

General Marking Guidance

This task assesses the skills and knowledge required to meet the Functional Skills Qualification standards at Entry 2 for Writing.

At this level the learner can:

- Write short straightforward texts such as letters, e-mails and simple narratives.

The learner will:

- Use basic punctuation correctly
- Form regular plurals
- Use the first and second letters to sequence words in alphabetical order
- Spell correctly words designated for Entry Level 2
- Communicate information using words and phrases appropriate to audience and purpose
- Complete a form asking for personal information
- Write in compound sentences, using common conjunctions to connect clauses
- Use adjectives and simple linking words in the appropriate way

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 2 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	Scopes of Study	Met by Task
Write short straightforward texts such as letters, e-mails and simple narratives.	Spelling, punctuation and grammar	
	13. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	5
	14. Form regular plurals	3
	15. Use the first and second letters to sequence words in alphabetical order	2
	16. Spell correctly words designated for Entry Level 2 (see Appendix)	1, 5
	Writing composition	
	17. Communicate information using words and phrases appropriate to audience and purpose	5
	18. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)	4
	19. Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses	5
	20. Use adjectives and simple linking words in the appropriate way	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.

Assessment Mark Sheet

Learner Name	Start time of Assessment
Run Number	End time of Assessment
Centre Name	Date of Assessment

Task	Mark available	Assessor mark	IQA Mark	Scope of Study
Task 1 - Spelling 1 mark per correct spelling: better – busy – strange – special – people naughty – weigh – arrive – forward – possible	10 marks (maximum)			16
Task 2 - Alphabetical order 1 mark per correct alphabetical order: because – cheer – cloud – expect – high north – some –take – warm - wind central – coin – cream – dry – even fine – model – slight – start – upward	2 marks (maximum)			15
Task 3 - Regular plurals 1 mark per correct plural: windows apples days	3 marks (maximum)			14
Task 4 -Completing a form 1 mark for first name and surname 1 mark for address and postcode 1mark for age and date of birth 1mark for contact number and/or email address	4 marks (maximum)			18

Task	Mark available	Assessor mark	IQA Mark	Scope of Study
<p>Task 5 Information, audience and purpose</p> <p>Relevant information can include:</p> <ul style="list-style-type: none"> • type of job sought and why • skills they have • sort of person they are • what makes them the right person for the job • what else they would like to know <p>4 marks – includes all relevant information; words and phrases are appropriate for audience and purpose all of the time.</p> <p>3 marks – includes most relevant information; words and phrases are usually appropriate for audience and purpose.</p> <p>2 marks – includes some relevant information with just occasional inconsistencies; words and phrases are generally appropriate for audience and purpose.</p> <p>1 mark – includes limited information with several inconsistencies; words and phrases show little awareness of audience and purpose.</p> <p>0 marks – information is irrelevant or does not make sense; words and phrases show no awareness of audience and purpose.</p>	<p>4 marks (maximum)</p>			<p>17</p>
<p>Task 5 Compound sentences and common conjunctions</p> <p>4 marks - Sentences make sense all of the time, include at least one compound sentence and common conjunctions such as or, and, but.</p> <p>3 marks - Sentences make sense most of the time, include at least one compound sentence and common conjunctions such as or, and, but.</p> <p>2 marks - Sentences make sense some of the time, include at least one compound sentence and common conjunctions such as or, and, but.</p> <p>1 mark - Sentences make only limited sense and meaning is impeded; little or no evidence of compound sentences or common conjunctions.</p> <p>0 marks - Sentences do not make sense and meaning is impeded; no evidence of compound sentences or common conjunctions.</p>	<p>4 marks (maximum)</p>			<p>19</p>



Task	Mark available	Assessor mark	IQA Mark	Scope of Study
Task 5 Adjectives and simple linking words 3 marks – consistently uses adjectives and simple linking words appropriately. 2 marks – some uses adjectives and simple linking words appropriately. 1 mark – only limited use of appropriate adjectives and simple linking words. 0 marks – no use made of adjectives or simple linking words.	3 marks (maximum)			20
Total marks available	35 marks			

Overall Result	Assessor Mark	IQA Mark
Task 1		
Task 2		
Task 3		
Task 4		
Task 5		
Overall Result for Paper (Pass/Fail – pass mark 22/35)		

Assessor Name _____

Assessor Signature _____ Date _____

Internal Quality Assurer Name (if sampled) _____

IQA Signature _____ Date _____

External Quality Assurer Name (if sampled) _____

EQA Signature _____ Date _____