

Edexcel Functional Skills English, Levels 1 & 2

Your complete delivery guide

Inside you'll find:

- **Planning, teaching and assessment guide**
– with guidance and mapping charts showing ease of delivery within KS3 and GCSE.
- **Guide to the Specification and Sample and Assessment Materials 2010**
– with callouts from the examiner providing you with insights and teaching tips.
- **Information on our new resources** – for teaching and revision.

Edexcel Functional Skills

English, Levels 1 & 2



Welcome to your complete delivery guide

We are delighted to introduce you to the Edexcel Functional Skills English, Levels 1 & 2, Specification and Sample Assessment Materials. These have been developed from our extensive pilot and are designed to meet the needs of all candidates taking Functional Skills English, Levels 1 & 2, from September 2010.

Preparing to teach Functional Skills English from September 2010

In this guide you will find an overview of the new specifications, assessments and range of resources.

To help you implement Functional Skills English we have provided support for:

- **Planning:** making it easy to see where Functional Skills English is taught within GCSE and KS3, as well as planning for Functional Skills English as a stand-alone qualification
- **Teaching:** including a guide through the specification from experienced Functional Skills English examiners, teaching tips, and information about our resources
- **Assessment:** with guidance from our experienced examiners and insights into lessons learned from our extensive pilot, so you can be informed and help your learners achieve their best.

Our ongoing free support will be available on our website: www.edexcel.com/fsenglish.

To view the accredited Specification and Sample Assessment Materials, please visit www.edexcel.com/fs and select **English (Levels 1 & 2)** from the subjects listed on the homepage.

We hope that you and your learners will benefit from our work with our pilot centres to develop engaging qualifications with clear, well-written papers that are accessible to all.

Contents

1 Planning, teaching and assessment 3

Introducing Functional Skills English from Edexcel	3
Functional Skills English, Levels 1 & 2 at a glance	4
Teaching Functional Skills English within Key Stage 3	6
Teaching Functional Skills English within GCSE	9
Teaching Functional Skills English within different pathways	13
Published resources from Edexcel	15
Support you can count on from Edexcel	18

2 Guide to the Specification 19

Level 1	20
Level 2	24

3 Guide to the Assessment 28

Level 1 Reading	28
Level 1 Writing	42
Level 2 Reading	50
Level 2 Writing	64

Introducing Functional Skills English from Edexcel

The Functional Skills English qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics.

There are sound reasons for choosing Edexcel if you want to be sure of giving your learners the best chance of success. Our papers are clear and well-structured and, whether you are a teacher, a tutor, an employer or a training provider, you'll find that Edexcel offers the kind of practical support you need for seamless delivery.

You'll benefit from our experience

We've invested in the largest national functional skills pilot (250,000 entries from over 1,300 centres). You can rely on our experience and expertise to help you achieve the best results across the full range of accredited functional skills qualifications for English.

Clear, straightforward specifications for easier delivery

Our specifications all have simple structures and are easy to understand. They will tell you clearly what you need to teach, making delivery that much easier. Turn to page 19 for guidance from our examiners on the key content of the specification.

A full range of support to meet your needs

We have worked closely with teachers, tutors and training providers over the course of our pilot to understand exactly what support they need. We've developed and tested teaching and learning resources, planning materials and assessment practice as well as a range of other support alongside the qualification. Turn to page 15 to see the range of support available.

There's plenty of opportunity for assessment

We know that you'll want to fit functional skills around your other programmes of learning – that's why we're offering eight assessment opportunities throughout the teaching year when the tests can be taken. We know it's important to offer the flexibility to enter your students for assessment when they are ready. Sample papers can be found at www.edexcel.com/fsenglish to help familiarise your learners with assessment. You can also refer to our examiner guidance to the assessment from page 28 of this guide.

Clear, accessible papers for improved achievement

Lastly – and most important of all – our papers are clear, well written and highly accessible to all. Our aim is to give every learner the best chance of attaining a Functional Skills English qualification.

Functional Skills English Levels 1 and 2 at a glance

We have designed our Functional Skills English specifications for ease of teaching in many settings and have used our knowledge from our pilot to develop accessible, realistic contexts for assessment that will engage your candidates.

Level 1

Component 1: Speaking, Listening and Communication

- Internally assessed and marked – 33.3% of the total qualification.
- Available throughout the academic year.
- Total assessment time: approximately 30 minutes.

Content

Candidates should:
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.

Assessment

Candidates must complete the following two activities:

- A formal discussion
- AND
- An informal discussion.

Candidates must achieve all the Level 1 criteria across the two activities at least once.

Component 2: Reading

- Externally assessed and marked by Edexcel – 33.3% of the total qualification.
- First assessment: November 2010.
- 45-minute examination.

Content

Candidates should:
Read and understand a range of straightforward texts.

Assessment

- Candidates will answer questions on two texts (one narrative and one informative) based on a single context.
- Candidates will answer ALL the questions on each text.
- Questions will be 50% fixed, many of which will be multiple-choice, and 50% open.
- Total number of marks – 20.

Component 3: Writing

- Externally assessed and marked by Edexcel – 33.3% of the total qualification.
- First assessment: November 2010.
- 45-minute examination.

Content

Candidates should:
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.

Assessment

- Candidates will complete two writing tasks in two separate contexts.
- 40% of the marks on each task will be allocated to spelling, punctuation and grammar.
- One task will be worth 15 marks; the other task will be worth 10 marks.
- Total number of marks – 25.

Functional Skills English

- The qualification will be awarded as a pass or fail.
- Each candidate must pass all three components at their chosen level to achieve the award.
- A pass for any component can be carried forward, and a candidate can resit any failed component of assessment an unlimited number of times.
- Candidates must complete all components at the level, or above the level, for which they claim certification. For example, a candidate could achieve Level 2 in Speaking, Listening and Communication, and Reading, and Level 1 in Writing, and be awarded a qualification at Level 1.
- Speaking, Listening and Communication is under controlled conditions, with a low level of control for task setting and a high level of control for task taking (see page 15 of the Specification).

Level 2

Component 1: Speaking, Listening and Communication

- Internally assessed and marked – 33.3% of the total qualification.
- Available throughout the academic year.
- Total assessment time: approximately 30 minutes.

Content

Candidates should:
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.

Assessment

Candidates must complete the following two activities:

- A discussion
- AND
- A presentation.

Candidates must achieve all of the Level 2 criteria across the two activities at least once.

Component 2: Reading

- Externally assessed and marked by Edexcel – 33.3% of the total qualification.
- First assessment: November 2010.
- 45-minute examination.

Content

Candidates should:
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.

Assessment

- Candidates will answer questions on three texts (one narrative, one informative and a problem solving exercise) based on a single context.
- Candidates will answer ALL the questions on each text.
- Questions will be 50% fixed, many of which will be multiple-choice, and 50% open.
- Total number of marks – 25.

Component 3: Writing

- Externally assessed and marked by Edexcel – 33.3% of the total qualification.
- First assessment: November 2010.
- 45-minute examination.

Content

Candidates should:
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively.

Assessment

- Candidates will complete two writing tasks in two separate contexts.
- 40% of the marks on each task will be allocated to spelling, punctuation and grammar.
- One task will be worth 15 marks; the other task will be worth 10 marks.
- Total number of marks – 25.

Teaching Functional Skills English within Key Stage 3

Functional Skills English at Levels 1 and 2 maps to the KS3 Programme of Study. Reasons for taking Functional Skills English at Key Stage 3 might include:

- providing a focus for learning essential skills, within a functional context
- securing essential skills as a foundation for success at GCSE
- introduction to the skills and processes of examinations before GCSE work begins, along with experience of an external examination prior to GCSE
- attainment of a recognised qualification in the core subject of English, with points equivalence of half a GCSE.

Speaking, Listening and Communication

Functional Skills			Links to KS3 Programme of Study
Level	Skill standard	Coverage and range	
1	Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	<ul style="list-style-type: none"> • make relevant and extended contributions to discussions allowing for and responding to others' input • prepare for and contribute to the formal discussion of ideas and opinions • make different kinds of contributions to discussions • present information/points of view clearly and in appropriate language 	<p>Key processes include:</p> <ul style="list-style-type: none"> • make relevant contributions in groups, responding appropriately to others • adapt talk for a range of purposes and audiences • make different kinds of contributions • present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions.
2	Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	<ul style="list-style-type: none"> • consider complex information and give a relevant, cogent response in appropriate language • present information and ideas clearly and persuasively to others • adapt contributions to suit audience, purpose and situation • make significant contributions to discussions, taking a range of roles and helping to move discussion forward 	<p>Range and content includes:</p> <ul style="list-style-type: none"> • the range of speaking and listening activities should include prepared formal presentations and debates • the range of purposes for speaking and listening should include expressing ideas and opinions



Reading (Written Language)

Functional Skills			Links to KS3 Programme of Study
Level	Skill standard	Coverage and range	
1	Read and understand a range of straightforward texts	<ul style="list-style-type: none"> identify the main points and ideas and how they are presented in a variety of texts read and understand texts in detail utilise information contained in texts identify suitable responses to texts <p>in more than one type of text</p>	<p>Key processes include:</p> <ul style="list-style-type: none"> extract and interpret information, events, main points and ideas from texts infer and deduce meaning assess the usefulness of texts sift the relevant from the irrelevant distinguish between fact and opinion <p>Key concepts include:</p> <ul style="list-style-type: none"> reading and understanding a range of texts <p>Range and content includes:</p> <ul style="list-style-type: none"> the range of non-fiction and non-literary texts studied should include: forms such as journalism, travel writing, essays, reportage, literary non-fiction and multi-modal texts including film; purposes such as to instruct, inform, explain, describe, analyse, review, discuss and persuade
2	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	<ul style="list-style-type: none"> select and use different types of texts to obtain and utilise relevant information read and summarise succinctly, information/ ideas from different sources identify the purposes of texts and comment on how meaning is conveyed detect point of view, implicit meaning and/ or bias analyse texts in relation to audience needs and consider suitable responses <p>in three or more texts</p>	

Writing

Functional Skills			Links to KS3 Programme of Study
Level	Skill standard	Coverage and range	
1	Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	<ul style="list-style-type: none"> • write clearly and coherently, including an appropriate level of detail • present information in a logical sequence • use language, format and structure suitable for purpose and audience • use correct grammar, including correct and consistent use of tense • ensure written work includes generally accurate punctuation and spelling and that meaning is clear <p>in more than one type of text</p>	<p>Key processes include:</p> <ul style="list-style-type: none"> • write clearly and coherently, including an appropriate level of detail • structure their writing to support the purpose for the task and organise meaning • adapt style and language appropriately for a range of forms, purposes and readers
2	Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> • present information/ideas concisely, logically and persuasively • present information on complex subjects clearly and concisely • use a range of writing styles for different purposes • use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively • punctuate written text using commas, apostrophes and inverted commas accurately • ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning <p>in a range of text types</p>	<ul style="list-style-type: none"> • use grammar accurately in a variety of sentence types, including subject-verb agreement and correct and consistent use of tense • use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect <p>Range and content includes:</p> <ul style="list-style-type: none"> • the forms for such writing should be drawn from different kinds of ... minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays and reports

Teaching Functional Skills English within GCSE

Functional Skills English at Levels 1 and 2 map to the KS4 Programme of Study and to the 2010 GCSE specifications, where there is the option for learners to sit a separate Functional Skills English assessment. It gives you a real opportunity to prepare learners for the additional qualification within the same classroom at the same time, and for each learner to gain a nationally recognised qualification.

Edexcel Functional Skills English and GCSE

We've been using our extensive experience gained through our pilot to develop Functional Skills English alongside our new GCSEs in a way that is easy and straightforward to teach. The coverage and range of Level 1 and Level 2 Functional Skills English are delivered within both our GCSE English and GCSE English Language specifications.

Where are Functional Skills embedded in our new GCSEs?

The tables on pages 10–12 show you how the skill standards, coverage and range of Functional Skills English are mapped to the GCSE assessment objectives. In Edexcel **GCSE English** and **GCSE English Language**, functional skills in English are covered as follows:

- **Reading**

Our innovative approach to the reading of non-fiction texts in our core GCSE Unit 1: English Today, allows learners to engage with both paper-based and digital texts. While they are comparing the ideas and presentation of the texts, they are also covering the skills required for the reading component of Functional Skills English. At the same time, in reading and evaluating texts such as websites, they are also developing skills relevant to their everyday lives and workplaces.

- **Writing**

Unit 1 also requires students to create a written text for a specified audience and purpose, which means they must select content and adapt the style and language as appropriate. By covering the skills required for this element of the unit, students will also be covering the skills required for the writing component of Functional Skills English.

- **Speaking, Listening and Communication**

This is covered in Unit 3 of both the English and English Language specifications. Learners are asked to complete three tasks, two of which – 'Communicating and Adapting Language' and 'Interacting and Responding' – cover the teaching and learning required for the Speaking, Listening and Communication component of Functional Skills English.

