

# Qualification Guide

for  
Providers/Tutors/Assessors

## National Open College Network Entry Level Certificate in Adult Literacy (including spoken Communication)

Accreditation No: 100/1451/2

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All providers offering this qualification must also have access to:

- Adult Literacy Standards
- Adult Literacy Core Curriculum
- Externally set tasks and associated administration documentation



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**Coding and Numbering System for Units**

**ENTRY LEVEL CERTIFICATE  
IN ADULT LITERACY**

**QCA Qualification Accreditation Number: 100/1451/2**

New Start Date (extended August 2004):	1 <sup>st</sup> September 2004
End Date:	31 <sup>st</sup> August 2006
Certification End Date:	31 <sup>st</sup> August 2008

<b>National Open College Network Unit Code</b>	<b>Unit Title</b>	<b>Accredited Units: Unit Number</b>
HD3EQQ009	Reading Entry 1	H/100/9767
HD3EQQ010	Reading Entry 2	H/100/9767
HD3EQQ011	Reading Entry 3	H/100/9767
HD3EQQ003	Writing for Meaning Entry 1	M/100/9769
HD3EQQ004	Writing for Meaning Entry 2	M/100/9769
HD3EQQ005	Writing for Meaning Entry 3	M/100/9769
HD3EQQ006	Speaking and Listening Entry 1	K/100/9768
HD3EQQ007	Speaking and Listening Entry 2	K/100/9768
HD3EQQ008	Speaking and Listening Entry 3	K/100/9768
HD3EQQ012	Punctuation and Grammar Entry 1	D/100/9766
HD3EQQ013	Punctuation and Grammar Entry 2	D/100/9766
HD3EQQ014	Punctuation and Grammar Entry 3	D/100/9766
HD3EQQ015	Practical Spelling Entry 1	Y/100/9765
HD3EQQ016	Practical Spelling Entry 2	Y/100/9765
HD3EQQ017	Practical Spelling Entry 3	Y/100/9765



# The Qualification

This qualification in Adult Literacy aims to

- Develop skills, knowledge and understanding at Entry Level in each of the three skill areas of
  - Reading
  - Writing
  - Speaking and Listening
- Develop the basic building blocks that learners need in order to use literacy skills effectively in everyday life.
- Promote success for learners in other areas of learning through the ability to apply literacy skills efficiently and confidently at this level.
- Draw upon learners' previous knowledge and experience to develop new skills and understanding in literacy at Entry Level.

## Approval to Deliver the Qualification

The qualification has been developed to support providers in responding to learner need and to offer accreditation that recognises smaller steps toward the achievement of the qualification. *Skills for Life* calls for “bite sized goals (achievement recorded and certification where possible)”. This qualification, or individual units of the qualification, must be embedded in an OCN approved learning programme. The approved learning programme may offer locally accredited units as well as units of the qualification. Your local OCN will work with you to enable the full qualification or individual units from the qualification to be embedded in a variety of curriculum settings suitable for the target group of learners.

It is NOCN's intention that the qualification and individual units from the qualification are made widely available to promote access and achievement for learners. The OCN standard approval and quality assurance processes will apply. In summary, the OCN will:

- Provide curriculum support and advice.
- Approve the details of your proposals for the delivery of the qualification or units of the qualification.
- Approve the details of your internal quality assurance arrangements.
- Appoint an external moderator for the approved programme within which the qualification or units of the qualification are delivered.
- Through external moderation, verify the results of internally assessed tasks leading to the award of units of the qualification.
- Through external moderation, verify the internally assessed results of externally set tasks.
- Provide unit and qualification certification for learners.

## What's in the Qualification

The qualification consists of a total of 15 units, comprising 5 unit titles at each of the sub-entry levels of Entry 1, Entry 2 and Entry 3.

The five unit titles are:

- Practical Spelling
- Punctuation and Grammar
- Reading
- Speaking and Listening
- Writing for Meaning

Each unit title is available at Entry 1, Entry 2 and Entry 3.

The qualification is intended to be delivered flexibly to meet the needs of learners. Learners should be guided to access the qualification in accordance with their skill needs.

## Achieving the Qualification

The qualification recognises achievement in each of the skill areas of Reading, Writing and Speaking and Listening. To achieve the qualification, learners must be assessed in all three skill areas. Each skill area can be achieved and certificated at one of the three sub levels of Entry level in accordance with the skill profile and needs of learners. For example, one learner may achieve Speaking and Listening at Entry 3, Writing at Entry 1 and Reading at Entry 2. Another learner may achieve all three skill areas at Entry 3. Thus a learner can enter for each skill area at any sub level of the qualification in accordance with their own skill needs. The learner's profile of achievement in each skill area will be identified on the qualification certificate. Where a learner achieves in one or two skill areas only, their achievements will be reported out through unit certification.

### Establishing a Learner's Achievement Profile for Qualification Certification

The learner's achievement profile is determined by combining unit achievement results and external assessment results for Reading and Writing and unit achievement results only for Speaking and Listening. These are outlined below.

To achieve **Reading** Entry 1, the following units and external assessment must be achieved:

<b>Reading Entry 1</b>	
Unit Achievement	Reading Entry 1 Practical Spelling Entry 1
External Assessment Achievement	Reading External Assessment at Entry 1 [TASK A,E1]

## READING

To achieve **Reading** Entry 2, the following units and external assessment must be achieved:

<b>Reading Entry 2</b>	
Unit Achievement	Reading Entry 2 Practical Spelling Entry 2
External Assessment Achievement	Reading External Assessment at Entry 2 [TASK A,E2]

To achieve **Reading** Entry 3, the following units and external assessment must be achieved:

<b>Reading Entry 3</b>	
Unit Achievement	Reading Entry 3 Practical Spelling Entry 3
External Assessment Achievement	Reading External Assessment at Entry 3 [TASK A,E3]

## WRITING

To achieve **Writing** Entry 1, the following units and external assessment must be achieved:

<b>Writing Entry 1</b>	
Unit Achievement	Writing for Meaning Entry 1 Punctuation and Grammar Entry 1
External Assessment Achievement	Writing External Assessment at Entry 1 [TASK B,E1]

To achieve **Writing** Entry 2, the following units and external assessment must be achieved:

<b>Writing Entry 2</b>	
Unit Achievement	Writing for Meaning Entry 2 Punctuation and Grammar Entry 2
External Assessment Achievement	Writing External Assessment at Entry 2 [TASK B,E2]

To achieve **Writing** Entry 3, the following units and external assessment must be achieved:

<b>Writing Entry 3</b>	
Unit Achievement	Writing for Meaning Entry 3 Punctuation and Grammar Entry 3
External Assessment Achievement	Writing External Assessment at Entry 3 [TASK B,E3]

## **SPEAKING AND LISTENING**

To achieve **Speaking and Listening** Entry 1, the following unit must be achieved:

<b>Speaking and Listening Entry 1</b>	
Unit Achievement	Speaking and Listening Entry 1

To achieve **Speaking and Listening** Entry 2, the following unit must be achieved:

<b>Speaking and Listening Entry 2</b>	
Unit Achievement	Speaking and Listening Entry 2

To achieve **Speaking and Listening** Entry 3, the following unit must be achieved:

<b>Speaking and Listening Entry 3</b>	
Unit Achievement	Speaking and Listening Entry 3

The qualification is awarded to learners who have achieved in each of the skill areas of Reading, Writing and Speaking and Listening. Unit certification is awarded to learners who have achieved in one or two skill areas only.

If a learner wishes to improve their skill profile in any of the skill areas, they may retake the whole qualification and achieve a new certificate or, if the learner has declined the qualification certificate, they may re-take (re-sit) the relevant units and associated external assessment and achieve the qualification on this re-sit.

## **Quality Assurance**

You will be working with your local OCN to assure the quality and standards in the delivery of this qualification.

The OCN standard quality assurance arrangement will apply and include:

### **Internal Moderation**

Internal moderation is critical to the success of this qualification, including the maintenance of national standards. The internal moderation will need to be consistent with the assessment methodology of both internal and external assessment. NOCN recommends that the internal moderator should hold the NOCN Internal Moderators Award or be working towards achieving it.

### **Key Roles of the Internal Moderator**

- samples assessment
- verifies assessment
- supports and provides feedback to assessors
- identifies good practice
- liaises with External Moderators
- identifies training and development requirements
- maintains accurate and up to date records of internal moderation processes

### **Guidelines for Internal Moderation Sampling**

- samples should be equal to the square root of learners or a minimum of 5
- all methods of assessment must be sampled
- assessment samples should be drawn from all individual tutors
- assessment samples must cover all sub-skill areas
- assessment samples must include marked external assessment tasks

### **External Moderation**

External Moderators will be appointed and will be fully conversant with assessment processes and the national standards in literacy.

### **Key Roles of the External Moderator**

- ensure compliance with the qualification specification and assessment strategy
- ensure approved centre and programme approval details are followed
- assessment of the quality of the learner experience
- verification of internally set assessments, including Speaking and Listening
- verification of the achievement of external assessment
- report to NOCN
- participate in standardisation activity

Please also refer to the Internal Assessment Requirements and External Assessment Requirements.

