

# Qualification Guide



## NOCN Entry Level Certificate in Adult Literacy (including Spoken Communication)

Entry 1

Entry 2

Entry 3

National Accreditation No.

100/1451/2

Version 4 November 2009



The **Diversity** of Learning



**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

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## **National Open College Network**

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The National Open College Network (NOCN) is the leading credit and unit based Awarding Body in the UK. NOCN provides a national framework of credit-based units and qualifications which are underpinned by a range of national and local services, including curriculum support and staff development.

NOCN, through its Open College Networks (OCNs), works with over 3,000 centres across the UK to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement. The structure of our qualifications provides opportunities for learners to achieve unit credits and use these to gain access to full qualifications and further learning.

Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications. OCNs approve centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications. OCNs have wide-ranging experience in centre and programme approval and support centres to ensure all awards are valid and valued.

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## **1. About the qualification**

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The qualification has been developed to support providers in responding to learner need and to offer accreditation that recognises smaller steps toward the achievement of the qualification. Skills for Life calls for “bite sized goals (achievement recorded and certification where possible)”. Learners can achieve individual units building up to a full qualification over time.

The NOCN Entry Level Certificate in Adult Literacy aims to:

- Develop skills, knowledge and understanding at Entry Level in each of the three skill areas of
  - Reading
  - Writing
  - Speaking and Listening
- Develop the basic building blocks that learners need in order to use literacy skills effectively in everyday life.
- Promote success for learners in other areas of learning through the ability to apply literacy skills efficiently and confidently at this level.
- Draw upon learners’ previous knowledge and experience to develop new skills and understanding in literacy at Entry Level.

The qualification is intended to be delivered flexibly to meet the needs of learners.

The qualification recognises achievement in each of the skill areas of Reading, Writing and Speaking and Listening.

There are five units at each of the Entry sub levels (Entry 1, Entry 2 and Entry 3).

| Units                   | Credit Value |
|-------------------------|--------------|
| Reading                 | 3            |
| Practical Spelling      | 3            |
| Writing for Meaning     | 3            |
| Punctuation and Grammar | 3            |
| Speaking and Listening  | 3            |

Learners can achieve individual units at Entry sub levels (Entry 1, Entry 2, or Entry 3) appropriate to their learning needs. The learner’s profile of achievement in each skill area will be identified on the qualification certificate.

The units of the qualification have been mapped to the National Standards for Adult Literacy at Entry sub levels. The reference system used is the same as that in the Adult Literacy Core Curriculum.

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### **Guided Learning Hours**

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours for the full qualification is 150.

This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification. Some learners will be able to achieve these units in a shorter time, whereas other learners will take longer depending on their individual needs.

### **How the Qualification Relates to Wider Education and Training Issues**

The study of Adult Literacy offers ample opportunities to address any or all of the following issues, through choice of contexts, topics and texts:

- An understanding of spiritual, moral, ethical, social and cultural issues.
- Awareness of environmental issues, and health and safety considerations.
- European developments, consistent with relevant international agreements.

### **Language Requirements**

If you have a requirement for this qualification in Welsh, please contact Agored Cymru [www.agored.org.uk/](http://www.agored.org.uk/) who will review demand and provide as appropriate. At present this qualification is not offered through the medium of Irish (Gaelige). This will be reviewed if there is evidence of demand.

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### **2. Who the qualification is for**

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The NOCN Entry Level Certificate in Adult Literacy (including Spoken Communication) meets the Government Skills Strategy for improving skills for work which identified Skills for Life as a main goal. Priority groups identified include:

- Unemployed people
- Prisoners and those supervised in the community
- Low skilled employees
- Young adults
- Other groups at risk of exclusion such as speakers of other languages and those living in disadvantaged communities.

#### **Restrictions on Learner Entry**

There are no restrictions on learner entry. The qualification is available for pre-16 and 16+.

#### **Recommended Prior Learning**

It is recommended that learners have been assessed using initial and diagnostic assessment tools to ensure that the unit/qualification level is appropriate to their learning needs and support requirements.

#### **Progression Opportunities**

The NOCN Entry Level Certificate in Adult Literacy (including Spoken Communication) enables progression to employment, further learning opportunities within employment, or further study. Learners can progress to the National Tests in Adult Literacy at Level 1 and 2. These tests are available through NOCN Level 1 and 2 Certificates in Adult Literacy. Please contact your local OCN office for further details.

#### **Learners with Particular Requirements**

Assessment within the NOCN Entry Level Certificate in Adult Literacy is designed to be accessible and inclusive. The criterion referenced approach to unit/qualification assessment allows flexibility through an assessment methodology which is deemed appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the NOCN Reasonable Adjustments and Special Considerations Policy on the NOCN website within the Learning Providers' section under Recognised Centre Area (NOCN Qualifications, Assessment Forms and Processes).

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**Embedding Skills for Life in NOCN qualifications**

NOCN Entry Level Literacy and Numeracy units and qualifications can be embedded into other NOCN qualifications so that learners can develop their literacy and/or numeracy skills and gain recognition for their learning alongside other general or vocational learning. NOCN has produced a Skills for Life Guide which is available through the NOCN website ([www.nocn.org.uk](http://www.nocn.org.uk)).

The Guide provides information about models for Embedding Skills for Life. The model diagram on the following page shows how Skills for Life learning opportunities, for example, Speaking and Listening can be drawn out of qualification units. A unit “Introduction to Teamwork Skills” from the NOCN Progression Qualification has been used to explain the model.

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**Suggested activities which could provide the underpinning knowledge needed to complete the Learning Outcomes and assessments to progress or achieve Entry Level Literacy or Numeracy Units**

**NOCN Qualification Details**

**Entry Level Literacy/Numeracy Unit(s) details**

| Qualification Title: NOCN Qualification for Progression<br>Unit: Introduction to Teamwork Skills<br>Level: Entry 3 |  | Suggested Skills for Life Activities and Assessments  | Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria  | Tutor Information      |   |
|--|--|---|--|------------------------|---|
| Learning Outcomes<br>The learner will:   | Assessment Criteria<br>The learner can:  |   |  | Adult Literacy Entry 1 | Optional Tutor Tracking for Skills for Life: Date achieved, Tutor Signature |
| 1. Confirm what needs to be done.  | 1.1 Confirm own understanding of the task that has been given.<br>1.2 Confirm how s/he can help achieve the objectives.<br>1.3 Confirm knowledge of what s/he has to do. | SLd/E1.1, SLIr/E1.1-3, SLc/E1.3-4<br><br>Working in a group, discuss and identify points 1.1, 1.2, and 1.3. | Speaking and Listening<br>1.1 Take turns when speaking.<br>1.2 Listen and respond appropriately.<br>1.3 Speak clearly to be heard and understood in simple exchanges.<br>1.4 Make requests using appropriate terms.<br>2.2 make statement of fact clearly.<br>3.1 Listen for the gist of short explanations.<br>3.2 Listen for details using key words to extract some specific information.<br>3.3 Ask questions to obtain specific information.<br>3.4 Follow single step instructions in a familiar |                        |   |

**Records for tutors/assessors to use, if they wish, to track the achievement of the assessment criteria within the relevant Entry Level Skills for Life unit; when it was achieved; who witnessed the achievement and where the evidence can be found in the learner's portfolio**

**Excerpt Only – Continues on further sheets available the NOCN Skills for Life Guide  
Blank templates are also provided in the Guide**

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### **3. Achieving the qualification**

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The qualification recognises achievement in each of the skill areas of Reading, Writing and Speaking and Listening. To achieve the qualification, learners must be assessed in all three skill areas. Each skill area can be achieved and certificated at one of the three sub levels of Entry Level in accordance with the skill profile and needs of learners. For example, one learner may achieve Speaking and Listening at Entry 3, Writing at Entry 1 and Reading at Entry 2. Another learner may achieve all three skill areas at Entry 3. Thus a learner can enter for each skill area at any sub level of the qualification in accordance with their own skill needs. The learner's profile of achievement in each skill area will be identified on the qualification certificate. Where a learner achieves in one or two skill areas only, their achievements will be reported out through unit certification.

#### **Achievement Methodology**

The qualification consists of five units which can be selected from a total of 15 units available at Entry 1, Entry 2 and Entry 3.

The five unit titles are:

- Reading
- Practical Spelling
- Writing for Meaning
- Punctuation and Grammar
- Speaking and Listening

In order to gain the qualification learners need to successfully achieve an approved combination of units as outlined above. Assessment for each unit is designed by the Centre in accordance with the NOCN Assessment Definitions Document, which is available on the website, in the Recognised Centre Handbook area [www.nocn.org.uk/learning-providers/recognised-centre-handbook](http://www.nocn.org.uk/learning-providers/recognised-centre-handbook). In addition at Entry 1 and 2 learners need to successfully achieve tasks in Reading and Writing which are externally set by NOCN.

In summary:

Entry 1 and Entry 2

- Tasks set by Centre
- Tasks approved by Centre
- Tasks marked by Centre
- Internally verified
- Externally verified
  
- Tasks set by NOCN
- Tasks approved by NOCN
- Tasks marked by Centre
- Internally verified
- Externally verified
- Details of the requirements for the external assessment are provided in the External Assessment Pack available from your regional OCN.

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### Entry 3

- Tasks set by Centre
- Tasks approved by Centre
- Tasks marked by Centre
- Internally verified
- Externally verified

There is no requirement for learners to complete an external assessment at Entry 3.

### **Establishing a Learner's Achievement Profile for Qualification Certification**

Learners get a profiled qualification which lists unit achievement results and external assessment results for Reading and Writing and unit achievement results only for Speaking and Listening.

