

Assessor Information and Guidance

This task assesses the skills and knowledge required to meet the Functional Skills standards at Entry 2 for Writing.

At this level the learner can:

- Write texts with some adaptation to the intended audience

The learner will:

- Plan, draft and organise writing.
- Sequence writing logically and clearly.
- Use basic grammar including appropriate verb-tense and subject-verb agreement
- Check work for accuracy, including spelling

Centre Contextualisation of Tasks

It is envisaged that teaching and learning approaches will underpin the knowledge needed for the assessments. So that learners are not disadvantaged by their lack of knowledge about specific topics the centre may alter the context of the writing assessment, but care should be taken to ensure that all the standards are covered.

Centres may devise their own assessments based on the standards, but in this case the assessment must be submitted to NOCN for approval at least **15 working days before** the planned use with learners. All new assessments, whether contextualised or centre devised **must** use the NOCN produced mark scheme.

The contextualised assessment must be available at the External Quality Assurance visit.

Conducting and marking the assessments

At all Entry levels, tutors are allowed to read the **instructions for the task ONLY**. Please note that any drafts of work should be handed in after the assessment and they will be assessed.

Assessors must complete a record sheet for each learner to give evidence of how the criteria have been met. The NOCN mark scheme must be used for all assessments, even when contextualised or a new assessment written.

The English component assessments may take place on different days to help centre management of the assessments. The component assessments may be split up 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.

The Writing assessment must be completed in no more than 45 minutes.

To successfully pass the Writing assessment, the learner must achieve a pass for the paper.

If the learner does not pass part of the assessment, a different writing assessment may be retaken after two weeks, but some teaching and learning must take place in this period of time to ensure that the learner has the opportunity to improve their skills.

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

Assessors must sign and date the completed Assessment Mark Sheet.

Dictionaries and word processing software may be used.

Assessment Guidance

Functional Skills Standards	Coverage and Range	Met by Task
Write short texts with some awareness to the intended audience.	a) Use written words and phrases to record and present information.	Task 1 and 2
	b) Construct compound sentences using common conjunctions.	Task 1 and 2
	c) Punctuate correctly using upper and lower case, full stops and question marks.	Task 1 and 2
	d) Spell correctly all high frequency words and words with common spelling patterns.	Task 1 and 2

Remember that the assessor may read the instructions, but must not scribe for the learner in the Writing assessment.

Word processed or handwritten work may be submitted.

Dictionaries should be available however help cannot be given to find words.

Quality Assurance

The Functional Skills English assessor should mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally quality assured. This should be a sample of **10-25%** of all the assessments ensuring that the sample includes all assessors

Assessment Mark Sheet

Learner Name	Start time of Assessment
Run Number	End time of Assessment
Centre Name	Date of Assessment

Task 1	Mark available	Assessor mark	IQA Mark	Standards and coverage
<p>Content</p> <p>2 marks – Includes all relevant information.</p> <p>1 mark – Includes some of the relevant information.</p> <p>0 marks – If the information is irrelevant.</p>	2 marks (Max)			a
<p>Use written words and phrases to record and present information</p> <p>2 marks – Information makes sense most of the time with just occasional inconsistencies.</p> <p>1 mark – At least some of the information makes sense, although there are several inconsistencies.</p> <p>0 marks – Information does not make sense and impedes meaning.</p>	2 marks (Max)			a
<p>Construct compound sentences using common conjunctions</p> <p>2 marks – Sentences make sense most of the time and include at least one compound sentence.</p> <p>1 mark – Sentences make sense some of the time and errors do not impact on the overall purpose and meaning and include at least one compound sentence.</p> <p>0 marks – Sentences does not make sense and meaning is impeded.</p>	2 marks (Max)			b
<p>Presentation – awareness of audience</p> <p>2 marks – Presentation, format and tone is appropriate for the audience most of the time with only occasional inconsistencies.</p> <p>1 mark – Presentation shows some awareness of appropriate tone and format most of the time but is inconsistent.</p> <p>0 marks – Presentation shows little or no awareness of appropriate tone.</p>	2 marks (Max)			a

