

# GIANTS CAUSEWAY

## L001

### Assessment Scheme (Entry 1–3)

Student's Name: .....

Tutor's Name: .....

Centre Name: .....

Date/s when task was taken: .....

- Please complete one assessment scheme per student.
- You will need this booklet to record marks for each task activity.

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## Notes

### 1. The Aim of Assessment

The aim of using the *Assessment Scheme* is to confirm a student's levels of achievement across the skills of:

- Speaking and Listening;
- Reading; and
- Writing;

at Entry 1/Entry 2/Entry 3, as set out in the Adult Literacy Core Curriculum.

### 2. Method of Assessment

This confirmation of the tutor's judgement is achieved by administering an Essential Skills Assessment Task consisting of a number of different activities.

### 3. Using the Assessment Scheme

Steps:

- Work through the tasks as set out in the *"Tutor Guide and Tutor Script"* materials.
- Use this Assessment Scheme to record the outcomes the student has achieved for each activity.
- Transfer the totals achieved by the student from each activity to the *"Overall Outcomes Sheet"*.

The completed *Assessment Scheme* will provide two essential pieces of information:

- an "overall level" (based on criteria shown on page 12); and
- a "spiky profile" (the level of achievement obtained in each skill area).



**ENTRY 1: ASSESSMENT RECORDING FORM  
ACTIVITY 1A: INTERVIEW  
SPEAKING AND LISTENING, READING**

**Step 1:** For each correct response, place one tick ( ✓ ) in the appropriate Speaking and Listening or Reading boxes. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 13).

**You are required to retain evidence arising from the assessment of speaking and listening. This evidence must be made available for external moderation.**

Q	Student's Response	Speaking and Listening	Reading	National Standard	Curriculum Reference
1A1	<i>Any from: safe, water shallow/ clear</i>			Listen for detail using key words to extract some specific information	SLlr/E1.2
1A2	<i>Good shoes</i>			Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary	SLlr/E1.3
1A3	<i>Weekend (2–3 days) To Giants Causeway, Co Antrim, seaside</i>			Listen for the gist of short explanation	SLlr/E1.1
1A4	<i>Talks about visit</i>			Listen and respond to requests for personal information Speak clearly to be understood in simple exchanges Make statements of fact clearly	SLlr/E1.4 SLc/E1.1 SLc/E1.4
1A5	<i>Reads notice without prompting</i>			Possess a limited, meaningful sight vocabulary of words, signs and symbols	Rw/E1.1
1A5	<i>Reads notice with understanding</i>			Decode simple regular words	Rw/E1.2
1A6	<i>KEEP DOGS OFF BEACH</i>			Recognise the letters of the alphabet in upper and lower case	Rw/E1.3
1A7	<i>To instruct</i>			Recognise different purposes of simple text	Rt/E1.2
1A8	<i>Yes – ban is from March to Oct</i>			Follow a short narrative on a familiar topic of experience	Rt/E1.1
<b>Total No. of Ticks (✓) Achieved by Student</b>					
<b>Maximum No. of Ticks (✓) Possible</b>		<b>4</b> Speaking and Listening	<b>5</b> Reading		



**ENTRY 2: ASSESSMENT RECORDING FORM**  
**ACTIVITY 2A: INTERVIEW**  
**SPEAKING AND LISTENING, READING**

**Step 1:** For each correct response, place one tick ( ✓ ) in the appropriate Speaking and Listening or Reading boxes. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 13).

**You are required to retain evidence arising from the assessment of speaking and listening. This evidence must be made available for external moderation.**

