

# **GATEHOUSE**



## **AWARDS**

**GA Level 2 Certificate in ESOL Skills for Life (RQF)**

**Unit: WRITING (Level 2)**

**MARK SCHEME & GUIDANCE ON ASSESSMENT**

## Guidance for Assessors: Overview of the Assessment

### Task 1 –Completing a complex form

The purpose of this task is to assess the Candidate’s ability to complete a complex form. The form requires the Candidate to provide information and make relevant suggestions / recommendations. This can be a complaint form, a reference form, a customer feedback form etc. Candidates are expected to produce approximately 100 words.

Specifically, Candidates are assessed on their ability to:

- judge how much to write and the level of detail to include (Wt/L2.2)
- present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate (Wt/L2.3)
- use formal and informal language appropriate to purpose and audience (Wt/L2.5)
- use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence, technical vocabulary (Wt/L2.6)
- complete a form with complex features (Wt/L2.7)
- construct complex sentences (Ws/L2.1)
- use correct grammar, e.g. subject-verb agreement, correct consistent use of tenses and use pronouns so that meaning is clear (Ws/L2.2; Ws/L2.3)
- punctuate sentences, use punctuation correctly and spell correctly words used most often in work, studies and daily life, including familiar technical words (Ws/L2.4; Ww/L2.1)
- produce legible text (Ww/L2.2)

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

**The Candidate will be scored at 2, 1 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 1 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’.**

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

### Task 2

The purpose of this task is to assess the Candidate’s ability to respond information included in another written source using one of the following forms:

- letter
- email
- article

The Candidate will be expected to produce between 180-220 words.

Specifically, Candidates are assessed on their ability to:

- judge how much to write and the level of detail to include (Wt/L2.2)
- present information and ideas in a logical or persuasive sequence, using paragraphs

- where appropriate (Wt/L2.3)
- use format and structure to organise writing for different purposes (Wt/L2.4)
- use formal and informal language appropriate to purpose and audience (Wt/L2.5)
- use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence, technical vocabulary (Wt/L2.6)
- complete a form with complex features (Wt/L2.7)
- construct complex sentences (Ws/L2.1)
- use correct grammar, e.g. subject-verb agreement, correct consistent use of tenses and use pronouns so that meaning is clear (Ws/L2.2; Ws/L2.3)
- punctuate sentences, use punctuation correctly and spell correctly words used most often in work, studies and daily life, including familiar technical words (Ws/L2.4; Ww/L2.1)
- produce legible text (Ww/L2.2)

NB Candidates are provided with space to plan and draft their writing, although should not be penalised for not doing so.

**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.**

**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.**

### **Task 3**

The purpose of this task is to assess the Candidate's ability to write a long, continuous text of mostly informational content. The text will be in the form of an article, a report, an essay or a personal statement on a given topic, incorporating elements of information provided in the tasks instructions.

The Candidate will be expected to produce between 200-240 words.

Specifically, Candidates are assessed on their ability to:

- judge how much to write and the level of detail to include (Wt/L2.2)
- present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate (Wt/L2.3)
- use format and structure to organise writing for different purposes (Wt/L2.4)
- use formal and informal language appropriate to purpose and audience (Wt/L2.5)
- use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence, technical vocabulary (Wt/L2.6)
- complete a form with complex features (Wt/L2.7)
- construct complex sentences (Ws/L2.1)
- use correct grammar, e.g. subject-verb agreement, correct consistent use of tenses and use pronouns so that meaning is clear (Ws/L2.2; Ws/L2.3)

- punctuate sentences, use punctuation correctly and spell correctly words used most often in work, studies and daily life, including familiar technical words (Ws/L2.4; Ww/L2.1)
- produce legible text (Ww/L2.2)

NB Candidates are provided with space to plan and draft their writing, although should not be penalised for not doing so.

**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.**

**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 24 marks, AND** no fewer than 1 mark in each category (Task Achievement, Structure, Vocabulary Range and Control, Grammatical Range and Control) in Task 1 **AND** no fewer than 2 marks in each category in Tasks 2 and 3, 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
<b>Task Achievement</b>	<b>The extent to which the Candidate:</b> produces a text which is fully relevant to the task, and produces a text that is clear and effective and reflects the candidates understanding of the purpose, context, audience and the expected outcome of writing; produces the required amount of text; demonstrates awareness of the expectations and conventions of presentation in complex forms; give an account without ambiguity.
<b>Structure</b>	<b>The extent to which the Candidate:</b> appropriately selects the level of detail to include in the text; presents information and ideas in a logical or persuasive sequence, using paragraphs where appropriate; orders and sequences to explain, describe or convince; uses appropriate format and structure to organise writing including key linguistic features, e.g. connectives, discourse markers and conjunctions, bullet points, numbered stages; uses appropriate formal or informal register for the text type and audience and intended outcome; uses stylistic devices such as similes and metaphors where appropriate and uses language of relative strength to express emotion
<b>Vocabulary range and control</b>	<b>The extent to which the Candidate:</b> uses appropriate formal or informal register for the text type and audience and intended outcome; uses stylistic devices such as similes and metaphors where appropriate; uses language of relative strength to express emotion; spells words with a wide range of spelling patterns consistently accurately, even when using common collocations, colloquialisms and idioms.
<b>Grammatical range and control</b>	<b>The extent to which the Candidate:</b> correctly uses a wide range of grammar appropriate to the level, including varied use of simple, compound and complex sentences, with consistent subject-verb agreement; accurately forms and uses a range of tenses consistently; uses modal verbs where appropriate, e.g. in describing hypothetical situations; accurately uses embedded and relative clauses, noun and particle constructions and conditional clauses and passive voice in more formal writing; uses pronouns to avoid repetition and ensure clarity of writing; uses punctuation effectively and consistently, e.g. commas, apostrophes, for direct speech.
<ul style="list-style-type: none"> <li>• <b>A score of '2'</b> 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 2 <b>consistently throughout the task</b>.</li> <li>• <b>A score of '1'</b> in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Level 2 <b>throughout most of the task</b>, although some areas may be in need of some refinement.</li> <li>• <b>A score of '0'</b> in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Level 2. The Candidate has only been able to display the required knowledge, skills and understanding <b>to a limited degree or not at all</b>.</li> </ul>	
<p><b>Additional Guidance for Assessors, including Key Language for Level 2, 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</b></p>	

