

# ENTRY LEVEL CERTIFICATE STEP UP TO ENGLISH Silver Step 5972/1

Component 1 Literacy Topics – Planning the Prom  
Non-exam Assessment Task and Teachers' Notes

Specimen 2015

Time allowed: 1 hour and 30 minutes

Please write clearly, in block capitals.

Centre number  Candidate number

Surname

Forename(s)

**Notice to Candidate.** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

**Candidate declaration.** I have read and understood the Notice to Candidate and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Candidate signature \_\_\_\_\_

**Details of additional assistance (if any).** Did the candidate receive any help or information in the production of this work? If the answer is yes, please give details.

Yes  No

### Teacher declaration

I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signature of teacher..... Date.....

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## Non-exam Assessment Tasks

### Time allowed

- Responses should be produced under controlled conditions and formal supervision in time totalling no more than 1 hour and 30 minutes. The total time allowed may take place over one or more sessions.

### Instructions

- Students should complete all the tasks in each section.

### Information

- The assessment criteria can be found in the mark scheme.
- Marks are shown in brackets.
- The maximum mark for this topic is 60.

### Important reminders

- These tasks are confidential until the time of issue.
- You should ensure that students are given the correct tasks for the year of submission.
- Full details of the conditions for these tasks are given in the relevant specification documents.
- Students can be assessed only once on a given context for a given task.
- This booklet should be used to show how the criteria have been applied to the work of the student. The booklet should then be submitted to the moderator.

**Please complete the boxes below before submitting the booklet to the moderator:**

|                             | Maximum mark | Mark awarded |
|-----------------------------|--------------|--------------|
| Spoken Language             | 12           |              |
| Total mark for Reading      | 24           |              |
| Total mark for Writing      | 24           |              |
| <b>Total mark for topic</b> | 60           |              |

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## Step Up to English Silver Step Component 1

### Sample Topic – Planning the Prom

**Time allowed: 1 hour and 30 minutes**

This topic is based around the planning of a school event for school leavers. The responsibility for planning and organising the event is delegated to students. In order to prepare students for assessment, the following checklist contains skills and activities that may need to be developed.

| Assessment focus  | Required literacy skills   | Suggested activities   | Assessment objective |
|---|--|--|----------------------|
| <b>Reading</b>  |  |  |                      |
| Read and extract information from non-fiction texts.  | Decode Consonant Vowel Consonant (CVC), Consonant Vowel Consonant Consonant (CVCC) and simple polysyllabic words.<br>Use contextual clues to decode unfamiliar words.<br>Read first 100 high frequency words.<br>Read first 100 medium frequency words.<br>Scanning.<br>Skimming, perhaps including how to identify and use topic sentences.<br>Text mapping eg understand the layout of different non-fiction texts.          | Read a range of non-fiction texts and extract key information.<br>Identify key features. | AO1<br>AO4           |
| Show an understanding and summarise the main messages of whole texts.   | Use contextual clues to help decode messages.<br>Skimming, including topic sentences.  | Identify topic sentences.  | AO4                  |
| Make inferences based on evidence in a text.  | Writers' technique eg rhetorical questions, bias, exaggeration, emotive language.  | Highlighting key words.<br>Commenting on key words.                                      | AO1<br>AO2           |
| <b>Writing</b>  |  |  |                      |
| Communicate information in writing for a variety of audiences, including relevant points and organise it clearly. | Knowledge of specific audiences.<br>Phonetic knowledge.<br>Punctuation eg full stops, commas, question marks, exclamation marks, speech marks.<br>Capital letter usage.<br>Sentence structure.<br>Understanding of the six main non-fiction text purposes eg explain, inform, instruct, discuss, persuade, recount.<br>Paragraphing.<br>Vocabulary for style.<br>Spelling patterns eg vowel blends, common suffixes, prefixes. |  | AO5                  |

|   |  |   |                   |
|---|--|---|-------------------|
|   | Spell high frequency & medium frequency words.<br>Knowledge of how to edit and proof read writing.   |   |                   |
| Write using Standard English including correct spelling.  | Knowledge of phonics.<br>Long and short vowel sounds.<br>Blends eg sh, th, ch, fl.<br>How to use a dictionary.   | Emails.<br>Letters.<br>Texts.<br>Reports.<br>Action plans.  | AO6               |
| Construct sentences and use some connectives for clarity.   | Sentence structure.<br>Connectives.<br>Parts of speech eg verbs, nouns, adjectives, adverbs, prepositions.   | Building sentences from simple to complex.<br>Connective games eg add a sentence to peers using a given connective.<br>Connective synonyms. | AO5               |
| Choose appropriate vocabulary for purpose and audience.   | Knowledge of the context of words.<br>Vocabulary for effect eg adjectives, adverbs, power verbs.   | Speaking frames.<br>Thesaurus challenges.   | AO6               |
| Present writing in a way that will gain the respect of the reader.  | Draft.<br>Knowledge of text mapping.<br>Letter orientation.<br>Punctuation.  | Drafting work.  | AO5               |
| <b>Spoken Language</b>  |  |   |                   |
| Outline plans and ideas to others in a brief presentation using language appropriate to the purpose and audience. | Know the features of good speaking eg talk audibly, gesture, eye contact, tone of voice, pausing for effect, emphasis.<br>Understand that adjectives add interest.<br>Understand how to present different arguments. | Group mind mapping.<br>1:1 discussion.<br>PowerPoint.   | AO7<br>AO8<br>AO9 |
| Contribute to a discussion by listening and responding to the ideas of others.                                    | Know the features of good listening eg eye contact, encouraging, asking questions for clarity.<br>Understand how to respond respectfully.  | Role play cards.  | AO7<br>AO8<br>AO9 |
| Contribute to a discussion by taking a role such as chair, note-taker, summariser.                                | Turn taking.<br>How to respect others views.<br>How to work in a group.  |   | AO8               |