If a learner wishes to improve their skill profile in any of the skill areas, they may retake the whole qualification and achieve a new certificate or, if the learner has declined the qualification certificate, they may re-take (re-sit) the relevant units and associated external assessment and achieve the qualification on this re-sit.

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**Skills Area: Speaking and Listening**

To achieve **Speaking and Listening** Entry 1, the following unit must be achieved:

| <b>Speaking and Listening Entry 1</b> |  |
|---------------------------------------|--|
| Unit Achievement                      | Speaking and Listening Entry 1<br>Internally set assessment - benchmark provided |

To achieve **Speaking and Listening** Entry 2, the following unit must be achieved:

| <b>Speaking and Listening Entry 2</b> |  |
|---------------------------------------|--|
| Unit Achievement                      | Speaking and Listening Entry 2<br>Internally set assessment - benchmark provided |

To achieve **Speaking and Listening** Entry 3, the following unit must be achieved:

| <b>Speaking and Listening Entry 3</b> |  |
|---------------------------------------|--|
| Unit Achievement                      | Speaking and Listening Entry 3<br>Internally set assessment - benchmark provided |

**Skills Area: Reading**

To achieve **Reading** Entry 1, the following units and external assessment must be achieved:

| <b>Reading Entry 1</b>          |   |
|---------------------------------|---|
| Unit Achievement                | Reading Entry 1<br><br>Practical Spelling Entry 1<br><br>Internally set assessments - benchmarks provided |
| External Assessment Achievement | Reading External Assessment at Entry 1<br>[TASK A,E1]   |

To achieve **Reading** Entry 2, the following units and external assessment must be achieved:

| <b>Reading Entry 2</b>          |  |
|---------------------------------|--|
| Unit Achievement                | Reading Entry 2<br><br>Practical Spelling Entry 2<br><br>Internally set assessments- benchmarks provided |
| External Assessment Achievement | Reading External Assessment at Entry 2<br>[TASK A,E2]  |

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To achieve **Reading** Entry 3, the following units must be achieved:

| <b>Reading Entry 3</b> |   |
|------------------------|---|
| Unit Achievement       | Reading Entry 3<br><br>Practical Spelling Entry 3<br><br>Internally set assessments - benchmarks provided |

**Skills Area: Writing**

To achieve **Writing** Entry 1, the following units and external assessment must be achieved:

| <b>Writing Entry 1</b>          |  |
|---------------------------------|--|
| Unit Achievement                | Writing for Meaning Entry 1<br><br>Punctuation and Grammar Entry 1<br><br>Internally set assessments - benchmarks provided |
| External Assessment Achievement | Writing External Assessment at Entry 1<br>[TASK B,E1]  |

To achieve **Writing** Entry 2, the following units and external assessment must be achieved:

| <b>Writing Entry 2</b>          |  |
|---------------------------------|--|
| Unit Achievement                | Writing for Meaning Entry 2<br><br>Punctuation and Grammar Entry 2<br><br>Internally set assessments - benchmarks provided |
| External Assessment Achievement | Writing External Assessment at Entry 2<br>[TASK B,E2]  |

To achieve **Writing** Entry 3, the following units must be achieved:

| <b>Writing Entry 3</b> |  |
|------------------------|--|
| Unit Achievement       | Writing for Meaning Entry 3<br><br>Punctuation and Grammar Entry 3<br><br>Internally set assessments - benchmarks provided |

**All assessed work must be available for internal and external verification and standardisation activities.**

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### **Unit Achievement**

Units of the qualification at a particular sub level of Entry Level can be separately achieved and accumulated towards the qualification at that sub level. Unit credit can be achieved by learners who undertake programmes which have been designed to embed the qualification or units of the qualification. In summary:

- Unit achievement is assessed by internally set tasks which are internally marked and internally and externally verified.
- Benchmark assessments for each unit are included in this guide. These are tools to support standardisation and consistency in internal assessment across different assessors and providers (see below). The Benchmarks can be used as the actual assessment for the units.
- Assessment should be designed to test the achievement of the learning outcomes against the standards identified in the assessment criteria.
- All learning outcomes have to be demonstrated as achieved in order for a unit to be awarded.
- A variety of methods of assessment should be used across units of the qualification.
- Assessment should be designed to facilitate learning in practical situations.
- Learners achieving all the outcomes of a unit will be awarded a unit certificate.
- Learners should be given sufficient practice on a range of activities before undertaking assessment tasks.

### **Internal Assessment Requirements for Unit Achievement**

Individual unit achievement is assessed through internally set and marked tasks. Benchmark Assessments are provided in this guide and can be used as the actual assessment for the unit. However, tutors are required to ensure that tasks are appropriate to the context of learning. Centres can devise their own tasks which will be internally marked. The tasks should cover all the learning outcomes within a unit and unit assessment may comprise a single task or a series of tasks. Tasks may assess learning outcomes from more than one unit. Internally set and marked tasks are to be benchmarked against the published benchmarks in this guide. Benchmarks in this guide should be scrutinised by assessors prior to devising their own assessment tasks.

A variety of approaches to tasks is desirable, for example, written work, short answer questions, practical work.

In designing the tasks, assessors should identify the achievement criteria for the tasks.

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### **Completing Tasks**

Assessors are responsible for delivering tasks when they feel students are adequately prepared to complete them successfully. Learners should undertake assessment tasks at the sub level appropriate to their skill profile. Tasks are devised for assessment, not teaching, and it is essential that the assessor ensures each learner's work is their own (authentic) work. This is especially true of naturally occurring evidence where the assessor may wish to authenticate through questioning.

Tasks for different units can be completed in any order. Centres will be expected to administer the tasks in a logical order according to the requirements of the learner.

### **Marking Tasks**

Each task must be assessed as either achieved or not achieved against the achievement criteria identified for the task. Where a series of tasks are set, learners must demonstrate the achievement of the standard in all tasks in order to achieve the unit. The unit is either achieved or not achieved.

### **Recording Achievement**

To record a learner's performance in each unit, it is expected that a Task Assessment sheet is included for each learner's assessed work. This assessment sheet should record the learner's performance against the achievement criteria for the tasks.

### **Verification of Internal Assessment**

The assessed tasks will be internally and externally verified. The external verifier will report on the standard of tasks used to assess in relation to the published benchmark.

The qualification is awarded to learners who have achieved in each of the skill areas of Reading, Writing and Speaking and Listening. Unit certification is awarded to learners who have achieved in one or two skill areas only.

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### **External Assessments Reading and Writing**

The following externally set tasks are available:

|                        |                        |
|------------------------|------------------------|
| Reading Entry 1 (A,E1) | Writing Entry 1 (B,E1) |
| Reading Entry 2 (A,E2) | Writing Entry 2 (B,E2) |

The external tasks will be made available to you by your OCN.

The external assessments are internally marked by the centre. The externally set tasks in Reading and Writing are available at Entry 1 and Entry 2. Centres are advised to ensure that learners undertake the task at the sub level appropriate to the learner's achievement profile. For example, if a learner has achieved the units: Reading at Entry 1 and Practical Spelling at Entry 1, s/he should undertake the Reading Entry 1 External Assessment Task. If a learner has achieved Writing for Meaning Unit at Entry 2 and Punctuation and Grammar Unit Entry 2, s/he should undertake the Writing Entry 2 External Assessment.

### **REGULATIONS FOR THE CONDUCT AND SECURITY OF EXTERNAL ASSESSMENT**

#### **Security of External Assessment**

- External assessment task sheets **must** be retained in a secure location.
- External assessment task sheets **must** be given to the learner at the beginning of the designated assessment period.
- Completed external assessment task sheets **must** be collected in at the end of the designated assessment period, marked and retained by the centre.
- At no point should the completed external tasks be removed from the centre.
- Completed tasks must not be returned to the learner or placed in the learner's portfolio.
- Learners may receive feedback on the external assessments and at this point of feedback be shown their assessed tasks.
- Tasks, other than those 'designated for retention purposes', must be securely destroyed once they are no longer required for external verification purposes.

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### **Conduct of External Assessment**

- Learners may enter for assessment for each of the skill areas at different times.
- It is the assessor's responsibility to ensure that the external task at the appropriate sub level of Entry Level is taken by the learner.
- The external assessment tasks are undertaken within the learner's normal learning environment, which must be supervised.
- The external assessment tasks are not time limited, although it is recognised that timetabling constraints will apply.
- The writing tasks at Entry 1 and Entry 2 are assessed for writing, spelling, punctuation and grammar. The tutor may assist in reading, but not explaining the task.
- The External Tasks have to be achieved in order to meet the requirement for the achievement of the qualification.
- All work submitted will be clearly labelled and referenced.
- All work submitted will be subject to centre internal verification and external verification by the OCN.
- The learner can have access to external assessment when he/she is deemed ready to undertake assessment at the appropriate sub level.
- The Learner Assessment Record (form LAR) must be completed for each incidence of external assessment. This record sheet is available in the Assessment Pack for this qualification and must show the outcome of assessment.
- All assessed tasks must be available for external verification.
- If a learner does not achieve the task, s/he may retake the task provided a three-week period has lapsed from the previous attempt.
- The outcomes of both external assessment tasks must be forwarded to the OCN within two weeks of external verification of the qualification results on form LAR for learners who have achieved all the requirements for the qualification.
- Unit credit achievement results should be notified to the OCN through the standard OCN recommendation for the Award of Credit processes.

The external assessments may only be used to assess achievement for the qualification. They are not to be used as diagnostic assessment or teaching tools.

