

General Marking Guidance

This task assesses the skills and knowledge required to meet the Functional Skills Qualification standards at Entry 1 for Writing.

At this level the learner can:

- Write simple short texts such as messages and notes

The learner will:

- Punctuate simple sentences with a capital letter and a full stop
- Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
- Use lower-case letters when there is no reason to use capital letters
- Write the letters of the alphabet in sequence and in both upper and lower case
- Spell correctly words designated for Entry Level 1
- Communicate information in words, phrases and simple sentences

Adaptations by a Centre

NOCN will set all assessments for the Writing Component.

NOCN will permit a Centre to adapt tasks in assessments for the Writing Component at Entry Level for the purpose of making those assessments more accessible to learners.

When NOCN permits a Centre to adapt tasks, such adaptations must relate only to the context presented by that task. NOCN will not permit a Centre to amend the following:

- (a) the knowledge, skills or understanding that a learner is required to demonstrate in the tasks,
- (b) the level of demand of the task, or
- (c) any specified conditions under which the assessment must be completed, including in particular the time within which the assessment must be completed (unless any such amendment is part of a Reasonable Adjustment or for the purposes of Special Considerations).

Centres may adapt the NOCN Writing Component based on the standards, but the assessment must be submitted to NOCN for approval at least **15 working days before** the planned use with learners. All adapted assessments **must** use the NOCN produced mark scheme.

If adapting the assessment, care should be taken to ensure that the assessment follows the original paper. A copy of the assessment should be available at the External Quality Assurance visit.

Delivering and marking the assessments

At all Entry Levels for Writing, tutors/assessors are allowed to read the **instructions for the task ONLY**.

Tutors/assessors must complete the Assessment Mark Sheet for each learner. Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

The Writing assessment at Entry Level 1 must be completed in no more than 45 minutes.

Each of the English component assessments of Reading, Writing and Speaking, Listening and Communicating may take place on separate days and the component assessments themselves may be split into individual tasks if this will support learner achievement. However, the total duration of each component assessment must not exceed the total permitted duration of the assessment.

To successfully pass the Writing assessment, the learner must achieve an overall pass.

If the learner does not pass the assessment, a different assessment may be taken 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.

When the assessments have been marked by the Functional Skills tutor/assessor, a sample of **10%** of the completed assessment records must be moderated by the Internal Quality Assurer.

The Functional Skills tutor/assessor **must** complete, sign and date the Assessment Mark Sheet.

Assessment Guidance

Functional Skills Standards	Scope of study	Met by Task
Write simple short texts such as messages and notes	Spelling, punctuation and grammar	
	11. Punctuate simple sentences with a capital letter and a full stop	3
	12. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	3
	13. Use lower-case letters when there is no reason to use capital letters	3
	14. Write the letters of the alphabet in sequence and in both upper and lower case	2
	15. Spell correctly words designated for Entry Level 1 (see Appendix)	1, 3
	Writing composition	
	16. Communicate information in words, phrases and simple sentences	3

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.

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%** of all the assessments ensuring that the sample includes all assessors.



<p>Task 3 Words, Phrases and Sentences</p> <p>5 marks – Excellent: words, phrases and sentences clearly selected/used for effect to aid meaning/understanding.</p> <p>4 marks – Very good: some clear evidence of words, phrases and sentences being selected/used for effect to aid meaning/understanding.</p> <p>3 marks – Good: some evidence of words, phrases and sentences being selected/used for effect to aid meaning/understanding.</p> <p>2 marks – Limited: little evidence of words, phrases and sentences being selected/used for effect to aid meaning/understanding.</p> <p>1 mark – Very limited: very little evidence of words, phrases and sentences being selected/used for effect to aid meaning/understanding.</p> <p>0 marks – No evidence: no evidence of words, phrases and sentences being selected/used for effect to aid meaning/understanding.</p>	<p>5 marks (maximum)</p>			<p>16 <small>PART OF nocn GROUP</small></p>
<p>Total marks available</p>	<p>30 marks</p>			

Overall Result	Assessor Mark	IQA Mark
Task 1		
Task 2		
Task 3		
Overall Result for Paper (Pass/Fail – pass mark is 19/30)		

Assessor Name _____

Assessor Signature _____

Date _____

Internal Quality Assurer Name (if sampled) _____

IQA Signature _____

Date _____

External Quality Assurer Name (if sampled) _____

EQA Signature _____

Date _____