

**NOCN ESOL Skills for Life  
Writing  
SAMPLE SET 3 – Level 1  
Mark Scheme**



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	Overall Result for Task 3	PASS/FAIL
Candidate has achieved External Assessment for Writing Level 1 with Secure Achievement					tick
Candidate has achieved External Assessment for Writing Level 1 with Satisfactory Achievement					tick
Candidate failed External Assessment for Writing Level 1					tick

**Summary Results – Tasks 1 and 2**

Assessor's summary of Writing for Level 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 (14-18 marks)	Satisfactory (9-13 marks)	Did not achieve (0-8 marks)
TASK 1			
TASK 2			
TASK 3			
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**

**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/draft writing for a text of an appropriate length for the task, with an awareness of paragraphing in the plan/draft.				Learners plan/draft writing for a text of an appropriate length for the task but shows little awareness of effective paragraphing in plan/draft.				Learners plan/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 (1.3 1.4)</b> <b>Present information in appropriate format and layout for the intended audience.</b>	Information is presented legibly using the appropriate format, layout and formality of a letter. Information is recorded accurately on the form. Length of text is appropriate in both tasks and suitable for the audience. Content is relevant.				Information is mostly legible. Format, layout and formality is appropriate for a letter. Some colloquialisms occur resulting in inappropriate phraseology but the meaning is understood. Information is mostly recorded accurately on the form. Used appropriate length of text.				Inappropriate letter format as layout is confusing, illogical and prevents understanding. Information is inaccurately recorded on the form. Mostly illegible writing. Too much text lacks clarity and is unsuitable for audience. Some content is irrelevant.			

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>3.1, 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 with 1-2 errors in more complex sentences.				Learners demonstrate understanding of using paragraphs for logical ordering of ideas and chronological ordering of events but paragraphs are very short and between 1-2 sentences long. At times, ideas do not flow succinctly Paragraphs use discourse markers, sequencers and conjunctions accurately with 2-3 errors.				Little understanding of the use of paragraphs for ordering ideas and chronological ordering of events. Text does not flow and can be disjointed or repetitive at times. Where paragraphs are used, they are 1-2 sentences long and read like a list rather than a cohesive structure of ideas. Little evidence of discourse markers, sequencers or conjunctions.			
<b>3.4</b> <b>Punctuation.</b>	Upper case letters used for proper nouns, starting and ending of sentences, days, months and personal pronoun 'I'. Full stops are used to end sentences. 1-2 errors occur when attempting complex structures. Lists are punctuated accurately.				Punctuation is used correctly to start and end sentences and mostly for proper nouns and personal pronoun 'I'. 2-3 errors occur but mostly in complex sentences. Lists are mostly punctuated accurately. Errors do not detract from meaning. Capital letters used for days/months.				Several errors using capital letters. Little/no evidence of capitals for personal pronoun 'I', proper nouns & starting sentences. Inaccurate/missing full stops. Confused meaning, sporadic / lacking/misplaced punctuation, no clarity.			

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>3.5 Spelling.</b>	Common and familiar words, personal words, key verbs and specialist vocabulary are accurately spelt. 1-2 errors are confined to less familiar words. Incorrect spellings of complex words do not prevent understanding.				Spelling is mostly correct with 1-2 errors spelling common, familiar, personal words and key verbs. Some attempt to spell specialist vocabulary but there are 2-3 errors in the spelling of less familiar words at this level. Incorrect spelling does not prevent understanding.				Several errors in spelling common and familiar words, key verbs and specialist vocabulary. Poor spelling prevents reader's understanding.			
<b>4.1 Construct simple, compound and complex sentences correctly.</b>	Completed 2 pieces of writing which fully meet the task criteria and demonstrates a high level of grammatical control, constructing simple, compound and complex sentences with subordinate structures. 1-2 errors occur but mostly within complex sentences.				Completed 2 pieces of writing which mostly meet the demands of the task showing some grammatical control with 2-3 errors. Although simple and compound sentences are used effectively, attempts at complex sentences occur with 3-4 errors. There are some gaps in information which do not prevent the message from being understood.				Did not complete 2 pieces of writing appropriately and significant gaps in information prevent the message from being understood. Low level of grammatical control. Simple sentences may be used accurately with errors mainly contained within compound and complex sentences which are unsuitable 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.</b>  <b>Tenses</b> <b>Adjectives</b> <b>Conjunctions</b> <b>Prepositions</b> <b>Adverbs.</b>	Writes at least 3 complex sentences, showing good control of present/past/future/perfect tense forms. 1 <sup>st</sup> /2 <sup>nd</sup> Conditionals and relative clauses are used on more than one occasion. 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. 1 <sup>st</sup> /2 <sup>nd</sup> Conditionals and relative clauses are used on one occasion. 3-4 errors occur which do not significantly prevent clarity but are confined to more complex structures and placement of adverbs/ adjectives. Uses 1-2 adjectives. Demands of the task criteria mostly met.				Sentences restricted mainly or wholly to simple and compound sentences with little/no evidence of ability to write complex sentences. No/some inaccurate attempt to use past tense /perfect tense forms, and no Conditionals or relative clauses. Errors detract from overall communicative effectiveness which prevent understanding. Inaccurate or missing adverbs/ adjectives.			