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**4. The qualification units**

| <b>NOCN Unit Code</b> | <b>QCA Accredited Number</b> | <b>Unit Title</b>               | <b>10 Hour Credit Value</b> | <b>Level</b> | <b>OPUS ID</b> |
|-----------------------|------------------------------|---------------------------------|-----------------------------|--------------|----------------|
| HD3/E/qq/009          | H/100/9767                   | Reading Entry 1                 | 3                           | Entry 1      | AAB473         |
| HD3/E/qq/015          | Y/100/9765                   | Practical Spelling Entry 1      | 3                           | Entry 1      | AAB479         |
| HD3/E/qq/0003         | M/100/9769                   | Writing for Meaning Entry 1     | 3                           | Entry 1      | AAB467         |
| HD3/E/qq/012          | D/100/9766                   | Punctuation and Grammar Entry 1 | 3                           | Entry 1      | AAB476         |
| HD3/E/qq/006          | K/100/9768                   | Speaking and Listening Entry 1  | 3                           | Entry 1      | AAB470         |
| HD3/E/qq/010          | H/100/9767                   | Reading Entry 2                 | 3                           | Entry 2      | ADV222         |
| HD3/E/qq/016          | Y/100/9765                   | Practical Spelling Entry 2      | 3                           | Entry 2      | AAB480         |
| HD3/E/qq/004          | M/100/9769                   | Writing for Meaning Entry 2     | 3                           | Entry 2      | AAB468         |

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| <b>NOCN Unit Code</b> | <b>QCA Accredited Number</b> | <b>Unit Title</b>               | <b>10 Hour Credit Value</b> | <b>Level</b> | <b>OPUS ID</b> |
|-----------------------|------------------------------|---------------------------------|-----------------------------|--------------|----------------|
| HD3/E/qq/013          | D/100/9766                   | Punctuation and Grammar Entry 2 | 3                           | Entry 2      | AAB477         |
| HD3/E/qq/007          | K/100/9768                   | Speaking and Listening Entry 2  | 3                           | Entry 2      | AAB471         |
| HD3/E/qq/011          | H/100/9767                   | Reading Entry 3                 | 3                           | Entry 3      | AAB475         |
| HD3/E/qq/017          | Y/100/9765                   | Practical Spelling Entry 3      | 3                           | Entry 3      | AAB481         |
| HD3/E/qq/005          | M/100/9769                   | Writing for Meaning Entry 3     | 3                           | Entry 3      | AAB469         |
| HD3/E/qq/014          | D/100/9766                   | Punctuation and Grammar Entry 3 | 3                           | Entry 3      | AAB478         |
| HD3/E/qq/008          | K/100/9768                   | Speaking and Listening Entry 3  | 3                           | Entry 3      | AAB472         |

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## **Reading Entry 1**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 1 for Reading. At this level learners can:

- **read and understand** short texts with repeated language patterns on familiar topics
- **read and obtain information** from common signs and symbols.

***This unit covers all the descriptors of the national standards in Reading at Entry 1.***

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**UNIT TITLE:** Reading Entry 1

**LEVEL:** Entry 1

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/009

**ACCREDITED UNIT NO:** H/100/9767

This unit has 6 learning outcomes.

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Read social sight words.<br><b>(Rw/E1.1)</b>                                       | 1.1 Respond appropriately to some familiar social sight words, for example; in public signs and notices (entrance, exit, bus stop).  |
| 2. Understand written words.<br><b>(Rw/E1.1, Rw/E1.2, Rw/E1.3)</b>                    | 2.1 Recognise the letters of the alphabet in upper and lower case.<br>2.2 Recognise common whole words and some personal key words, for example; days, months on the calendar, family names and addresses.<br>2.3 Read headings on simple forms. |
| 3. Use imagery to aid understanding.<br><b>(Rw/E1.1, Rw/E1.2)</b>                     | 3.1 Respond appropriately to common signs and symbols, for example; ladies, gents, laundry symbols, hazards/warnings.  |
| 4. Identify the purpose of some texts from their format.<br><b>(Rt/E1.2)</b>          | 4.1 Indicate where to insert personal information on simple forms, for example; name and address.  |
| 5. Read and follow written instructions to complete and activity.<br><b>(Rt/E1.2)</b> | 5.1 Follow instructions, directions in a diagram to carry out a simple task/activity.  |
| 6. Read a piece of text and gain meaning from it.<br><b>(Rt/E1.1,RS/E1.1)</b>         | 6.1 Track texts in the right order, for example; from left to right.<br>6.2 Read back own simple sentences constructed from own personal vocabulary.   |

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**UNIT TITLE:** Reading Entry 1

**LEVEL:** Entry 1

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/009

**ACCREDITED UNIT NO:** H/100/9767

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |   |
|-------------------------------------|---|-------------------------|---|
| Case study                          |   | Project                 |   |
| Written question & answer/test/exam | O | Role play/simulation    | O |
| Essay                               |   | Practical demonstration | O |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 |   | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

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## Reading Entry 1

### Benchmark Assessment

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to read and obtain information for different purposes. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and process information appropriately for presentation to others.

**TASK:** To arrange a visit to a place of local interest.

- From a list of options provided choose a place to visit (Learning Outcomes 1, 2).
- Read the headings on the leaflet of chosen place. Identify upper and lower case letters (Learning Outcome 2).
- Look at the illustrations and predict what you would expect to see and do (Learning Outcome 3).
- With tutor as scribe compose a short text about the proposed visit and practise reading (Learning Outcome 6).
- Following written instructions complete a simple form indicating choice of visit and giving name, address and contact telephone number (Learning Outcomes 4, 5).

### Tutor Marking Guidance

- **Clearly identify** (highlight, underline, tick) chosen venue on list provided.
- **Clearly indicate** difference between upper and lower case letters in headings (e.g. highlight/underline in different colours; copy into separate lists).
- Make **several predictions** and explain orally how they were prompted by the illustrations. (Tutor to record/endorse discussion).
- Compose short text of **3/4 simple sentences** and read it with **reasonable fluency**.

Student should be able to:

- recognise words in common use (Dolch List)
  - decode simple regular words
  - pause at full stops to show awareness of sentences
- Tutor to endorse reading activity.
  - Complete form, **legibly and with sufficient accuracy for it to be understood, in accordance with the instructions.**

---

## **Practical Spelling Entry 1**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 1 in Writing. At this level learners can:

### **Writing**

- **Write to Communicate** information to an intended audience.

#### ***For the descriptors:***

- spell correctly some personal key words and familiar words
- write the letters of the alphabet using upper and lower case
- use written words and phrases to record or present information

In addition the unit contributes to the development of the skills and knowledge required to meet the national standards at Entry 1 in Speaking and Listening *and* Reading.

### **Reading**

#### ***For the descriptor:***

- recognise the letters of the alphabet in both upper and lower case.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

**UNIT TITLE: Practical Spelling Entry 1**

**LEVEL: Entry 1**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/015**  
**ACCREDITED UNIT NO: Y/100/9765**

This unit has 3 learning outcomes.

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Locate correct spelling.  | 1.1. Recognise and sequence the letters of the alphabet in both upper and lower case.<br>1.2. Find a word in own personal dictionary.<br>1.3. Ask how to spell words. |
| 2. Understand own spelling strengths and weaknesses.<br><b>(Ww/E1.1)</b>                                 | 2.1. Spell some personal key words and familiar words correctly, for example; personal, family names.   |
| 3. Maintain a personal spelling programme over time-span.<br><b>(Ww/E1.1, Ww/E1.2, Rw/E1.3, Wt/E1.1)</b> | 3.1. Maintain a personal spelling dictionary.   |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Practical Spelling Entry 1

**LEVEL:** Entry 1

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/015

**ACCREDITED UNIT NO:** Y/100/9765

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |  |
|-------------------------------------|---|-------------------------|--|
| Case study                          |   | Project                 |  |
| Written question & answer/test/exam | O | Role play/simulation    |  |
| Essay                               |   | Practical demonstration |  |
| Report                              |   | Group discussion        |  |
| Oral question and answer            | O | Performance/exhibition  |  |
| Written description                 | P | Production of artefact  |  |
| Reflective log / diary              |   | Practice file           |  |

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## **Practical Spelling Entry 1**

### **Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to improve spelling in the context of the learner's writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to locate correct spellings, understand his/her own spelling strengths and weaknesses and maintain a personal spelling programme over a time span.

Assessment of this unit will be based both on evidence naturally occurring in the context of writing and evidence of spelling work undertaken in response to spelling needs identified in the learner's writing.

**Task:** Practical work to support writing a note to a friend/family member.

- Draw up a list of family names (Learning Outcome 2)
- Ask a tutor/other learner how to spell unknown names and correct as necessary (Learning Outcome 1)
- With tutor support, list corrected names in alphabetical order (Learning Outcome 1)
- Find and highlight the names in an alphabetical list of boys and girls names (Learning Outcome 1)
- Practise writing family names (Learning Outcome 2)
- Record the family names in a personal dictionary (Learning Outcome 3)
- Write a first draft of the note (Learning Outcome 2)
- Proof read and underline any words the learner is unsure of (Learning Outcome 2)
- Ask a tutor/other learner how to spell unknown words and correct as necessary (Learning Outcome 1)
- Check family names in personal dictionary (Learning Outcome 1)
- Add new words to personal dictionary (Learning Outcome 1)
- Practise new words using Look/Say/Cover/Write/Check method.

---

**Tutor Marking Guidance**

- **Show awareness** of alphabetical order in sequencing family names.
- **Consistently** use an initial capital letter for family names.
- Locate correct spellings **both** by asking **and** referring to personal dictionary.
- Spell **some** family names correctly.
- **Correctly** identify **some** problem words to work on.
- **Independently** record names in personal dictionary.

