

**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 a formal letter to a business person requesting a visit to a museum, art gallery, sports ground and, for Task 2, the email may be changed to describe a show, concert, book, magazine that the learner is familiar with. 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. (*Turn over*)

Write complete sentences.	Use joining words (conjunctions e.g. and, as, but, or)	Plan and draft your writing.
Use capital letters.	Check your spellings.	Write your final response.
Full stops and question marks where you need to.	You could / should include.	Write your email here.
Recommend	Released	

Use of a dictionary is permitted.