

## Guidance for assessors

### Choice of tasks

Learners must complete **two** tasks. They may complete any two of the six tasks provided (A, B, C, D, E and F). Each task contains two texts, e.g. Text A1 and Text A2, and both must be completed. All questions must be completed.

### Adaptation

Six tasks are provided to enable centres to choose tasks appropriate for their learners. Learners must complete **two** different tasks. Centres must **not** change the tasks, this includes the texts and questions.

### Interpretation

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

### Timing

Learners must complete **two** tasks in 45 minutes – these need not be taken in one sitting, and time may be split up at the centre's discretion. For further details refer to the *Instructions for the Conduct of Controlled Assessment* (ICCA/formerly ICE) document available on [qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html](http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html)

### Marking

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

When applying the mark schemes, the words in brackets are optional. Obliques (/) indicate alternative accepted answers.

### Record Sheet

A completed *Assessment Record and Authentication Sheet* with the recorded marks must be attached to the learners' completed tasks.

### Specific requirements

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

Read Text x and answer questions x to x	Put a tick in the correct box	Write your answer on the line below
True	False	Diary/diaries
Training	Pocket	Popular
Offers	Ready	Invitation
Takeaway(s)	Dry cleaners	Shorten
To sort	Labels	Rinse
Wring		

**Use of a dictionary is permitted.**

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