## **UNIT ACHIEVEMENT**

Units of the qualification can be separately achieved and accumulated towards the qualification. Unit Credit can be achieved by learners who undertake programmes which have been designed to embed the qualification or units of the qualification. In summary:

- Unit achievement is assessed by internally set tasks which are internally marked and internally and externally moderated;
- Assessment should be designed to test the achievement of the learning outcomes against the standards identified in the assessment criteria;
- All learning outcomes have to be demonstrated as achieved in order for a unit to be awarded;
- A variety of methods of assessment should be used across units of the qualification;
- Assessment should be designed to facilitate learning in practical situations;
- Benchmark assessment for each unit are included in this guide. These are a tool to support standardisation and consistency in internal assessment across different assessors and providers (see below).
- Learners achieving all the outcomes of a unit will be awarded a unit certificate.
- Learners should be given sufficient practice on a range of activities before undertaking assessment tasks.

### **Internal Assessment Requirements for Unit Achievement**

Individual unit achievement is assessed through internally set and marked tasks. Centres are required to devise their own tasks which will be internally marked.

The tasks should cover all the outcomes within a unit and unit assessment may comprise a single task or a series of tasks. Tasks may assess outcomes from more than one unit.

Internally set and marked tasks are to be benchmarked against the published benchmarks in this guide. Benchmark assessment in this guide should be scrutinised by assessors prior to devising their own assessment tasks.

A variety of approaches/methods to tasks is desirable e.g. written work, short answer question, practical work and should include some or all of the range identified on page 14 of this guide.

In designing the tasks, assessors should identify the achievement criteria for the tasks.

The Benchmark Assessment provided in this guide can be used as the actual assessment for the unit. However tutors are required to ensure that tasks are appropriate to the context of learning.

## **Completing Tasks**

Assessors are responsible for delivering tasks when they feel students are adequately prepared to complete them successfully. Tasks are devised for assessment, not teaching, and it is essential that the assessor ensures each learner's work is their own (authentic) work. This is especially true of naturally occurring evidence where the assessor may wish to authenticate through questioning.

Tasks for different units can be completed in any order. Centres will be expected to administer the tasks in a logical order according to the requirements of the learner.

## **Marking Tasks**

Each task must be assessed as either achieved or not achieved against the achievement criteria identified for the task. Where a series of tasks are set, learners must demonstrate the achievement of the standard in all tasks in order to achieve the unit. The unit is either achieved or not achieved.

## **Recording Achievement**

To record a learner's performance in each unit it is expected that a Task Assessment sheet is included for each learner's assessed work. This assessment sheet should record the learner's performance against the achievement criteria for the tasks.

## **Moderation of Internal Assessment**

The assessed tasks will be internally and externally moderated. The external moderator will report on the standard of tasks used to assess in relation to the published benchmark.

**Further Guidance On Assessment Methodology And Evidence For Each Unit Title:**

<b>Unit Title</b>	<b>Method of Assessment</b>	<b>Evidence</b>	<b>Conduct</b>
Reading	Written work based on reading, observation, questioning, self/peer assessment	Reports, tape/video, learner notes, practical/physical results of following instructions, directions, e.g. completed object	❖ Activities carried out in real-life situations must be authenticated and matched to assessment criteria
Writing for Meaning	Written work, self/peer assessment	Letters, articles, reports, range of written materials in rough and finished versions, practical results of writing, e.g. responses, products, changes brought about from writing	❖ Time constraints where appropriate ❖ Assessments mapped against outcomes ❖ Set questions
Speaking and Listening	Observation, role play, questioning, self/peer assessment, written assignments	Witness statements Testimonials, tapes, videos, checklists, reviews/reports of performance, checklists, learner notes	❖ Use of bench mark assessments to guide standards, maintain parity between internally and externally set tasks
Punctuation and Grammar	Written work, worksheets	Letters, reports, articles, completed worksheets, range of written materials in rough and finished versions	❖ Record files Learning plans
Practical Spelling	Written work, worksheets, questioning, observation	Worksheets, edited versions of written work, personal dictionary, records	❖ All primary source materials must adhere to levels of assessment sought

❖ Conduct column relates to all unit titles.

## **THE UNITS IN DETAIL**



## Relationship of the Units of the Qualification with National Standards for Basic Skills

The tables below show the units of this qualification and their relationship to the Basic Skills literacy standards.

### Entry 3 Units

<b>Title</b>	<b>Literacy Standard</b>
Practical Spelling Entry 3	Reading Entry 3 Writing Entry 3
Punctuation and Grammar Entry 3	Writing Entry 3
Reading Entry 3	Reading Entry 3
Speaking and Listening Entry 3	Speaking and Listening Entry 3
Writing for Meaning Entry 3	Writing Entry 3

### Entry 2 Units

<b>Title</b>	<b>Literacy Standard</b>
Practical Spelling Entry 2	Reading Entry 2 Writing Entry 2
Punctuation and Grammar Entry 2	Writing Entry 2
Reading Entry 2	Reading Entry 2
Speaking and Listening Entry 2	Speaking and Listening Entry 2
Writing for Meaning Entry 2	Writing Entry 2 Reading Entry 2

### Entry 1 Units

<b>Title</b>	<b>Literacy Standard</b>
Practical Spelling Entry 1	Reading Entry 1 Writing Entry 1 Speaking and Listening Entry 1
Punctuation and Grammar Entry 1	Reading Entry 1 Writing Entry 1
Reading Entry 1	Reading Entry 1
Speaking and Listening Entry 1	Speaking and Listening Entry 1
Writing for Meaning Entry 1	Writing Entry 1

## DETAILED MAPPING OF THE UNITS TO THE ADULT LITERACY STANDARDS AND CORE CURRICULUM

The units of this qualification have been mapped to the National Standards for Literacy at Entry Level. The reference system used is that used in the Adult Literacy Core Curriculum document pages 7 and 10 and 11 respectively. The mapping includes the standards and the particular descriptors which make up the standards.

<b>Speaking and Listening</b>	<b>SL</b>	<b>Reading</b>	<b>R</b>	<b>Writing</b>	<b>W</b>
Listen and respond	<b>SLlr</b>	Text	<b>Rt</b>	Text	<b>Wt</b>
Speak to communicate	<b>SLc</b>	Sentence	<b>Rs</b>	Sentence	<b>Ws</b>
Engage in discussion	<b>SLd</b>	Word	<b>Rw</b>	Word	<b>Ww</b>

### Entry 1

<b>Learning Outcome No.</b>	<b>Reading</b>	<b>Writing for Meaning</b>	<b>Speaking and Listening</b>	<b>Writing, Punctuation and Grammar</b>	<b>Practical Spelling</b>
1.	Rw/E1.1	Wt/E1.1	SLd/E1.1, SLc/E1.1, SLc/E1.2	Ws/E1.2, Ws/E1.3, Rw/E1.3	
2.	Rw/E1.1, Rw/E1.2, Rw/E1.3	WS/E1.1, WS/E1.2, WS/E1.3	SLc/E1.4, SLlr/E1.4	Ws/E1.1, Ws/E1.2	Ww/E1.1
3.	Rw/E1.1, Rw/E1.2	WS/E1.1, WS/E1.2, WW/E1.1, WW/E1.2	SLc/E1.3, SLlr/E1.1, SLlr/E1.2, SLlr/E1.3		Ww/E1.1, Ww/E1.2, Rw/E1.3, Wt/E1.1
4.	Rt/E1.2		SLd/E1.1		
5.	Rt/E1.2				
6.	Rt/E1.1, Rs/E1.1				

Mapping to the standards is also detailed within the units.

## Entry 2

Learning Outcome No.	Reading	Writing for Meaning	Speaking and Listening	Writing, Punctuation and Grammar	Practical Spelling
1.	Rw/E2.2	Wt/E2.1, Rt/E2.2, Ws/E2.1, Ws/E2.2	SLc/E2.2, SLc/E2.4, SLlr/E2.5, SLlr/E2.6	Ws/E2.3, Ws/E2.4, Rs/E2.4	Rt/E2.2
2.	Ww/E2.1	Wt/E2.1, Ws/E2.1, Ws/E2.3	SLc/E2.3	Ws/E2.1, Ws/E2.2	Rw/E2.4, Rw/E2.5
3.	Rt/E2.4, Rw/E2.3, Rt/2.3	Wt/E2.1, Rw/E2.1, Ww/E2.1	SLlr/E2.1, SLlr/E2.2, SLlr/E2.3, SLlr/E2.4, SLc/E2.2, SLc/E2.4		Ww/E2.1, Rt/E2.2
4.	Rt/E2.2, Rt/E2.4	Wt/E2.1, Rt/E2.2, Ws/E2.3, Ww/E2.3	SLc/E2.1, SLc/E2.3, SLd/E2.1, SLd/E2.2		Ww/E2.1, Rw/E2.5, Wt/E2.1
5.	Rw/E2.1, Rs/E2.1, Rt/E2.1, Rs/E2.2				
6.	Rt/E2.1, Rw/E2.4, Rw/E2.5				

Mapping to the standards is also detailed within the units.

### Entry 3

<b>Learning Outcome No.</b>	<b>Reading</b>	<b>Writing for Meaning</b>	<b>Speaking and Listening</b>	<b>Writing, Punctuation and Grammar</b>	<b>Practical Spelling</b>
1.	Rw/E3.1	Rt/E3.2, Wt/E3.1	SLlr/E3.4, SLc/E3.1, SLc/E3.2	Ws/E3.3	Ww/E3.1
2.	Rw/E3.3, Rw/E3.4	Wt/E3.1, Wt/E3.2, Wt/E3.3, Wt/E3.4, Ws/E3.3	SLc/E3.3	Ws/E3.1, Ws/E3.2, Ws/E3.3, Wt/E3.4	Rt/E3.5, Rw/E3.3, Rw/E3.4
3.	Rt/E3.9	Wt/E3.1, Wt/E3.2	SLc/E3.4, SLlr/E3.1, SLlr/E3.2, SLr/E3.3, SLlr/E3.4		Ww/E3.1
4.	Rw/E3.2, Rt/E3.2	Ws/E3.1, Ws/E3.2, Ww/E3.1, Ww/E3.3	SLlr/E3.5, SLlr/E3.6, SLd/E3.1, SLd/E3.2, SLd/E3.3		Rt/E3.5, Ww/E3.1, Rw/E3.3
5.	Rt/E3.3, Rs/E3.1				
6.	Rt/E3.1, Rt/E3.4, Rt/E3.5, Rt/E3.7, Rt/E3.8				
7.	Rt/E3.6, Rt/E3.7, Rt/E3.8				

Mapping to the standards is also detailed within the units.

