

Skills for Life:

The national strategy for improving adult literacy and numeracy skills



Version 1

Literacy

Initial Assessment for use in the workplace
Assessor Guide and Learner Answer Booklet

Skills for Life: the national strategy for improving adult literacy and numeracy skills

Millions of adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy, which aims to help 2.25 million learners gain a national qualification by 2010.

Since 2001 a massive 3.7 million adults across England have taken up 7.8 million courses in literacy, language and numeracy skills. 1,130,000 of these learners have gone on to achieve at least one first qualification.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals, their families, on the economy and on society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, to live in a disadvantaged area or to be unemployed. They and their children risk being cut off from the benefits of a world increasingly linked through information technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is an ambitious strategy that is designed to address literacy, language and numeracy needs of all adults and young people. It covers all post-16 learners on learning programmes at levels from pre-Entry up to and including Level 2. These programmes range from discrete to embedded courses, and from classroom and community provision to voluntary and work-based learning. Achievement and progress in *Skills for Life* are recognised through certification of Key Skills, GCSE Maths and English, and adult literacy and numeracy. It is therefore crucial that the strategy supports and reflects the successful implementation of all other post-16 strategies. These strategies include *Success for All*, the strategy for reforming post-16 further education, and the *Skills Strategy*, which aims to ensure that the skills we develop are valuable to young people and valued by employers. Our goal to improve the skills of young people is also central to the *Opportunity and Excellence 14–19* strategy, the *14–19 Education and Skills White Paper* (published 2005) and the *Schools White Paper: Higher Standards, Better Schools for All* (published 2005).

Each organisation and individual has a contribution to make. We believe that the most important element for successful delivery of *Skills for Life* is partnership, together with the ownership of the strategy by all our key supporting and development partners.

Government departments, the Learning and Skills Council (LSC), Jobcentre Plus, the Prison and Probation Services, development and learning providers in the post-16 learning sector, businesses, the CBI, the TUC, Sector Skills Councils and many other organisations are working together to improve the literacy, language and numeracy skills of adults through:

- **Learner and employer engagement**

To engage and increase participation of young people and adults from priority groups in *Skills for Life* learning, through targeted activities within and across Government and its agencies, the workplace and the community.

- **Ensuring capacity**

To improve the planning and funding of *Skills for Life* provision so that literacy, language and numeracy provision is effective and well co-ordinated.

- **Improving quality**

To improve standards and quality in teaching and learning in literacy, language and numeracy, to remodel and professionalise the *Skills for Life* workforce.

- **Improving achievement and progression**

To improve outcomes in literacy, language and numeracy provision and progression onto further learning and assess impact on social inclusion and economic outcomes.

Skills for Life Strategy Unit

This item was produced as part of a suite of tools to assess learners for *Skills for Life* programmes. The tools were developed as part of a project from 2003-2006. The project was jointly led by AlphaPlus Consultancy Ltd and BTL Group Ltd on behalf of the *Skills for Life* Strategy Unit (DfES).

AlphaPlus Consultancy Ltd and BTL Group Ltd would like to thank all those who took part in the trials and contributed to the tools.

Literacy

Initial assessment

For use in the workplace

Assessor Guide and Learner Answer Booklet

What is an initial assessment?

The literacy initial assessment tool is designed to indicate the approximate skills level of a learner up to, and including, Level 2. It forms part of the *Skills for Life* Learning Journey, following on from the skills check (previously referred to as the 'Screening' process) and leading on to diagnostic assessment.

What skills does the tool assess?

The tool is designed to assess a learner's skills in:

- listening
- reading
- writing.

All questions address criteria in the Adult Literacy Core Curriculum and national standards. Questions begin at Entry 1 and increase in difficulty to Level 2. Questions relate broadly to the world of work but not to specific occupations nor to specific sectors.

There are 40 questions altogether.

Dictionaries are **not** allowed.

How much time will be needed?

Initial assessments are not tests and are not timed. Learners should be encouraged

to finish in their own time and not to rush. However, 50–60 minutes should prove adequate in most cases. Many learners will require far less time than this; a few may need a little more time. Assessors should look out for learners who appear to be having problems and invite them to stop.

Who should supervise the initial assessment?

The assessments should be conducted by fully trained individuals. The interpretation of the assessment results and feedback should be overseen by an experienced *Skills for Life* practitioner.

Under what conditions should the assessment take place?

A room (or reasonably private space) is needed in which learners can complete the assessment undisturbed. Learners will require:

- tables and chairs
- copies of the learner answer booklet
- CD players or cassette players with headphones, where necessary
- blue/black pens.

How should the tools be introduced to learners?

Explain:

- the purpose of the initial assessment and why the information it will provide will help the learner(s)
- that this is **not** a test and that all results are confidential
- that the learner(s) should try to answer as many questions as they can
- that they can take as much time as they need but that 50–60 minutes should be enough
- that they should stop if they get tired or are finding the questions too hard
- how to use the CD or audio cassette player and headphones.

