

**Functional Skills English**  
**Sample Entry Level 2 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 2 for Writing.

At this level the learner can:

- Write short texts with some awareness of the intended audience.

The learner will:

- Use written words and phrases to record and present information.
- Construct compound sentences using common conjunctions.
- Punctuate correctly using upper and lower case, full stops and question marks.
- Spell correctly all high frequency words and words with common spelling patterns.

### **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 advertising items for sale and where Scotland is if the learner does not understand this.

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.

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

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.



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

To successfully pass the Writing assessment, the learner must pass both tasks.

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**

Functional Skills Standards	Coverage and Range	Met by Task
Write short texts with some awareness of the intended audience	<ul style="list-style-type: none"> <li>• Use written words and phrases to record and present information.</li> <li>• Construct compound sentences using common conjunctions</li> <li>• Punctuate correctly using upper and lower case, full stops and question marks.</li> <li>• Spell correctly all high frequency words and words with common spelling patterns.</li> </ul>	<p>Task 1</p> <p>Task 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p>

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

Word processed or handwritten work may be submitted.

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



## 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>Content - relevancy:</b>  <b>3 marks</b>          Writing contains relevant information throughout the activity.</p> <p><b>2 marks</b>          Writing contains information that is mainly relevant to the activity with just occasional lapses in consistency.</p> <p><b>1 mark</b>          At least some information is relevant to the activity although it shows considerable inconsistencies.</p>	3 marks maximum	
<p><b>Content – accuracy:</b>  <b>3 marks</b>          Information is presented in the correct format and in the correct place throughout the form.</p> <p><b>2 marks</b>          Information is presented in the correct format and in the correct place most of the time with just occasional lapses in consistency.</p> <p><b>1 mark</b>          Information is presented inconsistently with some errors which would mean that the learner would not received the requested information.</p>	3 marks maximum	
<p><b>Spelling correctly all high-frequency words and words with common spelling patterns</b>  <b>3 marks</b>          Spelling accurate throughout.</p> <p><b>2 marks</b>          Only minor errors which would not impact on card arriving at address.</p> <p><b>1 mark</b>          Significant errors which may impact on card arriving at address.</p>	3 marks maximum	
<p><b>Use of upper and lower case letters</b>  <b>3 marks</b>          Accurate use of upper and lower case letters, e.g the learner does not mix</p>	3 marks maximum	



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<p>upper and lower case - bAll and initial capital letters are used correctly.</p> <p><b>2 marks</b> Mainly accurate with only occasional errors.</p> <p><b>1 mark</b> Significant errors with very inconsistent approach to use of upper and lower case letters.</p>		
<b>Total marks available for Task</b>	12 marks	
<b>Pass mark for Task – 8 correct out of 12</b>		

**Task 2**

<p><b>Use written words and phrases to record and present information</b> Writing contains relevant information:</p> <p><b>1 mark</b> – contains information about who the present is for</p> <p><b>1 mark</b> – asks at least one question about shopping for presents</p> <p><b>1 mark</b> –invites their friend to go shopping</p> <p><b>1 mark</b> –using an appropriate open and close to the note eg. Dear Jim.. Best wishes or Love from</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	
<p><b>Use written words and phrases to record and present information</b> <b>3 marks</b> Information makes sense throughout the activity.</p> <p><b>2 marks</b> Information makes sense most of the time with just occasional inconsistencies.</p> <p><b>1 mark</b> At least some of the information makes sense, although there are several inconsistencies.</p>	3 marks maximum	
<p><b>Construct compound sentences using common conjunctions</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. Simple sentences used throughout.</p>	3 marks maximum	



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<p><b>Presentation – awareness of audience</b>  <b>3 marks</b>          Use appropriate presentation, format and tone throughout showing consistent awareness of audience.</p> <p><b>2 marks</b>          Presentation, format and tone is appropriate for the audience most of the time with only occasional inconsistencies.</p> <p><b>1 mark</b>          Presentation shows some awareness of appropriate tone and format but is inconsistent and contains significant errors.</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, for proper nouns 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>          Most of the time with some significant errors in one aspect of punctuation.</p> <p><b>1 mark</b>          Some of the time with significant errors and inconsistent use of punctuation in more than one aspect of punctuation.</p>	<p>3 marks maximum</p>		
<p><b>Spelling correctly all high frequency words</b>  <b>2 marks</b>          Spelling accurate throughout with only minor errors that do not impact on meaning.</p> <p><b>1 mark</b>          Significant errors throughout.</p>	<p>2 marks maximum</p>		
<p><b>Total marks available for task</b></p>		<p>18 marks</p>	
<p><b>Pass mark 12 out of 18 marks</b></p>			

<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)</b>	

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

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

Date \_\_\_\_\_

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

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

Date \_\_\_\_\_

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

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

Date \_\_\_\_\_