## Task 2: Guidance for Assessors

Category	Guidance
Task Achievement	<b>The extent to which the Candidate:</b> produces a text which is fully relevant to the task, and produces a text that is clear and effective and reflects the candidates understanding of the purpose, context, audience and the expected outcome of writing; produces the required amount of text; demonstrates awareness of the expectations and conventions of presentation in letters, emails or articles .
Structure	<b>The extent to which the Candidate:</b> appropriately selects the level of detail to include in the text; presents information and ideas in a logical or persuasive sequence, using paragraphs where appropriate; orders and sequences to explain, describe or convince; uses appropriate format and structure to organise writing including key linguistic features, e.g. connectives, discourse markers and conjunctions, bullet points, numbered stages; uses appropriate formal or informal register for the text type and audience and intended outcome; uses stylistic devices such as similes and metaphors where appropriate and uses language of relative strength to express emotion
Vocabulary range and control	<b>The extent to which the Candidate:</b> uses appropriate formal or informal register for the text type and audience and intended outcome; uses stylistic devices such as similes and metaphors where appropriate; uses language of relative strength to express emotion; spells words with a wide range of spelling patterns consistently accurately, even when using common collocations, colloquialisms and idioms.
Grammatical range and control	<b>The extent to which the Candidate:</b> correctly uses a wide range of grammar appropriate to the level, including varied use of simple, compound and complex sentences, with consistent subject-verb agreement; accurately forms and uses a range of tenses consistently; uses modal verbs where appropriate, e.g. in describing hypothetical situations; accurately uses embedded and relative clauses, noun and particle constructions and conditional clauses and passive voice in more formal writing; uses pronouns to avoid repetition and ensure clarity of writing; uses punctuation effectively and consistently, e.g. commas, apostrophes, for direct speech.
<ul style="list-style-type: none"> <li>• <b>A score of '4'</b> 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 2 <b>consistently throughout the task.</b></li> <li>• <b>A score of '2'</b> in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Level 2 <b>throughout most of the task</b>, although some areas may be in need of some refinement.</li> <li>• <b>A score of '0'</b> in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Level 2. The Candidate has only been able to display the required knowledge, skills and understanding <b>to a limited degree or not at all.</b></li> </ul>	
<p><b>Additional Guidance for Assessors, including Key Language for Level 2, 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</b></p>	

### Task 3 – Guidance for Assessors

Category	Guidance
<b>Task Achievement</b>	<b>The extent to which the Candidate:</b> produces a text which is fully relevant to the task, and produces a text that is clear and effective and reflects the candidates understanding of the purpose, context, audience and the expected outcome of writing; produces the required amount of text; demonstrates awareness of the expectations and conventions of presentation in articles, reports, personal statements or essays .
<b>Structure</b>	<b>The extent to which the Candidate:</b> appropriately selects the level of detail to include in the text; presents information and ideas in a logical or persuasive sequence, using paragraphs where appropriate; orders and sequences to explain, describe or convince; uses appropriate format and structure to organise writing including key linguistic features, e.g. connectives, discourse markers and conjunctions, bullet points, numbered stages; uses appropriate formal or informal register for the text type and audience and intended outcome; uses stylistic devices such as similes and metaphors where appropriate and uses language of relative strength to express emotion
<b>Vocabulary range and control</b>	<b>The extent to which the Candidate:</b> uses appropriate formal or informal register for the text type and audience and intended outcome; uses stylistic devices such as similes and metaphors where appropriate; uses language of relative strength to express emotion; spells words with a wide range of spelling patterns consistently accurately, even when using common collocations, colloquialisms and idioms.
<b>Grammatical range and control</b>	<b>The extent to which the Candidate:</b> correctly uses a wide range of grammar appropriate to the level, including varied use of simple, compound and complex sentences, with consistent subject-verb agreement; accurately forms and uses a range of tenses consistently; uses modal verbs where appropriate, e.g. in describing hypothetical situations; accurately uses embedded and relative clauses, noun and particle constructions and conditional clauses and passive voice in more formal writing; uses pronouns to avoid repetition and ensure clarity of writing; uses punctuation effectively and consistently, e.g. commas, apostrophes, for direct speech.
<ul style="list-style-type: none"> <li>• <b>A score of ‘4’</b> 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 2 <b>consistently throughout the task.</b></li> <li>• <b>A score of ‘2’</b> in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Level 2 <b>throughout most of the task</b>, although some areas may be in need of some refinement.</li> <li>• <b>A score of ‘0’</b> in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Level 2. The Candidate has only been able to display the required knowledge, skills and understanding <b>to a limited degree or not at all.</b></li> </ul>	
<p><b>Additional Guidance for Assessors, including Key Language for Level 2, 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</b></p>	