ESOL Skills for Life

Writing - Level 1

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 - Level 1
- Appendix 2: Writing: additional marking guidance - Level 1

Sample Assessment Code: ESOLWL1AB/P

Contents

Guidance on conduct of the assessment

- The tasks are designed to completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with a tutor/assessor and/or other designated supervisor present.

- This assessment is composed of three tasks.

- Candidates must complete all three tasks; they may be done in any order but must be completed in one assessment session.

- The time allocated to the assessment is 1 hour and 45 minutes

- Task 1 has a guide of 20 minutes and Tasks 2 and 3 have a guide 35 minutes each. There is an additional 15 minutes for reading the questions and checking answers.

- Candidates may not use a dictionary for writing tasks.

- Candidates should be briefed on the task/tasks to be completed. The tasks each focus on writing skills.

- If candidates require additional time or other arrangements or adjustments please refer to the qualification specification for guidance on special arrangements and reasonable adjustments

- Candidates must complete the tasks independently without any further support according to the guide time allowed.

- At the end of the assessment collect the candidates' work and store securely.

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

General marking guidance and assessment principles

- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.

- Assessors should mark according to the mark scheme.

- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.

- If a response is not worthy of credit it should be awarded 0.

- Candidates must pass each task in order to achieve the unit. The pass mark for each task is given overleaf.

- 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	1.5, 2.1, 2.2, 3.1, 3.2

Question	Correct Answer	Marks Available
Section 1 Personal details	Personal details correctly spelt and with no omissions.	1 mark
Section 2 Work experience – voluntary or paid	3 details required For each work-related detail clearly expressed with correct spelling and grammar, using punctuation correctly – 2 marks. Detail given but with errors in spelling and punctuation and grammar – 1 mark Detail not communicated accurately enough to be understood or irrelevant information– 0 marks	6 marks
Section 2 Ideal house	3 details required For each house related detail clearly expressed with correct spelling and grammar, using punctuation correctly – 2 marks. Detail given but with errors in spelling and punctuation and grammar – 1 mark Detail not communicated accurately enough to be understood or irrelevant information– 0 marks	6 marks
Section 2 Places of residence	2 places named and spelt correctly.	1 mark

Total Marks Available	14 marks
Pass Mark for Task 1	8 marks

Task 2

Assessment Criteria	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2,

Mark Scheme	Marks Available

Planning

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

Content

Candidate communicates task fully, producing relevant and detailed pieces of information and ideas in a logical sequence using appropriate vocabulary and expressions at Level 1.	4 marks
Candidate mostly communicates task producing relevant pieces of information and ideas in a logical sequence with some detail using appropriate vocabulary and expressions at Level 1.	3 marks
Candidate partially communicates task producing some relevant pieces of information or ideas with a little detail using mostly appropriate vocabulary and expressions at Level 1. Sequence not necessarily logical.	2 marks
Candidate produces very limited response to the task. One or two relevant pieces of information using appropriate vocabulary and expressions at Level 1.	1 mark
Little or no relevant communication.	0 marks

Range of expression

Writing is structured in paragraphs with discourse markers and connectives used clearly to show logical relationships to enhance writing.	3 marks
Discourse markers and connectives are used to show logical relationships and 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 not used.	0 marks

Punctuation

Sentences are punctuated correctly so that meaning is clear.	2 marks
Sentences are punctuated mostly correctly. Meaning is clear but there are errors in punctuation.	1 mark
Punctuation is often incorrect and meaning not clear.	0 marks

Grammar

Sentences are complete and include complex sentences. Grammatical features are used accurately so that meaning is clear.	3 marks
Sentences are complete and include some complex features. Grammatical features are mostly accurate and meaning is not impaired.	2 marks
Grammatical errors occur, particularly in more complex sentences and meaning is not always clear.	1 mark
The level of grammatical error means communication is not achieved.	0 marks

