

Example marked candidate responses

ESOL Skills for Life (QCF) – Entry 3

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 (fail)

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(1) About office and company.

- about work.
- Helping.
- information about new job.
- Best wishes for her duties.
- Nice time

Task(2) - Greetings teacher

- About my self.
- Go to theatre (cinema)
- Hindi Film.
- Super duper Hit Film.
- I like actors and actresses.
- To ~~suggest~~^{say} teacher If she has time one day she can ~~sall~~ see that film
- Thanks for time.

Task 1

A new employee has joined your company. It was his/her first day yesterday. You helped your new colleague to learn about the job and your place of work. Complete the form to say what you did.

Write about 120 words.

Training Report Form	
Your name:	Name of new employee: SARA
Date of training: 24/3/15	
Describe what you and your colleague did during the day:	
<p>Me and my colleague Sara was in the office yesterday. She had a first day or training day in this company.</p> <p>I am working in this company from last 10 years. That's why it is my duty, if you new employee join this company to give information about job. She put all the files in her new office's wardrobe. From morning to break time I showed her files ^{data} and all programme which she had need to handle. As she got a assistant job in this company. I gave him all websites whise which was very helpful for her to know about work. I showed her data and ^{budget} budget also. I talked to her in every topic. She did what I told her. She is really hard working woman. Me and she really enjoyed yesterday.</p> <p>Turn over page your's Faithful.</p>	

Entry 3 – Writing

Task 2

Write an article for your teacher about a film that you have enjoyed. Write about:

- where you saw the film
- what the film was about
- why you enjoyed it.

Write about 200 words.

Dear, Daniela

My name is Amtul, student of Entry 3. I explain to you that today I have topic to write a article about film which I saw last week.

So I had a planned from many months with my family to see film offcours, hindi Film "DIL WALE DULHANIA LE JAYENGIE". But I was busy with my work and Esol classes.

But my children forced me last saturday, night to go to cinema in my area. Me and my family went cinema by car. you know my children are very intelligent. They checked before which film was shown ~~to~~ that day. They bought ticket ^{online} and it was cheaper ~~than~~.

Film ~~was~~ started on time. The Film was ^{very} romaintice. The actor name Shahzakh Khan, and actosess was kajor.

Entry 3 – Writing

Actually the film was depend on two family lifes. In this film they showing culture. The Indian culture is how different from another culture.

Being a daughter is very hard. and traditions, how bound people to go out from broken rules and belives.

I saw in film It's very hard for lady who loves some one but his father was very strict and he told her that in my family daughters never can do marry by their choice.

One moment I had a teass in my eyes when the mother helped a daughter to run away from house to getting love.

In between two families became enemies. But after some times they realized that love is how important in life. I learned a lot from this film how we left that tradition and changed our life style.

In last minute I can say It's my favoursit film. Dear Teacher I really enjoyed. If you dont mind you can see that It's a wonderful story. Thanks for reading.

Turn over page

your's sincerely

Page 5

Task 3

You can't go to your ESOL class tomorrow. Write a text message to your friend to explain why. Tell your friend when you will next see him/her.

Write about 30 words.

Dear Sitti,

Hope so you are
ok? and yours daughter too.
I want to tell ^{you} that tomorrow
I have an appointment with
my dentist at same time
as Esol class time.

As you know It's
very hard to get appointment
with NHS. I waited for
this nearly 6 weeks.

That's why I can't
attend class tomorrow. I
would be able next week.
But before that I will meet
you at your home. don't worry
have a nice day.

