

Sample Assessment Materials

# Functional Skills English, Levels 1 & 2

# Why our assessment offers more opportunity for success

## Externally-marked assessment

### Clear, accessible papers

Our papers are carefully designed so that they are consistently accessible for your learners. This means that they will find it easier to understand what is needed and are familiar with the format of the examination papers.

### Reading

Text selection undergoes a rigorous process in which we ensure that the text is accessible and appropriate to the level. Our question writing is similarly reviewed to ensure that questions are accessible and contain no ambiguities. This means that your learners can access the texts and the questions and have a clear understanding of what the question is looking for. Their performance in the examination therefore reflects their ability to apply their functional English skills and show their strengths.

### Writing

Our tasks are designed consistently so that your learners will be familiar with their design. This means that the tasks are accessible to learners across the ability range. The format is recognisable for all tasks as we provide information to help learners with the formulating of their own ideas. Each task is clearly identified and further support such as bullets and prompts are provided to help them to structure their responses.

## Controlled assessment

### Speaking, listening and communication

We will give you plenty of ideas for informal and formal discussion topics, and you will have the flexibility of using your own ideas for the assessment. Remember that Level 1 learners need to be assessed in both formal and informal discussion and Level 2 learners need to be assessed in both discussion and in their delivery of a presentation.

The context of the assessment could be anything from a mock job interview to a discussion around the advantages and disadvantages of introducing identity cards, provided that the context is realistic and functional. Learners need to show that they possess functional skills that are transferable to real-life situations.

We have designed a range of sample assessment materials so that every learner will have the opportunity to fully engage with others and access the coverage and range in the skill standard. The use of contemporary material, drawn from realistic contexts, will motivate learners to research appropriate topics before they participate in the assessment, whether it is discussion (Level 1 and Level 2) or in the delivery of a presentation (Level 2 only). Our aim is to bring out the very best in learners and make the whole experience valuable for everyone involved. At the same time we provide learners with the opportunities to develop their speaking, listening and communication skills so that they are functional in the real world.





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# Edexcel Functional Skills

## English

Level 1

### Component 1: Speaking, Listening and Communication

Sample Controlled Assessment Material

Paper Reference

**E101/01**

**Specimen Tasks and Record Sheets**

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## Contents

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## General Guidance

It is recognised as good practice for learners to take part in appropriate speaking, listening and communication activities throughout their functional English course.

However, for assessment purposes formal set tasks/activities must be carried out to meet the criteria. Skills must **not** be evidenced through a portfolio of 'opportunistic' style assessments.

### Preparation for assessments

Learners should have the opportunity to develop their skills and practise speaking, listening and communication tasks throughout the course. When reading and writing are the focus of lessons/tutorials, centres may wish to use discussion about these areas as an opportunity for learners to articulate their views, listen to others, contribute to move discussions on and to respect turn-taking protocols.

Learners may wish to prepare their thoughts on the set speaking, listening and communication activity before any designated formal assessment. Group work and individual study can be used to complete this preparation. Learners may prepare notes to use in the assessment, which can include bullet and numbered points. Notes must **not** include continuous phrases or paragraphs which could constitute a prepared response.

### Application of marking grids

One assessment form per learner is sufficient for assessment purposes.

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

### Summative comment

Space is provided if further comments are needed. In most assessments, ticking against the coverage and range will be sufficient. The assessor must sign and date assessments. If assessments are carried out by more than one assessor, all signatures are required.



An example for a level 1 learner is shown below.

Please tick the box if the learner has achieved level 1.	✓
<p>Centre summative comment:</p> <p>The learner is able to make relevant, extended contributions to both formal and informal discussions. In discussions the learner allows for, and responds to, others' input. Contributions of ideas and opinions to formal discussion show clear preparation. The learner made a range of contributions to move the discussion along, and presented their own points of view clearly and appropriately.</p> <p>Assessor signature: <i>An Assessor</i> Date: <i>29/01/20</i></p>	

### **Length of assessments**

The assessment time at level 1 should total approximately 30 minutes. Learners should be given sufficient time to demonstrate their competence of the relevant skills standard.