It's worth an additional half GCSE in SCAAT points

Functional Skills English, like its predecessors ALAN and Key Skills, is worth the equivalent of half a GCSE in SCAAT points. So whether you teach it within GCSE or as an additional curriculum offering, it gains valuable recognition for attainment within your school.

How Functional Skills English maps within GCSE

Functional skills requirements are integral to GCSE English and English Language. The tables that follow show how functional skills are included in the Edexcel GCSEs. For further information on the synthesis between Functional Skills English and GCSE English, please visit: <http://www.edexcel.com/quals/gcse/gcse10/synthesis>.

Speaking, Listening and Communication

Functional Skills			Links to Edexcel English/English Language GCSE Unit 3		
Level	Skill standard	Coverage and range	Assessment Objective	Content	Grade description
1	Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	<ul style="list-style-type: none"> • make relevant and extended contributions to discussions, allowing for and responding to others' input • prepare for and contribute to the formal discussion of ideas and opinions • make different kinds of contributions to discussions • present information/ points of view clearly and in appropriate language 	(i) communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate	<ul style="list-style-type: none"> • present and listen to information and ideas • respond to the questions and views of others, adapting talk appropriately to context and audience 	<p>F</p> <p>Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. In formal and creative activities, they attempt to meet the demands of different roles.</p>
		<ul style="list-style-type: none"> • consider complex information and give a relevant, cogent response in appropriate language • present information and ideas clearly and persuasively to others • adapt contributions to suit audience, purpose and situation • make significant contributions to discussions, taking a range of roles and helping to move discussion forward 	(ii) listen and respond to speakers' ideas, perspectives and how they construct and express their meanings	<ul style="list-style-type: none"> • make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas 	
2	Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	<ul style="list-style-type: none"> • consider complex information and give a relevant, cogent response in appropriate language • present information and ideas clearly and persuasively to others • adapt contributions to suit audience, purpose and situation • make significant contributions to discussions, taking a range of roles and helping to move discussion forward 	(iii) interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together	<ul style="list-style-type: none"> • reflect and comment critically on their own and others' uses of language • participate in a range of contexts, including real life uses of talk and audiences beyond the classroom 	<p>C</p> <p>Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.</p>

Reading (Written Language)

Functional Skills			Links to Edexcel English/English Language GCSE Unit 1		
Level	Skill standard	Coverage and range	Assessment Objective	Content	Grade description
1	Read and understand a range of straightforward texts	<ul style="list-style-type: none"> identify the main points and ideas and how they are presented in a variety of texts read and understand texts in detail utilise information contained in texts identify suitable responses to texts <p>in more than one type of text</p>	<p>(i) read and understand, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate</p> <p>(ii) develop and sustain interpretations of writers' ideas and perspectives, referring closely to the development of narrative, argument, explanation or analysis</p>	<ul style="list-style-type: none"> understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation 	<p>F</p> <p>Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices.</p>
2	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	<ul style="list-style-type: none"> select and use different types of texts to obtain and utilise relevant information read and summarise succinctly information/ideas from different sources identify the purposes of texts and comment on how effectively meaning is conveyed detect point of view, implicit meaning and/or bias analyse texts in relation to audience needs and consider suitable response <p>in three or more texts</p>	<p>(iii) explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader, supporting their comments with detailed textual references</p>	<ul style="list-style-type: none"> evaluate the ways in which texts may be interpreted differently according to the perspective of the reader 	<p>C</p> <p>Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects.</p>

Writing

Functional Skills			Links to Edexcel English/English Language GCSE Unit 1		
Level	Skill standard	Coverage and range	Assessment Objective	Content	Grade description
1	Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	<ul style="list-style-type: none"> • write clearly and coherently including an appropriate level of detail • present information in a logical sequence • use language, format and structure suitable for purpose and audience • use correct grammar including subject/verb agreement and correct and consistent use of tense • ensure written work includes generally accurate grammar, punctuation and spelling and that meaning is clear <p>in more than one type of text</p>	<p>(i) communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader</p> <p>(ii) organise information and ideas into well structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence</p>	<ul style="list-style-type: none"> • write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes 	<p>F</p> <p>Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.</p>
2	Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> • present information/ ideas concisely, logically and persuasively • present information on complex subjects clearly and concisely • use a range of writing styles for different purposes • use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively • punctuate written text using commas, apostrophes and inverted commas accurately • ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning <p>in a range of text types</p>	<p>(iii) use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling</p>		<p>C</p> <p>Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied; punctuation and spelling are accurate and sometimes bold.</p>

Teaching Functional Skills English within different pathways

Functional Skills English has become an important part of the school curriculum, with a number of pathways and options. Whatever route you decide to take, Edexcel can offer you support and guidance to ensure that your learners are engaged, motivated and able to achieve their best.

GCSE and Key Stage 3

Functional Skills English at Levels 1 and 2 maps to both the KS3 and KS4 Programme of Study. Turn to pages 6–8 for information about KS3, and pages 9–12 for information about GCSE. If you elect to add Functional Skills English as a stand-alone qualification, your learners could earn points equivalent to half a GCSE.

BTEC

Our suite of exclusive qualifications provides opportunities for teaching and learning functional English skills in a more vocational context. Research has shown that for many learners these vocational contexts are a successful platform for the applied teaching and learning of English. These skills will be fully embedded in the specifications and support material for BTEC from September 2010. We have also sign-posted functional skills learning within our new BTEC specifications. This will boost the capabilities of learners working towards achieving a Foundation Learning programme of study.

Diploma

All learners studying for the Diploma will take functional skills as a mandatory component. They must achieve Functional Skills English, Mathematics and ICT to be awarded the full Diploma. Diplomas require learners to achieve functional skills at:

- Level 1 for the Diploma (Foundation) at Level 1
- Level 2 for the Diplomas (Higher and Advanced) at Levels 2 and 3.

Apprenticeships

All learners enrolled on Apprenticeships will need to have or to achieve Functional Skills English to at least Level 1. Achieving Level 1 before leaving school will give them a head start on their Apprenticeship.



Foundation Learning

This is a new framework for Entry and Level 1 qualifications. It can incorporate our exclusive-to-Edexcel vocational BTECs and stand-alone functional skills qualifications.

As a stand-alone qualification

Functional Skills English qualifications at Entry Level 1, 2, 3 and Levels 1 and 2 can be offered as stand-alone qualifications for Key Stage 3, 4 and post-16 learners. There are a number of reasons why Functional English as a stand-alone could be an advantage both to your learners and to your centre.

- **Points:** A stand-alone Functional Skills English qualification at Level 2 is worth 23 points. This is equivalent to half a GCSE. The table below illustrates the performance points awarded by the DfE for Functional Skills English in addition to those awarded for any GCSE, Diploma or ALAN qualification.

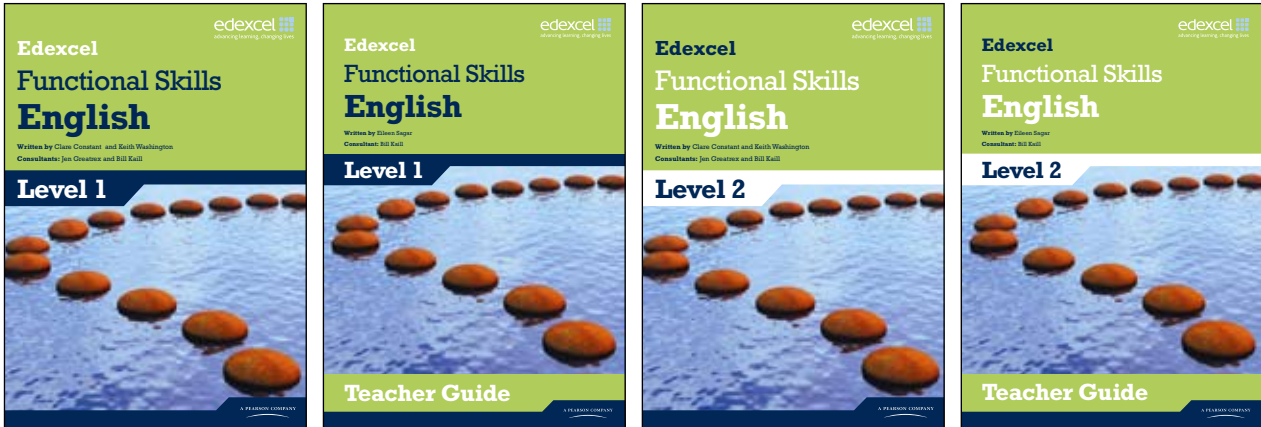
Level:	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Points:	5	5	7	12.5	23

- **Employer recognition for your learners:** Functional Skills English is becoming recognised by employers as proof of the problem-solving and communication skills needed to perform effectively in the workplace.
- **Gateway to other qualifications:** Learners who want to go on to study for a Diploma or an Apprenticeship after passing their GCSEs in English or English Language and English Literature will need to sit the Functional Skills English qualification.
- **ALAN:** Functional Skills is set to replace ALAN and Key Skills, so you will need to be prepared for this change.



Published resources from Edexcel

To support you in a sharp focus on teaching skills in functional English and preparing learners for assessment, we are publishing material that builds on all we learnt in the pilot about the resources you need.



The Student Book and Teacher Guide for each level:

- offer tailored support for the Edexcel specification
- teach the skills your students need to succeed, with separate sections on reading, writing, and speaking, listening and communication
- provide plenty of practice for assessment along with 'pass' and 'fail' answers with examiner comments, so your students know what to expect and can achieve their best.

From the clear, colourful Level 1 Student Book

Speaking, listening and communication

Step 3 Make effective contributions

Activity 3

1 a Read the speech bubbles below.
b Discuss them in your group.

- What is done well?
- What needs more practice?

Give reasons for your views. For example, 'This speaker made a clear point, but the next person did not respond politely.'

Group A
I think children need to find a safe place to cross the road.
Yes, I agree. They should be told to use a zebra crossing.
Me Auntie got knocked over at a zebra. She was totally smashed, like.

Group B
What else should children learn? What do you think Ellie?
They shouldn't stand in between parked cars to cross because drivers won't see them.
Don't be stupid. No one's going to walk half a mile to find an empty space.

Group C
Children need to keep listening and looking while they are crossing just in case a car appears.
I can see your point, but how can you make them do that?
We could ask them questions - 'A car appears when you are half way across. What should you do?' What do you think?

Top tip
Look at what's said and how it is said. Try to make sure you don't spoil a good point by using inappropriate language.

Step 4 Have your discussion

Remind yourself of the task on page 14. During the discussion, make sure you:

- ▶ Play a full part but don't do all the talking
- ▶ Actively listen to others
- ▶ Make relevant points that fit in with the task and what others are saying
- ▶ Say when you agree with or support others. For example, 'I agree that...'
- ▶ Say when you disagree with others and put your own viewpoint. For example, 'But don't you think...?', or 'I can see your point, but...'
- ▶ Speak politely and clearly. Speak correctly and avoid too much slang
- ▶ Help others by asking questions. For example, 'Hamid, what do you think?'
- ▶ Remember the feedback you got earlier and use it to improve your skills.

Activity 4

Have the full discussion in your group. Remember to use the points you have prepared.

Step 5 Assess your skills

Self-assessment

1 Look at the scale of speaking, listening and communication skills below.

1	2	3	4	5	6	7	8	9
All my skills need improvement				I am happy with some of my skills but still need to improve others.				I am confident in all my skills

2 Where would you put yourself on the scale for each of these skills? Use the questions in purple to help you decide.

A I take a full part in discussions. I make relevant points and respond to others' points appropriately. Did you keep quiet most of the time, or take an active part in the discussion?

B I listen to others and try to understand their ideas and opinions. How much can you remember about what other people in the group said?

C I show that I am listening by my body language and by making short comments. Did you nod, make eye contact with the speaker and say things like 'Yes', 'Uh huh', etc? Did you use the points you had prepared?

D I speak clearly using standard English and language that suits the topic. Did you use slang? How did you check that other people in the group understood you?

3 a Work in your group using the skills you have learned. Discuss each person's scores.
b Help each person to set a goal for improvement in their discussion skills.

Supportive step-by-step approach

Self-assessment at the end of each task helps students to actively track progress and set targets

Top tips highlight key skills to improve

From the Level 2 Student Book: developing skills to achieve a pass in Level 2 reading

Clear objectives for every lesson explain what is meant by the skill standard and give guidance about how it will be tested

A variety of authentic real-life texts have been used, to engage your students

3 Finding main ideas and details

This lesson will help you to:
 Find and use main ideas and details in text.

The **main idea** or point in a piece of text is what the text is mostly about. It is often followed by examples and **details** that add extra information to it. You need to be able to tell the difference between a main idea and a detail.

You may need to find the main point of a whole text, or of just one paragraph or section.

Paragraphs or sections will often begin with one main idea, but sometimes this does not come first. Then you have to read the whole section carefully to find out what the main idea is.

Activity 1

1 Read Text A below.

Panelbase

Panelbase is fast becoming one of the most popular market research sites in the UK. For taking surveys here you will be rewarded with between 50p and £10 which is added straight into your Panelbase account. As soon as you reach £10 you can redeem your balance for either a cash payment sent straight to your bank account, a cheque, or various high street gift vouchers. Each online survey you are sent takes on average around 15 minutes to complete. As soon as you have registered with Panelbase £3 will be instantly added into your account. Teenagers aged 16 and over are welcome to join.