Q	Student's Response	Speaking and Listening	Reading	National Standard	Curriculum Reference
2A1	Accept refs to <b>one</b> of: hot lava, millions of years, sea erosion			Listen for detail in short explanations, instructions and narratives	SLlr/E2.2
2A2	Erosion or similar			Listen for detail in short explanations, instructions and narratives	SLlr/E2.2
2A3	Finn MacCool (1 tick for answering correctly; 2nd tick if <b>all</b> 2A1, 2A2 and 2A3 answered correctly)			Listen for and identify the main points of short explanations and instructions Respond to straightforward questions	SLlr/E2.3
					SLlr/E2.6
2A4	Expresses opinion with explanation			Express clearly statements of fact and short accounts and descriptions Speak clearly to be heard and understood in straightforward exchanges	SLc/E2.3 SLc/E2.1
2A5	Reads notice aloud			Recognise high-frequency words and words with common spelling patterns	Rw/E2.2
2A5	Reads notice aloud			Use phonic and graphic knowledge to decode words	Rw/E2.3
2A6	died			Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning	Rs/E2.2
2A7	Warn or similar			Recognise the different purposes of text at this level	Rl/E2.2
2A8	When rocks are wet. After high tide			Trace and understand the main events of chronological and instructional texts	Rt/E2.1
2A9	because; as			Read and understand linking words and adverbials in instructions and directions	Rs/E2.1
2A10	Talks about similar notices			Express clearly statements of fact and short accounts and descriptions	SLc/E2.3
2A11	Gives emphasis or similar			Use punctuation correctly	Rs/E2.4

<b>Total No. of Ticks (✓) Achieved by Student</b>			
<b>Maximum No. of Ticks (✓) Possible</b>	<b>6</b> Speaking and Listening	<b>7</b> Reading	



**ENTRY 3: ASSESSMENT RECORDING FORM**  
**ACTIVITY 3A: INTERVIEW**  
**SPEAKING AND LISTENING, READING**

**Step 1:** For each correct response, place one tick ( ✓ ) in the appropriate Speaking and Listening or Reading boxes. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 13).

**You are required to retain evidence arising from the assessment of speaking and listening. This evidence must be made available for external moderation.**

Q	Student's Response	Speaking and Listening	Reading	National Standard	Curriculum Reference
3A1	<i>Mentions 3 points, eg arranging hotel; hotels/b&amp;b's must meet fire regs; few read notices; people die</i>			Listen for detail in explanations, instructions and narratives in different contexts	SLlr/E3.2
3A2	<i>Yes – legal requirement</i>			Listen for detail in explanations, instructions and narratives in different contexts	SLlr/E3.2
3A3	<i>People don't read notices and some die "unnecessarily"</i>			Listen for detail in explanations, instructions and narratives in different contexts	SLlr/E3.2
3A4	<i>Warn/inform</i>			Recognise the different purposes of text at this level	Rt/E3.2
3A5	<i>Key words – CLOSE; DONT; NEVER etc</i>			Use punctuation correctly	Rs/E3.3
3A6	<i>Any sensible suggestions – colour; underline; images</i>			Recognise and understand the organisational features and typical language of instructional texts	Rt/E3.3
3A7a	<i>(a) Before: Plan</i>			Identify the main points and ideas and predict words from context	Rt/E3.4
3A7b	<i>(b) During: close windows; check doors; keep calm</i>			Identify the main points and ideas and predict words from context	Rt/E3.4
3A7c	<i>(c) Tel 999; never go back</i>			Identify the main points and ideas and predict words from context	Rt/E3.4
3A7	<i>If student has got 3A7(a), (b) and (c) correct, give another tick</i>			Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	Rt/E3.1
3A8	<i>Any reasonable answer with explanation</i>			Express clearly statements of fact and give short explanations, accounts and descriptions Speak clearly to be heard and understood using appropriate clarity, speed and phrasing	SLc/E3.3 SLc/E3.1
3A9	<i>Should be closed, if possible, during fire; don't open if hot</i>			Scan texts to locate information	Rt/E3.7
3A10	<i>Breathing smoke in</i>			Recognise and understand relevant specialist key words	Rw/E3.1
3A11	<i>Explains "full address"</i>			Read and understand words and phrases commonly used on forms	Rw/E3.2

<b>Total No. of Ticks (✓) Achieved by Student</b>			
<b>Maximum No. of Ticks (✓) Possible</b>	<b>4</b> Speaking and Listening	<b>10</b> Reading	



**ENTRY 2 and 3: ASSESSMENT RECORDING FORM**  
**ACTIVITY 2B and 3B: GROUP DISCUSSION**  
**SPEAKING AND LISTENING**

**Step 1:** During and/or immediately after the group discussion, reflect on each student's overall performance and place her/him at **either Entry 2 or Entry 3**, ie in one of the two bands below.

