

ESOL Skills for Life – Entry 2

Marked learner work

Below are two examples of candidate responses to the ESOL Skills for Life Entry 2 writing test followed by the marks and rationales from the marker.

All names and personal data have been changed or removed.

Candidate 1

Entry 2 – Writing

**Task 1**

Complete the form below.

<b>Brigham Family Doctors Your Details</b>																					
Surname	<i>Brown</i>																				
First Name(s)	<i>Emily</i>																				
Gender ( <i>please tick</i> )	Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>																				
Date of birth	<table style="border: none; text-align: center;"> <tr> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: none;">/</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">2</td> <td style="border: none;">/</td> <td style="border: 1px solid black; width: 20px;">1</td> <td style="border: 1px solid black; width: 20px;">9</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">1</td> </tr> <tr> <td>D</td> <td>D</td> <td></td> <td>M</td> <td>M</td> <td></td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> </table>	0	6	/	0	2	/	1	9	8	1	D	D		M	M		Y	Y	Y	Y
0	6	/	0	2	/	1	9	8	1												
D	D		M	M		Y	Y	Y	Y												
Country of birth	<i>Jordan</i>																				
First language	<i>Kurdish</i>																				
Address	<i>Emily</i>																				
	<i>Newington Avenue 7</i>																				
	<i>CV13 0HJ Bedworth</i>																				
Telephone number	<i>07945112095</i>																				
When did you come to the UK?	<i>21.07.2012</i>																				
Occupation																					
I confirm the information on this form is correct.																					
Signature: <i>Emily Brown</i>																					
Date 28.03.19	<table style="border: none; text-align: center;"> <tr> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">6</td> <td style="border: none;">/</td> <td style="border: 1px solid black; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">2</td> <td style="border: none;">/</td> <td style="border: 1px solid black; width: 20px;">1</td> <td style="border: 1px solid black; width: 20px;">9</td> <td style="border: 1px solid black; width: 20px;">8</td> <td style="border: 1px solid black; width: 20px;">1</td> </tr> <tr> <td>D</td> <td>D</td> <td></td> <td>M</td> <td>M</td> <td></td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> </table>	0	6	/	0	2	/	1	9	8	1	D	D		M	M		Y	Y	Y	Y
0	6	/	0	2	/	1	9	8	1												
D	D		M	M		Y	Y	Y	Y												

Entry 2 – Writing

**Task 2**

You learnt something new recently. Write an article for your teacher. Say what you learnt.

Write about 80 words.

**Something new**

Last week we learnt something new  
~~word~~ word and ~~Bob~~ smipis prasen.  
He is a good men. He do ~~it~~ very well  
~~teacher~~ teaching. He she give good time  
for ~~everyone~~ everyone. ~~She~~ writing is a good  
she has very big family, and explain good.  
with family went to article every morning  
do Gum. I have no ~~ted~~ ted for my  
teacher. thank you. I ~~the~~ thing I learnt some  
new ~~word~~ <sup>word</sup>. every day I learnt some word  
I have no tedly for write letter.

Entry 2 – Writing

**Task 3**

Last weekend you went to a party. Write an email to your friend. Say what you did at the party.

Write about 80 words.

To: friend@email.com

Subject: A party

Last weeked I went to a party  
this party a very good we  
have fun. we did ~~in bar~~  
not a home we went to ~~not~~ ~~stid~~.  
it ~~had~~ a grad time ~~we~~ was  
very tried. we ~~made~~ ~~some~~  
~~spashe~~ Food for ham. she has  
a ~~to~~ ~~briday~~ party ~~she~~  
she do ~~see~~ something new ~~for~~  
we went to party she has  
a very big home. She is  
very nice parsen.

Candidate 1 marks and rationale

Assessment criteria	Mark	Rationale
<b>Task 1 – form</b>		
2.1 Record personal details on a form correctly	3	Around two-thirds of the form completed appropriately Some information missing (occupation), some completed incorrectly (date of birth instead of date, name in the address) or illegible (country of birth) but the form achieves its main communicative aims.
<b>Task 2 – article</b>		
1.1 Present information in an appropriate format for the intended audience	1	Candidate composed a text which is not appropriate for the purpose of the task Audience not addressed appropriately (the candidate wrote about a teacher) Format is not consistently suitable for the genre
1.2 Construct simple and compound sentences correctly	1	There is evidence of an attempt to meet the criterion, but this is not successful No control over basic word order in simple sentences One attempt at a compound sentence, not successful Use of past verb forms not consistent (one example from the rubric)
1.3 Use adjectives correctly	2	One or two examples of correct use of adjectives Criterion met minimally
1.4 Use punctuation correctly	3	Most sentences end with a full stop (two or three missing) Fairly consistent use of end of sentence punctuation No evidence of ability to use commas in a list
1.5 Use upper and lower case letters correctly	3	Several examples of capital letters at the start of sentences No evidence of ability to capitalise proper nouns
1.6 Spell words correctly	1	Spelling is inconsistent There is evidence of an attempt to meet this criterion using lexis related to the task, which is appropriate for the level but it's incomplete.

Assessment criteria	Mark	Rationale
<b>Task 3 – email / message/postcard</b>		
1.1 Present information in an appropriate format for the intended audience	2	Candidate composed simple text which is not consistently appropriate for the purpose- it is only appropriate for the purpose of the task in places where the message is clear Format is not appropriate for an email Audience is addressed appropriately Overall grade '2' is a better fit because only one or two examples of the amplification can be identified at the level
1.2 Construct simple and compound sentences correctly	1	Attempts to produce simple sentences with correct basic word order are unsuccessful There is evidence of an attempt to use past verb forms, but this attempt is mostly unsuccessful No evidence of ability to combine simple sentences to make compound sentences by using simple conjunctions Overall, attempts to meet the criterion are unsuccessful
1.3 Use adjectives correctly	3	An appropriate range of adjectives (several appropriate adjectives used) Adjectives used fairly consistently - word order regarding the use of adjectives is consistent but there are errors in the spelling of adjectives
1.4 Use punctuation correctly	2	Full stops used fairly consistently at the ends of sentences, but no other punctuation marks are present There was no attempt to demonstrate ability to use commas in a list Overall, criterion is met minimally as only one or two examples of the amplification can be identified at the level
1.5 Use upper and lower case letters correctly	2	Starts of sentences capitalised fairly consistently No attempt to demonstrate ability to capitalise proper nouns Overall, criterion is met minimally as only one or two examples of the amplification can be identified at the level
1.6 Spell words correctly	1	Attempts to spell lexis related to task are unsuccessful Spelling errors are frequent and cause reader some difficulty, therefore attempts to meet this criterion are unsuccessful

Candidate 1 achieves 25 marks out of 52 and fails the Writing exam.