

Functional Skills English Entry 1 Sample Assessment




www.cityandguilds.com
May 2017
Version 2.0


Assessment guidance and mark scheme Dance

Time guidance

Reading	30 minutes
Writing	30 minutes
Speaking and Listening	10 minutes

Assessment Guidelines

<p>Administering the assessment</p>	<ul style="list-style-type: none"> • All assessments must be taken under supervised conditions. This means that the candidate must be supervised at all times during the assessment. • Candidates are not allowed access to any other resources except for those specified in each assessment title. • Assessments are summative and must be taken when the candidate is deemed to have the skills and knowledge necessary to achieve (known as 'when ready'). • Candidates will need paper and pen and/or word processing equipment. • Word processing equipment can be used by candidates but only where they have the skills to use it, without it impeding their ability to answer the questions. • Candidates can use a dictionary. • Assessors may explain the rubric for all papers. For Reading assessors must not read/explain the texts or questions; and must not interpret the words for learners. For Writing assessors may respond to questions to explain difficult words and phrases to learners by paraphrasing and redefining but must not give learners solutions to tasks. • For Speaking, listening & communication candidates must be assessed individually. Assessors must ensure that each candidate is given the opportunity to meet the criteria. • Reading, Writing and Speaking, listening & communication are separate assessments. The assessment of a skill area must be completed in one session. • Each skill area can be assessed in any order.
<p>Assessor guidance notes for marking</p>	<ul style="list-style-type: none"> • The assessor should mark the candidate paper according to the Mark Scheme for Reading and Writing and complete the Speaking, listening and communication Assessment Records. • Once the assessor has marked the candidate paper, the centre must use the City and Guilds internal assessment process before the candidate can be awarded a certificate.
<p>Reading</p>  <p>30 minutes</p>	<ul style="list-style-type: none"> • Give the candidate the Reading assessment paper. • Candidates may use dictionaries. • Explain the Candidate's Instructions to them which can be found on page 3 of the Candidate's paper. • Candidates should know what the following words mean: <i>maximum marks, texts</i> • You may read/explain the rubric but not the texts or questions.

	<ul style="list-style-type: none"> • Tell them to complete the six questions. • The candidate has up to 30 minutes to complete the reading activities. <p>Additional guidance on access and inclusion for functional skills reading Reading within Functional Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context.</p> <p>‘Text’ is defined as materials that include the use of words that are written, printed, on screen or presented using Braille.</p> <p>As a reasonable adjustment, candidates who are classed as disabled under the terms of the Disability Discrimination Act (DDA), and use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the reading standards through use of screen reader software.</p> <p>A human reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.</p>
<p>Writing</p>  <p>30 minutes</p>	<ul style="list-style-type: none"> • Give the candidate the Writing assessment paper. • Explain the Candidate’s Instructions to them which can be found on page 2 of the Candidate’s paper. • Candidates should know what the following words mean: <i>maximum marks</i> • Explain to the candidate that they will be marked on using full stops and spelling familiar words correctly. • The candidate has 30 minutes to complete the assessment. • Tell them to complete the two tasks. • The tasks may be amended slightly to meet the needs of the candidate. However if this assessment is not appropriate at all to your candidate then you should choose a different assessment title. You must agree any significant changes with City & Guilds before the assessment takes place. <p>Additional guidance on access and inclusion for functional skills writing Writing within Functional Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.</p> <p>‘Text’ is defined as materials that include the use of words that are written, printed, on screen or presented using Braille and which are presented in a way that is accessible for the intended audience.</p> <p>As a reasonable adjustment, candidates who are disabled under the terms of the Disability Discrimination Act (DDA) and who use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the writing standards through use of a computer and appropriate software.</p> <p>A human scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.</p>

**Speaking,
listening &
communication**



10 minutes

1. Tell the candidate that you are going to have a discussion about dance and ask them to follow these instructions.
 - Think about why they like or do not like dance.
 - Think about **two** questions they would like to ask about dance.
 - Tell you when they are ready to begin the discussion.
2. Have a discussion with the candidate about why people like to dance or to watch other people dancing.
 - Express your own opinions about dancing.
 - Ask the candidate if they like or dislike dance and why.
 - Remember the candidate must ask you questions, as the assessor, you **must** facilitate this.

You should allow up to 10 minutes to complete this discussion.

Guidance on Speaking, listening & communication

Familiarise yourself with the information that follows so that you can answer the candidate's questions clearly and readily.

- Give the candidate time to formulate questions or to respond to contributions.
- Respond to the candidate's questions clearly and fully, not necessarily with complete sentences but naturally, in a friendly and relaxed manner.
- Speak clearly, in a friendly and relaxed manner, but with a slow and clear delivery appropriate to someone with Entry 1 Speaking, listening & communication language skills.
- If the candidate asks for repetition, repeat more slowly then, if necessary, reformulate using different language.
- As far as possible avoid using grammatical structures that are beyond the repertoire expected at this level (the Adult Literacy Core Curriculum is a vital point of reference if unsure about this).
- If the candidate says something that is not clear, ask them to repeat or clarify using a simple request such as 'I'm sorry, could you say that again please?'
- Indicate clearly the end of the activity: "That's the end of this activity, thank you."

