

**Functional Skills English**  
**Sample Entry Level 1 Shopping**  
**Writing**  
**Notes to the assessor**  
**Assessor Information and Guidance**



This task assesses the skills and knowledge required to meet the Functional Skills standards at Entry 1 for Writing.

At this level the learner can:

- Write short simple sentences

The learner will:

- Use written words and phrases to present information.
- Construct simple sentences using full stops.
- Spell correctly some personal or very familiar words.

## **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 specific items, 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. If contextualising the assessment, care should be taken to ensure that the assessment follows the exemplar paper. A copy of the assessment should be available at the External Verification visit.

Centres may devise their own assessments based on the standards, but in this case the assessment must be submitted to NOCN for standardisation at least 15 working days before planned use with learners. All new assessments, whether contextualised or centre devised assessment must use the NOCN produced mark scheme.

## **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 may explore the concept of store card and supermarket if the learner does not understand what these are.

Each of the English component assessments of Reading, Speaking, Listening and Communication and Writing may take place on separate days and the component assessments themselves may be split into individual tasks if this will support learner achievement. However, the total duration of each component assessment must not exceed the total permitted duration of the assessment.

Assessors 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 tasks.

All assessments must be marked against the NOCN devised mark scheme. Where the criteria have not been met, zero marks should be allocated.

A sample of 10-25% of completed assessments must be moderated by the Functional Skills English Internal Verifier. A Quality Reviewer, who is appointed by the regional OCN will visit the centre to sample the assessed work and to agree the assessment decisions before the achievements may be claimed. Following two successful External Verification visits, the centre may gain Direct Claims Status and claim achievements. (See the Functional Skills English Qualification Guide for more details of Direct Claims status and how the IV can achieve Approved Lead Assessor status.)



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If the learner does not pass part of the assessment, 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.

**Assessment Guidance**

<b>Functional Skills Standards</b>	<b>Coverage and Range</b>	<b>Met by Task</b>
Write short, simple sentences	<ul style="list-style-type: none"><li>• Use written words and phrases to present information.</li><li>• Construct simple sentences using full stops.</li><li>• Spell correctly some personal or very familiar words.</li></ul>	Task 1 and 2  Task 2  Task 1 and 2



## Assessment Mark Sheet

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

### Task 1

<p><b>Spell correctly some personal or very familiar words</b>  <b>3 marks</b>          Spelling usually accurate and errors do not impact on purpose or meaning of text.</p> <p><b>2 marks</b>          Spelling mainly accurate but contains significant errors, however, meaning is still clear.</p> <p><b>1 mark</b>          Spelling is inconsistent with significant errors some of which impact on purpose, e.g. spelling of address so poor that information would not reach the address.</p>	3 marks maximum	
<p><b>Use written words and phrases to present information</b>  <b>3 marks</b>          Information presented is relevant to the activity throughout.</p> <p><b>2 marks</b>          Information presented is mainly relevant to the activity.</p> <p><b>1 mark</b>          Information presented is relevant to the activity some of the time but shows inconsistency.</p>	3 marks maximum	
<p><b>Information presented makes sense</b>  <b>3 marks</b>          Information presented makes sense throughout the activity.</p> <p><b>2 marks</b>          Information presented makes sense most of the time.</p> <p><b>1 mark</b>          Information presented does not always make sense and lacks consistency.</p>	3 marks maximum	
<b>Total marks available for Task</b>	9 marks	
<b>Pass mark for Task – 6 correct out of 9 marks</b>		



**Task 2**

	<p><b>Spell correctly some personal or very familiar words</b>  <b>3 marks</b>          Spelling usually accurate and errors do not impact on purpose or meaning of text.</p> <p><b>2 marks</b>          Spelling mainly accurate but contains significant errors, however, meaning is still clear.</p> <p><b>1 mark</b>          Spelling is inconsistent with significant errors some of which impact on purpose, e.g. spelling of address so poor that information would not reach the address.</p>	<p>3 marks maximum</p>	
	<p><b>Use written words and phrases to present information</b>  <b>3 marks</b>          Information presented is relevant to task throughout.</p> <p><b>2 marks</b>          Information presented is mainly relevant to the activity.</p> <p><b>1 mark</b>          Information presented is relevant to the activity some of the time but shows inconsistency.</p>	<p>3 marks maximum</p>	
	<p><b>Information presented makes sense</b>  <b>3 marks</b>          Information presented makes sense throughout the activity.</p> <p><b>2 marks</b>          Information presented makes sense most of the time.</p> <p><b>1 mark</b>          Information presented does not always make sense and lacks consistency.</p>	<p>3 marks maximum</p>	
	<p><b>Construct simple sentences</b>  <b>3 marks</b>          Sentence construction is accurate all the time.</p> <p><b>2 marks</b>          Sentences are accurate most of the time and errors do not impact on the overall purpose and meaning.</p> <p><b>1 mark</b>          At least one sentence is constructed correctly.</p>	<p>3 marks maximum</p>	



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<b>Punctuation</b> <b>2 marks</b> Full stops used correctly at the end of each sentence.  <b>1 mark</b> At least one sentence has a full stop used correctly.	2 marks maximum	
<b>Total marks available for task</b>	14 marks	
<b>Pass mark for task – 9 correct out of 14 marks</b>		

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

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

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

Date \_\_\_\_\_

Internal Verifier Name (if sampled) \_\_\_\_\_

IV Signature \_\_\_\_\_

Date \_\_\_\_\_

External Verifier Name (if sampled) \_\_\_\_\_

EV Signature \_\_\_\_\_

Date \_\_\_\_\_