Spelling

Words with regular and irregular spelling patterns are spelt correctly.	2 marks
Most common and familiar words are spelt correctly. Spelling errors mostly occur in words with irregular spelling patterns but do not impede communication.	1 mark
The number of spelling errors means communication is not achieved.	0 marks

Register and format

Language, register and format are suitable for purpose and audience.	2 marks
Language, register and format are mostly suitable for the purpose of the task, but there are some errors or omissions.	1 mark
Layout and style are not appropriate to the task.	0 marks

Total Marks Available	**18 marks**
Pass mark for Task 2	**11 marks** (of which at least 4 marks must be achieved for punctuation, grammar and spelling)

Task 3

Assessment Criteria	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2

Mark Scheme	Marks Available

Planning

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

Content

Candidate communicates task fully, producing relevant and detailed pieces of information and ideas in a logical sequence using appropriate vocabulary and expressions at Level 1.	4 marks
Candidate mostly communicates task producing relevant pieces of information and ideas in a logical sequence with some detail using appropriate vocabulary and expressions at Level 1.	3 marks
Candidate partially communicates task producing some relevant pieces of information or ideas with a little detail using mostly appropriate vocabulary and expressions at Level 1. Sequence not necessarily logical.	2 marks
Candidate produces very limited response to the task. One or two relevant pieces of information using appropriate vocabulary and expressions at Level 1.	1 mark
Little or no relevant communication.	0 marks

Range of expression

Writing is structured in paragraphs with discourse markers and connectives used clearly to show logical relationships to enhance writing.	3 marks
Discourse markers and connectives are used to show logical relationships and 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 not used.	0 marks

Punctuation

Sentences are punctuated correctly so that meaning is clear.	2 marks
Sentences are punctuated mostly correctly. Meaning is clear but there are errors in punctuation.	1 mark
Punctuation is often incorrect and meaning not clear.	0 marks

Grammar

Sentences are complete and include complex sentences. Grammatical features are used accurately so that meaning is clear.	3 marks
Sentences are complete and include some complex features. Grammatical features are mostly accurate and meaning is not impaired.	2 marks
Grammatical errors occur, particularly in more complex sentences and meaning is not always clear.	1 mark
The level of grammatical error means communication is not achieved.	0 marks

Spelling

Words with regular and irregular spelling patterns are spelt correctly.	2 marks
Most common and familiar words are spelt correctly. Spelling errors mostly occur in words with irregular spelling patterns but do not impede communication.	1 mark
The number of spelling errors means communication is not achieved.	0 marks

Register and format

Language, register and format are suitable for purpose and audience.	2 marks
Language, register and format are mostly suitable for the purpose of the task, but there are some errors or omissions.	1 mark
Layout and style are not appropriate to the task.	0 marks

Total Marks Available	**18 marks**
Pass mark for Task 3	**11 marks** (of which at least 4 marks must be achieved for punctuation, grammar and spelling)

Appendix 1: Adult ESOL core curriculum guidance – Level 1

Simple, compound and complex sentences with more than one subordinate clause
• word order in sentences with more than one subordinate clause
• there had been
• range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession • conditional forms, using if and unless with past and use of would • non-defining relative clauses • defining relative clauses with where or whose participial clauses to describe accompanying actions • with –ing • clause as subject or object
• reported speech with a range of tenses, including use of *would* and *had*
• a range of embedded questions using *if* and *whether* reported questions with *if* and *whether* • use of *had* and *would* in reported questions • reported requests
• statements with question tags using Level 1 tenses
• reported instructions
Noun phrase
• more-complex noun phrases with pre- and post-modification • word order of determiners
• use of definite, indefinite and zero article with a wide range of nouns in a range of uses
• range of expressions to indicate possession
Verb forms and time markers in statements, interrogatives, negatives and short forms
• present perfect continuous • past perfect • present and past simple passive • use of would in conditional sentences • causative use of have and get
• modals: – ought to express obligation – negative of need and have to express absence of obligation – would to express hypotheses – use of forms– would like + object + infinitive
• a range of phrasal verbs, e.g. to give way, to hold out, to run into
Adjectives
• comparisons, using *fewer* and *less* • collocation of adjective + preposition

Appendix 2: Writing: additional marking guidance – Level 1

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

For the more complex sections of the form, three separate sentences are not required to achieve full marks as long as the required information is provided. These sections are not required to be perfect and full marks can still be awarded if the information has one or two minor errors in spelling punctuation and grammar in the section overall.

