

# Changes to UK driving licence system



Name \_\_\_\_\_ Date \_\_\_\_\_

## Task 1

### Information

You read the following story on the Internet:

### **DVLA wants your views**

The Driver and Vehicle Licensing Agency (DVLA) are considering making changes to the UK driving licence system, in order to reduce the number of deaths on the road. Planned changes include:

- Raising the minimum driving age from 17 to 19
- Learners must have at least 60 hours of supervised practice before taking a test
- Learner drivers must practice for at least one year before taking a test
- Motorway driving skills and skid training are included in the driving test
- Newly qualified drivers **will not be allowed to:**
  - drive between 9pm and 5am for one year
  - go faster than 45mph for one year
  - carry passengers in the back seat for one year

Please send your views and opinions to: Mrs A Carr, DVLA, Swansea, SA99 1BD

### Writing task

Write a response to Mrs Carr, giving your opinion on the planned changes.

In your letter you should:

- introduce yourself
- give your reason for contacting her
- explain which proposals you are for or against, and give reasons why.

**Plan and draft your writing before you write your final response on lined paper. There is a writing frame on the next page to help you.**

Check your spelling, punctuation and grammar.

**In your final response write complete sentences using joining words (conjunctions) e.g. and, as, but, or.**

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**Writing frame – use this to plan your final answer.**

1. Introduce yourself and your driving status. <i>For example, are you a learner or not?</i>
2. Say why you are writing to her. <i>Are you happy or angry about the changes?</i>
3. Give your views on changing the age change from 17 to 19:
4. Give your views on the 60 hours of lessons and 1 year length of time before learners can take a test:
5. Give your views on motorway and skid training
6. Give your view on new drivers not being allowed to drive at night:
7. Give your views on new drivers not being allowed to drive above 45mph:
8. Give your view on new drivers not being allowed to carry passengers:
9. Write what you would like Mrs Carr to do:

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## Final version

Write your final version below. You do not need to add your address.

Dear Mrs Carr,

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## Mark sheet and curriculum mapping



Name \_\_\_\_\_ Date \_\_\_\_\_

This mark sheet is for guidance only and is based loosely on those used by the awarding bodies. Tutors should use their professional judgement and refer to the Functional Skills English criteria (page 6), *remembering that each level subsumes lower levels.*

Evidence of planning and drafting	/2
Appropriate content and level of detail for intended audience	/3
Logical organisation / clarity / paragraphs	/3
*With few exceptions <sup>1</sup> there is:	
accurate spelling of common words <sup>2</sup>	/2
accurate sentence structure (word order and sense)	/1
accurate use of at least two different conjunctions	/1
accurate use of verb tense	/1
accurate use of subject-verb agreement	/1
accurate use of full stops <sup>3</sup> , capital letters, question marks	/2
<b>TOTAL (suggested pass mark 12)</b>	<b>/16</b>

1. Allow 1-2 exceptions without loss of marks.

2. Common spellings include all the Dolch words; days of the week, numbers, months; regular words with common suffixes and prefixes; regular compound words; personal words such as name and address; and key words relating to students' work or vocational area.

3. Comma splices are not acceptable.

### Tutor Comments

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## Mark sheet and curriculum mapping



Name \_\_\_\_\_ Date \_\_\_\_\_

### Entry Level Functional Skills English mapping \*

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ Indicates the main coverage and range skills that are (or can be) covered in this resource and/or in the suggested extension ideas and tips. However, these will vary with the student group and how the resource is used by the teacher.

#### Reference:

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*  
<http://www.ofqual.gov.uk/>

Entry 1 skill standard	Entry 1 Coverage and range
<b>Writing</b> Write short, simple sentences	<ul style="list-style-type: none"> <li>• Use written words and phrases to present information ✓</li> <li>• Construct simple sentences using full stops ✓</li> <li>• Spell correctly some personal or very familiar words ✓</li> </ul>
Entry 2 skill standard	Entry 2 Coverage and range
<b>Writing</b> Write short texts with some awareness of the intended audience	<ul style="list-style-type: none"> <li>• Use written words and phrases to record and present information ✓</li> <li>• Construct compound sentences using common conjunctions ✓</li> <li>• Punctuate correctly, using upper and lower case, full stops and question marks ✓</li> <li>• Spell correctly all high frequency words and words with common spelling patterns ✓</li> </ul>
Entry 3 skill standard	Entry 3 Coverage and range.
<b>Writing</b> Write texts with some adaptation to the intended audience	<ul style="list-style-type: none"> <li>• Plan, draft and organise writing ✓</li> <li>• Sequence writing logically and clearly ✓</li> <li>• Use basic grammar including appropriate verb-tense and subject-verb agreement ✓</li> <li>• Check work for accuracy, including spelling ✓</li> </ul>

\* This resource also covers many adult literacy curriculum (writing) elements  
<http://www.excellencegateway.org.uk/sflcurriculum>