When ready, read out the brief instructions on the first page of the learner answer booklet.

What needs to be done during the assessment?

- Ensure that everyone is coping with the audio CD or cassette player and headphones.
- Ensure that everyone is coping with the questions.
- Keep an eye on proceedings to ensure that the assessment is going smoothly and look out for learners who appear to be struggling.
- Invite learners who are experiencing difficulties to stop.
- Provide assistance for anyone with a known disability.

What needs to be done at the end of the assessment?

- Collect in the learner answer booklets.
- Thank learners for taking part and explain what will happen next, namely that you will mark the answers and give feedback on the results as soon as you can.
- Mark the answers using this guide and enter a score on each page of the answer booklet.
- Add up the learner's total score. Please double check the scores and make sure that you have added them correctly.
- Read off the table below to determine the level attained.

Marks

ENTRY 1	5 – 12
ENTRY 2	13 – 20
ENTRY 3	21 – 28
LEVEL 1	29 – 36
LEVEL 2	37 – 40

Note: learners with 4 marks or fewer are judged to be working towards Entry level.

What feedback should be given?

- All learners should be given feedback on their performance.
- As a minimum, they should be told the level they have attained.
- The Adult Core Curriculum reference for each question is included in this assessor guide so that an assessor can provide more detailed feedback, if required.
- It is important that feedback is treated with complete confidentiality and considerable sensitivity, and that learners are clear that the initial assessment is simply a stepping stone to more thorough diagnostic assessment.

Are the tools suitable for all learners?

This tool includes a range of questions designed to assess skills from Entry 1 to Level 2. It is not designed to identify individuals operating at pre-Entry levels or at Level 3 or above. The tool is linear: the questions become progressively harder. As a result, the assessment could prove off-putting for weaker learners if it is not dealt with sensitively. An experienced assessor will soon learn when to halt the assessment, if necessary.

What about English for Speakers of Other Languages (ESOL) learners?

The tools are not designed to cater specifically for ESOL learners. Separate ESOL initial assessment tools for speaking and listening, reading and writing are available from the DfES.

When ordering the ESOL initial assessment please quote:	
IASLESOL-W	Speaking & Listening (paper-based)
IARWESOL-W	Reading & Writing (paper-based)
IAESOLCD-W	ESOL (computer-based)

You can order the materials:

- by phone on 0845 602 2260
- by email from: dfes@prolog.uk.com

Are the tools suitable for people with disabilities and/or learning difficulties?

It is a requirement of all *Skills for Life* teaching that each learner be treated according to their needs. This principle applies to assessment as much as to any other aspect of the Learning Journey, but it may raise particular issues regards learners with disabilities. These tools have been designed to be used with as wide a range of learners as possible.

For learners with physical disabilities, you will need to consider well in advance what adaptation to the tools you may need to make (e.g. enlarging the print). Questions can be read to learners if necessary. However, you must be careful not to read the question or use another language in a way that guides the learner to a particular answer.

Assessors may sit alongside learners and enter answers on their behalf, if needed. The important things to remember are that these are not tests and that their purpose is to determine skill levels. As long as assessors are not answering the questions, any reasonable help is permitted.

Learners with learning difficulties may, however, find the tools challenging, especially if they have severe reading difficulties. The experienced assessor will need to judge the suitability of the tools for each learner.

The next step: diagnostic assessment

After this initial assessment it may be appropriate for learners to undergo a more detailed diagnostic assessment.

Diagnostic assessment is an evaluation of a learner's skills, strengths and weaknesses. This is carried out with the assessor in either an individual or group setting. This assessment gives a thorough indication not only of the individual's level at that precise moment, but also of the specific skill areas that they need to improve.

As part of *Skills for Life*, the DfES funded the production of diagnostic assessment materials and learning materials referenced to the national standards and curriculum documents. These diagnostic assessment packs are available from DfES Publications (as is another publication, *Introducing Access for All*, which has useful guidance).

Each diagnostic assessment pack contains:

- paper-based task books for the relevant subject
- a teacher administration manual for each subject, including pre-Entry materials
- a CD-ROM with the full version of all the paper-based tasks.

The best and most efficient way to carry out the diagnostic assessment is to use the interactive CD-ROM, which automatically prints off the individual learning plans (ILPs) for the learner. This is a fully interactive tool and is highly recommended.

You can order the materials:

- by phone on 0845 602 2260
- by email from: dfes@prolog.uk.com.

You can download *Introducing Access for All* from:

<http://www.dfes.gov.uk/readwriteplus/bank/Introducing%20Access%20for%20All.pdf>

The table below provides the reference codes you will need to order the materials.

