tick in the correct box  .

Which act will be performing on The Other Stage at 20:00?

A	The Specials	<input type="checkbox"/>
B	The Ting Tings	<input type="checkbox"/>
C	Lady Gaga	<input type="checkbox"/>
D	Lily Allen	<input type="checkbox"/>

(Total for Question 1 = 1 mark)

2 Write your answer on the line below.

Where would you look to find out what time Neil Young will finish performing?

.....

(Total for Question 2 = 1 mark)

3 Write your answer on the line below.

Where will The Whip perform?

.....

(Total for Question 3 = 1 mark)

4 Write your answer on the lines below.

According to Text F1, give **two** reasons why acts perform on the Pyramid Stage.

1 .....

2 .....

(Total for Question 4 = 2 marks)

## Read Text F2 and answer questions 5 to 9.

### Text F2



#### Festival survival tips

Our **Strawberries and sun cream** advice for festival goers will help to make sure you're prepared for a fun time whatever the weather.

- **Drink plenty of water** to stop you from becoming dehydrated.
- **Pack sun cream and aftersun** - apply factor 30 sun cream regularly. If you do get burnt, apply aftersun to help soothe the affected area.
- **Change your socks every day** to prevent nasty fungal infections developing if your feet get wet.
- **Wear a wide-brimmed hat** to protect your face, neck and ears from the sun.
- **Bring plasters and wipes.** Wipes can be used to clean cuts and scrapes and plasters will prevent infection.
- **Bring fruit and sugar sweets** to keep your energy levels high.
- **Take a waterproof jacket and a spare change of clothes.**

'Our trained staff can help anyone who is not feeling well or injured, but we urge people to be sensible and follow our simple tips for a healthy festival. You don't want to end up in one of our first aid tents and miss all your favourite bands!'

Clive James

Training Officer for St John Ambulance

(Source: © St John Ambulance)

## Text F2 questions

5 Put a tick in the correct box .

Which tip is given in case it rains a lot during the festival?

A	bring fruit and sugar sweets	<input type="checkbox"/>
B	drink plenty of water	<input type="checkbox"/>
C	change your socks every day	<input type="checkbox"/>
D	wear a wide-brimmed hat	<input type="checkbox"/>

(Total for Question 5 = 1 mark)

6 Put a tick in the correct box .

Why might wipes be useful?

A	to stop you becoming dehydrated	<input type="checkbox"/>
B	to keep your energy levels high	<input type="checkbox"/>
C	to protect you from the sun	<input type="checkbox"/>
D	to clean cuts and scrapes	<input type="checkbox"/>

(Total for Question 6 = 1 mark)

7 Write your answer on the line below.

What type of sun cream are you advised to use?

.....

(Total for Question 7 = 1 mark)

**8 Write your answer on the line below.**

What might cause someone to have to visit a first aid tent?

.....

**(Total for Question 8 = 1 mark)**

**9 Write your answer on the line below.**

Who has provided this advice for festival goers?

.....

**(Total for Question 9 = 1 mark)**

# Sample controlled assessment materials

Functional  
Skills

Edexcel Functional Skills qualifications in English at  
Entry Level 3 - Reading mark scheme

## E3 Reading - Task A mark scheme

### Text A1

Question Number	Answer	Mark
1	B - eighteen hours	1

Question Number	Answer	Mark
2	C - Carer	1

Question Number	Answer	Mark
3	Telesales	1

Question Number	Answer	Mark
4	Food Hygiene Certificate Accept Food Hygiene	1

Question Number	Answer	Mark
5	Thirteen years or over Accept 13 years	1

### Text A2

Question Number	Answer	Mark
6	Trained staff from the nursing team Accept trained staff or nursing team	1

Question Number	Answer	Mark
7	A - good communication skills	1

Question Number	Answer	Mark
8	D - change beds	1

Question Number	Answer	Mark
9	£6.25 per hour Accept £6.25	1

Question Number	Answer	Mark
10	Any valid definition	1

## E3 Reading - Task B mark scheme

### Text B1

Question Number	Answer	Mark
1	C - 14 <sup>th</sup> April	1

Question Number	Answer	Mark
2	Accept any two of: <ul style="list-style-type: none"><li>• passport</li><li>• birth certificate</li><li>• National Insurance number</li><li>• examination certificates</li><li>• bank statement</li><li>• building society statement</li></ul> 1 mark for each correct answer, maximum 2.	2

Question Number	Answer	Mark
3	Health questionnaire	1

Question Number	Answer	Mark
4	B - telephoning Emily	1

### Text B2

Question Number	Answer	Mark
5	Dr Powell	1

Question Number	Answer	Mark
6	State weight (accept weight) State height (accept height) 1 mark for each	2

Question Number	Answer	Mark
7	A - two	1

Question Number	Answer	Mark
8	D - headaches	1

## E3 Reading - Task C mark scheme

### Text C1

Question Number	Answer	Mark
1	C - protect animals from the hot weather	1

Question Number	Answer	Mark
2	A - it is harder for them to cool themselves down	1

Question Number	Answer	Mark
3	B - making your dog run in hot weather	1

Question Number	Answer	Mark
4	Accept any valid responses including: <ul style="list-style-type: none"><li>• not leaving it alone in a car</li><li>• making sure it has plenty of water to drink</li><li>• walking dogs early or late in the day</li></ul> 1 mark for each correct response - maximum of 2 marks	2

