

This is not a live paper

Live date – 01/02/2023

Retired Date – 01/03/2024

gateway
qualifications

ESOL Skills for Life

Writing - Entry 1

Sample Assessor Pack

The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment
- General marking guidance and assessment principles
- Examples of contextualisation
- Mark schemes and guidance
- Appendix 1: Adult ESOL core curriculum guidance - Entry 1

Sample Assessment Code: ESOLWE1BD/P

Contents

Guidance on the conduct of the assessment.....	3
General marking guidance and assessment principles.....	4
Examples of contextualisation.....	5
Mark scheme and guidance	6
Task 1 - Form.....	6
Task 2 - List	8
Task 3 - Short continuous text, 20-30 words	9
Appendix 1: Adult ESOL core curriculum guidance - Entry 1.....	14

Guidance on the conduct of the assessment

- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the tutor/assessor, or other designated supervisor, present.
- This assessment is composed of three tasks. Candidates must complete all three tasks. They may be done in any order.
- The time allocated to the assessment is 45 minutes.
- Centres wishing to contextualise the tasks should refer to the guidance in the qualification specification and to the separate guidance on contextualisation that is available to download from the Prism online system (secure login required).
- Each task has a guide time of 10 – 15 minutes. Any overrunning will mean less time to spend on subsequent activities, so assessors should remind candidates when they have used the allotted time.
- Candidates do not have to complete all the tasks in a single session, but they must complete them under supervision and are not permitted to take them away.
- Candidates may not use a dictionary for writing tasks.
- If candidates are to complete all tasks at one time, give out the complete candidate paper.
- If candidates are to complete each task separately, only give out the task to be completed.
- Candidates should be briefed on the task/tasks to be completed. The tasks each focus on writing skills.
- Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if they cannot read the written instructions adequately). Tutors/assessors should also refer to the guidance on access arrangements, reasonable adjustments and special considerations in the qualification specification.
- Candidates should be allowed to complete the tasks independently without any further support according to the guide time allowed.
- At the end of the assessment candidates' work should be collected and stored securely.

NB - The paper has been designed to be printed in a double-sided format.

General marking guidance and assessment principles

- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should mark according to the mark scheme.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.
- Candidates must pass each task in order to achieve the unit. The pass mark for each task is given overleaf.
- If candidates fail one of the tasks on the paper, they may be given an equivalent task from another paper.
- For Task 3 there is a suggested word count. Candidates will not be penalised for responses which are longer or shorter than the suggested number of words. It is the quality not the quantity of work that affects the assessment outcome. Assessors must judge whether candidates have met the relevant assessment criteria.

Examples of contextualisation

Task 1

This could be adapted to a different course.

Task 2

This could be adapted to buying food for a class party.

Task 3

This could be adapted to a description of candidate's college or centre.

Mark scheme and guidance

Task 1 - Form

There is no requirement for all items to be completely accurate. Where spelling or capitalisation errors do not impede communication, individual marks can be awarded. If the errors are frequent, then this can be taken into account when deciding whether to award the overall marks for spelling and capitalisation.

For example, if the single items are days of the week and a capital letter is not used, if 'road' in the address has no capital letter, marks can be awarded because the information is clear, however the mark for using initial capital letters appropriately will not be awarded.

Assessment Criteria	1.2, 2.1, 2.2
----------------------------	---------------

Mark Scheme	Marks Available
First name	1 mark
Family name	1 mark
Address	1 mark
Postcode	1 mark
Other information	1 mark
Two single word items e.g. days of week, languages, activity etc.	2 marks (1 mark if only one item)
Candidate spells most personal details correctly	1 mark
Candidate uses initial capital letters appropriately	1 mark
Form is legible	1 mark

Total Marks Available	10 marks
Pass Mark for Task 1	7 marks

General guidance for marking (Task and Task 3)

Role of indicative content

For task 2 and task 3, indicative content is included in addition to the mark scheme and which is specific to the task set. It provides examples to the assessor of the kinds of information candidates might provide in their response to the task. It is not prescriptive and candidates may produce writing that is relevant to the task that is not included but should none the less be rewarded.