DfES reference number	Diagnostic assessment materials
DAM1	Diagnostic Assessment Material Pack for Literacy
DAM2	Diagnostic Assessment Material Pack for Numeracy
DAM3	Diagnostic Assessment Material Pack for ESOL
DAM4	Diagnostic Assessment Material Pack for Dyslexia
DAM6	Diagnostic Assessment Interactive CD-ROM
DAM7	Diagnostic Assessment Acrobat PDFs

AUDIO SCRIPT

Question 1

Narrator:

Listen to this recorded message. It will be repeated. When it ends you will be asked a question.

Male:

Thank you for calling Workline. We have five jobs today:

- Job one, hotel porter.
- Job two, gardener.
- Job three, baker.
- Job four, waiter.
- Job five, care assistant.

Narrator:

Tick the box for the job that is mainly done outside.

Question 2

Narrator:

Listen to this message which was left on an answerphone. It will be repeated. When it ends you will be asked a question.

Male:

Hello, this is Tom from Safety at Work Ltd. It is now 10 o'clock on Tuesday and I'm calling to remind you that I will be visiting your firm on Friday morning at 11 o'clock. I look forward to meeting you then.

Narrator:

Tick the box showing the day that Tom will visit the firm.

AUDIO SCRIPT

Question 3

Narrator:

Listen to this interview. It will be repeated. When it ends, you will be asked a question.

Male:

The firm I work for makes machine tools. I have worked in this office for the past six months although I have been with the company for six years. My job involves working on the design of new parts. There are five of us in the design team – two women and three men.

Narrator:

How long has the person being interviewed worked for the company?

Question 4

Narrator:

Listen to this short talk to staff in a busy firm. It will be repeated. When it ends, you will be asked a question.

Male:

Good morning, team. We have a busy day ahead of us. Smiths have placed a big order and we need to get it packed and sent off to the loading bay by 3 o'clock this afternoon. A lorry is collecting the goods at 4.00pm. Everyone will need to lend a hand, and remember, this is our biggest customer.

Narrator:

At what time are the goods being picked up?

AUDIO SCRIPT

Question 5

Narrator:

Listen to this conversation. It will be repeated. When it ends, you will be asked a question.

Male:

There's no doubt about it; these are not the parts we ordered. I'm sure we wanted screw fittings and not push-on.

Female:

I think you're right. We haven't used push-on fittings for years. We should talk with Rupinder: she's the expert on bathroom fittings.

Narrator:

Which statement best describes the conversation?

Question 6

Narrator:

Listen to these instructions. They will be repeated. When they end, you will be asked a question.

Female:

When ready, switch on at the mains and then press the green start button on the machine as soon as the blue light comes on. The motor will start up and you can then begin to use the machine. But, before you even switch on, make sure you are wearing safety glasses.

Narrator:

What is the first thing you should do when using this machine?

AUDIO SCRIPT

Question 7

Narrator:

Listen to this supervisor talking to a member of her staff about a problem that has cropped up. It will be repeated. When it ends, you will be asked a question.

Female:

There was a problem with the conveyor this afternoon. It stopped twice. The motor sounds uneven and this may be the cause. I think the bearings were lubricated during the last maintenance check. Try to sort the problem out by first thing tomorrow so production isn't held up.

Narrator:

Was the cause of the conveyor stopping a faulty motor? Tick True, False or Can't tell on your answer sheet.

Question 8

Narrator:

You are an employee and have a query about your PAYE. Listen to this recorded helpline message and decide which key you should press. It will be repeated.

Male:

Thank you for calling Inland Revenue. Both for quality and for security reasons your call may be recorded. In order to connect you quickly to the correct department, please listen to the following options:

- **New Employee:** for help with National Insurance, press 1
- **Employers:** for help and advice on PAYE and sick pay, press 2
- **Self-Employed:** for help with Self-Assessment and National Insurance, press 3
- **Employees:** for help and advice on PAYE, press 4

AUDIO SCRIPT

- **Newly Self-Employed** registration and advice on PAYE and self-employed earnings, press 5
- **For Working Families Tax Credits**, enter your tax reference, followed by hash.
- For any other department or to speak to an operator, press star now.

Narrator:

Which key should you press for PAYE information?

Question 9

Narrator:

Listen to this report of an accident. It will be repeated. When it ends you will be asked a question.

Male:

It was raining hard. The accident happened at about 5pm, during the rush hour. I was returning to the depot when a white van veered across the motorway causing a red Fiesta to brake, hit the central reservation and spin. I braked hard and my lorry jack-knifed. Before I knew it, other vehicles were piling into me and the motorway was blocked. I was luckier than most and got away with just cuts and bruises. Others had to be cut out of their vehicles by the firefighters, who were quick on the scene.

Narrator:

Write numbers below the words on your answer sheet to show the sequence in which they appeared or happened during the accident.

Question 10

Narrator:

Listen to this answerphone message. It will be repeated. When it ends you will be asked a question.

AUDIO SCRIPT

Male:

Hi Omar, Julian here from EMCO. It's 11.15am on Tuesday. I'm away from my desk until 3.00 o'clock this afternoon and then out at a meeting from 3.30 onwards. Would you call me on my mobile or catch me in my office this afternoon? The project is going well by the way, and I am off to see Maureen at Rentabrick at this very moment. Talk to you later. Bye.