## **READING ENTRY 1, 2 AND 3**

Reading	Entry 1	Pg	23
Benchmark Assessment		Pg	25

Reading	Entry 2	Pg	27
Benchmark Assessment		Pg	29

Reading	Entry 3	Pg	31
Benchmark Assessment		Pg	33



**UNIT TITLE:**                      **Reading Entry 1**              **H/100/9767**

**LEVEL:**                              **Entry 1**

**10 HOUR CREDIT VALUE:** **3**

**UNIT CODE:**                      **HD3EQQ009**

This unit develops the skills and knowledge required to meet the Basic Skills Standards at Entry 1 for Reading.

**Reading**

- **read and understand** short texts with repeated language patterns on familiar topics
- **read and obtain information** from common signs and symbols

*This unit covers all the descriptors of the Standards in Reading at Entry 1.*

**UNIT TITLE:** Reading Entry 1 H/100/9767

**LEVEL:** Entry 1

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ009

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner should be able to:</b>	<b>The learner has achieved this outcome because s/he can:</b>
1. Read social sight words <b>Rw/E1.1</b>	1.1 Respond appropriately to some familiar social sight words, e.g. in public signs and notices (entrance, exit, bus stop)
2. Understand written words <b>Rw/E1.1, Rw/E1.2, Rw/E1.3</b>	2.1 Recognise the letters of the alphabet in upper and lower case 2.2 Recognise common whole words and some personal key words, e.g. days, months on calendar, family names and address 2.3 Read headings on simple forms
3. Use imagery to aid understanding <b>Rw/E1.1, Rw/E1.2</b>	3.1 Respond appropriately to common signs and symbols, e.g. ladies, gents, laundry symbols, hazards/warnings
4. Identify the purpose of some texts from their format <b>Rt/E1.2</b>	4.1 Indicate where to insert personal information on simple forms, e.g. name and address
5. Read and follow written instructions to complete an activity <b>Rt/E1.2</b>	5.1 Follow instructions, directions in a diagram to carry out a simple task/activity
6. Read a piece of text and gain meaning from it <b>Rt/E1.1, Rs/E1.1</b>	6.1 Track texts in the right order, e.g. from left to right 6.2 Read back own simple sentences constructed from own personal vocabulary

**UNIT TITLE: READING ENTRY 1  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Reading Entry 1      **H/100/9767**  
**LEVEL:** Entry 1  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ009

**Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to read and obtain information for different purposes. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and process information appropriately for presentation to others.

**TASK:** To arrange a visit to a place of local interest.

- \* From a list of options provided choose a place to visit (Learning Outcomes 1,2).
- \* Read the headings on the leaflet of chosen place. Identify upper and lower case letters (Learning Outcome 2).
- \* Look at the illustrations and predict what you would expect to see and do (Learning Outcome 3).
- \* With tutor as scribe compose a short text about the proposed visit and practise reading (Learning Outcome 6).
- \* Following written instructions complete a simple form indicating choice of visit and giving name, address and contact telephone number (Learning Outcomes 4, 5).

## Tutor Marking Guidance

- \* **Clearly identify** (highlight, underline, tick) chosen venue on list provided.
- \* **Clearly indicate** difference between upper and lower case letters in headings (e.g. highlight/underline in different colours; copy into separate lists).
- \* Make **several predictions** and explain orally how they were prompted by the illustrations. (Tutor to record/endorse discussion).
- \* Compose short text of **3/4 simple sentences** and read it with **reasonable fluency**.

Student should be able to:

- recognise words in common use (Dolch List)
- decode simple regular words
- pause at full stops to show awareness of sentences

Tutor to endorse reading activity.

- \* Complete form, **legibly and with sufficient accuracy for it to be understood, in accordance with the instructions**.

**UNIT TITLE:**                      **Reading Entry 2**              **H/100/9767**

**LEVEL:**                              **Entry 2**

**10 HOUR CREDIT VALUE:** **3**

**UNIT CODE:**                      **HD3EQQ010**

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 2 in Reading.

**Reading**

- **read and understand** short straight texts on familiar topics
- **read and obtain information** from short documents, familiar sources and signs and symbols

*This unit covers all the descriptors required to meet the Basic Skills Standards at Entry 2 in Reading.*

**UNIT TITLE:** Reading Entry 2 H/100/9767

**LEVEL:** Entry 2

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ010

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner should be able to:</b>	<b>The learner has achieved this outcome because s/he can:</b>
1. Read social sight words <b>Rw/E2.2</b>	1.1 Read on sight high frequency words in common use
2. Understand written words <b>[Rs/E2.4], Ww/E2.1</b>	2.1 Highlight a sentence in a text 2.2 Supply appropriate words in a simple passage (cloze) 2.3 Maintain and use a personal dictionary
3. Use imagery to aid understanding <b>Rt/E2.4, Rw/E2.3, Rt/2.3</b>	3.1 Use illustrations and captions to locate information
4. Identify the purpose of some texts from their format <b>Rt/E2.2, Rt/E2.4</b>	4.1 Find information in response to a given purpose, e.g. poster, simple timetable
5. Read and follow written instructions to complete an activity <b>Rw/E2.1, Rs/E2.1, Rt/E2.1, Rs/E2.2</b>	5.1 Follow instructional texts to carry out a common task, activity in a familiar context
6. Read a piece of text and gain meaning from it <b>[Rs/E2.2], [Rs/E2.3], [Rs/E2.4], Rt/E2.1, Rw/E2.4, Rw/E2.5</b>	6.1 Read and follow the main events of chronological texts, e.g. a short newspaper report 6.2 Identify the main points in a simple text, e.g. a personal letter 6.3 Answer questions on a short text, e.g. postcard, basic reader 6.4 Use a simplified dictionary to find the meaning of unfamiliar words
[ ] = additional skills and knowledge from the Basic Skills Literacy Curriculum.	

**UNIT TITLE: READING ENTRY 2  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Reading Entry 2      **H/100/9767**  
**LEVEL:** Entry 2  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ010

**Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to read and obtain information for different purposes. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and process information appropriately for presentation to others.

**TASK:** To arrange a visit to a place of local interest.

- \* Find a leaflet or advertisement describing a place you would like to visit (Learning Outcome 4).
- \* Look at headlines, illustrations and captions and make a list of things to see and do (Learning Outcomes 1,2, 3).
- \* Read the text and answer questions on the kind of place, its location, times of opening and admission charges (Learning Outcome 6).
- \* Underline any unfamiliar words in the text and discuss their meaning. Record useful/important words in a personal dictionary (Learning Outcome 2).

### **Tutor Marking Guidance**

- Select a leaflet **relevant to purpose**.
- Identify a **variety of sights and activities** suggested by headlines, illustrations and captions.
- Respond to questions **with sufficient relevance and/or accuracy** as to demonstrate understanding of the text.
- Responses to questions may be made orally or in writing. Oral responses should be noted and endorsed by the tutor.
- Mark unfamiliar words **clearly on the text** and record **meanings accurately in learner's own** words in personal dictionary.

**UNIT TITLE:**                      **Reading Entry 3**              **H/100/9767**

**LEVEL:**                              **Entry 3**

**10 HOUR CREDIT VALUE:** **3**

**UNIT CODE:**                      **HD3EQQ011**

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 3 for Reading.

**Reading**

**Read and understand** short, straightforward texts on familiar topics accurately and independently.

**Read and obtain** information from everyday sources.

*This unit covers all the descriptors of the Basic Skills Standards for Reading at Entry 3.*

**UNIT TITLE:** Reading Entry 3 H/100/9767

**LEVEL:** Entry 3

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ011

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner should be able to:</b>	<b>The learner has achieved this outcome because s/he can:</b>
1. Read social sight words <b>Rw/E3.1</b>	1.1 Read and respond appropriately to relevant key specialist words in work and social settings
2. Understand written words <b>Rw/E3.3, Rw/E3.4</b>	2.1 Use a simplified dictionary to find the meaning of unfamiliar words
3. Use imagery to aid understanding <b>Rt/E3.9</b>	3.1 Relate an image to print and use it to obtain meaning which is not explicit in text
4. Identify the purpose of some texts from their format <b>Rw/E3.2, Rt/E3.2</b>	4.1 Use organisational features to locate information 4.2 Sort simple common texts into categories, e.g. messages, forms, letters, lists
5. Read and follow written instructions to complete an activity <b>Rt/E3.3, Rs/E3.1</b>	5.1 Follow the typical language of instructional texts to carry out a straightforward task or activity
6. Read a piece of text and gain meaning from it <b>Rt/E3.1, Rt/E3.4, Rt/E3.5, Rt/E3.7, Rt/E3.8</b>	6.1 Recount events of a simple narrative on familiar topic or experience 6.2 Answer questions on short text, e.g. a few paragraphs of a newspaper 6.3 Apply selected information to relevant circumstances, e.g. follow recipe successfully
7. Use appropriately a range of strategies to obtain information from a written text <b>Rt/E3.6, Rt/E3.7, Rt/E3.8</b>	7.1 Scan text or index to locate information, e.g. phone directory 7.2 Skim read title, headings, illustrations to decide if material is of interest 7.3 Obtain specific information through detailed reading

<b>UNIT TITLE: READING ENTRY 3 BENCHMARK ASSESSMENT</b>
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<b>UNIT TITLE:</b>	<b>Reading Entry 3</b>	<b>H/100/9767</b>
<b>LEVEL:</b>	<b>Entry 3</b>	
<b>10 HOUR CREDIT VALUE:</b>	<b>3</b>	
<b>UNIT CODE:</b>	<b>HD3EQQ011</b>	

### **Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to read and obtain information for different purposes. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and process information appropriately for presentation to others.

