

General Marking Guidance

This task assesses the skills and knowledge required to meet the Functional Skills Qualification standards at Entry 3 for Writing.

At this level the learner can:

- Write straightforward texts such as narratives, instructions, explanations and reports.

The learner will:

- Use a range of punctuation correctly
- Form irregular plurals
- Use mostly correct grammar
- Use the first, second and third place letters to sequence words in alphabetical order
- Spell correctly words designated for Entry Level 3
- Communicate information, ideas and opinions clearly and in a logical sequence
- Write text of an appropriate level of detail and of appropriate length
- Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
- Write in compound sentences and paragraphs where appropriate
- Use language appropriate for purpose and audience

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 3 must be completed in no more than 1 hour.

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 |
|---|--|-------------|
| | Spelling, punctuation and grammar | |
| Write straightforward texts such as narratives, instructions, explanations and reports. | 13. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) | 4, 5 |
| | 14. Form irregular plurals | 3 |
| | 15. Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) | 4, 5 |
| | 16. Use the first, second and third place letters to sequence words in alphabetical order | 2 |
| | 17. Spell correctly words designated for Entry Level 3 (see Appendix) | 1 |
| | Writing composition | |
| | 18. Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) | 4, 5 |
| | 19. Write text of an appropriate level of detail and of appropriate length (including where this is specified) | 4, 5 |
| | 20. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points | 4, 5 |
| | 21. Write in compound sentences and paragraphs where appropriate | 4, 5 |
| 22. Use language appropriate for purpose and audience | 4, 5 | |

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>Spelling</p> <p>1 mark – spelling contains a maximum of three errors.</p> <p>0 marks – spelling contains four or more errors.</p> | <p>1 mark (maximum)</p> <p>(Total 3 marks)</p> | | | <p>17</p> |
|--|--|--|--|-----------|

| Task | Marks available | Assessor mark | IQA Mark | Scope of Study |
|--|------------------------------|---------------|----------|---------------------|
| <p>Task 4 Clarity of information, ideas and opinions in logical sequence and use of Language</p> <p>4 marks – Excellent: relevant information, ideas and opinions conveyed clearly in a logical order; consistent use of language appropriate for purpose and audience.</p> <p>3 marks – Good: mostly relevant information, ideas and opinions conveyed clearly in a logical order; language mostly appropriate for purpose and audience.</p> <p>2 marks – Limited: some relevant information, ideas and opinions conveyed in a logical order; some use of language appropriate for purpose and audience.</p> <p>1 mark – Very limited: minimal information, ideas and opinions; very little evidence of logical order. Very little use of language appropriate for purpose and audience.</p> <p>0 marks – Insufficient: lack of information, ideas, opinions and logical sequencing; language used is not appropriate for purpose and audience.</p> | <p>4 marks (maximum)</p> | | | <p>18</p> <p>22</p> |

| | | | | |
|--|------------------------------|--|--|---------------------|
| <p>Task 4 Detail and length, Format and structure</p> <p>3 marks – Very good: includes relevant information/details; length of response appropriate for task. Accurate/appropriate format and structure.</p> <p>2 marks – Good: includes sufficient relevant information/details; length of response is appropriate for task. Mostly accurate/appropriate format and structure.</p> <p>1 mark – Limited: includes some/limited relevant information/details; length of response appropriate for task. Little appropriate format and structure.</p> <p>0 marks – Insufficient: irrelevant/lack of information/details; length of response inadequate for task. No recognisably appropriate format and structure.</p> <p>If the word count range is not met but detail/format/structure are present, please allocate 1 mark.</p> | <p>3 marks (maximum)</p> | | | <p>19</p> <p>20</p> |
|--|------------------------------|--|--|---------------------|

