

Functional Skills English
Sample Entry Level 3 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 3 for Writing.

At this level the learner can:

- Write texts with some adaptation to the intended audience

The learner will:

- Plan, draft and organise writing.
- Sequence writing logically and clearly.
- Use basic grammar including appropriate verb-tense and subject-verb agreement
- Check work for accuracy, including spelling

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 gifts or music. If the centre contextualises the assessment the NOCN mark scheme must still be used. The contextualised assessment must be available at the External Verification visit.

Centres may design their own assessments, but these must be submitted to NOCN for standardisation no less than 15 working days before the first planned assessment date. The NOCN mark scheme should still be used.

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, and they will be assessed for Task 2 only.

Assessors must complete a record sheet for each learner to give evidence of how the criteria have been met. The NOCN mark scheme must be used for all assessments, even when contextualised or a new assessment written.

The English component assessments may take place on different days to help centre management of the assessments. The component assessments may be split up but the total amount of time available to learners must not exceed the permitted duration of the assessment.

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.



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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

Functional Skills Standards	Coverage and Range	Met by Task
Write texts with some adaptation to the intended audience	<ul style="list-style-type: none"> • Plan, draft and organise writing. • Sequence writing logically and clearly. • Use basic grammar including appropriate verb-tense and subject-verb agreement • Check work for accuracy, including spelling 	<p>Task 1 and 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p>

Remember that the assessor 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.

Quality Assurance

The Functional Skills English tutor should mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally verified. This should be a minimum of 10% of all the assessments ensuring that the sample includes all assessors.

Following internal verification, the centre should request an external verification visit to agree the assessment decisions and to recommend that the achievements are certificated.



Assessment Mark Sheet

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

Task 1 (a and b)

<p>Planning</p> <p>2 marks Activity has a detailed plan (list of items) which can be used to plan the shopping trip – two or more are on list</p> <p>1 mark Activity is planned but not in detail. (at least one item is on list)</p>	2 marks maximum	
<p>Content:</p> <p>2 marks Email contains relevant information throughout</p> <p>1 mark Email contains some relevant information but the relevancy is not consistent throughout, e.g. the list planning the shopping trip does not totally relate to the email</p> <p>Email includes a request relevant to the task. 1 mark</p> <p>Email is written in a logical sequence. 1 mark</p>	2 marks maximum	
<p>Work checked for accuracy, including spelling</p> <p>3 marks Text is mainly accurate throughout, including spelling, end of sentence punctuation and use of upper and lower case letters, but may contain minor errors which do not impact on purpose, e.g. address is accurate enough for mail to be delivered. There may evidence of drafting to show that the work has been proof read.</p> <p>2 marks Accuracy of information, including spelling, use of upper and lower case letters and end of sentence punctuation is good most of the time but may have significant errors in one aspect. There may be evidence of some drafting to show that some proof reading although not all errors have been picked up.</p> <p>1 mark Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation, is inconsistent and shows significant</p>	3 marks maximum	



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	errors in more than one aspect. Although there may be some evidence of checking, this has not been effective as inconsistencies are still evident.		
	<p>Use basic grammar, including appropriate verb-tense and subject-verb agreement 3 marks Accurate grammar including verb-tense and subject-verb agreement throughout.</p> <p>2 marks Grammar is mainly accurate with only occasional errors in subject-verb and verb-tense agreement.</p> <p>1 mark Inconsistent use of grammar including significant errors in one aspect of subject-verb or verb-tense agreement.</p>	3 marks maximum	
	Total marks available for Task	12 marks	
	Pass mark for Task – 8 out of 12		

Task 2

	<p>Text shows some adaptation to audience</p> <p>2 marks Letter written using appropriate language and tone for audience throughout with only minor lapses.</p> <p>1 mark Letter has some significant errors in use of appropriate language and tone for audience.</p>	2 marks maximum	
	<p>Sequence writing logically and clearly</p> <p>1 mark – Letter includes appropriate greeting and salutation (both required for mark) 1 mark – Letter includes clear introduction 1 mark – Letter includes suitable conclusion</p>	1 1 1	
	<p>Content: 1 mark – includes relevant information 1 mark – includes a request for help/information</p> <p>PLUS: 2 marks information is detailed OR</p> <p>1 mark Content lacks depth and is mainly a repeat of the task instructions.</p>	1 1 2 marks maximum	
	<p>Sentence structure and grammar 3 marks Sentences make sense all the time and are grammatically correct including correct use of verb-tense and subject-verb agreement.</p>	3 marks maximum	



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<p>2 marks Sentences make sense most of the time with some significant errors in one aspect of verb-tense or subject-verb agreement.</p> <p>1 mark Sentences make sense some of the time but contain some significant errors in more than one aspect of verb-tense and subject-verb agreement.</p>		
<p>Work checked for accuracy, including spelling</p> <p>3 marks Text is mainly accurate throughout, including spelling, end of sentence punctuation and use of upper and lower case letters, but may contain minor errors which do not impact on purpose, e.g. address is accurate enough for mail to be delivered. Some evidence may be seen to show that the work has been proof read.</p> <p>2 marks Accuracy of information, including spelling, use of upper and lower case letters and end of sentence punctuation is good most of the time but may have significant errors in one aspect. Some proof reading and drafting may be evident, but some errors may not have been picked up.</p> <p>1 mark Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation, is inconsistent and shows significant errors in more than one aspect. Although there may be some proof of drafting, there are still significant errors.</p>	3 marks maximum	
Writing Activity Two Total Marks	15 marks	
Pass mark for task – 11 out of 15		
Overall Result		Pass/Fail
Task 1		
Task 2		
Overall Result for Paper (both tasks must be passed to achieve a pass)		

Assessor Name _____

Assessor Signature _____

Date _____

Internal Verifier Name (if sampled) _____

IV Signature _____

Date _____

External Verifier Name (if sampled) _____

EV Signature _____

Date _____