Survey Pays: 50p – £10
Age: 16+
Reward: Cash (Earn £3 instantly for registering)

2 Which of these statements best sums up the text's main point?
 A The surveys are done online.
 B Panelbase pays people money or gift vouchers for taking surveys.
 C It will take around 15 minutes to complete one survey.
 D Panelbase is a market research company rewarding teenagers for taking surveys.

3 Which of the above statements are about a detail rather than the main focus?

Activity 2

1 Read Text B below.

Teen Paid Surveys

Paid Surveys for Teens - Get paid to be young!

Easy teenage job. Want an online part time job to do in your spare time? Want to earn lots of extra cash and be given the chance to win hundreds of prizes? Now is your big chance – market-research companies need teenage opinions to help influence what new products and services are introduced in the future. Survey topics include everything from the latest Movies, Fashion, Jewellery, PC and Console games, Sports, Electronics, Shopping and much more.

For sharing your opinion and completing online surveys you will be rewarded with cash, high street vouchers, free CDs, cinema tickets, online music downloads, the chance to win thousands of prizes and much much more... This has to be the easiest online job for teenagers!

Teen Paid Surveys will only ever list market-research companies that are free to join. For each and every market research site Teen Paid Surveys provides you with full descriptions, what reward you will get for completing the surveys and what age you have to be to join.

Our aim is to provide teens with a safe, free and fun way to earn extra money and get rewarded online for completing paid surveys, the perfect teen job.

Go to our **hints and tips** section to read our frequently asked questions on completing teen paid surveys.

If you want to be sent loads of surveys every month then sign up to all the sites listed below and earn loads of extra cash!!

Remember, once you've registered, to completely fill in your profile on each of the various sites. This will make sure that you get as many paid surveys as possible.

Remember to use your own words when answering the questions below.

2 According to the text, why do market research companies want teenage opinions?
 3 According to the text which three things do the Teen Paid Surveys service offer teenagers who take part?
 4 What is the main idea of the text?

ResultsPlus Top tip

"According to the text" means you should only use information in the relevant text. You will get no marks for other information or ideas.

Activities are designed to develop essential skills using the kinds of questions students will encounter in the assessments

ResultsPlus tips direct from the examiner help students to link their learning with assessment requirements

From the Level 2 Student Book: developing skills to achieve a pass in Level 2 writing

1 Thinking about your audience

This lesson will help you to:
 Suit the content and style of your writing to your audience.

Before writing, always read the task carefully and find the key words which tell you:

- exactly what you have to write
- who it is for – your audience.

For example:

What you have to write

The audience

Write a letter to the chairperson of your local council, persuading them to create better leisure facilities for residents of your age.

ResultsPlus Top tip

When you plan your writing, remember to include a note about the audience for the writing task. Use this as a guide for what you say and the way you express yourself. Ask yourself, 'What do they need to know and what is the most effective way to tell them?'

Now think about what your audience is like and what they need to know, for example:

Chairperson – likely to be older and quite formal. Needs to know what people my age want to do for leisure and why they should provide it.

Finally, decide how you will suit the content and style of your writing to the audience, for example:

I need to use formal standard English so the council leader will take me seriously and understand what I have to say. I need to give clear detailed explanations with sound and persuasive reasons.

Activity 1

1 Who is the audience for each of the four writing tasks below?
 A You have a friend who has owed you money for several weeks and wants to borrow more from you. Write an email to your friend, explaining why you are unwilling to lend them £150 to buy a mobile phone.
 B Should advertising of fast food be banned during children's television programmes? Write your view as a contribution to a discussion on a parenting website.
 C Write a letter to the catering manager of the canteen you use at school, college or work, explaining how they could improve the service and meals on offer.
 D You have completed a sponsored swim as part of a fundraising event. Write an article about the experience for a local newspaper.

2 Complete a table like the one below for each of the four tasks. Work out what the audience is like and what they need from your writing.

Task's audience	What the task tells you about the audience	Educated guess: what the audience is like	What does the audience need?
A			
B			
C			
D			

3 For each task, explain how you would make sure your content and style are suited to the audience.

4 a Read the task below and decide how you would suit the content and style of your writing to the audience.

Write a report to inform your school's management team of your views on how better use could be made of technology such as mobile phones, laptops, a virtual learning environment or other technology, to improve students' learning.

b Surinder and Ben have both started work on the task. Ben has written a final draft, matching his writing carefully to the audience. Surinder has jotted down some of his ideas before starting his draft. Suggest how Surinder could draft ideas to suit the audience for his writing.

Surinder
It's cool using Facebook, Twitter, texts and emails but can they help you learn? I reckon it would be great fun and everyone would turn up to lessons so that would improve learning to start with.

Ben
Technology is part of everyone's life but especially students and business people. Using technology in lessons prepares students for future life and because it's enjoyable it's also motivating. I can't think of a lesson that wouldn't be better with PowerPoints, or research that wouldn't be helped by internet access.

5 Draft a paragraph of your own for the task. The content and style should be tailored to your writing audience.

Clear explanations ensure students are familiar with the writing tasks and understand what is required of them

Students are given prompts for improving their writing skills using real life examples

From the Level 2 Student Book: developing skills to achieve a pass in Level 2 speaking, listening and communication

Engaging tasks and a focused approach build the understanding and skills needed to pass Level 2

Top tips and remember boxes guide students on how to be effective in the Level 2 assessment

Activity 1

You are going to make a formal presentation. Read the details given below.

Situation
You are taking part in a research project on how students can use the internet to help students to save money. You have been asked to give a presentation to recommend a website that could do this. Your audience could be either other students or their parents.

Step 1 Start to plan your presentation

Work out answers to these questions:

- What is your presentation going to be about? For example, using lastfm.com instead of spending money on iTunes downloads.
- Who is your audience and how much do they know already? For example, students probably already know about iTunes, but might not use lastfm. However, parents may need explanations of both.
- What will your audience want to find out? For example, students may want lots of details of what the site does, but parents will want an introduction to the main features.
- What is your purpose? For example, to entertain, persuade, inform, instruct?

Decide how you will open and close your presentation, and the timings for each of the sections in between.

Activity 2

Put your ideas into a table like the one below.

My presentation is about:	
My audience wants to know:	
On the site you can:	

Step 2 Prepare and plan your points and arguments

- Use the checklist on the right to help you work out what to include.
- Make your presentation more interesting by including some amusing stories or surprising information. For example, if you are a musician you can upload your songs to build a fanbase on lastfm – and you'll be paid royalties if people listen to your music.
- Learn the information under each heading on your plan. Practise saying it.

Reasons for your choice of website

- How often you visit the website
- Different things the website allows visitors to do
- How the website attracts visitors
- What makes it better than other websites

Activity 3

- Put your ideas from Step 2 into a flowchart. Make brief notes under each heading to use as a plan to jog your memory as you speak.
- Add some reasons for your ideas to your notes.
- Note where you could use some of the words and phrases in the box below to link your ideas or add examples and evidence.

To add points, use:	also too in addition similarly in the same way as like
To contrast points, use:	but however although through on the other hand in contrast
To explain points, use:	therefore so then as a result this shows that
To give examples or evidence, use:	for example for instance to prove this point

Step 3 Preparing and using visual aids

- Think about how you can display your website as a visual aid. For example, you could project it onto a whiteboard or print out an enlarged version of part of it.

Remember

Visual aids can be distracting if:

- The audience focuses on them more than on what you are saying.
- You forget to keep looking at your audience.
- You read what is on them rather than using them to make a point.
- You lose track of what you are saying because you are dealing with the visual aid.

Only use visual aids if you are sure they will add to the effectiveness of your presentation.

Top tip

As you plan what to include, check that everything is relevant to what you have been asked to do.

From the Teacher Guide: clear guidance and lesson plans to support easy delivery

Clear link to requirements

Reading 12 Finding main ideas and details

Coverage and range
Read and summarise succinctly and identify the purposes of texts

Lesson learning and objectives
Find and use main ideas and details in texts

Lesson starter: individual/pair work

Introduce the purpose of the lesson and link it with the standards. Make clear the distinction between main ideas and details as students often find this problematic.

Ask students to look at several simple example texts from your resources. They should:

- read each text and note the main idea and the details (highlight/underline)
- discuss each text with a partner, including the differences between main idea and detail.

Select some students to share ideas about their examples with the class. Reinforce the distinction between main idea and details.

Main teaching and learning

Read Text A from Activity 1 on page 12 of the student book. As a class, discuss the four possible statements and decide which one captures the main point of the text and which ones are about the details within the text. Use opportunity to draw their attention to the multiple choice style of the activity.

Direct students to Text B from Activity 2 on p13 of the student book. Read the text with them, then on their own, students write answers to question 2. Ask them to share their answers with a partner. Students then look at question 3 in small groups, and identify the three offers made to teenagers to get them to take part – they should make brief notes then discuss the main idea of the text.

Plenary

Each group shares their responses with the class. Remind students once more of the difference between main ideas and details within a text.

Homework

Students turn their notes from Activity 2 into properly written answers.

Answers

Activity 1

- B: Panelbase pays people money or gift vouchers for taking surveys
- A, C and D

Activity 2

- Market research companies need teenage opinions to help influence what new products and services are introduced in the future.
- Three of things explained can include: cash, high street vouchers, free CDs, cinema tickets, online music downloads, the chance to win thousands of prizes.
- That online surveys are the perfect teen job, because they are a safe, free and fun way to earn extra money.

Reading 14 Comparing two texts

Coverage and range
Read and summarise succinctly, information/ideas from different sources

Lesson learning and objectives
Compare two texts, and choose and use different texts to find relevant information

Lesson starter: Whole class

Ask students to discuss what they understand by the instruction to "Compare two different texts". Take them through the four steps on page 14 of the student book. Discuss ways that students can make these steps and record their findings (e.g. as mind maps/spider diagrams). Make it clear that the four steps will be a useful revision aid.

Main teaching and learning

Direct students to Text A on page 15 of the student book and read it with them. Ask them in pairs to list or highlight the main idea and the details. Do the same with Text B.

In pairs, students go through the tasks in Activity 1. In feedback, focus on the words 'similar' and 'different' to encourage students to compare and contrast. Students should list differences and similarities.

Students then work with a partner on Activity 2, as instructed in the student book. Again, note similarities and differences. Ask students to remind themselves about presentational features for the second part of Activity 2. What kind of features does each source use?

Students then move on to complete Activity 3 on page 15.

Plenary

Return to the second part of Activity 2. Ask students to share with another pair their views regarding how Texts C and D are presented. Ask for feedback to the class. It might be necessary to use the plenary to draw students' attention to text features, contexts and purposes, as well as language and information, in preparation for the homework. Return to Activity 3 and students feed back to the on the similarities of each of the games.

Homework

Students to present their findings on all the texts in three sections:

- Similarities in terms of subject and structure of texts
- Differences in terms of subject and structure of texts
- Differences and similarities of how texts are presented.

Answers

Activity 1

- A: There is only one way to score a goal in football.
- A, B and C
- a Both games have certain rules for scoring
b Each game has different ways of scoring points

Activity 2

- a Both are old games that were used by the military as a form of training and both used leather balls stuffed with animal fur.
b Harpastum was like rugby and players could use their hands. Tsu Chu was like football and they could only use their feet.

Structured support, with everything you need on the page

Sample answers, to save you time

Support you can count on from Edexcel

Free resources and support for easier delivery

We will give you access to a range of free practical and relevant resources to help you to deliver Functional Skills English easily. From lesson plans and schemes of work to practice papers and student exemplar material – you'll be fully equipped to get off to a flying start from September 2010.

Training events

We will be running a series of face-to-face and online training events to fully prepare you for delivering functional skills. For further information see www.edexcel.com/fs

Free ResultsPlus analysis service – to help you deliver ongoing improvement

ResultsPlus is the most comprehensive online results analysis service available and can be used to improve your learners' performance. To view a demo of the service, please visit www.edexcel.com/resultsplus

Initial assessment

We're developing a tool to help you determine up front each individual learner's capability, so you can register your learners at the right level. Free of charge and only available from Edexcel, online initial assessment is planned for September 2010. Find out more at www.edexcel.com/fs.

Published teaching and learning resources – to help make your delivery as effective as possible

We have a complementary suite of published resources written by an experienced team, including senior examiners (turn to pages 15–17). Uniquely tailored to the specification and providing comprehensive coverage, these resources have a real focus on assessment preparation and practice. Please visit www.pearsonschools.co.uk/edexcelenglishfs for further information.

Expert people on hand – to ensure all your questions are answered quickly

Our free 'Ask the Expert' service for specific functional skills queries, enables you to get your questions answered by one of our team of senior examiners, moderators and external verifiers via our email service. Please visit www.edexcel.com/asktheexpert for further information.

Our National Managers and Regional Account Managers can provide you with face-to-face support and consultation. Visit www.edexcel.com/regionaloffices to find out who to contact.

