

Functional Skills English Assessment
Reading Level 1

Learner name _____

Learner Registration Number _____

Learner signature _____

Centre _____

Assessment date _____

Instructions to candidates

Check that you have the correct paper. Please complete the information above.

You do not need to use complete sentences for the reading assessment.

Use black or blue ink. Do not use a pencil.

You may use a dictionary.

There are 7 questions in this assessment. You must answer all the questions.

Total marks available: 26

Pass mark: 17

You should try to answer *ALL* the questions

You have **one hour** to finish the assessment.



You have been asked to prepare a meal for a local community event and you decide that you need to check up on food safety so that no one falls ill. You find the following documents. Read through the two documents and answer the questions about them.

Document 1

Food Standards Agency - Eat well, be well - Keeping food safe - Windows Internet Explorer

http://www.eatwell.gov.uk/keepingfoodsafel

File Edit View Favorites Tools Help


Web Search Mail Bookmarks Answers Games Anti-Spy

Favorites Suggested Sites Free Hotmail

Food Standards Agency - Eat well, be well - Keeping f...

Checking if meat has been properly cooked

If you're checking a whole chicken or other bird, pierce the thickest part of the leg (between the drumstick and the thigh) with a clean knife or skewer until the juices run out. The juices shouldn't have any pink or red in them.



Rare meat

It's fine to eat steaks and other whole cuts of beef and lamb rare, as long as the outside has been properly cooked or 'sealed'. Steaks are usually sealed in a frying pan over a high heat.

It's important to seal meat to kill any bacteria that might be on the outside. You can tell that a piece of meat has been properly sealed because all the outside will have changed colour.

It's OK to serve beef and lamb joints rare too, as long as the joint is a single piece of meat, not a rolled joint (made from different pieces of meat rolled together).

But pork joints and rolled joints should **not** be served rare. To check these types of joints are cooked properly, put a skewer into the centre of the joint. The juices should not have any pink or red in them. If they aren't properly cooked any bacteria in the meat might not be killed.



Functional Skills English
Sample Level 1
Assessment Task Sheet



Document Two

You are not sure what a 'skewer' is so you look the word up in a dictionary:

Skerry (n): A skerry is a small rocky island, usually defined to be too small for habitation. It may simply be a rocky reef.

Skew (v): to cause something to be not straight or exact; to twist or distort

Skewer (n): A skewer is a thin metal or wood stick used to hold small pieces of food together. Metal skewers are typically stainless steel and will have a pointed tip on one end and a grip of some kind on the other

end for ease of removing the food. Metal skewers are recommended for reuse, whereas wooden skewers are not.

Ski (n): A ski is a long, flat device worn on the feet designed to help the wearer slide smoothly over snow. Originally intended as an aid to travel in snowy regions, they are now primarily used for recreational and sporting purposes. Also, a **ski** may denote a similar device used for other purposes than skiing, for example, for steering snowmobiles.



Document 3

You find a food hygiene leaflet to help you.

Food Hygiene at Home

Preparing food

Bacteria spreading from one food to another is a major cause of food poisoning. This can happen when raw food touches or drips onto ready-to-eat food, or when chopping boards, utensils and people's hands have touched raw food.

Preventing bacteria spreading

To prevent bacteria from spreading, remember to do the following:

- **always** wash your hands before preparing food and after touching raw food, especially raw meat
- prepare raw and ready-to-eat food separately
- if you have used a knife or chopping board with raw meat, **do not** use them with ready-to-eat food (such as fruit, salad and cooked food) unless you have cleaned them thoroughly first
- keep cloths, tea towels and hand towels clean and change them frequently

Chilling food

Some foods need to be kept chilled to keep them safe, for example food with a 'use by' date, food that you have cooked and will not serve immediately, or other ready-to-eat food such as prepared salads.

