

General Marking Guidance – Reading

- 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 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.
- 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 candidate 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 Guidance

Skill Standard	Coverage and Range	Task Number	Marks allocated
Reading Read and understand a range of straightforward texts	• Identify the main points and ideas and how they are presented in a variety of texts	1, 2	2, 2
	• Read and understand texts in detail	4, 6	3, 5
	• Utilise information contained in texts	3, 5	3, 6
	• Identify suitable responses to texts	7	8
	In more than one type of text		



7	<table border="1"> <thead> <tr> <th>Type of Meat</th> <th>Can be eaten rare? Yes/No</th> <th>Special notes for cooking</th> </tr> </thead> <tbody> <tr> <td>Pork Joints</td> <td>No</td> <td> Accept one of: <ul style="list-style-type: none"> • Check they are cooked properly • Put a skewer into centre of joint • Juices should have no pink or red in them </td> </tr> <tr> <td>Beef Joints</td> <td>Yes</td> <td> Accept one of: <ul style="list-style-type: none"> • As long as it has been sealed • As long as it is a single piece of meat • As long as it is not rolled </td> </tr> <tr> <td>Steaks</td> <td>Yes</td> <td>Seal in a frying pan</td> </tr> <tr> <td>Chicken</td> <td>No</td> <td> Accept one of: <ul style="list-style-type: none"> • Pierce the thickest part of the leg with a clean knife or skewer • Juices should not have any red or pink </td> </tr> </tbody> </table>	Type of Meat	Can be eaten rare? Yes/No	Special notes for cooking	Pork Joints	No	Accept one of: <ul style="list-style-type: none"> • Check they are cooked properly • Put a skewer into centre of joint • Juices should have no pink or red in them 	Beef Joints	Yes	Accept one of: <ul style="list-style-type: none"> • As long as it has been sealed • As long as it is a single piece of meat • As long as it is not rolled 	Steaks	Yes	Seal in a frying pan	Chicken	No	Accept one of: <ul style="list-style-type: none"> • Pierce the thickest part of the leg with a clean knife or skewer • Juices should not have any red or pink 	<p>One mark for each correct yes/no answer</p> <p>4 marks maximum</p> <p>One mark for each cooking note – one per meat</p> <p>4 marks maximum</p>	
	Type of Meat	Can be eaten rare? Yes/No	Special notes for cooking															
	Pork Joints	No	Accept one of: <ul style="list-style-type: none"> • Check they are cooked properly • Put a skewer into centre of joint • Juices should have no pink or red in them 															
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	Steaks	Yes	Seal in a frying pan															
Chicken	No	Accept one of: <ul style="list-style-type: none"> • Pierce the thickest part of the leg with a clean knife or skewer • Juices should not have any red or pink 																
Total marks Reading 26																		
Pass Mark 17 out of 26																		



General Marking Guidance – Writing

- 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 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.
- 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 candidate 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 Guidance

Skill Standard	Coverage and Range	Task Number
Writing Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	<ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail • Present information in a logical sequence • Use language, format and structure suitable for purpose and audience • Use correct grammar, including correct and consistent use of tense • Ensure written work includes generally accurate punctuation and spelling and that meaning is clear In more than one type of text.	1 and 2 2 1 and 2 1 and 2 1 and 2



Assessment Mark Sheet – Writing

Task One			
	<p>Content: 2 marks Writing contains relevant information</p> <p>1 marks Writing contains some relevant information</p>	2 marks maximum	
	<p>Presentation 2 marks Writing is presented clearly and in a style which is appropriate to the purpose of the activity</p> <p>1 mark Writing is presented clearly and appropriately most of the time with occasional lapses.</p>	2 marks maximum	
	<p>Grammar and punctuation 2 marks Accurate grammar and punctuation including subject/verb agreement and correct use of tense. Correct use of capital letters, question marks, exclamation marks and full stops.</p> <p>1 mark Occasional errors which do not impact on the overall purpose and meaning</p>	2 marks maximum	
	<p>Spelling 2 marks Accurate spelling with only minor errors which do not detract from overall performance</p> <p>1 mark Spelling is inconsistent with significant errors</p>	2 marks maximum	
	<p>Language and tone 2 marks Language and tone appropriate to audience and purpose all the time</p> <p>1 mark Language and tone appropriate to audience and purpose most of the time</p>	2 marks maximum	
Writing Activity One Total Marks		10 marks	



