

# Functional Skills English Entry 3 Sample Assessment



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## Assessment guidance and mark scheme Passports

### Time guidance

Reading	40 minutes
Writing	40 minutes
Speaking and Listening	up to 30 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, webpage, leaflet.</i></li> <li>• You may read/explain the rubric but <b>not</b> the texts or questions.</li> <li>• Tell them to complete the <b>seven</b> questions</li> </ul>

	<ul style="list-style-type: none"> <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> 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 task they must write <b>three or four</b> compound sentences (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> 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>

**Speaking,  
listening &  
communication**



**2 discussions of  
5-10 minutes each**

You will need to have two discussions with your candidate, one formal and one informal. At least one of the discussions must be in a group.

Candidates will need to demonstrate the following skills in **each** of the discussions:

- following the main points of discussions
- using techniques to clarify and confirm understanding
- giving own point of view and responding appropriately to others' point of view
- making relevant contributions, allowing for and responding to others' input.

In addition, in the formal discussion the candidate must:

- use appropriate language.

Candidates should be informed that their contribution to the discussions is to be assessed and be made aware of the assessment criteria.

**Guidance on Speaking, listening & communication**

- Assessment must be carried out by an appropriate member of staff. The discussions could be with peers, staff members or other suitable people.
- You may choose the topics of discussion for the candidate but they must reflect real life as much as possible and be of interest to the candidate.
- You need to be familiar with the topic that is being discussed and will need to have prepared questions/input to help move the discussion along if required and allow the candidate to show understanding.
- Be prepared with a list of questions should you need to facilitate the flow of the conversation. This should include open questions, to encourage the candidate to engage in discussion and to allow you to follow up with further questioning.
- Questions should be pitched at the right level and should include both simple and compound questions.
- Speak naturally, in a friendly and relaxed manner and with clear delivery.
- Give the candidate time to respond before jumping in with a reformulation. If the candidate asks for repetition, repeat more slowly then, if necessary, reformulate using simpler language.
- As far as possible avoid using grammatical structures that are beyond the repertoire expected at this level.
- 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 repeat that please?"
- Invite questions.
- Indicate clearly the end of each discussion.

### **Examples of assessment evidence**

- Details of the candidate's performance must be recorded on the Entry 3 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.

### **Candidate performance**

The candidate must meet all the criteria for **both** discussions to prove competence. At least one of the discussions must be in a group. In this context a group is defined as three or more people

### **Definitions**

**Formal discussion:** a discussion regarding a suitable subject without the use of casual and colloquial forms that is likely to have a goal/desired outcome and will probably be related to work or education.

- Food – favourite foods with a view to deciding a new menu for the canteen
- Party – organising a leaving party
- Work – review with an assessor/supervisor
- Sports – organising a charity sporting event

**Informal discussion:** a discussion regarding an ordinary subject with a relaxed and informal manner, more suitable for everyday conversations.

- Food – favourite food
- Party – a good party you have been to
- Work – chatting about your progress with a friend
- Sports – chat about the sports you enjoy watching or playing

Please note that the topics of the formal and informal discussion must be different. The examples above are merely to illustrate the difference between the formal and informal.

### **Timing of assessments**

- It is suggested that 5-10 minutes should be allowed for **each** discussion.
- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussions may vary according to the size of the group.

- The combined total for **both** discussions must **not** exceed 30 minutes.
- Preparation time for discussions may occur outside of teaching time.

**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 3 Reading

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

Coverage and Range	Reading (Webpage) Do NOT penalise spelling errors	Maximum marks	Candidate marks
E3 R1	<p><b>1</b>  <b>One of:</b></p> <ul style="list-style-type: none"> <li>getting a passport</li> <li>first paragraph / section</li> </ul> <p>Maximum <b>one</b> mark</p>	<b>1</b>	
E3 R3	<p><b>2</b>  <b>Two of:</b></p> <ul style="list-style-type: none"> <li>The Post Office</li> <li>online / <a href="http://www.gov.uk/passport">www.gov.uk/passport</a></li> <li>by calling / 0900 123 123</li> </ul> <p><b>One</b> mark for each, maximum <b>two</b> marks</p>	<b>2</b>	
E3 R3	<p><b>3</b>  <b>Three of:</b></p> <ul style="list-style-type: none"> <li>write in black ink</li> <li>write in CAPITAL LETTERS</li> <li>fill in all the boxes (on the form)</li> <li>sign and date (the form)</li> </ul> <p><b>One</b> mark for each, maximum <b>three</b> marks            Accept similar wording</p>	<b>3</b>	
E3 R2	<p><b>4</b>            If they do not have a passport.</p> <p>Accept similar wording</p>	<b>1</b>	
E3 R2	<p><b>5</b>  <a href="http://www.gov.uk/passport">www.gov.uk/passport</a></p> <p>Do <b>not</b> accept website / webpage</p>	<b>1</b>	
Coverage and Range	Reading (Leaflet) Do NOT penalise spelling errors	Maximum marks	Candidate marks
E3 R1	<p><b>6</b>  <b>One of:</b>            (may) pay extra fee            form (is) sent back            (it will) take longer            (may) change (your) travel plans</p> <p>Maximum <b>one</b> mark</p>	<b>1</b>	