### Text C2

Question Number	Answer	Mark
5	C - a grooming parlour	1

Question Number	Answer	Mark
6	D - horse care	1

Question Number	Answer	Mark
7	B - an interest in animals	1

Question Number	Answer	Mark
8	Accept 2 of the following <ul style="list-style-type: none"><li>• general animal care</li><li>• working safely</li><li>• employment skills</li><li>• ICT</li><li>• grooming of small animals</li></ul> 1 mark for each correct response - maximum of 2 marks	2

## E3 Reading - Task D mark scheme

### Text D1

Question Number	Answer	Mark
1	Accept telephone (0800 200 400) or online (www.petsliketoys.com)	1

Question Number	Answer	Mark
2	B - balls	1

Question Number	Answer	Mark
3	1-3 days	1

Question Number	Answer	Mark
4	Price (section)	1

Question Number	Answer	Mark
5	Accept small dog or keep dog warm or keep dog stylish	1

### Text D2

Question Number	Answer	Mark
6	Accept capable, friendly or enthusiastic	1

Question Number	Answer	Mark
7	Animal foods or accessories	1

Question Number	Answer	Mark
8	B - 9 am to 6pm	1

Question Number	Answer	Mark
9	D - use the till	1

Question Number	Answer	Mark
10	Any valid definition	1

## E3 Reading - Task E mark scheme

### Text E1

Question Number	Answer	Mark
1	D - you can apply to buy unwanted tickets.	1

Question Number	Answer	Mark
2	C - online at <a href="http://www.glastonburyregistration.co.uk">www.glastonburyregistration.co.uk</a>	1

Question Number	Answer	Mark
3	(at least) 48 hours	1

Question Number	Answer	Mark
4	£15	1

Question Number	Answer	Mark
5	£50 (for each ticket)	1

### Text E2

Question Number	Answer	Mark
6	A - Thursday June 24 <sup>th</sup> , 2010	1

Question Number	Answer	Mark
7	B - from all over the UK	1

Question Number	Answer	Mark
8	Accept Sunday (afternoon) or 27 <sup>th</sup> June	1

Question Number	Answer	Mark
9	40 <sup>th</sup> (Anniversary)	1

Question Number	Answer	Mark
10	Accept any valid definition	1

## E3 Reading - Task F mark scheme

### Text F1

Question Number	Answer	Mark
1	C - Lady Gaga	1

Question Number	Answer	Mark
2	The Pyramid Stage (line up) accept Pyramid Stage programme	1

Question Number	Answer	Mark
3	The Other Stage	1

Question Number	Answer	Mark
4	<ul style="list-style-type: none"><li>• Cost the most money</li><li>• Agents insist</li><li>• Highest profile</li></ul> 1 mark for each correct answer to a maximum of 2 marks.	2

### Text F2

Question Number	Answer	Mark
5	C - change your socks every day	1

Question Number	Answer	Mark
6	D - to clean cuts and scrapes	1

Question Number	Answer	Mark
7	factor 30	1

Question Number	Answer	Mark
8	Accept illness or injury	1

Question Number	Answer	Mark
9	St John Ambulance Accept Clive James/Training Officer	1

## Assessment coverage mapping

Learners must complete two tasks to meet the coverage and range of the skills standard at entry level 3.

### Task A

Reading				
<u>Skill Standard</u>				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E3.2.1	Q4	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	1	10
E3.2.2	Q2 Q6 Q7	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	3	30
E3.2.3	Q1 Q5 Q8 Q10	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	4	40
E3.2.4	Q3 Q9	<ul style="list-style-type: none"> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>	2	20
<b>Total for Task A</b>			<b>10</b>	<b>100</b>

### Task B

Reading				
<u>Skill Standard</u>				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E3.2.1	Q1	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	1	10
E3.2.2	Q3 Q7	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	2	20
E3.2.3	Q2 Q4 Q8	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	4	40
E3.2.4	Q5 Q6	<ul style="list-style-type: none"> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>	2	20
<b>Total for Task B</b>			<b>10</b>	<b>100</b>

### Task C

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E3.2.1	Q1	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	1	10
E3.2.2	Q2 Q3 Q5 Q8	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	5	50
E3.2.3	Q6 Q7	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
E3.2.4	Q4	<ul style="list-style-type: none"> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>	2	20
<b>Total for Task C</b>			<b>10</b>	<b>100</b>

### Task D

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E3.2.1	Q6	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	1	10
E3.2.2	Q2 Q5 Q7 Q9	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	4	40
E3.2.3	Q3 Q4 Q8 Q10	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	4	40
E3.2.4	Q1	<ul style="list-style-type: none"> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>	1	10
<b>Total for Task D</b>			<b>10</b>	<b>100</b>

### Task E

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E3.2.1	Q1	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	1	10
E3.2.2	Q3 Q5 Q7 Q9	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	4	40
E3.2.3	Q4 Q6 Q10	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	3	30
E3.2.4	Q2 Q8	<ul style="list-style-type: none"> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>	2	20
<b>Total for Task E</b>			<b>10</b>	<b>100</b>

### Task F

<b>Reading</b>				
<b>Skill Standard</b>				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E3.2.1	Q2 Q9	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	2	20
E3.2.2	Q1 Q4 Q7 Q8	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	5	50
E3.2.3	Q3 Q6	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
E3.2.4	Q5	<ul style="list-style-type: none"> <li>Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>	1	10
<b>Total for Task F</b>			<b>10</b>	<b>100</b>



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## Functional Skills English Entry 3: Reading Assessment Record Sheet

<b>Centre name:</b>	<b>Learner name:</b>
<b>Centre number:</b>	<b>Learner number:</b>

Learners must take **two** tasks from the six provided at entry level 3. Completed tasks must be attached to this record sheet.

