



## 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	<ul> <li>Self-evaluation and planning</li> <li>Portfolio entries are dated (Tasks 1, 2 and 3).</li> <li>2 marks if all entries are dated</li> <li>1 mark if some entries are dated</li> <li>0 marks if the majority of entries are not dated</li> <li>All entries are well set out with neat handwriting / suitably-formatted typing. The layout is of an academic style.</li> <li>2 marks if consistent throughout.</li> <li>1 mark if entries are inconsistent.</li> <li>0 marks if insufficient.</li> </ul>	2 2
	Sufficient entries have been written in table 2 ('Give examples') and table 3 ('Plan').	1
	<ul> <li>Entries analyse strengths and weaknesses and reasons for success or lack thereof, as appropriate.</li> <li>3 marks if consistent throughout.</li> <li>2 marks if inconsistent.</li> <li>1 mark if a minimal attempt has been made.</li> <li>0 marks if not attempted.</li> </ul>	3
	<ul> <li>Areas for improvement are identified and analysed.</li> <li>2 marks if consistent throughout.</li> <li>1 mark if entries are inconsistent.</li> <li>0 marks if insufficient.</li> </ul>	2
		10

Task	Guide	Maximum Marks
2	Goal setting Goals are set as required.	1
	<ul> <li>Goals are clearly described with specific detail.</li> <li>3 marks if all goals contain specific detail.</li> <li>2 marks if some goals contain specific detail.</li> <li>1 marks if insufficient.</li> <li>0 marks if not attempted.</li> </ul>	3
	<ul> <li>A clear time frame for each goal is identifiable.</li> <li>2 marks if consistent throughout.</li> <li>1 mark if inconsistent.</li> <li>0 marks if insufficient.</li> </ul>	2
	<ul> <li>Goals are realistically achievable within the scope of the module and abilities of the student.</li> <li>2 marks if consistent throughout.</li> <li>1 mark if inconsistent.</li> <li>0 marks if insufficient.</li> </ul>	2
	<ul> <li>Goals progress and become more challenging each week, being based upon prior achievements and analysis.</li> <li>2 marks if consistent throughout.</li> <li>1 mark if inconsistent.</li> <li>0 marks if insufficient.</li> </ul>	2
3	Reflection and evaluation	10
3	<ul> <li>Reflection and evaluation</li> <li>Reflection explains reasons for success or lack thereof.</li> <li>3 marks if completed with thorough detail.</li> <li>2 marks if completed with inconsistent detail.</li> <li>1 mark if completed with very little detail.</li> <li>0 marks if not attempted.</li> </ul>	3
	<ul> <li>Areas for further development are identified and</li> <li>2 marks if completed with thorough detail.</li> <li>1 mark if completed with little detail.</li> <li>0 marks if not attempted.</li> </ul>	2
		5

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