



**Unit:
Study and Communication Skills**

**Assignment title:
Paper A**

May 2016

Marking Scheme

Markers are advised that, unless a task specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks. If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

This marking scheme has been prepared as a **guide only** to markers and there will frequently be many alternative responses which will provide a valid answer.

Each candidate's script must be fully annotated with the marker's comments (where applicable) and the marks allocated for each part of the tasks.

Throughout the marking, please credit any valid alternative point.

Where markers award half marks in any part of a task, they should ensure that the total mark recorded for the task is rounded up to a whole mark.

Marker's comments:

Moderator's comments:

Mark:

Moderated mark:

Final mark:

Penalties applied for academic malpractice:

| Task | Guide | Maximum Marks |
|------|---|---|
| 1 | <p>Self-evaluation and planning Portfolio entries are dated (Tasks 1, 2 and 3).</p> <ul style="list-style-type: none"> • 2 marks if all entries are dated • 1 mark if some entries are dated • 0 marks if the majority of entries are not dated <p>All entries are well set out with neat handwriting / suitably-formatted typing. The layout is of an academic style.</p> <ul style="list-style-type: none"> • 2 marks if consistent throughout. • 1 mark if entries are inconsistent. • 0 marks if insufficient. <p>Sufficient entries have been written in table 2 ('Give examples') and table 3 ('Plan').</p> <p>Entries analyse strengths and weaknesses and reasons for success or lack thereof, as appropriate.</p> <ul style="list-style-type: none"> • 3 marks if consistent throughout. • 2 marks if inconsistent. • 1 mark if a minimal attempt has been made. • 0 marks if not attempted. <p>Areas for improvement are identified and analysed.</p> <ul style="list-style-type: none"> • 2 marks if consistent throughout. • 1 mark if entries are inconsistent. • 0 marks if insufficient. | <p style="text-align: right;">2</p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p> <p style="text-align: right;">3</p> <p style="text-align: right;">2</p> <hr style="width: 100%;"/> <p style="text-align: right;">10</p> |

| Task | Guide | Maximum Marks |
|-------------|---|--|
| 2 | <p>Goal setting Goals are set as required.</p> <p>Goals are clearly described with specific detail.</p> <ul style="list-style-type: none"> • 3 marks if all goals contain specific detail. • 2 marks if some goals contain specific detail. • 1 marks if insufficient. • 0 marks if not attempted. <p>A clear time frame for each goal is identifiable.</p> <ul style="list-style-type: none"> • 2 marks if consistent throughout. • 1 mark if inconsistent. • 0 marks if insufficient. <p>Goals are realistically achievable within the scope of the module and abilities of the student.</p> <ul style="list-style-type: none"> • 2 marks if consistent throughout. • 1 mark if inconsistent. • 0 marks if insufficient. <p>Goals progress and become more challenging each week, being based upon prior achievements and analysis.</p> <ul style="list-style-type: none"> • 2 marks if consistent throughout. • 1 mark if inconsistent. • 0 marks if insufficient. | <p>1</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <hr/> <p>10</p> |
| 3 | <p>Reflection and evaluation Reflection explains reasons for success or lack thereof.</p> <ul style="list-style-type: none"> • 3 marks if completed with thorough detail. • 2 marks if completed with inconsistent detail. • 1 mark if completed with very little detail. • 0 marks if not attempted. <p>Areas for further development are identified and</p> <ul style="list-style-type: none"> • 2 marks if completed with thorough detail. • 1 mark if completed with little detail. • 0 marks if not attempted. | <p>3</p> <p>2</p> <hr/> <p>5</p> |

| | |
|------------------------------|------------------------|
| Candidate total marks | _____ /25 Marks |
|------------------------------|------------------------|

| | |
|--|--------------------|
| Candidate percentage mark for entry to mark sheet | _____ /100% |
|--|--------------------|

Learning Outcomes matrix

| Task | Learning Outcomes assessed | Marker can differentiate between varying levels of achievement |
|------------------|----------------------------|--|
| Assignment tasks | 3, 5 | Yes |

Grade descriptors

| Learning Outcome | Pass | Merit | Distinction |
|---|---|---|---|
| Be able to take effective notes from a variety of sources | Demonstrate ability to perform the task | Demonstrate ability to perform the task consistently well | Demonstrate ability to perform the task to the highest standard |
| Understand how to work out the meaning of unfamiliar content | Demonstrate adequate level of understanding | Demonstrate robust level of understanding | Demonstrate highly comprehensive level of understanding |
| Understand common steps in producing academic work | Demonstrate adequate level of understanding | Demonstrate robust level of understanding | Demonstrate highly comprehensive level of understanding |
| Be able to produce a piece of academic work suitable for this level, following a drafting process | Demonstrate ability to perform the task | Demonstrate ability to perform the task consistently well | Demonstrate ability to perform the task to the highest standard |
| Understand different learning styles | Demonstrate adequate level of understanding | Demonstrate robust level of understanding | Demonstrate highly comprehensive level of understanding |