Narrator:

Which is the correct version of the message from those given on your answer sheet?

PART A LISTENING

Answers

1 mark available
for each question.

For each of the next ten questions, listen to the audio CD/cassette and answer each question in this answer booklet. You may replay the CD/cassette as many times as you wish.

01 Tick the box for the job that is mainly done outside.

1	2	3	4	5
----------	----------	----------	----------	----------

SLlr/E1.1

4

02 Tick the box showing the day that Tom will visit the firm.

Monday	Tuesday	Wednesday	Thursday	Friday

SLlr/E1.2

Friday

03 How long has the person being interviewed worked for the company? Write A, B, C or D in the answer box.

- A** six years
- B** six months
- C** five years
- D** three years

Answer:

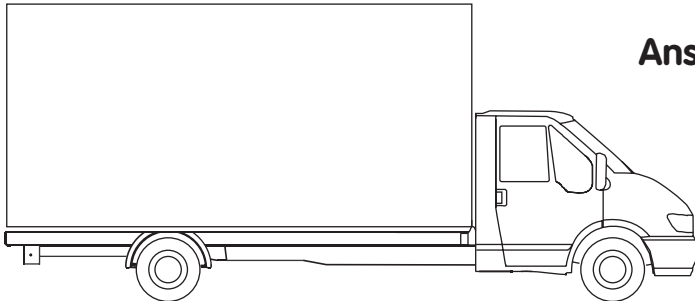
SLlr/E2.2

A

PART A LISTENING

04

At what time are the goods being picked up?



Answer:

pm

05

Which statement best describes the conversation?

Write A, B, C or D in the answer box.

- A Push-on fittings aren't very good.
- B Screw fittings are best.
- C The wrong fittings were sent.
- D Rupinder placed the wrong order.

Answer:

06

What is the first thing you should do when using this machine? Write A, B, C or D in the answer box.

- A Switch on at the mains.
- B Press the green button.
- C Put on safety glasses.
- D Wait for the blue light.

Answer:

Answers

1 mark available for each question.

SLlr/E2.2

4 or 4.00

SLlr/E3.2

C

SLlr/E3.2

C

PART A LISTENING

07 Was the cause of the conveyor stopping a faulty motor?

Tick True, False or Can't tell.

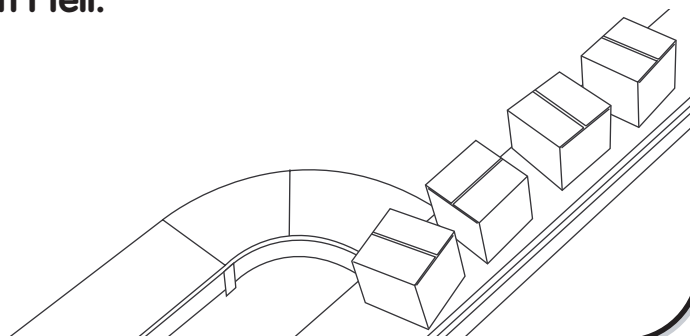
True

☐

False

☐

Can't tell

☐


08 Which key should you press for PAYE information?

Answer:

09 Write numbers below the words to show the sequence in which they appeared or happened during the accident.

red Fiesta

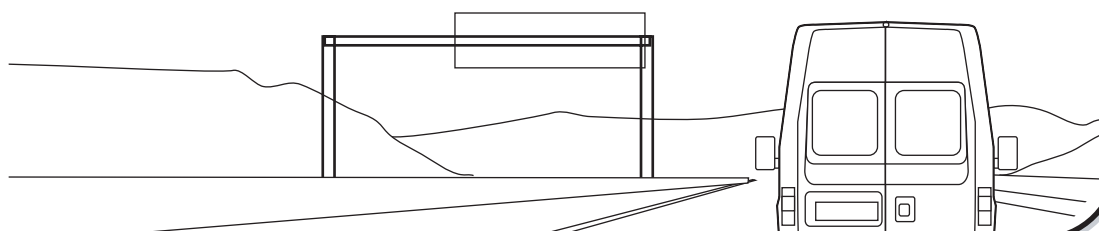
rain

firefighters

jack-knifed

white van

spin



Answers

1 mark available for each question.

SLlr/L1.2

Can't tell

SLlr/L1.2

4

SLlr/L2.2

1. rain
2. white van
3. red Fiesta
4. spin
5. jack-knifed
6. firefighters

PART A LISTENING

10

Which is the correct version of the message from those given on your answer sheet? Write A, B, C or D in the answer box.

Answer:

- A. Julian is away from his desk between 3.00pm and 3.30pm.
- B. Julian is away from his desk from 11.15am until 3.30pm.
- C. Julian is at his desk between 3.00pm and 3.30pm.
- D. Julian is seeing Maureen at Rentabrick after 3.30pm.