### First Task

<b>Task chosen:</b>		
<b>Date(s) taken:</b>		
Text 1 marks	Text 2 marks	Overall Task (Text 1 and Text 2 marks)
/5	/5	/10

### Second Task

<b>Task chosen:</b>		
<b>Date(s) taken:</b>		
Text 1 marks	Text 2 marks	Overall Task (Text 1 and Text 2 marks)
/5	/5	/10

The pass percentage is 75%  
 To pass the reading component at entry level 3 the learner must score at least 15 marks out of the available 20 across the two tasks.

<b>TOTAL MARK for reading component:</b>
<b>/20</b>

Please tick the box if the learner has achieved reading entry 3.	<input type="checkbox"/>
<b>Centre comment:</b>	
<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	<b>Date:</b>

Please attach another page if you wish to make additional comments.



# Entry 1 Writing



## Guidance to assessors

### Adaptation

These tasks are designed so that they can be adapted to meet local needs. Therefore centres are permitted to adapt the context of the assessment. This means that centres may change names, locations and types of events but **not** the purpose or audience of a task. Therefore, for example for Task 1 the context may be changed for a membership form for another library or facility such as a leisure centre, and for Task 2, to an email about another social activity such as a BBQ. Learners must complete **both** writing tasks.

### Interpretation

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases to learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions.

### Timing

Learners must complete **two** tasks in 45 minutes - this need not be taken in one sitting, and time may be split up at the centre's discretion.

### Marking

Marks should be awarded for each task according to the appropriate mark scheme. The total number of marks that can be awarded across the two tasks is 12. The pass percentage for the writing component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 9 marks out of the available 12 across the two completed tasks.

### Record Sheet

Learners' completed tasks should be attached to the *Writing Assessment Record Sheet* where the marks will be recorded. Where the task has been contextualised by the centre the updated task must also be attached to the record sheet with learners' work.

## Specific requirements

Before learners undertake the controlled assessment tasks for the entry level 1 writing assessment, it is advisable that tutors help them to become familiar with the words and phrases listed below (and any other words and phrases tutors consider relevant and necessary). Tutors should ensure that learners understand the implications that these words and phrases might have on how they respond.

Fill in the form.	Write your details on the lines below.	Write 2 or 3 sentences in the space below.
Capital letters.	Full stops.	Where you need to.

Use of a dictionary is permitted.



## Guidance for learners

The following information should be read by/given to learners before each controlled assessment begins. Tutors should repeat this information if necessary (for example if the tasks are taken on separate occasions).

- Read each question carefully.
- Make sure you know what to do before you write your answers. If you are not sure, ask.
- Write your answers in the spaces after each question.
- Do not use pencil. Use blue or black ink.
- Check your work carefully after finishing each task.
- There are **6** marks available for each task.
- You must use clear English and present your answers carefully.
- You may use a dictionary.
- Remember to:
  - write neatly
  - use capital letters and full stops where you need to.



# Edexcel Functional Skills – Entry 1

## English

### Entry 1 Writing

**Sample Controlled Assessment Material**

*Turn over* ►

S39096A

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advancing learning, changing lives

## Task 1

- 1 You want to borrow books and DVDs from your local library. To become a member you need to fill in this form.

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

### **Norton Library Membership Form**

**Write your details on the lines below**

**Full name:**

.....

**Address:**

.....

.....

.....

.....

**Postcode:**

.....

**Telephone Number:**

.....

**Date of Birth:**

.....

Tell us what types of books and DVDs you like.

Please write 2 or 3 sentences in the space below.

.....

.....

.....

.....