---

## **Writing for Meaning Entry 1**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 1 in Writing. At this level, learners can:

### **Writing**

- **Write to communicate** information to an intended audience.

***This unit covers all the descriptors of the national standards in Writing at Entry 1.***

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Writing for Meaning Entry 1

**LEVEL:** Entry 1

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/003

**ACCREDITED UNIT NO:** M/100/9769

This unit has 3 learning outcomes.

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Use writing to communicate clearly and effectively.<br><b>(Wt/E1.1)</b>                                   | 1.1. Compose a simple text for an intended audience.   |
| 2. Show awareness of the need for appropriate presentation of writing.<br><b>(Ws/E1.1, Ws/E1.2, Ws/E1.3)</b> | 2.1. Write own name/address correctly.<br>2.2. Use at least 2 different formats to record or present information appropriately, for example; notes, messages, simple instructions. |
| 3. Present writing appropriately.<br><b>(Ws/E1.1, Ws/E1.2, Ww/E1.1, Ww/E1.2)</b>                             | 3.1. Generate legible text (forms, lists, messages, notes) to be understood by intended audience, for example; handwritten or computer aided.                                      |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Writing for Meaning Entry 1

**LEVEL:** Entry 1

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/003

**ACCREDITED UNIT NO:** M/100/9769

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |  |
|-------------------------------------|---|-------------------------|--|
| Case study                          |   | Project                 |  |
| Written question & answer/test/exam |   | Role play/simulation    |  |
| Essay                               |   | Practical demonstration |  |
| Report                              |   | Group discussion        |  |
| Oral question and answer            |   | Performance/exhibition  |  |
| Written description                 | P | Production of artefact  |  |
| Reflective log / diary              | O | Practice file           |  |

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## Writing for Meaning Entry 1

### Benchmark Assessment

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others in writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to write clearly and effectively and present writing appropriately.

**TASK:** To write a message on a greeting card to a friend/family member.

- Identify a friend/family member and an occasion on which to send the card (Learning Outcome 1).
- Choose an appropriate card (Learning Outcome 1).
- Compose a short personal message and practise writing it (Learning Outcome 1).
- Discuss the layout of the card with a tutor and choose an appropriate place to write the name of the recipient, the message and the learner's name (Learning Outcome 2).
- Write the card (Learning Outcome 3).

### Tutor Marking Guidance

- Compose a simple text (**containing a word minimum of 6/8 words excluding names**).
- **Match the content/tone** of the message to the choice of recipient and occasion.
- Write the message **in an appropriate** place on the card.
- Write **sufficiently legibly** to be understood by the intended audience.

---

## **Punctuation and Grammar Entry 1**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 1 in Writing. At this level, learners can:

### **Writing**

- **Write to communicate** information to an intended audience.

#### ***For the descriptors:***

- construct a simple sentence
- punctuate a simple sentence with a capital letter and a full stop
- use a capital letter for personal pronoun 'I'
- write the letters of the alphabet using upper and lower case

In addition the unit contributes to the development of the skills and knowledge required to meet the national standards in Reading at Entry 1.

### **Reading**

#### ***For the descriptor:***

- recognise the letters of the alphabet in both upper and lower case.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

**UNIT TITLE: Punctuation and Grammar Entry 1**

**LEVEL: Entry 1**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/012**  
**ACCREDITED UNIT NO: D/100/9766**

This unit has 2 learning outcomes.

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Use punctuation to aid understanding.<br><b>(Ws/E1.2, Ws/E1.3, Rw/E1.3)</b> | 1.1. Recognise and write the letters of the alphabet in upper and lower case.<br>1.2. Use a capital letter for 'I'.<br>1.3. Punctuate a simple sentence with a capital and full stop. |
| 2. Use grammar to aid understanding.<br><b>(Ws/E1.1, Ws/E1.2)</b>              | 2.1. Write simple sentence, using a main verb, a full stop and capital letter.  |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Punctuation and Grammar Entry 1

**LEVEL:** Entry 1

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/012

**ACCREDITED UNIT NO:** D/100/9766

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |  |
|-------------------------------------|---|-------------------------|--|
| Case study                          |   | Project                 |  |
| Written question & answer/test/exam |   | Role play/simulation    |  |
| Essay                               |   | Practical demonstration |  |
| Report                              |   | Group discussion        |  |
| Oral question and answer            |   | Performance/exhibition  |  |
| Written description                 | P | Production of artefact  |  |
| Reflective log / diary              | O | Practice file           |  |

---

## **Punctuation and Grammar Entry 1**

### **Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to use punctuation and grammar to aid understanding. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to use forms of punctuation and grammatical structure appropriate to the purpose and content of a range of writing tasks.

### **TASK**

Assessment of this unit will be based on evidence naturally occurring in the context of writing. Tasks undertaken for assessment may include writing:

- the learner's name and address on a form
- lists, for example shopping lists, things to pack for a journey
- a message on a greeting card
- a text message for a mobile phone
- a note for a friend or relative
- a short text about the learner.

### **Tutor Marking Guidance**

- Write the letters of the alphabet legibly and with **sufficient definition as to distinguish clearly between upper and lower case** (Learning Outcome 1).
- **Consistently** use a capital letter for the word 'I' (Learning Outcome 1).
- **Consistently** punctuate simple sentences with a capital letter and a full stop (Learning Outcome 1).
- Construct simple sentences **accurately** using a main verb (Learning Outcome 2).

---

## **Speaking and Listening Entry 1**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 1 for Speaking and Listening. At this level, learners can:

### **Speaking and Listening**

- **Listen and respond** to spoken language, including simple narratives, statements, questions and single-step instructions.
- **Speak to communicate** basic information, feelings and opinions on familiar topics.
- **Engage in discussion** with another person in a familiar situation about familiar topics.

***This unit covers all the descriptors of the national standards in Speaking and Listening for Entry 1.***

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE: Speaking and Listening Entry 1**

**LEVEL: Entry 1**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/006**  
**ACCREDITED UNIT NO: K/100/9768**

This unit has 4 learning outcomes.

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Communicate with others.<br>(SLd/E1.1, SLc/E1.1, SLc/E1.2)                     | 1.1. Take turns when speaking.<br>1.2. Listen and respond appropriately.<br>1.3. Speak clearly to be heard and understood in simple exchanges.<br>1.4. Make requests using appropriate terms.<br>1.5. Identify the difference between formal and informal speech.  |
| 2. Present information to others effectively.<br>(SLc/E1.4, SLIr/E1.4)            | 2.1. Provide basic familiar information, for example, personal details.<br>2.2. Make statements of fact clearly.   |
| 3. Obtain information from others.<br>(SLc/E1.3, SLIr/E1.1, SLIr/E1.2, SLIr/E1.3) | 3.1. Listen for the gist of short explanations.<br>3.2. Listen for detail using key words to extract some specific information.<br>3.3. Ask questions to obtain specific information, for example; directions, instructions.<br>3.4. Follow single step instructions in a familiar context, asking for instructions to be repeated if necessary. |
| 4. Engage in discussion.<br>(SLd/E1.1)  | 4.1. Engage in a discussion with another person in a familiar situation.<br>4.2. Speak and listen in simple exchanges and everyday contexts.   |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

**UNIT TITLE:** Speaking and Listening Entry 1

**LEVEL:** Entry 1

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/006

**ACCREDITED UNIT NO:** K/100/9768

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |   |
|-------------------------------------|---|-------------------------|---|
| Case study                          |   | Project                 |   |
| Written question & answer/test/exam |   | Role play/simulation    | O |
| Essay                               |   | Practical demonstration |   |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 |   | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

---

## **Speaking and Listening Entry 1**

### **Benchmark Assessment**

#### **Assignment Activity**

**TASK:** To take an active part in Fire Drill practice.

- Listen to tutor's explanation of Fire Drill (Learning Outcome 3).
- In group or pairs discuss main points of procedure (Learning Outcomes 1, 4).
- Question and answer session with tutor to reinforce information given (Learning Outcomes 1 2 3).
- Practise fire drill (Learning Outcomes 3, 4).

#### **Tutor Marking Guidance**

Students should be able to:

- Listen and respond appropriately to verbal instructions
- Speak clearly to make requests using appropriate language
- Provide basic personal details clearly
- Engage in discussion with at least one other person.

---

## **Reading Entry 2**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards for Entry 2 in Reading. At this level, learners can

### **Reading**

- **read and understand** short straight texts on familiar topics
- **read and obtain information** from short documents, familiar sources and signs and symbols.

***This unit covers all the descriptors required to meet the national standards in Reading at Entry 2.***

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

**UNIT TITLE:** Reading Entry 2

**LEVEL:** Entry 2

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/010

**ACCREDITED UNIT NO:** H/100/9767

This unit has 6 learning outcomes.

