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## ESOL Skills for Life

## Writing - Entry 3

## 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 3
- Appendix 2: Writing: Additional marking guidance - Entry 3


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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.


## Examples of Contextualisation

## Task 1

This could be changed to a different place, e.g. a single room or a building, with some personal details amended to match the context, e.g. a room number, department, branch, floor, dates when problem started, what has been damaged as a result, etc.

## Task 2

This could be changed to a new object/device which they recently started using which makes some routines easier/more efficient, e.g. a smart phone, a tablet.

## Task 3

This could be changed to what an organisation they work for/know about does, what people do in their community, what do friends/family members do.

Also, what has been started or what is somebody planning to start in the future.
College newsletter can be changed to a community/organisation newsletter.

## Mark scheme and guidance

## Task 1

## Assessment Criteria $\quad 1.4,2.1,2.2,3.1,3.2$

| Correct Answer | Marks Available |
| :--- | :---: |
| Full name, address and postcode | 1 mark |
| $\mathbf{1}$ mark - for full name + address + postcode, all correctly spelt |  |
| and correct use of block capital letters throughout. (Block |  |
| capitals accepted for parts or throughout) |  |
| Full name required for mark to be awarded. |  |
| $\mathbf{0}$ marks - if an element is missing or the information is not |  |
| easily understood. |  |
| Telephone number and email address. <br> $\mathbf{1}$ mark - for telephone number and email address <br> Accept any reasonable number. <br> Accept any reasonable email format. <br> $\mathbf{0}$ marks - if an element is missing or the information is not <br> easily understood. |  |
| Descriptions of problems <br> $\mathbf{2}$ marks - for each sentence clearly expressed with mostly <br> correct spelling, using punctuation correctly in relation to <br> beginning and ends of sentences <br> $\mathbf{1}$ mark - description expressed but with frequent errors in <br> spelling and punctuation <br> $\mathbf{0}$ marks - description not communicated accurately enough to <br> be understood <br> Allow two details in one sentence joined by a conjunction. |  |
| How it is affecting them |  |
| $\mathbf{2}$ marks - for each sentence clearly expressed with mostly |  |
| correct spelling, using punctuation correctly in relation to |  |
| beginning and ends of sentences |  |
| $\mathbf{1}$ mark - description expressed but with frequent errors in |  |
| spelling and punctuation |  |
| $\mathbf{0}$ marks - description not communicated accurately enough to |  |
| be understood |  |
| Allow two details in one sentence joined by a conjunction |  |
| Availability <br> $\mathbf{1}$ mark - for available days and times; days and times clearly <br> expressed <br> $\mathbf{0}$ marks - if information is not easily understood |  |


| How can they contact | 1 mark |
| :--- | :--- |
| $\mathbf{1}$ mark for telephone, email, text |  |


| 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

| Mark Scheme | Marks <br> Available |
| :--- | :---: |
| Content <br> relevant and detailed pieces of information using appropriate <br> vocabulary and expressions at Entry 3. 4 marks <br> Candidate mostly communicates task producing between four or <br> five relevant pieces of information with some detail using <br> appropriate vocabulary and expressions at Entry 3. 3 marks <br> Candidate partially communicates task producing at least three <br> relevant pieces of information with a little detail using appropriate <br> vocabulary and expressions at Entry 3. 2 marks <br> Candidate produces between one or two relevant pieces of <br> information using appropriate vocabulary and expressions at Entry <br> 3. 1 mark <br> Little or no relevant communication. 0 marks |  |

## Indicative Content

Responses should adopt an informal/friendly tone and register with appropriate salutation and sign off. It should be set out in the correct format for an email. Responses should include:

- some details about the activity e.g. what it is, where it can be done
- at least two reasons given why the candidate decided to take it up
- at least one thing that is difficult about it
- at least one reason why a friend should try this activity.