**TASK:** To arrange a visit to a place of local interest.

- Collect a range of leaflets, fliers, advertisements, articles from local newspapers (Learning Outcome 4).
- Skim read titles, headings, illustrations and captions to decide if material is of interest (Learning Outcomes 6, 7).
- Select two or three venues appropriate to interest (Learning Outcomes 1, 2, 3, 6).
- Scan and then highlight texts for times of opening, admission charges, disabled access, details of location and how to get there (Learning Outcome 7).
- Read closely to identify and list main features of each attraction (Learning Outcomes 1, 2, 3, 6, 7).
- Look up the meanings of any unfamiliar words in a dictionary. Record words and meanings in a personal dictionary (Learning Outcome 2).
- Locate each venue on a local street map (Learning Outcomes 3, 5).
- Select preferred venue (Learning Outcome 6).

### **Tutor Marking Guidance**

- Identify a range of texts **relevant to purpose**.
- Explain **in writing or orally** how titles, headings, illustrations and captions have prompted interest. Oral responses should be noted and endorsed by the tutor.
- **Clearly** highlight texts for times of opening, admission charges, disabled access and details of location.
- List **2/3 main features** of each attraction.
- Mark (e.g. circle/underline) unfamiliar words **clearly on the text** and record meanings **accurately in learner's own words** in personal dictionary.
- **Accurately** mark location of venue on street map.
- **Clearly** record final choice of venue and reasons for choice. Reasons should **relate to/reflect** information and description in the relevant text.

## WRITING ENTRY 1, 2 AND 3

Writing for Meaning	Entry 1	Pg	37
Benchmark Assessment		Pg	39
Writing for Meaning	Entry 2	Pg	41
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Writing for Meaning	Entry 3	Pg	45
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**UNIT TITLE:**                      **Writing for Meaning Entry 1**  
**M/100/9769**

**LEVEL:**                              **Entry 1**  
**10 HOUR CREDIT VALUE:** **3**  
**UNIT CODE:**                      **HD3EQQ003**

This unit develops the skills and knowledge required to meet the Basic Skills Standards at Entry 1 in Writing.

**Writing**

**Write to communicate** information to an intended audience.

*This unit covers all the descriptors of the Basic Skills Standards in Writing.*

**UNIT TITLE:** **Writing for Meaning Entry 1**  
**M/100/9769**

**LEVEL:** **Entry 1**

**10 HOUR CREDIT VALUE:** **3**

**UNIT CODE:** **HD3EQQ003**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p> <ol style="list-style-type: none"><li>1. Use writing to communicate clearly and effectively <b>Wt/E1.1</b></li><li>2. Show awareness of the need for appropriate presentation of writing <b>WS/E1.1, WS/E1.2, WS/E1.3</b></li><li>3. Present writing appropriately <b>WS/E1.1, WS/E1.2, WW/E1.1, WW/E1.2</b></li></ol>	<p><b>The learner has achieved this outcome because s/he can:</b></p> <ol style="list-style-type: none"><li>1.1 Compose a simple text for an intended audience</li><li>2.1 Write own name/address correctly</li><li>2.2 Use at least 2 different formats to record or present information appropriately, e.g. notes, messages, simple instructions</li><li>3.1 Generate legible text (forms, lists, messages, notes) to be understood by intended audience, e.g. handwritten or computer-aided</li></ol>

**UNIT TITLE: WRITING FOR MEANING ENTRY 1  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Writing for Meaning Entry 1 M/100/9769  
**LEVEL:** Entry 1  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ003

**Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others in writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to write clearly and effectively and present writing appropriately.

**TASK:** To write a message on a greeting card to a friend/family member.

- \* Identify a friend/family member and an occasion on which to send the card (Learning Outcome 1).
- \* Choose an appropriate card (Learning Outcome 1).
- \* Compose a short personal message and practise writing it (Learning Outcome 1).
- \* Discuss the layout of the card with a tutor and choose an appropriate place to write the name of the recipient, the message and the learner's name (Learning Outcome 2).
- \* Write the card (Learning Outcome 3).

**Tutor Marking Guidance**

- \* Compose a simple text (**containing a word minimum of 6/8 words excluding names**).
- \* **Match the content/tone** of the message to the choice of recipient and occasion.
- \* Write the message **in an appropriate** place on the card.
- \* Write **sufficiently legibly** to be understood by the intended audience.



**UNIT TITLE:** **Writing for Meaning Entry 2**  
**M/100/9769**

**LEVEL:** **Entry 2**

**10 HOUR CREDIT VALUE:** **3**

**UNIT CODE:** **HD3EQQ004**

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 2 in Writing.

### **Writing**

*This unit covers all the descriptors of the Basic Skills Standards in Writing at Entry 2.*

**Write to communicate** information with some awareness of audience.

In addition the unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 2 in Reading.

### **Reading**

**read and understand** short straight forward texts on familiar topics.

*for the descriptors*

- recognise the different purposes of texts at this level.
- read and understand words on forms related to personal information.

*This unit covers all the descriptors of the Basic Skills Standards in Writing at Entry 2.*

**UNIT TITLE:****Writing for Meaning Entry 2  
M/100/9769****LEVEL:****Entry 2****10 HOUR CREDIT VALUE: 3****UNIT CODE:****HD3EQQ004**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner should be able to:</b>	<b>The learner has achieved this outcome because s/he can:</b>
1. Use writing to communicate clearly and effectively <b>Wt/E2.1, Rt/E2.2, Ws/E2.1, Ws/E2.2</b>	1.1 Compose texts for different audiences using simple and compound sentences, correctly placed capitals, full stops and question marks 1.2 Write from personal experience, sequencing events in time 1.3 Identify situations where presentation is important
2. Show awareness of the need for appropriate presentation/format of writing <b>Wt/E2.1, Ws/E2.1, Ws/E2.3</b>	2.1 Write personal details correctly on simple forms 2.2 Write a paragraph
3. Understand the need to plan and revise written work <b>Wt/E2.1, Rw/E2.1, Ww/E2.1</b>	3.1 Use and amend key words appropriately, e.g. for notes, lists 3.2 Read, understand and check own writing 3.3 Spell correctly the majority of personal details and familiar common words
4. Present writing appropriately <b>Wt/E2.1, Rt/E2.2, Ws/E2.3, Ww/E2.3</b>	4.1 Generate and sustain legible text (messages, notes, simple narratives, e-mails) appropriately for intended audience, e.g. hand-written or computer-aided

**UNIT TITLE: WRITING FOR MEANING ENTRY 2  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Writing for Meaning Entry 2 M/100/9769  
**LEVEL:** Entry 2  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ004

**Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others in writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to write clearly and effectively and present writing appropriately.

**TASK:** To write an absence note to a child's teacher.

- \* List important information to be included in the note (e.g. names of child/teacher, reason for absence, length of absence) using key words only (Learning Outcomes: 1, 3).
- \* Sort/group words into sensible order to use in writing (Learning Outcome 3).
- \* Compose short text of 2/3 sentences (Learning Outcome 2).
- \* Read through text and check that it makes sense (Learning Outcome 3).
- \* Check layout of simple informal letter with a tutor and/or refer to template provided for guidance (Learning Outcome 1).
- \* Using the layout provided, produce a final draft in legible handwriting or by using a word processor (Learning Outcomes 1, 4).

### **Tutor Marking Guidance**

- \* Identify **relevant** information relating to the purpose of writing and the intended audience.
- \* Record the information **in note form**, using single key words and short phrases.
- \* Write a **coherent** paragraph composed of **3/4 sentences** arranged in a **logical sequence**.
- \* Following verbal/written guidance, set out the absence note **in clear letter format**.
- \* **Independently** read own writing for meaning and amend as necessary (e.g. insert missing word, change order of sentences).
- \* Produce a final **draft sufficiently clear and legible** to be understood by the intended audience.