**Entry 2**

***Listens and responds***

**At Entry 2** the student listens and responds to short explanations, showing an understanding of the feelings and opinions of others.

***Speaks to Communicate***

She/he speaks clearly and is able to give some short accounts and descriptions of relevant activities. In discussion, the student shows an understanding of the gist of the topic and an ability to ask and answer short follow-up questions.

**Entry 3**

***Listens and responds***

**At Entry 3** the student listens and responds to straightforward discussion and shows an ability to identify new information. She/he responds appropriately to others' opinions, seeking confirmation of understanding with relevant questions.

***Speaks to Communicate***

Statements are made clearly using a range of register and, in discussion, she/he demonstrates an ability to reach a shared understanding. The student makes relevant contributions to the discussion and allows and accepts the contributions of others.

**Step 2:** Now use the checklist on the next page to **confirm** that specific criteria were actually met by individual students.

**Step 3:** Check to see if there is any discrepancy between the outcomes of Steps 1 and 2. If there is, use your own judgement as to which level the student has achieved.

**You are required to retain evidence arising from the assessment of speaking and listening. This evidence must be made available for external moderation.**

**Please Turn Over**



**ENTRY 2 and 3: ASSESSMENT RECORDING FORM**  
**ACTIVITY 2B and 3B: GROUP DISCUSSION**  
**SPEAKING AND LISTENING**

To confirm that your holistic judgement made above is correct, put a tick ( ✓ ) against the appropriate criterion in either column **Entry 2 or Entry 3**. Add up the total number of ticks for the appropriate level and enter at bottom of the table and transfer this information onto the *“Overall Outcomes Sheet”* (page 13).

ENTRY 2 (E 2) ASSESSMENT CRITERIA		ENTRY 3 (E 3) ASSESSMENT CRITERIA	
	E 2		E 3
		SLr/E3.5 Listen to and respond appropriately to other points of view	
SLlr/E2.5 Listen to and identify simply expressed feelings and opinions		SLr/E3.6 Respond to a range of questions about familiar topics	
SLc/E2.1 Speak clearly to be heard and understood in straightforward exchanges		SLc/E3.1 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing	
SLc/E2.2 Make requests and ask questions to obtain information in everyday contexts		SLc/E3.2 Use formal language and register when appropriate	
SLc/E2.3 Express clearly statements of fact and short accounts and descriptions		SLc/E3.3 Express clearly statements of fact and give short explanations, accounts and descriptions	
SLc/E2.4 Ask questions to clarify understanding		SLc/E3.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts	
SLd/E2.1 Follow the gist of discussions		SLd/E3.1 Follow and understand the main points of discussions on different topics	
SLd/E2.2 Follow the main points and makes appropriate contributions to the discussion		SLd/E3.2 Make contributions to discussions that are relevant to the subject	
		SLd/E3.3 Respect the turn-taking rights of others during discussion	
<b>Total No. of Ticks (✓) Achieved by Student at Entry 2</b>		<b>Total No. of Ticks (✓) Achieved by Student at Entry 3</b>	
<b>Maximum No. of Ticks (✓) Possible</b>	<b>7</b>	<b>Maximum No. of Ticks (✓) Possible</b>	<b>9</b>



**ENTRY 1: ASSESSMENT RECORDING FORM  
ACTIVITY 1C – STUDENT ANSWER BOOKLET  
READING AND WRITING**

**Step 1:** For each correct response, place one tick ( ✓ ) in the appropriate unshaded Writing or Reading boxes. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 13).