<b>E3 R2</b>	<b>7</b> <b>Three of:</b> <ul style="list-style-type: none"> <li>• (usually) processed more quickly</li> <li>• check (that your) form is filled in correctly</li> <li>• make sure (you have) included everything (you need)</li> <li>• post (your) form (for you)</li> <li>• track (the) progress (of your form)</li> </ul> <b>One</b> mark for each, maximum <b>three</b> marks Accept similar wording	<b>3</b>	
<b>E3 R3</b>	<b>8</b> Visit the website / www.postoffice.co.uk	<b>1</b>	
<b>E3 R1</b>	<b>9</b> The Post Office	<b>1</b>	
<b>E3 R2</b>	<b>10</b> Over 65s Students	<b>1</b> <b>1</b>	

<b>Reading total marks available: 16</b>		<b>Reading pass mark: 10</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 3 Writing

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

Coverage	Writing – Task 1 (Form)	Maximum marks	Candidate marks
<b>E3 W1</b>	<p><b>Write texts with some adaptation to the intended audience</b></p> <p>Has written a text detailing <b>all</b> of:</p> <ul style="list-style-type: none"> <li>• where you last saw your passport</li> <li>• whether you think it was lost or stolen</li> <li>• how you think it was lost or stolen</li> <li>• when you will next need your passport.</li> </ul> <p>At least two of the above points.</p>	<p><b>2</b></p> <p>(1)</p>	
	<p>Writing is appropriate for completing a form, including a name and address.</p>	<p><b>1</b></p>	
<b>E3 W2</b>	<p><b>Plan, draft and organise writing</b></p> <p>Has produced a plan and draft which have successfully influenced the final organisation of the writing.</p> <p>Has made an attempt at planning/drafting - some appropriate ideas put into an order which may not have transferred to the final organisation of the writing.</p>	<p><b>2</b></p> <p>(1)</p>	
	<p><b>Sequence writing logically and clearly</b></p> <p>Clear and logical sequencing throughout.</p> <p>Some clarity/logic of sequencing evident in places.</p>	<p><b>2</b></p> <p>(1)</p>	
<b>E3 W4</b>	<p><b>Use basic grammar including appropriate verb-tense and subject-verb agreement</b></p> <p>Has correctly used basic grammar throughout:</p> <ul style="list-style-type: none"> <li>• at least one compound sentence</li> <li>• verb-tense</li> <li>• subject-verb agreement.</li> </ul> <p>Has correctly used basic grammar most of the time.</p>	<p><b>2</b></p> <p>(1)</p>	
	<p><b>Check text for accurate spelling of words commonly used at Entry 3 and key words provided in the question paper</b></p> <p>Spelling is accurate throughout.</p> <p>Spelling is accurate most of the time.</p>	<p><b>2</b></p> <p>(1)</p>	

<b>E3 W5</b>	<b>Check text for accurate use of punctuation: upper and lower case letters, full stops, and question marks (if required).</b>		
	Punctuation is accurate throughout - upper and lower case letters, full stops, and question marks (if required). Punctuation is accurate most of the time.	<b>2</b>  (1)	

