

**Guidance for assessors****Adaptation**

These tasks are designed so that they can be adapted to meet local needs. Therefore centres are permitted to adapt the context of the assessment. This means that centres may change names, locations and types of event but **not** the purpose or audience of a task. For example, for Task 1 the context may be changed for an alternative to learn to cook classes, such as painting, woodwork, sports or leisure classes, and for Task 2 the content may be changed to a trip to a town, the countryside, a theme park or activity centre. Learners must complete **both** writing tasks. For further details on adaptation, refer to the *Quality Assurance Handbook* available on [qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html](http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html)

**Interpretation**

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases to learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions. For further details on interpretation, refer to the *Quality Assurance Handbook* available on [qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html](http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html)

**Timing**

Learners must complete **two** tasks in 45 minutes – these need not be taken in one sitting, and time may be divided 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 12. The pass percentage for the writing component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 9 marks out of the available 12 across the two completed tasks.

**Use of capital letters and full stops**

Although the statement on the test paper reads: "Use capital letters and full stops where you need to", only the use of full stops (as stated in the mark scheme) is tested at Entry Level 1.

We remind learners to use capital letters as a good practice, but they should not be penalised if they don't do it at Entry Level 1.

**Record Sheet**

A completed *Assessment Record and Authentication Sheet* with the recorded marks must be attached to each learner's completed tasks. Where the context of the task has been adapted by the centre the updated task must also be attached to the *Writing Assessment Record Sheet* with learners' work. (Turn over)

**Specific requirements**

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

|                   |                        |                         |
|-------------------|------------------------|-------------------------|
| Fill in the form. | Write your email here. | Write 2 or 3 sentences. |
| Capital letters   | Full stops             | Where you need to       |
| Learn             | To cook                | Travel                  |
| Seaside           |                        |                         |

Use of a dictionary is permitted.