

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 1 with Secure Achievement					tick
Candidate has achieved External Assessment for Writing Entry 1 with Satisfactory Achievement					tick
Candidate failed External Assessment for Writing Entry 1					tick

Summary Results – Tasks 1 and 2

Assessor’s summary of Writing Entry 1 (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 (12-16 marks)	Satisfactory (8-11 marks)	Did not achieve (0-7 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 3 – Entry 1
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 Construct simple sentences for an intended audience.	Candidates complete two pieces of writing which fully meet the criteria of the task.			Candidates complete two pieces of writing which mostly meet the criteria of the task; gaps in information does not prevent the answer from being understood.			Candidates did not complete two pieces of writing and there are significant gaps in information which prevent the answer from being understood.		
Range 1.5 SVO	Uses present and past simple verb forms with positive and negative statements, applying a high control of grammatical accuracy, uses at least 3 adjectives correctly.			Uses mostly present simple verb forms with few errors in word order. Some attempt to use past tense but errors occur. Where there are errors they do not prevent understanding. 1-2 adjectives used correctly. Task achievement mostly met.			Failed to use simple verbs and simple sentence s-v-o constructions; Gaps and errors prevent meaning, with lack of clarity and understanding. Lacking adjectives. Insufficient to meet task criteria.		
Format and Layout	Information is presented using the appropriate format, layout and formality. Use of paragraphs support logical ordering of ideas.			Most information presented using appropriate format, layout and formality. Some occurring colloquialisms resulting in inappropriate phraseology but meaning does not offend and is understood. Evidence of logical ordering of ideas/paragraphs.			Inappropriate format and layout with no appropriate paragraphing. Where attempts have been made, such information is illogical and prevents understanding of the reader.		
Informal Writing	Correct use of salutation and ending with name of writer. Date is written clearly.			Some attempt to address the correspondence which may exclude 'Dear'. Date may be written incorrectly.			No attempt to address the correspondence to the reader. Date written incorrectly.		

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
2.1 Writing details on a simple form	Information is recorded in the correct place, clearly and concisely.			Some information is recorded inaccurately but is mostly correct.			Information recorded inaccurately and in wrong place.		
Punctuation 1.2 full stops 1.3 capitals	Capital letters used for proper nouns, personal pronoun 'I' and to start sentences. Full stops are used to end sentences. Minor errors occur with complex sentences.			Capitals are used correctly to start sentences, personal pronoun 'I' there are few errors with full stops to end sentences. Any errors do not detract from the meaning for the reader.			Several errors in use of capital letters and full stops. Meaning is confusing for reader and punctuation is lacking. Capital letters and full stops are used inappropriately.		
1.4 Spelling	No errors in spelling common/familiar/personal words, simple verbs are accurate. Errors confined to less familiar words but these do not prevent understanding.			Spelling is mostly correct with only one or two errors in the spelling of common/familiar/personal words and simple verbs. Errors in the spelling of less familiar words at this level. Does not prevent understanding.			Several errors in spelling common and familiar words. Spelling of personal and structural words is largely incorrect and prevents reader's understanding.		
Handwriting 1.6 alphabet	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 but mainly tidy handwriting has some accuracy which does not detract from overall clarity of the task.			Formation of digits and upper/lower case letters legible but most are not legible. Crossings out and untidy handwriting detracts from meaning.		

Learning Outcomes and Assessment Criteria

Mapped to ESOL Core Curriculum

CC Ref Mapped to Adult ESOL Core Curriculum	Qualification Specification Assessment Criteria	Learning Outcome The candidate will:	Examination Assessment criteria - The candidate can:
Wt.E1.1a Ws.E1.1a Ws.E1.2a Ws.E1.3a Ww/E1.1a Ww/E1.2a Ww.E1.2b	1.1 Construct simple sentences using basic word order and verb form.	1. Be able to compose simple text to communicate ideas or basic information	1.1 Construct simple complete sentences correctly for an intended audience.
	1.2 Compose very simple texts to communicate basic ideas or information. 1.3 Use layout	LO1 Be able to communicate basic information.	1.2 Use full stops correctly.
			1.3 Use capitalisation correctly to start sentences, for proper nouns and 'I' when writing about self.
			1.4 Spell personal key and familiar words correctly.
			1.5 Use s-v-o word order and simple verb forms.
			1.6 Form letters of the alphabet correctly in upper and lower case. Initial/final diagraphs - ch, sh, th.
2.1 Use basic punctuation showing where sentences begin and end. 2.2 Use and spell correctly some personal key and familiar words.	2. Be able to complete a form and answer simple questions. LO2 Be able to use basic punctuation and spelling.	2.1 Record personal details on a simple form correctly (name, address, telephone number). Use digits correctly and upper/lower case correctly.	

General Instructions

At Entry 1 the candidate will produce two pieces of writing using different styles. The ESOL Writing standards will be met in full once both Writing tasks have been completed. However, each Writing task may not assess every standard.

A record of each candidate'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 candidate 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.

Assessments can take place in the classroom, although candidates should not be disadvantaged by the environment. 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 candidate'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 centres manage the assessments but the total amount of time available to candidates must not exceed the permitted duration of the assessment.

Dictionaries must not be used in assessments.

To successfully pass the Writing assessment, the candidate must achieve a pass in each task.

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 1

This unit assesses the skills and knowledge required to meet the national standards at Entry 1 for **Writing**. At this level, candidates can:

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

Tutors will need to teach Writing at text, sentence, grammar and word level using methods that are inclusive and appropriate and which take account of the cultural and learning experiences of candidates. Guidance on appropriate activities with examples of application and level can be found in the ESOL Core Curriculum. Candidates should be provided with appropriate support throughout. Opportunities for candidates 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 candidates 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 verified and externally verified. Candidates 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 candidate'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. 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 candidate achievement for the external assessment.

The performance descriptors for Writing take account of differential performance of candidates at Entry 1. 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 candidates at this level. The bands are not identified on the candidate's certificate but may assist feedback to the candidate on strengths and areas for further development.

Not Specifically Assessed

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

Ww.E1.1b	Use knowledge of basic sound-letter correspondence and letter patterns to aid spelling - It is impossible to assess what knowledge candidates are using. This is subsumed within AC 1.4.
Ww.E1.1c	Develop strategies to aid spelling - It is impossible to assess what strategies are being used. This is subsumed within AC 1.4.

Achievement of Unit

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