Q	Student's Response	Writing	Reading	National Standard	Curriculum Reference
1	<i>Rewrites sentence correctly using a capital letter for the personal pronoun "I"</i>			Use a capital letter for personal pronoun "I"	Ws/E1.3
2	<i>Rewrites name and address entirely in capital letters</i>			Write the letters of the alphabet using upper and lower case	Ww/E1.2
3	<i>Letters are correctly matched to words. (up to 3 ticks)</i>			Recognise the letters of the alphabet in both upper and lower case	Rw/E1.3
4	<i>Lists the 5 items copied correctly</i>			Use written words and phrases to record or present information	Wt/E1.1
5a	<i>Labels picture and correctly spells the five incomplete words (5 ticks – 1 per correct word)</i>			Spell correctly some personal key words and familiar words	Ww/E1.1
5b	<i>Writes 3 short sentences 2 ticks per sentence (1 tick for full stop, capital letter, 1 tick for meaningful sentence).</i>			Construct a simple sentence Punctuate a sentence with a capital letter and full stop	Ws/E1.1 Ws/E1.2
6	<i>Can match meanings to images (up to 5 ticks)</i>			Recognise the different purposes of text at this level Possess a limited meaningful sight vocabulary of words, signs and symbols	Rt/E1.2 Rw/E1.1
7(i)	<i>Not to do something</i>			Recognise the different purposes of text at this level	Rt/E1.2
7(ii)	<i>Answer B (1 tick)</i>			Recognise the different purposes of text at this level	Rt/E1.2
<b>Total No. of Ticks (✓) Achieved by Student</b>					
<b>Maximum No. of Ticks (✓) Possible</b>		<b>14</b> <b>Writing</b>	<b>10</b> <b>Reading</b>		



**ENTRY 2 AND 3: ASSESSMENT RECORDING FORM**  
**ACTIVITY C – STUDENT ANSWER BOOKLET**  
**2Ci – READING ENTRY 2 3Ci – READING ENTRY 3**

**Step 1:** For each correct response, place one tick ( ✓ ) in the appropriate **Entry 2** or **Entry 3** unshaded Reading boxes. Some questions may require more than one tick. In this case there will be extra white boxes to facilitate additional ticks.

**Step 2:** Add up the total number of ticks achieved by the student at the bottom of the table and transfer this information onto the “Overall Outcomes Sheet” (page 13).

Q	Student's Response	Reading Entry 2		Reading Entry 3		National Standard	Curriculum Reference
1	Correctly places all 3 pictures – Picture 1 – B, Picture 2 – A, Picture 3 – C					Relate an image to print and use it to obtain meaning	Rt/E3.9
2	Puts words in correct order. (allow 2 words in wrong order) (up to 5 ticks)					Use first and second place letters to find and sequence words in alphabetical order	Rw/E3.4
3	Any acceptable meaning, eg the “unlike any other, original, only one” etc					Recognise and understand relevant specialist key words	Rw/E3.1
4	Spain					Scan texts to locate information	Rt/E3.7
5	Provides reasonable definition of “wreck”					Use a simplified dictionary to find the meaning of unfamiliar words	Rw/E2.4
6	Finds suitable word eg “story”					Use a dictionary to find the meaning of unfamiliar words	Rw/E3.3
7	Matches the families to the appropriate cottages (4 ticks) McAllister – No 177 (Sea Views) Doherty – No 176 (Breezy Hill) Anderson – No 179 (Finch) Crawford – No 178 (Green Vale)					Use illustrations and captions to locate information	Rt/E2.4
8	Gives reasonable explanation					Recognise and understand relevant specialist key words	Rw/E3.1
9	Reads and understands words on form (1 tick per appropriate response, up to 8 ticks)					Read and understand words, forms related to personal information	Rw/E2.1
<b>Total No. of Ticks (✓) Achieved by Student</b>							
<b>Maximum No. of Ticks (✓) Possible</b>		<b>13</b> Reading Entry 2		<b>12</b> Reading Entry 3			



**ENTRY 2 AND 3: ASSESSMENT RECORDING FORM**  
**ACTIVITY C – STUDENT ANSWER BOOKLET**  
**2Cii – WRITING ENTRY 2 3Cii – WRITING ENTRY 3**

**Step 1:** Take a **holistic view** of the student's draft and final piece of writing and use the Statements of Attainment below in order to place her/him provisionally at **Entry 2 or Entry 3**.

**Step 2:** Work through the bulleted National Standards and curriculum references to confirm or revise your first impression of the student's level. **Please Note:** Marks are **not** needed for this assessment – simply tick the appropriate Entry Level box.