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	1.5, 2.1, 2.2, 3.1, 3.2

Mark Scheme	Marks Available
Personal details correctly spelt and with no omissions.	1 mark
Three pieces of information provided in sentences 2 marks - for each piece of information clearly expressed with correct spelling and grammar, using punctuation correctly 1 mark – three pieces of information given but with errors in spelling, punctuation and grammar. 0 marks – information not communicated accurately enough to be understood or irrelevant information.	6 marks
Three pieces of information provided in sentences 2 marks - for each piece of information clearly expressed with correct spelling and grammar, using punctuation correctly 1 mark – three pieces of information given but with errors in spelling, punctuation and grammar. 0 marks – information not communicated accurately enough to be understood or irrelevant information.	6 marks
Further information expressed in single words or a phrase	1 mark

Total Marks Available	**14 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.

Tasks 2 and 3 Continuous paragraphed text

Each task will have a different context and purpose which must be taken into account when applying the criteria.

Assessment Criteria	1.1, 1.2, 1.3,1.4, 2.1,2.2, 3.1,3.2
Guidance	120-150 words

Planning (maximum 2 marks covering whole task)

Clear and detailed planning techniques to support final version.	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, audience and format as appropriate, and which supports the final response.
Some planning techniques 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 relevant and detailed pieces of information and ideas in a logical sequence using appropriate vocabulary and expressions at Level 1.	4 marks	All the requirements of the task are communicated with additional relevant detail to enhance the information provided. The writing is well sequenced and in a logical order in relation to the task and may include statements of fact, accounts, explanations and descriptions. Vocabulary and expressions may include: • a wide range of lexis – appropriate and relevant to task • a range of expressions to express and justify points of view • a range of grammatical forms, for example, to define, classify, describe a process, generalise and give examples ␣SEP␣ • using appropriate tenses, including some use of the past perfect, passive voice and reported speech

		• being able to elaborate on simple statements by giving reasons or contrasting ideas • using different modal verbs and verb forms for different purposes • a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession. ⌞SEP⌟ 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 relevant pieces of information and ideas in a logical sequence with some detail using appropriate vocabulary and expressions at Level 1.	3 marks	Communication of the required information and ideas in the task 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. The language may be less varied but is still appropriate to Level 1. The candidate does address most of the requirements of the task overall.
Candidate partially communicates task producing some relevant pieces of information or ideas with a little detail using mostly appropriate vocabulary and expressions at Level 1. Sequence not necessarily logical.	2 marks	Communication of the required information or ideas 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 Level 1. There is little additional detail added to enhance the response. The response may lack clear sequencing in the way information is presented.
Candidate produces very limited response to the task. One or two relevant pieces of information using appropriate vocabulary and expressions at Level 1.	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 Level 1. 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 Level 1.

Range of Expression (maximum 3 marks covering whole task)

Writing is structured in paragraphs with discourse markers and connectives used clearly to show logical relationships to enhance writing.	3 marks	Paragraphs are linked to ensure the information flows in a logical sequence, for example chronological sequencing, statements of arguments for and against. Discourse markers, connectives, appropriate phrases and subordinate clauses are used to support a logical sequence and relationships for example the use of therefore, as a result.
Discourse markers and connectives are used to show logical relationships and to enhance writing. Some use of paragraphs.	2 marks	Some discourse markers and connectives have been used to support a logical sequence and to enhance the writing. Paragraphs are used but are not always successfully linked or in a logical sequence.
Discourse markers and connectives are used occasionally to enhance writing. Paragraphs not used.	1 mark	Some use of discourse markers and connectives to sequence the response. Paragraphs may be attempted, but are not successful in structuring the response in any logical manner.
Paragraphs not used and discourse markers and connectives rarely or not used.	0 marks	Language is very basic with no attempt at enhancement. Where paragraphs have been attempted, they are not successful in sequencing the response.

