

Entry 3 Writing Set 2

Guidance to assessors

Adaptation

These tasks are designed so that they can be adapted to meet local needs. Therefore centres are permitted to adapt the context of the assessment. This means that centres may change names, locations and types of events but **not** the purpose or audience of a task. Therefore, for example, for Task 1 the context may be changed to any other type of complaint e.g. about faulty goods. Although Task 1 asks for a letter, we are not expecting addresses but we are expecting some form of open and close appropriate to Entry 3. For Task 2, the email could be advice about buying any other item. Learners must complete **both** writing tasks.

Interpretation

A medium level of control for task taking means that assessors may respond to questions to explain difficult words and phrases to learners by paraphrasing and redefining. Assessors must not give learners solutions to task questions.

Timing

Learners must complete **two** tasks in 45 minutes - this need not be taken in one sitting, and time may be split up at the centre's discretion.

Marking

Marks should be awarded for each task according to the appropriate mark scheme. The total number of marks that can be awarded across the two tasks is 20. The pass percentage for the writing component is 75 per cent. In order to achieve 75 per cent learners must achieve at least 15 marks out of the available 20 across the two completed tasks.

Record Sheet

Learners' completed tasks should be attached to the *Writing Assessment Record Sheet* where the marks will be recorded. Where the task has been contextualised by the centre the updated task must also be attached to the record sheet with learners' work.

Specific requirements

Before learners undertake the controlled assessment tasks for the entry level 3 writing assessment, it is advisable that tutors help them to become familiar with the words and phrases listed below (and any other words and phrases tutors consider relevant and necessary). Tutors should ensure that learners understand the implications that these words and phrases might have on how they respond.

Write complete sentences	Use joining words (conjunctions) e.g. and, as, but, or	Check your spellings
Use capital letters, full stops and question marks where you need to	You could include	Complain
Refuse Collection	Write your plan and draft here	Write your final response/email here
Causing		

Use of a dictionary is permitted.