## Task – level 1

At level 1, learners need to complete two assessments, at designated times, to show that they are able to **take full part in formal and informal discussions and exchanges that include unfamiliar subjects**.

Learners must be assessed in both a formal and an informal activity. The order in which the assessments take place is a centre decision.

Learners are expected to:

- 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.

### Discussion activities

A maximum number of five participants would usually make up the discussion, although not all those involved need to be assessed. Learners being assessed must have sufficient opportunity to contribute to the discussion. An assessor may prompt discussions if necessary, and this should be noted. At no time should an assessor be an active participant.

### Completing the record sheet

The guidance below should support completion of the record sheet.

### Example activity idea 1: Formal discussion

#### Context

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

- A debate about a contemporary issue, such as identity cards
- A 'mock' job interview, possibly linked to learners' vocational area
- A discussion linked with a marketing/business idea, for example considering a sales pitch for a new product
- A radio/TV talk show about a topic of interest, for example gardening or a film review

**All contexts may be adapted to suit a formal or informal discussion. However, the same context/subject must not be used for both assessment activities.**

#### How was the discussion organised?

This would include information such as the presence of any outside visitors, the use of support/prompt sheets to assist the activity, the number of people involved in the discussion and the contribution of the assessor.

#### Any learner support

This may include:

- prior preparation
- notes/research
- logistics/organisation of assessment activity.

## Example activity idea 2: Informal discussion

### Context

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

- A discussion with peers concerning topical issues, such as fairtrade, global warming, key events in the news or reality TV
- A discussion with peers concerning a personal interest, for example a favourite band or a trip to a local site of interest

**All contexts may be adapted to suit a formal or informal discussion. However, the same context/subject must not be used for both assessment activities.**

### How was the discussion organised?

This would include information such as the presence of any outside visitors, the use of support/prompt sheets to assist the activity, the number of people involved in the discussion and the contribution of the assessor.

### Any learner support

This may include:

- prior preparation
- notes/research
- logistics/organisation of assessment activity.

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

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

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

Activity: Formal	Date:	Activity: Informal	Date:
Please use the space below to note the context of the activity, how it was organised and any learner support.		Please use the space below to note the context of the activity, how it was organised and any learner support.	

**Level 1: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.**

The grid should be applied on a 'best fit' basis. To achieve a level 1 overall, a learner should have met each of the level 1 standards at least once.

<b>Just below level 1</b>	✓	<b>Achieved level 1</b>	✓
Makes some relevant contributions to discussion		Makes relevant and extended contributions to discussions	
Sometimes allows for and responds to others' input		Allows for and responds to others' input	
Some preparation for the formal discussion of ideas and opinions		Preparation supports contribution to the formal discussion of ideas and opinions	
Makes some different kinds of contributions to discussions		Makes different kinds of contributions to discussions	
Some information/points of view presented clearly, with some use of appropriate language		Presents information/points of view clearly and in appropriate language	

Please tick the box if the learner has achieved level 1.	<input type="checkbox"/>
Centre summative comment:	
Assessor signature:	Date:

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



# Edexcel Functional Skills

## English

Level 2

### Component 1: Speaking, Listening and Communication

Sample Controlled Assessment Material

Paper Reference

**E201/01**

**Specimen Tasks and Record Sheets**

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## General Guidance

It is recognised as good practice for learners to take part in appropriate speaking, listening and communication activities throughout their functional English course.

However, for assessment purposes formal set tasks/activities must be carried out to meet the criteria. Skills must **not** be evidenced through a portfolio of 'opportunistic' style assessments.

### Preparation for assessments

Learners should have the opportunity to develop their skills and practise speaking, listening and communication tasks throughout the course. When reading and writing are the focus of lessons/tutorials, centres may wish to use discussion about these areas as an opportunity for learners to articulate their views, listen to others, contribute to move discussions on and to respect turn-taking protocols.

There will be activities in lessons where learners need to present ideas to contribute to an area of study. This forms a useful basis for the presentational skills required for level 2.

Learners may wish to prepare their thoughts on the set speaking, listening and communication activity before any designated formal assessment. Group work and individual study can be used to complete this preparation. Learners may prepare notes to use in the assessment, which can include bullet and numbered points. Notes must **not** include continuous phrases or paragraphs which could constitute a prepared response.

