

## **General Marking 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 texts with some adaptation to the intended audience.	a) Plan, draft and organise writing.	Task 1 and 2
	b) Sequence writing logically and clearly.	Task 1 and 2
	c) Use basic grammar including appropriate verb-tense and subject-verb agreement.	Task 1 and 2
	d) Check for work accuracy, including spelling.	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	IQ Mark	Standards and coverage
<p><b>Planning and draft</b></p> <p><b>1 mark</b> – Work has a detailed plan (this can be in note form).</p> <p><b>1 mark</b> – Work has a draft.</p>	<p><b>2 marks (Max)</b></p> <p><b>1 mark</b></p> <p><b>1 mark</b></p>			a
<p><b>Text shows some adaptation to audience</b></p> <p><b>1 marks</b> – Written using appropriate language and tone for audience throughout with only minor lapses.</p> <p><b>0 marks</b> – Work is not appropriate in language or tone throughout.</p>	<p><b>1 mark</b></p>			a
<p><b>Sequence, structure, organisation</b></p> <p><b>2 marks</b> – Work makes good use of organisation and structure in a logical order.</p> <p><b>1 mark</b> – Work sometimes makes good use of organisation and structure in a logical order.</p> <p><b>0 marks</b> – Lack of organisation, structure and logical sequencing.</p>	<p><b>2 marks (Max)</b></p>			b
<p><b>Content</b></p> <p><b>2 marks</b> – Includes all relevant information.</p> <p><b>1 mark</b> – Includes some of the relevant information.</p> <p><b>0 marks</b> – If the information is irrelevant.</p>	<p><b>2 marks (Max)</b></p>			a

<p><b>Sentence structure and grammar</b></p> <p><b>3 marks</b> – Sentences make sense all the time and are grammatically correct including correct use of verb-tense and subject-verb agreement.</p> <p><b>2 marks</b> – Sentences make sense most of the time with some significant errors in one aspect of verb-tense or subject-verb agreement.</p> <p><b>1 mark</b> – Sentences make sense some of the time but contain some significant errors in more than one aspect of verb-tense and subject-verb agreement.</p> <p><b>0 marks</b> – There is little evidence of verb-tense and subject-verb agreement. The sentences do not make much sense.</p>	<p><b>3 marks (Max)</b></p>			<p>c</p>
<p><b>Work checked for accuracy, including spelling</b></p> <p><b>3 marks</b> - Text is mainly accurate throughout, including spelling, end of sentence punctuation and use of upper and lower case letters, but may contain minor errors which do not impact on purpose. There may evidence of drafting to show that the work has been proof read.</p> <p><b>2 marks</b> – Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation is accurate some of the time but meaning is not impeded on the whole.</p> <p><b>1 mark</b> – Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation is sometimes inconsistent and on occasion meaning is impeded.</p> <p><b>0 marks</b> – Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation is inconsistent and meaning is impeded.</p>	<p><b>3 marks (Max)</b></p>			<p>d</p>
<p><b>Total marks available for Task 1</b></p>	<p><b>13 marks</b></p>			

Task 2	Mark available	Assessor mark	IQA Mark	Standards and Coverage
<p><b>Planning and draft</b></p> <p><b>1 mark</b> – Work has a detailed plan (this can be in note form).</p> <p><b>1 mark</b> – Work has a draft.</p>	<p><b>2 marks (Max)</b></p> <p><b>1 mark</b> <b>1 mark</b></p>			a
<p><b>Text shows some adaptation to audience</b></p> <p><b>1 marks</b> – Written using appropriate language and tone for audience throughout with only minor lapses.</p> <p><b>0 marks</b> – Work is not appropriate in language or tone throughout.</p>	<p><b>1 mark</b></p>			a
<p><b>Sequence, structure, organisation</b></p> <p><b>2 marks</b> – Work makes good use of organisation and structure in a logical order.</p> <p><b>1 mark</b> – Work sometimes makes good use of organisation and structure in a logical order.</p> <p><b>0 marks</b> – Lack of organisation, structure and logical sequencing.</p>	<p><b>2 marks (Max)</b></p>			b
<p><b>Content</b></p> <p><b>2 marks</b> – Includes all relevant information.</p> <p><b>1 mark</b> – Includes some of the relevant information.</p> <p><b>0 marks</b> – If the information is irrelevant.</p>	<p><b>2 marks (Max)</b></p>			a
<p><b>Sentence structure and grammar</b></p> <p><b>3 marks</b> – Sentences make sense all the time and are grammatically correct including correct use of verb-tense and subject-verb agreement.</p> <p><b>2 marks</b> – Sentences make sense most of the time with some significant errors in one aspect of verb-tense or subject-verb agreement.</p> <p><b>1 mark</b> – Sentences make sense some of the time but contain some significant errors in more than one aspect of verb-tense and subject-verb agreement.</p> <p><b>0 marks</b> – There is little evidence of verb-tense and subject-verb agreement. The sentences do not make much sense.</p>	<p><b>3 marks (Max)</b></p>			c

<p><b>Work checked for accuracy, including spelling</b></p> <p><b>3 marks</b> - Text is mainly accurate throughout, including spelling, end of sentence punctuation and use of upper and lower case letters, but may contain minor errors which do not impact on purpose. There may evidence of drafting to show that the work has been proof read.</p> <p><b>2 marks</b> – Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation is accurate some of the time but meaning is not impeded on the whole.</p> <p><b>1 mark</b> – Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation is sometimes inconsistent and on occasion meaning is impeded.</p> <p><b>0 marks</b> – Accuracy, including spelling, use of upper and lower case letters and end of sentence punctuation is inconsistent and meaning is impeded.</p>	<p><b>3 marks (Max)</b></p>			<p>d</p>
<p><b>Total marks available for Task 2</b></p>	<p><b>13 marks</b></p>			

Overall Result	Assessor Mark	IQA Mark
Task 1		
Task 2		
<b>Overall Result for Paper (Pass/Fail – pass mark is 18/26)</b>		

Assessor Name \_\_\_\_\_

Assessor Signature \_\_\_\_\_

Date \_\_\_\_\_

Internal Quality Assurer Name (if sampled) \_\_\_\_\_

IQA Signature \_\_\_\_\_

Date \_\_\_\_\_

External Quality Assurer Name (if sampled) \_\_\_\_\_

EQA Signature \_\_\_\_\_

Date \_\_\_\_\_