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Live date – 01/02/2023

Retired Date – 01/03/2024

gateway
qualifications

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

Sample Assessment Code: ESOLWE3BC/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 access arrangements, reasonable adjustments and special considerations 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 adapted to applying to volunteer for a different organisation.

Task 2

The task is sufficiently open that it should not need contextualising.

Task 3

This could be adapted to advice about finding a job.

Mark scheme and guidance

Task 1 - 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
Personal information details	1 mark
Personal information details	1 mark
Other information requiring 4 details provided in full sentences. Award full marks if one sentence contains more than 1 piece of information and a conjunction is used. 2 marks per sentence that communicates, even if minor errors in spelling and punctuation	8 marks
2 additional details/ information in a single word/phrase. Award mark if information is communicated.	2 marks

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

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, 60-80 words

Assessment Criteria	1.3, 2.1, 2.2, 3.1, 3.2
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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 3 and supports accurate standard setting.

Content (maximum 4 marks covering whole task)

Mark scheme	Marks	Guidance
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 vocabulary 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.

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		Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task.
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	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 relevant and includes some details to enhance the writing. The candidate does address most of the requirements of the task overall.
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 and more limited language. There is little or no 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. 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.

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Indicative Content

Candidate writes an email with an appropriate beginning and ending. Full sentences are used. The register is formal / semi-formal. The content links to booking an event.

Possible content:

- explain why you are writing, for example: special occasion, birthday, wedding, celebration etc.
- give details about the event - date, numbers, type of event, for example: party for 100 people, for 50 people, on 3rd July, on Friday 5th May etc.
- say what kind of food and drink you will be bringing, for example: sandwiches, crisps, salad, pizza, cola, juice etc.
- say what activities you are planning for the event, for example: music, dancing, party games etc.

Range of Expression (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
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.

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Punctuation (maximum 2 marks covering whole task)

Mark scheme	Marks	Guidance
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)

Mark scheme	Marks	Guidance
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

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		<ul style="list-style-type: none"> • 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)

Mark scheme	Marks	Guidance
Common, familiar and relevant words at Entry 3 are spelt correctly.	2 marks	<p>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.</p> <p>Candidates should not be penalised for errors in unfamiliar or specialised words where these have been attempted as long as the meaning is clear.</p>
Most common and familiar words are spelt correctly. Spelling errors do not	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.

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impede communication.		
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

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Task 3 - More extended continuous paragraphed text, 100-120 words

Assessment Criteria	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 3 and supports accurate standard setting.

Planning (maximum 2 marks)

Mark scheme	Marks	Guidance
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)

Mark scheme	Marks	Guidance
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. 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 vocabulary, – appropriate and relevant to task • making several points or multiple sentences

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		<ul style="list-style-type: none"> • 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 • 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 on 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).</p> <p>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.	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>

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Order not necessarily logical.		The response may lack clear sequencing in the way information is presented.
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. There is little or no logical sequence to the writing. 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.

Indicative Content

Candidate writes an article with an appropriate beginning and ending. Full sentences and paragraphs are used. The register is semi-formal. The content links to advice about healthy eating. A plan is provided.

Possible content:

- Give advice about healthy eating, for example: eat plenty of... / you should / shouldn't... / try to avoid...etc.
- Suggest ideas for taking exercise, for example: do some exercise every day, join a gym, go for walk etc.
- Describe other things you can do to stay healthy, for example: don't smoke, make sure you get enough sleep etc.
- Say what you have done to keep healthy, for example: diet changes, taking up exercise, stopping smoking, relaxation and self-care etc.

Range of Expression (maximum 3 marks covering whole task)

Mark scheme	Marks	Guidance
Writing is structured in paragraphs with discourse markers and connectives	3 marks	Paragraphs are used appropriately to separate different parts of the response in a logical way.

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used to enhance writing.		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 to enhance writing.	2 marks	There is a variety of sentence patterns including some more complex sentences. Paragraphs may be attempted, but are not always successfully used to structure the response in a logical or clear manner.
Discourse markers and connectives are used occasionally to enhance writing.	1 mark	Some use of the discourse markers and, connectives 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.

Layout and style (maximum 1 mark)

Mark scheme	Marks	Guidance
Layout and style are appropriate to the purpose of the task.	1 mark	Candidate shows awareness that there are different forms and style for different kinds of writing for example appropriate salutations and an ending, an informal style in an email to a friend, a more formal style to people unknown to the candidate or in a position of authority, an open structured response.
Layout and style are not appropriate to the purpose of 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.

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

Mark scheme	Marks	Guidance
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 structure 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	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

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achieved.		
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Spelling (maximum 2 marks covering whole task) – as Task 2

Mark scheme	Marks	Guidance
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.

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

Mark scheme	Marks	Guidance
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.

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Total Marks Available	16 marks
Pass Mark 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