

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

**Summary Results**

Assessor’s summary of Writing for Level 2, (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.

<b>MARK RECORD</b>			
	<b>Secure (14-16 marks)</b>	<b>Satisfactory (8-13 marks)</b>	<b>Did not achieve (0-7 marks)</b>
<b>TASK 1</b>			
<b>TASK 2</b>			
<b>TASK 3</b>			
<b>Assessor’s Name:</b>	<b>Assessor’s Signature:</b>		<b>Date of Assessment:</b>
<b>*Internal Quality Assurer’s Name:</b>	<b>*IQA Signature:</b>		<b>IQA Date:</b>
<b>*External Quality Assurer Name:</b>	<b>*EQA Signature:</b>		<b>EQA Date:</b>

**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**

**Assessor Comments on  
Candidate's Performance - TASK 3**

Assessment Criteria	Secure Achievement (2 marks)	Tasks			Satisfactory Achievement (1 mark)	Tasks			Did not Achieve (0 marks)	Tasks		
		1	2	3		1	2	3		1	2	3
<b>1.1, 2.1</b> <b>Plan text for an intended audience.</b> <b>6.1 Proof read.</b>	Learners plan and/or draft writing for a text of an appropriate length for the task, demonstrating an awareness of paragraphing in plan/draft.				Learners plan and/or draft writing for a text of an appropriate length but does not fully demonstrate an awareness of effective paragraphing in plan/draft.				Learners plan and/or draft writing for a text which is insufficient in length for the task and there is no evident paragraphing.			
<b>2.1, 3.1, 3.2</b> <b>Present information in appropriate format and layout for the intended audience.</b>	Information is presented legibly using appropriate format, layout and formality. Information is recorded accurately. Length of text is appropriate in all tasks and suitable for audience. Content is relevant.				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. Appropriate length of text is used.				Inappropriate format. Layout is confusing, illogical and impedes understanding. Information is inaccurately recorded. Mostly illegible. Too little/too much text lacks clarity and unsuitable for audience. Some content is irrelevant.			
<b>3.1, 3.2, 3.3</b> <b>Paragraphs and logical ordering of ideas.</b> <b>Layout.</b>	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.				Learners demonstrate understanding of paragraphs for logical ordering of ideas and chronological ordering of events. Paragraphs are short, and at times, ideas do not flow succinctly. Uses discourse markers, sequencers and conjunctions accurately with 1-2 errors.				Little understanding of the use of paragraphs for ordering ideas and chronological ordering of events. Text does not flow and is repetitive. Paragraphs read like a list rather than a cohesive structure of ideas and little evidence of discourse markers /sequencers/conjunctions.			

Assessment Criteria	Secure Achievement (2 marks)	Tasks			Satisfactory Achievement (1 mark)	Tasks			Did not Achieve (0 marks)	Tasks		
		1	2	3		1	2	3		1	2	3
<b>3.4 Punctuation.</b>	Upper case letters used for proper nouns, start/end of sentences, days/months, personal pronoun 'I'. Full stops used to end sentences. Few errors occur due to attempting complex structures. Lists punctuated accurately.				Punctuation used correctly to start/end sentences and mostly for proper nouns and personal pronoun 'I'. 2-3 errors 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.			
<b>3.5 Spelling.</b>	Common, familiar words, personal words, key verbs and specialist vocabulary accurately spelt. Errors are confined to less familiar words. Incorrect spellings of complex words do not impede on understanding.				Spelling mostly correct with 1-2 errors spelling common familiar, personal words and key verbs. Attempts to spell specialist vocabulary but with errors. Incorrect spelling does not impede understanding.				Several errors in spelling common and familiar words, key verbs and specialist vocabulary. Poor spelling impedes reader's understanding.			
<b>4.1 Construct simple, compound and complex sentences correctly.</b>	Completes 3 pieces of writing which fully meet the task. Demonstrates high level of grammatical control. Constructs simple, compound and complex sentences with subordinate structures. 1-2 errors but mostly within complex sentences.				Completes 3 pieces of writing which mostly meet the task. Shows some grammatical control. Simple and compound sentences used effectively. Attempts complex sentences with 3-4 errors. There are some gaps in information which do not impede the message.				Did not complete 3 pieces of writing appropriately. Significant gaps in information impede the message. Low level of grammatical control. Simple sentences used accurately with errors in compound/complex sentences which are incongruous to the tasks.			

