

# Functional Skills English Entry 2 Sample Assessment



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## Assessment guidance and mark scheme Lunch


### Time guidance

Reading	40 minutes
Writing	40 minutes
Speaking and Listening	10 to 20 minutes

# Assessment Guidelines

<p><b>Administering the assessment</b></p>	<ul style="list-style-type: none"> <li>• All assessments must be taken under supervised conditions. This means that the candidate must be supervised at all times during the assessment.</li> <li>• Candidates are not allowed access to any other resources except for those specified in each assessment title.</li> <li>• Assessments are <b>summative</b> and must be taken when the candidate is deemed to have the skills and knowledge necessary to achieve (known as ‘when ready’).</li> <li>• Candidates will need paper and pen and/or word processing equipment.</li> <li>• 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.</li> <li>• Candidates will need a dictionary.</li> <li>• 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.</li> <li>• For Speaking, listening &amp; communication candidates must be assessed individually. Assessors must ensure that each candidate is given the opportunity to meet the criteria.</li> <li>• Reading, Writing and Speaking, listening &amp; communication are separate assessments. The assessment of a skill area must be completed in one session.</li> <li>• Each skill area can be assessed in any order.</li> </ul>
<p><b>Assessor guidance notes for marking</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Reading</b></p>  <p><b>40 minutes</b></p>	<ul style="list-style-type: none"> <li>• Give the candidate the Reading assessment paper.</li> <li>• They will also need a dictionary.</li> <li>• Explain the <b>Candidate’s Instructions</b> to them which can be found on the front of the assessment paper.</li> <li>• Candidates should know what the following words mean: <i>Maximum marks, text, advert, email, etc.</i></li> <li>• You may read/explain the rubric but <b>not</b> the texts or questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tell them to complete the <b>seven</b> questions</li> <li>• The candidate has up to <b>40 minutes</b> to complete the reading activities.</li> </ul> <p><b>Additional guidance on access and inclusion for functional skills reading</b></p> <p>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><b>Writing</b></p>  <p><b>40 minutes</b></p>	<ul style="list-style-type: none"> <li>• Give the candidate the Writing assessment paper.</li> <li>• Explain the <b>Candidate’s Instructions</b> to them which can be found on the front of the assessment paper.</li> <li>• Remind them for each question they must write at least one compound sentence (complete sentences using joining words (conjunctions) eg and, as, but, or), and to check their spelling, use of capital letters, full stops and question marks when they have finished.</li> <li>• The assessor may explain difficult words and phrases by paraphrasing and redefining but must not give solutions.</li> <li>• Hand writing or word processing may be used.</li> <li>• The task may be amended slightly to meet the needs of the candidate, for example a friend could be changed to a fellow classmate. 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 &amp; Guilds before the assessment takes place.</li> <li>• The candidate has <b>40 minutes</b> to complete the writing activities.</li> </ul> <p><b>Additional guidance on access and inclusion for functional skills writing</b></p> <p>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 <b>cannot</b> be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.</p>
<p><b>Speaking, listening &amp; communication</b></p>  <p><b>2 opportunities of 5-10 minutes each</b></p>	<p>For Speaking, listening &amp; communication candidates <b>must</b> be assessed individually.</p> <p>You may pre-record this message or read this out to the candidate during the assessment.</p> <p>You may use activity 1 below or another activity suitable for the candidate.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• find information about a film</li> <li>• contact their phone provider</li> <li>• a prospective work experience provider</li> <li>• contact their child’s school.</li> </ul> <p>Whatever topic you choose assessors must ensure candidates have the opportunity to meet all coverage and range including ‘identify the main points of short explanations and instructions’. This particular criterion could be done via a pre-recorded message or a transcript that is read out but does not have to be, it could be built into the discussion.</p> <p><b>Activity 1 Booking a table</b>  You call The Ship Cafe to book a table and you hear the following recorded message.  Listen to the recorded message and follow the instructions.  (Suggested script for telephone message)</p> <p><i>Hello. This is The Ship Cafe. We are busy at the moment and cannot take your call. If you would like to book a table please leave your name, phone number and details about your booking requirements and we will call you back as soon as we can. Leave your message now.</i></p> <p><b>Activity 2 Discussion.</b>  You are going to have lunch with your friends.  Discuss what type of food you would like to eat and where you would like to go for lunch.</p> <ul style="list-style-type: none"> <li>• The candidate should express their own opinions about what and where to eat.</li> <li>• Ask them a question about what they like and don’t like to eat or where they might like to go for lunch.</li> <li>• Remember the candidate must ask questions. As the assessor, you must facilitate this.</li> </ul> <p><b>Guidance on Speaking, listening &amp; communication</b>  Familiarise yourself with the information that follows so that you can answer the candidate’s questions clearly and readily.</p>