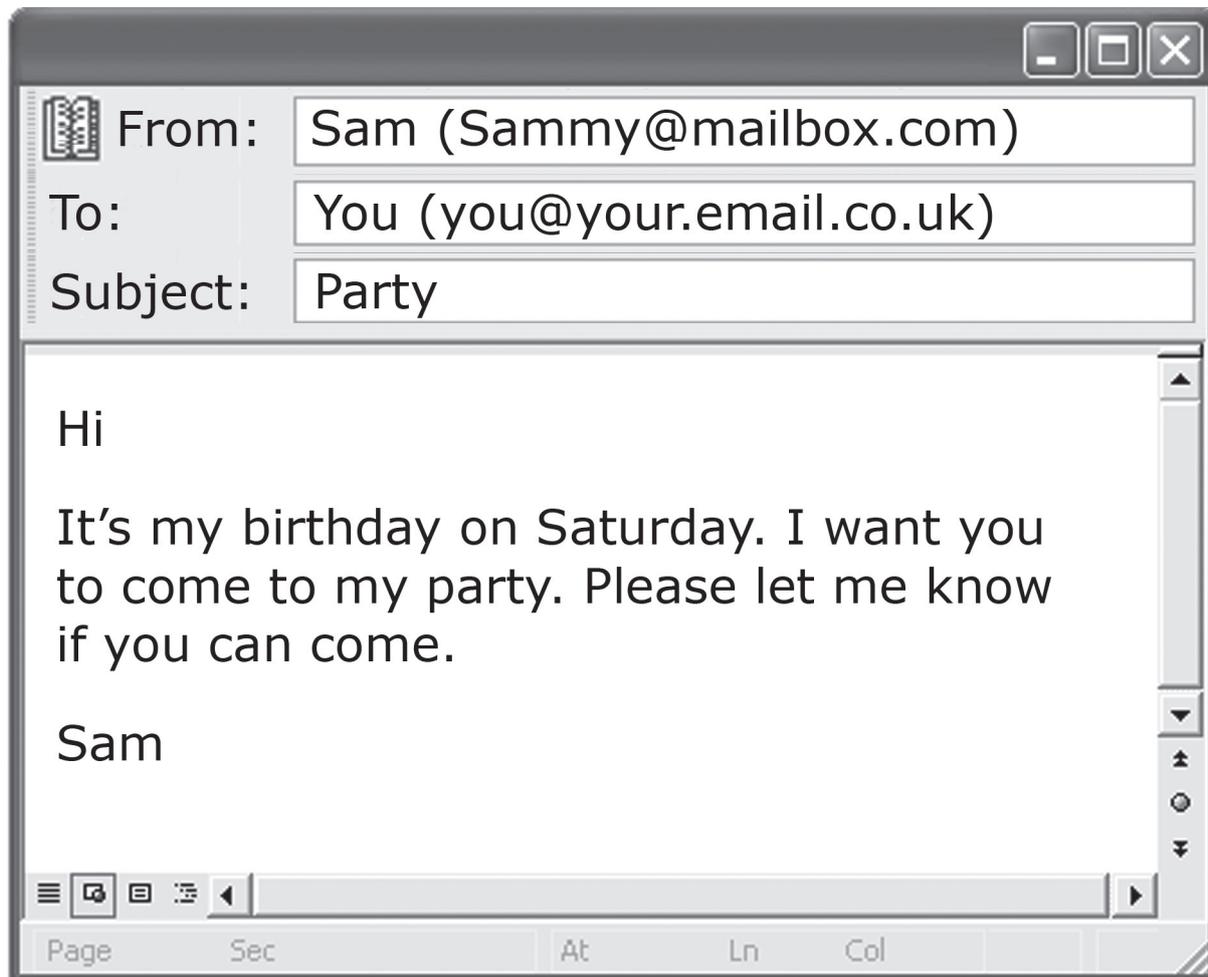
.....

**(Total for Task 1 = 6 marks)**

**TASK 2 BEGINS ON THE NEXT PAGE**

## Task 2

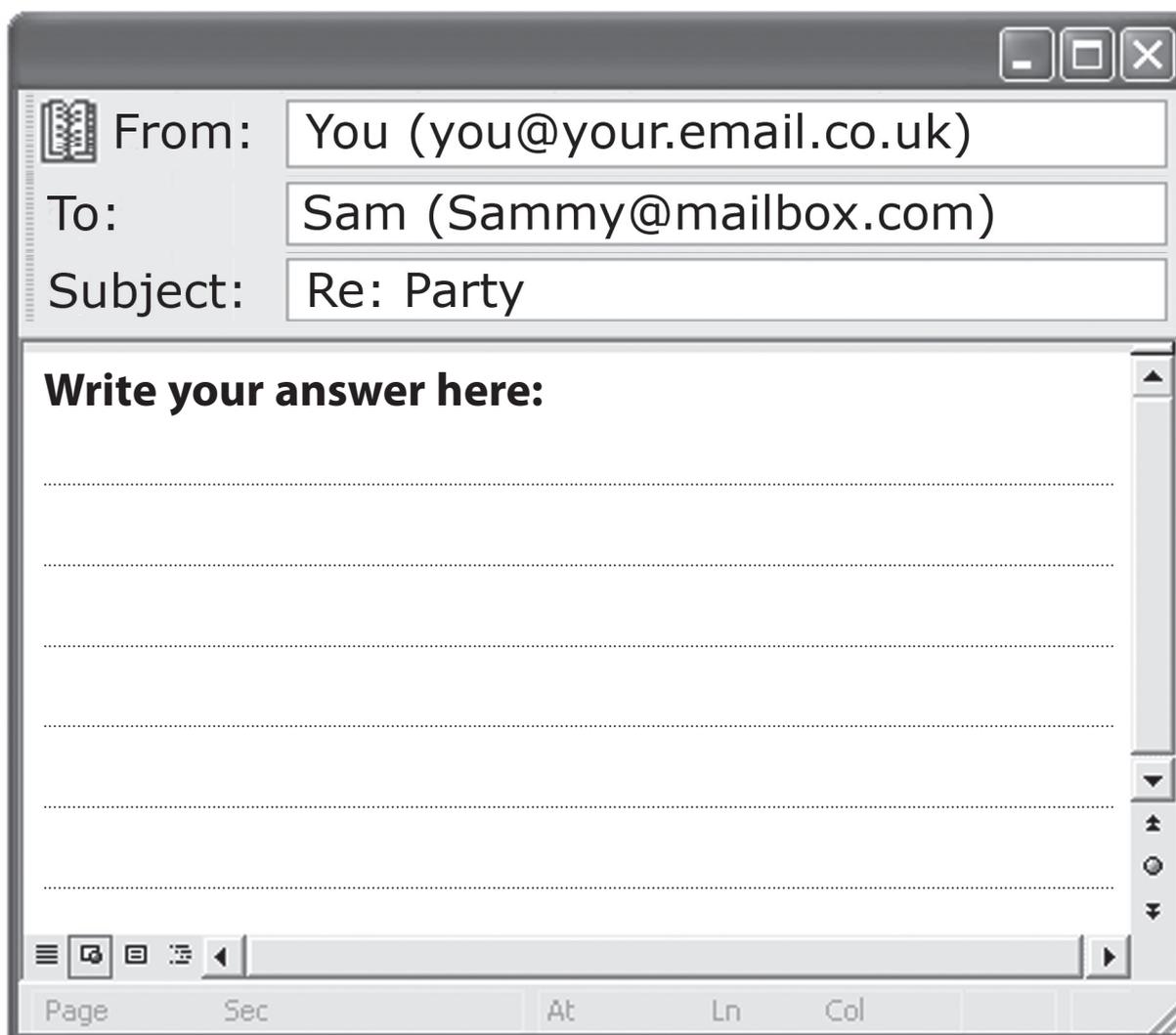
2 Your friend sends you an email.



