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Live date – 01/02/2023

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# **ESOL Skills for Life Writing - Entry 2**

## **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 2

**Sample Assessment Code: ESOLWE2BA/P**

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## 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.
- 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).
- The time allocated to the assessment is 1 hour and 15 minutes.
- Task 1 has a guide time of 15 minutes and Tasks 2 and 3 a guide time of 25-30 minutes each. Any over-running 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, the complete assessment pack should be given out.
- If candidates are to complete each task separately, they should only be given 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 collect the candidates' work and store 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 Tasks 2 and 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 filling in information for an online account for a different purpose, for example accessing services.

### Task 2

This could be adapted to a different time, for example, next week, next month.

### Task 3

This could be adapted to a change of accommodation in the past.

## Mark scheme and guidance

### Task 1 - Form

There is no requirement for all items to be completely accurate. Where spelling or punctuation 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 punctuation.

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 punctuation correctly will not be awarded. Similarly, if personal or 'other' information' e.g. a nationality, day of the week, activity etc. have minor spelling errors, but the meaning is clear, marks can be awarded, but the mark for spelling will not be awarded.

For the two details required in full sentences, care must be taken not to penalise twice. For example, if the sentences have been awarded 1 mark because there are errors in spelling and punctuation and the remainder of the form is mostly accurate i.e. no more than one or two minor errors, then the marks can be awarded for spelling and punctuation.

Assessment Criteria	1.2, 1.3, 1.5, 2.1, 2.2
Correct Answer	Marks Available
First name(s) and family name	1 mark
Address and Postcode	1 mark
Telephone number	1 mark
Other information, e.g. nationality	1 mark
Other information,	1 mark
Other information provided in full sentences. Award two marks if one sentence contains all the necessary information and a conjunction is used.	2 marks (1 mark per sentence that communicates, even if errors in spelling and punctuation)
Candidate spells most personal details and common words correctly	1 mark
Candidate uses punctuation correctly	1 mark
Form is legible	1 mark

<b>Total Marks Available</b>	<b>10 marks</b>
<b>Pass Mark for Task 1</b>	<b>7 marks</b>

## General guidance for marking continuous text (Tasks 2 and 3)

### Role of indicative content

For tasks 2 and 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 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.

### Using best fit in level of response mark schemes

For more extended writing, level of response mark schemes are used and assessors have to make a judgement in relation to the band or number of marks to award for different criteria. There may be cases where assessors are not sure which of two marks to award when looking at the wording of the criteria. In these cases, the decision must be made on whether the candidate work fits most or almost all of the criteria and award the mark.

For example, when awarding the mark for Content it may be that a small part of the required information has not been provided but the vocabulary and expressions used are clearly at the required level covering different aspects of the language included at that level and there is a logical sequence to the writing. In which case the top mark should be awarded.

Conversely, a candidate might have provided all the required information, but the level of language does not sufficiently cover the range or complexity required at the level and then the lower mark should be awarded.

Candidates can still be awarded the top mark for a criterion even with minor omissions and errors.

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### Task 2 - Short continuous text, 40-50 words

<b>Assessment Criteria</b>	1.1, 1.2, 1.3, 1.4, 2.1, 2.2
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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 2 and supports accurate standard setting.

#### Content (maximum 3 marks covering whole task)

Mark scheme	Marks	Guidance
<b>Candidate communicates task producing at least 4 relevant pieces of information using appropriate vocabulary and expressions at Entry 2.</b>	3 marks	<p>All the requirements of the task are communicated.</p> <p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• knowledge and use of a range of vocabulary appropriate and relevant to task</li> <li>• using intensifiers – e.g. really, quite, so</li> <li>• using there was / were / is going to be</li> <li>• using simple negatives e.g. there are no..., it is not...</li> <li>• using multiple points rather than just single statements</li> <li>• using time markers and sequencing e.g. ago, next week, every day, first</li> <li>• giving directions and instructions</li> <li>• expressing simple views, opinions and feelings.</li> </ul> <p>Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task.</p>
<b>Candidate communicates most of the task producing at least 3</b>	2 marks	Communication of information is more limited and language less varied, but the candidate does mostly address the requirements of the task.