For general enquiries, please call our customer services team on **0844 576 0026** or email functionalskills@edexcel.com

Subscribe to our free Functional Skills newsletters

To keep up-to-date with the latest developments, you can join our Functional Skills Development Group (commitment-free). We will periodically send you e-newsletters and other information you'll find useful. Please email fsdevelopment@edexcel.com to subscribe.



Specification

Edexcel Level 1 and 2

Edexcel Functional Skills qualification in English at Level 1

Edexcel Functional Skills qualification in English at Level 2

For first teaching September 2010

The Examiner explains

There are three equally weighted units, each one assessed separately, giving candidates the best opportunity to pass their Functional Skills English and gain points equivalent to half a GCSE.

The Examiner explains

The Reading and Writing assessments are available eight times a year, giving you flexibility to enter your learners when they are ready and able to do their best.

The Examiner explains

The context set in this examination will be relevant to the candidates, so they can access the questions easily.

Structure of qualifications

Edexcel Functional Skills qualification in English at Level 1 (FSE01)

All components are compulsory.

Component 1: Speaking, listening and communication	Component code: E101
<ul style="list-style-type: none"> Internally assessed Availability: throughout the academic year 	33.3% of the total qualification
Overview of content	
<ul style="list-style-type: none"> The assessment will cover all the level 1 speaking, listening and communication skill standard. Edexcel will provide guidance on devising activities to meet the skill standard to centres. Learners must complete two activities. Learners must achieve all level 1 criteria across the two activities at least once. 	

Component 2: Reading	Component code: E102
<ul style="list-style-type: none"> Externally assessed Availability: please see the Edexcel website for details First assessment: November 2010 	33.3% of the total qualification
Overview of content	
<ul style="list-style-type: none"> The assessment will cover all the level 1 reading skill standard. This component is assessed through a 45-minute examination paper, set and marked by Edexcel. There will be two texts based on a single context. Learners will answer all questions on each text. The total number of marks available is 20. The first assessment opportunity will be in November 2010. 	

Component 3: Writing	Component code: E103
<ul style="list-style-type: none"> Externally assessed Availability: please see the Edexcel website for details First assessment: November 2010 	33.3% of the total qualification
Overview of content	
<ul style="list-style-type: none"> The assessment will cover all the level 1 writing skill standard. This component is assessed through a 45-minute examination paper, set and marked by Edexcel. There will be two writing tasks with contexts. Learners will answer both tasks. The total number of marks available is 25. The first assessment opportunity will be in November 2010. 	

Edexcel Functional Skills qualification in English at Level 1

NQF level:	1
Guided learning hours:	45
Cash-in code:	FSE01

Skill standards and coverage and range

In order to pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for all the components of the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range	Assessment weighting
1 Speaking, listening and communication <ul style="list-style-type: none"> Take full part in formal and informal discussions and exchanges that include unfamiliar subjects 	1.1 Make relevant and extended contributions to discussions, allowing for and responding to others' input 1.2 Prepare for and contribute to the formal discussion of ideas and opinions 1.3 Make different kinds of contributions to discussions 1.4 Present information/points of view clearly and in appropriate language	n/a
2 Reading <ul style="list-style-type: none"> Read and understand a range of straightforward texts 	2.1 Identify the main points and ideas and how they are presented in a variety of texts 2.2 Read and understand texts in detail 2.3 Utilise information contained in texts 2.4 Identify suitable responses to texts In more than one type of text.	n/a

Examiner's teaching tip

The coverage and range can be mapped against the GCSE criteria as well as the KS3 Programme of Study, making it easy for you to see how to teach Functional Skills English in either of these contexts.

The Examiner explains

Each assessment will cover each aspect of coverage and range in a balanced way, so candidates can show competence in each area and know what to expect.

Examiner's teaching tip

At Level 1 there is opportunity to plan the assessment of an informal and formal discussion alongside GCSE Speaking and Listening, within a functional context.

Examiner's teaching tip

The reading standards can be covered through the range of non-fiction texts taught at KS3 and GCSE. At Level 1 learners read two accessible texts and show they understand them.

Examiner's teaching tip

The writing standards can be taught within Writing for Audience and Purpose at KS3 or GCSE, providing the context is functional. At Level 1 candidates need to write accurately in more than one type of text (for example, a letter or an email).

Skill standards	Coverage and range	Assessment weighting
3 Writing <ul style="list-style-type: none"> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience 	3.1 Write clearly and coherently, including an appropriate level of detail	55-60%
	3.2 Present information in a logical sequence	
	3.3 Use language, format and structure suitable for purpose and audience	
	3.4 Use correct grammar, including correct and consistent use of tense	40-45%
	3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear	
In more than one type of text.		

Assessment structure level 1

	1 Speaking, listening and communication	2 Reading	3 Writing
Assessment	Internally set and internally marked. Edexcel will provide guidance on devising activities to meet the skill standard to centres.	Externally set and marked.	Externally set and marked.
Tasks/questions	Learners must complete the following two activities. 1 A formal discussion. 2 An informal discussion. Learners must achieve all the level 1 criteria across the two activities at least once.	Two texts based on a single context. The two texts will comprise: <ul style="list-style-type: none"> one narrative text, eg a newspaper article one informative text, eg a letter, timetable, leaflet. Learners will answer all questions on each text. Fifty per cent of the questions will be fixed response.	Two writing tasks with separate contexts. One task worth 15 marks and a shorter task worth 10 marks. Learners will answer both tasks. Forty per cent of the marks for each task will be allocated to spelling, punctuation and grammar.
Assessment time	The total assessment time should be approximately 30 minutes.	45 minutes	45 minutes
Marks	n/a	20	25
Additional information	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	Dictionaries and bilingual dictionaries will be allowed.	Dictionaries and bilingual dictionaries will be allowed.

Lessons from the pilot

The assessments have been piloted over three years with around 250,000 entries at over 1,300 centres, so your learners can benefit from our successful 'tried and tested' assessment.

Lessons from the pilot

Assessments, informed by experience from the pilot, contain interesting and relevant contexts that your learners will find familiar.

Lessons from the pilot

The reading paper uses clear, accessible texts around an engaging theme with a single context, so candidates can make connections.

Lessons from the pilot

Our pilot has taught us that reading can be assessed in a variety of ways. We have found creative ways to ask fixed questions that include multiple choice and other fixed question types. Candidates are clearly told when they don't need to write in full sentences, as the focus of our open responses is on their reading, not writing, skills.

Lessons from the pilot

Contexts provided for Writing tasks are designed to be relevant to candidates whatever their life experience.

The Examiner explains

There are three equally weighted units. Each is assessed separately, giving candidates the best opportunity to pass their Functional Skills English and gain points equivalent to half a GCSE.

The Examiner explains

The Reading and Writing assessments are available eight times a year, giving you flexibility to enter your candidates when they are ready and able to do their best.

The Examiner explains

The context set in this examination will be relevant to the candidates, so they can access the questions easily.

Edexcel Functional Skills qualification in English at Level 2 (FSE02)

All components are compulsory.

Component 1: Speaking, listening and communication		Component code: E201
<ul style="list-style-type: none"> Internally assessed Availability: throughout the academic year 	33.3% of the total qualification	
Overview of content		
<ul style="list-style-type: none"> The assessment will cover all the level 2 speaking, listening and communication skill standard. Edexcel will provide guidance on devising activities to meet the skill standard to centres. Learners must complete two activities. Learners must achieve all level 2 criteria across the two activities at least once. 		

Component 2: Reading		Component code: E202
<ul style="list-style-type: none"> Externally assessed Availability: please see the Edexcel website for details First assessment: November 2010 	33.3% of the total qualification	
Overview of content		
<ul style="list-style-type: none"> The assessment will cover all the level 2 reading skill standard. This component is assessed through a 45-minute examination paper, set and marked by Edexcel. There will be three texts based on a single context. Learners will answer all questions on each text. The total number of marks available is 25. The first assessment opportunity will be in November 2010. 		

Component 3: Writing		Component code: E203
<ul style="list-style-type: none"> Externally assessed Availability: please see the Edexcel website for details First assessment: November 2010 	33.3% of the total qualification	
Overview of content		
<ul style="list-style-type: none"> The assessment will cover all the level 2 writing skill standard. This component is assessed through a 45-minute examination paper, set and marked by Edexcel. There will be two writing tasks with contexts. Learners will answer both tasks. The total number of marks available is 25. The first assessment opportunity will be in November 2010. 		

Edexcel Functional Skills qualification in English at Level 2

NQF level:	2
Guided learning hours:	45
Cash-in code:	FSE02

Skill standards and coverage and range

In order to pass this qualification, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the skill standards for all the components of the qualification. The coverage and range determine the standard required to achieve the qualification.

On completion of this qualification a learner should:

Skill standards	Coverage and range	Assessment weighting
1 Speaking, listening and communication <ul style="list-style-type: none"> Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations 	1.1 Consider complex information and give a relevant, cogent response in appropriate language 1.2 Present information and ideas clearly and persuasively to others 1.3 Adapt contributions to suit audience, purpose and situation 1.4 Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	n/a

Examiner's teaching tip

At Level 2 there is opportunity to plan the assessment of a discussion and presentation alongside GCSE Speaking and Listening or spoken language study, within a functional context.

Examiner's teaching tip

The coverage and range maps against the GCSE criteria as well as the KS3 Programme of Study, making it easy for you to see how to teach Functional Skills English in either of these contexts.

The Examiner explains

Each assessment will cover each aspect of coverage and range in a balanced way, so candidates can show competence in each area and know what to expect.

Lessons from the pilot

At Level 2 candidates are assessed on a discussion and a presentation, both in realistic contexts. One task must be in an unfamiliar context, and many centres found the presentation naturally worked to meet this requirement.

The Examiner explains

The reading standards can be covered through the range of non-fiction texts taught at KS3 and GCSE. Candidates need to read three straightforward texts at Level 2, where a wider range of skills are tested than at Level 1.

Examiner's teaching tip

The writing standards can be taught within Writing for Audience and Purpose at KS3 or GCSE, providing the context is functional. At Level 2 candidates will need to write accurately in more than one type of text (for example, a letter or an email) and a wider range of skills are tested than at Level 1.

Skill standards	Coverage and range	Assessment weighting
2 Reading <ul style="list-style-type: none"> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions 	2.1 Select and use different types of texts to obtain and utilise relevant information 2.2 Read and summarise, succinctly, information/ideas from different sources 2.3 Identify the purposes of texts and comment on how meaning is conveyed 2.4 Detect point of view, implicit meaning and/or bias 2.5 Analyse texts in relation to audience needs and consider suitable responses In three or more texts.	n/a
3 Writing <ul style="list-style-type: none"> Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively 	3.1 Present information/ideas concisely, logically, and persuasively 3.2 Present information on complex subjects clearly and concisely 3.3 Use a range of writing styles for different purposes 3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	55-60%
	3.5 Punctuate written text using commas, apostrophes and inverted commas accurately 3.6 Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.	40-45%

Assessment structure level 2

	1 Speaking, listening and communication	2 Reading	3 Writing
Assessment	Internally set and internally marked. Edexcel will provide guidance on devising activities to meet the skill standard to centres.	Externally set and marked.	Externally set and marked.
Tasks/questions	Learners must complete the following two activities. 1 A discussion. 2 A presentation. Learners must achieve all the level 2 criteria across the two activities at least once.	Three texts based on a single context. The three texts will comprise: <ul style="list-style-type: none"> one narrative text, eg a newspaper article one informative text, eg a letter a problem solving exercise, eg drawing on three adverts from different sources. Learners will answer all questions on each text. Up to fifty per cent of the questions will be fixed response.	Two writing tasks with separate contexts. One task worth 15 marks and a shorter task worth 10 marks. Learners will answer both tasks. Forty per cent of the marks for each task will be allocated to spelling, punctuation and grammar.
Assessment time	The total assessment time should be approximately 30 minutes.	45 minutes	45 minutes
Marks	n/a	25	25
Additional information	Details should be recorded on the <i>Speaking, Listening and Communication Assessment Record Sheet</i> . Assessment evidence should be retained for a sample of the cohort.	Dictionaries and bilingual dictionaries will be allowed.	Dictionaries and bilingual dictionaries will be allowed.

Lessons from the pilot

The assessments have been piloted over three years with around 250,000 entries at over 1,300 centres, so your learners can benefit from our successful 'tried and tested' assessment.

Lessons from the pilot

Assessments contain realistic contexts that will be familiar to your candidates, informed by experience from the pilot.

Lessons from the pilot

The reading paper uses clear, accessible texts around an engaging theme with a single context, so learners can make connections.

Lessons from the pilot

Our pilot has taught us that reading can be assessed in a variety of ways. We have found creative ways to ask fixed questions that include multiple choice and other fixed question types. Candidates are clearly told when they don't need to write in full sentences, as the focus of our open responses is on their reading, not writing, skills.

Lessons from the pilot

Contexts provided for Writing tasks are designed to be relevant to candidates whatever their life experience.

3 Guide to the Assessment

The Examiner explains

The assessment is designed to draw out candidates' reading skills, rather than requiring writing skills that will not be assessed in this paper.