Write a reply to this email.

Write 2 or 3 sentences.

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



The image shows a screenshot of an email client window. At the top right are standard window control buttons (minimize, maximize, close). Below them is the email header with three fields: 'From: You (you@your.email.co.uk)', 'To: Sam (Sammy@mailbox.com)', and 'Subject: Re: Party'. The main body of the window contains the instruction 'Write your answer here:' followed by seven horizontal dotted lines for writing. At the bottom of the window is a toolbar with icons for undo, redo, and other functions, and a status bar with labels for 'Page', 'Sec', 'At', 'Ln', and 'Col'.

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



# Sample controlled assessment materials

Functional  
Skills

Edexcel Functional Skills qualifications in English at  
Entry Level 1 - Writing mark scheme

## Entry 1: Writing mark scheme

Task	Content required	
1	Information presented includes full name, address, postcode, telephone number and date. Information may be fictitious, but must be appropriate to that required by the membership form.	
	<b>Written response shows learner is able to:</b>	
	<b>Coverage and range</b>	<b>Mark</b>
	<b>use written words and phrases to present information</b> <ul style="list-style-type: none"> <li>mostly appropriate completion of details = 2 marks</li> <li>some incomplete or inappropriate details = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<b>construct simple sentences using full stops</b> <ul style="list-style-type: none"> <li>mostly accurate sentence construction using full stops = 2 marks</li> <li>some evidence of sentence construction using full stops = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>
	<b>Coverage and range</b>	<b>Mark</b>
<b>spell correctly some personal or very familiar words</b> <ul style="list-style-type: none"> <li>almost all correct = 2 marks</li> <li>some correct = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>	
<b>Total for task</b>		<b>6</b>

Task	Content required	
2	Appropriate response to a party invitation. Task assesses sentence construction. Reply to friend's email asking you to a party.	
	<b>Written response shows learner is able to:</b>	
	<b>Coverage and range</b>	<b>Mark</b>
	<b>use written words and phrases to present information</b> <ul style="list-style-type: none"> <li>appropriate detail and accuracy of expression = 2 marks</li> <li>brief or limited accuracy of expression = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<b>construct simple sentences using full stops</b> <ul style="list-style-type: none"> <li>mostly accurate sentence construction using full stops = 2 marks</li> <li>some evidence of sentence construction using full stops = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>
	<b>Coverage and range</b>	<b>Mark</b>
<b>spell correctly some personal or very familiar words</b> <ul style="list-style-type: none"> <li>almost all correct = 2 marks</li> <li>some correct = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>	
<b>Total for task</b>		<b>6</b>

## Assessment coverage grid

Learners must complete both tasks to meet the coverage and range of the skills standard at entry level 1.

### Tasks 1 and 2

<b>Writing</b>				
<b>Skill Standard</b>				
Write short, simple sentences.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E1.3.1	Task 1 and Task 2	<ul style="list-style-type: none"> <li>use written words and phrases to present information</li> </ul>	4	$33\frac{1}{3}$
E1.3.2	Task 1 and Task 2	<ul style="list-style-type: none"> <li>construct simple sentences using full stops</li> </ul>	4	$33\frac{1}{3}$
E1.3.3	Task 1 and Task 2	<ul style="list-style-type: none"> <li>spell correctly some personal or very familiar words</li> </ul>	4	$33\frac{1}{3}$
<b>Total for writing</b>			<b>12</b>	<b>100</b>

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# Entry 2 Writing



## Guidance to assessors

### Adaptation

These tasks are designed so that they can be adapted to meet local needs. Therefore centres are permitted to adapt the context of the assessment. This means that centres may change names, locations and types of events but **not** the purpose or audience of a task. Therefore, for example for Task 1 the context may be an email to a friend or other acquaintance and may be to provide advice on another simple matter, and for Task 2 a description to sell something the learner is familiar with such as unwanted games, books or furniture. Learners must complete **both** writing tasks.

### Interpretation

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases to learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions.

### Timing

Learners must complete **two** tasks in 45 minutes - this need not be taken in one sitting, and time may be split up at the centre's discretion.

### Marking

Marks should be awarded for each task according to the appropriate mark scheme. The total number of marks that can be awarded across the two tasks is 20. The pass percentage for the writing component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 15 marks out of the available 20 across the two completed tasks.