Task 2			
<p>Content 4 marks Presented relevant information in a logical sequence in a coherent, succinct manner</p> <p>2 marks Presented some relevant information, but not always totally coherent or succinct</p>		4 marks maximum	
<p>Presentation 2 marks Writing follows convention for formal letter layout MUST INCLUDE BOTH:</p> <ul style="list-style-type: none"> • appropriate salutations • appropriate address layout <p>1 mark Writing follows conventions for formal or informal letter layout most of the time MUST INCLUDE <u>ONE</u> OF:</p> <ul style="list-style-type: none"> • appropriate salutations • appropriate address layout 		2 marks maximum	
<p>Sentence structure 3 marks Used a range of sentence structures including compound sentences</p> <p>2 marks Sentence structure shows some variety</p> <p>1 mark Used only simple sentences</p>		3 marks maximum	
<p>Grammar and Punctuation 3 marks Correct grammar and punctuation throughout including correct use of capital letters, question marks and full stops and correct subject/verb agreement and consistent use of tense</p> <p>2 marks Occasional significant errors in grammar and punctuation which do not impact on the overall purpose and meaning</p> <p>1 mark Grammar and punctuation used inconsistently with some significant errors throughout which do not impact on the overall purpose and meaning</p>		3 marks maximum	



<p>Spelling 3 marks Accurate spelling throughout</p> <p>2 marks Generally accurate spelling with only minor errors which do not detract from overall performance</p> <p>1 mark Spelling is inconsistent with significant errors</p>	<p>3 marks maximum</p>	
<p>Writing Activity Two Total Marks</p>	<p>15 marks</p>	
<p>Total marks Writing 25</p>		
<p>Pass Mark 16 out of 25</p>		



General Assessment Guidance for Functional English Assessments and Speaking, Listening and Communication Mark Scheme



Conduct of Assessment Reading and Writing

- All Functional English tests are summative assessments and should only be undertaken when the assessor is confident that the candidate is ready to sit them
- Tests should take place under supervised conditions
- Tests may be taken over three separate sessions, but papers must not be seen by the learner until the time of the assessment.
- Each component assessment should be completed in a single session.
- Tests should not be taken away by the candidate
- Candidates may use a dictionary
- Work may be word processed but the time limit remains the same as for handwritten work. If word processed, spell checkers may be used.
- If word processed, no printing should be completed until the end of the allocated test time.
- Reading and Writing tasks are externally set and marked. Centres should request the papers for a specific date and time.

Contextualisation of Speaking, Listening and Communication Activities

Centres may devise their own speaking and listening tasks or they may use the assessments produced by NOCN. Where centres devise their own tasks, it is important that they cover the whole of the skills standards and coverage and range statements. Discussions or exchanges must include both formal and informal contexts. The assessment mark schemes are generic and so should be utilised by the centre to assess centre devised activities. A copy of the speaking and listening activities should be made available to the External Verifier at the centre visit and a copy should be sent to functionalskills@nocn.org.uk before they are used with candidates. Speaking, listening and communication activities are internally marked and externally verified.

Inclusion statement

The term “speaking, listening and communication”, as used by these standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- Can include use of sign language (eg British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (it is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate’s normal way of communicating in the contexts described by the standards. No other languages are permitted as alternatives to English;
- Can include access to augmentative speech equipment and such software as constitutes the candidate’s normal way of working.



- Does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Assessment of activities Speaking and Listening

The following information summarises what is meant by the terms ‘most of the time’ or ‘some of the time’.