The Examiner explains

Candidates may use an unannotated dictionary to help them understand unfamiliar words.

The Examiner explains

Each paper opens with a clear familiar layout including:

- instructions candidates must follow
- information about the marks to show how much time to spend on each question
- supportive advice on technique.

All candidates should read this page carefully before they start.

Write your name here		
Surname	Other names	
Edexcel	Centre Number	Candidate Number
Functional Skills	<input type="text"/>	<input type="text"/>
English		
Level 1		
Component 2: Reading		
Sample Assessment Material	Paper Reference	
Time: 45 minutes	E102/01	
You may use a dictionary. You do not need to write in complete sentences.		Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Dictionaries may be used.

Information

- The total mark for this paper is 20.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S39269A

© 2010 Edexcel Limited.

Edexcel Functional Skills qualifications in
English at Levels 1 and 2

Sample Assessment Materials

edexcel 
advancing learning, changing lives

© Edexcel Limited 2010

19

SECTION A

Read Text A and answer questions 1 – 6.

Text A

You are interested in fun ways of getting fit. You look at the internet to see what sort of activities might be interesting. You have found this webpage.

Welcome to The Silly Army website

The Silly Army is a new alternative outdoor sports club, based in Bournemouth, Dorset.

We invented The Silly Army as an excuse for adults of all ages to run around like kids, playing silly games and sports like we used to do at school. Some of our favourite games include tag bulldog, dodgeball, spacehopper polo and spacehopper rugby, ultimate frisbee and five-a-side tennis. We also play some woodland-based games and beach games, when the weather is right, and organise activity trips for members when possible.

Our regular meeting place is 1pm every Sunday at King's Park between the football pitches and the children's play area, just behind the cricket pavilion.

There is no charge and anyone over the age of 18 is welcome to come and join in. You don't have to be super fit or good at sports: enthusiasm, ideas, a bit of imagination and the ability to play games that involve running around for fun are what count!

GO AHEAD - BE SILLY AND CONTACT US!

Adapted from www.spangiefish.com/sillyarmy/ ©The Silly Army

The Examiner explains

Clear instructions help candidates track through the paper and tell them how many questions to answer.

The Examiner explains

Each paper allows candidates to read and respond to a real-world scenario which is accessible and familiar.

Examiner's teaching tip

It can be useful to explain to learners how to complete the option boxes and what to do if they need to change their answer.

Examiner's teaching tip

Key words are highlighted in bold, to help candidates focus their responses.

The Examiner explains

The questions at the beginning include multiple-choice and other fixed question types. They are about identifying main points and offer candidates a way into the text, via an overview and some key details.

Answer questions 1 to 3 with a cross in the box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 The **main** purpose of this webpage is to:

A	<input checked="" type="checkbox"/>	describe the playground games that children play at school
B	<input checked="" type="checkbox"/>	invite webpage readers to join in the activities at the club
C	<input checked="" type="checkbox"/>	persuade webpage readers that silly games are better than usual sports
D	<input checked="" type="checkbox"/>	inform webpage readers about the activity trips that are on offer

(Total for Question 1 = 1 mark)

2 The Silly Army was invented to provide:

A	<input checked="" type="checkbox"/>	more sports clubs for the area
B	<input checked="" type="checkbox"/>	somewhere for adults to meet
C	<input checked="" type="checkbox"/>	woodland sports for people
D	<input checked="" type="checkbox"/>	somewhere for adults to play silly games

(Total for Question 2 = 1 mark)

3 Which of these statements about The Silly Army is true?

A	<input checked="" type="checkbox"/>	It is for under-18s
B	<input checked="" type="checkbox"/>	It is free of charge
C	<input checked="" type="checkbox"/>	It meets monthly
D	<input checked="" type="checkbox"/>	It meets on weekdays

(Total for Question 3 = 1 mark)

Section A

Question Number	Answer	Mark
1	B - invite webpage readers to join in the activities at the club	(1)

Question Number	Answer	Mark
2	D - somewhere for adults to play silly games	(1)

Question Number	Answer	Mark
3	B - it is free of charge	(1)

Examiner's teaching tip

The Mark Schemes are provided in full in the accredited Sample Assessment Materials section of this guide. To help you see how they work we have printed them alongside the question paper.

Examiner's teaching tip

At Level 1, candidates will generally be asked to identify the main ideas of the text and how they are presented. This is an important skill for your learners to develop.

Examiner's teaching tip

The mark scheme clearly shows what is expected in answers and how the marks are allocated. It is useful to share this with your learners.

The Examiner explains

Open questions, like these, allow a range of individual responses. Candidates will be given marks for any valid response that answers the question.

4 Name **one** sport/game offered by The Silly Army.

.....

(Total for Question 4 = 1 mark)

5 List **two** features of Text A that show it is a webpage.

You do **not** need to write in sentences.

1

2

(Total for Question 5 = 2 marks)

6 Find **two** important pieces of information from Text A that you would need if you wanted to visit the club.

You do **not** need to write in sentences.

1

2

(Total for Question 6 = 2 marks)

Question Number	Answer	Mark
4	<p>Answers may include:</p> <ul style="list-style-type: none"> • tag bulldog (1) • dodgeball (1) • spacehopper polo (1) • spacehopper rugby (1) • ultimate Frisbee (1) • five-a-side tennis (1) <p>One mark for a correct answer.</p>	(1)

Question Number	Answer	Mark
5	<p>Answers may include:</p> <ul style="list-style-type: none"> • menu (1) • webpage address (1) • search box (1) • can click on links, eg map, advertisements (1) • scroll bar (1) <p>Accept any reasonable answer, based on the text, up to a maximum of two marks.</p>	(2)

Question Number	Answer	Mark
6	<p>Answers may include:</p> <ul style="list-style-type: none"> • time 1pm (1) • sunday (1) • kings park (behind cricket pavilion)(1) • email them/contact them (1) • based in Bournemouth (1) <p>Accept any reasonable answer, based on the text, up to a maximum of two marks.</p>	(2)

7 What type of person would like to join The Silly Army?

Give **two** suggestions using the information from Text A.

You do **not** need to write in sentences.

1

.....

2

.....

(Total for Question 7 = 2 marks)

TOTAL FOR SECTION A = 10 MARKS

Question Number	Answer	Mark
7	<p>Answers may include:</p> <ul style="list-style-type: none"> • enthusiastic (1) • have good ideas (1) • imaginative (1) • have a sense of fun (1) • able to run around (1) • not very fit (1) • not very good at sports (1) <p>Accept any reasonable answer, based on the text, up to a maximum of two marks.</p>	(2)

The Examiner explains

Sections A and B are equally weighted. As with Section A, the instructions take candidates through the requirements, and the text is set out in a clear and accessible way.

SECTION B

Read Text B and answer questions 8 – 13.

Text B

You have joined The Silly Army and have been sent this letter before you attend your first session.



102 The Broadway
Bournemouth
Dorset
BH1 4DA
10th June 2010

Dear New Recruit

Health and Safety Guidance for New Members

Thank you for your interest in The Silly Army. Health and safety is important to us to ensure that we can be silly, but safe when getting fit. Please take a few moments to read through the following guidance before you attend your first session.

All our helpers are trained in first aid, and there are radio links in place between all the helpers. A thorough risk-assessment has been taken for all the activities we run to make sure our members stay safe and have fun.

Things you will need:

- Outdoor and wet-weather clothing that you don't mind getting dirty
- Shoes with good non-slip soles
- Sense of fun!

We provide all sport equipment, including helmets and protective padding for the games.

If you are not used to playing sport, you should make sure that your doctor says that you are fit to participate. If you need any additional support, or have any medical conditions such as asthma, you must let the helper organising your game know BEFORE you start playing.

Keeping our members injury free is important, so make sure you are fully warmed up before the activities and that you cool down appropriately after the fun activities like spacehopper polo.

We look forward to welcoming you at the club soon. If you have any questions please feel free to contact me directly on 07771234568.

Yours sincerely
Sam Elkins
The Silly Army Leader

Logo ©The Silly Army

The Examiner explains

The multiple-choice and other fixed question types require candidates to think about the text as a whole before moving on to more open questions.

The Examiner explains

Questions about the features of a text help candidates to think about appropriate features when writing their own texts.

Answer question 8 with a cross in the box you think is correct. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

8 What is the **main** purpose of this letter?

A	<input type="checkbox"/>	To persuade you to join the club
B	<input type="checkbox"/>	To make you visit your doctor
C	<input type="checkbox"/>	To inform you of the activities at the club
D	<input type="checkbox"/>	To give you advice before your first visit

(Total for Question 8 = 1 mark)

Answer question 9 with a cross in the two boxes you think are correct. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

9 Identify **two** features from the list below that show that Text B is a letter.

A	<input type="checkbox"/>	bullet points
B	<input type="checkbox"/>	use of Yours sincerely
C	<input type="checkbox"/>	heading
D	<input type="checkbox"/>	address and date
E	<input type="checkbox"/>	contact number
F	<input type="checkbox"/>	logo

(Total for Question 9 = 2 marks)

Section B

Question Number	Answer	Mark
8	D - to give you advice before your first visit	(1)

Question Number	Answer	Mark
9	B - use of Yours sincerely D - address and date One mark for each correct answer.	(2)

The Examiner explains

Candidates will be asked to think about the content of the text and apply it to a real-world situation.

10 Identify **two** things you are told in Text B you must do **before** you take part in activities with The Silly Army?

You do **not** need to write in sentences.

1

2

(Total for Question 10 = 2 marks)

11 Your friend wants to come to The Silly Army with you, but is a little worried about health and safety.

Using Text B give **two** reasons to reassure your friend that The Silly Army takes health and safety seriously.

You do **not** need to write in sentences.

1

2

(Total for Question 11 = 2 marks)

12 According to Text B, how should you contact The Silly Army if you have a question?

You do **not** need to write in sentences.

.....

(Total for Question 12 = 1 mark)

Question Number	Answer	Mark
10	<ul style="list-style-type: none"> • Bring suitable outdoor and wet weather clothes (1) • Bring non-slip footwear (1) • See your doctor if you need to (1) • Let helper know any medical conditions (1) • Make sure you are fully warmed up (1) <p>One mark for each correct answer, up to a maximum of two marks.</p>	(2)

Question Number	Answer	Mark
11	<p>Answers may include:</p> <ul style="list-style-type: none"> • they tell you health and safety is important to them (1) • helpers are trained in first aid (1) • they provide helmets (1) • they provide protective padding (1) • they give you a number for other questions (1) • they have carried out a risk assessment for all activities(1) <p>Accept any reasonable answer, based on the text, up to a maximum of two marks.</p>	(2)

Question Number	Answer	Mark
12	<p>Accept</p> <ul style="list-style-type: none"> • telephone (Sam Elkin)(on 07771234568) (1) <p>One mark for a correct answer. Do not accept an answer from outside the text, eg email.</p>	(1)

Lessons from the pilot

Some candidates in the pilot gave answers which were not based on the text and did not gain marks. We have now framed the questions to remind candidates to make sure their responses are based on the text.

13 You want some friends to come along to The Silly Army, so you send a group email.

Using the information from Text B, what **two** points about The Silly Army would you include in your email?

You do **not** need to write in sentences.

1

.....

2

.....

(Total for Question 13 = 2 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 20 MARKS

Question Number	Answer	Mark
13	Answers may include: <ul style="list-style-type: none"> • it's local (Bournemouth) (1) • fun activities, eg spacehopper polo (1) • can get fit (1) • make it safe for members (1) Accept any reasonable answer, based on the text, up to a maximum of two marks.	(2)

Examiner's teaching tip

You might like to go through the mark scheme with your learners, looking at the instructions to markers to see what they tell you about the question, and how the marks are awarded.

Mapping to Functional Skills Criteria for English Level 1

Question	Fixed Marks	Open Marks	Mapping to standard			
			(L1.2.1) Identify the main points and ideas and how they are presented in a variety of texts	(L1.2.2) Read and understand texts in detail	(L1.2.3) Utilise information contained in texts	(L1.2.4) Identify suitable responses to texts
1	1		x			
2	1			x		
3	1			x		
4	1			x		
5		2	x			
6		2			x	
7		2				x
8	1		x			
9	2		x			
10	2			x		
11		2				x
12	1			x		
13		2			x	
Total marks:			6	6	4	4
Total percentage:			30%	30%	20%	20%

Examiner's teaching tip

This grid provides a quick overview of the different question types, mapped against the criteria, so your learners know what to expect. It also highlights the framework of the assessment to reassure you that there will be 'no surprises'.

The Examiner explains

Candidates may use an unannotated dictionary to help them understand unfamiliar words and to check the accuracy of their writing.

The Examiner explains

Each paper opens with a clear familiar layout including:

- instructions to be followed
- information about the marks to show how long to spend on each question
- supportive advice on technique.

All candidates should read this page carefully before they start.

