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# Introduction

This marking guidance is relevant to OCR Functional skills English Entry Level 1, 2 and 3 assessments (all sets). It is designed to give internal assessors more detailed guidance on acceptable responses from candidates.

This document must be used in conjunction with the assessment guidance detailed in each set of assessment materials and the OCR Functional Skills English Entry Level Centre Handbook. Particular attention should be paid to Section 4 of the Centre handbook, which details the requirements for internal assessment and internal standardisation.

## General guidance relevant to the assessment

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- Tutors should give feedback to candidates to support and guide them in producing evidence to the required standard, during the marking process.
- If necessary, in order to achieve the minimum pass requirement, candidates can attempt each assessment task more than once within the time specified and under Controlled Assessment conditions.
- Where candidates have reworked the assessment, amendments can be made by the candidate to their original work, as long as the assessor makes it clear that the work is amended after assessor feedback. Where there are substantial amends needed, candidates should complete new versions of their work to ensure that their responses are clear.
- Where appropriate, assessors should highlight that reworking has taken place in the 'assessor feedback' area of any recording documentation.
- Half marks are not permitted.

## Providing assessor feedback

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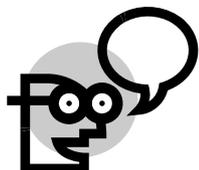
Where assessors are required to provide feedback on recording documentation, this should be detailed where necessary (i.e. where additional guidance was given to a candidate or where reworking was expected in order to meet the required standard). The detail of the feedback can relate to a particular assessment criteria, or against a whole task, as appropriate.

Where an assessor is satisfied that the candidate work has met the required standard with no additional intervention, or there are no particular comments needed, then a generic statement of feedback is appropriate.

Overall, the judgement on the amount of feedback needed should be dictated by the transparency of the assessor decision when this work is internally standardised or externally moderated.

# Unit Specific Guidance

## SLC Entry Level 1



One discussion takes place in a group – the recommendation is that the group has between three and five participants. One discussion takes place on a one-to-one basis and it is recommended that the assessor does not participate in the activity itself.

Only the Assessor's Observation Record Sheet needs to be submitted as evidence.

Criteria	Evidence	Amplification
Understood the main points of short explanations	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Explanations will be brief - a couple of words or a short sentence is acceptable. For example, understanding where a friend may want to go for a picnic.
Understood and followed instructions	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	The instructions should consist of simple commands. For example, informing the learner what will be expected of them in the activity. The candidate is observed by the assessor and shows they have understood and followed instructions.
Responded appropriately to comments and requests	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Comments and requests will be brief – a couple of words or a short sentence is acceptable. For example, responding to a request for help.
Made contributions to be understood	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Short phrases or sentences are acceptable. For example, stating what is his/her favourite food.
Asked simple questions to obtain specific information	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Short questions are acceptable. For example, asking for help.

### Good practice to develop learners to the next stage

Learners should be encouraged to;

- respond to questions
- express feelings
- express opinions.

## Reading Entry Level 1

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Criteria	Evidence	Amplification
Read and understand simple regular words and sentences	Read simple regular words and sentences and passed two tasks by answering questions provided	<p>The tutor may have read the questions to the candidate and scribed the learner's answers.</p> <p>The learner has read the scenario and the texts in the two tasks.</p> <p>Single words or short phrases are expected in response to the questions.</p>
Understand short texts on familiar topics and experiences	Read short texts on familiar topics and passed two tasks by answering questions provided	<p>The tutor may have read the questions to the candidate and scribed the learner's answers.</p> <p>The learner has read the scenario and the texts in the two tasks.</p> <p>Single words or short phrases are expected in response to the questions.</p>

### Good practice to develop learners to the next stage

Learners should be encouraged to;

- know alphabetical order
- use dictionaries
- read chronological texts
- read instructions and directions.