## Assessment

### Spoken Language Task

#### Stage 1 – preparation

In a group, ask students to talk about what makes a good prom. The aims of the meeting are:

- to gather ideas and suggestions for the event
- to agree on the best ideas
- to decide on actions to follow the meeting
- to encourage students to think about the needs of the entire year group.

#### Stage 2 – delivery

Explain your ideas for the school leavers' event to your teacher. Answer questions that seek additional information and/or clarification.

**[12 marks] AO7 AO8 AO9**

### Teacher annotation on Spoken Language Task

Please fill in the box below with your comments on the Spoken Language task. Teacher annotation should comment on performance, justifying the mark awarded, as well as describing the context of the activity and any support provided.

| Comments and notes on contextualisation |                     |
|---|---------------------|
|   |                     |
|   | <b>Mark awarded</b> |

### Reading Task 1

Look at these business cards.



1 Fill in the table below. The first and last rows have been done for you.

[7 marks] AO1

| Company    | Telephone number | Website             | Service      |
|------------|------------------|---------------------|--------------|
| Hotel Blue | 01733 123456     | www.hotelblue.co.uk | Hotel        |
|            | 01899 553551     |                     | DJ           |
| Flash John |                  | www.flash.co.uk     | Photographer |
|            | 01899 567891     |                     | Hotel        |
| DJ HipHop  |                  | www.tunes.web       |              |
| Cool Pics  | 01733 543210     | www.coolpics.web    | Photographer |


**Reading Task 2**

Look at these pages from a hotel advert.

*The Crown Hotel*

1

2



3

*Events:*

- ❖ *Weddings*
- ❖ *Parties*
- ❖ *Meetings*

*All in a beautiful setting*

We offer:

- ❖ Someone to help you plan your event
- ❖ A choice of two stunning rooms to suit your needs:
  - ❖ The King's Hall – which can hold a dinner dance for up to 180 people with a bar and dance floor
  - ❖ The Queen's Room – a smaller room for parties with views of the hotel's pretty gardens
- ❖ Our own DJ with state of the art sounds
- ❖ The deluxe Princess Bar
- ❖ A fitness centre
- ❖ A business centre with photocopying
- ❖ A wedding planner
- ❖ Free hire of sounds, decks and lights
- ❖ Great food

*Come to The Crown. We aim to please.*

'I hold events at the Crown every year. The service is great and the food is fab. It's always tasty and there's plenty of it. The vegetarian meals are the best I've had. We love it'

*Sean Davis, Business Enterprise*

5

7 of 14

- 1 Match the numbers on the advert to the descriptions in the table below. One has been done for you.

[4 marks] AO1

| Description                          | Number |
|--------------------------------------|--------|
| Picture of hotel                     | 1      |
| What the hotel offers                |        |
| Name of hotel                        |        |
| Customer review                      |        |
| A heading saying what the hotel does |        |

- 2 What makes the hotel a good place to hold the prom? Fill in the table below. One has been done for you.

[4 marks] AO1

| Point                                 | Reason           |
|---------------------------------------|------------------|
| Free hire of sounds, decks and lights | Keeps costs down |
|                                       |                  |
|                                       |                  |



**3** Explain why the hotel has used these phrases in their advert. One has been done for you.

**[2 marks] AO2**

| Word or phrase         | Explain                               |
|------------------------|---------------------------------------|
| We aim to please.      | This makes them sound really helpful. |
| ...two stunning rooms. |                                       |
| We love it.            |                                       |

**4** Would you like to have your prom at the Crown Hotel? Give your reasons based on what you have read in the hotel advert.

Think about:

- style
- food
- hotel rooms
- hotel grounds
- music.

**[5 marks] AO4**

Would you like to have your prom at the Crown Hotel?

Yes       No       Not sure

Give four reasons here:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### Reading Task 3

Look at this email from a student who went to last year's prom.



- 1 Explain why Emma used these words in her email. One has been done for you.  
**[2 marks] AO2**

| Word  | Explain  |
|-------|--|
| Great | This word shows Emma had a good time at the prom |
| Cool  |  |
| Tasty |  |








### Writing Task

Your teacher has asked your class for ideas for the prom. Use the form below to tell her your ideas and why they are the best.

Remember to:

- write in sentences
- check your spelling
- use full stops and capital letters
- write neatly.

[24 marks] AO5 AO6

|  |  |
|--|--|
| <p>Date and time of event</p>   |  |
| <p>Place</p>   |  |
| <p>What students will pay</p>   |  |
| <p>Who will come?</p>  |  |
| <p>What will happen?</p>     | <p>You should write in sentences in this part of the plan.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

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**END OF QUESTIONS**

**There are no questions printed on this page**

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