### Record Sheet

Learners' completed tasks should be attached to the *Writing Assessment Record Sheet* where the marks will be recorded. Where the task has been contextualised by the centre the updated task must also be attached to the record sheet with learners' work.

## Specific requirements

Before learners undertake the controlled assessment tasks for the entry level 2 writing assessment, it is advisable that tutors help them to become familiar with the words and phrases listed below (and any other words and phrases tutors consider relevant and necessary). Tutors should ensure that learners understand the implications that these words and phrases might have on how they respond.

Write complete sentences.	Use joining words (conjunctions e.g. and, as, but, or).	Write 3 or 4 sentences.
Use capital letters.	Check your spelling.	You could include.
Full stops and question marks where you need to.	Write your email here.	Write your description here.
Special features.		

Use of a dictionary is permitted.



## Guidance for learners

The following information should be read by/given to learners before each controlled assessment begins. Tutors should repeat this information if necessary (for example if the tasks are taken on separate occasions).

- Read each question carefully.
- Make sure you know what to do before you write your answers. If you are not sure, ask.
- Write your answers in the spaces after each question.
- Do not use pencil. Use blue or black ink.
- Check your work carefully after finishing each task.
- There are **10** marks available for each task.
- You must use clear English and present your answers carefully.
- You may use a dictionary.
- Remember to:
  - write neatly
  - write in complete sentences
  - use at least two conjunctions (joining words, for example and, as, but, or)
  - check your spellings
  - use capital letters, full stops and question marks where you need to.



## Edexcel Functional Skills – Entry 2

# English

## Entry 2 Writing

**Sample Controlled Assessment Material**

*Turn over* ►

S39095A

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## Task 1

- 1 A relative living in another country is coming to stay with you for a few days and wants to know what clothes to bring.

Write 3 or 4 sentences giving your relative some advice.

You could include advice about clothes your relative might need because of:

- the weather (e.g. hot, cold, rainy)
- things you might want to do (e.g. sports, parties).

Write complete sentences using joining words (conjunctions)

e.g. and, as, but, or.

Check your spellings.

**Remember to use capital letters, full stops and question marks where you need to.**



## Task 2

- 2 You are selling your car on an online website. You need to write a short description to go in the advert.



© Usave Rentals Ltd

Write 3 or 4 sentences that describe your car.

You could include:

- the condition of the car
- how old it is
- how many miles it has done
- any special features.

Write complete sentences using joining words (conjunctions)

e.g. and, as, but, or.

Check your spellings.

**Remember to use capital letters, full stops and question marks where you need to.**





# Sample controlled assessment materials

Functional  
Skills

Edexcel Functional Skills qualifications in English at  
Entry Level 2 - Writing mark scheme

## Entry 2: Writing mark scheme

Task	Content required	
1	Email to relative regarding what clothes to pack for a visit. Email should contain consideration of weather, activities planned.	
	<b>Email response shows learner is able to:</b>	
	<b>Coverage and range</b>	<b>Mark</b>
	<b>use written words and phrases to record and present information</b>	
	<ul style="list-style-type: none"> <li>• a developed response, clearly expressed = 4 marks</li> <li>• some developed detail and clearly expressed for the majority of the time = 3 marks</li> <li>• either some detail is evident but there are slips in expression or expression is clear but the response lacks development = 2 marks</li> <li>• minimal response lacking clarity of expression = 1 mark</li> </ul> up to a maximum of <b>four</b> marks	<b>4</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<b>construct compound sentences, using common conjunctions (and, but, or, if, unless, etc.)</b>	
	<ul style="list-style-type: none"> <li>• sound use of compound sentence structures = 2 marks</li> <li>• compound sentences attempted but with errors = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>
<b>Coverage and range</b>	<b>Mark</b>	
<b>punctuate correctly, using upper and lower case, full stops and question marks</b>		
<ul style="list-style-type: none"> <li>• accurate use of capital letters, full stops and/or question marks = 2 marks</li> <li>• reasonable accuracy but with a few errors = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>	
<b>Coverage and range</b>	<b>Mark</b>	
<b>spell correctly all high frequency words and words with common spelling patterns</b>		
<ul style="list-style-type: none"> <li>• all or almost all correct = 2 marks</li> <li>• some correct = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>	
<b>Total for task</b>		<b>10</b>

Task	Content required	
2	Description of car for advert. Responses may include the condition of the car, how old it is, how many miles it has done and any special features. Response can include any valid information and will reflect the experiences of the learner.	
	<b>Written response shows learner is able to:</b>	
	<b>Coverage and range</b>	<b>Mark</b>
	<b>use written words and phrases to record and present information</b>	
	<ul style="list-style-type: none"> <li>a developed response, clearly expressed = 4 marks</li> <li>some developed detail and clearly expressed for the majority of the time = 3 marks</li> <li>either some detail is evident but there are slips in expression or expression is clear but the response lacks development = 2 marks</li> <li>minimal response lacking clarity of expression = 1 mark</li> </ul> up to a maximum of <b>four</b> marks	<b>4</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<b>construct compound sentences, using common conjunctions (and, but, or, if, unless, etc.)</b>	
	<ul style="list-style-type: none"> <li>sound use of compound sentence structures = 2 marks</li> <li>compound sentences attempted but with errors = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>
<b>Coverage and range</b>	<b>Mark</b>	
<b>punctuate correctly, using upper and lower case, full stops and question marks</b>		
<ul style="list-style-type: none"> <li>accurate use of capital letters, full stops and/or question marks = 2 marks</li> <li>reasonable accuracy but with a few errors = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>	
<b>Coverage and range</b>	<b>Mark</b>	
<b>spell correctly all high frequency words and words with common spelling patterns</b>		
<ul style="list-style-type: none"> <li>all or almost all correct = 2 marks</li> <li>some correct = 1 mark</li> </ul> up to a maximum of <b>two</b> marks	<b>2</b>	
<b>Total for task</b>		<b>10</b>

## Assessment coverage grid

Learners must complete both tasks to meet the coverage and range of the skills standard at entry level 2.