<p>Punctuation</p> <p>2 marks – Accurate punctuation including correct use of capital letters at the beginning of sentences, for proper nouns and full stops or question marks at the end of the sentence and capital letter used for personal pronoun ‘I’.</p> <p>1 mark – Some use of accurate punctuation including correct use of capital letters at the beginning of sentences, for proper nouns and full stops or question marks at the end of the sentence and capital letter used for personal pronoun ‘I’.</p> <p>0 marks – No use of accurate punctuation including correct use of capital letters at the beginning of sentences, for proper nouns and full stops or question marks at the end of the sentence and capital letter used for personal pronoun ‘I’.</p>	2 marks (Max)			c
<p>Spelling correctly all high frequency words</p> <p>2 marks – Spelling accurate throughout with only minor errors that do not impact on meaning.</p> <p>1 mark – Spelling mostly accurate throughout with only minor errors that do not impact on meaning.</p> <p>0 marks – inaccurate spelling throughout and errors do impact on meaning.</p>	2 marks (Max)			d
Total marks available for task 1	12 marks			

Task 2	Mark available	Assessor mark	IQA Mark	Standards and Coverage
<p>Content</p> <p>2 marks – Includes all relevant information.</p> <p>1 mark – Includes some of the relevant information.</p> <p>0 marks – If the information is irrelevant.</p>	2 marks (Max)			a
<p>Use written words and phrases to record and present information</p> <p>2 marks – Information makes sense most of the time with just occasional inconsistencies.</p> <p>1 mark – At least some of the information makes sense, although there are several inconsistencies.</p> <p>0 marks – Information does not make sense and impedes meaning.</p>	2 marks (Max)			a

<p>Construct compound sentences using common conjunctions</p> <p>2 marks – Sentences make sense most of the time and include at least one compound sentence.</p> <p>1 mark – Sentences make sense some of the time and errors do not impact on the overall purpose and meaning and include at least one compound sentence.</p> <p>0 marks – Sentences does not make sense and meaning is impeded.</p>	<p>2 marks (Max)</p>			<p>b</p>
<p>Presentation – awareness of audience</p> <p>2 marks – Presentation, format and tone is appropriate for the audience most of the time with only occasional inconsistencies.</p> <p>1 mark – Presentation shows some awareness of appropriate tone and format most of the time but is inconsistent.</p> <p>0 marks – Presentation shows little or no awareness of appropriate tone.</p>	<p>2 marks (Max)</p>			<p>a</p>
<p>Punctuation</p> <p>2 marks – Accurate punctuation including correct use of capital letters at the beginning of sentences, for proper nouns and full stops or question marks at the end of the sentence and capital letter used for personal pronoun 'I'.</p> <p>1 mark – Some use of accurate punctuation including correct use of capital letters at the beginning of sentences, for proper nouns and full stops or question marks at the end of the sentence and capital letter used for personal pronoun 'I'.</p> <p>0 marks – No use of accurate punctuation including correct use of capital letters at the beginning of sentences, for proper nouns and full stops or question marks at the end of the sentence and capital letter used for personal pronoun 'I'.</p>	<p>2 marks (Max)</p>			<p>c</p>
<p>Spelling correctly all high frequency words</p> <p>2 marks – Spelling accurate throughout with only minor errors that do not impact on meaning.</p> <p>1 mark – Spelling mostly accurate throughout with only minor errors that do not impact on meaning.</p> <p>0 marks – Inaccurate spelling throughout and errors do impact on meaning.</p>	<p>2 marks (Max)</p>			<p>d</p>
<p>Total marks available for task 2</p>	<p>12 marks</p>			



PART OF **nocn** GROUP

Overall Result	Assessor Mark	IQA Mark
Task 1		
Task 2		
Overall Result for Paper (Pass/Fail – pass mark is 17/24)		

Assessor Name _____

Assessor Signature _____

Date _____

Internal Quality Assurer Name (if sampled) _____

IQA Signature _____

Date _____

External Quality Assurer Name (if sampled) _____

EQA Signature _____

Date _____