

ESOL Skills for Life

Writing – Entry 3

Assessor Pack

The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment
- General marking guidance and assessment principles
- Mark schemes and guidance
- Appendix 1: Adult ESOL core curriculum guidance – Entry 3
- Appendix 2: Writing: Additional marking guidance – Entry 3

Sample Assessment Code: ESOLWE3AB/P

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Guidance on 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.
- The time allocated to the assessment is 1 hour and 15 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).
- Task 1 has a guide time of 15 minutes and Tasks 2 and 3 a guide time of 25-30 minutes each. 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 must not take them away with them to work on.
- Candidates may not use a dictionary for writing tasks.
- Candidates must complete all three tasks; they may be done in any order.
- 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 he/she cannot read the written instructions adequately). Tutors/assessors should also refer to the guidance on special arrangements and reasonable adjustments in the qualification specification.
- Candidates should be allowed to complete the tasks independently without 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 below.
- 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.

Mark scheme and guidance

Task 1

Assessment Criteria	1.4, 2.1, 2.2, 3.1, 3.2
Answer	Marks Available
<p>Contact Details full name address telephone number email</p> <p>2 marks - no omissions in information, correct word order in address, capital letters used accurately in names and address (accept block capitals if used)</p> <p>1 mark – 1 or 2 minor omissions and/or incorrect word order in address, capital letters not used accurately (if not using block capitals),</p> <p>0 marks - major omissions (i.e. name, address or telephone number not given), or illegible</p>	2 marks
<p>Course</p> <p>Response does not need to be full sentence for mark. Accept any subject area, course name or skill.</p>	1 mark
<p>Why are you applying?</p> <p>There should be two sentences. 2 marks are available for each sentence:</p> <p>2 marks for a sentence if communication is achieved, full sentences are used, with mostly accurate spelling and punctuation</p> <p>1 mark for a sentence if communication is achieved, full sentences are attempted with some inaccuracies, frequent spelling and punctuation errors</p> <p>0 marks for a sentence if communication is not achieved or candidate has not attempted to make sentences</p>	4 marks
<p>Previous Qualifications</p> <p>Accept any reasonable answer and do not penalise for inaccurate spellings of qualification names.</p>	1 mark
<p>Future Ambitions</p> <p>There should be 2 sentences. 2 marks are available for each sentence:</p> <p>2 marks for a sentence if communication is achieved, full sentences are used, with mostly accurate spelling and punctuation</p> <p>1 mark for a sentence if communication is achieved, full</p>	4 marks

sentences are attempted with some inaccuracies, frequent spelling and punctuation errors 0 marks for a sentence if communication is not achieved or candidate has not attempted to make sentences	
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Total Marks Available	12 marks
Pass Mark for Task 1	8 marks

Task 2

Assessment Criteria	1.3, 2.1, 2.2, 3.1, 3.2
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Mark Scheme	Marks Available
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Content

Candidate communicates task fully producing at least four to six relevant and detailed pieces of information using appropriate vocabulary and expressions at Entry 3.	4 marks
Candidate mostly communicates task producing between four or five relevant pieces of information with some detail using appropriate vocabulary and expressions at Entry 3.	3 marks
Candidate partially communicates task producing at least three relevant pieces of information with a little detail using appropriate vocabulary and expressions at Entry 3.	2 marks
Candidate produces between one or two relevant pieces of information using appropriate vocabulary and expressions at Entry 3.	1 mark
Little or no relevant communication.	0 marks

Range of expression

Discourse markers and connectives are used to enhance writing.	2 marks
Discourse markers and connectives are used occasionally to enhance writing.	1 mark
Discourse markers and connectives rarely or never used.	0 marks

Punctuation

Candidate uses punctuation correctly throughout with only one or two minor errors.	2 marks
Candidate uses punctuation mostly correctly but errors occur.	1 mark
Common punctuation rarely or not used correctly.	0 marks

Grammar

Sentences are grammatically well-formed at Entry 3 with some complex features.	2 marks
Some grammatical errors occur, particularly in more complex sentences but these do not impede communication.	1 mark
The level of grammatical error means communication is not achieved.	0 marks

Spelling

Common, familiar and relevant words at Entry 3 are spelt correctly.	2 marks
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Most common and familiar words are spelt correctly. Spelling errors do not impede communication.	1 mark
Common, familiar and relevant words at Entry 3 are not spelt correctly.	0 marks

