gateway
qualifications

ESOL Skills for Life

Writing - Level 2

Sample Marker Pack

The following documents are included in this pack:

- General marking guidance

- Mark schemes and guidance

- Appendix 1: Adult ESOL core curriculum guidance – Level 2

NB This paper is externally marked by Gateway Qualifications

Sample Assessment Code: ESOLWL2BA/P

Contents

General marking guidance

- All candidates must receive the same treatment. Markers must mark the last candidate in exactly the same way as they mark the first.

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

- Markers should mark according to the mark scheme.

- Markers should always award full marks if these are deserved

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

- Where markers are in doubt regarding the application of the mark scheme to a candidate's response, they should consult the Chief Examiner before awarding a mark.

- Crossed out work should be marked unless the candidate has replaced it with an alternative response.

- For tasks 2 and 3 markers should clearly indicate the mark awarded for each criterion in the margin using the following abbreviations: Pl, C, RoE, P, G, Sp, R&F. They may make annotations in the margins on the paper.

- For tasks 2 and 3 there is a suggested word count. Candidates will not be penalised for responses that 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.

- Repeat errors when marking should only count as one error (for example where a candidate makes the same spelling mistake on more than one occasion).

General guidance on using criterion based mark schemes

- Markers should consider the answer as a whole and then decide which descriptors most closely match the response. The descriptors for each criterion indicate the different features that should be present in the candidate's response. When determining the mark for the criterion markers should look at the overall quality of the answer and at how securely the candidate has evidenced the descriptor for a particular mark. Where the response has characteristics of two different bands, they should use a best fit approach.

Mark Scheme and guidance

Task 1

Assessment Criteria	1.4, 2.2, 2.3, 3.1, 3.2

Question	Answer	Marks Available
Section 1: Personal details	Personal details correctly spelt and with no omissions.	1 mark
Section 2: Customer Satisfaction	3 details required 2 marks per detail given For each detail clearly expressed and gives a reason for choice with correct spelling and grammar, using punctuation correctly – 2 marks Details given and gives a reason for choice but with some errors in spelling and punctuation and grammar – 1 mark Details not communicated accurately enough to be understood or gives irrelevant information – 0 marks	6 marks
Section 3: How can we improve?	3 details required 2 marks per detail given Details clearly expressed and gives a reason for choice with correct spelling and grammar, using punctuation correctly – 2 marks Details given and gives a reason for choice but with errors in spelling and punctuation and grammar – 1 mark Details not communicated accurately enough to be understood or gives irrelevant information – 0 marks	6 marks
Section 4: Signature and date	All details completed accurately.	1 mark

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

Task 2

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

Mark Scheme	Marks Available
Planning	
Clear and detailed planning techniques to determine content, level of detail, structure and language.	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 2.	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 2.	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 2. Sequence not necessarily logical.	2 marks
Candidate produces very limited response to the task. 1or 2 relevant pieces of information using appropriate vocabulary and expressions at Level 2.	1 mark
Little or no relevant communication	0 marks

Indicative Content

You belong to a community group, and you are not satisfied with the state of your local area, this could be litter, crime, pollution or any other environmental issue. You write an email to your local council to express your views. The register will be formal with the use of persuasive language.

You should:

- explain why you are writing
- describe the problems in your area, for example: crime such as graffiti in your local area, children dropping litter near schools or vandalism to public buildings etc.
- explain the negative impact they are having on local residents, for example: litter is a danger to wildlife, look unsightly, encourages more litter to be dropped etc.

- express what you think the solutions are and how they can be achieved, for example: providing more litter bins, training in schools, incentives or consequences

Range of expression

Writing is structured in paragraphs using a variety of structures and linguistic features that support logical sequence.	3 marks
Writing is structured in paragraphs with some use of discourse markers and connectives to show logical sequence and to enhance writing.	2 marks
Discourse markers and connectives are used occasionally to enhance writing. Some use of paragraphs. Writing not always sequenced logically.	1 mark
Paragraphs not used and discourse markers and connectives rarely or not used.	0 marks