Most of the time

The candidate is generally accurate with just occasional errors. However, the exchange/discussion is still fit for purpose. For example, the candidate usually uses the correct tense, but occasionally lapses into dialect such as ‘we was’. Ideas and information given are generally accurate or clearly presented with minor or occasional errors which do not detract from the point being made.

Some of the time

The exchange/discussion remains fit for purpose. Use of tense shows some understanding but may fluctuate e.g. between present and past where past should be used throughout or some use of dialect may trigger errors in verb structure. Occasionally the contributions may drift away from the main purpose and further clarification may be needed on some points. However, overall, the activity aligns with the skill standard.

Assessment Guidance

Skill Standard	Coverage and Range	Task
Speaking and Listening and Communication Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	<ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others’ input. 	Task 1 and 2
	<ul style="list-style-type: none"> • Prepare for and contribute to the formal discussion of ideas and opinions 	Task 1
	<ul style="list-style-type: none"> • Make different kinds of contributions to discussions 	Task 2
	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language 	Task 1 and 2



Assessment Mark Sheet – Speaking and Listening

Please complete the assessment sheets giving actual examples from the discussion or exchange to show how the criteria have been met.

Task 1 One to One

Theme of activity:
 Context:
 Participants:
 Length of exchange:

Mark allocation and criteria	How candidate met criteria (give examples)	Total marks available	Candidate marks
<p>Gives a relevant responses to others 3 marks Puts point of view clearly and gives strong reasons for opinion</p> <p>2 marks Puts point of view clearly most of the time</p> <p>1 mark Puts point of view clearly some of the time</p>		3 marks maximum	
<p>Makes detailed contributions to the exchange 3 marks Makes several detailed contributions</p> <p>2 marks Makes some contributions to the discussion</p> <p>1 mark Makes at least one contribution to the discussion</p>		3 marks maximum	



<p>Takes on at least 3 of these roles during the exchange (1 mark for each)</p> <ul style="list-style-type: none"> • Questioning • Listening • Responding • Encouraging • Supporting • Re-enforcing • Stating facts • Relaying personal experience <p>Maximum 3 marks</p>		<p>3 marks maximum</p>	
<p>Communicates clearly and in formal language where appropriate 3 marks Throughout the discussion</p> <p>2 marks Most of the time</p> <p>1 mark Some of the time</p>		<p>3 marks maximum</p>	
<p>Total Marks for Task 1</p>		<p>12 marks</p>	



Task 2
Group Discussion

Theme of activity: Context: Participants: Length of exchange:
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Mark allocation and criteria	How candidate met criteria (give examples)	Total marks available	Candidate marks
Gives relevant responses to others 3 marks Puts point of view clearly and gives strong reasons for opinion 2 marks Puts point of view clearly most of the time 1 mark Puts point of view clearly some of the time		3 marks maximum	
Provides information and personal points of view in discussions which are pertinent to context 3 marks Consistently throughout the discussion 2 marks Most of the time 1 mark Some of the time		3 marks maximum	
Makes detailed contributions to the discussion 3 marks Makes detailed contributions throughout 2 marks Makes some contributions to the discussion 1 mark Makes at least one contribution to the discussion		3 marks maximum	



<p>Takes on at least 3 of these roles during the discussion (1 mark for each)</p> <ul style="list-style-type: none"> • Questioning • Listening • Responding • Encouraging • Supporting • Re-enforcing • Stating facts • Relaying personal experience <p>Maximum 3 marks</p>		<p>3 marks maximum</p>	
<p>Communicates clearly and using appropriate language to situation 3 marks Throughout the discussion</p> <p>2 marks Most of the time</p> <p>1 mark Some of the time</p>		<p>3 marks maximum</p>	
<p>Total Marks for Discussion</p>		<p>15 marks</p>	

Total Marks for Speaking and Listening Activities – 25 marks

Marks needed to pass – 17 marks

Activity	Mark
Speaking and Listening Task 1	/10
Speaking, Listening and Communication Task 2	/15
Pass/Fail	

Assessor Name _____
 Assessor Signature _____

Date _____

Candidate Name _____
 Candidate Signature _____

Date _____