Total Marks Available	12 marks
Pass Mark for Task 2	8 marks

Task 3

Assessment Criteria	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2
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Mark Scheme	Marks Available
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Planning

Clear and detailed planning to support final draft.	2 marks
Some planning but not always clear or detailed.	1 mark
No or very limited planning.	0 marks

Content

Candidate communicates task fully producing at least four to six relevant and detailed pieces of information in a logical order using appropriate vocabulary and expressions at Entry 3.	4 marks
Candidate mostly communicates task producing between four or five relevant pieces of information in a logical order with some detail using appropriate vocabulary and expressions at Entry 3.	3 marks
Candidate partially communicates task producing at least three relevant pieces of information with a little detail using appropriate vocabulary and expressions at Entry 3. Order not necessarily logical.	2 marks
Candidate produces between one or two relevant pieces of information using appropriate vocabulary and expressions at Entry 3.	1 mark
Little or no relevant communication.	0 marks

Range of expression

Writing is structured in paragraphs with discourse markers and connectives used to enhance writing.	3 marks
Discourse markers and connectives are used to enhance writing. Some use of paragraphs.	2 marks
Discourse markers and connectives are used occasionally to enhance writing. Paragraphs not used.	1 mark
Paragraphs not used and discourse markers and connectives rarely or never used.	0 marks

Punctuation

Candidate uses punctuation correctly throughout with only one or two minor errors.	2 marks
Candidate uses punctuation mostly correctly but errors occur.	1 mark
Common punctuation rarely or not used correctly.	0 marks

Grammar

Sentences are grammatically well-formed at Entry 3 with some complex features.	2 marks
Some grammatical errors occur, particularly in more complex sentences but these do not impede communication.	1 mark
The level of grammatical error means communication is not achieved.	0 marks

Spelling

Common, familiar and relevant words at Entry 3 are spelt correctly.	2 marks
Most common and familiar words are spelt correctly. Spelling errors do not impede communication.	1 mark
The number of spelling errors means communication is not achieved.	0 marks

Layout and style

Layout and style are appropriate to the purpose of the task.	1 mark
Layout and style are not appropriate to the task.	0 marks

Total Marks Available	16 marks
Pass Marks for Task 3	10 marks

Appendix 1: Adult ESOL core curriculum guidance – Entry 3

Simple, compound and complex sentences
<ul style="list-style-type: none"> • variations in word order • word order in complex sentences
<ul style="list-style-type: none"> • <i>there has/have been</i> • <i>there will be/there was going to be</i>
<ul style="list-style-type: none"> • complex sentences with one subordinate clause of • either time, reason, result, condition or concession • defining relative clauses using <i>who, which, that</i> • a range of verbs + <i>-ing</i> form • verbs + infinitive, with and without <i>to</i> • infinitive to express purpose
<ul style="list-style-type: none"> • simple reported statements
<ul style="list-style-type: none"> • a wide range of <i>wh</i>- questions • simple embedded questions • question words including <i>whose</i>
<ul style="list-style-type: none"> • statements with question tags using Entry 3 tenses
Noun phrase
<ul style="list-style-type: none"> • noun phrases with pre- and post-modification • a range of determiners
<ul style="list-style-type: none"> • use of articles including: definite article with post • modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions
Verb forms and time markers in statements, interrogatives, negatives and short forms
<ul style="list-style-type: none"> • no present perfect with: <i>since/for; ever/never; yet/already</i> • <i>used to</i> for regular actions in the past • past continuous • future simple verb forms
<ul style="list-style-type: none"> • modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; • <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need</i> • <i>to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference
<ul style="list-style-type: none"> • common phrasal verbs and position of object pronouns
Adjectives
<ul style="list-style-type: none"> • comparative and superlative adjectives • comparative structures
Adverbs and prepositional phrases
<ul style="list-style-type: none"> • wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> • more complex adverbial phrases of time, place, frequency, manner • a range of intensifiers, including <i>too, enough</i>
Discourse
<ul style="list-style-type: none"> • markers to indicate: addition, sequence, contrast

- markers to structure spoken discourse
- use of ellipsis in informal situations
- use of vague language

Appendix 2: Writing: Additional marking guidance – Entry 3

This guidance is provided to support the accurate application of the mark scheme and help tutors to evidence and justify their assessment judgements.