You can have a discussion about a different topic if you wish.

Suggested other topics can include:

- avoiding money problems
- hobbies (including sports, music, gardening or other appropriate hobby familiar and of interest to the candidate)
- recycling.

Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face. In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place:

- does not create barriers to achievement and success
- enables candidates to demonstrate achievement against the full range of standards using the full range of permitted strategies, and
- meets the security requirements specified in criterion 58f of “The statutory regulation of external qualifications” (QCA/04/1293).

The term 'Speaking, listening and communication', as used by these standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

Examples of assessment evidence

- Details of the candidate’s performance must be recorded on the Entry 1 Assessment record sheet. Centres must use the Assessment record sheet provided by City and Guilds.
- One assessment record sheets fully and accurately completed are required at this level.
- The tick boxes should be completed where the assessment criteria have been demonstrated. The recorded comments should address the candidate’s performance as a whole and need not address each assessment criterion individually. However, when making overall comments it is important that the assessment criteria are not merely repeated, as comments should show HOW the candidate met the criteria.

Additional guidance on access and inclusion for functional skills speaking, listening and communication

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (eg British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;
- can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working;
- does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Assessment Recording

Mark scheme for Entry 1 Reading

Candidate's Name _____

Coverage and Range	Reading Do NOT penalise spelling errors	Maximum marks	Candidate marks
E1.R.1	1 Sunday / 4(th) May	1	
E1.R.1	2 Two of: <ul style="list-style-type: none"> • (try our) dance classes • meet the tutors • have a go 1 mark for each, maximum of two marks	2	
E1.R.2	3 Two of: <ul style="list-style-type: none"> • call / 023 4567 8900 • email / dance@us.com • visit (us) 1 mark for each, maximum of two marks Accept similar wording	2	
E1.R.1	4 Two of: <ul style="list-style-type: none"> • to get fit • to have some fun • lots of classes • try out some of the dances 1 mark for each, maximum of two marks Accept similar wording	2	
E1.R.2	5 Two of: <ul style="list-style-type: none"> • tap • jive • hip hop 1 mark for each, maximum of two marks Accept similar wording	2	
E1.R.1	6 Friday	1	

Reading total marks available: 10		Reading pass mark: 6
Candidate total marks:		
PRINT Reading Assessor's name:	Signature:	Date:
PRINT IQA's Name: (if sampled)	Signature	Date:
PRINT EQA's Name: (if sampled)	Signature	Date:

Please indicate as applicable:

Candidate has achieved:

Candidate has not achieved:

Assessment Recording

Mark scheme for Entry 1 Writing

Candidate's Name _____

Coverage	Writing – Task 1 (Note)	Maximum marks	Candidate marks
E1.W.1	The text includes: <ul style="list-style-type: none"> • why they want to learn to dance • when the dance class is • where the dance class is. 	1 1 1	
E1.W.2	Writes more than one sentence using full stops. Writes one sentence using a full stop.	2 (1)	
E1.W.2	Writes at least one sentence using an initial capital letter.	1	
E1.W.3	Spells correctly some personal or very familiar words at Entry 1	1	

Coverage	Writing – Task 2 (Card)	Maximum marks	Candidate marks
E1.W.1	Name completed on card Day of class completed on card	1 1	
E1.W.1	The text includes: <ul style="list-style-type: none"> • when they started learning to dance • what they like about the class • what they do not like about the class. 	1 1 1	
E1.W.2	Writes more than one sentence using full stops. Writes one sentence using a full stop.	2 (1)	
E1.W.2	Writes at least one sentence using an initial capital letter.	1	
E1.W.3	Spells correctly some personal or very familiar words at Entry 1	1	

Writing total marks available: 16		Writing pass mark: 10
Candidate total marks:		
PRINT Writing Assessor's name:	Signature:	Date:
PRINT IQA's Name: (if sampled)	Signature	Date:
PRINT EQA's Name: (if sampled)	Signature	Date:

Please indicate as applicable:

Candidate has achieved:

Candidate has not achieved:

Speaking, listening & communication Assessment Record

Entry 1 Dance

Candidate's name _____ Reg. No. _____

Date of assessment _____ Length of discussion _____

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

Summary of the discussion including any prompting:		
Confirm that the candidate did the following:	Overall comments:	
Understood the main points of short explanations	<input type="checkbox"/>	
Understood and followed instructions	<input type="checkbox"/>	
Responded appropriately to comments and requests	<input type="checkbox"/>	
Made contributions to be understood	<input type="checkbox"/>	
Asked simple questions to obtain specific information	<input type="checkbox"/>	

PRINT Speaking, listening & communication Assessor's name:	Signature:	Date:
PRINT IQA's Name: (if sampled)	Signature	Date:
PRINT EQA's Name: (if sampled)	Signature	Date:

Please indicate as applicable:

Candidate has achieved:

Candidate has not achieved:

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education and
training