



openawards

# Functional Skills

## English Writing

### Entry Level 3

(Onscreen Practice Assessment Set 1)



Practice

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## **English Entry Level 3 Writing Online Practice Assessment Set 1**

This Practice Assessment for Entry Level 3 Functional Skills English (Writing) can be viewed on the XAMS platform by clicking [here](#).

You will be prompted to enter your name before starting the assessment. This will allow you to access your answers.

Once you have completed the practice assessment, you will be prompted to download your answers. You can then check your answers against the mark scheme.

**ENTRY LEVEL 3  
FUNCTIONAL SKILLS  
ENGLISH: WRITING**



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**QUESTION PAPER  
SAMPLE ASSESSMENT MATERIAL**

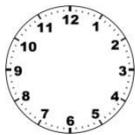
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Learner name:	<i>Auto-filled by XAMS</i>
Learner number:	<i>Auto-filled by XAMS</i>
Your Signature:	
Today's date:	<i>Auto-filled by XAMS</i>

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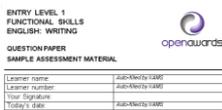


Total marks available: **36 marks**



Time limit: **45 minutes**

**You need:**



This question and answer paper



A pen with black or blue ink



## You cannot use:



The **Internet**



A **dictionary**



## Instructions

1. Check your name is correct on Page 1.  
Write your **signature** if it is.  
-
2. **Read** each question carefully
3. **Write** your answers in the spaces provided
4. Answer **all** the questions
5. **Check** your work at the end
6. Ask your teacher for more **paper** if you need it.  
Write your name on any extra pieces of paper.
- 7 Your teacher will **collect** your paper at the end of the assessment



Answer:



Page left intentionally blank

### Task 1 (10 marks)

Write the word with the correct spelling to fit in each sentence.

For example:

You need \_\_\_\_\_ hiking shoes to go hiking.

propar

proper

propper

proppar

Answer .....proper.....

1. Her car is in \_\_\_\_\_ condition.

excellent

excelant

ecsellent

exellant

Answer:

2. Can you \_\_\_\_\_ the animal you saw in the park?

diskribe

discribe

describe

describe

Answer:

3. I will come to the party, \_\_\_\_\_ I don't know when to arrive.

altho

although

alltho

allthough

Answer:

4. To cook the recipe, slowly \_\_\_\_\_ the temperature.

increese

increase

increes

increas

**Answer:**

5. Out of \_\_\_\_\_, she asked what his name is.

curiocity

curiosity

curiosity

curiositea

**Answer:**

6. I am joining in the \_\_\_\_\_ .

discushion

discusion

discusson

discussion

**Answer:**

7. The local council has just set up a \_\_\_\_\_.

comitee

committee

commitee

comitte

**Answer:**

8. Mo did some \_\_\_\_\_ revision for his exam.

thorough

thorough

thorough

thorough

Answer:

9. Her mother told her to be \_\_\_\_\_ while she is running.

cawtious

cautios

cautius

cautious

Answer:

10. My cousin \_\_\_\_\_ visits the countryside.

Frequently

frequently

frequently

frequently

Answer:

## Task 2 (1 mark)

Re-order the lists of words below in alphabetical order.

For example:

blend .....bland.....  
fake .....blend.....  
cake .....cake.....  
bland .....dart.....  
dart .....face.....  
face .....fake.....  
trend .....train.....  
train .....trend.....

### Answer

1. trump  
rest  
level  
deep  
leave  
rent  
decent  
trail


### Task 3 (2 marks)

Write the plural for each word given below.

For example:

child .....children.....

**Answer**

1. knife

2. foot

### Task 4 (23 marks)

You have taken a telephone call for a work colleague who is **not** in the office today.

Write a note to leave on your colleague's desk for them to read when they come back.

The note should contain full details of the call you have taken. Your colleague needs to know:

- who took the call and when
- who called and from where
- why the caller phoned
- what message the caller left for them
- what they should do next

You must write between 150 and 250 words.

You may draft your note below.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