Recommended word limits

Recommended word limits are provided for task 3 as guidance for candidates. Where candidates have produced significantly less than the recommended range, it is unlikely that they will have produced the required amount of information or an appropriate range of vocabulary and expressions at the correct level. Where candidates have produced more than the recommended limit, the whole response should be marked in accordance with the mark scheme.

This is not a live paper

Task 2 - List

Assessment Criteria	1.2, 1.3, 2.2
Guidance	1 mark per word/phrase.

Mark Scheme	Marks	Guidance
Common and familiar words are spelt correctly. Spelling errors do not impede communication.	1 mark	Reward all words/phrases that have some relevance and where the spelling is understandable/plausible, for example <i>wensday</i> for Wednesday, <i>munday</i> for Monday, <i>juce</i> for juice, <i>tenis</i> for tennis. Common and familiar words might include vocabulary related to places, items of food and drink, weather, transport, leisure activities/sports, clothes, colours, days of the week, household items/furniture etc.
Spelling is such that the word is not communicated or the word chosen is not relevant to the task	0 marks	Words/phrases do not communicate meaning or are irrelevant. It may also be that a word is repeated and therefore should not be rewarded twice.

Indicative Content

A candidate writes a list of 5 different foods and 5 different drinks to buy. For example: chips, pizza, crisps, bread, cereal / milk, coffee, juice, cola etc.

Total Marks Available	10 marks
Pass Mark for Task 2	7 marks

This is not a live paper

Task 3 - Short continuous text, 20-30 words

Assessment Criteria	1.1, 1.2, 1.3, 2.1, 2.2
---------------------	-------------------------

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps tutors to evidence and justify their assessment decisions. The Adult ESOL core curriculum guidance in Appendix 1 provides the range of grammatical structures that should feature at Entry Level 1 and supports accurate standard setting.

Content (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
Candidate communicates task producing at least four relevant pieces of information using appropriate vocabulary and expressions at Entry 1.	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • knowledge and use of common and familiar vocabulary – appropriate and relevant to task, for example related to places, items of food and drink, weather, transport, leisure activities/sports, clothes, colours, days of the week, times etc. • common adjectives and intensifiers – e.g. nice, good, happy, very • expressions to express likes, dislikes – e.g. I like, I do not like, I hate • expressions of feelings – e.g. I am happy • common adverbs of place, manner and time – e.g. here, quickly, now • there is / there are + noun – e.g. There is a restaurant • ‘have got’ to indicate possession – e.g. I have got one son • using sentence connectives – e.g. then, next • the modal can – e.g. I can swim. <p>The information does not have to be conveyed in separate sentences to receive full marks.</p> <p>Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task.</p>

This is not a live paper

		There may be a minor omission in the information provided, but the vocabulary and expressions are entirely appropriate for Entry 1.
Candidate communicates task producing three relevant pieces of information using appropriate vocabulary and expressions at Entry 1.	1 mark	The information is more limited, less relevant and may be repetitive. Most relevant information may be provided but vocabulary and expressions are more limited.
Insufficient information or no information worthy of credit.	0 marks	The information is so limited that the task is incomplete or so irrelevant that it does not match the requirements. Vocabulary and expressions are not appropriate at Entry 1.

Indicative Content

A candidate writes an email to their friend about where they live. They write the email with an appropriate beginning and ending, using capital letters and full stops. The register is informal.

Possible content:

- Say where you live, for example: in a flat, in a house.
- Write three or more sentences about where you live, for example: near shops, bus stops, schools, quiet, clean, noisy, busy etc.
- Say what you like or do not like about where you live, for example: it is safe, quiet, it is loud etc.

This is not a live paper

Punctuation (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
Candidate uses initial capital letters and full stops throughout.	2 marks	Where one or two errors only have occurred, candidates may still achieve the full 2 marks, in particular if they have exceeded the word limit guidelines.
Candidate uses initial capital letters and full stops in most instances.	1 mark	Even though there are omissions, the overall text still communicates the required information.
Initial capital letters and full stops rarely or not used.	0 marks	Where the lack of punctuation, even when occasionally used, means communication is not achieved.