### Application of marking grids

One assessment form per learner is sufficient for assessment purposes.

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

### Summative comment

Space is provided if further comments are needed. In most assessments, ticking against the coverage and range will be sufficient. The assessor must sign and date assessments. If assessments are carried out by more than one assessor, all signatures are required.



An example for a level 2 learner is shown below.

Please tick the box if the learner has achieved level 2.	✓
<p>Centre summative comment:</p> <p>The learner is able to consider complex information and respond cogently using appropriate language. The learner can also present information and ideas to others, using persuasive techniques where applicable.</p> <p>The learner is able to adapt their contributions according to context and make significant contributions to discussions, adopting relevant roles and enabling discussion to move forward.</p> <p>The learner has achieved level 2 in speaking, listening and communication.</p> <p>Assessor signature: <i>An Assessor</i> Date: <i>29/01/20</i></p>	

### **Length of assessments**

The assessment time at level 2 should total approximately 30 minutes. Learners should be given sufficient time to demonstrate their competence of the relevant skills standard.

## Task – Level 2

At level 2, learners need to complete two assessments, at designated times, in which they ***make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.***

There are two key features at level 2: learners are required to give presentations in addition to participation in discussion and they must also demonstrate that they are able to cope with unfamiliar contexts/situations.

As is the case with level 1 activities, the order in which the formal assessment takes place is at the discretion of the centre. When completing the assessment record sheet, any unfamiliar situations need to be identified.

Learners are expected to:

- 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.

### Discussion activity

A maximum number of five participants would usually make up the discussion, although not all those involved need to be assessed. Learners being assessed must have sufficient opportunity to contribute to the discussion. An assessor may prompt discussions if necessary, and this should be noted. At no time should an assessor be an active participant.

### Presentation activity

Learners may deliver presentations individually or as part of a small group. If presentations are delivered in a small group, each individual learner's contribution must be developed sufficiently in order to demonstrate competence at level 2. Learners must ensure that their preparation and part of the presentation are all their own work.

### Completing the record sheet

The guidance below should support completion of the record sheet.

### Example activity ideas 1: Discussion

#### Context

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

- A planning meeting to arrange a visit from a local business (among peers)
- A discussion with an external visitor, for example about local issues, a vocational area
- A decision-making exercise, for example through a committee or debate

**All contexts may be adapted to suit a presentation or formal discussion and to include an unfamiliar element (which must be assessed at least once). The unfamiliar element may arise from either the subject/topic or the audience/group (for example a different tutor group or an external visitor).**

### **How was the discussion organised?**

This would include information such as the presence of any outside visitors, the use of support/prompt sheets to assist the activity, the number of people involved in the discussion and the contribution of the assessor.

### **Any learner support**

This may include:

- prior preparation
- notes/research
- examples to describe the unfamiliarity of the context/audience/activity
- logistics/organisation of assessment activity.

### **Example activity ideas 2: Presentation**

#### **Context**

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

- Persuade audience of a current concern such as a health and safety issue
- A persuasive sales pitch for a new product
- Persuade an audience of a particular viewpoint on a topical issue, for example the case for free school dinners.

**All contexts may be adapted to suit a presentation or formal discussion and to include an unfamiliar element (which must be assessed at least once). The unfamiliar element may arise from either the subject/topic or the audience/group (for example a different tutor group or an external visitor).**

### **How was the presentation organised?**

This would include information such as any uses of electronic delivery, use of resources, the length of presentation and the subsequent follow-up, for example question and answer session.

### **Any learner support**

This may include:

- prior preparation
- notes/research
- examples to describe the unfamiliarity of the context/audience/activity
- logistics/organisation of assessment activity.