**UNIT TITLE: Writing for Meaning Entry 3  
M/100/9769**

**LEVEL: Entry 3**

**10 HOUR CREDIT VALUE: 3**

**UNIT CODE: HD3EQQ005**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p>	<p><b>The learner has achieved this outcome because s/he can:</b></p>
<p>1. Use writing to communicate clearly and effectively <b>Rt/E3.2, Wt/E3.1</b></p>	<p>1.1 Identify the purpose of writing, and the audience 1.2 Use appropriate layout, e.g. headings, dates, endings</p>
<p>2. Understand the need to plan and revise written work <b>Wt/E3.1, Wt/E3.2, Wt/E3.3, Wt/E3.4, Ws/E3.3</b></p>	<p>2.1 Make simple plan using a few key words 2.2 Use plan as part of preparation for writing 2.3 Check and amend rough draft 2.4 Proof read for spelling grammar and punctuation</p>
<p>3. Show awareness of the need for appropriate presentation/format of writing <b>Wt/E3.1, Wt/E3.2</b></p>	<p>3.1 Divide given text into 2 or 3 paragraphs 3.2 Write in complete sentences 3.3 Use correct basic grammar (e.g. appropriate verb tense, subject-verb agreement) 3.3 Organise own writing into short paragraphs</p>
<p>4. Present writing appropriately <b>Ws/E3.1, Ws/E3.2, Ww/E3.1, Ww/E3.3</b></p>	<p>4.1 Generate neat and legible writing for different situations, e.g. formal letter, postcard, form 4.2 Identify/use a range of tools appropriate to presentation, e.g. word processor, e-mail</p>

<p style="text-align: center;"><b>UNIT TITLE: WRITING FOR MEANING ENTRY 3 BENCHMARK ASSESSMENT</b></p>
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**UNIT TITLE:** Writing for Meaning Entry 3 M/100/9769  
**LEVEL:** Entry 3  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ005

### **Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others in writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to write clearly and effectively and present writing appropriately.

**TASK:** To write a letter to a friend describing a recent event in the learner's own life.

- \* Fill in a pre-prepared outline of a spider diagram or mind map with key points to be included in the letter (Learning Outcomes 1, 3).
- \* Sort/group words the key points into a sensible order and make a simple plan which indicates the number of paragraphs to be used (Learning Outcomes: 2, 3).
- \* Using an informal letter layout, write a rough draft (Learning Outcome 1).
- \* Check the rough draft for sense and amend as necessary (Learning Outcome 3).
- \* Proof read for spelling, grammar and punctuation errors (Learning Outcome 3).
- \* Produce a final draft, handwritten or by using a word processor (Learning Outcome 4).

### **Tutor Marking Guidance**

- \* Complete the spider plan by adding **key words/short phrases** identifying a **range of relevant ideas** relating to the purpose of the writing and the intended audience.
- \* **Independently** amend a text to enhance meaning (e.g. substitute a stronger word; rephrase a sentence).
- \* **Independently** identify and/or correct **some** errors in spelling, grammar or punctuation.
- \* Produce a final draft **sufficiently clear and legible** to be understood by the intended audience.

## **SPEAKING AND LISTENING ENTRY 1, 2 AND 3**

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Speaking and Listening	Entry 2	Pg	55
Benchmark Assessment		Pg	57

Speaking and Listening	Entry 3	Pg	59
Benchmark Assessment		Pg	61



**UNIT TITLE:** **Speaking and Listening Entry 1**  
**K/100/9768**

**LEVEL:** **Entry 1**  
**10 HOUR CREDIT VALUE:** **3**  
**UNIT CODE:** **HD3EQQ006**

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 1 for Speaking and Listening.

**Speaking and Listening**

**Listen and respond** to spoken language, including simple narratives, statements, questions and single-step instructions.

**Speak to communicate** basic information, feelings and opinions on familiar topics.

**Engage in discussion** with another person in a familiar situation about familiar topics.

*This unit covers all the descriptors of the Basic Skills Standards in Speaking and Listening for Entry 1.*

**UNIT TITLE: Speaking and Listening Entry 1  
K/100/9768**

**LEVEL: Entry 1**  
**10 HOUR CREDIT VALUE: 3**  
**UNIT CODE: HD3EQQ006**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner should be able to:</b>	<b>The learner has achieved this outcome because s/he can:</b>
1. Communicate with others <b>SLd/E1.1, SLc/E1.1, SLc/E1.2</b>	1.1 Take turns when speaking 1.2 Listen and respond appropriately 1.3 Speak clearly to be heard and understood in simple exchanges 1.4 Make requests using appropriate terms 1.5 Identify the difference between formal and informal speech
2. Present information to others effectively <b>SLc/E1.4, SLlr/E1.4</b>	2.1 Provide basic familiar information, e.g. personal details 2.2 Make statements of fact clearly
3. Obtain information from others <b>SLc/E1.3, SLlr/E1.1, SLlr/E1.2, SLlr/E1.3</b>	3.1 Listen for the gist of short explanations 3.2 Listen for detail using key words to extract some specific information 3.3 Ask questions to obtain specific information, (e.g. directions, instructions) 3.4 Follow single steps instructions in a familiar context, asking for instructions to be repeated if necessary
4. Engage in Discussion <b>SLd/E1.1</b>	4.1 Engage in a discussion with another person in a familiar situation 4.2 Speak and listen in simple exchanges and everyday contexts

**UNIT TITLE: SPEAKING AND LISTENING ENTRY 1  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Speaking and Listening Entry 1 K/100/9768  
**LEVEL:** Entry 1  
**10 HOUR CREDIT VALUE** 3  
**UNIT CODE:** HD3EQQ006

**Assignment Activity**

**TASK:** To take an active part in Fire Drill practice.

- \* Listen to tutor's explanation of Fire Drill (Learning Outcome 3).
- \* In group or pairs discuss main points of procedure (Learning Outcomes 1, 4).
- \* Question and answer session with tutor to reinforce information given (Learning Outcomes 1, 2, 3).
- \* Practise fire drill (Learning Outcomes 3, 4).

**Tutor Marking Guidance**

- Students should be able to listen and respond appropriately to verbal instructions
  - Speak clearly to make requests using appropriate language
  - Provide basic personal details clearly
  - Engage in discussion with at least one other person



**UNIT TITLE:** **Speaking and Listening Entry 2**  
**K/100/9768**

**LEVEL:** **Entry 2**

**10 HOUR CREDIT VALUE:** **3**

**UNIT CODE:** **HD3EQQ007**

This unit develops the skills and knowledge required to meet the Basic Skills Standards at Entry 2 in Speaking and Listening.

### **Speaking and Listening**

**Listen and respond** - to spoken language, including straightforward information, short narratives, explanations and instructions.

**Speak to communicate** - information, feelings and opinions on familiar topics.

**Engage in discussion** with one or more people in a familiar situation to establish shared understanding about familiar topics.

*This unit covers all the descriptors of the Basic Skills Standards for Speaking and Listening at Entry 2.*

**UNIT TITLE: Speaking and Listening Entry 2  
K/100/9768**

**LEVEL: Entry 2**  
**10 HOUR CREDIT VALUE: 3**  
**UNIT CODE: HD3EQQ007**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p>	<p><b>The learner has achieved this outcome because s/he can:</b></p>
<p>1. Communicate with others <b>SLc/E2.2, SLc/E2.4, SLlr/E2.5, SLlr/E2.6</b></p>	<p>1.1 Know when to give others a chance to speak            1.2 Listen and respond to others appropriately, e.g. ask questions, use eye contact appropriately            1.3 Respond to straightforward questions            1.4 Identify a range of situations demanding formal and informal styles of communication, e.g. interview, group discussion</p>
<p>2. Present information to others effectively <b>SLc/E2.3</b></p>	<p>2.1 Provide information using a sequence, e.g. instructions, directions</p>
<p>3. Obtain information from others <b>SLlr/E2.1, SLlr/E2.2, SLlr/E2.3, SLlr/E2.4, SLc/E2.2, SLc/E2.4</b></p>	<p>3.1 Listen for and follow the gist in a short explanation, e.g. local news, instructions and narratives            3.2 Listen for detail (key words and phrases) in short explanations, instructions and narratives            3.3 Identify the main points of short explanations or presentations            3.4 Make requests and ask questions to obtain information in everyday contexts            3.5 Listen to and follow short, straightforward instructions, directions            3.6 Ask questions to clarify understanding</p>
<p>4. Engage in Discussion <b>SLc/E2.1, SLc/E2.3, SLd/E2.1, SLd/E2.2</b></p>	<p>4.1 Listen to and identify simple expressed feelings and opinions            4.2 Follow the gist of discussions            4.3 Follow the main points and make appropriate contributions to the discussion            4.4 Express clearly statements of fact, short explanations, accounts and descriptions</p>

**UNIT TITLE: SPEAKING AND LISTENING ENTRY 2  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Speaking and Listening Entry 2 K/100/9768  
**LEVEL:** Entry 2  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ007

**TASK:** To arrange a visit to a place of local interest

- \* In group or pairs suggest places to visit (Learning Outcomes 1, 3, 4).
- \* Through discussion choose venue (Learning Outcome 4).
- \* Request information by phone, i.e. opening times/disabled access etc (Learning Outcomes 1, 3).
- \* Deliver information received to group (Learning Outcome 4).

**Tutor Marking Guidance**

- Students should be able to listen and respond appropriately to verbal instructions
- Speak clearly to make requests using appropriate language
- Provide basic personal details clearly
- Demonstrate understanding of explanations by completing task
- Engage in discussion expressing feelings and opinions appropriate to topic



**UNIT TITLE:** **Speaking and Listening Entry 3**  
**K/100/9768**

**LEVEL:** **Entry 3**  
**10 HOUR CREDIT VALUE:** **3**  
**UNIT CODE:** **HD3EQQ008**

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 3 for Speaking and Listening.

### **Speaking and Listening**

**Listen and respond** to spoken language, including straightforward information and narratives and follow straightforward explanations and instructions, both face to face and on the telephone.

**Speak to communicate** information, feelings and opinions on familiar topics using appropriate formality both face to face and on the telephone.