## Writing Entry Level 1

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Criteria	Evidence	Amplification
Sentences present information using written words and phrases	Write at least two sentences for Task A Write at least two sentences for Task B	Responses can be handwritten or word processed.  The sentence/s makes sense.  There may be one or two errors in spelling, punctuation and use of upper and lower case.
Sentences are correctly constructed Sentences use full stops correctly	Write at least two sentences for Task A Write at least two sentences for Task B	Responses can be handwritten or word processed.  The sentence/s starts with a capital letter and ends with a full stop. Assessors should not take any other punctuation into account. Eg. commas/apostrophes. There may be incorrect use of upper and lower case in other words in the sentence.
Sentences have some personal or very familiar words spelt correctly	Write at least two sentences for Task A Write at least two sentences for Task B	Responses can be handwritten or word processed.  Spelling of very familiar words is correct.  There may be errors in spelling of less familiar words.

### Good practice to develop learners to the next stage

Learners should be encouraged to;

- use conjunctions in writing
- write more than two sentences
- use question marks.

## SLC Entry Level 2



One discussion takes place in a group – the recommendation is that the group has between three and five participants. One discussion takes place on a one-to-one basis and it is recommended that the assessor does not participate in the activity itself.

Only the Assessor's Observation Record Sheet needs to be submitted as evidence.

Criteria	Evidence	Amplification
Identified the main points of short explanations and instructions	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Explanations and instructions will be brief - one or two short phrases or sentences are acceptable. For example, understanding what a friend may want to eat and drink at a picnic.
Made appropriate contributions that are clearly understood	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	One or two short phrases or sentences are acceptable. For example, stating what his/her favourite picnic venue might be.
Expressed simply feelings or opinions and understand those expressed by others	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	One or two short phrases or sentences are acceptable. NB. Feelings may be physical (e.g. hot) or emotional (e.g. sad).
Communicated information so that the meaning is clear	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	One or two short phrases or sentences are acceptable. Meaning should be clear. For example, giving their name and address.
Asked and responded to straightforward questions	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Short questions are acceptable. For example, asking for an appointment to see the Vet.
Followed the gist of discussions	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Short sentences are acceptable. For example, clarifying another candidate's viewpoint.

### Good practice to develop learners to the next stage

Learners should be encouraged to;

- use techniques to clarify understanding
- engage in formal and informal discussions.

## Reading Entry Level 2



Criteria	Evidence	Amplification
Understand the main events in chronological texts	Read chronological text and passed two tasks by answering questions provided	The tutor may have read the questions to the candidate and scribed the learner's answers. The learner has read the scenario and the texts in the two tasks. Single words or short phrases are expected in response to the questions. There may be errors in spelling, grammar and punctuation.
Read and understand simple instructions and directions	Read instructions/ directions in text and passed two tasks by answering questions provided	The tutor may have read the questions to the candidate and scribed the learner's answers. The learner has read the scenario and the texts in the two tasks. Single words or short phrases are expected in response to the questions.
Read and understand high frequency words and words with common spelling patterns	Read high frequency words in texts and passed two tasks by answering questions provided	The tutor may have read the questions to the candidate and scribed the learner's answers. The learner has read the scenario and the texts in the two tasks. Single words or short phrases are expected in response to the questions.
Use knowledge of alphabetical order to locate information	Found the meaning of one unfamiliar word from text using a dictionary	Candidates must give the meaning as written in the dictionary and not explain the term using their own words.

### Good practice to develop learners to the next stage

Learners should be encouraged to;

- carry out more detailed reading
- read texts with different organisational features eg. subheadings, bullet points
- read texts in different formats.

## Writing Entry Level 2

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Criteria	Evidence	Amplification
Sentences use words and phrases to record and present information	Write at least three sentences for Task A Write at least three sentences for Task B	Responses can be handwritten or word processed.  The sentence/s must be relevant and make sense.
Compound sentences with common conjunction	Write at least three sentences for Task A Write at least three sentences for Task B	Responses can be handwritten or word processed.  The sentence/s must use appropriate conjunctions to make sense.
Uses upper/lower case, full stops or question marks	Write at least three sentences for Task A Write at least three sentences for Task B	Responses can be handwritten or word processed.  The candidate must show they can use upper and lower case and a full stop or question mark correctly. Assessors should not take any other punctuation into account. Eg. commas/apostrophes.
Spells correctly high frequency words / words with common spelling patterns	Write at least three sentences for Task A Write at least three sentences for Task B	Responses can be handwritten or word processed.  The majority of words and all key, familiar words are correctly spelt.

