



**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
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