Task 1 Form

Additional notes for the form

Where minor spelling or grammar errors do not impede communication for the more complex sections of the form, full marks can be awarded. Where candidates have supplied the required information but not in separate sentences, for example linked by 'and' or 'also' then full marks can be awarded.

Please note that personal information requirements and the order of other information requirements may vary from paper to paper, but the mark allocations will remain the same.

Assessment Criteria	1.4, 2.1, 2.2, 3.1, 3.2
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Mark Scheme	Marks Available
<p>Personal information e.g.</p> <p>Full name, address and postcode 1 mark for full name, address and postcode correctly spelt and correct use of capital letters. (Full name required for mark to be awarded.) 0 marks if name or address is missing, partially completed or spelling/capitalisation is incorrect or if the information is not easily understood.</p> <p>Telephone number and email address. 1 mark for correct formation of telephone number and complete email address in a format which can be processed (do not penalise if written in capital letters). 0 marks if an element is missing or not easily understood.</p>	2 marks
<p>Other information: - a context specific one or two word response. 1 mark for appropriate response clearly expressed 0 marks if information is not easily understood</p>	1 mark
<p>Information provided in two sentences 2 marks - for each sentence clearly providing the required information and mostly correct spelling, punctuation and sentence grammar. 1 mark – for each sentence with information clearly given but with frequent errors in spelling, punctuation and sentence grammar. 0 marks – information not stated accurately enough to be understood.</p>	4 marks

Other information: - a context specific one or two word response. 1 mark for appropriate response clearly expressed 0 marks if information is not easily understood	1 mark
Information provided in two sentences 2 marks - for each sentence clearly providing the required information and mostly correct spelling, punctuation and sentence grammar. 1 mark – for each sentence with information clearly given but with frequent errors in spelling, punctuation and sentence grammar. 0 marks – information not stated accurately enough to be understood.	4 marks

Total Marks Available	12 marks
Pass Mark for Task 1	8 marks

Additional notes for marking continuous text

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.

Task 2 Short continuous text

Assessment Criteria	1.3, 2.1,2.2, 3.1,3.2
Guidance	60-80 words

Content (maximum 4 marks covering whole task)

Candidate communicates task fully producing at least four to six relevant and detailed pieces of information using appropriate vocabulary and expressions at Entry 3	4 marks	<p>All the requirements of the task are communicated with additional relevant detail to enhance the writing.</p> <p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • a wide range of lexis – appropriate and relevant to task • making several points or multiple sentences • a range of intensifiers – e.g. too, enough • comparative structures – e.g. as .. as, different to, same as, • use of there will be / there was going to be / there has been / there have been • joining clauses with who, which, that • expressing possibility – possibly, perhaps, certainly, definitely • expressing obligation – should / shouldn't • expressing possibility and probability – would / should • adverbial phrases of time, place, frequency, manner • collocations – interested in, pleased with • use of phrasal verbs. <p>Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending the task.</p>
Candidate mostly communicates task producing between four or five relevant pieces of information with some detail using appropriate vocabulary and expressions at Entry 3.	3 marks	<p>Communication of the required information is less detailed, but still relevant with perhaps minor omission(s). The language may be less varied but is still appropriate to Entry 3 and includes some details to enhance the writing. The candidate does address most of the requirements of the task overall.</p>

Candidate partially communicates task producing at least three relevant pieces of information with a little detail using appropriate vocabulary and expressions at Entry 3.	2 marks	Communication of the required information is limited, either because some essential parts of the task are omitted or not relevant. OR Information is conveyed using basic language with expressions and vocabulary below that of Entry 3. There is little additional detail added to enhance the response.
Candidate produces between one or two relevant pieces of information using appropriate vocabulary and expressions at Entry 3.	1 mark	Communication of the required information is very limited, either because most of the information required by the task is omitted or the information is irrelevant. The information provided uses basic language with expressions and vocabulary below that of Entry 3. There is no relevant additional detail.
Little or no relevant communication.	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 3.

Range of Expression (maximum 2 marks covering whole task)

Discourse markers and connectives are used to enhance writing.	2 marks	There will be a variety of simple sentence patterns and some complex sentences for example, with one or more clauses. Discourse markers and connectives may include: <ul style="list-style-type: none"> • markers to introduce subordinate clauses – because, even though, since • pronouns such as who, which • discourse markers that indicate cause and effect or contrast - e.g. that's why, on the other hand, as a result of, however, although.
Discourse markers and connectives are used occasionally to enhance writing.	1 mark	Some use of the above, but mostly quite simple sentences with little variety.
Discourse markers and connectives rarely or never used.	0 marks	Language is very basic with no attempt at enhancement.