Always remember to:

- put food that needs to be chilled in the fridge straight away
- cool cooked food as quickly as possible and then put it in the fridge
- store raw meat and poultry in a sealed container at the bottom of the fridge to stop it touching or dripping onto ready-to-eat food

Take extra care

If you are preparing food for elderly people, babies, toddlers, pregnant women or someone who is ill, avoid giving them eggs with runny yolks, or foods that contain eggs that won't be cooked, for example homemade mayonnaise and some types of ice cream, icing or mousse. This is because eggs can contain harmful bacteria. When preparing eggs for these people, cook them until the white and yolk are solid.

http://www.direct.gov.uk/en/HealthAndWellBeing/HealthyLiving/DG_4002927

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Functional Skills English
Sample Level 1
Assessment Task Sheet



Please answer the following questions about Documents One, Two and Three. You do not need to use full sentences.

Question 1

Identify two ways that the writer of Document **Three** has made the information easier to read.

1. _____

2. _____

2 marks

Question 2

What is the main purpose of Document **Three**?

2 marks

Question 3

Document Two explains what a skewer is. Using the information in Document One and Two, which type of skewer would you use to check whether food is cooked through? Give a reason for your answer.

3 marks



Question 4

What must you do with raw meat when you put it in the fridge and why?

3 marks

Question 5

According to Document **Three**, what must you do to stop bacteria spreading? List three ways, giving a reason for each of your choices.

Method 1

Method 2

Method 3

6 marks



Question 6

If you were to write a leaflet on Food Hygiene, using information from the texts, under which subheading in Document **Three** would the whole of Document **One** best fit and why?

2 marks

Question 7

Document One says you must not eat some meat rare. Complete the table below. In the last column, explain what you must do to make meat safe to eat if you want to eat it rare and how would you know that it had been cooked properly.

Type of Meat	Can be eaten rare? Yes/No	Special notes for cooking
Pork Joints		
Beef Joints		
Steaks		
Chicken		

8 marks



Functional Skills English Assessment
Writing Level 1

Learner name _____

Learner Registration Number _____

Learner signature _____

Centre _____

Assessment date _____

Instructions to candidates

Check that you have the correct paper. Please complete the information above.

You must use complete sentences. You will be assessed on your use of English.

Use black or blue ink. Do not use a pencil.

You may use word processing software to complete the assessment, but printing out should take place after the end of the assessment time.

Dictionaries may be used.

Allow time to check your work before the end of the assessment.

There are 2 tasks in this assessment. You must answer all the questions.

Total marks available: 25

Pass mark: 17

You have **one hour** to finish the assessment.



Functional Skills English
Sample Level 1
Assessment Task Sheet



Writing Task 2 You should allow around 40 minutes for this task

You won the competition and went out for a meal. Three of your family fell ill with food poisoning after the meal. Write a letter of complaint to the restaurant.

You should include:

- An introduction setting out the reason for writing
- A section explaining what has happened and how you feel about it
- A section stating what, in your opinion, the restaurant should do
- A conclusion that summarises your main points and says what you plan to do next.

You will be assessed on:

- presenting your work clearly and in a logical sequence
- including relevant information and a suitable amount of detail
- well structured with sentences and paragraphs
- accurate spelling
- correct use of punctuation
- correct use of grammar

15 Marks

You may plan your letter here:



Functional Skills English Assessment
Speaking, Listening and Communication Level 1

Learner name _____

Learner Registration Number _____

Learner signature _____

Centre _____

Assessment date _____

Instructions to candidates

Check that you have the correct paper. Please complete the information above.

There are 2 tasks in this assessment. You must complete both tasks.

Your tutor will assess your speaking and listening skills and will complete an observation sheet to record your achievements.

Total marks available: 25

Pass mark: 17

You have **30 minutes** to finish the assessment (including preparation time)



Functional Skills English
Sample Level 1
Assessment Task Sheet



Task One - Speaking and Listening - One to one (15 minutes)

Contact a local restaurant to request information. This may be by phone or simulated in the classroom. You may make a list of questions you need to ask.

OR

Another formal one to one exchange agreed with your tutor.

12 marks

AND

Task Two - Speaking and Listening - Group Discussion (15 minutes)

Take part in a group discussion about your favourite places to eat and why you would choose to go there.

OR

Another topic agreed with your tutor.

15 marks

You will be marked on:

- making relevant and detailed contributions to the discussion
- responding appropriately to other people
- presenting information and your own point of view clearly to others
- making different types of contributions to the discussion
- presenting information and ideas clearly and using appropriate language.