## Range of expression

| Discourse markers and connectives are used to enhance writing. | 2 marks |
| :--- | :---: |
| Discourse markers and connectives are used occasionally to <br> enhance writing. | 1 mark |
| Discourse markers and connectives rarely or never used. | 0 marks |

## Punctuation

| Candidate uses punctuation correctly throughout with only one or <br> 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 2 marks complex features.

| Some grammatical errors occur, particularly in more complex <br> sentences but these do not impede communication. | 1 mark |
| :--- | :---: |
| The level of grammatical error means communication is not <br> 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 <br> do not impede communication. | 1 mark |
| Common, familiar and relevant words at Entry 3 are not spelt <br> correctly. | 0 marks |


| Total Marks Available | 12 marks |
| :--- | :---: |
| Pass Mark for Task 2 | 8 marks |

## Task 3

| Assessment <br> Criteria | $1.1,1.2,1.3,2.1,2.2,3.1,3.2$ |
| :--- | :--- |


| Mark Scheme | Marks <br> Available |
| :--- | :---: |

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

## Indicative Content

Responses should adopt a formal tone and register. They should be set out in an article format, written in paragraphs (e.g. introduction, main body, ending and with a title). Responses should include:

- The reason for writing the article and what this article is about and why it is important e.g. protecting animals, the ocean, children's future, pollution harm etc.
- Suggest how people can change e.g. take public transport, don't fly/use cars, recycle etc.
- Two things they do e.g. recycle, walk to college, switch off lights, shower rather than bath etc.

Future changes e.g. cycle to work, stop buying plastic etc.

## Range of expression

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

## Punctuation

| Candidate uses punctuation correctly throughout with only one or two <br> 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 <br> complex features. | 2 marks |
| :--- | :---: |
| Some grammatical errors occur, particularly in more complex <br> 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 <br> 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

- variations in word order
- word order in complex sentences
- there has/have been
- there will be/there was going to be
- complex sentences with one subordinate clause of
- either time, reason, result, condition or concession
- defining relative clauses using who, which, that
- a range of verbs + -ing form
- verbs + infinitive, with and without to
- infinitive to express purpose
- simple reported statements
- a wide range of wh- questions
- simple embedded questions
- question words including whose
- statements with question tags using Entry 3 tenses

Noun phrase

- noun phrases with pre- and post-modification
- a range of determiners
- 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
- no present perfect with: since/for; ever/never; yet/already
- used to for regular actions in the past
- past continuous
- future simple verb forms
- modals and forms with similar meaning: positive and negative, e.g. you should/shouldn't to express obligation;
- might, may, will probably to express possibility and probability in the future; would/should for advice; need
- to for obligation; will definitely to express certainty in the future; May I? asking for permission; l'd rather stating reference
- common phrasal verbs and position of object pronouns


## Adjectives

- comparative and superlative adjectives
- comparative structures


## Adverbs and prepositional phrases

- wide range of adverbial uses, e.g. to express possibility and un/certainty - possibly, perhaps, definitely
- more complex adverbial phrases of time, place, frequency, manner
- a range of intensifiers, including too, enough


## Discourse

- markers to indicate: addition, sequence, contrast

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


## 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 $\quad 1.4,2.1,2.2,3.1,3.2$

| Mark Scheme | Marks Available |
| :--- | :---: |
| Personal information e.g. | 2 marks |
| 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. |  |
| Telephone number and email address. <br> 1 mark for correct formation of telephone number and <br> complete email address in a format which can be processed <br> (do not penalise if written in capital letters). <br> 0 marks if an element is missing or not easily understood. |  |
| Other information: - a context specific one or two word <br> response. <br> 1 mark for appropriate response clearly expressed <br> 0 marks if information is not easily understood |  |
| Other information: - a context specific one or two word <br> response. <br> 1 mark for appropriate response clearly expressed <br> 0 marks if information is not easily understood |  |
| Information provided in two sentences <br> 2 marks - for each sentence clearly providing the required <br> information and mostly correct spelling, punctuation and <br> sentence grammar. <br> 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. |  |
| Allow one sentence that includes all the required information |  |
| and conjunction is used. |  |
| Information provided in two sentences |  |
| 2 marks - for each sentence clearly providing the required | 4 marks |
| 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. |  |
| Allow one sentence that includes all the required information <br> and conjunction is used. |  |


| Total Marks Available | 12 marks |
| :--- | :---: |
| Pass Mark for Task 1 | 8 marks |

qualifications

## 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.
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## 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 <br> communicates task <br> fully producing at <br> least four to six <br> relevant and detailed <br> pieces of information <br> using appropriate <br> vocabulary and <br> expressions at Entry 3 | marks | All the requirements of the task are <br> communicated with additional relevant detail to <br> enhance the writing. |
| :--- | :---: | :--- |