### Tasks 1 and 2

<b>Writing</b>				
<b><u>Skill Standard</u></b>				
Write short texts with some awareness of the intended audience.				
<b><u>Criterion Ref. no.</u></b>	<b><u>Coverage</u></b>	<b><u>Description</u></b>	<b><u>No. of marks</u></b>	<b><u>%</u></b>
E2.3.1	Task 1 and Task 2	<ul style="list-style-type: none"> <li>use written words and phrases to record and present information</li> </ul>	8	40
E2.3.2	Task 1 and Task 2	<ul style="list-style-type: none"> <li>construct compound sentences using common conjunctions</li> </ul>	4	20
E2.3.3	Task 1 and Task 2	<ul style="list-style-type: none"> <li>punctuate correctly, using upper and lower case, full stops and question marks</li> </ul>	4	20
E2.3.4	Task 1 and Task 2	<ul style="list-style-type: none"> <li>spell correctly all high frequency words and words with common spelling patterns</li> </ul>	4	20
<b>Total for writing</b>			<b>20</b>	<b>100</b>



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# Entry 3 Writing



## Guidance to assessors

### Adaptation

These tasks are designed so that they can be adapted to meet local needs. Therefore centres are permitted to adapt the context of the assessment. This means that centres may change names, locations and types of events but **not** the purpose or audience of a task. Therefore, for example for Task 1 the context may be changed to a different job application, perhaps related to learners' own interests and for Task 2 to provide information for a stranger for another purpose. Learners must complete **both** writing tasks.

### Interpretation

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases to learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions.

### Timing

Learners must complete two tasks in 45 minutes - this need not be taken in one sitting, and time may be split up at the centre's discretion.

### Marking

Marks should be awarded for each task according to the appropriate mark scheme. The total number of marks that can be awarded across the two tasks is 20. The pass percentage for the writing component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 15 marks out of the available 20 across the two completed tasks.

### Record Sheet

Learners' completed tasks should be attached to the *Writing Assessment Record Sheet* where the marks will be recorded. Where the task has been contextualised by the centre the updated task must also be attached to the record sheet with learners' work.

## Specific requirements

Before learners undertake the controlled assessment tasks for the entry level 3 writing assessment, it is advisable that tutors help them to become familiar with the words and phrases listed below (and any other words and phrases tutors consider relevant and necessary). Tutors should ensure that learners understand the implications that these words and phrases might have on how they respond.

Write complete sentences.	Use joining words (conjunctions e.g. and, as, but, or).	Write a few sentences.
Use capital letters.	Check your spelling.	You could include.
Full stops and question marks where you need to.	Write your plan and draft here.	Write your final response here.
Paragraphs to organise your ideas.	Job application.	Skills/experience.
Public transport.	Job opportunities.	Leisure facilities.

Use of a dictionary is permitted.



## Guidance for learners

The following information should be read by/given to learners before each controlled assessment begins. Tutors should repeat this information if necessary (for example if the tasks are taken on separate occasions).

- Read each question carefully.
- Make sure you know what to do before you write your answers. If you are not sure, ask.
- Write your answers in the spaces after each question.
- Do not use pencil. Use blue or black ink.
- Check your work carefully after finishing each task.
- There are **10** marks available for each task.
- You must use clear English and present your answers carefully.
- You may use a dictionary.
- Remember to:
  - write neatly
  - write in complete sentences
  - use at least two conjunctions (joining words, for example and, as, but, or)
  - use paragraphs to organise your ideas
  - check your spellings
  - use capital letters, full stops and question marks where you need to.



## Edexcel Functional Skills – Entry 3

# English

## Entry 3 Writing

**Sample Controlled Assessment Material**

*Turn over* ►

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## Task 1

### Shop assistant needed

Saturday and Sunday – 8am to 4pm  
Good rates of pay.

Duties will include:

- keeping shelves full and tidy
- helping customers.

**Please return your application form to Sally the store manager.**

1 You are completing a job application to be a shop assistant.

As part of the application you are asked to write a few sentences about why you are the right person for the job.

**You could include:**

- what skills/experience you have
- why you want the job
- anything else about you.

**Plan and draft your writing before you write your final response.**

In your final response write complete sentences using joining words (conjunctions) e.g. and, as, but, or.

Check your spellings.

**Remember to use capital letters, full stops and question marks where you need to.**

**Write your plan and draft here:**

Why are you the right person for the job?

A large rectangular area containing 25 horizontal dotted lines for writing.



**TASK 2 BEGINS ON THE NEXT PAGE**

## Task 2

- 2 A national TV programme has asked people to send in information about their local area. This information can help people that are new to the area.

Choose three pieces of information about your local area that you think would be useful.