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Read social sight words.<br>(Rw/E2.2)   | 1.1. Read on sight high frequency words in common use.   |
| 2. Understand written words.<br>([Rs/E2.4], Ww/E2.1)   | 2.1. Highlight a sentence in a text.<br>2.2. Supply appropriate words in a simple passage (cloze).<br>2.3. Maintain and use a personal dictionary.   |
| 3. Use imagery to aid understanding.<br>(Rt/E2.4, Rw/E2.3, Rt/E2.3)  | 3.1. Use illustrations and captions to locate information.   |
| 4. Identify the purpose of some texts from their format.<br>(Rt/E2.2, Rt/E2.4)   | 4.1. Find information in response to a given purpose, for example; poster, simple timetable.   |
| 5. Read and follow written instructions to complete an activity.<br>(Rw/E2.1, Rs/E2.1, Rt/E2.1, Rs/E2.2)   | 5.1. Follow instructional texts to carry out a common task, activity in a familiar context.  |
| 6. Read a piece of text and gain meaning from it.<br>([Rs/E2.2], [Rs/E2.3], [Rs/E2.4], Rt/E2.1, Rw/E2.4, Rw/E2.5)<br><br>[ ] = additional skills and knowledge from the Basic Skills Literacy Curriculum | 6.1. Read and follow the main events of chronological texts, for example; a short newspaper report.<br>6.2. Identify the main points in a simple text, for example; a personal letter.<br>6.3. Answer questions on a short text, for example; postcard, basic reader.<br>6.4. Use a simplified dictionary to find the meaning of unfamiliar words. |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Reading Entry 2

**LEVEL:** Entry 2

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/010

**ACCREDITED UNIT NO:** H/100/9767

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |   |
|-------------------------------------|---|-------------------------|---|
| Case study                          |   | Project                 |   |
| Written question & answer/test/exam | O | Role play/simulation    | O |
| Essay                               |   | Practical demonstration | O |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 |   | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

---

**Reading Entry 2**

**Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to read and obtain information for different purposes. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and process information appropriately for presentation to others.

**TASK:** To arrange a visit to a place of local interest.

- Find a leaflet or advertisement describing a place you would like to visit
- (Learning Outcome 4).
- Look at headlines, illustrations and captions and make a list of things to see and do (Learning Outcomes 1, 2, 3).
- Read the text and answer questions on the kind of place, its location, times of opening and admission charges (Learning Outcome 6).
- Underline any unfamiliar words in the text and discuss their meaning. Record useful/important words in a personal dictionary (Learning Outcome 2).

**Tutor Marking Guidance**

- Select a leaflet **relevant to purpose**.
- Identify a **variety of sights and activities** suggested by headlines, illustrations and captions.
- Respond to questions **with sufficient relevance and/or accuracy** as to demonstrate understanding of the text.
- Responses to questions may be made orally or in writing. Oral responses should be noted and endorsed by the tutor.
- Mark unfamiliar words **clearly on the text** and record **meanings accurately in learner's own** words in personal dictionary.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

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## **Practical Spelling Entry 2**

This unit develops the skills and understanding required to meet the national standards at Entry 2 in Writing. At this level, learners can:

### **Writing**

- **Write to communicate** - information with some awareness of the intended audience.

#### ***For the descriptors:***

- spell correctly the majority of personal details and familiar common words.

In addition, the unit develops the skills and understanding to meet the national standards at Entry 2 for Reading.

### **Reading**

#### ***For the descriptors:***

- recognise the different purposes of texts at this level.
- use a simplified dictionary to find the meaning of unfamiliar words.
- use initial letters to find and sequence words in alphabetical order.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE: Practical Spelling Entry 2**

**LEVEL: Entry 2**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/016**  
**ACCREDITED UNIT NO: Y/100/9765**

This unit has 4 learning outcomes.

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Identify situations where accurate spelling is required.<br><b>(Rt/E2.2)</b>                 | 1.1. Explain the difference between writing for others to read and writing for self, for example; shopping list, note.   |
| 2. Locate correct spellings.<br><b>(Rw/E2.4, Rw/E2.5)</b>                                       | 2.1. Use the initial letter to find and sequence words in alphabetical order.<br>2.2. Use a personal dictionary or basic writing dictionary to find unknown spellings.<br>2.3. Ask how to spell word(s). |
| 3. Understand own spelling strengths and weaknesses.<br><b>(Ww/E2.1, Rt/E2.2)</b>               | 3.1. Spell familiar common words and personal key words.   |
| 4. Maintain a personal spelling programme over time-span.<br><b>(Ww/E2.1, Rw/E2.5, Wt/E2.1)</b> | 4.1. Maintain personal spelling dictionary.<br>4.2. Select words to learn to spell.<br>4.3. Learn a few words at a time.   |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Practical Spelling Entry 2

**LEVEL:** Entry 2

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/016

**ACCREDITED UNIT NO:** Y/100/9765

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |   |
|-------------------------------------|---|-------------------------|---|
| Case study                          |   | Project                 |   |
| Written question & answer/test/exam | O | Role play/simulation    |   |
| Essay                               |   | Practical demonstration |   |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 | P | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

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## **Practical Spelling Entry 2**

### **Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to improve spelling in the context of the learner's writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to identify situations where accurate spelling is required, locate correct spellings, understand his/her own spelling strengths and weaknesses and maintain a personal spelling programme over a time span.

Assessment of this unit will be based both on evidence naturally occurring in the context of writing and evidence of spelling work undertaken in response to spelling needs identified in the learner's writing.

**Task:** Practical spelling work to support writing an absence note to a child's teacher.

- Explain to a tutor/other learner the importance of accurate spelling in the context of this task (Learning Outcome 1)
- Predict some problem spellings and either:
  - a) ask a tutor/other learner how to spell them; or
  - b) look them up in a personal dictionary or basic writing dictionary (Learning Outcome 2).
- Practise writing the new words (Learning Outcome 4).
- Write a first draft of the note (Learning Outcome 3).
- Proof read and underline any spellings the learner is not sure of (Learning Outcome 3).
- Check the unknown spellings in a basic writing dictionary or by asking how to spell the words (Learning Outcome 2).
- Sequence new words in alphabetical order based on initial letter (Learning Outcome 2).
- Record new words in a personal dictionary (Learning Outcome 4).
- List 2/3 words to learn using Look/Say/Cover/Write/Check method (Learning Outcome 4).

### **Tutor Marking Guidance**

- Explain **clearly** the difference between writing for others to read and writing for oneself. (Explanation may be recorded and endorsed by tutor)
- **Accurately** sequence words in alphabetical order based on initial letter.
- **Independently** use a personal dictionary/basic writing dictionary to find unknown spellings.
- **Consistently** spell common words and personal key words **correctly**.
- **Correctly** identify **some** problem words to work on.
- **Independently** record new words in a personal dictionary and **refer to it regularly**.
- **Independently** practise spellings using Look/Say/Cover/Write/Check method.

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## **Writing for Meaning Entry 2**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 2 in Writing. At this level, learners can:

### **Writing**

*This unit covers all the descriptors of the standards in Writing at Entry 2.*

- **Write to communicate** information with some awareness of audience.

In addition the unit develops the skills and knowledge required to meet the standards Entry 2 in Reading.

### **Reading**

- **read and understand** short straight forward texts on familiar topics.

*For the descriptors:*

- recognise the different purposes of texts at this level.
- read and understand words on forms related to personal information.

*This unit covers all the descriptors of the national standards in Writing at Entry 2.*

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

**UNIT TITLE: Writing for Meaning Entry 2**

**LEVEL: Entry 2**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/004**  
**ACCREDITED UNIT NO: M/100/9769**

This unit has 4 learning outcomes.

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Use writing to communicate clearly and effectively.<br><b>(Wt/E2.1, Rt/E2.2, Ws/E2.1, Ws/E2.2)</b>               | 1.1. Compose texts for different audiences using simple and compound sentences, correctly placed capitals, full stops and question marks.<br>1.2. Write from personal experience, sequencing events in time.<br>1.3. Identify situations where presentation is important. |
| 2. Show awareness of the need for appropriate presentation/format of writing.<br><b>(Wt/E2.1, Ws/E2.1, Ws/E2.3)</b> | 2.1. Write own name/address correctly.<br>2.2. Use at least 2 different formats to record or present information appropriately, for example; notes, messages, simple instructions.  |
| 3. Understand the need to plan and revise written work.<br><b>(Wt/E2.1, Rw/E2.1, Ww/E2.1)</b>                       | 3.1. Use and amend key words appropriately, for example; for notes, lists.<br>3.2. Read, understand and check own writing.<br>3.3. Spell correctly the majority of personal details and familiar common words.  |
| 4. Present writing appropriately.<br><b>(Wt/E2.1, Rt/E2.2, Ws/E2.3, Ww/E2.3)</b>                                    | 4.1. Generate and sustain legible text (messages, notes, simple narratives, e-mails) appropriately for intended audience, for example; hand-written or computer-aided.  |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Writing for Meaning Entry 2

**LEVEL:** Entry 2

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/004

**ACCREDITED UNIT NO:** M/100/9769

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |  |
|-------------------------------------|---|-------------------------|--|
| Case study                          |   | Project                 |  |
| Written question & answer/test/exam |   | Role play/simulation    |  |
| Essay                               |   | Practical demonstration |  |
| Report                              | O | Group discussion        |  |
| Oral question and answer            |   | Performance/exhibition  |  |
| Written description                 | P | Production of artefact  |  |
| Reflective log / diary              | O | Practice file           |  |

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## **Writing for Meaning Entry 2**

### **Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others in writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to write clearly and effectively and present writing appropriately.

**TASK:** To write an absence note to a child's teacher.

- List important information to be included in the note (e.g. names of child/teacher, reason for absence, length of absence) using key words only (Learning Outcomes: 1, 3).
- Sort/group words into sensible order to use in writing (Learning Outcome 3).
- Compose short text of 2/3 sentences (Learning Outcome 2).
- Read through text and check that it makes sense (Learning Outcome 3).
- Check layout of simple informal letter with a tutor and/or refer to template provided for guidance (Learning Outcome 1).
- Using the layout provided, produce a final draft in legible handwriting or by using a word processor (Learning Outcomes 1, 4).