Answers

1 mark available
for each question.

SLlr/L2.2

C

End of PART A (listening skills).

PART B READING AND WRITING

Answers

1 mark available
for each question.

11

Look at the picture of Sunil at work.

Use all the words and the full stop below to write a sentence about Sunil.

garage a . in works Sunil

Answer:



Wt/E1.1

Sunil
works in
a garage.

12

Which of these 'Safety at Work' signs warns about slippery floors? Write A, B or C in the answer box.

A



Caution
Trip
hazard

B



Caution
Hot
surface

C



Warning
Slippery
surface

Answer:

Rt/E1.2

C

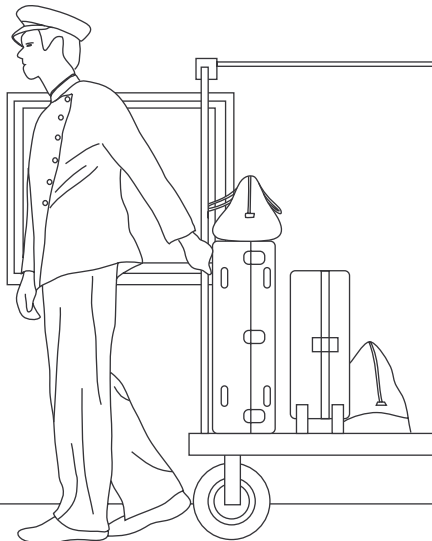
PART B READING AND WRITING

13

Which of these statements about David is not a complete sentence? Write A, B, C or D in the answer box.

- A My name is David Morris.
- B I work in a big hotel.
- C My job is really good fun.
- D Meeting famous people.

Answer:



Answers

1 mark available
for each question.

Ws/E1.1

D

PART B READING AND WRITING

Answers

1 mark available
for each question.

14

Which of these signs tells you not to block the way out?
Write A, B or C in the answer box.

A



B



C



Answer:

Rt/E1.2

C

15

Read about this firm.

Was the firm 'Bags' started thirty years ago?

Yes

No

Can't tell

☐
☐
☐

Our firm is called 'Bags'. Thirty people work here. The firm started twenty years ago. We make all sorts of plastic bags. We are very busy. I have worked here for five years.

Rs/E1.1

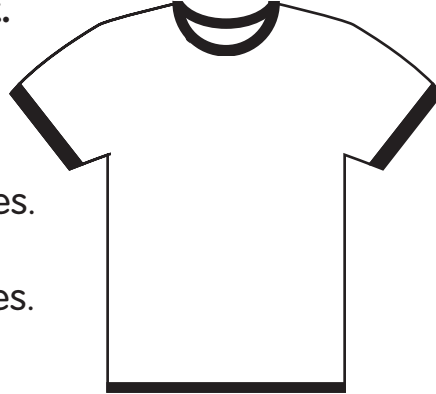
No

PART B READING AND WRITING

16

Which of the following statements about this firm has the correct punctuation and is a complete sentence?
Write A, B, C or D in the answer box.

- A Making shirts for the large stores.
- B our firm makes shirts.
- C We make shirts for the big stores.
- D Supplying all the main shops.



Answer:

Answers

1 mark available
for each question.

Ws/E1.1

C

17

Read the work diary entry below. Which is the correct order in which Ali does things each morning? Write A, B, C or D in the answer box.

- A kettle; post; computer; emails
- B kettle; computer; emails; post
- C computer; kettle; emails; post
- D computer; kettle; post; emails

Answer:

ALI'S WORK DIARY

When i arrive in the office
each morning, I switch on my
computer and then put the
kettle on. I then check my
emails and, after that,
collect the post.

Rt/E2.1

C

PART B READING AND WRITING

Answers

1 mark available
for each question.

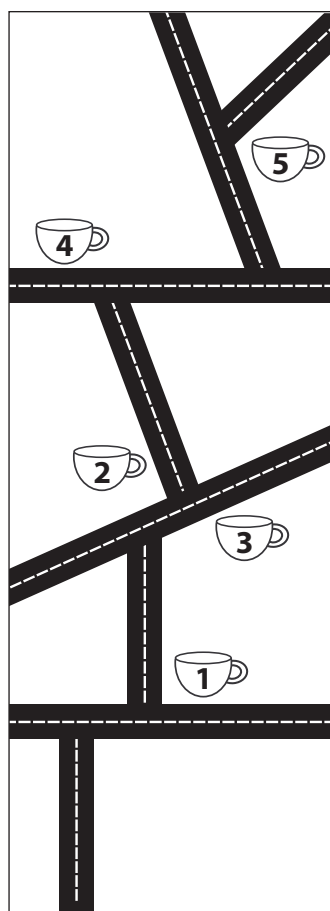
Rs/E2.1

2

18

Follow these directions from the hospital to the café.

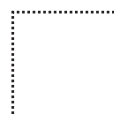
At which café would you arrive?