**Engage in discussion** with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.

*This unit covers all the descriptors of the Basic Skills Standards for Speaking and Listening at Entry 3*

**UNIT TITLE:****Speaking and Listening Entry 3  
K/100/9768****LEVEL:****Entry 3****10 HOUR CREDIT VALUE: 3****UNIT CODE:****HD3EQQ008**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner should be able to:</b>	<b>The learner has achieved this outcome because s/he can:</b>
1. Communicate with others <b>SLlr/E3.4, SLc/E3.1, SLc/E3.2</b>	1.1 Listen actively to others, e.g. use eye contact, body language, facial expression 1.2 Use formal language and register when appropriate 1.3 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing
2. Present information to others effectively <b>SLc/E3.3</b>	2.1 Provide information, in familiar and unfamiliar contexts, face to face and by phone, e.g. make an appointment, explain a simple procedure 2.2 Express clearly statements of fact and give short explanations, accounts and descriptions
3. Obtain information from others <b>SLc/E3.4, SLlr/E3.1, SLlr/E3.2, SLr/E3.3, SLr/E3.4</b>	3.1 Obtain information, e.g. from a telephone enquiry, phone message 3.2 Use strategies to clarify and confirm understandings (facial expressions, gestures) 3.3 Listen and follow straightforward instructions, directions 3.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts 3.5 Listen for and follow the gist of instructions and narratives in different contexts 3.6 Listen for and identify relevant information and new information from discussions and explanations 3.7 Listen for detail in explanations, instructions and narratives in different contexts (phone, answer phone message) 3.8 Listen and follow straightforward instructions and directions
4. Engage in Discussion <b>SLlr/E3.5, SLlr/E3.6, SLd/E3.1, SLd/E3.2, SLd/E3.3</b>	4.1 Listen to and respond appropriately to other points of view 4.2 Respond to a range of questions about familiar topics 4.3 Express feelings and opinions – preferences, non-verbal communication 4.4 Follow and understand the main points of discussion on different topics 4.5 Make contributions to discussions that are relevant to the subject

**UNIT TITLE: SPEAKING AND LISTENING ENTRY 3  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Speaking and Listening Entry 3 K/100/9768  
**LEVEL:** Entry 3  
**10 HOUR CREDIT VALUE** 3  
**UNIT CODE** HD3EQQ008

**Introduction**

The benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to communicate with others orally, both listening actively and responding in an appropriate manner. Assessments will be completed as the learner progresses through the programme of learning. The learner will be expected to be able to both obtain information and present information to others effectively and to engage in conversation and discussion on topics familiar to them.

**TASK:** To arrange a visit to a place of local interest

- \* Take an active part in group choice of venue, contribute suggestions and respond to others points of view appropriately (Learning Outcomes 1, 2, 4).
- \* Respond to information received from tape or video expressing personal opinions and discussing relevant points from resources used (Learning Outcomes 1, 4).
- \* Request specific information in person or by phone, giving a clear explanation of details required (Learning Outcomes 1, 3).
- \* Present information to group on a particular venue giving appropriate amount of information clearly (Learning Outcomes 1, 2).

## **Tutor Marking Guidance**

Students should be able to:

- Listen, understand and respond to instructions. Students should make relevant suggestions and not interrupt others.
- Provide information required giving own choice and reasons.
- Obtain and present information using appropriate language and tone.
- Demonstrate understanding by completing task.
- Listen and respond appropriately during discussion making relevant contributions including verbal and non-verbal communication.

## **PUNCTUATION AND GRAMMAR ENTRY 1, 2 AND 3**

Punctuation and Grammar Benchmark Assessment	Entry 1	Pg 65 Pg 67
Punctuation and Grammar Benchmark Assessment	Entry 2	Pg 69 Pg 71
Punctuation and Grammar Benchmark Assessment	Entry 3	Pg 73 Pg 75



**UNIT TITLE:** **Punctuation and Grammar Entry 1**  
**D/100/9766**

**LEVEL:** **Entry 1**  
**10 HOUR CREDIT VALUE:** **3**  
**UNIT CODE:** **HD3EQQ012**

This unit develops the skills and knowledge required to meet the Basic Skills Standards at Entry 1 in Writing.

### **Writing**

**Write to communicate** information to an intended audience

*for the descriptors*

- construct a simple sentence
- punctuate a simple sentence with a capital letter and a full stop
- use a capital letter for personal pronoun 'I'
- write the letters of the alphabet using upper and lower case

In addition the unit contributes to the development of the skills and knowledge required to meet the Basic Skills Standards at Entry 1 in Reading.

### **Reading**

*for the descriptor*

- recognise the letters of the alphabet in both upper and lower case

**UNIT TITLE:** Punctuation and Grammar Entry 1  
D/100/9766

**LEVEL:** Entry 1

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ012

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p> <ol style="list-style-type: none"><li>1. Use punctuation to aid understanding Ws/E1.2, Ws/E1.3, Rw/E1.3</li> <li>2. Use grammar to aid understanding Ws/E1.1, Ws/E1.2</li></ol>	<p><b>The learner has achieved this outcome because s/he can:</b></p> <ol style="list-style-type: none"><li>1.1 Recognise and write the letters of the alphabet in upper and lower case</li><li>1.2 Use a capital letter for 'I'</li><li>1.3 Punctuate a simple sentence with a capital letter and a full stop</li> <li>2.1 Write simple sentence, using a main verb, a full stop and capital letter</li></ol>

**UNIT TITLE: PUNCTUATION AND GRAMMAR ENTRY 1  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Punctuation and Grammar Entry 1  
**D/100/9766**

**LEVEL:** Entry 1

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ012

**Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to use punctuation and grammar to aid understanding. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to use forms of punctuation and grammatical structure appropriate to the purpose and content of a range of writing tasks.

**TASK**

Assessment of this unit will be based on evidence naturally occurring in the context of writing. Tasks undertaken for assessment may include writing:

- the learner's name and address on a form
- lists, e.g. shopping lists, things to pack for a journey
- a message on a greeting card
- a text message for a mobile phone
- a note for a friend or relative
- a short text about the learner

**Tutor Marking Guidance**

- Write the letters of the alphabet legibly and with **sufficient definition as to distinguish clearly between upper and lower case** (Learning Outcome 1).
- **Consistently** use a capital letter for the word 'I' (Learning Outcome 1).
- **Consistently** punctuate simple sentences with a capital letter and a full stop (Learning Outcome 1).
- Construct simple sentences **accurately** using a main verb (Learning Outcome 2).



**UNIT TITLE:** Punctuation and Grammar Entry 2  
D/100/9766

**LEVEL:** Entry 2

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ013

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 2 for Writing

### **Writing**

**Write to communicate** information with some awareness of the intended audience

*for the descriptors*

- use punctuation correctly e.g. capital letters, full stops and question marks
- use a capital letter for proper nouns
- construct simple and compound sentences using common conjunctions to connect two clauses
- use adjectives

### **Reading**

In addition the unit develops reading skills through the use of punctuation and capitalisation to aid understanding.

**UNIT TITLE:** Punctuation and Grammar Entry 2  
D/100/9766

**LEVEL:** Entry 2

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ013

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p> <ol style="list-style-type: none"><li data-bbox="177 584 667 689">1. Use punctuation to aid understanding Ws/E2.3, Ws/E2.4, Rs/E2.4</li> <li data-bbox="177 853 667 958">2. Use grammar to aid understanding Ws/E2.1, Ws/E2.2</li></ol>	<p><b>The learner has achieved this outcome because s/he can:</b></p> <ol style="list-style-type: none"><li data-bbox="671 584 1468 689">1.1 Use basic punctuation, (capital letters, full stops, question marks) correctly in a short passage of 2 or 3 sentences of own writing</li><li data-bbox="671 689 1468 757">1.2 Use a capital letter for proper nouns, e.g. for a simple form or address</li> <li data-bbox="671 853 1468 920">2.1 Write in simple and compound sentences using common conjunctions, e.g. 'and' and 'but', to connect two clauses</li><li data-bbox="671 920 1468 965">2.2 Use adjectives, e.g. in a postcard or short note</li></ol>

**UNIT TITLE: PUNCTUATION AND GRAMMAR ENTRY 2  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Punctuation and Grammar Entry 2  
**D/100/9766**  
**LEVEL:** Entry 2  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ013

**Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to use punctuation and grammar to aid understanding. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to use forms of punctuation and grammatical structure appropriate to the purpose and content of a range of writing tasks.

**TASK**

Assessment of this unit will be based on evidence naturally occurring in the context of writing. Tasks undertaken for assessment may include writing:

- an e-mail to the tutor/other learner
- an absence note to a child's teacher
- a diary entry
- a personal reading record
- a beginner's guide to ..... (student choice)

**Tutor Marking Guidance**

- Use basic punctuation (capital letters, full stops, question marks) **with sustained accuracy** in a short passage (**2/3 sentences**) (Learning Outcome 1).
- **Consistently** use a capital letter for proper nouns (Learning Outcome 1).
- Construct simple sentences **correctly** using a main verb (Learning Outcome 2).
- Construct compound sentences **correctly**, using 'and' and 'but' to connect two clauses (Learning Outcome 2).
- Use a **selection** of adjectives **appropriate to context** (Learning Outcome 2).



**UNIT TITLE:** Punctuation and Grammar Entry 3  
D/100/9766

**LEVEL:** Entry 3

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ014

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 3 for Writing.