### **Tutor Marking Guidance**

- Identify **relevant** information relating to the purpose of writing and the intended audience.
- Record the information **in note form**, using single key words and short phrases.
- Write a **coherent** paragraph composed of **3/4 sentences** arranged in a **logical sequence**.
- Following verbal/written guidance set out the absence note **in clear letter format**.
- **Independently** read own writing for meaning and amend as necessary (e.g. insert missing word, change order of sentences).
- Produce a final **draft sufficiently clear and legible** to be understood by the intended audience.

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## **Punctuation and Grammar Entry 2**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 2 for Writing. At this level, learners can:

### **Writing**

- **Write to communicate** information with some awareness of the intended audience.

#### ***For the descriptors:***

- use punctuation correctly e.g. capital letters, full stops and question marks
- use a capital letter for proper nouns
- construct simple and compound sentences using common conjunctions to connect two clauses
- use adjectives.

### **Reading**

In addition the unit develops reading skills through the use of punctuation and capitalisation to aid understanding.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE: Punctuation and Grammar Entry 2**

**LEVEL: Entry 2**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/013**  
**ACCREDITED UNIT NO: D/100/9766**

This unit has 2 learning outcomes.

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Use punctuation to aid understanding.<br><b>(Ws/E2.3, Ws/E2.4, Rs/E2.4)</b> | 1.1. Use basic punctuation, (capital letters, full stops, question marks) correctly in a short passage of 2 or 3 sentences of own writing.<br>1.2. Use a capital letter for proper nouns, for example; for a simple form or address. |
| 2. Use grammar to aid understanding.<br><b>(Ws/E2.1, Ws/E2.2)</b>              | 2.1. Write in simple and compound sentences using common conjunctions, for example; 'and' and 'but', to connect two clauses.<br>2.2. Use adjectives, for example; in a postcard or short note.                                       |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Punctuation and Grammar Entry 2

**LEVEL:** Entry 2

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/013

**ACCREDITED UNIT NO:** D/100/9766

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |  |
|-------------------------------------|---|-------------------------|--|
| Case study                          |   | Project                 |  |
| Written question & answer/test/exam |   | Role play/simulation    |  |
| Essay                               |   | Practical demonstration |  |
| Report                              | O | Group discussion        |  |
| Oral question and answer            |   | Performance/exhibition  |  |
| Written description                 | P | Production of artefact  |  |
| Reflective log / diary              | O | Practice file           |  |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

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**Punctuation and Grammar Entry 2**

**Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to use punctuation and grammar to aid understanding. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to use forms of punctuation and grammatical structure appropriate to the purpose and content of a range of writing tasks.

**TASK**

Assessment of this unit will be based on evidence naturally occurring in the context of writing. Tasks undertaken for assessment may include writing:

- an e-mail to the tutor/other learner
- an absence note to a child's teacher
- a diary entry
- a personal reading record
- a beginner's guide to ..... (student choice).

**Tutor Marking Guidance**

- Use basic punctuation (capital letters, full stops, question marks) **with sustained accuracy** in a short passage (**2/3 sentences**) (Learning Outcome 1).
- **Consistently** use a capital letter for proper nouns (Learning Outcome 1).
- Construct simple sentences **correctly** using a main verb (Learning Outcome 2).
- Construct compound sentences **correctly**, using 'and' and 'but' to connect two clauses (Learning Outcome 2).
- Use a **selection** of adjectives **appropriate to context** (Learning Outcome 2).

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## **Speaking and Listening Entry 2**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 2 in Speaking and Listening. At this level, learners can:

### **Speaking and Listening**

- **Listen and respond** - to spoken language, including straightforward information, short narratives, explanations and instructions.
- **Speak to communicate** - information, feelings and opinions on familiar topics.
- **Engage in discussion** with one or more people in a familiar situation to establish shared understanding about familiar topics.

***This unit covers all the descriptors of the national standards for Speaking and Listening at Entry 2.***

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE: Speaking and Listening Entry 2**

**LEVEL: Entry 2**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/007**  
**ACCREDITED UNIT NO: K/100/9768**

This unit has 4 learning outcomes.

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Communicate with others.<br>(SLc/E2.2, SLc/E2.4, SLIr/E2.5, SLIr/E2.6)                              | 1.1. Know when to give others a chance to speak.<br>1.2. Listen and respond to others appropriately, for example; ask questions, use eye contact appropriately.<br>1.3. Respond to straightforward questions.<br>1.4. Identify a range of situations demanding formal and informal styles of communication, for example; interview, group discussion.  |
| 2. Present information to others effectively.<br>(SLc/E2.3)  | 2.1. Provide information using a sequence, for example; instructions, directions.  |
| 3. Obtain information from others.<br>(SLIr/E2.1, SLIr/E2.2, SLIr/E2.3, SLIr/E2.4, SLc/E2.2, SLc/E2.4) | 3.1. Listen for and follow the gist in a short explanation, for example; local news, instructions and narratives.<br>3.2. Listen for detail (key words and phrases) in short explanations, instructions and narratives.<br>3.3. Identify the main points of short explanations or presentations.<br>3.4. Make requests and ask questions to obtain information in everyday contexts.<br>3.5. Listen to and follow short, straightforward instructions, directions.<br>3.6. Ask questions to clarify understanding. |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| The learner will:  | The learner can:  |
| 4. Engage in discussion.<br>(SLc/E2.1, SLc/E2.3, SLd/E2.1, SLd/E2.2) | 4.1. Listen to and identify simple expressed feelings and opinions.<br>4.2. Follow the gist of discussions.<br>4.3. Follow the main points and make appropriate contributions to the discussion.<br>4.4. Express clearly statements of fact, short explanations, accounts and descriptions. |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Speaking and Listening Entry 2

**LEVEL:** Entry 2

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/007

**ACCREDITED UNIT NO:** K/100/9768

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |   |
|-------------------------------------|---|-------------------------|---|
| Case study                          |   | Project                 |   |
| Written question & answer/test/exam |   | Role play/simulation    | O |
| Essay                               |   | Practical demonstration |   |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 |   | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

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## **Speaking and Listening Entry 2**

### **Benchmark Assessment**

**TASK:** To arrange a visit to a place of local interest.

- In group or pairs suggest places to visit (Learning Outcomes 1, 3, 4).
- Through discussion choose venue (Learning Outcome 4).
- Request information by phone, i.e. opening times/disabled access etc (Learning Outcomes 1, 3).
- Deliver information received to group (Learning Outcome 4).

### **Tutor Marking Guidance**

Students should be able to

- Listen and respond appropriately to verbal instructions
- Speak clearly to make requests using appropriate language
- Provide basic personal details clearly
- Demonstrate understanding of explanations by completing task
- Engage in discussion expressing feelings and opinions appropriate to topic.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

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## **Reading Entry 3**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 3 for Reading. At this level, learners can:

- **read and understand** short, straightforward texts on familiar topics accurately and independently.
- **read and obtain** information from everyday sources.

***This unit covers all the descriptors of the national standards for Reading at Entry 3.***

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Reading Entry 3

**LEVEL:** Entry 3

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/011

**ACCREDITED UNIT NO:** H/100/9767

This unit has 7 learning outcomes.

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Read social sight words.<br>(Rw/E3.1)   | 1.1. Read and respond appropriately to relevant key specialist words in work and social settings.   |
| 2. Understand written words.<br>(Rw/E3.3, Rw/E3.4)   | 2.1. Use a simplified dictionary to find the meaning of unfamiliar words.   |
| 3. Use imagery to aid understanding.<br>(Rt/E3.9)  | 3.1. Relate an image to print and use it to obtain meaning which is not explicit in text.   |
| 4. Identify the purpose of some texts from their format.<br>(Rw/E3.2, Rt/E3.2)                     | 4.1. Use organisational features to locate information.<br>4.2. Sort simple common texts into categories, for example; messages, forms, letters, lists.   |
| 5. Read and follow written instructions to complete an activity.<br>(Rt/E3.3, Rs/E3.1)             | 5.1. Follow the typical language of instructional texts to carry out a straightforward task or activity.  |
| 6. Read a piece of text and gain meaning from it.<br>(Rt/E3.1, Rt/E3.4, Rt/E3.5, Rt/E3.7, Rt/E3.8) | 6.1. Recount events of a simple narrative on a familiar topic or experience.<br>6.2. Answer questions on short text, for example; a few paragraphs of a newspaper.<br>6.3. Apply selected information to relevant circumstances, for example; follow a recipe successfully. |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 7. Use appropriately a range of strategies to obtain information from a written text.<br><b>(Rt/E3.6, Rt/E3.7, Rt/E3.8)</b> | 7.1. Scan text or index to locate information, for example; phone directory.<br>7.2. Skim read title, headings, illustrations to decide if material is of interest.<br>7.3. Obtain specific information through detailed reading. |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Reading Entry 3

**LEVEL:** Entry 3

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/011

**ACCREDITED UNIT NO:** H/100/9767

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

| Case study                          |   | Project                 |   |
|-------------------------------------|---|-------------------------|---|
| Written question & answer/test/exam | O | Role play/simulation    | O |
| Essay                               |   | Practical demonstration | O |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 |   | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

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## Reading Entry 3

### Benchmark Assessment

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to read and obtain information for different purposes. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and process information appropriately for presentation to others.

**TASK:** To arrange a visit to a place of local interest.

- Collect a range of leaflets, fliers, advertisements, articles from local newspapers (Learning Outcome 4).
- Skim read titles, headings, illustrations and captions to decide if material is of interest (Learning Outcomes 6, 7).
- Select two or three venues appropriate to interest (Learning Outcomes 1, 2, 3, 6).
- Scan and then highlight texts for times of opening, admission charges, disabled access, details of location and how to get there (Learning Outcome 7).
- Read closely to identify and list main features of each attraction (Learning Outcomes 1, 2, 3, 6, 7).
- Look up the meanings of any unfamiliar words in a dictionary. Record words and meanings in a personal dictionary (Learning Outcome 2).
- Locate each venue on a local street map (Learning Outcomes 3, 5).
- Select preferred venue (Learning Outcome 6).