| Task | Marks available | Assessor mark | IQA Mark | Scope of Study |
|---|---|---------------|----------|----------------|
| <p>Task 4 Compound sentences and paragraphs</p> <p>2 marks – more than one correct compound sentence; uses paragraphs as/when appropriate for task.</p> <p>1 mark – at least one correct compound sentence; some evidence of paragraphing as/when appropriate for task.</p> <p>0 marks – no evidence of compound sentences or paragraphing.</p> | <p>2 marks (maximum)</p> | | | <p>21</p> |
| <p>Task 5 Writing Composition – Spelling, Punctuation and Grammar</p> <p>Punctuation</p> <p>1 mark – correct use of a range of punctuation (e.g. full stops, question marks, exclamation marks and commas).</p> <p>0 marks – no correct use of a range of punctuation.</p> <p>Grammar</p> <p>1 mark – grammar contains a maximum of three errors e.g. subject verb agreement, consistent use of tense, definite and indefinite articles.</p> | <p>1 mark (maximum)</p> <p>1 mark (maximum)</p> | | | <p>13</p> |

| | | | | |
|---|---------------------|--|--|----|
| 0 marks – grammar contains four or more errors. | 1 mark (maximum) | | | 15 |
| Spelling | | | | |
| 1 mark – spelling contains a maximum of three errors. | (Total 3 marks) | | | 17 |
| 0 marks – spelling contains four or more errors. | | | | |

| Task | Marks available | Assessor mark | IQA Mark | Scope of Study |
|--|----------------------|---------------|----------|----------------|
| <p>Task 5 Clarity of information, ideas and opinions in logical sequence and use of Language</p> <p>4 marks – Excellent: relevant information, ideas and opinions conveyed clearly in a logical order; consistent use of language appropriate for purpose and audience.</p> <p>3 marks – Good: mostly relevant information, ideas and opinions conveyed clearly in a logical order; language mostly appropriate for purpose and audience.</p> <p>2 marks – Limited: some relevant information, ideas and opinions conveyed in a logical order; some use of language appropriate for purpose and audience.</p> <p>1 mark – Very limited: minimal information, ideas and opinions; very little evidence of logical order. Very little use of language appropriate for purpose and audience.</p> <p>0 marks – Insufficient: lack of information, ideas, opinions and logical sequencing; language used is not appropriate for purpose and audience.</p> | 4 marks (maximum) | | | 18 22 |
| <p>Task 5 Detail and length, Format and structure</p> <p>3 marks – Very good: includes relevant information/details; accurate/appropriate format and structure. Length of response appropriate for task.</p> <p>2 marks – Good: includes sufficient relevant information/details; mostly accurate/appropriate format and structure. Length of response appropriate for task.</p> <p>1 mark – Limited: includes some/limited relevant information/details; little appropriate format and structure. Length of response appropriate for task.</p> <p>0 marks – Insufficient: irrelevant/lack of information/details; no recognisably appropriate format and structure. Length of response inappropriate for task.</p> <p>If the word count range is not met but detail/format/structure are present, please allocate 1 mark.</p> | 3 marks (maximum) | | | 19 20 |



| Task | Marks available | Assessor mark | IQA Mark | Scope of Study |
|--|-------------------|---------------|----------|----------------|
| Task 5 Compound sentences and paragraphs 2 marks – more than one correct compound sentence; uses paragraphs as/when appropriate for task. 1 mark – at least one correct compound sentence; some evidence of paragraphing as/when appropriate for task. 0 marks – no evidence of compound sentences or paragraphing. | 2 marks (maximum) | | | 21 |
| Total Marks | 38 | | | |

| Overall Result | Marks |
|---|-------|
| Task 1 | |
| Task 2 | |
| Task 3 | |
| Task 4 | |
| Task 5 | |
| Overall Result for Paper (Pass/Fail – pass mark is 24/38) | |

Assessor Name _____

Assessor Signature _____

Date _____

Internal Quality Assurer Name (if sampled) _____

IQA Signature _____

Date _____

External Quality Assurer Name (if sampled) _____

EQA Signature _____

Date _____