### **You could include:**

- local leisure facilities e.g. swimming pool, cinema, library
- public transport
- job opportunities
- anything else you think is interesting.

In your final response write complete sentences using joining words (conjunctions) e.g. and, as, but, or.

Check your spellings.

**Remember to use capital letters, full stops and question marks where you need to.**





# Sample controlled assessment materials

Functional  
Skills

Edexcel Functional Skills qualifications in English at  
Entry Level 3 - Writing mark scheme

## Entry 3: Writing mark scheme

Task	Content required	
1	<p>Job application. Responses could include what skills/experience the learner has, why they want the job, other information about themselves. Response can include any valid information and will reflect the experiences of the learner.</p> <p><b>The job application shows the learner is able to:</b></p>	
	<b>Coverage and range</b>	<b>Mark</b>
	<ul style="list-style-type: none"> <li>• plan work (1)</li> <li>• draft before beginning final version (1)</li> <li>• organise ideas (1)</li> <li>• include appropriate details for the intended audience (1)</li> </ul> <p>Award 1 mark for evidence of each up to <b>four</b> marks. Points 3 and 4 may also be evidenced in the final version. Up to a maximum of <b>four</b> marks</p>	<b>4</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<p><b>sequence writing logically and clearly</b></p> <ul style="list-style-type: none"> <li>• considerable clarity and logical organisation = 3 marks</li> <li>• reasonable clarity/organisation = 2 marks</li> <li>• limited clarity/organisation = 1 mark</li> </ul> <p>Up to a maximum of <b>three</b> marks</p>	<b>3</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<ul style="list-style-type: none"> <li>• basic grammar is correct (1)</li> <li>• appropriate verb tense (1)</li> <li>• appropriate subject/verb agreement (1)</li> </ul> <p>Award 1 mark for evidence of each up to a maximum of <b>three</b> marks.</p>	<b>3</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<ul style="list-style-type: none"> <li>• with few exceptions, common words are spelt correctly (1)</li> <li>• there is accurate use of full stops and question marks (1)</li> </ul> <p>Award 1 mark for each up to a maximum of <b>two</b> marks</p>	<b>2</b>
	<b>Total for task</b>	<b>12</b>

Task	Content required	
2	<p>Information on local area. Responses may include the local leisure facilities, public transport in the area, job opportunities in the area and other interesting information. Response can include any valid information and will reflect the experiences of the learner.</p> <p><b>Information shows learner is able to:</b></p>	
	<b>Coverage and range</b>	<b>Mark</b>
	<p><b>write clearly with appropriate level of detail for the intended audience and write instructions in a logical sequence</b></p> <ul style="list-style-type: none"> <li>• clear, detailed instructions in logical sequence = 4 marks</li> <li>• reasonable clarity, detail and organisation = 3 marks</li> <li>• reasonable in some aspects but limited in others = 2 marks</li> <li>• limited clarity, detail and organisation of ideas = 1 mark</li> </ul> <p>Up to a maximum of <b>four</b> marks</p>	<b>4</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<ul style="list-style-type: none"> <li>• <b>basic grammar is correct (1)</b></li> <li>• <b>appropriate verb tense and subject/verb agreement (1)</b></li> </ul> <p>Award 1 mark for each up to a maximum of <b>two</b> marks</p>	<b>2</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<ul style="list-style-type: none"> <li>• <b>with few exceptions, common words are spelt correctly (1)</b></li> <li>• <b>there is accurate use of full stops and question marks (1)</b></li> </ul> <p>Award 1 mark for each up to a maximum of <b>two</b> marks</p>	<b>2</b>
	<b>Total for task</b>	<b>8</b>

## Assessment coverage grid

Learners must complete both tasks to meet the coverage and range of the skills standard at entry level 3.

### Tasks 1 and 2

<b>Writing</b>				
<b><u>Skill Standard</u></b>				
Write texts with some adaptation to the intended audience.				
<b><u>Criterion Ref. no.</u></b>	<b><u>Coverage</u></b>	<b><u>Description</u></b>	<b><u>No. of marks</u></b>	<b><u>%</u></b>
E3.3.1	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Plan, draft and organise writing</li> </ul>	4	20
E3.3.2	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Sequence writing logically and clearly</li> </ul>	7	35
E3.3.3	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Use basic grammar including appropriate verb-tense and subject-verb agreement</li> </ul>	5	25
E3.3.4	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Check work for accuracy, including spelling</li> </ul>	4	20
<b>Total for writing</b>			<b>20</b>	<b>100</b>



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## Functional Skills English Entry 3: Writing Assessment Record Sheet

<b>Centre name:</b>	<b>Learner name:</b>
<b>Centre number:</b>	<b>Learner number:</b>

Learners must take **both** tasks at entry level 3. If the tasks are contextualised, these must also be attached to this record sheet with the learners completed work.

<b>Task One</b>	
<b>Date(s) taken:</b>	
	Task one  /12
<b>Task Two</b>	
<b>Date(s) taken:</b>	
	Task two  /8
<b>TOTAL MARK for writing component:</b>  /20	

The pass percentage is 75%  
 To pass the writing component at entry level 3 the learner must score at least 15 marks out of the available 20 across the two tasks.

Please tick the box if the learner has achieved writing entry 3:	
<b>Centre comment:</b>	
Assessor Name:	Date:
Assessor Signature:	

Please attach another page if you wish to make additional comments.