Punctuation (maximum 2 marks covering whole task)

Candidate uses punctuation correctly throughout with only one or two minor errors.	2 marks	Evidence of correct use of common punctuation such as capital letters, full stops, question marks as well as commas and exclamation marks as appropriate.
Candidate uses punctuation mostly correctly but errors occur.	1 mark	There will be errors, but it should be clear where sentences start and end and that overall the message is comprehensible.
Common punctuation rarely or not used correctly.	0 marks	There is a lack of punctuation overall, which significantly impairs communication.

Grammar (maximum 2 marks covering whole task)

Sentences are grammatically well formed at Entry 3 with some complex features.	2 marks	<p>Sentences should be mostly accurate and include some with a complex structure and varied length.</p> <p>Grammatical structures may include:</p> <ul style="list-style-type: none"> • correct word order in complex sentences • use of present perfect with since/for, ever/never, yet/already • used to for regular actions in the past • the past continuous • future simple verb forms • infinitive to express purpose • question words including whose • a wide range of wh- questions • tag questions • simple reported statements • comparative and superlative adjectives – regular and irregular. <p>Not all these examples will be required to achieve the task; grammatical structures will vary depending on the task.</p> <p>Accept a small number of minor errors that do not impede communication.</p>
Some grammatical errors occur, particularly in more complex structures but these do not	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, plurals, articles, tenses. Errors are more frequent when complex sentences are attempted.

impede communication.		
The level of grammatical errors means 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)

Common, familiar and relevant words at Entry 3 are spelt correctly.	2 marks	Common, familiar words and relevant special-interest vocabulary are spelt correctly. Spelling is not expected to be perfect and there may be one or two errors even in common familiar words. Candidates should not be penalised for errors in 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. Errors are more likely to occur in less familiar words.
Common, familiar and relevant words at Entry 3 are not spelt correctly.	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.

Total Marks Available	12 marks
Pass Mark for Task 2	8 marks

Task 3 more extended continuous paragraphed text

Assessment Criteria	1.1, 1.2, 1.3, 1.4, 2.1, 2.2
Guidance	100-120 words

Planning

Clear and detailed planning to support final draft.	2 marks	Candidates may choose different ways of planning such as mind maps, lists or bullets, notes. Clear and detailed planning should indicate for example content, order, ideas and format as appropriate.
Some planning but not always clear or detailed.	1 mark	Planning may lack detail or clarity but an attempt has been made to outline what the candidate is planning to write which supports the final outcome.
No or very limited planning.	0 marks	Planning is not present or is so limited that it does not support the final outcome or simply repeats the instructions in the rubric.

Content (maximum 4 marks covering whole task)

Candidate communicates task fully producing at least four to six relevant and detailed pieces of information in a logical order using appropriate vocabulary and expressions at Entry 3.	4 marks	<p>All the requirements of the task are communicated with additional relevant detail to enhance the writing.</p> <p>The writing is well sequenced and in a logical order in relation to the task.</p> <p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • a wide range of lexis – appropriate and relevant to task • making several points or multiple sentences • a range of intensifiers – e.g. too, enough • comparative structures – e.g. as .. as, different to, same as, • use of there will be / there was going to be / there has been / there have been • joining clauses with who, which, that • expressing possibility – possibly, perhaps, certainly, definitely • expressing obligation – should / shouldn't • expressing possibility and probability – would / should • adverbial phrases of time, place, frequency, manner • collocations – interested in, pleased with
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		<ul style="list-style-type: none"> • use of phrasal verbs • sequencing conjunctions such as before, after, when, while. <p>Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending the task.</p>
Candidate mostly communicates task producing between four or five relevant pieces of information in a logical order with some detail using appropriate vocabulary and expressions at Entry 3.	3 marks	<p>Communication of the required information is less detailed, but still relevant with perhaps minor omission(s). The response is presented in a logical order in relation to the task and there is some detail to enhance the writing.</p> <p>The language may be less varied but is still appropriate to Entry 3. The candidate does address most of the requirements of the task overall.</p>
Candidate partially communicates task producing at least three relevant pieces of information with a little detail using appropriate vocabulary and expressions at Entry 3. Order not necessarily logical.	2 marks	<p>Communication of the required information is limited, either because some essential parts of the task are omitted or not relevant.</p> <p>OR</p> <p>Information is conveyed using basic language with expressions and vocabulary below that of Entry 3.</p> <p>There is little additional detail added to enhance the response.</p> <p>The response may lack clear sequencing in the way information is presented.</p>
Candidate produces between one or two relevant pieces of information using appropriate vocabulary and expressions at Entry 3.	1 mark	<p>Communication of the required information is very limited, either because most of the information required by the task is omitted or the information is irrelevant. There is little or no logical sequence to the writing.</p> <p>The information provided uses basic language with expressions and vocabulary below that of Entry 3. There is no relevant additional detail.</p>
Little or no relevant communication	0 marks	<p>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 3.</p>