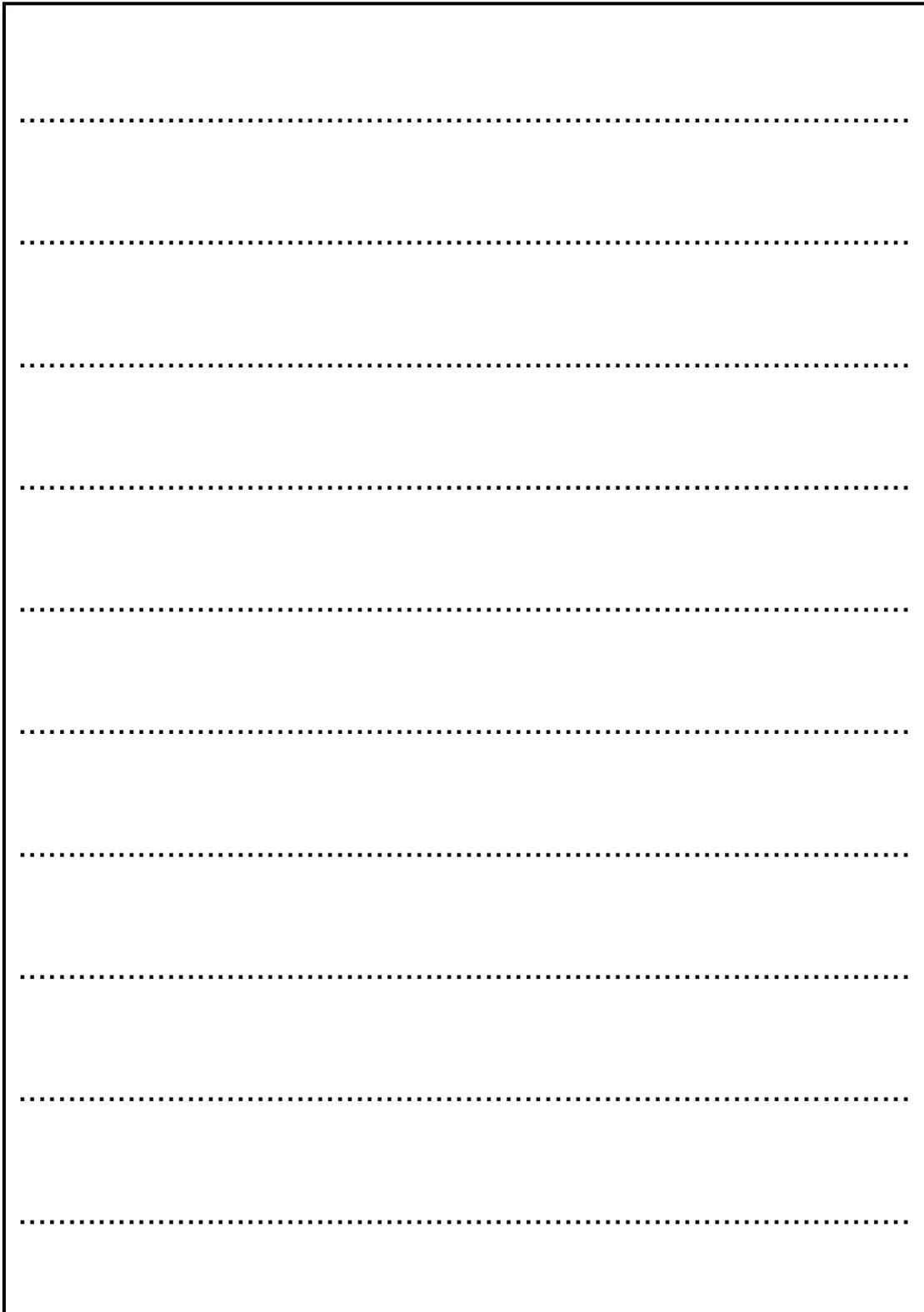
.....



Write the note in full sentences.

A large rectangular box with a solid black border, containing ten horizontal dotted lines for writing.

A large rectangular box with a solid black border, containing ten horizontal dotted lines spaced evenly down the page. This area is typically used for marking or grading.



**[End of assessment]**

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## For Marker's Use Only

Please tick	
I <b>confirm</b> that the work/evidence submitted is the learner's own work	<input type="checkbox"/>
I <b>understand</b> that learner results may be invalidated if evidence is submitted that does not belong to them	<input type="checkbox"/>

Questions	Marks available	Learner mark
Task 1	10	
Task 2	1	
Task 3	2	
Task 4	23	
<b>Total</b>	<b>36</b>	

Role	Name	Signature	Date
Marker			
IV (if sampled)			
EV (if sampled)			

# Functional Skills Mark Scheme

## English – Writing

### Entry Level 3

#### Sample Assessment



#### General Marking Guidance

- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place at the beginning, middle and end of the marking window to ensure this takes place.
- Marks should be applied on the learners' assessment paper along with all associated feedback. It is recommended that marking is carried out using a different coloured pen to that of the learner.
- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to learner performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the team leader must be sought.
- Assessment papers and mark schemes must be kept secure at all times.
- Should any issues or irregular practice arise that may put at risk the security of assessment papers or mark schemes – these will be reported to Open Awards immediately.