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

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

| Discourse markers <br> and connectives are <br> used to enhance <br> writing. | 2 <br> marks | There will be a variety of simple sentence <br> patterns and some complex sentences for <br> example, with one or more clauses. <br> Discourse markers and connectives may <br> include: <br> e markers to introduce subordinate <br> clauses - because, even though, since <br> pronouns such as who, which <br> - discourse markers that indicate cause <br> and effect or contrast - e.g. that's why, <br> on the other hand, as a result of, <br> however, although. |
| :--- | :--- | :--- |
| Discourse markers <br> and connectives are <br> used occasionally to <br> enhance writing. | 1 <br> mark | Some use of the above, but mostly quite simple <br> sentences with little variety. |
| Discourse markers <br> and connectives <br> rarely or never used. | 0 <br> marks | Language is very basic with no attempt at <br> enhancement. |

## Punctuation (maximum 2 marks covering whole task)

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

Grammar (maximum 2 marks covering whole task)

| Sentences are grammatically well formed at Entry 3 with some complex features. | $\begin{aligned} & 2 \\ & \text { marks } \end{aligned}$ | Sentences should be mostly accurate and include some with a complex structure and varied length. <br> Grammatical structures may include: <br> - correct word order in complex sentences <br> - use of present perfect with since/for, ever/never, yet/already <br> - used to for regular actions in the past <br> - the past continuous <br> - future simple verb forms <br> - infinitive to express purpose <br> - question words including whose <br> - a wide range of wh- questions <br> - tag questions <br> - simple reported statements <br> - comparative and superlative adjectives regular and irregular. <br> Not all these examples will be required to achieve the task; grammatical structures will vary depending on the task. <br> Accept a small number of minor errors that do not impede communication. |
| :---: | :---: | :---: |
| Some grammatical errors occur, particularly in more complex structures but these do not impede | 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. |


| communication. |  |  |
| :--- | :--- | :--- |
| The level of <br> grammatical errors <br> means <br> communication is not <br> 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 <br> relevant words at <br> Entry 3 are spelt <br> correctly. | 2 <br> marks | Common, familiar words and relevant special- <br> interest vocabulary are spelt correctly. Spelling <br> is not expected to be perfect and there may be <br> one or two errors even in common familiar <br> words. Candidates should not be penalised for <br> errors in unfamiliar or specialised words where <br> these have been attempted as long as the <br> meaning is clear. |
| :--- | :--- | :--- |
| Most common and <br> familiar words are <br> spelt correctly. <br> Spelling errors do not <br> impede <br> communication. | 1 <br> mark | Overall, the spelling of the words is such that <br> the information is communicated and even <br> where there are errors, the meaning of the word <br> is understandable. Errors are more likely to <br> occur in less familiar words. |
| Common, familiar and <br> relevant words at <br> Entry 3 are not spelt <br> correctly. | 0 <br> marks | Some words may be correctly spelt, but if the <br> inaccurate spelling is such that the overall <br> message is not clearly communicated then no <br> 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 <br> planning to support <br> final draft. | 2 <br> marks | Candidates may choose different ways of <br> planning such as mind maps, lists or bullets, <br> notes. Clear and detailed planning should <br> indicate for example content, order, ideas and <br> format as appropriate. |
| :--- | :--- | :--- |
| Some planning but <br> not always clear or <br> detailed. | 1 mark | Planning may lack detail or clarity but an attempt <br> has been made to outline what the candidate is <br> planning to write which supports the final <br> outcome. |
| No or very limited <br> planning. | 0 <br> marks | Planning is not present or is so limited that it does <br> not support the final outcome or simply repeats <br> the instructions in the rubric. |

## Content (maximum 4 marks covering whole task)

| Candidate <br> communicates task <br> fully producing at <br> least four to six <br> relevant and <br> detailed pieces of <br> information in a <br> logical order using <br> appropriate <br> vocabulary and <br> expressions at <br> Entry 3. |  |
| :--- | :--- |

All the requirements of the task are communicated with additional relevant detail to enhance the writing.
The writing is well sequenced and in a logical order in relation to the task.