Range of Expression (maximum 3 marks covering whole task)

Writing is structured in paragraphs with discourse markers and connectives used to enhance writing.	3 marks	<p>Paragraphs are used appropriately to separate different parts of the response in a logical way.</p> <p>There will be a variety of simple sentence patterns and some complex sentences for example, with one or more clauses.</p> <p>Discourse markers and connectives may include:</p> <ul style="list-style-type: none"> • markers to introduce subordinate clauses – because, even though, since • pronouns such as who, which • discourse markers that indicate cause and effect or contrast - e.g. that's why, on the other hand, as a result of, however, although.
Discourse markers and connectives are used to enhance writing.	2 marks	<p>There is a variety of sentence patterns including some more complex sentences.</p> <p>Paragraphs may be attempted, but are not successfully used to structure the response in a logical or clear manner.</p>
Discourse markers and connectives are used occasionally to enhance writing.	1 mark	<p>Some use of the discourse markers and, connectives but mostly quite simple sentences with little variety.</p>
Discourse markers and connectives rarely or never used.	0 marks	<p>Language is very basic with no attempt at enhancement.</p>

Layout and style

Layout and style are appropriate to the purpose of the task.	1 mark	<p>Candidates shows awareness that there are different forms and style for different kinds of writing for example a letter with salutations and an ending, an informal style in an email to a friend, a more formal style to people unknown to the writer or in a position of authority, an open structured response.</p>
Layout and style are not appropriate to the purpose of the task.	0 marks	<p>The layout and style do not relate to the style and/or the candidates has not attempted any particular style or layout in their response.</p>

Grammar (maximum 2 marks covering whole task) – as Task 2

Sentences are grammatically well formed at Entry 3 with some complex features.	2 marks	<p>Sentences should be mostly accurate and include some with a complex structure and varied length.</p> <p>Grammatical structures may include:</p> <ul style="list-style-type: none"> • correct word order in complex sentences • use of present perfect with since/for, ever/never, yet/already • used to for regular actions in the past • the past continuous • future simple verb forms • infinitive to express purpose • question words including whose • a wide range of wh- questions • tag questions • simple reported statements • comparative and superlative adjectives – regular and irregular. <p>Not all these examples will be required to achieve the task; grammatical structures will vary depending on the task.</p> <p>Accept a small number of minor errors that do not impede communication.</p>
Some grammatical errors occur, particularly in more complex structures but these do not impede communication.	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, plurals, articles, tenses. Errors are more frequent when complex sentences are attempted.
The level of grammatical errors means 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) – as Task 2

Common, familiar and relevant words at Entry 3 are spelt correctly.	2 marks	Common, familiar words and relevant special-interest vocabulary are spelt correctly. Spelling is not expected to be perfect and there may be one or two errors even in common familiar words. Candidates should not be penalised for errors in unfamiliar or specialised words where
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		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. Errors are more likely to occur in less familiar words.
Common, familiar and relevant words at Entry 3 are not spelt correctly.	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.

Punctuation (maximum 2 marks covering whole task) – as Task 2

Candidate uses punctuation correctly throughout with only one or two minor errors.	2 marks	Evidence of correct use of common punctuation such as capital letters, full stops, question marks as well as commas and exclamation marks as appropriate.
Candidate uses punctuation mostly correctly but errors occur.	1 mark	There will be errors, but it should be clear where sentences start and end and that overall, the message is comprehensible.
Common punctuation rarely or not used correctly.	0 marks	There is a lack of punctuation overall, which significantly impairs communication.

Total Marks Available	16 marks
Pass Mark for Task 3	10 marks