Assessment Criteria	Secure Achievement (2 marks)	Tasks			Satisfactory Achievement (1 mark)	Tasks			Did not Achieve (0 marks)	Tasks		
		1	2	3		1	2	3		1	2	3
<b>4.1 Range. Tenses Adjectives Conjunctions Prepositions Adverbs.</b>	Writes at least 3 complex sentences, showing good control of present/past/future/perfect tense forms. 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 tense.				Writes 1-2 complex sentences showing reasonable control of present/past tense/ future/ perfect tense forms. Makes 3-4 errors which do not significantly impede clarity and which are confined to more complex structures. Some accurate placement of adverbs/ adjectives. Uses 1-2 adjectives.				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. Errors occur that detract from overall communicative effectiveness which impede understanding. Inaccurate or missing adverbs/ adjectives.			
<b>5.1 Recording personal details on a Simple form.</b>	Follows instructions accurately. Information is recorded in the correct place, clearly, neatly and concisely with personal details. Accurate digits and opinions are clearly stated and include complex features, open responses and comments.				Follows most instructions accurately with only 1-2 errors. Where some information is recorded it is inaccurate but is legible. Mostly correct and neat spellings, giving personal details and accurate digits. Opinions are stated although lacking some justification.				Did not follow instructions accurately. Information recorded inaccurately leads to misunderstanding. Some illegibility, misspelt words, inaccurately recorded digits & untidy. Opinions are stated but without justification.			
<b>7.1 Handwriting.</b>	Legible, neat and tidy handwriting. Upper and lower case letters and digits are formed correctly. Some crossings out may occur.				Some illegibility, crossings out and ill-formed letters and digits are evident. Mainly tidy handwriting, has some accuracy which does not detract from overall clarity.				Formation of digits and upper/ lower case letters legible but many crossings out and untidy handwriting detract from meaning.			

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

<b>Qualification Specification Assessment Criteria</b>	<b>Learning Outcomes The learner will:</b>	<b>Examination Assessment Criteria - The learner can:</b>	<b>CC Ref Mapped to the Adult ESOL Core Curriculum</b>	
<p>1.1 Apply planning and drafting techniques to determine content, level of detail, language and structure of text. 1.2 Use paragraphs and linguistic features that support logical sequence. 1.3 Choose format, structure and style to write for different purposes. 1.4 Complete forms with complex features.</p>	1. Be able to draft and / or plan writing	1.1 Write a draft or plan of a piece of text for an intended audience	Wt/L2.1a	
	2. Make notes as part of a planning process	2.1. Produce content for the intended audience.	Wt/L2.2a Wt/L2.2b	
	<p>3. Decide how much to write and the level of detail to include. Structure main points of writing paragraphs and structure texts sequentially according to genre.</p> <p>LO1 Be able to plan, organize and draft own writing. LO2 Be able to use correct grammar in written texts. LO3 Be able to write with accurate spelling and punctuation.</p>	3.1 Structure main points in short paragraphs.	3.1 Structure main points in short paragraphs.	Wt/L2.3a Wt/L2.4a
		3.2 Sequence text chronologically.	3.2 Sequence text chronologically.	Wt/L2.3a
		3.3 Use discourse markers and conjunctions	3.3 Use discourse markers and conjunctions	Wt/L2.2a
		3.4 Use punctuation correctly throughout.	3.4 Use punctuation correctly throughout.	Ws/L2.4a
	4. Use appropriate register and content for genre, purpose and audience, and use sentence grammar accurately to achieve purpose.	3.5 Spell a wide range of common words and special interest vocabulary correctly.	3.5 Spell a wide range of common words and special interest vocabulary correctly.	Ww/L2.1a
4.1 Write simple, compound and complex sentences accurately using formal and informal language appropriate to the intended audience.	4.1 Write simple, compound and complex sentences accurately using formal and informal language appropriate to the intended audience.	4.1 Write simple, compound and complex sentences accurately using formal and informal language appropriate to the intended audience.	Wt/L2.5a Wt/L2.6a Ws/L2.1a Ws/L2.2a Ws/L2.3a	
<p>2.1 Produce text which meets different purposes effectively. 2.2 Use a range of different sentence structures which are fit for purpose. 2.3 Use simple and compound/complex sentences and grammar consistently and with accuracy.</p>	5. Complete a range of types of forms with some complex features, e.g. open responses, constructed comments, additional comments.	5.1 Complete a form accurately and answer open and closed questions, giving opinions where appropriate.	Wt/L2.7a Ww/L2.1 Ww/L2.1a	
	6. Edit and proof-read to check for main errors of content and expression, on paper and on screen.	6.1 Check work and rewrite where necessary, checking for errors, content and expression ensuring it is appropriate for the intended audience.	6.1 Check work and rewrite where necessary, checking for errors, content and expression ensuring it is appropriate for the intended audience.	Wt/L2.1a Wt/L2.8
<p>3.1 Spell accurately words relating to own work, leisure and study interests. 3.2 Use a range of punctuation to achieve clarity in simple and complex sentences.</p>	7. Develop strategies for improving own handwriting, and distinguish between situations where legible handwriting is important.	7.1 Use neat and legible handwriting	Ww/L2.2	

## **General Instructions**

At Level 2 the learner will produce three pieces of writing using different styles. The ESOL Writing standards will be met in full once all three 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 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 assessments.

To successfully pass the Writing assessment, the learner must achieve a pass in all three 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 Level 2**

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

**Write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and 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 by an internal quality assurer 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 verified. This should be a minimum of 10% of all the assessments ensuring that the sample includes all tutors. Following internal verification, 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 Level 2. These bands are provided to assist tutors in making a final judgment 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.



### **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 in class.

Use proof reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation Wt/L2.7a - This would have to be specifically assessed through critical reading which is not time based. It is a tool which is used to reach the accuracy of SPAG in this unit. This also includes drafting. The criteria is subsumed within LO1 and LO2.
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Use strategies to aid accurate spelling Ww/L2.1b - It is impossible to know which strategies were being used. The criteria is subsumed within AC 3.5.
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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.

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.