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relevant pieces of information using appropriate vocabulary and expressions at Entry 2.		
<b>Candidate partially communicates task with 1 -2 relevant pieces of information using appropriate vocabulary and expressions at Entry 2.</b>	1 mark	Expressions and vocabulary will be more limited and/or task has omissions and/or repetition.
<b>Insufficient or no relevant information. Communication of task not achieved.</b>	0 marks	The information is so limited that the task is incomplete or so irrelevant that it does not match the requirements.

### Indicative Content

A candidate writes an email to a friend about their plans for the weekend and to invite them along. The candidate writes in full sentences. The email has an appropriate beginning and ending. The register is informal.

Possible content:

- where you want to go, for example: a trip, a meal, a day out etc.

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- why you like this place, for example: it is fun, quiet, peaceful, beautiful, good food, cheap etc.
- the time you want to go, for example: at 11am, at 1:30pm, at dinner time, after breakfast etc.
- what they need to bring, for example: a drink, a coat, a bottle of water, a picnic etc.

### Range of Expression (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
<b>Common conjunctions and adjectives are used to enhance writing.</b>	2 marks	There will be a variety of simple sentence patterns which may include: <ul style="list-style-type: none"> <li>• using common conjunctions to join clauses e.g. and, but, or</li> <li>• using adjectives and adjective order e.g. a nice big restaurant</li> <li>• using some comparative adjectives or adjectival phrases e.g. bigger, better, more expensive.</li> </ul>
<b>Common conjunctions and adjectives are used occasionally to enhance writing.</b>	1 mark	Some use of the above, but mostly very simple sentences with little variety.
<b>Common conjunctions and adjectives are not used.</b>	0 marks	Language is very basic with no attempt at enhancement.

### Punctuation (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
<b>Candidate uses common</b>	2 marks	Evidence of correct use of common punctuation such as capital letters, including for proper nouns, full stops, question marks.

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<b>punctuation correctly throughout with only one or two minor errors.</b>		
<b>Candidate uses common punctuation mostly correctly but errors occur.</b>	1 mark	There will be errors, but it should be clear where sentences start and end and that overall, the message is comprehensible.
<b>Common punctuation rarely or not used correctly.</b>	0 marks	There is a lack of punctuation overall, which significantly impairs communication.

**Grammar (maximum 2 marks covering whole task)**

<b>Mark scheme</b>	<b>Marks</b>	<b>Guidance</b>
<b>Sentences are grammatically well formed at Entry 2.</b>	2 marks	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> <li>• use of present simple, present continuous for future and past simple using accurate word order</li> <li>• using correct word order in compound sentences</li> <li>• use of present continuous for future e.g. I'm planning a party</li> <li>• prepositions of place and time</li> <li>• possessive 's' and possessive pronouns</li> <li>• determiners of quantity: any, many</li> <li>• countable and uncountable nouns</li> <li>• definite and indefinite articles.</li> </ul>

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		<p>Not all these examples will be required to achieve the task; grammar will vary depending on the task.</p> <p><b>Accept a small number of minor errors that do not impede communication.</b></p>
<b>Some grammatical errors occur but these do not impede communication.</b>	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, plurals, articles, tenses.
<b>The level of grammatical errors means communication is not achieved.</b>	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
<b>Common and familiar words at Entry 2 are spelt correctly.</b>	2 marks	<p>The candidate spells correctly familiar high frequency words for example days of the week, numbers to twenty, familiar names, places etc.</p> <p>Spelling is not expected to be perfect and there may be one or two errors in common familiar words.</p> <p>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.</p>
<b>Most common and familiar words are spelt correctly. Spelling errors do</b>	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.

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not impede communication.		
The number of spelling errors means communication is not achieved.	0 marks	Some words may be correctly spelt, but if the inaccurate spelling is such that the overall message is not clearly communicated then no marks can be awarded.

**Layout and style (maximum 1 mark covering whole task)**

Mark scheme	Marks	Guidance
Layout and style are appropriate to the purpose of the task.	1 mark	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 in a letter, note or email.
Layout and style are not appropriate to the task.	0 marks	No attempt at appropriate layout or inappropriate expressions used.

<b>Total Marks Available</b>	<b>12 marks</b>
<b>Pass Mark for Task 2</b>	<b>8 marks</b>

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### Task 3 - Short continuous text, 50-70 words

<b>Assessment Criteria</b>	1.1, 1.2, 1.3, 1.4, 2.1, 2.2
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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 2 and supports accurate standard setting.

