

<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>	
Candidate has achieved External Assessment for Writing Entry 2 with Secure Achievement.					tick
Candidate has achieved External Assessment for Writing Entry 2 with Satisfactory Achievement.					tick
Candidate failed External Assessment for Writing Entry 2.					tick

**Summary Results**

Assessor’s summary of Writing Entry 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 (12-16 marks)</b>	<b>Satisfactory (8-11 marks)</b>	<b>Did not achieve (0-7 marks)</b>
<b>TASK 1</b>			
<b>TASK 2</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**

Assessment Criteria	Secure Achievement (2 marks)	Task 1	Task 2	Satisfactory Achievement (1 mark)	Task 1	Task 2	Did not Achieve (0 marks)	Task 1	Task 2
		✓	✓		✓	✓		✓	✓
<b>1.1 Present information in an appropriate format for the intended audience.</b>  <b>Format and Layout</b>	Information is presented legibly using the appropriate format, layout and formality with logical ordering of ideas. Information is recorded accurately on the form. Length of text is appropriate in both tasks 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. Some evidence of logical ordering of ideas. Information is mostly recorded accurately on the form. Length of text is mostly appropriate in both tasks and for audience.			Inappropriate format, layout is confusing and prevents understanding. Information is inaccurately recorded on the form. Some illegibility overall. Too little or too much text lacks clarity and is inappropriate in either text. Inappropriate for audience. Some content is irrelevant.		
<b>1.2. Construct simple and compound sentences correctly.</b>	Candidates complete two pieces of writing which fully meet the demands of the task.			Candidates complete two pieces of writing which mostly meet the demands of the task; there are some gaps in information which do not prevent the message from being understood.			Candidate did not complete two pieces of writing and there are significant gaps in information which prevents the message from being understood.		
<b>1.3 Range</b>  <b>Tenses</b> <b>Adjectives</b> <b>Conjunctions</b> <b>Prepositions</b> <b>adverbs</b>	Writes at least 3 compound sentences, showing good control of present/past tense, conjunctions, prepositions and word order at Entry 2. One or two errors confined to complex structures. No significant errors in word order, accurate placement and range of adverbs/adjectives. Uses at least 3 adjectives. Attempts future/pres. perfect.			Writes 1-2 compound sentences showing reasonable control of present/past tense, conjunctions, prepositions and word order at Entry 2. One or two errors which do not significantly prevent clarity and are confined to more complex structures. Some accurate placement of adverbs/ adjectives. Uses 1-2 adjectives. Demands of the task mostly met.			Sentences restricted mainly or wholly to simple clauses with little/no evidence of ability to write compound sentences. No/Some attempt to use past tense forms, prepositions and conjunctions but with errors that detract from overall communicative effectiveness which prevent understanding. Inaccurate or missing adverbs/ adjectives.		

<b>Assessment Criteria</b>	<b>Secure Achievement (2 marks)</b>	<b>Task 1 ✓</b>	<b>Task 2 ✓</b>	<b>Satisfactory Achievement (1 mark)</b>	<b>Task 1 ✓</b>	<b>Task 2 ✓</b>	<b>Did not Achieve (0 marks)</b>	<b>Task 1 ✓</b>	<b>Task 2 ✓</b>
<b>1.3 Range continued... Writing</b>	Uses at least 3 adjectives Task criteria fully met.			Uses 1-2 adjectives Task requirements mostly met.			No title or appropriate start (may include 'Dear'), gaps in task requirements.		
<b>2.1 Recording personal details on a simple form</b>	Information is recorded in the correct place, clearly, neatly and concisely with personal details & accurate digits.			Some information is recorded inaccurately but is legible, mostly correctly spelt and neat giving personal details & accurate digits.			Information recorded inaccurately, some illegibility, misspelt words, inaccurately recorded digits & untidy.		
<b>Handwriting</b>	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 accuracy which does not detract from overall clarity.			Formation of digits and upper/lower case letters legible but m are illegible. Crossings out and untidy handwriting detracts from meaning.		
<b>1.4 Punctuation</b> <b>1.5 Upper and lower case letters</b>	Upper case letters used for proper nouns, start/end of sentences, days/months, personal pronoun 'I'. Full stops used to end sentences. A few errors occur due to attempting complex structures Lists punctuated accurately.			Punctuation used correctly to start/end sentences and mostly for proper nouns, personal pronoun 'I', two or three 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 or starting sentences. Inaccurate/missing full stops, confused meaning, sporadic / lacking punctuation Lists not fully punctuated, no clarity.		
<b>1.6 Spelling</b>	Common and familiar words, personal words, structural words and key verbs accurately spelt, errors confined to less familiar words. Incorrect spellings of complex words do not prevent understanding.			Spelling is mostly correct with only one or two errors in the spelling of common, familiar, personal words, structural words and key verbs. There are errors in the spelling of less familiar words at this level. Incorrect spelling does not prevent the reader's understanding.			Several errors in spelling common and familiar words. Spelling of personal and structural words is largely incorrect and prevents reader's understanding.		

## Learning Outcomes and Assessment Criteria

### Mapped to ESOL Core Curriculum

CC Ref Mapped to the ESOL Adult Core Curriculum	Qualification Specification Assessment Criteria	Learning Outcome The candidate will:	Examination Assessment criteria The candidate can:
Wt/E2.1a Wt/E2.1b Ws/E2.1a Ws/E2.2a Ws/E2.3a Ws/E2.4a Ww/E2.1a Ww/E2.2a	1.1 Use an appropriate format and basic style to match the purpose of their writing.	1. Be able to produce a text for a given audience.	1.1 Present information in an appropriate format for the intended audience and legibly
	1.2. Construct simple and compound sentences, using common conjunctions to connect two clauses, for example. <i>as, and, but</i> .	LO1 Be able to write to communicate.	1.2 Construct simple and compound sentences correctly
	1.3. Compose simple text to record or present information.		1.3 Use adjectives correctly
	1.4. Use common adjectives to describe people, places and things to extend information and detail.		1.4. Use punctuation correctly
	1.5. Record basic information on forms.		1.5 Use upper and lower case letters correctly
	2.1 Use common punctuation correctly	LO2 Be able to punctuate and spell.	1.6 Spell words correctly
	2.2 Spell correctly words relating to personal details and familiar common words.	2. Be able to complete a form and answer questions.	1.7 Use s-v-o word order and verb forms correctly.
			2.1 Record personal details on form correctly (name, address, telephone number). Using digits correctly and upper/lower case correctly.

#### Amplification

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

Assessment Criteria	Include
1.2	All the grammar at this level.

## **General Instructions**

At Entry 2 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.

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 centre management of the assessments but the total amount of time available to candidates must not exceed the permitted duration of the assessment.

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

Dictionaries may not be used in assessments.

To successfully pass the Writing assessment, the candidate must achieve a pass in both 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 2**

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

- **Write to communicate** information with some awareness of 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 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 quality assured and externally quality assured. 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 2. 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.

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.

**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.

Wt.E2.1a	Carry out basic proofreading, as part of the writing process, checking through what has been written for errors -These are 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. This is subsumed within LO1.
Ww/E2.1b	Use knowledge of sound/symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate to the needs of the candidate - It is impossible to assess what knowledge candidates are using. This is subsumed within AC 1.6.
Ww/E2.1c	Develop strategies to aid spelling -It is impossible to assess what strategies candidates are using. This is subsumed within AC 1.6.
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 1.6.
Ww.E1.1c	Develop strategies to aid spelling - It is impossible to assess what strategies are being used. This is subsumed within AC 1.6.

**Achievement of Unit**

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