- 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.
- 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."

If preferred, the discussion can be about any other topic.

Suggested other topics can include:

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

#### **Examples of assessment evidence**

- Details of the candidate's performance must be recorded on the Entry 2 Assessment record sheets. Centres must use the Assessment record sheets provided by City and Guilds.
- Two 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 notes or observations are optional.

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

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.

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 2 Reading

Candidate's Name \_\_\_\_\_

Coverage and Range	Reading (Advert) Do NOT penalise spelling errors	Maximum marks	Candidate marks
E2 R3	<p><b>1</b> <b>Three of:</b></p> <ul style="list-style-type: none"> <li>• meals are half price</li> <li>• play area inside</li> <li>• garden/ play area outside/ eat outside</li> <li>• boats to watch</li> </ul> <p>1 mark for each, maximum of <b>three</b> marks.</p>	<b>3</b>	
E2 R3	<p><b>2</b> Wednesday(s) Thursday(s).</p>	<b>1</b> <b>1</b>	
E2 R1	<p><b>3</b> They are very busy To make sure there is a table.</p>	<b>1</b> <b>1</b>	
ER R2	<p><b>4</b> <b>Three of:</b></p> <ul style="list-style-type: none"> <li>• name</li> <li>• date</li> <li>• time</li> <li>• number of people</li> </ul> <p>1 mark for each, maximum of <b>three</b> marks Accept similar wording</p>	<b>3</b>	
ER R4	<p><b>5</b> correct definition of the word <b>reserve</b> from a dictionary</p>	<b>1</b>	
Coverage and Range	Reading (Email) Do NOT penalise spelling errors	Maximum marks	Candidate marks
E2 R4	<p><b>6</b> Played (in the indoor area)</p>	<b>1</b>	
E2 R1	<p><b>7</b> <b>One of:</b></p> <ul style="list-style-type: none"> <li>• sat outside</li> <li>• had coffee</li> </ul> <p>Maximum of <b>one</b> mark</p>	<b>1</b>	

<b>Reading total marks available: 13</b>		<b>Reading pass mark: 8</b>
<b>Candidate total marks:</b>		
<b>PRINT Reading Assessor's name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>PRINT IQA's Name: (if sampled)</b>	<b>Signature</b>	<b>Date:</b>
<b>PRINT EQA's Name: (if sampled)</b>	<b>Signature</b>	<b>Date:</b>

Please indicate as applicable:

Candidate has achieved:

Candidate has not achieved:



## Assessment Recording

### Mark scheme for Entry 2 Writing

Candidate's Name \_\_\_\_\_

Coverage	Writing – Task 1 (Text message)	Maximum marks	Candidate marks
E2 W1	<p><b>Use written words and phrases to record and present information with some awareness of the intended audience</b></p> <p>Has written text detailing <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>• asks their friend to come</li> <li>• says when they want to go</li> <li>• says where they will meet.</li> </ul> <p>At least one of the above points.</p>	2  (1)	
	Writing is appropriate for a text message to a friend including salutations eg 'Hi ...', '(From)...'.	1	
E2 W2	<p><b>Construct compound sentences using common conjunctions</b></p> <p>Uses a conjunction correctly.</p>	1	
E2 W3	<p><b>Punctuate correctly, using upper and lower case, full stops and question marks</b></p> <p>Writes more than <b>two</b> sentences using end of sentence punctuation (eg full stops, question marks) correctly.</p> <p>Writes <b>one</b> sentence using end of sentence punctuation (eg full stops, question marks) correctly.</p>	2  (1)	
	Uses initial capital letters correctly throughout.	1	
	Uses capital letters for all proper nouns.	1	
E2 W4	<p><b>Spell correctly all high frequency words and words with common spelling patterns</b></p> <p>Has spelled correctly all high frequency words and words with common spelling patterns (for Entry 2). Has spelled correctly most high frequency words and words with common spelling patterns.</p>	2  (1)	