<p><b>Entry 2</b></p> <p>Place <b>tick ✓</b> in box below if this is the level achieved</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 20px;"></div>	<p><b>Statement of Attainment</b></p> <p><i>The student produces a piece of writing that is fit for the purpose, as defined in the question, employs a suitable style and tone and shows an awareness of audience/context. Sentences are complete and mainly simple in construction, but there is some attempt at producing compound sentences and using conjunctions. In the main, simple vocabulary is used and most words are spelled correctly. There may or may not be evidence of drafting but the layout of the letter follows, or is similar to, the model.</i></p>	
	<p><b>National Standards</b></p> <ul style="list-style-type: none"> <li>• use written words and phrases to record or present information</li> <li>• construct simple and compound sentences, using common conjunctions to connect two clauses, <i>eg: as, and, but</i></li> <li>• use adjectives</li> <li>• use punctuation correctly, <i>eg capital letters, full stops and question marks</i></li> <li>• use a capital letter for proper nouns</li> <li>• spells correctly the majority of personal details and familiar common words</li> <li>• produce legible text</li> </ul>	<p>Wt/E2.1</p> <p>Ws/E2.1</p> <p>Ws/E2.2</p> <p>Ws/E2.3</p> <p>Ws/E2.4</p> <p>Ww/E2.1</p> <p>Ww/E2.3</p>

<p><b>Entry 3</b></p> <p>Place <b>tick ✓</b> in box below if this is the level achieved</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: 20px;"></div>	<p><b>Statement of Attainment</b></p> <p>There is evidence of sound planning and drafting to a satisfactory standard. Conventions of formal writing are adhered to. Content and tone are appropriate to audience and there is likely to be a response to the request for additional information. The text is suitably organised in short, sequenced paragraphs and a mix of complete simple and compound sentences used to give an acceptable, coherent text. There is evidence of proof-reading resulting in the elimination of most errors of sense and spelling. Grammar and punctuation are generally accurate.</p>	
	<p><b>National Standards</b></p> <ul style="list-style-type: none"> <li>• plan and draft writing</li> <li>• organise writing in short paragraphs</li> <li>• sequence chronological writing</li> <li>• write in complete sentences</li> <li>• use correct basic grammar, <i>eg appropriate verb tense, subject-verb agreement</i></li> <li>• use punctuation correctly, <i>eg capital letters, full stops, question marks, exclamation marks</i></li> <li>• spell correctly common words and relevant key words for work and special interest</li> <li>• proof-read and correct writing for grammar and spelling</li> <li>• produce legible text</li> </ul>	<p>Wt/E3.1</p> <p>Wt/E3.2</p> <p>Wt/E3.3</p> <p>Ws/E3.1</p> <p>Ws/E3.2</p> <p>Ws/E3.3</p> <p>Ww/E3.1</p> <p>Wt/E3.4</p> <p>Ww/E3.3</p>



## Completing the Overall Outcomes Sheet (page 13)

### Part A: Completing the "Spiky Profile Chart"

1. Transfer all the totals achieved for each activity and skill area into the appropriate boxes on the student's "Overall Outcomes Sheet" (page 13).

#### Example 1:

This student has 10 ticks from the reading skill area in the Interview and 4 ticks from the booklet:

Activity	Ticks
1A: Interview	10
1C: Booklet	4
<b>Student Total</b>	<b>14</b>
<b>Threshold</b>	<b>12</b>

2. Check the threshold for each skill area against the number of ticks achieved by the student.

**To achieve the threshold for each level, the student is required to obtain 80% or above in each skill area**

#### Example 2:

Student A has got **2** ticks for this skill area and the threshold requires **3**, therefore, she/he **has not yet achieved** the level.

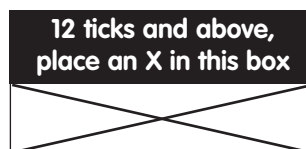
Activity	Ticks
2A: Interview	2
<b>Student Total</b>	<b>2</b>
<b>Threshold</b>	<b>3</b>

#### Example 3:

Student B has got **14** ticks for this skill area and the threshold requires **12**, therefore she/he **has achieved** the level.