<b>Coverage</b>	<b>Writing – Task 2 (Email)</b>	<b>Maximum marks</b>	<b>Candidate marks</b>
<b>E3 W1</b>	<b>Write texts with some adaptation to the intended audience.</b>  Has written a text detailing <b>all</b> of: <ul style="list-style-type: none"> <li>• why you are writing to them</li> <li>• ask them what is happening with your application</li> <li>• say when you need your passport</li> <li>• tell them the consequences of not receiving your passport.</li> </ul> At least two of the above points.	<b>2</b>  (1)	
	Writing is appropriate for an email to the Passport Office	<b>1</b>	
<b>E3 W2</b>	<b>Plan, draft and organise writing</b>  Has produced a plan and draft which have successfully influenced the final organisation of the writing. Has made an attempt at planning/drafting - some appropriate ideas put into an order which may not have transferred to the final organisation of the writing.	<b>2</b>  (1)	
	<b>Sequence writing logically and clearly</b>  Clear and logical sequencing throughout. Some clarity/logic of sequencing evident in places.	<b>2</b>  (1)	
<b>E3 W4</b>	<b>Use basic grammar including appropriate verb-tense and subject-verb agreement</b>  Has correctly used basic grammar throughout: <ul style="list-style-type: none"> <li>• at least one compound sentence</li> <li>• verb-tense</li> <li>• subject-verb agreement.</li> </ul> Has correctly used basic grammar most of the time.	<b>2</b>  (1)	

<b>E3 W5</b>	<b>Check text for accurate spelling of words commonly used at Entry 3 and key words provided in the question paper</b>		
	Spelling is accurate throughout. Spelling is accurate most of the time.	<b>2</b> (1)	
<b>E3 W5</b>	<b>Check text for accurate use of punctuation: upper and lower case letters, full stops, and question marks (if required).</b>		
	Punctuation is accurate throughout - upper and lower case letters, full stops, and question marks (if required). Punctuation is accurate most of the time.	<b>2</b> (1)	

<b>Writing total marks available: 26</b>		<b>Writing pass mark: 17</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 3 Speaking, listening & communication Assessment Record

### Formal discussion

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_  
 Topic of discussion \_\_\_\_\_  
 Group/Partner \_\_\_\_\_ Details \_\_\_\_\_

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:
Follows the main points of discussion	<input type="checkbox"/>	
Uses techniques to clarify/confirm understanding of others' contributions (eg asking questions, repetition, body language/gestures, nodding, thanking)	<input type="checkbox"/>	
Expresses own point of view clearly	<input type="checkbox"/>	
Responds appropriately to others' points of view & input	<input type="checkbox"/>	
Uses appropriate language in formal discussions/exchanges	<input type="checkbox"/>	
Makes contributions relevant to the discussion	<input type="checkbox"/>	

#### Tick any that may apply:

Maintained eye contact	<input type="checkbox"/>	Listened to other contributions	<input type="checkbox"/>
Used appropriate body language	<input type="checkbox"/>	Asked questions	<input type="checkbox"/>
Used appropriate gestures	<input type="checkbox"/>	Answered questions	<input type="checkbox"/>
Appropriate facial expressions	<input type="checkbox"/>	Asked for clarification / questions to be repeated	<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>

Please indicate as applicable:

Candidate has achieved:  Candidate has not achieved:

## Entry 3 Speaking, listening & communication Assessment Record

### Informal discussion

**Candidate's name** \_\_\_\_\_ **Reg. No.** \_\_\_\_\_  
**Date of assessment** \_\_\_\_\_ **Length of discussion** \_\_\_\_\_  
**Topic of discussion** \_\_\_\_\_  
**Group/Partner** \_\_\_\_\_ **Details** \_\_\_\_\_

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:
Follows the main points of discussion	<input type="checkbox"/>	
Uses techniques to clarify/confirm understanding of others' contributions (eg asking questions, repetition, body language/gestures, nodding, thanking)	<input type="checkbox"/>	
Own point of view expressed clearly	<input type="checkbox"/>	
Responds appropriately to others' points of view & input	<input type="checkbox"/>	
Uses appropriate language in formal discussions/exchanges	<input type="checkbox"/>	
Makes contributions relevant to the discussion	<input type="checkbox"/>	

#### Tick any that may apply:

Maintained eye contact	<input type="checkbox"/>		Listened to other contributions	<input type="checkbox"/>
Used appropriate body language	<input type="checkbox"/>		Asked questions	<input type="checkbox"/>
Used appropriate gestures	<input type="checkbox"/>		Answered questions	<input type="checkbox"/>
Appropriate facial expressions	<input type="checkbox"/>		Asked for clarification / questions to be repeated	<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>

Please indicate as applicable:

Candidate has achieved:  Candidate has not achieved:

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