



**GA Entry Level Certificate in ESOL Skills for Life
(Entry 3) (RQF)**

Unit: WRITING (Entry 3)

MARK SCHEME & GUIDANCE ON ASSESSMENT

Guidance for Assessors: Overview of the Assessment

Task 1 – Error Correction

The purpose of this task is to assess the Candidate’s ability to proof-read a short text, identifying errors in grammar, punctuation and spelling, and making accurate corrections. Specifically, Candidates are assessed on their ability to:

- proof-read and correct writing for grammar and spelling (Wt/E3.4)
- use correct basic grammar (Ws/E3.2)
- use punctuation correctly (Ws/E3.3)
- spell correctly common words and relevant key words for work and special interests (Ww/E3.1)

The Candidate will be scored out of 6 in this task. One mark should be awarded for each accurately identified and corrected error.

Assessors should record the marks and the outcome by completing the Assessment Decision Record in the Candidate’s Booklet for Writing.

Task 2 – Complete a Form

The purpose of this task is to assess the Candidate’s ability to complete a form which has some complex features, such as extended written responses and questions in varying formats. Specifically, Candidates are assessed on their ability to:

- complete forms with some complex features (Wt/E3.5)
- write in complete sentences (Ws/E3.1)
- use correct basic grammar (Ws/E3.2)
- use punctuation correctly (Ws/E3.3)
- spell correctly common words and relevant key words for work and special interest (Ww/E3.1)
- produce legible text (Ww/E3.2)

The Candidate will be scored out of 8 in this task.

Assessors should record the outcome by completing the Assessment Decision Record in the Candidate’s Booklet for Writing.

Assessors should note that marks should not be awarded for answers which are not correctly capitalised or which display incorrect spelling.

Task 3 – Extended Writing

The purpose of this task is to assess the Candidate’s ability to compose an extended written text, demonstrating planning, drafting and producing a legible and organised text to give information, ideas or an opinion on a topic which is familiar. The texts types the Candidates may be asked to produce include an email or letter, a narrative, article or a report.

Specifically, Candidates are assessed on their ability to:

- plan and draft writing (Wt/E3.1)
- organise writing in short paragraphs (Wt/E3.2)
- sequence chronological writing (Wt/E3.3)
- proof-read and correct writing for grammar and spelling (Wt/E3.4)
- write in complete sentences (Ws/E3.1)
- use correct basic grammar (Ws/E3.2)
- use punctuation correctly (Ws/E3.3)
- spell correctly common words and relevant key words for work and special interest (Ww/E3.1)
- produce legible text (Ww/E3.2)

The Candidate will be scored out of 20 in this task across three different sections: planning, draft, and final writing.

In section 1, the Candidate should be awarded 2 marks for a full and relevant plan being produced in the form of a mind map, notes, bullet points etc. , and 1 mark for some evidence of relevant planning present.

In section 2, the Candidate should be awarded 2 marks for full draft containing evidence that own work has been checked and improved in the final stage, and 1 mark for some evidence of the relevant draft being produced.

In section 3, the Candidate will be scored at 4, 2 or 0 in the categories of Task Achievement, Structure, Vocabulary Range and Control, Grammatical Range and Control according to their performance.

Guidance for Assessors is provided below.

In section 3, a Candidate must score a minimum of 2 in each category in order to achieve in this task.

A Candidate scoring ‘0’ in any category in section 3 of this task will not be awarded an overall ‘Pass’.

Assessors should record the outcome by completing the Assessment Decision Record in the Candidate’s Booklet for Writing.

Overall Assessment Decision

The Candidate needs to score at least 21 marks across all three tasks AND no fewer than 2 marks in each category in section 3 of Task 3 in order to achieve an overall ‘Pass’.

The overall assessment decision for this unit should be recorded on the Overall Assessment Decision Record.

Task 3: Guidance for Assessors

Category	Guidance
Task Achievement	The extent to which the Candidate: composes a legible text in clear handwriting, which is relevant to the task; shows awareness of and ability to adapt writing to suit the purpose of the task including suitability of register and audience; selects and orders ideas; includes all relevant details, ideas and expresses opinions or feelings; and produces text that meets the minimum word content requirement.
Structure	The extent to which the Candidate: composes a text, selecting appropriate format for the purpose; groups points into paragraphs and is able to develop the points in each paragraph with additional information, descriptions, etc.; links the paragraphs together in a logical sequence; uses chronological sequencing using discourse markers and conjunctions, where appropriate, to structure text with a clear beginning, middle and end; uses sentence structures appropriately to make writing interesting and varied, by using simple, compound and complex sentences.
Vocabulary range and control	The extent to which the Candidate: uses formal language and register where appropriate; uses an appropriate form of address for greeting, introductions and leave taking, inviting, offering or apologising; uses a range of vocabulary to make requests, ask questions and express statements of fact where appropriate to the context; expresses degrees of liking or disliking through lexical choices. Any lexical errors should not be systematic, or should only occur when attempting to use specialist or technical language above the level.
Grammatical range and control	The extent to which the Candidate: uses, with some accuracy, grammatical forms suitable for the level, for example, present simple and past simple, present continuous, present perfect and future simple, indefinite and definite articles, prepositional phrases and subordinate clauses, as required within the context of the task; uses some complex sentences with 'when' or 'if'; uses a range of adjectives and intensifiers and modal verbs to express obligation, future certainty and future possibility; forms a range of question types, including alternative questions and tag questions. Any grammatical errors should not be systematic, or should only occur when attempting to use complex sentences or in structures expected above the level.
<ul style="list-style-type: none"> • A score of '4' in any given category in this task: indicates that the candidate has fully met the requirements and has displayed the level of knowledge, skills and understanding expected at Entry Level 3 consistently throughout the task. • A score of '2' in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Entry Level 3 throughout most of the task, although some areas may be in need of some refinement. • A score of '0' in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Entry Level 3. The Candidate has only been able to display the required knowledge, skills and understanding to a limited degree or not at all. 	
<p>Additional Guidance for Assessors, including Key Language for Entry Level 3, can be found in the Unit Specifications provided in the Qualification Specification, and should be referred to by Assessors to make and justify their assessment decisions</p>	