

# Functional Skills English Entry 3 Writing Sample assessment

## Candidate Paper Writing Task

Health and Wellbeing

Time allowed: 40 minutes

Name: \_\_\_\_\_

City & Guilds enrolment number: \_\_\_\_\_

Date: \_\_\_\_\_

### You will need

- a pen with black or blue ink.

**You must not use a dictionary or spell check.**

### Instructions

- Answer **all** the questions.

**Draft materials  
Subject to Technical Evaluation by Ofqual.**

## Activity 1 - Alphabetical ordering

Put these recipes into alphabetical order.

<b>Chicken pie</b>	<b>Chocolate cake</b>
<b>Cheese salad</b>	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**1 mark**

## Activity 2 – Plurals

Change the words in bold to say two or more.  
The first one has been done for you.

More than one <b>person</b>	two	people
a. More than one <b>loaf</b> of bread.	four	_____
b. More than one <b>child</b>	five	_____

**2 marks**

### **Activity 3 - Writing**

For this activity you need to write a short report about health and wellbeing for a class project.

Write about:

- the benefits of a healthy lifestyle
- how you keep fit and healthy
- changes you would like to make to your lifestyle.

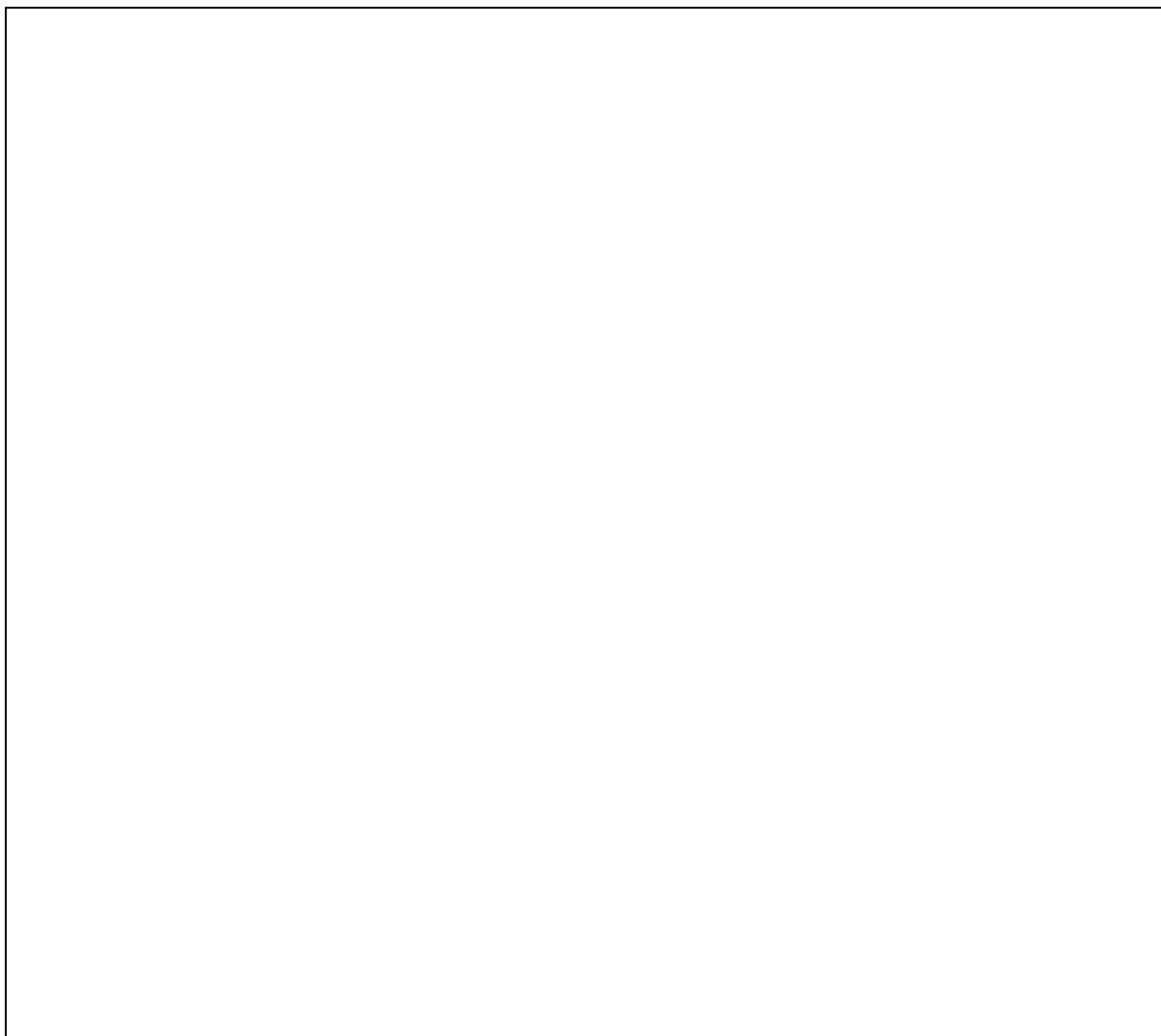
**Give your report a title.**

**Write at least three paragraphs.**

**Write between 150 to 200 words.**

**27 marks**

You can use this space to plan your writing.



