

**Functional Skills English (4748)  
Entry 3 Writing  
Sample assessment**



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**Spelling Task**  
Word Lists

**Health**

**Spelling Task Ref: Health S3a**

**For assessor use only**

## Instructions

Candidates should be given any **one** of the three spelling tasks with the same title as the Writing assessment eg E3 Television.

(Please note that there is only one spelling task provided with this sample assessment).

In each Spelling Task, 10 words must be read out to candidates for them to spell.

The Spelling Tasks have been compiled from the Entry 3 word lists specified by DfE and provided in Appendix 2 of the Functional Skills Entry Level English (Entry 1 – 3) Qualification and Assessment Specification.

**For each word in turn, the assessor must read the word on its own, then read the word within the given sentence (to show the use of the word in context), then read the word again.**

**The word–sentence–word sequence may be repeated once, as required.**

Each time a candidate attempts a spelling task, the centre must keep a record of the reference for the spelling task used and the candidate's score. Where additional attempts are required to increase the overall mark for the Writing assessment, centres must select a different spelling task **under the same Writing assessment title**.

If a candidate exhausts all three spelling tasks available for the assessment title, they will need to take an alternative Writing assessment title. Candidates will need to retake both parts of the assessment.

For further guidance, please refer to '*Functional Skills 4748 English Entry Level Assessments - Assessor Instructions*' which is available on the City & Guilds website.

The candidate score for the Spelling Task must be recorded in the Writing Assessment Pack with the corresponding title. The **Spelling Task score must be added to the score for the Writing Activities to give an overall score for Writing** in the 'Writing Assessment Record' section at the end of the pack.

## Sample Spelling Task: Health S3a

For each word, the assessor must read the word on its own, then read the word within the given sentence, then read the word again. The assessor may repeat the word-sentence-word sequence once, as required.

1	<b>pleasure</b>	It is a <b>pleasure</b> to meet you.	<b>pleasure</b>
2	<b>cough</b>	I've got a bad <b>cough</b> so I can't come to work.	<b>cough</b>
3	<b>education</b>	A good <b>education</b> is very important.	<b>education</b>
4	<b>college</b>	She went to <b>college</b> .	<b>college</b>
5	<b>excellent</b>	The meal was <b>excellent</b> .	<b>excellent</b>
6	<b>possible</b>	It was not <b>possible</b> .	<b>possible</b>
7	<b>discussion</b>	They had a <b>discussion</b> about it.	<b>discussion</b>
8	<b>allowed</b>	He was not <b>allowed</b> to go with them.	<b>allowed</b>
9	<b>favourite</b>	My <b>favourite</b> film is ET.	<b>favourite</b>
10	<b>weather</b>	What's the <b>weather</b> forecast for tomorrow?	<b>weather</b>