Grammar (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
Sentences are grammatically well formed at Entry 1 using basic word order and verb form.	2 marks	Grammatical structures may include: <ul style="list-style-type: none"> • use of present tense using accurate word order in simple statements using common patterns e.g. subject, verb, object • use of modal can to express ability – I can swim • possession – my, mine, your, his, her • quantity – some, any, many • prepositions of place – e.g. next to, under, on • regular and irregular plurals • countable and uncountable nouns • definite and indefinite articles

This is not a live paper

		<p>Not all these examples will be required to achieve the task; grammatical structures will vary depending on the task</p> <p>One or two minor errors do not impede communication.</p>
Some grammatical errors occur but these do not impede communication.	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, familiar plurals, articles.
Grammatical errors are such that communication is not achieved.	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

Spelling (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
Common and familiar words at Entry 1 are spelt correctly.	2 marks	Spelling is not expected to be perfect and there may be one or two errors in common familiar words. Candidates should not be penalised for errors in more unfamiliar or specialised words where these have been attempted as long as the meaning is clear.
Most common and familiar words are spelt correctly. Spelling errors do not impede communication.	1 mark	Overall, the spelling of the words is such that the information is communicated and even where there are errors, the meaning of the word is understandable.
Spelling errors are such that communication is not achieved.	0 marks	Some words may be correctly spelt, but if the spelling is such, that it means the overall message is not communicated then no marks can be awarded.

This is not a live paper

Layout (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
Layout is appropriate to the task with beginning and end as appropriate.	2 marks	This may include a date, initial greeting such as 'Hi', 'Dear...' and a concluding salutation such as 'Thanks', 'Bye', 'Regards' 'Best wishes' followed by a name.
Layout is mostly appropriate but may have elements missing.	1 mark	Either a beginning or an end only or an irrelevant/inappropriate expression.
Layout is not appropriate to the task.	0 marks	No attempt at appropriate layout or inappropriate expressions used.

Total Marks Available	10 marks
Pass Mark for Task 3	6 marks

Appendix 1: Adult ESOL core curriculum guidance - Entry 1

Simple sentences
<ul style="list-style-type: none"> word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase word order in instructions
<ul style="list-style-type: none"> <i>there is/are</i> + noun (+ prepositional phrase)
<ul style="list-style-type: none"> <i>yes/no</i> questions <i>wh-</i> questions question words <i>what/who/where/how much/how many</i> contracted form of auxiliary
<ul style="list-style-type: none"> imperatives and negative imperatives
Noun phrase
<ul style="list-style-type: none"> regular and common irregular plurals of nouns very common uncountable nouns personal pronouns demonstratives determiners of quantity
indefinite article <i>a/an</i> with singular countable nouns <ul style="list-style-type: none"> definite article <i>the</i>
<ul style="list-style-type: none"> possessives: <i>my/your/his/her</i>, etc
Verb forms and time markers in statements, interrogatives, negatives and short forms
<ul style="list-style-type: none"> simple present tense of: <i>be/have/do</i>; common regular verbs <i>have got</i> – indicating possession present continuous of common regular verbs contracted forms of: subject and auxiliary; auxiliary and negative
<ul style="list-style-type: none"> Modals: <i>can</i> + bare infinitive to express ability; <i>would</i> + <i>like</i> for requests
<ul style="list-style-type: none"> use of <i>on, off, in, out</i>
Adjectives
<ul style="list-style-type: none"> Common adjectives: <i>after/be</i>
Adverbs and prepositional phrases
<ul style="list-style-type: none"> common prepositions and prepositional phrases of place
<ul style="list-style-type: none"> simple adverbs of place, manner and time use of intensifier - <i>very</i>
Discourse
<ul style="list-style-type: none"> sentence connectives – <i>then, next</i>