Vocabulary and expressions may include:

- 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 <br> sequencing conjunctions such as before, <br> after, when, while. |
| :--- | :--- | :--- |
|  |  | Not all these examples will be required to achieve <br> the task; vocabulary and expressions will vary <br> depending on the task. |
| Candidate mostly <br> communicates task <br> producing between <br> four or five relevant <br> pieces of <br> information in a <br> logical order with <br> some detail using <br> appropriate <br> vocabulary and <br> expressions at <br> Entry 3. | marks | Communication of the required information is less <br> detailed, but still relevant with perhaps minor <br> omission(s). The response is presented in a <br> logical order in relation to the task and there is <br> some detail to enhance the writing. <br> The language may be less varied but is still <br> appropriate to Entry 3. The candidate does <br> address most of the requirements of the task <br> overall. |
| Candidate partially <br> communicates task <br> producing at least <br> three relevant <br> pieces of <br> information with a <br> little detail using <br> appropriate <br> vocabulary and <br> expressions at <br> Entry 3. Order not <br> necessarily logical. | 2 | marks |

## Range of Expression (maximum 3 marks covering whole task)

$\left.\left.\begin{array}{|l|l|l|}\hline \begin{array}{l}\text { Writing is structured } \\ \text { in paragraphs with } \\ \text { discourse markers } \\ \text { and connectives } \\ \text { used to enhance } \\ \text { writing. }\end{array} & 3 \text { marks } & \begin{array}{l}\text { Paragraphs are used appropriately to separate } \\ \text { different parts of the response in a logical way. }\end{array} \\ \text { There will be a variety of simple sentence } \\ \text { patterns and some complex sentences for } \\ \text { example, with one or more clauses. } \\ \text { Discourse markers and connectives may } \\ \text { include: } \\ \text { - markers to introduce subordinate } \\ \text { clauses - because, even though, since }\end{array}\right\} \begin{array}{l}\text { pronouns such as who, which } \\ \text { discourse markers that indicate cause } \\ \text { and effect or contrast - e.g. that's why, } \\ \text { on the other hand, as a result of, } \\ \text { however, although. }\end{array}\right\}$

## Layout and style

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

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

| Sentences are grammatically well formed at Entry 3 with some complex features. | 2 marks | Sentences should be mostly accurate and include some with a complex structure and varied length. <br> Grammatical structures may include: <br> - correct word order in complex sentences <br> - use of present perfect with since/for, ever/never, yet/already <br> - used to for regular actions in the past <br> - the past continuous <br> - future simple verb forms <br> - infinitive to express purpose <br> - question words including whose <br> - a wide range of wh- questions <br> - tag questions <br> - simple reported statements <br> - comparative and superlative adjectives regular and irregular. <br> Not all these examples will be required to achieve the task; grammatical structures will vary depending on the task. <br> Accept a small number of minor errors that do not impede communication. |
| :---: | :---: | :---: |
| 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 <br> and relevant words <br> at Entry 3 are spelt <br> correctly. | 2 marks | Common, familiar words and relevant special- <br> interest vocabulary are spelt correctly. Spelling <br> 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 <br> meaning is clear. |
| :--- | :--- | :--- |
| Most common and <br> familiar words are <br> spelt correctly. <br> Spelling errors do <br> not impede <br> communication. | 1 mark | Overall the spelling of the words is such that <br> the information is communicated and even <br> where there are errors, the meaning of the word <br> is understandable. Errors are more likely to <br> occur in less familiar words. |
| Common, familiar <br> and relevant words <br> at Entry 3 are not <br> spelt correctly. | 0 marks | Some words may be correctly spelt, but if the <br> inaccurate spelling is such that the overall <br> message is not clearly communicated then no <br> marks can be awarded. |

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

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


| Total Marks Available | 16 marks |
| :--- | :--- |
| Pass Mark for Task 3 | 10 marks |