### **Writing**

**Write to communicate** information and opinions with some adaptation to the intended audience.

#### *for the descriptors*

- proof-read and correct writing for grammar and spelling
- write in complete sentences
- use correct basic grammar
- use punctuation correctly

**UNIT TITLE:** Punctuation and Grammar Entry 3  
D/100/9766

**LEVEL:** Entry 3

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ014

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p> <ol style="list-style-type: none"><li>1. Use punctuation to aid understanding <b>Ws/E3.3</b></li><li>2. Use grammar to aid understanding <b>Ws/E3.1, Ws/E3.2, Ws/E3.3, Wt/E3.4</b></li></ol>	<p><b>The learner has achieved this outcome because s/he can:</b></p> <ol style="list-style-type: none"><li>1.1 Use punctuation correctly: capitals, full stops, question marks, exclamation marks</li><li>2.1 Write in complete sentences</li><li>2.2 Write with correct basic grammar so that meaning is clear, e.g. subject-verb agreement,</li><li>2.3 Use past tense for narratives</li><li>2.4 Proof-read and correct writing for grammar and spelling</li></ol>

**UNIT TITLE: PUNCTUATION AND GRAMMAR ENTRY 3  
BENCHMARK ASSESSMENT**

**UNIT TITLE:** Punctuation and Grammar Entry 3  
**D/100/9766**  
**LEVEL:** Entry 3  
**10 HOUR CREDIT VALUE:** 3  
**UNIT CODE:** HD3EQQ014

**Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to use punctuation and grammar to aid understanding. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to use forms of punctuation and grammatical structure appropriate to the purpose and content of a range of writing tasks.

**TASK**

Assessment of this unit will be based on evidence naturally occurring in the context of writing. Tasks undertaken for assessment may include writing:

- informal and formal letters
- a chronological account of a recent event in the learner's own life
- a description of a process where stages must occur in a particular sequence
- a description of a person/place

**Tutor Marking Guidance**

- Write **continuous coherent** texts of at least **1 page**.
- Use capital letters, full stops, question marks and exclamation marks **with sustained accuracy**. (Learning Outcome 1)
- **Consistently** write in complete sentences. (Learning Outcome 2)
- Use basic grammar **with sufficient accuracy to be understood by the intended audience**. (Learning Outcome 2)
- Demonstrate **sustained** use of past tense in narratives. (Learning Outcome 2)



## **PRACTICAL SPELLING ENTRY 1, 2 AND 3**

Practical Spelling	Entry 1	Pg	79
Benchmark Assessment		Pg	81

Practical Spelling	Entry 2	Pg	83
Benchmark Assessment		Pg	85

Practical Spelling	Entry 3	Pg	87
Benchmark Assessment		Pg	89



**UNIT TITLE:** **Practical Spelling Entry 1**  
**Y/100/9765**

**LEVEL:** **Entry 1**  
**10 HOUR CREDIT VALUE:** **3**  
**UNIT CODE:** **HD3EQQ015**

This unit develops the skills and knowledge required to meet the Basic Skills Standards at Entry 1 in Writing.

### **Writing**

**Write to Communicate** information to an intended audience

#### *for the descriptors*

- spell correctly some personal key words and familiar words
- write the letters of the alphabet using upper and lower case
- use written words and phrases to record or present information

In addition the unit contributes to the development of the skills and knowledge required to meet the Basic Skills Standards at Entry 1 in Speaking and Listening *and* Reading.

### **Reading**

#### *for the descriptor*

- recognise the letters of the alphabet in both upper and lower case

**UNIT TITLE: Practical Spelling Entry 1  
Y/100/9765**

**LEVEL: Entry 1**  
**10 HOUR CREDIT VALUE: 3**  
**UNIT CODE: HD3EQQ015**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p> <ol style="list-style-type: none"><li>1. Locate correct spellings</li> <li>2. Understand own spelling strengths and weaknesses <b>Ww/E1.1</b></li> <li>3. Maintain a personal spelling programme over time-span <b>Ww/E1.1, Ww/E1.2, Rw/E1.3, Wt/E1.1</b></li></ol>	<p><b>The learner has achieved this outcome because s/he can:</b></p> <ol style="list-style-type: none"><li>1.1 Recognise and sequence the letters of the alphabet in both upper and lower case</li><li>1.2 Find a word in own personal dictionary</li><li>1.3 Ask how to spell words</li> <li>2.1 Spell some personal key word and familiar words correctly (e.g. personal, family names)</li> <li>3.1 Maintain a personal spelling dictionary</li></ol>

<b>UNIT TITLE: PRACTICAL SPELLING ENTRY 1 BENCHMARK ASSESSMENT</b>
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<b>UNIT TITLE:</b>	<b>Practical Spelling Entry 1</b>	<b>Y/100/9765</b>
<b>LEVEL:</b>	<b>Entry 1</b>	
<b>10 HOUR CREDIT VALUE:</b>	<b>3</b>	
<b>UNIT CODE:</b>	<b>HD3EQQ015</b>	

### **Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to improve spelling in the context of the learner's writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to locate correct spellings, understand his/her own spelling strengths and weaknesses and maintain a personal spelling programme over a time span.

Assessment of this unit will be based both on evidence naturally occurring in the context of writing and evidence of spelling work undertaken in response to spelling needs identified in the learner's writing.

**Task:** Practical work to support writing a note to a friend/family member.

- Draw up a list of family names (Learning Outcome 2)
- Ask a tutor/other learner how to spell unknown names and correct as necessary (Learning Outcome 1)
- With tutor support, list corrected names in alphabetical order (Learning Outcome 1)
- Find and highlight the names in an alphabetical list of boys and girls names (Learning Outcome 1)
- Practise writing family names (Learning Outcome 2)
- Record the family names in a personal dictionary (Learning Outcome 3)
- Write a first draft of the note (Learning Outcome 2)
- Proof read and underline any words the learner is unsure of (Learning Outcome 2)
- Ask a tutor/other learner how to spell unknown words and correct as necessary (Learning Outcome 1)
- Check family names in personal dictionary (Learning Outcome 1)
- Add new words to personal dictionary (Learning Outcome 1)
- Practise new words using Look/Say/Cover/Write/Check method.

### **Tutor Marking Guidance**

- **Show awareness** of alphabetical order in sequencing family names.
- **Consistently** use an initial capital letter for family names.
- Locate correct spellings **both** by asking **and** referring to personal dictionary.
- Spell **some** family names correctly.
- **Correctly** identify **some** problem words to work on.
- **Independently** record names in personal dictionary.

**UNIT TITLE:** Practical Spelling Entry 2 Y/100/9765

**LEVEL:** Entry 2

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ016

This unit develops the skills and understanding required to meet the Basic Skills Standards at Entry 1 in Writing.

### **Writing**

**Write to communicate** - information with some awareness of the intended audience.

#### *for the descriptor*

- spell correctly the majority of personal details and familiar common words

In addition, the unit develops the skills and understanding to meet the Standards at Entry 2 for Reading.

### **Reading**

#### *for the descriptors*

- recognise the different purposes of texts at this level
- use a simplified dictionary to find the meaning of unfamiliar words
- use initial letters to find and sequence words in alphabetical order

**UNIT TITLE:**

**Practical Spelling Entry 2 Y/100/9765**

**LEVEL:**

**Entry 2**

**10 HOUR CREDIT VALUE: 3**

**UNIT CODE:**

**HD3EQQ016**

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p> <ol style="list-style-type: none"><li data-bbox="177 555 667 651">1. Identify situations where accurate spelling is required <b>Rt/E2.2</b></li><li data-bbox="177 723 667 786">2. Locate correct spellings <b>Rw/E2.4, Rw/E2.5</b></li><li data-bbox="177 992 667 1088">3. Understand own spelling strengths and weaknesses <b>Ww/E2.1, Rt/E2.2</b></li><li data-bbox="177 1160 667 1256">4. Maintain a personal spelling programme over time-span <b>Ww/E2.1, Rw/E2.5, Wt/E2.1</b></li></ol>	<p>The learner has achieved this outcome because s/he can:</p> <ol style="list-style-type: none"><li data-bbox="675 555 1466 618">1.1 Explain the difference between writing for others to read and writing for self (e.g. shopping list, note)</li><li data-bbox="675 723 1466 887">2.1 Use the initial letter to find and sequence words in alphabetical order</li><li data-bbox="675 790 1466 853">2.2 Use a personal dictionary or basic writing dictionary to find unknown spellings</li><li data-bbox="675 857 1466 887">2.3 Ask how to spell word(s)</li><li data-bbox="675 992 1466 1021">3.1 Spell familiar common words and personal key words</li><li data-bbox="675 1160 1466 1189">4.1 Maintain a personal spelling dictionary</li><li data-bbox="675 1193 1466 1223">4.2 Select words to learn to spell</li><li data-bbox="675 1227 1466 1256">4.3 Learn a few words at a time</li></ol>

<b>UNIT TITLE: PRACTICAL SPELLING ENTRY 2 BENCHMARK ASSESSMENT</b>
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<b>UNIT TITLE:</b>	<b>Practical Spelling Entry 2</b>	<b>Y/100/9765</b>
<b>LEVEL:</b>	<b>Entry 2</b>	
<b>10 HOUR CREDIT VALUE:</b>	<b>3</b>	
<b>UNIT CODE:</b>	<b>HD3EQQ016</b>	

### **Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to improve spelling in the context of the learner's writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to identify situations where accurate spelling is required, locate correct spellings, understand his/her own spelling strengths and weaknesses and maintain a personal spelling programme over a time span.

Assessment of this unit will be based both on evidence naturally occurring in the context of writing and evidence of spelling work undertaken in response to spelling needs identified in the learner's writing.