### **Tutor Marking Guidance**

- Identify a range of texts **relevant to purpose**.
- Explain **in writing or orally** how titles, headings, illustrations and captions have prompted interest. Oral responses should be noted and endorsed by the tutor.
- **Clearly** highlight texts for times of opening, admission charges, disabled access and details of location.
- List **2/3 main features** of each attraction.
- Mark (e.g. circle/underline) unfamiliar words **clearly on the text** and record meanings **accurately in learner's own words** in personal dictionary.
- **Accurately** mark location of venue on street map.
- **Clearly** record final choice of venue and reasons for choice. Reasons should **relate to/reflect** information and description in the relevant text.

---

## **Practical Spelling Entry 3**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 3 for Writing and for Reading. At this level, learners can:

### **Writing**

- **Write to communicate** information and opinions with some adaptation to the intended audience.

### **Reading**

- **Read and understand** short straightforward texts on familiar topics accurately and independently.
- **Read and obtain information** from everyday sources.

### ***For the descriptors:***

### **Writing**

- spell correctly common words and relevant key words for work and special interest.

### **Reading**

- use a dictionary to find the meaning of unfamiliar words.
- use first and second place letters to find and sequence words in alphabetical order.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

**UNIT TITLE: Practical Spelling Entry 3**

**LEVEL: Entry 3**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/017**  
**ACCREDITED UNIT NO: Y/100/9765**

This unit has 4 learning outcomes

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Identify situations where accurate spelling is required.<br><b>(Ww/E3.1)</b>                 | 1.1. Identify specific examples of situations where accurate spelling is required, for example, formal letters, job applications.  |
| 2. Locate correct spellings.<br><b>(Rt/E3.5, Rw/E3.3, Rw/E3.4)</b>                              | 2.1. Use 1 <sup>st</sup> and 2 <sup>nd</sup> place letters to find and sequence words in alphabetical order.<br>2.2. Use simplified dictionary/spell check to find unknown spellings.<br>2.3. Ask for help to spell words. |
| 3. Understand own spelling strengths and weaknesses.<br><b>(Ww/E3.1)</b>                        | 3.1. Spell correctly common words and relative key words for work and special interest.<br>3.2. Recognise which words are known.<br>3.3. Know when to seek help.   |
| 4. Maintain a personal spelling programme over time-span.<br><b>(Rt/E3.5, Ww/E3.1, Rw/E3.3)</b> | 4.1. Maintain and use a personal spelling dictionary.<br>4.2. Choose words from own errors.<br>4.3. Decide which words are most important to learn.<br>4.4. Keep and update spelling records over a time-span.             |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Practical Spelling Entry 3

**LEVEL:** Entry 3

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/017

**ACCREDITED UNIT NO:** Y/100/9765

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

| Case study                          |   | Project                 |   |
|-------------------------------------|---|-------------------------|---|
| Written question & answer/test/exam | O | Role play/simulation    |   |
| Essay                               |   | Practical demonstration |   |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 | P | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

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## **Practical Spelling Entry 3**

### **Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to improve spelling in the context of the learner's writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to identify situations where accurate spelling is required, locate correct spellings, understand his/her own spelling strengths and weaknesses and maintain a personal spelling programme over a time span.

Assessment of this unit will be based both on evidence naturally occurring in the context of writing and evidence of spelling work undertaken in response to spelling needs identified in the learner's writing.

**Task:** Practical spelling work to support writing a personal statement for a job application.

- Explain to a tutor/other learner the importance of accurate spelling in the context of this task (Learning Outcome 1).
- Plan and write first draft of statement (Learning Outcome 3).
- Proof read and underline any spellings learner is not sure of (Learning Outcome 3).
- Check the unknown spellings in a basic dictionary or ask how to spell the words (Learning Outcome 2).
- Sequence new words in alphabetical order based on 1st and 2nd place letters (Learning Outcome 2).
- Identify important words to learn and list in order of importance to learner, based on personal interest/common use (Learning Outcome 4).
- Record words to learn in personal dictionary (Learning Outcome 4).
- Choose 3/4 words to learn using Look/Say/Cover/Write/Check method (Learning Outcome 4).
- Keep a weekly record of words learnt. Revise previous week's spellings before entering new words (Learning Outcome 4).

### Tutor Marking Guidance

- Explain **clearly** the difference between writing for others to read and writing for oneself. (Explanation may be recorded and endorsed by tutor).
- **Accurately** sequence words in alphabetical order based on 1st and 2nd place letters.
- **Consistently** spell **correctly** common words and relevant key words for work and special interest.
- **Independently** maintain a personal spelling programme:
  - **consistently** proof-read own writing for spelling errors
  - identify **most** unknown words
  - make **sensible** choices of words
  - **regularly** record new words in /refer to personal dictionary
  - **independently** practise spellings using Look/Say/Cover/Write/Check method.

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## **Writing for Meaning Entry 3**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 3 for Writing. At this level, learners can:

### **Writing**

- **Write to communicate** - information and opinions with some adaptation to the intended audience.

***This unit covers all the descriptors of the national standards in Writing for Entry 3.***

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Writing for Meaning Entry 3

**LEVEL:** Entry 3  
**CREDIT VALUE:** 3  
**NOCN UNIT CODE:** HD3/E/QQ/005  
**ACCREDITED UNIT NO:** M/100/9769

This unit has 4 learning outcomes.

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Use writing to communicate clearly and effectively.<br><b>(Rt/E3.2, Wt/E3.1)</b>                             | 1.1. Identify the purpose of writing, and the audience.<br>1.2. Use appropriate layout, for example; headings, dates, endings.  |
| 2. Understand the need to plan and revise written work.<br><b>(Wt/E3.1, Wt/E3.2, Wt/E3.3, Wt/E3.4, Ws/E3.3)</b> | 2.1. Make simple plan using few key words.<br>2.2. Use plan as part of preparation for writing.<br>2.3. Check and amend rough draft.<br>2.4. Proof read for spelling grammar and punctuation.   |
| 3. Show awareness of the need for appropriate presentation/format of writing.<br><b>(Wt/E3.1, Wt/E3.2)</b>      | 3.1. Divide given text into 2 or 3 paragraphs.<br>3.2. Write in complete sentences.<br>3.3. Use correct basic grammar, (for example; appropriate verb tense, subject-verb agreement).<br>3.4. Organise own writing into short paragraphs. |
| 4. Present writing appropriately.<br><b>(Ws/E3.1, Ws/E3.2, Ww/E3.1, Ww/E3.3)</b>                                | 4.1. Generate neat and legible writing for different situations, for example; formal letters, postcards, forms.<br>4.2. Identify/use a range of tools appropriate to presentation, for example; word processor, e-mail.                   |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Writing for Meaning Entry 3

**LEVEL:** Entry 3

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/005

**ACCREDITED UNIT NO:** M/100/9769

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |  |
|-------------------------------------|---|-------------------------|--|
| Case study                          |   | Project                 |  |
| Written question & answer/test/exam |   | Role play/simulation    |  |
| Essay                               |   | Practical demonstration |  |
| Report                              | O | Group discussion        |  |
| Oral question and answer            |   | Performance/exhibition  |  |
| Written description                 | P | Production of artefact  |  |
| Reflective log / diary              | O | Practice file           |  |

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## Writing for Meaning Entry 3

### Benchmark Assessment

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others in writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to write clearly and effectively and present writing appropriately.

**TASK:** To write a letter to a friend describing a recent event in the learner's own life.

- Fill in a pre-prepared outline of a spider diagram or mind map with key points to be included in the letter (Learning Outcomes 1, 3).
- Sort/group words the key points into a sensible order and make a simple plan which indicates the number of paragraphs to be used (Learning Outcomes: 2, 3).
- Using an informal letter layout, write a rough draft (Learning Outcome 1).
- Check the rough draft for sense and amend as necessary (Learning Outcome 3).
- Proof read for spelling, grammar and punctuation errors (Learning Outcome 3).
- Produce a final draft, handwritten or by using a word processor (Learning Outcome 4).

### Tutor Marking Guidance

- Complete the spider plan by adding **key words/short phrases** identifying a **range of relevant ideas** relating to the purpose of the writing and the intended audience.
- **Independently** amend a text to enhance meaning (e.g. substitute a stronger word; rephrase a sentence).
- **Independently** identify and/or correct **some** errors in spelling, grammar or punctuation.
- Produce a final draft **sufficiently clear and legible** to be understood by the intended audience.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

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## **Punctuation and Grammar Entry 3**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards Entry 3 for Writing. At this level, learners can:

### **Writing**

- **Write to communicate** information and opinions with some adaptation to the intended audience.

#### ***For the descriptors:***

- proof-read and correct writing for grammar and spelling
- write in complete sentences
- use correct basic grammar
- use punctuation correctly.

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE: Punctuation and Grammar Entry 3**

**LEVEL: Entry 3**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/014**  
**ACCREDITED UNIT NO: D/100/9766**

This unit has 2 learning outcomes.