Write your name here	
Surname	Other names
Edexcel Functional Skills	Centre Number [][][][][]
	Candidate Number [][][][][]
English Level 1 Component 3: Writing	
Sample Assessment Material Time: 45 minutes	Paper Reference E103/01
You may use a dictionary.	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **both** tasks.
- Answer the tasks in the spaces provided
– *there may be more space than you need.*
- Dictionaries may be used.

Information

- The total mark for this paper is 25.
- The marks for **each** task are shown in brackets
– *use this as a guide as to how much time to spend on each task.*
- You will be assessed on spelling, punctuation and grammar in both tasks.

Advice

- Read each task carefully before you start to answer it.
- Keep an eye on the time.
- Try to complete both tasks.
- Check your answers if you have time at the end.

S39270A

©2010 Edexcel Limited.



Turn over ►

edexcel
advancing learning, changing lives

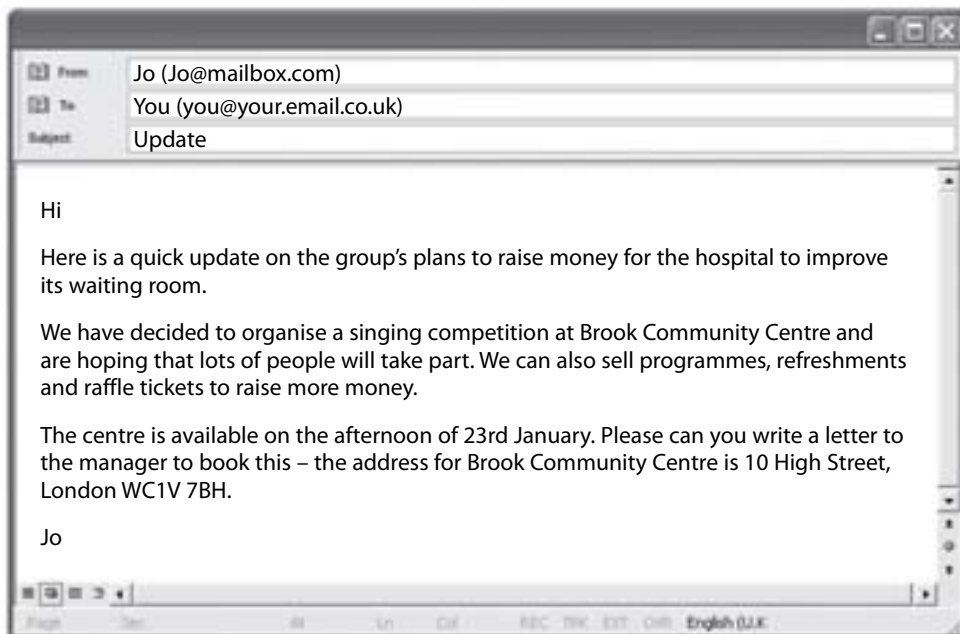
There are **two** tasks which assess your writing skills.

Remember that spelling, punctuation and grammar will be assessed in **both** tasks.

Task 1

Information

You are a member of a group trying to raise money for your local hospital. You receive the email below from one of your group.



Writing Task

Write a letter to Jill Smith, the manager of Brook Community Centre, to book the centre for the singing competition.

In your letter you should:

- introduce yourself and the reason for raising money
- ask to book the centre
- explain how you want to use the centre.

Remember to set your letter out correctly.

(15)

Begin your letter on the next page.

The Examiner explains

Clear instructions reassure candidates throughout the paper, and remind them what will be assessed in the tasks.

The Examiner explains

Each paper is set within a purposeful scenario that is easy to understand and reflects the real world.

The Examiner explains

The stimulus for writing uses a realistic context with a clear, accessible layout to engage candidates.

The Examiner explains

The Writing task is clearly set out. Bullet points support the task and help candidates structure their responses.

Examiner's teaching tip

The indicative content focuses on the form of the writing and the features associated with a particular text type. Explain this to your learners, making sure they understand that marks will be given for correct formatting and the tone of their response.

Lessons from the pilot

Our pilot has shown that some candidates' responses are weak in structure and paragraphing. Only candidates who know how to organise their responses appropriately will achieve the full range of marks.

Task	
1	<p>Write a letter to Jill Smith, the manager of Brook Community Centre, to book the centre for the singing competition.</p> <p>In your letter you should:</p> <ul style="list-style-type: none"> • introduce yourself and the reason for raising money • ask to book the centre • explain how you want to use the centre. <p><i>Remember to set your letter out correctly.</i></p> <p style="text-align: right;">(15 marks)</p>
Indicative content	
	<ul style="list-style-type: none"> • Response set out with attention to letter layout. • Uses paragraphing and other organisational features. • Attempts to use appropriate tone/language when explaining the singing competition to the manager. • Opens and closes the letter clearly.

Mark	A: Form, communication and purpose
0	No rewardable material.
1-3	<ul style="list-style-type: none"> Communicates relevant information and ideas at a basic level. Information is presented with limited sequencing of ideas. Uses language, format and structure for specific audience and purpose to a limited extent. Limited use of appropriate layout of a letter (address, date, open and close conventions).
4-6	<ul style="list-style-type: none"> Communicates relevant information and ideas with some success. Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. Uses language, format and structure for specific audience and purpose, for some of the response. Some use of appropriate layout of a letter (address, date, open and close conventions), though there may be omissions or inconsistencies.
7-9	<ul style="list-style-type: none"> Communicates relevant information and ideas successfully, although there may be minor lapses. Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. Appropriate use of layout of a letter (address, date, open and close conventions), any omissions do not detract from the overall quality of the response.

Examiner's teaching tip

The mark scheme takes a 'best fit' approach and shows what markers look for to reward a response. Study this grid with your learners, noting how the marks are awarded across parts A and B, and how progression works across the bands.

Mark	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> There is limited use of correct grammar and use of tense is minimal. Spelling and punctuation are used with limited accuracy and errors will often affect clarity of meaning.
3-4	<ul style="list-style-type: none"> There is some correct use of grammar and some correct use of tense although not sustained throughout the response. Spelling and punctuation are used with some accuracy although errors will sometimes affect clarity of meaning.
5-6	<ul style="list-style-type: none"> There is correct use of grammar and consistent use of tense throughout the response, although there may be occasional errors. Spelling and punctuation are used with general accuracy and meaning is clearly conveyed, with only occasional lapses.

Lessons from the pilot

We found that Level 1 candidates made common spelling and grammar errors. For example:

- confusion with homophones such as there/their, to/too/two
- incorrect subject-verb agreement
- incorrect use of capital letters, for example lower case 'i' for first person singular.

Examiner's teaching tip

Familiarise your learners with the format of the Writing task, so they know what to expect:

- clear instructions
- stimulus in a realistic context
- the Writing task broken down into supportive bullet points
- clear instructions on what to do next.

The Examiner explains

All tasks focus on writing for different purposes with technical accuracy. Any reading in a task is only to stimulate the written response, as candidates will not be assessed on their reading skills in this paper.

Task 2**Information**

You recently used the website below to buy a pair of these trainers.

ShoeWorld.co.uk

**High Top Fashion Trainers**

£36.99



(23 customer reviews)

[Write a Review](#)

Colour: **Black**

Code: 11177777

Product information

Black High Top Trainers. Canvas upper with white laces and white rubber sole and toe, man made inner.

Writing Task

You have only worn your trainers a few times and they are now falling apart.

Write an email to the company to complain.

You may wish to include:

- how long you have had the trainers
- what the fault is
- what you want them to do about it.

(10)

Begin your answer on the next page.

Mark	A: Form, communication and purpose
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Communicates relevant information and ideas at a basic level. Information is presented with limited sequencing of ideas. Uses language, format and structure for specific audience and purpose to a limited extent. Response has limited level of appropriate detail.
3-4	<ul style="list-style-type: none"> Communicates relevant information and ideas with some success. Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. Uses language, format and structure for specific audience and purpose, for some of the response. Response has some level of appropriate detail.
5-6	<ul style="list-style-type: none"> Communicates relevant information and ideas successfully, although there may be minor lapses. Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. Response has developed level of appropriate detail.

Examiner's teaching tip

We found that Level 1 candidates made common mistakes such as running sentences into each other and missing out basic punctuation. Emphasise the need to write in proper sentences and use formal language. Remind your learners to consider the purpose of the text they are writing and to use appropriate vocabulary.

Mark	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> There is some use of correct grammar and some appropriate use of tense. Spelling and punctuation are used with limited accuracy and errors will sometimes affect clarity of meaning.
3-4	<ul style="list-style-type: none"> There is mostly correct use of grammar and mostly consistent use of tense throughout the response, although there may be occasional errors. Spelling and punctuation are used mostly with accuracy, with some lapses.

Mapping to Functional Skills for English Level 1

Writing				
<u>Skill Standard</u>				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.				
<u>Criterion</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of</u>	<u>%</u>
<u>Ref. no.</u>			<u>marks</u>	
L1.3.1	Q1 Q2	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. 	15	60
L1.3.2	Q1 Q2	<ul style="list-style-type: none"> Present information in a logical sequence. 		
L1.3.3	Q1 Q2	<ul style="list-style-type: none"> Use language, format and structure suitable for purpose and audience. 		
L1.3.4	Q1 Q2	<ul style="list-style-type: none"> Use correct grammar, including correct and consistent use of tense. 	10	40
L1.3.5	Q1 Q2	<ul style="list-style-type: none"> Ensure written work includes generally accurate punctuation and spelling and that meaning is clear. 		
Total for Writing			25	100

Examiner's teaching tip

This grid provides a quick overview of the different question types, mapped against the criteria, so your learners know what to expect. It also highlights the framework of the assessment to reassure you that there will be 'no surprises'.

The Examiner explains

The assessment is designed to draw out reading skills, rather than requiring writing skills that will not be assessed in this paper.

The Examiner explains

Candidates may use an unannotated dictionary to help them understand unfamiliar words.

The Examiner explains

Each paper opens with a clear familiar layout including:

- instructions candidates must follow
- information about the marks to show how much time to spend on each question
- supportive advice on technique.

All candidates should read this page carefully before they start.

Write your name here	
Surname	Other names
Edexcel	Centre Number
Functional Skills	Candidate Number
English	
Level 2	
Component 2: Reading	
Sample Assessment Material	Paper Reference
Time: 45 minutes	E202/01
You may use a dictionary. You do not need to write in complete sentences.	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Dictionaries may be used.

Information

- The total mark for this paper is 25.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

S39268A

©2010 Edexcel Limited.



Edexcel Functional Skills qualifications in
English at Levels 1 and 2

Sample Assessment Materials

© Edexcel Limited 2010

Turn over ►

edexcel 
advancing learning. changing lives

SECTION A

Read Text A and answer questions 1–6.

Text A

You have recently passed your driving test, and have found this article while searching for information about driving on the internet.

Telegraph.co.uk

By [John Bingham](#)

Motorists back 'etiquette*' section for driving test

The driving test should be overhauled to include a new "etiquette" section to tackle road rage, middle lane hogging and selfish parking, a poll has found.

Four out of five motorists would back the idea if it helped curb "sins" such as overtaking on the inside or bad parking, the poll found.

There was also strong support for making all drivers retake their tests periodically to iron out bad habits.



Overall, 82 per cent supported the idea of adding a motoring etiquette section to driving tests, according to the poll carried out for Intune, the car insurer.

Those who take up more than one space in the car park or cut other motorists up on the road caused most annoyance, each identified by 80 per cent of respondents as the most irritating traits in other motorists.

Road rage and hogging the middle lane of the motorway were also near the top of the list of bad habits, singled out by 77 per cent and 75 per cent of respondents respectively.

Meanwhile two thirds said they would back a change in the law to force all motorists to retake their test regularly, while four out of five said those over 70 should be made to do so.

"Statistically, older drivers have more accidents but they are more likely to be minor accidents," said Mark Gettinby, director of financial services at Intune.

"Taking the time to be polite towards other road users will also help make the roads safer for everyone."

GfK NOP polled just under 1,000 drivers for the survey.

*etiquette – good manners/politeness

(Source: adapted from 'Motorists back etiquette section for driving test', John Bingham, © Telegraph Media Group Limited 2009)

The Examiner explains

Clear instructions help candidates track through the paper and tell them how many questions they need to answer.

The Examiner explains

Each paper asks candidates to read and respond to an accessible real-world scenario with familiar situations and texts.

The Examiner explains

Definitions are given when the text includes words that may not be familiar to all candidates.

Examiner's teaching tip

Guide your learners to look out for key words highlighted in bold, as they will help focus their response to questions.

The Examiner explains

The questions at the beginning include multiple-choice and other fixed question types. They are about identifying main points and offer candidates a way into the text, via an overview and some key details.

1 What is the **main** purpose of Text A?

You do **not** need to write in sentences.

.....

.....