### Good practice to develop learners to the next stage.

Learners should be encouraged to;

- write more than three sentences
- write in logical sequence
- use basic grammar using appropriate verb-tense and subject-verb agreement.

## SLC Entry Level 3



One discussion takes place in a group – the recommendation is that the group has between three and five participants. One discussion takes place on a one-to-one basis and it is recommended that the assessor does not participate in the activity itself. One discussion will be formal and one discussion will be informal.

Only the Assessor's Observation Record Sheet needs to be submitted as evidence.

Criteria	Evidence	Amplification
Followed the main points of discussions	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Overall, the discussion/s should be of sufficient length to contain a number of points and some detail. The candidate can follow the main points and contribute in a relevant way.
Used techniques to clarify and confirm understanding	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Techniques could include repeating information or asking questions.
Given own point of view and responded appropriately to others' point of view	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	A short phrase or sentence is acceptable to give his/her point of view. The response could identify use of body language, verbal agreement, prompts, facial expressions etc.
Used appropriate language in informal and formal discussions/exchanges	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Informal and formal language used. For example, in an informal discussion with a friend it would be appropriate to say 'what do you think?' whereas in a formal discussion it would be appropriate to say 'what is your opinion?'
Made relevant contributions, allowing for and responding to others' input	Group discussion and 1:1 discussion evidenced in the Assessor's Observation Record	Relevant contributions are made and opportunities for others to speak are made.

### Good practice to develop learners to the next stage.

Learners should be encouraged to;

- prepare for discussions
- make different kinds of contributions
- engage in extended discussions.

## Reading Entry Level 3



Criteria	Evidence	Amplification
Understand the main points of texts	Read texts and passed two tasks by answering questions provided	The tutor may have read the questions to the candidate and scribed the learner's answers. The learner has read the scenario and the texts in the two tasks. Single words or short phrases are expected in response to the questions.
Obtain specific information through detailed reading	Read texts to obtain specific information through detailed reading and passed two tasks by answering questions provided	The tutor may have read the questions to the candidate and scribed the learner's answers. The learner has read the scenario and the texts in the two tasks. Single words or short phrases are expected in response to the questions.
Use organisational features to locate information	Read texts and used organisational features to pass two tasks by answering questions provided	The tutor may have read the questions to the candidate and scribed the learner's answers. The learner has read the scenario and the texts in the two tasks. Single words or short phrases are expected in response to the questions.
Read and understand texts in different formats using strategies/ techniques appropriate to the task	Read texts of different formats and passed two tasks by answering questions provided	The tutor may have read the questions to the candidate and scribed the learner's answers. The learner has read the scenario and the texts in the two tasks. Single words or short phrases are expected in response to the questions.

### Good practice to develop learners to the next stage

Learners should be encouraged to;

- identify suitable responses to texts
- Identify main points and ideas and how they are presented differently in a variety of texts.

## Writing Entry Level 3

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Criteria	Evidence	Amplification
Writing organised in logical sequence	Write at least four sentences for Task A Write at least four sentences for Task B	Responses can be handwritten or word processed.  Sentences should follow an appropriate order.
Sentences used to present information	Write at least four sentences for Task A Write at least four sentences for Task B	Responses can be handwritten or word processed.  The sentence/s must be relevant and make sense.
Correct spelling	Write at least four sentences for Task A Write at least four sentences for Task B	Responses can be handwritten or word processed.  All key and familiar words are spelt correctly.  There may be errors in spelling of unfamiliar words.
Correct punctuation	Write at least four sentences for Task A Write at least four sentences for Task B	Responses can be handwritten or word processed.  The candidate uses upper and lower case, full stops and question marks correctly. Assessors should not take any other punctuation into account. Eg. commas and apostrophes.
Correct basic grammar using appropriate verb-tense and subject-verb agreement	Write at least four sentences for Task A Write at least four sentences for Task B	Responses can be handwritten or word processed.  The sentence/s should use verbs (verb-tense and subject-verb) correctly.

Good practice to develop learners to the next stage.

Learners should be encouraged to;

- write more than four sentences
- use language, format and structure suitable for purpose and audience
- use correct grammar including correct and consistent use of tense.

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