This activity will be assessed on:

- content and detail
- layout (e.g. headings)
- paragraphs
- sentence structure
- grammar
- spelling
- punctuation.

Write your report here.

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the box.

This image shows a blank sheet of white paper with a black border. The page is filled with horizontal dotted lines, spaced evenly down the page, providing a guide for handwriting practice. There are 20 dotted lines in total, starting from the top and ending near the bottom of the page. The lines are consistent in length and spacing, creating a uniform grid for text entry.

# **Functional Skills English Entry 3 Writing Sample assessment**



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## **Writing Task Assessment Pack**

Health and Wellbeing

## **Assessor notes for marking**

Assessors must mark according to the marking scheme on the following pages.

Candidates will be assessed on Written Composition and Spelling, Punctuation and Grammar (SPaG).

Please refer to Functional Skills Entry Level English (Entry Levels 1 – 3 )  
Qualification and Assessment Specification for the Subject Content and Assessment  
Specifications.



## Marking Scheme (Writing Task)

Candidate's name \_\_\_\_\_

### Activity 1 (Writing Task)

Alphabetical ordering	Marks	Focus	SCS Ref	Marks available	Candidate mark
Cheese salad, chicken pie, chocolate cake	1	SPaG	16	1	/1
<b>Candidate total mark for Activity 1</b>					<b>/1</b>

### Activity 2 (Writing Task)

Plurals	Marks	Focus	SCS Ref	Marks available	Candidate mark
loaves	1	SPaG	14	2	/2
children	1	SPaG			
<b>Candidate total mark for Activity 2</b>					<b>/2</b>

### Activity 3 (Writing Task)

Written composition	Marks	Focus	SCS Ref	Marks available	Candidate mark
<p>Communicates information, ideas and opinions clearly and in a logical sequence</p> <p style="text-align: right;">All of the time 4 Most of the time (3) Some of the time (2) Limited (1) Nothing worthy of credit (0)</p>		Written Composition	18	4	/4
<p>Writes text of appropriate length</p> <ul style="list-style-type: none"> <li>• meets word count (150-200) 1</li> <li>• includes 3 paragraphs 1</li> </ul> <p>Writes appropriate level of detail, including</p> <ul style="list-style-type: none"> <li>• the benefits of a healthy lifestyle</li> <li>• how you keep fit and healthy</li> <li>• changes you would like to make to your lifestyle.</li> </ul> <p style="text-align: right;">All of the time 3 Most of the time (2) Some of the time (1) Nothing worthy of credit (0)</p>			19	5	/5
<p style="text-align: right;">Suitable format and structure 3 Mostly appropriate format and structure (2) Some format and structure (1) Nothing worthy of credit (0)</p> <p style="text-align: right;">Includes appropriate heading 1</p>			20	4	/4
<p>Writes in paragraphs</p> <p style="text-align: right;">All of the time 2 Some of the time (1) Nothing worthy of credit (0)</p> <p style="text-align: right;">Accurate use of compound sentences 1 Inaccurate or no evidence seen (0)</p>			21	3	/3
<p>Language is appropriate for purpose and audience</p> <p style="text-align: right;">All of the time 4 Most of the time 3 Some of the time (2) Limited (1) Nothing worthy of credit (0)</p>			22	4	/4

<p>Candidate uses a range punctuation appropriately (full stops, capital letters, exclamation marks, question marks, listing commas, apostrophes for contractions)</p> <p style="text-align: right;">All of the time      3 Most of the time      (2) Some of the time      (1) Nothing worthy of credit      0</p>	SPaG	13	3	/3
<p>Candidate uses correct grammar (subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p style="text-align: right;">All of the time      2 Most of the time      (1) Nothing worthy of credit      0</p>		15	2	/2
<p>Candidate spells familiar words at entry level 3 correctly</p> <p style="text-align: right;">All of the time      2 Most of the time      (1) Nothing worthy of credit      0</p>		17	2	/2
<b>Candidate total mark for Activity 3</b>				<b><i>/27</i></b>