Regards! your friend

End of exam

Candidate 1 marks and rationale

Assessment criteria		Mark (out of 4)	Rationale
Whole paper – plan text			
1.1	Plan text for the intended audience	2	The candidate has made fairly detailed plans for two tasks but the plan for the second task is not entirely relevant: it is for a letter rather than an article, there no evidence of planning to describe the story and there is a lot of unnecessary detail.
Task 1 – form			
2.1	Produce content for the intended audience	2	The format is not entirely appropriate for the form, eg <i>yours faithfully</i> , and the first two paragraphs contain irrelevant information which is not appropriate for the audience. However, there is enough detail about what the colleagues did during the day and the style is semi-formal.
2.2	Structure main points in short paragraphs	3	The candidate attempts to use paragraphs but not always successfully. However, there is a logical grouping of ideas so it is easy to follow.
2.3	Sequence text chronologically	3	The first two paragraphs are an introduction and background but events are sequenced chronologically later in the text and the order is quite clear, eg <i>from morning to break time....</i> The text is fairly cohesive despite limited use of discourse markers, conjunctions and connectives.
2.4	Use grammar correctly	2	There is evidence of some level-appropriate grammar and complex sentences, eg defining relative clause, first conditional. However, there is not a wide range. Control is not evident throughout and there are instances of incorrect tense selection/formation, eg <i>I am working in the company from last 10 years, she had need to handle.</i>
2.5	Use punctuation correctly	2	Basic punctuation is fairly consistent, with full stops as boundary markers used mostly correctly. However, there is inconsistent use of commas and capital letters, eg <i>that's why It is my duty, if....</i>
2.6	Spell words correctly	4	Spelling is highly accurate for all common words and relevant key words for work.
3.1	Complete a form with open and closed responses correctly	4	A surname could have been added but open and closed responses are given consistently in the relevant places.

Assessment criteria		Mark (out of 4)	Rationale
Task 2 – article			
2.1	Produce content for the intended audience	1	The format is incorrect as it has been written as a letter rather than an article and thus the style and register are not appropriate. There is irrelevant detail and the text substantially exceeds the word limit. The final point of the rubric is only covered implicitly.
2.2	Structure main points in short paragraphs	2	The text is divided into paragraphs but some of them are not appropriate and there is limited use of cohesive devices or topic sentences.
2.3	Sequence text chronologically	2	The text progresses chronologically although lack of connectives in the second part of the text and inappropriate use of <i>actually</i> , <i>one moment</i> and <i>in last minute</i> , make the text a little confusing.
2.4	Use grammar correctly	2	The text is composed of a good mixture of simple and complex sentences using connectives and defining relative clauses with <i>which</i> and <i>who</i> . However, the range is restricted: the text uses mostly present and past simple. Also, many inaccuracies occur, especially in the second part of the text, many of which impede understanding.
2.5	Use punctuation correctly	1	The candidate has not demonstrated full control over basic punctuation. There are examples of sentences starting with lower case, mid-sentence capitalisation and incorrect use of commas.
2.6	Spell words correctly	3	Generally, spelling is good except a few errors with common words, eg <i>of course</i> , <i>intelligent</i> , <i>romantic</i> , <i>actually</i> , <i>beliefs</i> , <i>favourite</i> .
Task 3 – text message			
2.1	Produce content for the intended audience	2	Although all the requirements of the rubric are met, the text is too long, too formal and looks more like an email than a text message.

Candidate 1 achieves 35 marks out of 60 (fail).

Candidate 2 (fail)

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 1

- 1 help new collage, learn, work place
- 2 name Natasha, My job was helping
- 3 she's start work, show work place and around, Teach ed how to send work and where, work with other colleague
- 4 training fast, understand well

task 2

- 1 tell about a film
- 2 friend send the film
- 3 ending was sadly
- 4 ate toplet and strong, help people, die
- 5 good film, watch it

Entry 3 – Writing

Task 1

A new employee has joined your company. It was his/her first day yesterday. You helped your new colleague to learn about the job and your place of work. Complete the form to say what you did.

Write about 120 words.

Training Report Form	
Your name:	Name of new employee: <i>Natasha</i>
Date of training: <i>25/03/15</i>	
Describe what you and your colleague did during the day:	
<p><i>I was helping ^a the new colleague to learn about the job and the work place. I would like to complete what I did.</i></p>	
<p><i>A new employee has joined the my company. She name is Natasha and my job is was helping her to train.</i></p>	
<p><i>Yesterday morning about 08:15, was the time Natasha came to work. As first, I took her to show the work place and around the buil because she must know witch ^{place} it for. Secarve, I Teached Natasha how to send her work and show her where to send it. Third, I trained her how to work witch other colleague.</i></p>	
<p><i>She was training very faster and she can understand really well. She said "Thank you so much" before she finished trained. I think Natasha do did it very well.</i></p>	

Entry 3 – Writing

Task 2

Write an article for your teacher about a film that you have enjoyed. Write about:

- where you saw the film
- what the film was about
- why you enjoyed it.

Write about 200 words.

I would like to tell you about a film I watched last night. It is about ~~vampi~~ Super Hero.