#### Content (maximum 4 marks covering whole task)

Mark scheme	Marks	Guidance
<b>Candidate communicates task producing at least four relevant pieces of information using appropriate vocabulary and expressions at Entry 2.</b>	4 marks	<p>All the requirements of the task are communicated.</p> <p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• knowledge and use of a range of vocabulary appropriate and relevant to task</li> <li>• using intensifiers e.g. really, quite, so</li> <li>• using there was / were / is going to be</li> <li>• using simple negatives e.g. there are no..., it is not...</li> <li>• using multiple points rather than just single statements</li> <li>• using time markers and sequencing e.g. ago, next week, every day, first</li> <li>• giving directions and instructions</li> <li>• expressing simple, views, opinion and feelings.</li> </ul> <p>Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task.</p>
<b>Candidate communicates task producing three</b>	3 marks	Communication of information is more limited and language less varied, but the candidate does mostly address the requirements of the task using relevant vocabulary and expressions.

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relevant pieces of information using appropriate vocabulary and expressions at Entry 2.		
<b>Candidate partially communicates task producing at least 2 relevant pieces of information using appropriate vocabulary and expressions at Entry 2.</b>	2 marks	Some requirements of the task are missing or unclear or repeated and the range of vocabulary and expressions is limited.
<b>Candidate produces 1 relevant piece of information using appropriate vocabulary and expressions at Entry 2.</b>	1 mark	Expressions and vocabulary will be very limited and/or the task has major omissions.
<b>No relevant communication</b>	0 marks	The information is so limited that the task is incomplete or so irrelevant that it does not match the requirements.

### Indicative Content

A candidate writes a short informal letter to a friend about moving home. The candidate writes in full sentences, using adjectives and linking words. The letter has an appropriate beginning and ending. Register is formal.

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Possible content:

- where you have moved to, for example: a flat, a house, in London, in a village, in the city etc.
- what it is like, for example: 2 large bedrooms, a small garden, a new kitchen, a nice living room etc.
- what you want to change, for example: paint, new furniture etc.
- who can help you, for example: friends, neighbours, family etc.

### Range of Expression (maximum 2 marks covering whole task) – As Task 2

Mark scheme	Marks	Guidance
<b>Common conjunctions and adjectives are used to enhance writing.</b>	2 marks	There will be a variety of simple sentence patterns which may include: <ul style="list-style-type: none"> <li>• using common conjunctions to join clauses e.g. and, but, or</li> <li>• using adjectives and adjective order e.g. a nice big restaurant</li> <li>• using some comparative adjectives or adjectival phrases e.g. bigger, better, more expensive.</li> </ul>
<b>Common conjunctions and adjectives are used occasionally to enhance writing.</b>	1 mark	Some use of the above, but mostly very simple sentences with little variety.
<b>Common conjunctions and adjectives are not used.</b>	0 marks	Language is very basic with no attempt at enhancement.



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**Punctuation (maximum 2 marks covering whole task) – As Task 2**

Mark scheme	Marks	Guidance
<b>Candidate uses common punctuation correctly throughout with only one or two minor errors.</b>	2 marks	Evidence of correct use of common punctuation such as capital letters, including for proper nouns, full stops, question marks.
<b>Candidate uses common punctuation mostly correctly but errors occur.</b>	1 mark	There will be errors, but it should be clear where sentences start and end and that overall, the message is comprehensible.
<b>Common punctuation rarely or not used correctly.</b>	0 marks	There is a lack of punctuation overall, which significantly impairs communication.

**Grammar (maximum 2 marks covering whole task) – As Task 2**

Mark scheme	Marks	Guidance
<b>Sentences are grammatically well formed at Entry 2.</b>	2 marks	Grammatical structures may include: <ul style="list-style-type: none"> <li>• use of present simple, present continuous for future and past simple using accurate word order</li> <li>• using correct word order in compound sentences</li> <li>• use of present continuous for future e.g. I'm planning a party</li> </ul>

