

## Functional Skills English Entry 2 DIY Shopping SAMPLE



### Writing Assessment

#### Notes to the assessor

#### Assessor Information and Guidance

This task assesses the skills and knowledge required to meet the Functional Skills standards at Entry 2 for Writing.

At this level the learner can:

- Write short documents with some awareness of the intended audience

The learner will:

- Use written words and phrases to record/present information.
- Construct compound sentences using common conjunctions and punctuate using capital letters, full stops and question marks.
- Spell correctly a range of common words.
- Produce legible text.

#### Centre Contextualisation of Tasks

It is envisaged that teaching and learning approaches will underpin the knowledge needed for the assessments. So that learners are not disadvantaged by their lack of knowledge about shopping for DIY, the centre may alter the context of the writing assessment, but care should be taken to ensure that all the standards are covered. For example, the context of the assessment could be changed to shopping for food or clothing or music.

#### Conducting and marking the assessments

At all Entry levels, tutors are allowed to read the **instructions for the task ONLY**. Please note that any drafts of work should be handed in after the assessment, but they will not be assessed.

Tutors must complete a record sheet for each learner to give evidence of how the criteria have been met.

Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

#### **The Writing assessment must be completed in no more than one hour.**

To successfully pass the Writing assessment, the learner must pass both parts of the task.

If the learner does not pass part of the task, a different writing assessment may be retaken after two weeks, but some teaching and learning must take place in this period of time to ensure that the learner has the opportunity to improve their skills.

Centres must retain records of failed assessments as well as those which are passes.

#### **Assessors must sign and date the completed Assessment Mark Sheet.**

Dictionaries and word processing software may be used.



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#### Assessment Guidance

Functional Skills Standards	Coverage and Range	Met by Task
Write short documents with some awareness of the intended audience	<ul style="list-style-type: none"><li>• Use written words and phrases to record/present information.</li></ul>	Task 1
	<ul style="list-style-type: none"><li>• Construct compound sentences using common conjunctions and punctuate using capital letters, full stops and question marks.</li></ul>	Task 2
	<ul style="list-style-type: none"><li>• Spell correctly a range of common words.</li></ul>	Task 1 and 2
	<ul style="list-style-type: none"><li>• Produce legible text.</li></ul>	Task 1 and 2

**Remember** that the tutor may read the instructions, but must not scribe for the learner in the Writing assessment.

The tutor may explain what a store card is if the learner does not understand this concept.

Word processed or handwritten work may be submitted.

Dictionaries should be available but help to find words cannot be given.



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### Assessment Mark Sheet for Writing (Entry 2)

#### DIY shopping

Learner Name	Learner Registration Number
Centre Name	Assessment Number
Start time of assessment	End time of assessment

#### Task 1

<b>Content:</b> <b>2 marks</b> Writing contains relevant information	2 marks maximum	
<b>1 marks</b> Writing contains some relevant information		
<b>Spelling correct to E2 standards including personal detail and high frequency words – for example most commonly used high-frequency words (and including words given in the texts)</b> <b>3 marks</b> Spelling accurate to E2 standards	3 marks maximum	
<b>2 marks</b> No more than 2 errors		
<b>1 mark</b> No more than 4 errors		
<b>Use of upper and lower case letters</b> <b>3 marks</b> Accurate use of capital and lower case letters, e.g the learner does not mix upper and lower case - bAll and initial capital letters are used correctly	3 marks maximum	
<b>2 marks</b> No more than 2 errors		
<b>1 mark</b> No more than 4 errors		
<b>Total marks available for Task</b>	8 marks	
<b>Pass mark for Task – 5 correct out of 8</b>		



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#### Task 2



<p><b>Content:</b> <b>2 marks</b> Writing contains relevant information</p> <p><b>1 marks</b> Writing contains some relevant information</p>	<p>2 marks maximum</p>	
<p><b>Sentence structure</b> <b>3 marks</b> Sentences make sense all the time and include at least one compound sentence.</p> <p><b>2 marks</b> Sentences make sense most of the time and errors do not impact on the overall purpose and meaning and include at least one compound sentence.</p> <p><b>1 mark</b> Sentences make sense most of the time. No compound sentences.</p>	<p>3 marks maximum</p>	
<p><b>Presentation</b> <b>3 marks</b> Use appropriate presentation, format and tone throughout</p> <p><b>2 marks</b> Presentation is appropriate most of the time with only occasional inconsistencies</p> <p><b>1 mark</b> Presentation shows some awareness of appropriate tone but is inconsistent.</p>	<p>3 marks maximum</p>	
<p><b>Punctuation</b> <b>3 marks</b> Accurate punctuation including correct use of capital letters at the beginning of sentences and full stops or question marks at the end of the sentence and capital letter used for personal pronoun 'I'.</p> <p><b>2 mark</b> No more than 2 errors which do not impact on the overall purpose and meaning</p> <p><b>1 mark</b> No more than 3 errors which do not impact on the overall purpose and meaning</p>	<p>3 marks maximum</p>	



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<p><b>Spelling correct to E2 standards including personal detail and high frequency words – for example most commonly used high-frequency words (and including words given in the texts)</b></p> <p><b>2 marks</b> Spelling accurate to E2 standards</p> <p><b>1 mark</b> No more than 3 errors which do not affect the overall purpose and meaning</p>	2 marks maximum	
<p><b>Use of lower case letters</b></p> <p><b>3 marks</b> Accurate use of capital and lower case letters within words, e.g the learner does not mix upper and lower case - bAll</p> <p><b>2 marks</b> No more than 2 errors</p> <p><b>1 mark</b> No more than 3 errors</p>	2 marks maximum	
<b>Total marks available for task</b>	15 marks	
<b>Pass mark 10 out of 15 marks</b>		

Overall Result	Pass/Fail
Task 1	
Task 2	
Overall Result for Paper (both tasks must be passed to achieve a pass overall)	

Assessor Name \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