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

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

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

**Level 2: make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.**

Activity: Discussion	Date:
----------------------	-------

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

--

Activity: Presentation	Date:
------------------------	-------

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

--

**The grids should be applied on a 'best fit' basis. To achieve a level 2 overall, a learner should have met each of the level 2 standards at least once.**

Discussion activity			
Just below level 2	✓	Achieved level 2	✓
considers complex information with some understanding and gives relevant, sometimes cogent responses in appropriate language		considers complex information and give relevant, cogent response in appropriate language	
makes occasionally significant contributions to discussions, taking a range of roles and helping to move discussion forward some of the time		makes significant contributions to discussions, taking a range of roles and helping to move discussion forward	
Presentation activity			
Just below level 2	✓	Achieved level 2	✓
presents information and ideas clearly and persuasively to others some of the time		presents information and ideas clearly and persuasively to others	
adapts contributions to suit audience, purpose and situation some of the time		adapts contributions to suit audience, purpose and situation	

Please tick the box if the learner has achieved level 2:	<input type="checkbox"/>
--	--------------------------

Centre summative comment:

Assessor signature:	Date:
---------------------	-------

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



Write your name here

Surname

Other names

**Edexcel  
Functional Skills**

Centre Number

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Candidate Number

--	--	--	--	--

**English**

**Level 1**

**Component 2: Reading**

Sample Assessment Material

**Time: 45 minutes**

Paper Reference

**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 ►

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## 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.

**THE SILLY ARMY**

**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.spanglefish.com/sillyarmy/](http://www.spanglefish.com/sillyarmy/) ©The Silly Army

Answer questions 1 to 3 with a cross . 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:

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

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

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

(Total for Question 3 = 1 mark)



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)**

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)**

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**TOTAL FOR SECTION A = 10 MARKS**

## 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.

**THE  
SILLY ARMY**



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

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?

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

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

(Total for Question 9 = 2 marks)

**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)**

**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)**

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



# Mark Scheme

## SAMS 2010

### Functional Skills

## Edexcel Functional Skills qualification in English at Level 1

### Reading Paper



## General Marking Guidance

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

## 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)

Question Number	Answer	Mark
4	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• tag bulldog (1)</li> <li>• dodgeball (1)</li> <li>• spacehopper polo (1)</li> <li>• spacehopper rugby (1)</li> <li>• ultimate Frisbee (1)</li> <li>• five-a-side tennis (1)</li> </ul> <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"> <li>• menu (1)</li> <li>• webpage address (1)</li> <li>• search box (1)</li> <li>• can click on links, eg map, advertisements (1)</li> <li>• scroll bar (1)</li> </ul> <p>Accept any reasonable answer, based on the text, up to a maximum of <b>two</b> marks.</p>	(2)

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

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

## 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)

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

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

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

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

## 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	
<b>Total marks:</b>			<b>6</b>	<b>6</b>	<b>4</b>	<b>4</b>
<b>Total percentage:</b>			<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>



Write your name here

Surname

Other names

**Edexcel  
Functional Skills**

Centre Number

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Candidate Number

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**English**

**Level 2**

**Component 2: Reading**

Sample Assessment Material

**Time: 45 minutes**

Paper Reference

**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.

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## 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)

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)**

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)**

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**

## 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](http://www.dft.gov.uk/think) © Crown Copyright Click Use Licence C2009000819)

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)**

**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.

.....  
.....

**(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.

1 .....

.....

2 .....

.....

3 .....

.....

**(Total for Question 11 = 3 marks)**

**TOTAL FOR SECTION B = 10 MARKS**

**BLANK PAGE**



## 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

 **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.**

**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)**

**Question 14 begins on the next page.**

**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**

# Mark Scheme

## SAMS 2010

### Functional Skills

## Edexcel Functional Skills qualification in English at Level 2

### Reading Paper

## General Marking Guidance

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

## 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)

Question Number	Answer	Mark
4	<ul style="list-style-type: none"><li>• Add etiquette to the driving test (1)</li><li>• All drivers to re-take tests regularly (1)</li><li>• Drivers over 70 re-take their test (1)</li></ul> <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.		✓																					

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

## 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"> <li>• question and answer style/FAQs make the information clear (1)</li> <li>• use of bold makes questions stand out/easy to locate (1)</li> <li>• logo shows it is official - can trust the information (1)</li> <li>• uses references to the Highway Code to support information (1)</li> </ul> Accept any reasonable answer, based on the text, up to a maximum of <b>three</b> marks.	(3)

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

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)

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



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

## Mapping to Functional Skills for English Level 2

Question	Fixed Marks	Open Marks	Mapping to standard Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.				
			(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			
<b>Total marks:</b>			<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Total percentage:</b>			<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>



Write your name here

Surname

Other names

**Edexcel  
Functional Skills**

Centre Number

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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.