Activity	Ticks
3A: Interview	10
3Ci: Booklet	4
<b>Student Total</b>	<b>14</b>
<b>Threshold</b>	<b>12</b>

3. If the threshold has been achieved, mark a large **X** in the appropriate box as shown below:





## Part B: Awarding an Overall Level

**Step 1:** When you have calculated the outcomes for each of the three skill areas use the table below to find the overall level to be awarded. Each skill area carries equal weighting therefore the levels shown below are interchangeable.

**Step 2:** Transfer the *Overall Level of Achievement* obtained to the top right hand corner of the *Overall Outcomes Sheet* (page 13).

Outcomes of the skill areas			The Overall Level of Achievement
1	1	1	1
1	1	2	1
*1	1	3	1
1	2	2	2
***1	2	3	2
2	2	2	2
2	2	3	2
**3	3	1	2
3	3	2	3
3	3	3	3



### Marking Criteria

1. \*When a student has achieved the same level for **2 out of the 3** skill areas the student will be awarded that level, eg (1, 1, 2 = 1), (1, 1, 3 = 1), (2, 2, 1 = 2), (2, 2, 3 = 2), (3, 3, 2 = 3) except in the case below.
2. \*\*When a student scores **3 in 2** skill areas and a **1** in the **3rd skill area** (ie **3, 3, 1**), in this case the student will receive **Entry 2**.
3. \*\*\*Where a profile is extremely “spiky” (ie 1, 2, 3) a student will be awarded the **middle level** of **Entry 2**.

### Examples:

Student A has achieved the following levels in an assessment task:

*(Speaking and Listening Entry 3, Reading Entry 1 and Writing Entry 1).*

**Criteria 1**

**\*The overall level of achievement is: Entry 1.**

Student B has achieved the following levels in an assessment task:

*(Speaking and Listening Entry 3, Reading Entry 3 and Writing Entry 1).*

**Criteria 2**

**\*\*The overall level of achievement is: Entry 2.**

Student C has achieved the following levels in an assessment task:

*(Speaking and Listening Entry 3, Reading Entry 2 and Writing Entry 1).*

**Criteria 3**

**\*\*\*The overall level of achievement is: Entry 2.**



## Overall Outcomes Sheet

Task Title:	GIANTS CAUSEWAY (Literacy)			Overall Level Achieved	
Centre:		Student:			
Tutor:		Date:			

## Speaking and Listening (S&amp;L)

Activity	Ticks
1A: Interview (S&L)	
<b>Student Total</b>	
<b>Threshold</b>	<b>3</b>

## Entry 1

3 ticks and above,  
place an X in this box

## Reading (R)

Activity	Ticks
1A: Interview (R)	
1C: Booklet (R)	
<b>Student Total</b>	
<b>Threshold</b>	<b>12</b>

12 ticks and above,  
place an X in this box

## Writing (W)

Activity	Ticks
1C: Booklet (W)	
<b>Student Total</b>	
<b>Threshold</b>	<b>11</b>

11 ticks and above,  
place an X in this box

Activity	Ticks
2A: Interview (S&L)	
2B: Discussion (S&L)	
<b>Student Total</b>	
<b>Threshold</b>	<b>10</b>

## Entry 2

10 ticks and above,  
place an X in this box

Activity	Ticks
2A: Interview (R)	
2Ci: Booklet (R)	
<b>Student Total</b>	
<b>Threshold</b>	<b>16</b>

16 ticks and above,  
place an X in this box

Activity
2Cii: Booklet (W)
Assessment of writing skills is based on an holistic assessment

If Entry 2 is achieved  
place an X in this box

Activity	Ticks
3A: Interview (S&L)	
3B: Discussion (S&L)	
<b>Student Total</b>	
<b>Threshold</b>	<b>10</b>

## Entry 3

10 ticks and above,  
place an X in this box

Activity	Ticks
3A: Interview (R)	
3Ci: Booklet (R)	
<b>Student Total</b>	
<b>Threshold</b>	<b>18</b>

18 ticks and above,  
place an X in this box

Activity
3Cii: Booklet (W)
Assessment of writing skills is based on an holistic assessment

If Entry 3 is achieved  
place an X in this box