(Total for Question 1 = 1 mark)

Answer questions 2 to 3 with a cross in the box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

2 What percentage of the drivers polled would support the addition of an etiquette section to the driving test?

- A 70 per cent
- B 75 per cent
- C 82 per cent
- D 77 per cent

(Total for Question 2 = 1 mark)

3 Mark Gettinby states that older drivers:

- A are likely to have more serious accidents
- B are likely to have fewer serious accidents
- C are likely to want more re-testing
- D are likely to be more polite

(Total for Question 3 = 1 mark)

Section A

Question Number	Answer	Mark
1	To persuade the reader that motorists back adding etiquette to the driving test. (1) Accept any reasonable answer based on the text.	(1)

Question Number	Answer	Mark
2	C - 82 per cent	(1)

Question Number	Answer	Mark
3	B - are likely to have fewer serious accidents	(1)

Examiner's teaching tip

The mark scheme clearly shows what is expected in answers and how the marks are allocated. It is useful to share this information with your learners.

The Examiner explains

The instructions and layout make it clear how many responses are required.

The Examiner explains

The varied questioning styles and easy to read questions allow candidates to shape their responses to the texts and achieve their best.

4 Identify **two** changes that are recommended for the driving test, according to Text A.

You do **not** need to write in sentences.

1

.....

2

.....

(Total for Question 4 = 2 marks)

5 Place a tick in the correct column for **each** of the six statements to show which are presented in the article as facts and which are opinions.

	Fact	Opinion
Bad habits will end if etiquette is part of the driving test.		
Two thirds of those surveyed back motorists retaking the driving test.		
Repeated driving tests will solve all the problems.		
Motorists are annoyed about being cut up on the road by other drivers.		
Most drivers support including etiquette in the driving test.		
Good etiquette will lead to much safer roads.		

(Total for Question 5 = 3 marks)

Question Number	Answer	Mark
4	<ul style="list-style-type: none"> • Add etiquette to the driving test (1) • All drivers to re-take tests regularly (1) • Drivers over 70 re-take their test (1) <p>One mark for each correct answer, up to a maximum of two marks.</p>	(2)

Question Number	Answer	Mark																					
5	<table border="1"> <thead> <tr> <th></th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>Bad habits will end if etiquette is part of the driving test.</td> <td></td> <td>✓</td> </tr> <tr> <td>Two thirds of those surveyed back motorists re-taking the driving test.</td> <td>✓</td> <td></td> </tr> <tr> <td>Repeated driving tests will solve all problems.</td> <td></td> <td>✓</td> </tr> <tr> <td>Motorists are annoyed about being cut up on the road by other drivers.</td> <td>✓</td> <td></td> </tr> <tr> <td>Most drivers support including etiquette in driving test.</td> <td>✓</td> <td></td> </tr> <tr> <td>Good etiquette will lead to much safer roads.</td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>For 0 or 1 correct - 0 marks For 2 or 3 correct - 1 mark For 4 or 5 correct - 2 marks For 6 correct - 3 marks</p>		Fact	Opinion	Bad habits will end if etiquette is part of the driving test.		✓	Two thirds of those surveyed back motorists re-taking the driving test.	✓		Repeated driving tests will solve all problems.		✓	Motorists are annoyed about being cut up on the road by other drivers.	✓		Most drivers support including etiquette in driving test.	✓		Good etiquette will lead to much safer roads.		✓	(3)
	Fact	Opinion																					
Bad habits will end if etiquette is part of the driving test.		✓																					
Two thirds of those surveyed back motorists re-taking the driving test.	✓																						
Repeated driving tests will solve all problems.		✓																					
Motorists are annoyed about being cut up on the road by other drivers.	✓																						
Most drivers support including etiquette in driving test.	✓																						
Good etiquette will lead to much safer roads.		✓																					

Lessons from the pilot

Some candidates in the pilot gave answers which were not based on the text and did not gain marks. We have now framed the questions to remind candidates to make sure their responses are based on the text.

The Examiner explains

More open questions allow a range of individual responses. Candidates will be rewarded and given marks for any response that is valid and answers the question.

Examiner's teaching tip

Go through the mark scheme with your learners, looking at the instructions to markers to gauge the importance of the instructions in each question and see how marks are awarded.

6 Text A claims that 'Motorists back 'etiquette' section for driving test'.

From your reading of the information provided, give **two** reasons why this text might be biased.

You do **not** need to write in sentences.

1

.....

2

.....

(Total for Question 6 = 2 marks)

TOTAL FOR SECTION A = 10 MARKS

Question Number	Answer	Mark
6	Answers may include: <ul style="list-style-type: none"> • exaggeration (1) • only based on a small sample of drivers (1) • doesn't give other side of the argument/one-sided view (1) • persuasive language used, eg sins, strong support (1) Accept any reasonable answer, based on the text, up to a maximum of two marks.	(2)

SECTION B

Read Text B and answer questions 7–11.

Text B

As a new driver you have been researching satnavs. You have found this information on 'Think!', the Department for Transport's road safety website.



Satellite navigation (satnav)

Here are some frequently asked questions and answers about satnav.

Where should my satnav be fitted?

Fix items where they are legal and don't interfere with safety. It is an offence to drive without proper control of the vehicle and full view of the road and traffic ahead. A vehicle could fail its MOT if a device is installed where driver vision is affected.

Items should be fixed in a safe position away from airbag covers and areas where they might cause injury in the event of a crash. Always read the instructions for the satnav device and follow any manufacturer installation instructions. Vehicle manufacturers may also have advice on how best to install devices.

I need to change my destination location, what should I do?

You must always exercise proper control of the vehicle. The Highway Code (Rule 150) warns drivers not to be distracted by in-vehicle systems. You should enter information into your satnav only when you have found a safe place to stop.

Should I always trust and follow the satnav directions?

As a driver you are responsible for the route you take; do not blindly follow directions from any satnav. You must take into account road conditions, road works and obey statutory road signs.

(Source: adapted from www.dft.gov.uk/think © Crown Copyright Click Use Licence C2009000819)

The Examiner explains

As with Section A, the instructions take candidates through the requirements step by step. The text, this time informative, is also set out in a clear and accessible way.

Lessons from the pilot

Some candidates find it difficult to identify the main purpose of a text. It is vital to read the text closely and carefully to succeed with this question.

7 What is the **main** purpose of Text B?

You do **not** need to write in sentences.

.....

.....

(Total for Question 7 = 1 mark)

8 Give **three** features of Text B that help to convey information.

You do **not** need to write in sentences.

1

.....

2

.....

3

.....

(Total for Question 8 = 3 marks)

9 Apart from your satnav, give **two** examples from Text B of what you must take into consideration when driving safely.

You do **not** need to write in sentences.

1

2

(Total for Question 9 = 2 marks)

Section B

Question Number	Answer	Mark
7	To inform drivers about using satnav (safely). (1) Accept any reasonable answer based on the text.	(1)

Question Number	Answer	Mark
8	Answers may include: <ul style="list-style-type: none"> question and answer style/FAQs make the information clear (1) use of bold makes questions stand out/easy to locate (1) logo shows it is official - can trust the information (1) uses references to the Highway Code to support information (1) Accept any reasonable answer, based on the text, up to a maximum of three marks.	(3)

Question Number	Answer	Mark
9	<ul style="list-style-type: none"> Road conditions (1) Road works (1) Statutory road signs (1) One mark for each correct answer up to a maximum of two marks.	(2)

Lessons from the pilot

Some candidates in the pilot gave answers which were not based on the text and did not gain marks. We have now framed the questions to remind candidates to make sure their responses are based on the text.

The Examiner explains

Candidates will be asked to think about the content of the text and apply it to a real-world situation.

Examiner's teaching tip

It is useful to go through the mark scheme with your learners, looking at the instructions to markers to gauge the importance of the instructions in each question and see how each response is rewarded.

- 10** According to Text B, what should you do if you want to enter information into your satnav?

You do **not** need to write in sentences.

Question Number	Answer	Mark
10	Make sure you have stopped your vehicle in a safe place. (1)	
	Accept any reasonable answer based on the text.	(1)

(Total for Question 10 = 1 mark)

- 11** Your friend is considering buying a satnav. Which three aspects from Text B do you think are the most important for them to understand?

You do **not** need to write in sentences.

Question Number	Answer	Mark
11	Answers may include: <ul style="list-style-type: none"> • fit in a safe position away from airbag covers (1) • fit where driver vision is not affected (1) • fit where they are legal (1) • fit where they don't interfere with safety (1) • fit using manufacturer's instructions (1)) 	
	Accept any reasonable answer, based on the text, up to a maximum of three marks.	(3)

(Total for Question 11 = 3 marks)

TOTAL FOR SECTION B = 10 MARKS

SECTION C

Read Text C and answer questions 12–14.

Text C

You have found three adverts for second-hand cars.

**Ford Fiesta 1.3 Encore**

1998 (S reg), 82,000 miles, manual gearbox, 3 previous owners, road tax paid for 6 months

Metallic Blue, 5 door, hatchback
Radio/Cassette

Immobiliser and factory-fitted car alarm, child locks on rear doors, driver and passenger airbags.

£599

Car for sale—contact 07895126466

Advert 1 –
Local shop window

Advert 2 – Classified
advert in newspaper



1994 (M reg) Ford Fiesta 1.3 Equipe, Special Edition, 83,000 miles, Automatic gearbox, Blue, 3 door, hatchback, 11 months road tax paid, two previous owners, new Sony XMP3 Stereo with Bluetooth fitted.
£500 only. 07771455271.


Advert 3 – Online

www.usedcarsforsale.co.uk

File Edit View Favourites Tools Help

← Back → Search

Address <http://www.usedcarsforsale.co.uk>

 **Used Ford Fiesta 1.2 Zetec, 1996 (N reg), manual gearbox, Silver, 24000 miles, 3 door, hatchback, CD Player, Sun roof.**
One owner from new. Good condition. Currently untaxed.
£500 – Contact Seller on 07771234568.

The Examiner explains

Section C will always be on the same theme and will include texts drawn from different sources.

Examiner's teaching tip

Remind your learners to look at the number of lines provided as a guide as well as at the mark allocation. This will help them to keep their answers concise and relevant.

The Examiner explains

The variety of question types makes texts more accessible, while the clear instructions and presentation show candidates exactly what is required. This ensures a clear framework, series upon series, so that candidates can go into the assessment with confidence.

12 Your friend is looking for a car with a manual gearbox and has a budget of £500. Which of the three cars in Text C would you recommend?

Remember to give the number of the advert in your answer.

You do **not** need to write in sentences.

.....
.....

(Total for Question 12 = 1 mark)

13 A member of your family would also like a car. She would like a car with good safety features. Which of the three cars in Text C would you recommend?

Remember to give the number of the advert in your answer.

You do **not** need to write in sentences.

.....
.....

(Total for Question 13 = 1 mark)

14 Consider the information provided in the three adverts in Text C. Based on this information which car would you choose to go and look at?

Give **three** reasons.

Remember to give the number of the advert in your answer.

You do **not** need to write in sentences.

Car chosen

.....
.....

Reason 1

.....
.....

Reason 2

.....
.....

Reason 3

.....
.....

(Total for Question 14 = 3 marks)

**TOTAL FOR SECTION C = 5 MARKS
TOTAL FOR PAPER = 25 MARKS**

Section C

Question Number	Answer	Mark
12	Car three/Advert three (Ford Fiesta 1.2 Zetec)	(1)

Question Number	Answer	Mark
13	Car one/Advert one (Ford Fiesta 1.3 Encore)	(1)

Question Number	Answer	Mark
14	Any car may be chosen. Reasons may include: <ul style="list-style-type: none"> • age • owners • tax • mileage • colour/finish • price <p>Accept any reasonable answer, based on the text, up to a maximum of three marks.</p>	(3)

Mapping to Functional Skills for English Level 2

Question	Fixed Marks	Open Marks	Mapping to standard				
			(L2.2.1) Select and use different types of texts to obtain and utilise relevant information	(L2.2.2) Read and summarise, succinctly, information /ideas from different sources	(L2.2.3) Identify the purposes of texts and comment on how meaning is conveyed	(L2.2.4) Detect point of view, implicit meaning and/or bias	(L2.2.5) Analyse texts in relation to audience needs and consider suitable responses
1		1			x		
2	1		x				
3	1		x				
4	2			x			
5	3					x	
6		2				x	
7		1			x		
8		3			x		
9	2		x				
10	1		x				
11		3					x
12	1						x
13	1						x
14		3		x			
Total marks:			5	5	5	5	5
Total percentage:			20%	20%	20%	20%	20%

Examiner's teaching tip

This grid provides a quick overview of the different question types, mapped against the criteria, so your learners know what to expect. It also highlights the framework of the assessment to reassure you that there will be 'no surprises'.

Examiner's teaching tip

Our pilot has shown that learners' skills in obtaining and summarising ideas from different kinds of texts and detecting implicit meanings can be weak. Questions that ask a candidate to 'explain' something require a response that is more than a simple quotation.

The Examiner explains

Candidates may use an unannotated dictionary to help them understand unfamiliar words and check the accuracy of their writing.

The Examiner explains

Each paper opens with a clear familiar layout including:

- instructions candidates must follow
- information about the marks to show how much time to spend on each question
- supportive advice on technique.

All candidates should read this page carefully before they start.

Write your name here	
Surname	Other names
Edexcel	Centre Number
Functional Skills	Candidate Number
English	
Level 2	
Component 3: Writing	
Sample Assessment Material	Paper Reference
Time: 45 minutes	E203/01
You may use a dictionary.	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **both** tasks.
- Answer the tasks in the spaces provided – *there may be more space than you need.*
- Dictionaries may be used.