Punctuation

A range of punctuation is used to achieve clarity in simple and complex sentences.	2 marks
Sentences are punctuated mostly correctly with errors occurring usually in more complex sentences.	1 mark
Punctuation is often incorrect and meaning not clear.	0 marks

Grammar

A range of different sentence structures are used including complex and compound sentences. Grammatical features are used consistently and accurately so that meaning is clear.	3 marks
Some different sentence structures are used including some complex and compound sentences. Grammatical features are mostly accurate and consistent and meaning is not impaired.	2 marks
Grammar is not consistent and 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, both familiar and less familiar 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

Choice of language, register, structure and format are effective and suitable for purposes 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
Register and format are not appropriate to the task.	0 marks

Total Marks Available	**18 marks**
Pass Mark for Task 2	**12 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, 2.1, 2.2, 2.3, 3.1, 3.2

Mark Scheme	Marks Available
Planning	
Clear and detailed planning techniques to determine content, level of detail, structure and language.	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 2.	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 2.	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 2. Sequence not necessarily logical.	2 marks
Candidate produces very limited response to the task. 1or 2 relevant pieces of information using appropriate vocabulary and expressions at Level 2.	1 mark
Little or no relevant communication	0 marks

Indicative Content

The register will be informal with language used to persuade. An online magazine has asked you to write a blog about your favourite country to encourage people to visit. Write about the positive aspects of the country, for example tourist attractions, the history, the people, the culture, food etc in order to persuade readers to visit. This could include attractions, facilities for tourists, historical sites and information, museums, music, different kinds of food, geographical features and their communities.

Range of expression

Writing is structured in paragraphs using a variety of structures and linguistic features that support logical sequence.	3 marks
Writing is structured in paragraphs with some use of discourse markers and connectives to show logical sequence and to enhance writing.	2 marks
Discourse markers and connectives are used occasionally to enhance writing. Some use of paragraphs. Writing not always sequenced logically.	1 mark
Paragraphs not used and discourse markers and connectives rarely or not used.	0 marks

Punctuation

A range of punctuation is used to achieve clarity in simple and complex sentences.	2 marks
Sentences are punctuated mostly correctly with errors occurring usually in more complex sentences.	1 mark
Punctuation is often incorrect and meaning not clear.	0 marks

Grammar

A range of different sentence structures are used including complex and compound sentences. Grammatical features are used consistently and accurately so that meaning is clear.	3 marks
Some different sentence structures are used including some complex and compound sentences. Grammatical features are mostly accurate and consistent and meaning is not impaired.	2 marks
Grammar is not consistent and 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, both familiar and less familiar 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

Choice of language, register, structure and format are effective and suitable for purposes 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
Register and format are not appropriate to the task	0 marks

Total Marks Available	**18 marks**
Pass Mark for Task 3	**12 marks** (of which at least 4 marks must be achieved for punctuation, grammar and spelling)

Appendix 1: Adult ESOL core curriculum guidance – Level 2

Simple, compound and complex sentences with a wide range of subordinate clause
• word order in complex sentences, including choice of order for emphasis
• there could be/would be/should be • could have/would have/should have
• a wide range of conjunctions, including *on condition that, provided that* • conditional forms, using *had + would/could/should have* • comparative clauses - *the faster he talked, the less I understood* • more complex participial clauses with –ing and –ed • fronting and cleft sentences for emphasis, • reported speech, using a range of verb forms
• more complex embedded questions • reported questions, using a range of verb forms
• statements with question tags, using L2 verbs and tenses
• imperative + question tag
Noun phrase
• noun phrases of increasing complexity • use of definite, indefinite and zero article with a wide range of nouns in a range of uses range
• use of zero article with a wide range of countable and uncountable nouns in a range of constructions
Verb forms and time markers in statements, interrogatives, negatives and short forms
• use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive • would expressing habit in the past • use of *had + would/could/should have in conditional sentences*
• modals expressing past obligation, possibility, rejected conditions e.g. *should have, might have, could have, must have, can't have*
• wide range of phrasal verbs with a number of particles, e.g. *to get round to, to carry on with*
Adjectives
• connotations and emotive strength of adjectives • collocation of a range of adjectives + prepositions