Hospital 
Café 

From the hospital, go along the street. Turn right at the junction, then next left. Go on to the next junction and turn right. Take the next left and the café is a short way on your left.

Answer:

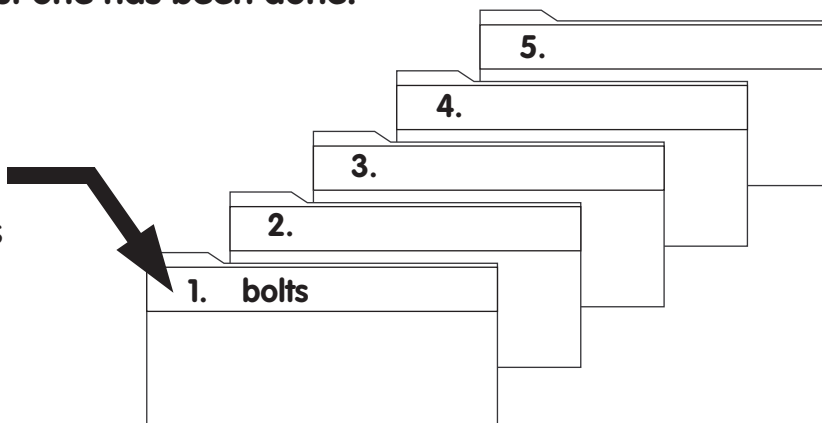


PART B READING AND WRITING

- 19 Write the headings on the cards in the correct alphabetical order.

The first one has been done.

nuts
bolts
screws
hinges
glue



- 20 Choose the most suitable joining word for this sentence.
Write A, B, C or D in the answer box.

To use the copier, switch on at the mains ____ pressing the green button.

- A and
B before
C or
D so

Answer:

- 21 Circle any of the words below that should have been started with a capital letter.

I will see you next thursday at 2 o'clock. Please thank lindsay for her help.

Answers

1 mark available
for each question.

Rw/E2.5

1. bolts
2. glue
3. hinges
4. nuts
5. screws

Ws/E2.1

B

Ws/E2.4

Thursday
and Lindsay

Both correct

PART B READING AND WRITING

- 22** How should the missing word in the sentence be spelt?
Write A, B, C or D in the answer box.

_____ should always follow safety instructions.

- A** People
- B** Peeple
- C** Poepel
- D** Peopel

Answer:

Answers

1 mark available
for each question.

Ww/E2.1

A

- 23** Read the three sentences. One is trying to persuade; one is trying to inform; and one is trying to explain.

Write A, B or C in the three boxes below.

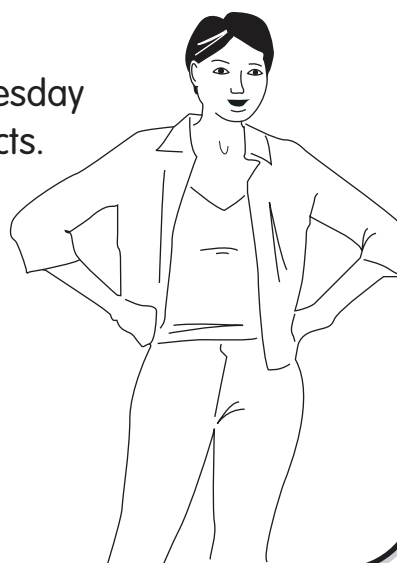
- A** The meeting is on Tuesday.
- B** Why not come to the meeting on Tuesday?
We would love to see you there.
- C** The purpose of the meeting on Tuesday
is to tell you about our new products.

Persuade

Inform

Explain

<input type="text"/>
<input type="text"/>
<input type="text"/>



Rt/E3.2

Persuade B
Inform A
Explain C

All 3 correct
for 1 mark

PART B READING AND WRITING

24

Look at the application form. On which line would you include information about a person who will support your application?

IBL Application Form

1. Name:	
2. Gender:	
3. Occupation:	
4. NI Number:	
5. Referee:	
6. Reference No:	
7. Previous employment:	

Answer:

Answers

1 mark available for each question.

Rw/E3.2

5

25

In the answer box write the FULL address to which the computer should be sent.

64 Holly Road,
Wigan,
WN2 7FT

Dear Sir/Madam

I recently ordered a computer from your firm to be delivered to 32 Field Lane, Wigan, WN13 7PQ. I discovered it was, in fact, delivered to 23 Great Fields, Wigan, WN13 9TH in error. Please arrange for the goods to be collected and delivered to the address at the top of this letter.

Yours faithfully
Yasir Omar

Answer:

Rt/E3.8

64 Holly Road
Wigan
WN2 7FT

Commas not
essential

PART B READING AND WRITING

Answers

1 mark available
for each question.

26 One word in the note below is wrongly spelt.

Write it correctly in the answer box.

Karolina

It would appear there is a problem with the last order you sent out. The firm ordered 500 lables and you sent 500 envelopes. Please telephone them and sort this out. Hopefully, no harm has been done.