Turn over ►

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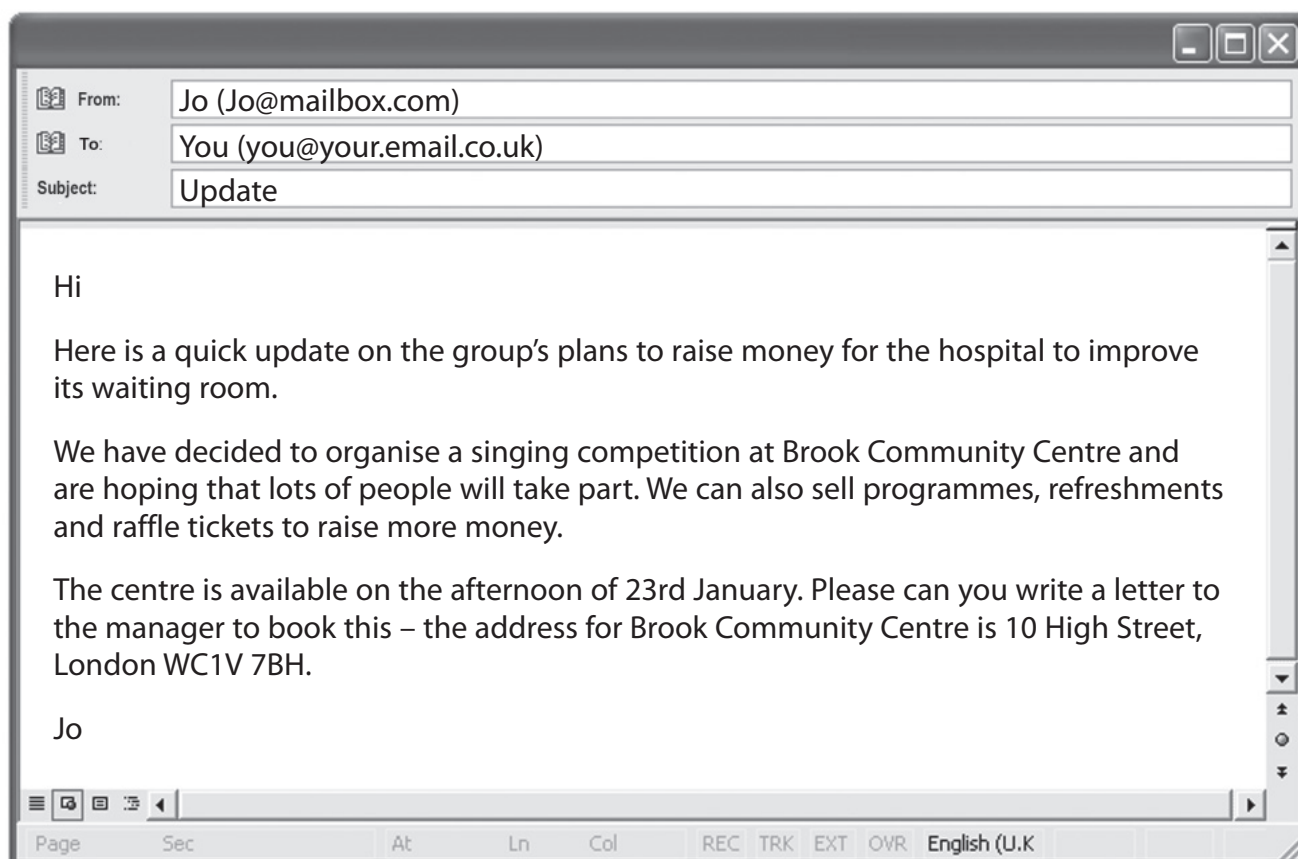
There are **two** tasks which assess your writing skills.

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.**

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

Dotted lines for writing.

**(Total for Task 1 = 15 marks)**

**BLANK PAGE**



## 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: **111777777**

#### 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.**

New Message



From: you@your.email.co.uk  
To: CustomerServices@ShoeWorld.co.uk  
Subject: Complaint

A large text area with horizontal dotted lines for writing the message content.