#### Pass Mark: 24



## Functional Skills Entry level 3 English Writing Mark scheme

Entry 3 – Writing Task 1 (total marks available 10)				
Question Number	Question	Accepted Responses	Mark Allocated	Scope of Study Reference
1	Write the word with the correct spelling to fit in each sentence.	Excellent	1	SoS17
2	Write the word with the correct spelling to fit in each sentence.	Describe	1	SoS17
3	Write the word with the correct spelling to fit in each sentence.	Although	1	SoS17
4	Write the word with the correct spelling to fit in each sentence.	Increase	1	SoS17
5	Write the word with the correct spelling to fit in each sentence.	Curiosity	1	SoS17
6	Write the word with the correct spelling to fit in each sentence.	Committee	1	SoS17
7	Write the word with the correct spelling to fit in each sentence.	Thorough	1	SoS17
8	Write the word with the correct spelling to fit in each sentence.	Discussion	1	SoS17
9	Write the word with the correct spelling to fit in each sentence.	Cautious	1	SoS17
10	Write the word with the correct spelling to fit in each sentence.	Frequently	1	SoS17

Entry 3 – Writing Task 2 (total marks available 1)				
Question Number	Question	Accepted Responses	Mark Allocated	Scope of Study Reference
Task 2	Re-order the list of words below in alphabetical order.	decent deep leave level rent rest trail trump	1 mark	SoS16

Entry 3 – Writing Task 3 (total marks available 2)				
Question Number	Question	Accepted Responses	Mark Allocated	Scope of Study Reference
Task 3	Write down the plural for each word given below.	knives	1 mark	SoS14
		feet	1 mark	

Entry 3 - Writing Tasks 4 (total marks available: 23)								
SoS	<b>OC1. Spell words correctly.</b>	<b>13. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</b>	15. Use correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)	<b>18. Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</b>	<b>19. Write text of an appropriate level of detail and of appropriate length (including where this is specified)</b>	20. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	21. Write in compound sentences and paragraphs where appropriate	22. Use language appropriate for purpose and audience
Marks available								
<b>4 marks</b>	NA	NA	NA	Communicated <b>all</b> information, ideas and opinions clearly and in a logical sequence throughout text.	NA	NA	NA	NA

<b>3 marks</b>	All words spelt correctly (with one error only where five or more sentences or one or two paragraphs are seen.)	NA	NA	Communicated information, ideas and opinions clearly and in a logical sequence <b>most</b> of the time, ie no more than two errors in total for logical sequencing and clear communication.	Written text contained <b>all</b> relevant information and appropriate detail to meet task requirements; length of response within the given word count.	Appropriate format and structure throughout text, using e.g. headings, bullet points, etc as required by the purpose of text.	Used several compound sentences, all of them correctly; used paragraphs as appropriate for the task.	Makes consistent use of language appropriate for purpose and audience throughout.
<b>2 marks</b>	Most words spelt correctly (with two errors only where five or more sentences or one or two paragraphs are seen.)	Accurately punctuated <b>throughout</b> with capital letters, full stops, question and exclamation marks, and commas.	Mostly correct grammar including subject-verb agreement, use of tense, definite and indefinite articles; occasional errors and/or inconsistencies do not adversely affect meaning/understanding.	Communicated information, ideas and opinions clearly and in a logical sequence <b>more</b> of the time than not, ie maybe some errors in logical sequencing or clear communication.	Written text contained <b>some</b> relevant information and appropriate detail to meet task requirements; length of response within the given word count.	Appropriate format and structure mostly throughout text, using e.g. headings, bullet points, etc as required by the purpose of text, with no more than one error in format or structure.	Used several compound sentences, mostly correct with no more than one error; used paragraphs as appropriate for the task.	Makes consistent use of language appropriate for purpose and audience through the majority of the text, with no more than two minor errors in use of language to suit purpose / audience.
<b>1 mark</b>	Three errors for every five sentences or	Accurately punctuated <b>more</b> of the	Some examples of correct grammar	Some but limited communication	Written text contained <b>limited</b> relevant	Recognisably appropriate	At least one correct compound	Makes some use of language appropriate for

	two paragraphs seen.	time than not, including capital letters, full stops, question and exclamation marks, and commas, ie maybe some errors	including subject-verb agreement, use of tense, definite and indefinite articles; errors and/or inconsistencies do not adversely affect meaning/understanding.	of information, ideas and opinions clearly and in a logical sequence.	information and appropriate detail; may have contained irrelevancies; length of response does not quite meet the word count.	format and structure but with some errors and/or omissions.	sentence used; some evidence of paragraphing as appropriate for task.	purpose and audience.
0 marks	More than three errors (for every five or more sentences or two paragraphs seen.	Limited or no accurate punctuation with capital letters, full stops, question and exclamation marks, and commas; very frequent errors and/or inconsistencies.	Significant errors and/or inconsistencies in the use of grammar including subject-verb agreement, use of tense, definite and indefinite articles that adversely affect meaning/understanding	Overall did <b>not</b> communicate information, ideas and opinions clearly and in a logical sequence.	Written text did not contain sufficient relevant information and appropriate detail to meet task requirements; brief inappropriate response below the minimum word count.	No recognisably appropriate format or structure; significant errors and/or omissions.	No evidence of compound sentences or paragraphing.	Language used is not appropriate for purpose and audience.

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