Imran

Answer:

Rt/E3.8

labels
+
accept
Labels or
LABELS

27 The notice below needs proofreading.

One word is incorrectly used in one of the sentences.
Circle the word that is wrongly used.

NOTICE FOR ALL STAFF

It is important that staff do not leave copiers on at night. Last week a member of staff didn't switch one of and it broke down.

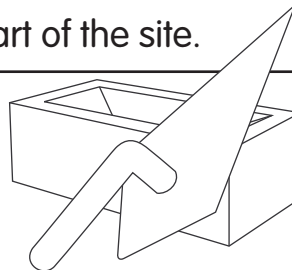
Wt/E3.4

of (should
be off)

PART B READING AND WRITING

28 Circle the verb in the sentence below.

The builder moved the bricks to another part of the site.



Answers

1 mark available
for each question.

Ws/E3.2

moved

29 Read this section from a safety report and decide which of the following statements is correct. Write A, B, C or D in the answer box.

- A Safety is the responsibility of the union.
- B All safety standards had fallen.
- C Floors in the factory were slippery.
- D Certain safety standards were slipping.

Answer:

Rt/L1.3

D

Safety

At the Union meeting, Urzula Clarkson (Safety Officer) reported that she felt that some safety standards were slipping. Floors were often untidy and two doorways were blocked with rubbish. She said that it was important that the management dealt with these matters urgently.

How are you doing?

**Happy to go on?
If not, tell the person in charge.**

PART B READING AND WRITING

30 Proofread this memo. On which line is there a spelling error?

Write the line number in the answer box.

Answer:

MEMO: For the attention of all staff

15/05/05

Line 1

All staff are reminded that the Social Committee will meet at 5 pm next Wednesday to plan future activities.

Line 2

Line 3

There have been some arguments over the plans put forward so far, so it is necessary for all to attend.

Line 4

Line 5

31 Read this accident witness statement. On which line is there a grammatical error?

Write the line number in the answer box.

Answer:

Nuvi and Sanjay was preparing the Escort for its MOT.

Line 1

I had been working on the radiator on the Land Rover.

Line 2

At coffee break Chris returned from the breakdown.

Line 3

He was playing about when there was a loud bang.

Line 4

Answers

1 mark available for each question.

Ww/L1.1

Line 4

Ww/L1.2

Line 1

PART B READING AND WRITING

32 Read the information from a driving licence application form.

9.a Signing your photograph

If you are providing identity documents other than an up-to-date UK, EC or EEA passport, someone reliable must sign the back of the photograph.

Warning: This person must have known you personally for at least two years, and must not be a relative or a member of the Post Office staff processing the application.

Do you need to have your photograph signed if you are using a UK passport for identification purposes?

Yes

☐

No

☐

Can't tell

☐

Answers

1 mark available
for each question.

Rt/L1.5

No

PART B READING AND WRITING

33

Proofread this document to find the word that is correctly spelt, but incorrectly used.

Write the word as it should be written in the answer box.

Answer:

I would like to be aloud to move from the day ward to night duties because the work looks interesting and varied. I'm also attracted to evening work, as this will make it possible for me to take time off with my family.

Answers

1 mark available for each question.

Wt/L1.6

allowed

PART B READING AND WRITING

Answers

1 mark available
for each question.

34

Which type of extinguisher would be most suitable to use on a fire in a faulty washing machine? Write A, B, C or D in the answer box.

Answer:

A



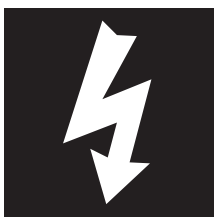
Class A Extinguishers will put out fires in ordinary combustibles, such as hair, wood and paper. The numerical rating for this class of fire extinguisher refers to the amount of water the fire extinguisher holds and the amount of fire it will extinguish.

B



Class B Extinguishers should be used on fires involving flammable liquids, such as grease, hair spray, oils, etc. The numerical rating for this class of fire extinguisher states the approximate number of square feet of a flammable liquid fire that a non-expert person can expect to extinguish.

C



Class C Extinguishers are suitable for use on electrically energized fires. This class of fire extinguisher does not have a numerical rating. The presence of the letter "C" indicates that the extinguishing agent is non-conductive.

D



Class D Extinguishers are commonly found in a chemical laboratory. They are for fires that involve combustible metals, such as magnesium.

Rt/L1.3

C

How are you doing?

**Happy to go on?
If not, tell the person in charge.**

PART B READING AND WRITING

35

What is the missing punctuation mark at X ?
Write A, B, C or D in the answer box.

- A :
- B ;
- C .
- D ,

Answer:

CARTRIDGE REPLACEMENT



To replace a used cartridge follow this sequence X
locate the red release lever at the rear of the
equipment; push it back to the mark indicated;
remove the cartridge by sliding forwards; then insert
the new one.