Punctuation (maximum 2 marks covering whole task)

Sentences are punctuated correctly so that meaning is clear.	2 marks	Evidence of consistent and correct use of common punctuation markers at the beginning and end of sentences as well as more complex punctuation such as question marks, commas and exclamation marks as appropriate. Use of apostrophes for possession and omission when required.
Sentences are punctuated mostly correctly. Meaning is	1 mark	There will be errors, but it should be clear where sentences start and end and there is some evidence of examples of more complex

clear but there are errors in punctuation.		punctuation. Overall, despite errors, the message is comprehensible.
Punctuation is often incorrect and meaning not clear.	0 marks	There is a lack of punctuation overall and /or too many basic errors, which significantly impair communication.

Grammar (maximum 3 marks covering whole task)

Sentences are complete and include complex sentences. Grammatical features are used accurately so that meaning is clear.	3 marks	The response includes different types of sentences to suit the requirements of the task some of which are compound and complex for example using some conditional tenses, reported speech and subordination. There may be some minor errors, but full marks can still be awarded if the language is accurate overall. Grammatical structures may include: • correct word order in complex sentences • use of present perfect continuous, past perfect, present and simple past passive, causative use of have and get • conditional forms, using if and unless with past and use of would ⌈L̲⌉sᴇᴘ • use of modal verbs e.g ought to, express obligation • would to express hypotheses • regular and irregular comparative forms including when presenting different points of view • comparative and superlative adjectives – regular and irregular • embedded questions using if and whether. Not all these examples will be required to achieve the task; grammatical structures will vary depending on the task.
Sentences are complete and include some complex features. Grammatical features are mostly	2 marks	Sentences are complete with mostly accurate structures and include some complex features. Word order is usually correct, but there may be basic errors. Errors are more likely to occur in complex sentences, but the meaning overall is clear.

accurate and meaning is not impaired.		
Grammatical errors occur, particularly in more complex sentences and meaning is not always clear.	1 mark	The candidate uses mostly correct grammar structures but there are basic errors for example in word order plurals, articles, tenses. Complex sentences contain inaccuracies or are not attempted. There will be some ambiguity in places, but overall communication is achieved.
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)

Words with regular and irregular spelling patterns are spelt correctly.	2 marks	Common, familiar words, including those used most often in work, studies and daily life as well as 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 over-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 mostly occur in words with irregular spelling patterns but 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 words with irregular spellings.
The number of spelling errors means communication is not achieved.	0 marks	Some words may be correctly spelt, but if the inaccurate spelling is such that the overall message is not clearly communicated then no marks can be awarded.

Register and format (maximum 2 marks covering whole task)

Language, register and format are suitable for purpose and audience.	2 marks	The candidate has used an appropriate register and format in relation to the purpose of the task. For example, there are key features of formal or informal language as required such as type of vocabulary and collocation, mode of address. The format is appropriate to the type of text such as a letter, a report, an email. NB not all formal conventions have to be demonstrated to achieve two marks.
Language, register and format are mostly suitable for the purpose of the task, but there are some errors or omissions.	1 mark	There may be inconsistencies in register or format with some use of inappropriate language for the required register or omissions in the format. Overall, the purpose of the task is conveyed.
Layout and style are not appropriate to 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.

Total Marks Available	**18 marks**
Pass Mark for Tasks 2 and 3	**11 marks** (of which at least 4 marks must be achieved for punctuation, grammar and spelling)