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		<ul style="list-style-type: none"> <li>• prepositions of place and time</li> <li>• possessive 's' and possessive pronouns</li> <li>• determiners of quantity: any, many</li> <li>• countable and uncountable nouns</li> <li>• definite and indefinite articles.</li> </ul> <p>Not all these examples will be required to achieve the task; grammar will vary depending on the task.</p> <p><b>Accept a small number of minor errors that do not impede communication.</b></p>
<b>Some grammatical errors occur but these do not impede communication.</b>	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, plurals, articles, tenses.
<b>The level of grammatical errors means communication is not achieved.</b>	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

### Spelling (maximum 2 marks covering whole task) – As Task 2

Mark scheme	Marks	Guidance
<b>Common and familiar words at Entry 2 are spelt correctly.</b>	2 marks	<p>Spell correctly familiar high frequency words for example days of the week, numbers to twenty, familiar names, places etc. Spelling is not expected to be perfect and there may be one or two errors in common familiar words.</p> <p>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.</p>

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<b>Most common and familiar words are spelt correctly. Spelling errors do not impede communication.</b>	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.
<b>The number of spelling errors means communication is not achieved.</b>	0 marks	Some words may be correctly spelt, but if the inaccurate spelling is such that the overall message is not clearly communicated then no marks can be awarded.

**Layout and style (maximum 1 mark covering whole task) – As Task 2**

<b>Mark scheme</b>	<b>Marks</b>	<b>Guidance</b>
<b>Layout and style are appropriate to the purpose of the task.</b>	1 mark	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 in a letter, note or email.
<b>Layout and style are not appropriate to the task.</b>	0 marks	No attempt at appropriate layout or inappropriate expressions used.

<b>Total Marks Available</b>	<b>13 marks</b>
<b>Pass Mark for Task 3</b>	<b>8 marks</b>

## Appendix 1: Adult ESOL core curriculum guidance – Entry 2

<b>Simple and compound sentences</b>
<ul style="list-style-type: none"> <li>word order in compound sentences, e.g.: subject – verb – (object) + <i>and/but</i> + subject – verb – (object)</li> </ul>
<ul style="list-style-type: none"> <li><i>there was/were/there is going to be</i></li> </ul>
<ul style="list-style-type: none"> <li>clauses joined with conjunctions <i>and/but/or</i></li> <li>a limited range of common verbs + <i>-ing</i> form</li> <li>verb + infinitive with and without <i>to</i></li> </ul>
<ul style="list-style-type: none"> <li><i>wh-</i> questions</li> <li>comparative questions alternative questions</li> <li>question words <i>when, what time, how often, why, how</i> and expressions</li> </ul>
<ul style="list-style-type: none"> <li>statements with question tags, using Entry 1 and Entry 2 tenses</li> </ul>
<b>Noun phrase</b>
<ul style="list-style-type: none"> <li>countable and uncountable nouns</li> <li>simple noun phrases</li> <li>object and reflexive pronouns</li> <li>determiners of quantity – <i>any, many</i></li> </ul>
<ul style="list-style-type: none"> <li>use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives</li> </ul>
<ul style="list-style-type: none"> <li>possessive <i>s</i> and possessive pronouns</li> </ul>
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>
<ul style="list-style-type: none"> <li>simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases</li> <li>simple past tense of regular and common irregular verbs with time markers such as <i>ago</i></li> <li>future time using: present continuous; use of time markers</li> </ul>
<ul style="list-style-type: none"> <li>modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to, had to</i>, to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility</li> <li>use of simple modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>
<ul style="list-style-type: none"> <li>very common phrasal verbs</li> </ul>
<b>Adjectives</b>
<ul style="list-style-type: none"> <li>adjectives and adjective word order</li> <li>comparatives, regular and common irregular forms</li> </ul>
<b>Adverbs and prepositional phrases</b>
<ul style="list-style-type: none"> <li>prepositions and prepositional phrases of place and time</li> </ul>
<ul style="list-style-type: none"> <li>adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: <ul style="list-style-type: none"> <li>sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>)</li> </ul> </li> <li>word order</li> </ul>

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|---|
| <ul style="list-style-type: none"><li>• use of intensifiers, e.g. <i>really</i>, <i>quite</i>, <i>so</i></li></ul>  |
| <b>Discourse</b>  |
| <ul style="list-style-type: none"><li>• adverbs to indicate sequence – <i>first</i>, <i>finally</i></li><li>• use of substitution</li><li>• markers to structure spoken discourse</li></ul> |