**Task:** Practical spelling work to support writing an absence note to a child's teacher.

- Explain to a tutor/other learner the importance of accurate spelling in the context of this task (Learning Outcome 1)
- Predict some problem spellings and either:
  - a) ask a tutor/other learner how to spell them; or
  - b) look them up in a personal dictionary or basic writing dictionary. (Learning Outcome 2).
- Practise writing the new words (Learning Outcome 4).
- Write a first draft of the note (Learning Outcome 3).
- Proof read and underline any spellings the learner is not sure of (Learning Outcome 3).
- Check the unknown spellings in a basic writing dictionary or by asking how to spell the words (Learning Outcome 2).
- Sequence new words in alphabetical order based on initial letter (Learning Outcome 2).
- Record new words in a personal dictionary (Learning Outcome 4).
- List 2/3 words to learn using Look/Say/Cover/Write/Check method (Learning Outcome 4).

### **Tutor Marking Guidance**

- Explain **clearly** the difference between writing for others to read and writing for oneself. (Explanation may be recorded and endorsed by tutor)
- **Accurately** sequence words in alphabetical order based on initial letter.
- **Independently** use a personal dictionary/basic writing dictionary to find unknown spellings.
- **Consistently** spell common words and personal key words **correctly**.
- **Correctly** identify **some** problem words to work on.
- **Independently** record new words in a personal dictionary and **refer to it regularly**.
- **Independently** practise spellings using Look/Say/Cover/Write/Check method.

**UNIT TITLE:** Practical Spelling Entry 3 Y/100/9765

**LEVEL:** Entry 3

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ017

This unit develops the skills and knowledge required to meet the Basic Skills Standards Entry 3 for Writing and for Reading.

### **Writing**

**Write to communicate** information and opinions with some adaptation to the intended audience.

### **Reading**

**Read and understand** short straightforward texts on familiar topics accurately and independently.

**Read and obtain information** from everyday sources.

*for the descriptors*

### **Writing**

- spell correctly common words and relevant key words for work and special interest

### **Reading**

- use a dictionary to find the meaning of unfamiliar words
- use first and second place letters to find and sequence words in alphabetical order

**UNIT TITLE:** Practical Spelling Entry 3 Y/100/9765

**LEVEL:** Entry 3

**10 HOUR CREDIT VALUE:** 3

**UNIT CODE:** HD3EQQ017

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<p><b>The learner should be able to:</b></p> <ol style="list-style-type: none"><li>1. Identify situations where accurate spelling is required <b>Ww/E3.1</b></li> <li>2. Locate correct spellings <b>Rt/E3.5, Rw/E3.3, Rw/E3.4</b></li> <li>3. Understand own spelling strengths and weaknesses <b>Ww/E3.1</b></li> <li>4. Maintain a personal spelling programme over time-span <b>Rt/E3.5, Ww/E3.1, Rw/E3.3</b></li></ol>	<p><b>The learner has achieved this outcome because s/he can:</b></p> <ol style="list-style-type: none"><li>1.1 Identify specific examples of situations where accurate spelling is required, e.g. formal letters, job applications</li> <li>2.1 Use 1st and 2nd place letters to find and sequence words in alphabetical order</li><li>2.2 Use simplified dictionary/spell check to find unknown spellings</li><li>2.3 Ask for help to spell words</li> <li>3.1 Spell correctly common words and relevant key words for work and special interest</li><li>3.2 Recognise which words are known</li><li>3.3 Know when to seek help</li> <li>4.1 Maintain and use a personal spelling dictionary</li><li>4.2 Choose words from own errors</li><li>4.3 Decide which words are most important to learn</li><li>4.4 Keep and update spelling records over a time-span</li></ol>

<b>UNIT TITLE: PRACTICAL SPELLING ENTRY 3 BENCHMARK ASSESSMENT</b>
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<b>UNIT TITLE:</b>	<b>Practical Spelling Entry 3</b>	<b>Y/100/9765</b>
<b>LEVEL:</b>	<b>Entry 3</b>	
<b>10 HOUR CREDIT VALUE:</b>	<b>3</b>	
<b>UNIT CODE:</b>	<b>HD3EQQ017</b>	

### **Introduction**

This benchmark assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to improve spelling in the context of the learner's writing. Assessments will be completed as the learner progresses through the programmes of learning. The learner will be expected to identify situations where accurate spelling is required, locate correct spellings, understand his/her own spelling strengths and weaknesses and maintain a personal spelling programme over a time span.

Assessment of this unit will be based both on evidence naturally occurring in the context of writing and evidence of spelling work undertaken in response to spelling needs identified in the learner's writing.

**Task:** Practical spelling work to support writing a personal statement for a job application.

- Explain to a tutor/other learner the importance of accurate spelling in the context of this task (Learning Outcome 1).
- Plan and write first draft of statement (Learning Outcome 3).
- Proof read and underline any spellings learner is not sure of (Learning Outcome 3).
- Check the unknown spellings in a basic dictionary or ask how to spell the words (Learning Outcome 2).
- Sequence new words in alphabetical order based on 1<sup>st</sup> and 2<sup>nd</sup> place letters (Learning Outcome 2).
- Identify important words to learn and list in order of importance to learner, based on personal interest/common use (Learning Outcome 4).
- Record words to learn in personal dictionary (Learning Outcome 4).
- Choose 3/4 words to learn using Look/Say/Cover/Write/Check method (Learning Outcome 4).
- Keep a weekly record of words learnt. Revise previous week's spellings before entering new words (Learning Outcome 4).

### **Tutor Marking Guidance**

- Explain **clearly** the difference between writing for others to read and writing for oneself. (Explanation may be recorded and endorsed by tutor)
- **Accurately** sequence words in alphabetical order based on 1<sup>st</sup> and 2<sup>nd</sup> place letters.
- **Consistently** spell **correctly** common words and relevant key words for work and special interest.
- **Independently** maintain a personal spelling programme:
  - consistently** proof-read own writing for spelling errors
  - identify **most** unknown words
  - make **sensible** choices of words
  - regularly** record new words in /refer to personal dictionary
  - independently** practise spellings using Look/Say/Cover/Write/Check method.

## EXTERNAL ASSESSMENT

The details for establishing a learner's achievement profile for qualification certification is outlined on page 8. You will need to read this carefully before reading this section on external assessment. This section outlines the regulation with regard to external assessment for the qualification. The following externally set tasks are available:

Reading Entry 1 (A,E1)

Reading Entry 2 (A,E2)

Reading Entry 3 (A,E2)

Writing Entry 1 (B,E1)

Writing Entry 2 (B,E2)

Writing Entry 3 (B,E3)

The external tasks will be made available to you by your OCN.

The skill areas of Reading and Writing are internally assessed through externally set tasks. The tasks are marked by the centre. The externally set tasks in Reading and Writing are available at each sub-entry level of Entry 1, Entry 2 and Entry 3. Centres are advised to ensure that learners undertake the task at the sub-level appropriate to the learner's achievement profile. For example, if a learner has achieved the units: Reading at Entry 1 and Practical Spelling at Entry 1, s/he should undertake the Reading Entry 1 External Assessment Task. If a learner has achieved Writing for Meaning Unit at Entry 2 and Punctuation and Grammar Unit Entry 2, s/he should undertake the Writing Entry 2 External Assessment.

### REGULATIONS FOR THE CONDUCT AND SECURITY OF EXTERNAL ASSESSMENT

#### Security of External Assessment

1. External assessment task sheets **must** be retained in a secure location.
2. External assessment task sheets **must** be given to the learner at the beginning of the designated assessment period.
3. Completed external assessment task sheets **must** be collected in at the end of the designated assessment period, marked and retained by the centre.
4. At no point should the completed external tasks be removed from the centre.
5. Completed tasks must not be returned to the learner or placed in the learner's portfolio.
6. Learners may receive feedback on the external assessments and at this point of feedback be shown their assessed tasks.
7. Tasks, other than those 'designated for retention purposes', must be securely destroyed once they are no longer required for external moderation purposes.

## Conduct of External Assessment

1. Learners may enter for assessment for each of the skill areas at different times.
2. It is the assessor's responsibility to ensure that the external task at the appropriate sub-level of Entry Level is taken by the learner.
3. The external assessment tasks are undertaken within the learner's normal learning environment, which must be supervised.
4. The external assessment tasks are not time limited, although it is recognised that timetabling constraints will apply.
5. The writing tasks at Entry 1 and Entry 2 are assessed for writing, spelling, punctuation and grammar. The tutor may assist in reading, but not explaining the task.
6. The External Tasks have to be achieved in order to meet the requirement for the achievement of the qualification.
7. All work submitted will be clearly labelled and referenced.
8. All work submitted will be subject to centre internal moderation and external moderation by the OCN.
9. The learner can have access to external assessment when he/she is deemed ready to undertake assessment at the appropriate sub-level.
10. The Learner Assessment Record (form LAR) **must** be completed for each incidence of external assessment. This record sheet is available in the Assessment Pack for this qualification and must show the outcome of assessment.
11. All assessed tasks must be available for external moderation.
12. If a learner does not achieve the task, s/he may retake the task provided a three-week period has lapsed from the previous attempt.
13. The outcomes of both external assessment tasks must be forwarded to the OCN within two weeks of external moderation of the qualification results on form LAR for learners who have achieved all the requirements for the qualification.
14. Unit credit achievement results should be notified to the OCN through the standard OCN recommendation for the Award of Credit processes.
15. The external assessments may only be used to assess achievement for the qualification. They are not to be used as diagnostic assessment or teaching tools.