

Centre No.		Centre Name			
Candidate Name		Candidate Run No.			
Date of Assessment		Time of Assessment			
Overall Result for Task 1	PASS / FAIL		Overall Result for Task 2	PASS / FAIL	
Candidate has achieved External Assessment for Writing Entry 3 with Secure Achievement.					tick
Candidate has achieved External Assessment for Writing Entry 3 with Satisfactory Achievement.					tick
Candidate failed External Assessment for Writing Entry 3.					tick

Summary Results

Assessor’s summary of Writing Entry 3 (please tick or complete grade in the table below). The candidate must achieve a Satisfactory or Secure pass in ALL Tasks in order to meet the full criteria.

MARK RECORD			
	Secure (14-16 marks)	Satisfactory (7-13 marks)	Did not achieve (0-6 marks)
TASK 1			
TASK 2			
Assessor’s Name	Assessor’s Signature		Date of Assessment
*Internal Quality Assurer’s Name:	*IQA Signature		IQA Date
*External Quality Assurer Name:	*EQA Signature		EQA Date

NB * Internal and External Quality Assurer signatures only required if sampled

Assessor Comments on Candidate's Performance - TASK 1

Assessor Comments on Candidate's Performance - TASK 2

NOCN ESOL Skills for Life
Writing
SAMPLE SET 5 - Entry 3
Mark Scheme

Assessment Criteria	Secure Achievement (2 marks)	Task 1 v	Task 2 v	Satisfactory Achievement (1 mark)	Task 1 v	Task 2 v	Did not Achieve (0 marks)	Task 1 v	Task 2 v
1.1, 2.1 Plan text for an intended audience 6.1 Proof read	Learners plan and draft writing for a text of an appropriate length for the task, demonstrating an awareness of paragraphing in planning/drafting.			Learners plan and/or draft writing for a text of an appropriate length for the task but does not fully demonstrate an awareness of effective paragraphing in planning/drafting.			Learners plan and/or draft writing for a text which is insufficient in length for the task and there is no evidence of paragraphing.		
2.1, 3.1, 3.2 Present information in appropriate format and layout for the intended audience.	Information is presented legibly using the appropriate format, layout and formality. Information is recorded accurately on the form. Length of text is appropriate in task 1 and suitable for audience. Content is relevant and appropriate.			Information is mostly legible. Format, layout and formality is appropriate. Some colloquialisms occur resulting in inappropriate phraseology but meaning does not offend and is understood. Information is mostly recorded accurately on the form. Used appropriate length of text.			Inappropriate format, layout is confusing, illogical and prevents understanding. Information is inaccurately recorded on the form. Mostly illegible. Too little/too much text lacks clarity and unsuitable for audience. Some content is irrelevant.		
3.1, 3.2, 3.3 Paragraphs and logical ordering of ideas Layout	Learners demonstrate accurate use of paragraphs to enable logical ordering of ideas and chronological ordering of events. Paragraphs are more than 2 sentences long. Paragraphs use discourse markers, sequencers and conjunctions accurately. Only 1-2 errors occur.			Learners demonstrate understanding of using paragraphs for logical ordering of ideas and chronological ordering of events. Paragraphs are very short and between 1-2 sentences long. At times, ideas do not flow succinctly. Paragraphs use discourse markers, sequencers and conjunctions accurately with 2-3 errors.			Little understanding of the use of paragraphs for the ordering ideas and chronological ordering of events. Text does not flow and can be disjointed or repetitive at times. Where paragraphs are used, they are 1-2 sentences long, and read like a list rather than a cohesive structure of ideas. Little evidence of discourse markers / sequencers / conjunctions.		

Assessment Criteria	Secure Achievement (2 marks)	Task 1 v	Task 2 v	Satisfactory Achievement (1 mark)	Task 1 v	Task 2 v	Did not Achieve (0 marks)	Task 1 v	Task 2 v
3.4 Punctuation	Upper case letters used for proper nouns, to start/end sentences, days/months and personal pronoun 'I'. Full stops used to end sentences. 1-2 errors occur and only when attempting complex structures. Lists punctuated accurately.			Punctuation used correctly to start/end sentences and mostly for proper nouns, personal pronoun 'I'. 2-3 errors mostly in complex sentences. Lists mostly punctuated accurately. Errors do not detract from meaning. Capital letters used for days/months.			Several errors using capital letters; little/no evidence of personal pronoun 'I', proper nouns & starting sentences. Inaccurate/missing full stops, confused meaning, sporadic / lacking/misplaced punctuation, no clarity.		
3.5 Spelling	Common and familiar words, personal words, key verbs and specialist vocabulary accurately spelt. 1-2 errors confined to less familiar words. Incorrect spellings of complex words do not prevent understanding.			Spelling is mostly correct with 1-2 errors spelling common, familiar, words and key verbs. Attempts to spell specialist vocabulary but there are 2-3 errors in the spelling of less familiar words at this level. Incorrect spelling does not prevent understanding.			Several errors in spelling common and familiar words, key verbs and specialist vocabulary. Poor spelling prevents reader's understanding.		
4.1 Construct simple, compound and complex sentences correctly.	Candidates complete 2 pieces of writing and can demonstrate high level of grammatical control, constructing simple, compound and complex sentences with subordination structures. 1-2 errors occur but mostly within complex sentences.			Candidates complete 2 pieces of writing which mostly meet the demands of the task showing some grammatical control although simple and compound sentences are used effectively, attempts at complex sentences occur with 3-4 errors. There are some gaps in information which do not prevent the message from being understood.			Candidate did not complete 2 pieces of writing appropriately and there are significant gaps in information which prevents the message from being understood. Low level of grammatical control. Simple sentences may be used accurately. Errors are mainly found within unsuitable compound and complex sentences unsuitable to the tasks.		