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**Writing**  
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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>5.1 Recording personal details on a simple form.</b>	Follows instructions correctly. Information is recorded in the correct place, clearly, neatly and concisely with personal details & accurate digits. Opinions are clear using complex sentences, open responses and comments.				Follows most instructions accurately with only 1-2 errors. Some information is recorded inaccurately but is legible and mostly correctly spelt and neat. Can give personal details & use accurate digits. Opinions are stated although lacking some justification.				Did not follow instructions accurately. Information is recorded inaccurately and leads to misunderstanding. Some illegibility, misspelt words and inaccurately/untidy recorded digits. Opinions are stated but without justification.			
<b>7.1 Handwriting.</b>	Legible, neat and tidy handwriting. Upper/lower case letters and digits are formed correctly, but some crossings out may occur but overall presentation remains neat and legible.				Some illegibility, crossings out and ill-formed letters and digits are evident. Mainly tidy handwriting that has some accuracy which does not prevent overall understanding.				Formation of digits and upper/lower case letters legible but many letters/digits are illegible. Crossings out and untidy handwriting detracts from meaning. Messy presentation.			

## Learning Outcomes and Assessment Criteria

### Mapped to ESOL Core Curriculum

<b>CC Ref</b> Mapped to the Adult ESOL Core Curriculum	<b>Qualification Specification Assessment Criteria</b>	<b>Learning Outcomes</b> The learner will:	<b>Examination Assessment Criteria - The learner can:</b>
Wt/L1.1a	1.1 Apply planning techniques to own writing.	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/L1.1b	1.2 Present ideas and information in a logical sequence.	2. Make notes as part of a planning process	2.1. Produce content for the intended audience.
Wt/L1.2a	1.3 Use language and register that are suitable for purpose and audience.  1.4 Use format and structure that are suitable for purpose and audience.  1.5 Complete forms with some complex features.	3. Decide how much to write and the level of detail. Structure main points of writing paragraphs and structure texts sequentially according to genre.	3.1 Structure main points in short paragraphs.
Wt/L1.5a Ws/L1.3a Ww/L1.1 Ww/L1.1b		LO1 Be able to plan and structure own writing.	3.2 Sequence text chronologically.
		LO2 Be able to use correct grammar in written texts.	3.3 Use discourse markers and conjunctions.
		LO3 Be able to use correct spelling and punctuation.	3.4 Use punctuation correctly throughout.
			3.5 Spell a wide range of common words and special interest vocabulary correctly.
Wt/L1.4a Ws/L1.1a, Ws/L1.2a	2.1 Write in complete sentences, including complex sentences.  2.2 Use correct subject-verb and verb-tense agreement.	4. Use appropriate register and content for genre, purpose and audience, and use sentence grammar accurately to achieve purpose.	4.1 Write simple, compound and complex sentences accurately using formal and informal language appropriate to the intended audience.
Wt/L1.6a	2.3 Use grammatical features correctly so that meaning is clear.	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/L1.7a	3.1 Spell words with regular and irregular spelling patterns.	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.
Ww/L1.2a	3.2 Punctuate sentences correctly, so that meaning is clear.	Develop strategies for improving own handwriting, and distinguish between situations where legible handwriting is important	7.1 Use neat and legible handwriting.



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

<b>Assessment Criteria</b>	<b>Includes</b>
1.1	Drafting, but drafts will not be marked specifically.

### **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/L1.7a - This would have to be specifically assessed through reading. 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 LO2.

## **General Instructions**

At Level 1 the learner will produce three pieces of writing using different styles. The ESOL Writing standards will be met in full once all three Writing 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 1**

This unit assesses the skills and knowledge required to meet the national standards at Level 1 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 1. 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.

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.

## **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/L1.7a - This would have to be specifically assessed through reading. 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 LO2.

Use strategies to aid accurate spelling Ww/L1.1b - It is impossible to know which strategies were being used. The criteria is subsumed within AC 2.6.

## **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.