Yesterday around 22:30 o'clock, ~~I~~ my friend sent the text to me about she watched the movie and ~~told~~ ^{told} me to watch it because it's very good film. I ~~click~~ ^{clicked} on her link. She sent me the link of this movie, then I clicked it to watch what it about. When the link open it look like the super hero, had the man ^{wore} ~~wear~~ a ~~costume~~ green costume but it look great and I watched it.

After few hours, I ~~was~~ ^{at} cried ~~and~~ the end, it a bit sad but it very good story because ^{the super hero} ~~the~~ help many people. I would like ~~At first~~ to tell you what happened.

At first, he ~~just~~ a human but one day he ~~see~~ some ~~app~~ ^{power} tablet and he get strong. He tried to help people from the bad thing ^{because he strong then other people and he must protect them.} ~~that~~. One day the bad person want to kill all the people and he think he must help. Finally he ~~can~~ ^{can} kill the bad person ~~and~~ while he die.

It the very good film ^{then} ~~that~~ I saw. ~~My~~ ^{My} I think it very ~~good~~ you must watch it if you can.

Task 3

You can't go to your ESOL class tomorrow. Write a text message to your friend to explain why. Tell your friend when you will next see him/her.

Write about 30 words.

Hi Nuk

How are you? Hope you are fine. I can't go to ESOL class tomorrow, because I have to go to London to visit my family. Can I meet you on Friday around 12.00 o'clock in town, text me if you free. See you later.

Candidate 2 marks and rationale

Assessment criteria		Mark (out of 4)	Rationale
Whole paper – plan text			
1.1	Plan text for the intended audience	4	The candidate has made fairly detailed plans for two tasks. There is some evidence of selecting and ordering information in task 1 although task 2 does not include planning to say explicitly where the candidate saw the film or why they liked it.
Task 1 – form			
2.1	Produce content for the intended audience	4	The form provides a fairly comprehensive account and is completed using semi-formal style and mostly appropriate register throughout.
2.2	Structure main points in short paragraphs	4	The form is composed appropriately as a text and organised into four short, appropriate paragraphs, each of which starts with an indentation and gives structure to the text.
2.3	Sequence text chronologically	4	Events are sequenced chronologically using some discourse markers such as <i>at first, secondly, third(ly)</i> which are used fairly accurately.
2.4	Use grammar correctly	3	The text is composed of a good balance of simple and complex sentences using connectives and relative pronouns. There is good evidence of using tenses of the level (present perfect and past continuous) and their use is consistently accurate. There are examples of infinite of purpose. However, some errors do occur in language of and below the level, eg <i>I teached Natascha, very faster, she name is</i> , and these sometimes impede understanding.
2.5	Use punctuation correctly	3	Punctuation use is fairly consistent.
2.6	Spell words correctly	1	The candidate only demonstrates a limited range of specialised lexis for the task and spelling is inconsistent. There are several errors with common words, eg <i>job, building, which, helping</i> .
3.1	Complete a form with open and closed responses correctly	4	Open and closed responses are given consistently in the relevant places.

Assessment criteria		Mark (out of 4)	Rationale
Task 2 – article			
2.1	Produce content for the intended audience	2	The text is an appropriate attempt at writing an article with semi-formal style used throughout, although the register is sometimes inconsistent. The first and the last task requirements are only covered implicitly and there is some irrelevant detail.
2.2	Structure main points in short paragraphs	4	The text is divided into paragraphs which are clearly distinguishable due to indentation.
2.3	Sequence text chronologically	3	The text is sequenced quite well through the use of discourse markers and connectives. However, sequencing doesn't always follow a logical order; the third paragraph describes the end of the story and then the fourth paragraph starts by telling the story from the beginning.
2.4	Use grammar correctly	1	The candidate attempts complex sentences and there are examples of language of the level (modal, infinitive of purpose, conditional). However, the range of tenses is restricted, few sentences are error free and there is lack of control over basic sentence structure.
2.5	Use punctuation correctly	3	There are several places in which punctuation is used correctly, both commas and full stops. However, there are errors with capitalisation.
2.6	Spell words correctly	1	The range of lexis is restricted and there are many errors with common words, eg <i>tell</i> , <i>first</i> , <i>human</i> , <i>finally</i> .
Task 3 – text message			
2.1	Produce content for the intended audience	4	All the requirements of the rubric are met and the text uses informal style appropriate for a text message.

Candidate 2 achieves 45 marks out of 60 (fail).