Assessment Criteria	Secure Achievement (2 marks)	Task 1 v	Task 2 v	Satisfactory Achievement (1 mark)	Task 1 v	Task 2 v	Did not Achieve (0 marks)	Task 1 v	Task 2 v
4.1 Range Tenses Adjectives Conjunctions Prepositions adverbs	Writes at least 3 complex sentences, showing good control of present/past/future/perfect tense forms. 1 st /2 nd Conditionals and relative clauses are used on more than one occasion. 1-2 errors confined to complex structures. No significant errors in word order. Accurate placement and range of adverbs/adjectives. Uses at least 3 adjectives. Attempts past perfect			Writes 1-2 complex sentences showing reasonable control of present/past tense/future/perfect tense forms. 1 st /2 nd Conditionals and relative clauses are used on one occasion. 3-4 errors which do not significantly prevent clarity are confined to more complex structures. Some accurate placement of adverbs/ adjectives. Uses 1-2 adjectives. Criteria of the task mostly met.			Sentences restricted mainly or wholly to simple and compound sentences with little/no evidence of ability to write complex sentences. No/some attempt to use past tense /perfect tense forms, and no Conditionals or relative clauses are used. Errors occur that prevent overall understanding. Inaccurate or missing adverbs/ adjectives.		
5.1 Recording personal details on a simple form	Follows instructions accurately. Information is recorded in the correct place, clearly, neatly and concisely with personal details & accurate digits and opinions clearly stated, Includes complex features, open responses and additional comments.			Follows most instructions accurately with only 1-2 errors. Where some information is recorded inaccurately it is legible, mostly correctly spelt and neat. Gives personal details & accurate digits. Opinions are stated, although lacking some justification.			Did not follow instructions accurately. Information recorded incorrectly leads to misunderstanding. Some illegibility, misspelt words and inaccurately recorded digits. Untidy. Opinions are stated but without justification.		
7.1 Handwriting	Legible, neat and tidy handwriting, upper, lower case letters and digits are formed correctly, some crossing out may occur.			Some illegibility, crossings out and ill-formed letters and digits are evident. Mainly tidy handwriting has some inaccuracy that does not detract from overall clarity.			Formation of digits and upper/ lower case letters legible but are illegible. Crossings out and untidy handwriting detracts from meaning.		

**Learning Outcomes and Assessment Criteria
Mapped to ESOL Core Curriculum**

Qualification Specification Assessment Criteria	Learning Outcomes The learner will:	Examination Assessment Criteria - The learner can:	CC Ref Mapped to the Adult ESOL Core Curriculum
1.1 Plan and draft writing for different purposes.	1. Be able to draft and /or plan writing. LO1 Write to communicate	1.1 Write a draft or plan of a piece of text for an intended audience.	Wt/E3.1a Wt/E3.1b
1.2 Use short paragraphs to structure writing.	2. Make notes as part of a planning process. LO2 Write using correct grammar.	2.1. Produce content for the intended audience.	Wt/E2.1a Wt/E3.1b
1.3 Write in a logical order, using discourse markers, connectives and some complex sentences.	3. Structure main points of writing paragraphs and show sequence LO3 Write using correct spelling	3.1 Structure main points in short paragraphs.	Wt/E3.2a Wt/E3.3a Ws/E3.3a Ww/E3.1a
1.4 Complete forms with some complex features.		3.2 Sequence text chronologically.	Wt/E3.3a
2.1 Write in complete and complex sentences.		3.3 Use discourse markers and conjunctions.	Wt/E3.3a
2.2 Use basic grammar accurately.		3.4 Use punctuation correctly throughout.	Ws/E3.3a
Use punctuation correctly in relation to beginnings and ends of sentences.		3.5 Spell a wide range of common words and special interest vocabulary correctly.	Ww/E3.1
3.2. Spell correctly common words and relevant special-interest vocabulary.	4. Use appropriate register and content for genre, purpose and audience, showing the differences between spoken and written English.	4.1 Write simple, compound and complex sentences accurately using formal and informal language appropriate to the intended audience and decide what and how much to write.	Wt/E3.1a Ws/E3.1a Ws/E3.2a
	5. Complete different forms with some complex features, e.g. open responses, additional comments. edit and proof-read to check for main errors of content and expression, on paper and on screen. develop strategies for improving own hand writing, and distinguish between situations where legible hand writing is important.	5.1 Complete a form accurately and answer open and closed questions, giving opinions where appropriate.	Wt/E3.5a
		6.1 Check work and rewrite where necessary, checking for errors, content and expression ensuring it is appropriate for the intended audience.	Wt/E3.4a
		7.1 Use neat and legible handwriting.	Ww/E3.2a