Answers

1 mark available
for each question.

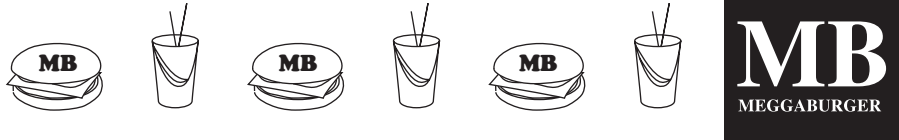
Rs/L2.2

A

PART B READING AND WRITING

36

Read the information below.



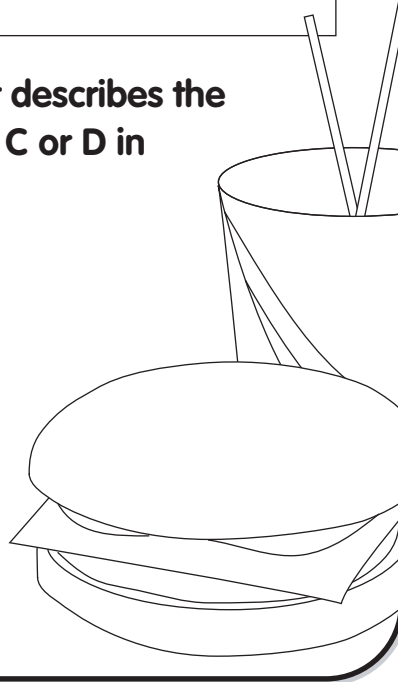
Lo Chan, the Meggaburger Bar supervisor, spoke to her team at their regular Monday meeting.

She said, "Congratulations to you all. Sales must have really shot up judging by the amount of litter and overflowing rubbish bins in the customer car park. I would like to thank Mikhail especially for saving the company's money by not using too many bin liners."

Which of the following descriptions best describes the supervisor's talk to her staff? Write A, B, C or D in the answer box.

- A She is displeased with sales.
- B She is praising her staff.
- C She is being ironic.
- D She is happy with staff economies.

Answer:



Answers

1 mark available
for each question.

Rt/L2.2

C

PART B READING AND WRITING

37

According to the information below, taken from a security firm's terms of employment, is it true that you will lose money by not providing the required documents and information?

Tick one of the three boxes below.

As soon as you take up employment with GUARDRITE you will need to provide your:

- . Medical record
- . P45
- . NI number

You should do this immediately; failure to do so could delay your first month's payment. The company's terms of employment also require you to complete a 'personal details' form providing contact details for your home, doctor, next of kin etc. You must answer all questions on the form that apply to you.

YES ☐ NO ☐ CAN'T TELL ☐

Answers

1 mark available
for each question.

Rt/L2.3

No

PART B READING AND WRITING

38

Read the memo.

Which of the statements is correct? Write A, B, C or D in the answer box.

- A** All staff must agree to and sign a Data Protection form at 4.00pm Friday.
- B** All staff must agree to and sign a Data Protection form by 4.00pm Friday.
- C** All staff must meet their Data Protection manager by 4.00pm Friday.
- D** All staff must sign a Data Protection form by 4.00pm 16 January 2005.

Answer:

MEMO

To: All staff

From: Personnel

Date: 16 January 2005

Ref: Data Protection

Time: 10.45am

I am writing to remind you that it is imperative that you meet the company's requirement that all personnel should read and comply with the Data Protection Act. Consequently, you must agree to and sign Form DP501. Your line manager will have a copy of the form for you to sign. Please complete it by 4.00pm next Friday.

Answers

1 mark available
for each question.

Rt/L2.3

B

PART B READING AND WRITING

Answers

1 mark available
for each question.

39

One word in this document is incorrectly spelt.

Write it correctly in the answer box.

Answer:

Dear Sir

I would like to apply for promotion as advertised on the firm's bulletin board. I have always wanted to transfer to Marketing ever since I joined the organisation. As you know, I have all the necessary qualifications and consider that I am sufficiently competant to take on the additional responsibilities and demands required by the job.

Wt/L2.7

competent

40

Select the most suitable word to insert at X . Write A, B, C or D in the answer box.

An estimated 75% of the UK working population spend their working day sitting on a chair. X, not sitting on the right chair can cause abdominal, spine, neck or leg damage.

- A Consequently
- B However
- C Because
- D Subsequently

Answer:

Ws/L2.1

B

This item was produced as part of a suite of tools to assess learners for *Skills for Life* programmes. The tools were developed as part of a project which ran from 2003-2006. The project was jointly led by AlphaPlus Consultancy Ltd and BTL Group Ltd on behalf of the *Skills for Life* Strategy Unit (DfES).

These tools are part of an ongoing development process.
Feedback on the tools is therefore being encouraged and can be sent by email to:
assessment.feedback@qia.gsi.gov.uk

AlphaPlus Consultancy Ltd and BTL Group Ltd would like to thank all those who took part in the trials and contributed to the tools.

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