Blank writing area with horizontal dotted lines for text entry.

**(Total for Task 2 = 10 marks)**

**TOTAL FOR PAPER = 25 MARKS**

# Mark Scheme

## SAMS 2010

### Functional Skills

# Edexcel Functional Skills qualification in English at Level 1

## Writing Paper

## General Marking Guidance

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

### Instruction to markers:

Two grids need to be applied when assessing a candidate's response: A: Form, communication and purpose and B: Spelling, punctuation and grammar.

A candidate may write appropriately for this level, but have technical weaknesses; or a candidate may have reasonably secure technical control but may have been less successful in terms of form, audience and purpose. It is essential therefore that both marking grids, A and B, are applied independently.

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

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

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

Task	
2	<p>You have only worn your trainers a few times and now they are falling apart. Write an email to the company to complain. You may wish to include:</p> <ul style="list-style-type: none"> <li>• how long you have had the trainers</li> <li>• what the fault is</li> <li>• what you want them to do about it.</li> </ul> <p style="text-align: right;">(10 marks )</p>
	<b>Indicative content</b>
	<ul style="list-style-type: none"> <li>• Uses relevant organisational features.</li> <li>• Uses appropriate tone/language when writing about the trainers</li> <li>• Show awareness of audience such as using features of email response</li> </ul>

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

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



## Mapping to Functional Skills for English Level 1

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

Write your name here

Surname

Other names

**Edexcel  
Functional Skills**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

**English**  
**Level 2**  
**Component 3: Writing**

Sample Assessment Material  
**Time: 45 minutes**

Paper Reference  
**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.

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Turn over ►

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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](http://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)

A large rectangular area with rounded corners, containing numerous horizontal dotted lines for writing.

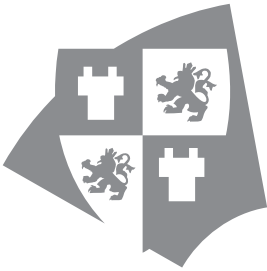


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## Task 2

### 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](mailto: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.**



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

A large area for writing the email body, featuring horizontal dotted lines for guidance. A vertical scrollbar is visible on the right side of this area.



Blank writing area with horizontal lines and a footer bar containing navigation icons and labels: Page, Sec, At, Ln, Col, REC, TRK, EXT, OVR, English (U.K).

**(Total for Task 2 = 10 marks)**

**TOTAL FOR PAPER = 25 MARKS**

# Mark Scheme

## SAMS 2010

### Functional Skills

## Edexcel Functional Skills qualification in English at Level 2

### Writing Paper

## General Marking Guidance

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

### Instruction to markers:

Two grids need to be applied when assessing a candidate's response: A: Form, communication and purpose and B: Spelling, punctuation and grammar.

A candidate may write appropriately for this level, but have technical weaknesses; or a candidate may have reasonably secure technical control but may have been less successful in terms of form, audience and purpose. It is essential therefore that both marking grids, A and B, are applied independently.

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"> <li>• background information about the scheme</li> <li>• the advantages and disadvantages of running this scheme at your school/college/workplace</li> <li>• whether or not you recommend this scheme.</li> </ul> <p style="text-align: right;">(15 marks)</p>
Indicative content	
	<ul style="list-style-type: none"> <li>• Uses appropriate tone/language when writing briefing paper.</li> <li>• Some detail regarding the content of the briefing paper and its purpose.</li> <li>• Some explanation of the project scheme and the advantages of recycling mobile phones.</li> <li>• 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.</li> <li>• Reasons given on whether or not they would recommend the scheme.</li> </ul>

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

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

Task	
2	<p>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.</p> <p style="text-align: right;"><b>(10 marks)</b></p>
	<b>Indicative content</b>
	<ul style="list-style-type: none"> <li>• uses relevant organisational features.</li> <li>• uses appropriate tone/language when writing a complaint/protest email about arrangements for the fun fair</li> <li>• shows awareness of audience.</li> </ul>

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

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

## Mapping to Functional Skills for English Level 2

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