Information

- The total mark for this paper is 25.
- The marks for **each** task are shown in brackets – *use this as a guide as to how much time to spend on each task.*
- You will be assessed on spelling, punctuation and grammar in both tasks.

Advice

- Read each task carefully before you start to answer it.
- Keep an eye on the time.
- Try to complete both tasks.
- Check your answers if you have time at the end.

S39271A

©2010 Edexcel Limited.



Edexcel Functional Skills qualifications in
English at Levels 1 and 2

Sample Assessment Materials

© Edexcel Limited 2010

Turn over ►

edexcel 
advancing learning, changing lives

There are **two** tasks which assess your writing skills.

Remember that spelling, punctuation and grammar will be assessed in **both** tasks.

Task 1

Information

Your school/college/workplace has asked for ideas about a charitable project to support. You have found this information about mobile phone recycling.



The Phone Shop Mobile Phone Recycling Scheme

Recycle your phone – to help the environment and to help local charities.



Recycling is easy to do, great for the environment and won't cost you a penny. The Phone Shop has teamed up with Charitable Mobile Recycling (CMR) to launch a simple scheme that raises money for charity from unwanted mobile phones. This also prevents mobile phones going to landfill sites. For every 200 phones donated we will receive £300 for local charities.

Mobile phone facts

- The average mobile phone user will replace their handset once every 18 months.
- Less than 20% of all unused mobile phones in the UK are currently recycled.
- Latest figures suggest close to 90 million phones are never used. If you put 90 million phones end to end, they would stretch from Lands End to John O'Groats and back **OVER THREE TIMES**.
- Mobile phones contain toxic substances which need to be disposed of in a safe manner. If these end up in landfill sites they become a threat to human health and the environment

How do I recycle my mobile phone?

First you need to register to the scheme at our website. www.thephoneshop/Recycling Collection boxes are available if you are collecting 20 phones or more. Just order a collection box when you register and when it is full arrange a **FREE** collection through our website. This is ideal for an office, college or school collection.

You can recycle mobile phones of any brand and in any condition. Every phone can make a difference.

Writing Task

Write a briefing paper about this scheme to help your school/college/workplace make its decision.

In your briefing paper, you may include:

- background information about the scheme
- the advantages and disadvantages of running this scheme at your school/college/workplace
- whether or not you recommend this scheme.

(15)

Examiner's teaching tip

Familiarise your learners with the format of the Writing task, so they know what to expect:

- clear instructions
- stimulus in a realistic context
- the Writing task broken down into supportive bullet points.

The Examiner explains

All tasks focus on writing for different purposes with technical accuracy. Any reading in a task is only to stimulate the written response, as candidates will not be assessed on their reading skills in this paper.

Examiner's teaching tip

The indicative content focuses on the form of the writing and the features associated with a particular text type. Make sure your learners understand that they will gain marks for good formatting and for the tone of their response.

Task	
1	<p>Write a briefing paper about this scheme to help your school/college/workplace make its decision.</p> <p>In your briefing paper, you may include:</p> <ul style="list-style-type: none"> • background information about the scheme • the advantages and disadvantages of running this scheme at your school/college/workplace • whether or not you recommend this scheme. <p style="text-align: right;">(15 marks)</p>
Indicative content	
	<ul style="list-style-type: none"> • Uses appropriate tone/language when writing briefing paper. • Some detail regarding the content of the briefing paper and its purpose. • Some explanation of the project scheme and the advantages of recycling mobile phones. • The advantages and disadvantages of the school/college/workplace running the scheme, eg how easily it could be publicised/organised, appropriate central location for the collection box. • Reasons given on whether or not they would recommend the scheme.

Mark	A: Form, communication and purpose
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Presents relevant information/ideas logically to a limited extent. • Basic ability to present complex ideas/information evident. • Uses language for specific purpose, to a limited extent. • Uses a limited range of sentence structures with limited accuracy. • Makes limited use of paragraphing and other organisational features with basic accuracy.
4-6	<ul style="list-style-type: none"> • Presents relevant information/ideas logically for some of the response. • Able to present complex ideas/information clearly and concisely, with some lapses. • Uses language for specific purpose for some of the response. • Uses a range of sentence structures with some accuracy. • Makes some use of paragraphing and other organisational features with some accuracy.
7-9	<ul style="list-style-type: none"> • Presents relevant information/ideas logically for most of the response. • Able to present complex ideas/information clearly and concisely, with occasional lapses. • Uses language for specific purpose throughout the response. • Uses a range of sentence structures accurately. • Makes consistent use of appropriate paragraphing and other organisational features with accuracy.

Examiner's teaching tip

The mark scheme takes a 'best fit' approach and shows what markers are looking for. Study the grid with your learners, noting how the marks are awarded and what must be done to progress.

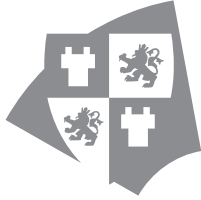
Mark	B: Spelling, punctuation and grammar
0	<ul style="list-style-type: none"> • No rewardable material.
1-2	<ul style="list-style-type: none"> • Uses spelling and grammar with limited accuracy, supporting meaning at a basic level. • Uses basic punctuation, eg commas, apostrophes and inverted commas, with limited accuracy.
3-4	<ul style="list-style-type: none"> • Uses spelling and grammar with some accuracy, supporting meaning some of the time. • Uses some punctuation, eg commas, apostrophes and inverted commas, correctly and appropriately.
5-6	<ul style="list-style-type: none"> • Use of spelling and grammar is mostly accurate, supporting meaning most of the time. • Uses a range of punctuation, eg commas, apostrophes and inverted commas, correctly and appropriately most of the time.

The Examiner explains

Each paper is set within a purposeful scenario that is easy to understand and reflects the real world.

Task 2**Information**

You live in Rook Lane and have received this information sheet.

**Estrick County Council Notice to Residents****Access arrangements for forthcoming Fun Fair**

The fun fair is coming to Estrick Park in the centre of the town from July 7th – July 11th.

Cycle paths across the park will be closed during this period.

Car parking for visitors will be made available in the following roads: Banks Lane, Douglas Street, Chandlers Road and Market Street.

Temporary toilets will be placed in Rook Lane. Rook Lane will be closed to traffic. Residents should make alternative arrangements for parking.

If you wish to comment on any of these arrangements, please contact Cathy Oldman at Estrick County Council.

Email: c.oldman@estrickcc.gov.uk

Writing Task

You are very unhappy about the arrangements for the fun fair.

Write an email to Cathy Oldman at Estrick County Council protesting against the arrangements.

(10)

Begin your answer on the next page.

The Examiner explains

The Writing paper provides, for example, email headers. Candidates may need these to complete the task but won't be assessed on them. They are there to clarify what is required and help candidates to use their time effectively.

Lessons from the pilot

Successful answers focus on the functional nature of the piece and address the specific purpose of the question without straying into creative writing. Any detail included should relate closely to the reason for writing.

Lessons from the pilot

A common area of weakness is writing in a tone that is not appropriate to the question and is not maintained throughout the response. Learners should develop the skill of writing in an appropriate tone.

The screenshot shows an email client window with the following header information:

- From: you@your.email.co.uk
- To: c.oldman@estrickcc.gov.uk
- Subject: Fun Fair arrangements

The main body of the email is a large, empty area with horizontal dotted lines for writing.

Task	
2	You are very unhappy about the arrangements for the fun fair. Write an email to Cathy Oldman at Estrick County Council protesting against the arrangements. (10 marks)
Indicative content	
	<ul style="list-style-type: none"> uses relevant organisational features. uses appropriate tone/language when writing a complaint/protest email about arrangements for the fun fair shows awareness of audience.

Lessons from the pilot

We found that common areas of weakness include poorly organised writing with very long or very short paragraphs, and ideas that are not linked together effectively.

Encourage your learners to pay careful attention to the format and organisation of their answers.

Mark	A: Form, communication and purpose
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Presents relevant information/ideas logically, using persuasive language as appropriate, to a limited extent. • Basic ability to present complex ideas/information evident. • Uses language for the specific purpose, to a limited extent. • Makes use of a limited range of sentence structures with limited accuracy. • Makes limited use of paragraphing and other organisational features with basic accuracy.
3-4	<ul style="list-style-type: none"> • Presents relevant information/ideas logically, using persuasive language as appropriate, for some of the response. • Able to present complex ideas/information clearly and concisely, with some lapses. • Uses language for the specific purpose for some of the response. • Uses a range of sentence structures with some accuracy. • Makes some use of paragraphing and other organisational features with some accuracy.
5-6	<ul style="list-style-type: none"> • Presents relevant information/ideas logically, using persuasive language as appropriate, for most of the response. • Able to present complex ideas/information clearly and concisely with occasional lapses. • Uses language for the specific purpose throughout the response. • Uses a range of sentence structures accurately. • Makes consistent use of appropriate paragraphing and other organisational features.

Lessons from the pilot

We found that a number of our Level 2 candidates made a number of common mistakes such as:

- incorrect use of apostrophes and capital letters
- confusion over there/their/they're and your/you're
- the contraction of two words into one such as 'alot' and 'aswell'.

Mark	B: Spelling, punctuation and grammar
0	<ul style="list-style-type: none"> • No rewardable material.
1-2	<ul style="list-style-type: none"> • Uses spelling and grammar with limited accuracy, supporting meaning at a basic level. • Uses basic punctuation, eg commas, apostrophes and inverted commas, with limited accuracy.
3-4	<ul style="list-style-type: none"> • Use of spelling and grammar is mostly accurate, supporting meaning most of the time. • Uses some punctuation, eg commas, apostrophes and inverted commas, correctly and appropriately most of the time.

Mapping to Functional Skills for English Level 2

Writing				
Skill Standard				
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively.				
<u>Criterion</u> <u>Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of</u> <u>marks</u>	<u>%</u>
L2.3.1	Q1 Q2	<ul style="list-style-type: none"> Present information/ideas concisely, logically, and persuasively. 	15	60
L2.3.2	Q1 Q2	<ul style="list-style-type: none"> Present information on complex subjects clearly and concisely. 		
L2.3.3	Q1 Q2	<ul style="list-style-type: none"> Use a range of writing styles for different purposes. 		
L2.3.4	Q1 Q2	<ul style="list-style-type: none"> Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively. 		
L2.3.5	Q1 Q2	<ul style="list-style-type: none"> Punctuate written text using commas, apostrophes and inverted commas accurately. 	10	40
L2.3.6	Q1 Q2	<ul style="list-style-type: none"> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types. 		
Total for Writing			25	100

Examiner's teaching tip

This grid provides a quick overview of the different question types, mapped against the criteria, so your learners know what to expect. It also highlights the framework of the assessment to reassure you that there will be 'no surprises'.

Edexcel
One90 High Holborn
London
WC1V 7BH

www.edexcel.com

© Edexcel 2010

Produced by Paul and Jane Shuter for Edexcel
Publisher: Shirley Wakley
Editors: Ag MacKeith and Elina Helenius
Photo research: Thelma Gilbert
Design: AMR Design Ltd, **www.amrdesign.com**

Acknowledgements

We would like to thank the following for permission to reproduce photographs:

Corbis/Tim O'Leary p7; Alamy/ImageSource p13; Corbis p14.

Functional Skills from Edexcel

Easier to deliver. *More opportunities for success.*

You'll benefit from the experience of hundreds of other teachers

We've invested in the largest national functional skills pilot (250,000 entries at over 1,300 centres). Whether you are a school, college, training provider or employer, we can offer you the full range of accredited English functional skills qualifications at Entry Levels 1, 2, & 3 and Levels 1 & 2. This guide includes detailed comments from the pilots and from examiners so you'll be really clear about how to achieve success – and benefit from the experience of others.

You'll have access to the widest range of tested support material available

Our experience shows in the quality and range of resources and the depth of support we offer. We've developed and tested these alongside the specification. They've worked for thousands already, so we know they'll work for you and your learners too.

Your learners will benefit from the clarity of the assessments

Lastly – most importantly of all – it's the clarity and accessibility of our functional skills assessment that your learners will benefit from. Our aim is to give every learner the best opportunities for achieving success.

Whatever opportunity you want to offer your learners, we offer more help and experience than anyone else.

If you have any questions regarding this publication, or if there is anything you're unsure of, please use our Ask the Expert service. The online support service will put you in direct email contact with our senior subject experts. To ask a question, please go online at www.edexcel.com/ask

For further information, please visit our functional skills website – www.edexcel.com/fs
Alternatively, call our customers team on **0844 576 0028**

Edexcel
190 High Holborn,
London WC1V 7BH
Tel: 0844 576 0028
Fax: 020 7190 5700

www.edexcel.com

Publication code: FC024894

Further copies of this publication are available to order from Edexcel publications.
Please call 01623 467467 quoting the relevant publication code.

About Edexcel

Edexcel, a Pearson company, is the UK's largest awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning here and in over 85 countries worldwide.