

ESOL Skills for Life – Entry 3

Marked learner work

Below are two examples of candidate responses to the ESOL Skills for Life Entry 3 writing test followed by the marks and rationales from the marker.

All names and personal data have been changed or removed.

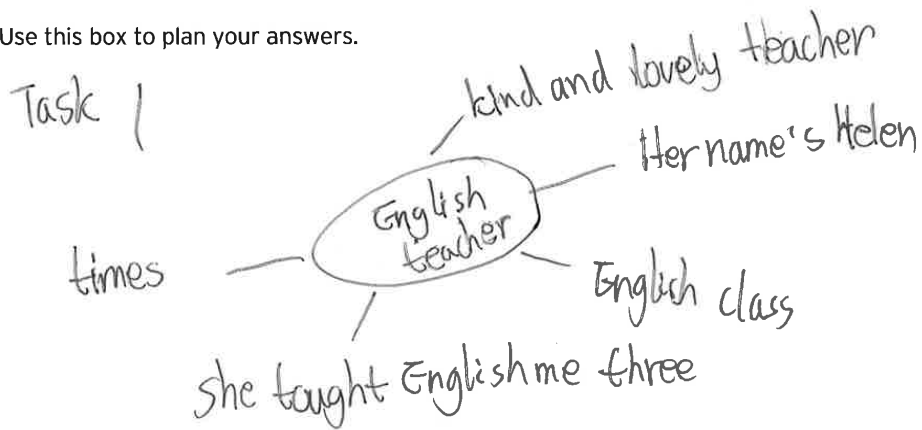
Candidate 1

Entry 3 – Writing

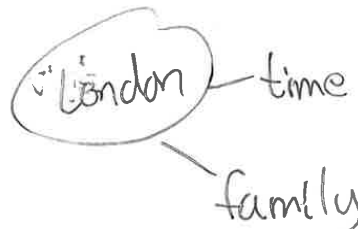
**Planning section**

For this exam you must show you know how to plan your writing. Use this section to plan your answer to one or two of the tasks in this exam paper. Remember, you **must** plan at least one answer in this box.

Use this box to plan your answers.



Task 2



Entry 3 – Writing

**Task 1**

Your college wants to know what you think about one of your teachers. Complete the form below for your college managers.

Write about 120 words.

Teacher Report Form
Your name: <i>shelly miller</i>
Course: <i>English</i>
Name of teacher: <i>Helen</i>
Write about a good lesson you have had with your teacher.
<i>I am learning English for Entry 3 and I am writing about a good lesson for my English teacher. My teacher she is very kind and lovely lady. she taught me English three years. I could not speak English before, and I could not see any English letter. Now, I can speak English and I can see some simple English letter than better before. I like my English teacher, she teach my English very well.</i>
Why is he/she a good teacher?
<i>she is a good teacher because she could book some homework and spelling word. We can learn more English word. She teach our some usually write on the wall and she just something use on the computer. In the class I am very happy and I have a good teacher.</i>

Entry 3 – Writing

**Task 2**

Write an article for your teacher about an interesting town or city you have visited. Write about:

- how you travelled there
- what you did there
- why it was interesting.

Write about 150 words.

I am writing this article about an interesting town when I visited to London. On last year summer I went to London with my family. We chose the day on Tuesday and I got up early because I visited London just one day and we had breakfast. Then we travelled the bus to Birmingham to by train at 9:30am. The train to London need two hours, because I booked the ticket is cheap. I arrived London at 11:30 and my husband took our to a restaurant had lunch. Finished the lunch we visited to the Londonbrige. There was very beautiful and we looked the brige open so great. After we visited to Chinatown, at two o'clock. There was lively and my children them very happy. We had dinner in the chinese restaurant. At 8:30pm We travelled train to home. The weather was sunny for that day. My family and I very happy and interesting.

Entry 3 – Writing

**Task 3**

You want to go out to a restaurant with a friend. Write an email to your friends saying why you want to go out. Invite them to go with you and suggest where you could all meet.

Write about 80 words.

To: friend1@email.com; friend2@coolmail.net; friend3@mail.com
Subject: Restaurant
Hi Mei
How are you? I went to a restaurant last weekend because I visited - friends in there. On Sunday she told me long time see me and they wanted meet me. I told she I went to Mory Hill the restaurant meeting.
We met in there at 1:30pm and them told something's so interesting. Finished the lunch I came back home. This day I was happy.
See you next time!
shelly

Candidate 1 marks and rationale

Assessment criteria	Mark	Rationale	
<b>Whole paper – plan text</b>			
1.1	Plan text for the intended audience	2	Some evidence of a plan for task 1 but awareness for the selection and ordering of ideas was not illustrated The plan for task 2 was extremely brief and of no relevance
<b>Task 1 – form</b>			
2.1	Produce content for the intended audience	2	Content only partially relevant to the task – some irrelevance, not enough detail in places First sub-task mostly irrelevant Register fairly consistent
2.5	Use punctuation correctly	3	Consistent use of full stops and commas but no attempt was made to use punctuation beyond Entry 2 level, ie use exclamation marks to show emphasis or surprise. Punctuation is fairly well controlled, especially capital letters
2.6	Spell words correctly	2	Limited range of vocabulary appropriate to the task Some lexical errors, e.g. odd word choices – ' <i>see any English letter</i> '; ' <i>write on the wall</i> '. Spelling is fairly well controlled
3.1	Complete a form with open and closed responses correctly	2	Open responses not completed appropriately – did not write about a good lesson The primary communicative aim is minimally achieved as enough information about how the candidate felt about the teacher was provided Closed responses completed appropriately
<b>Task 2 – article</b>			
2.1	Produce content for the intended audience	3	Content fairly relevant but short and not enough detail included (what and how much to include) Register and format not appropriate for article
2.2	Structure main points in short paragraphs	1	Some attempts at organization Topic sentences are used fairly consistently but are not candidate's own language – closely follow rubric No other structural features (general statement followed by detail or expansion) present
2.3	Sequence text chronologically	3	Attempts to produce text with a clear indication of sequence are unsuccessful Attempts at sequencing through the use of tenses not successful
2.4	Use grammar correctly	1	Some attempts at Entry 3 grammar but these are not successful – eg complex sentences Little control over the grammar below level

Assessment criteria	Mark	Rationale
2.5 Use punctuation correctly	2	Evidence of attempts to use punctuation, but this is inconsistent. Mid-sentence capitalization Commas in longer sentences missing and affect meaning
2.6 Spell words correctly	3	The candidate uses a range of vocabulary appropriately. Spelling errors do not impede communication.
<b>Task 3 – message, email or letter</b>		
2.1 Produce content for the intended audience	2	The candidate made some correct decisions regarding what to write and how much to include Several examples of appropriate register
2.4 Structure main points in short paragraphs	2	One or two appropriate examples appropriate for the task can be identified, eg complex sentence, use of tenses Inconsistent level of grammatical accuracy, errors may impede understanding
2.5 Use punctuation correctly	2	Attempts to use punctuation appropriate for Entry 3 are mostly unsuccessful Limited control of punctuation makes it hard to understand in places Understanding of when capital and lower-case letters are used not demonstrated

Candidate 1 achieves 30 marks out of 56 and fails the Writing exam.