Coverage	Writing – Task 2 (Comments card)	Maximum marks	Candidate marks
<b>E2 W1</b>	<p><b>Use written words and phrases to record and present information with some awareness of the intended audience</b></p> <p>Has written text detailing all of the following:</p> <ul style="list-style-type: none"> <li>• the meal</li> <li>• the staff</li> <li>• the restaurant.</li> </ul> <p>At least one of the above points.</p>	<p><b>2</b></p> <p>(1)</p>	
<b>E2 W1</b>	Writing is appropriate for a comments card and includes a name and address.	<b>1</b>	
<b>E2 W2</b>	<p><b>Construct compound sentences using common conjunctions</b></p> <p>Uses a conjunction correctly.</p>	<b>1</b>	
<b>E2 W3</b>	<p><b>Punctuate correctly, using upper and lower case, full stops and question marks</b></p> <p>Writes more than <b>two</b> sentences using end of sentence punctuation (eg full stops, question marks) correctly.</p> <p>Writes <b>one</b> sentence using end of sentence punctuation (eg full stops, question marks) correctly.</p>	<p><b>2</b></p> <p>(1)</p>	
<b>E2 W3</b>	Uses initial capital letters correctly throughout.	<b>1</b>	
	Uses capital letters for all proper nouns.	<b>1</b>	
<b>E2 W4</b>	<p><b>Spell correctly all high frequency words and words with common spelling patterns</b></p> <p>Has spelled correctly all high frequency words and words with common spelling patterns (for Entry 2).</p> <p>Has spelled correctly most high frequency words and words with common spelling patterns.</p>	<p><b>2</b></p> <p>(1)</p>	

<b>Writing total marks available: 20</b>		<b>Writing pass mark: 12</b>
<b>Candidate total marks:</b>		
<b>PRINT Writing Assessor's name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>PRINT IQA's Name: (if sampled)</b>	<b>Signature</b>	<b>Date:</b>
<b>PRINT EQA's Name: (if sampled)</b>	<b>Signature</b>	<b>Date:</b>

Please indicate as applicable:

Candidate has achieved:

Candidate has not achieved:

## Entry 2 Speaking, listening & communication Assessment Record

### Activity 1 Telephone message – Booking a table

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_

Date of assessment \_\_\_\_\_

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.

Confirm that the candidate:		Overall comments and quotes to show how candidate met the criteria:
Identifies the main points of short explanations and instructions	<input type="checkbox"/>	
Communicates information so that meaning is clear	<input type="checkbox"/>	

## Entry 2 Speaking, listening & communication Assessment Record

### Activity 2 Discussion

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:		
Confirm that the candidate:	Overall comments and quotes to show how candidate met the criteria:	
Makes appropriate contributions that were clearly understood	<input type="checkbox"/>	
Expresses simply his/her own feelings and opinions and understood those expressed by others	<input type="checkbox"/>	
Communicates information so that meaning is clear	<input type="checkbox"/>	
Asks and responds to straightforward questions	<input type="checkbox"/>	
Follows the gist of discussions	<input type="checkbox"/>	

<b>PRINT Speaking, listening &amp; communication Assessor's name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>PRINT IQA's Name: (if sampled)</b>	<b>Signature</b>	<b>Date:</b>
<b>PRINT EQA's Name: (if sampled)</b>	<b>Signature</b>	<b>Date:</b>

**Tick**

Please indicate as applicable:

Candidate has achieved:

Candidate has not achieved:

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