GA Level 1 Certificate in ESOL Skills for Life (RQF)

Unit: WRITING (Level 1)

MARK SCHEME & GUIDANCE ON ASSESSMENT

Task 1 – Writing an email, a letter or completing a complex form

The purpose of this task is to assess the Candidate's ability to write an email or a letter whose content will be mostly transactional in nature. Candidates are expected to produce between 140-160 words. Specifically, Candidates are assessed on their ability to:

- judge the level of detail to include in their writing (Wt/L1.2)
- present information in a logical sequence, using paragraphs where appropriate (Wt/L1.3)
- use language suitable for purpose and audience (Wt/L1.4)
- use format and structure for different purposes (Wt/L1.5)
- write in complete sentences (Ws/L1.1)
- use correct grammar, punctuation and spelling (Ws/L1.2; Ws/L1.3; Ww/L1.1; Ww/L1.2)

The Candidate will be scored out of 16 in this task.

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.

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

Task 2 – Writing an essay, an article or a report, including a plan and a draft

The purpose of this task is to assess the Candidate's ability to write an essay, an article or a report on a given topic, including the planning and drafting stages. Candidates are expected to produce 180-220 words in the final stage. Specifically, Candidates are assessed on their ability to:

- plan and draft writing (Wt/L1.1)
- proof-read and revise writing for accuracy and meaning (Wt/L1.7)
- judge the level of detail to include in their writing (Wt/L1.2)
- present information in a logical sequence, using paragraphs where appropriate (Wt/L1.3)
- use language suitable for purpose and audience (Wt/L1.4)
- use format and structure for different purposes (Wt/L1.5)
- write in complete sentences (Ws/L1.1)
- use correct grammar, punctuation and spelling (Ws/L1.2; Ws/L1.3; Ww/L1.1; Ww/L1.2)

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.

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 this task will not be awarded an overall 'Pass'.

Guidance for Assessors is provided below.

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

Overall Assessment Decision

The Candidate must score **a minimum of 22 marks** across all 2 tasks, **AND** no fewer than 2 marks in each category (Task Achievement, Structure, Vocabulary Range and Control, Grammatical Range and Control) in Tasks 1 and 2, to achieve an overall 'Pass'.

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

Task 1: Guidance for Assessors	
Category	**Guidance**
Task Achievement	**The extent to which the Candidate:** produces a text which is fully relevant to the task, includes information required by all the bullet points as specified by the task; and makes a positive impression on the intended audience; and produces the required amount of text.
Structure	**The extent to which the Candidate:** applies an appropriate type of paragraphing structure; orders and sequences information appropriately using key features of English discourse; applies knowledge of key linguistic features that show logical relationship between sentences and indicate logical arrangement; uses appropriate format and accompanying features of layout for different text types, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points etc.
Vocabulary range and control	**The extent to which the Candidate:** uses correctly a sufficient range of language suitable for purpose and audience, including identifying appropriate register and using key features of that register with some consistency (e.g. type of vocabulary and collocation; mode of address etc.); uses a range of connectives (e.g. as, if, so, though) to express contrast, reason, purpose, condition, consequence; ellipsis; prepositional, adjectival and adverbial phrases to show time, manner, degree, extent, frequency, probability spells correctly key words relating to learner's own work, leisure, and study interests.
Grammatical range and control	**The extent to which the Candidate:** correctly uses a wide range of grammar appropriate to the level, including complex sentences and a variety of tenses, including continuous and perfect forms; countable and uncountable nouns, uses conditional sentences; passive voice and complex modal phrases; understands conventions of reported speech; constructs formal sentences differently from those in less formal texts, uses punctuation to aid clarity and meaning, including correct use of commas and apostrophes, as well as correct punctuation where no full sentence structure is used.

- **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 Level 1 **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 Level 1 **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 Level 1. The Candidate has only been able to display the required knowledge, skills and understanding **to a limited degree or not at all.**

Additional Guidance for Assessors, including Key Language for Level 1, 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

Task 2: Guidance for Assessors	
Category	Guidance
Task Achievement	**The extent to which the Candidate:** produces a text which is fully relevant to the task, and selects appropriate ideas and information to fulfil the purpose of the task; makes a positive impression on the intended audience; and produces the required amount of text.
Structure	**The extent to which the Candidate:** applies an appropriate type of paragraphing structure; orders and sequences information appropriately using key features of English discourse; applies knowledge of key linguistic features that show logical relationship between sentences and indicate logical arrangement; uses appropriate format and accompanying features of layout for different text types, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points etc.
Vocabulary range and control	**The extent to which the Candidate:** uses correctly a sufficient range of language suitable for purpose and audience, including identifying appropriate register and using key features of that register with some consistency (e.g. type of vocabulary and collocation; mode of address etc.); uses a range of connectives (e.g. as, if, so, though) to express contrast, reason, purpose, condition, consequence; ellipsis; prepositional, adjectival and adverbial phrases to show time, manner, degree, extent, frequency, probability spells correctly key words relating to learner's own work, leisure, and study interests.
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