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Use punctuation to aid understanding.<br><b>(Ws/E3.3)</b>                        | 1.1. Use punctuation correctly: capitals, full stops, question marks and exclamation marks.   |
| 2. Use grammar to aid understanding.<br><b>(Ws/E3.1, Ws/E3.2, Ws/E3.3, Wt/E3.4)</b> | 2.1. Write in complete sentences.<br>2.2. Write with correct basic grammar so that meaning is clear, for example; subject-verb agreement.<br>2.3. Use past tense for narratives.<br>2.4. Proof-read and correct writing for grammar and spelling. |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Punctuation and Grammar Entry 3

**LEVEL:** Entry 3

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/014

**ACCREDITED UNIT NO:** D/100/9766

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |  |
|-------------------------------------|---|-------------------------|--|
| Case study                          |   | Project                 |  |
| Written question & answer/test/exam |   | Role play/simulation    |  |
| Essay                               |   | Practical demonstration |  |
| Report                              | O | Group discussion        |  |
| Oral question and answer            |   | Performance/exhibition  |  |
| Written description                 | P | Production of artefact  |  |
| Reflective log / diary              | O | Practice file           |  |

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## **Punctuation and Grammar Entry 3**

### **Benchmark Assessment**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to use punctuation and grammar to aid understanding. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to use forms of punctuation and grammatical structure appropriate to the purpose and content of a range of writing tasks.

### **TASK**

Assessment of this unit will be based on evidence naturally occurring in the context of writing. Tasks undertaken for assessment may include writing:

- informal and formal letters
- a chronological account of a recent event in the learner's own life
- a description of a process where stages must occur in a particular sequence
- a description of a person/place

### **Tutor Marking Guidance**

- Write **continuous coherent** texts of at least 1 page.
- Use capital letters, full stops, question marks and exclamation marks **with sustained accuracy** (Learning Outcome 1).
- Consistently write in complete sentences (Learning Outcome 2).
- Use basic grammar **with sufficient accuracy to be understood by the intended audience** (Learning Outcome 2).
- Demonstrate **sustained** use of past tense in narratives (Learning Outcome 2).

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## **Speaking and Listening Entry 3**

### **Introduction**

This unit develops the skills and knowledge required to meet the national standards at Entry 3 for Speaking and Listening. At this level, learners can:

### **Speaking and Listening**

- **Listen and respond** to spoken language, including straightforward information and narratives and follow straightforward explanations and instructions, both face to face and on the telephone.
- **Speak to communicate** information, feelings and opinions on familiar topics using appropriate formality both face to face and on the telephone.
- **Engage in discussion** with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.

***This unit covers all the descriptors of the national standards for Speaking and Listening at Entry 3.***

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**

**UNIT TITLE: Speaking and Listening Entry 3**

**LEVEL: Entry 3**  
**CREDIT VALUE: 3**  
**NOCN UNIT CODE: HD3/E/QQ/008**  
**ACCREDITED UNIT NO: K/100/9768**

This unit has 4 learning outcomes.

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Communicate with others.<br><b>(SLIr/E3.4, SLc/E3.1, SLc/E3.2)</b> | 1.1. Listen actively to others, for example; use eye contact, body language, and facial expression.<br>1.2. Use formal language and register when appropriate.<br>1.3. Speak clearly to be heard and understood using appropriate clarity, speed and phrasing. |
| 2. Present information to others effectively.<br><b>(SLc/E3.3)</b>    | 2.1. Provide information, in familiar and unfamiliar contexts, face to face and by phone, for example; make an appointment, explain a simple procedure.<br>2.2. Express clearly statements of fact and give short explanations, accounts and descriptions.     |

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**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



|   |  |
|---|--|
| <p>3. Obtain information from others.<br/><b>(SLc/E3.4, SLIr/E3.1, SLIr/E3.2, SLIr/E3.3, SLIr/E3.4)</b></p> | <p>3.1. Obtain information, for example; from a telephone enquiry, phone message.<br/>3.2. Use strategies to clarify and confirm understandings (facial expressions, gestures).<br/>3.3. Listen and follow straightforward instructions, directions.<br/>3.4. Make requests and ask questions to obtain information in familiar and unfamiliar contexts.<br/>3.5. Listen for and follow the gist of instructions and narratives in different contexts.<br/>3.6. Listen for and identify relevant information and new information from discussions and explanations.<br/>3.7. Listen for detail in explanations, instructions and narratives in different contexts (phone, answer phone message).<br/>3.8. Listen and follow straightforward instructions and directions.</p> |
| <p>4. Engage in discussion.<br/><b>(SLIr/E3.5, SLIr/E3.6, SLd/E3.1, SLd/E3.2, SLd/E3.3)</b></p>             | <p>4.1. Listen to and respond appropriately to other points of view.<br/>4.2. Respond to a range of questions about familiar topics.<br/>4.3. Express feelings and opinions – preferences, non-verbal communication.<br/>4.4. Follow and understand the main points of discussion on different topics.<br/>4.5. Make contributions to discussions that are relevant to the subject.</p>  |

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**UNIT TITLE:** Speaking and Listening Entry 3

**LEVEL:** Entry 3

**CREDIT VALUE:** 3

**NOCN UNIT CODE:** HD3/E/QQ/008

**ACCREDITED UNIT NO:** K/100/9768

**ASSESSMENT INFORMATION**

**Guidance:**

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

**The assessment activities for this unit are indicated in the table below:**

**Key: P = Prescribed** – this assessment method *must* be used to assess the unit.

**O = Optional** – this assessment method *could* be used to assess the unit.

|                                     |   |                         |   |
|-------------------------------------|---|-------------------------|---|
| Case study                          |   | Project                 |   |
| Written question & answer/test/exam |   | Role play/simulation    | O |
| Essay                               |   | Practical demonstration |   |
| Report                              |   | Group discussion        | O |
| Oral question and answer            | O | Performance/exhibition  |   |
| Written description                 |   | Production of artefact  |   |
| Reflective log / diary              |   | Practice file           |   |

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## **Speaking and Listening Entry 3**

### **Benchmark Assessment**

The benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others orally, both listening actively and responding in an appropriate manner. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and present information to others effectively and to engage in conversation and discussion on topics familiar to them.

**TASK:** To arrange a visit to a place of local interest.

- Take an active part in group choice of venue, contribute suggestions and respond to others points of view appropriately (Learning Outcomes 1, 2, 4).
- Respond to information received from tape or video expressing personal opinions and discussing relevant points from resources used (Learning Outcomes 1, 4).
- Request specific information in person or by phone, giving a clear explanation of details required (Learning Outcomes 1, 3).
- Present information to group on a particular venue giving appropriate amount of information clearly (Learning Outcomes 1, 2).

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**Tutor Marking Guidance**

Students should be able to:

- Listen, understand and respond to instructions. Students should make relevant suggestions and not interrupt others.
- Provide information required giving own choice and reasons.
- Obtain and present information using appropriate language and tone.
- Demonstrate understanding by completing task.
- Listen and respond appropriately during discussion making relevant contributions including verbal and non-verbal communication.

## **NOCN Entry Level Certificate in Adult Literacy (Including Spoken Communication) (Entry 1, Entry 2, Entry3)**

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### **5. Offering the qualification**

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Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN for information and support. A list of all OCN offices and contacts can be found on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk).

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification, externally set assessment and certification will be completed through your OCN who will have an identified officer to support your centre. If you have any queries or difficulties at any time you should contact your OCN office.

#### **Approval to Offer NOCN Qualifications or Units of NOCN Qualifications**

If you are a new Centre then please contact your nearest OCN office for details of the Centre Recognition Application process and the process for delivering qualifications.

#### **Support for Centres**

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
6. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
7. The Centre Contact is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to, where applicable.

Full details of all NOCN requirements are provided on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk).

**NOCN Entry Level Certificate in Adult Literacy  
(Including Spoken Communication)  
(Entry 1, Entry 2, Entry3)**



**Qualification Specific Information**

- Tutors, assessors and internal verifiers must have relevant Skills for Life teaching qualifications or be undertaking these and/or have team support from Skills for Life specialists for the delivery of programmes.
- External verifiers must have relevant Skills for Life teaching qualifications and expertise.
- Tutors should have access to the Adult Literacy Core Curriculum.
- NOCN has produced a Skills for Life Guide to support Centres in the delivery of Skills for Life qualifications. This is available on the NOCN website [www.nocn.org.uk](http://www.nocn.org.uk) in the Learning Providers, Skills for Life, Key Documents section.
- The units of the qualification have been mapped to the National Standards for Adult Literacy at Entry sub levels. The reference system used is the same as that in the Adult Literacy Core Curriculum.

| <b>Speaking and Listening</b> | <b>SL</b>   | <b>Reading</b> | <b>R</b>  | <b>Writing</b> | <b>W</b>  |
|-------------------------------|-------------|----------------|-----------|----------------|-----------|
| Listen and respond            | <b>SLlr</b> | Text           | <b>Rt</b> | Text           | <b>Wt</b> |
| Speak to communicate          | <b>SLc</b>  | Sentence       | <b>Rs</b> | Sentence       | <b>Ws</b> |
| Engage in discussion          | <b>SLd</b>  | Word           | <b>Rw</b> | Word           | <b>Ww</b> |

## **NOCN Entry Level Certificate in Adult Literacy (Including Spoken Communication) (Entry 1, Entry 2, Entry3)**

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### **6. How the qualification is quality assured**

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#### **6.1 General Information**

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your OCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

Details and guidance are provided by your OCN.

#### **6.2 Standardisation**

National standardisation is a process that promotes consistency in the understanding and application of standards, it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for National Standardisation if requested.

OCNs will notify Centres of the required sample for National Standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by Quality Reviewers on behalf of their regional OCN.

**Outcomes from National Standardisation will be available to Centres through their regional OCN.**



# NOCN Entry Level Certificate in Adult Literacy (including Spoken Communication)

Accreditation start date: 01/09/2006

Accreditation end date: 31/08/2010

Certification end date: 31/08/2012

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