Amplification Please note that the following Assessment Criterion covers these elements of the ESOL Core Curriculum.

Assessment Criteria	Includes
1.1	Drafting, but drafts will not be marked specifically.

General Instructions

At Entry Level 3 the learner will produce two pieces of writing using different styles. The ESOL Writing standards will be met in full once all Writing tasks have been completed. However, each Writing task may not assess every standard.

A record of each learner's performance must be made on individual mark sheets and each task must be passed to achieve an overall pass at the level. Where a learner fails a task, a different version of the task must be completed. Any tasks which have already been passed do not need to be repeated. At least an additional two weeks' teaching must be completed before attempting a new assessment task.

The tasks must be completed under controlled, supervised conditions. Tutors may not comment on planning or drafts of assessment tasks. The evidence produced must be the learner's own unaided work.

Centres may design their own assessments, but these must be submitted to NOCN for standardisation no less than 15 working days before the first planned assessment date. The NOCN mark scheme must still be used.

The assessments may take place on different days to help centre management of the assessments but the total amount of time available to learners must not exceed the permitted duration of the assessment.

Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

Dictionaries may not be used in the assessment.

To successfully pass the Writing assessment, the learner must achieve a pass in all tasks.

Centres must retain records of failed assessments as well as those which are passes.

Tutors must sign and date the completed Assessment Mark Sheet.

Introduction - Writing Entry 3

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

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

Tutors will need to teach Writing at text, sentence and word level using methods that are inclusive and appropriate and which take account of the cultural and learning experiences of learners. Guidance on appropriate activities with examples of application and level can be found in the ESOL Core Curriculum. Learners should be provided with appropriate support throughout. Opportunities for learners to discuss progress should be provided at all stages of the learning process. The context and mode of delivery is flexible and should reflect the needs of the learners and the context in which they are learning.

Unit Assessment

The unit of assessment includes the learning outcomes and assessment criteria and is mapped to the national standards and component skills and knowledge in the ESOL Core Curriculum. This unit is assessed through externally set tasks that are internally marked, internally quality assured and externally quality assured. Learners not achieving the unit can be reassessed provided a different set of external assessment tasks are used. These will be provided by NOCN. A two-week period must have elapsed from the learner's previous attempt.

Quality Assurance

The ESOL tutor should mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally quality assured by an internal quality assurer. This should be a minimum of 10% of all the assessments ensuring that the sample includes all tutors. Following internal quality assurance, the centre should request an external quality assurance visit to agree the assessment decisions and to recommend that the achievements are certificated.

Assessment Mark Sheet and Performance Descriptors

The Assessment Mark Sheet is mapped to the learning outcomes and assessment criteria from the unit of assessment and enables the recording of learner achievement for the external assessment.

The performance descriptors for Writing take account of differential performance of learners at Entry 3. They also identify the qualities of a performance that may fall just below the required level. These bands are provided to assist tutors in making a final judgement when faced with the range of achievement demonstrated by learners at this level. The bands are not identified on the learner's certificate but may assist feedback to the learner on strengths and areas for further development.

Satisfactory Achievement is the minimum a learner must demonstrate at this level to gain credits for Writing. To achieve an overall Satisfactory, the learner must achieve Satisfactory or above for each task. To achieve an overall Secure, the learner must achieve Secure for each task.

Not Specifically Assessed

Although these criteria from the ESOL Core Curriculum are not specifically assessed, learners should have been given ample opportunities to develop the skills within class.

Wt/E3.4a - Proof-read and correct text – This is impossible to assess without significant reading. It is a tool which is used to reach the accuracy of spelling, punctuation and grammar in this unit. This also covers drafting of work. That is subsumed with LO2.
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Ww/E3.1b - Apply knowledge of strategies to aid spelling - It impossible to assess which knowledge and strategies used. This is subsumed within AC 2.6.

Ww/E3.2 - Produce legible text - covered by AC 2.1 - if the audience cannot read it, then it is not legible.
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Achievement of Unit

To achieve the unit learners must achieve all assessment criteria at Secure or Satisfactory level. For an overall Secure Achievement the learner must have ticks for all Secure Achievement boxes. For an overall Satisfactory Achievement the learner may have ticks for a combination of Secure and Satisfactory Achievement boxes.