

# Entry Level Writing

**Marking Guidance** 



# Entry 1, 2 and 3 English - Marking Guidance for Writing Tasks

This guidance is intended to support centres in the marking of the Entry Level English writing tasks. Whilst there is no requirement for these tasks to be annotated in a specific manner, assessors may find it helpful to refer to this guidance when marking.

This guidance aims to help centres to mark candidates' responses to the writing tasks for:

**Entry 1 - Q3 and Q4** 

**Entry 2 - Q4 and Q5** 

Entry 3 - Q3 and Q4

These questions assess candidates' ability to complete writing tasks that are functional in real-life situations. Candidates are assessed on their ability to write in complete sentences, spell words correctly and use punctuation and grammar correctly. Candidates are also assessed on how appropriately they respond to what the question asks of them. The criteria they need to meet become more demanding as they move from one level to the next. In order to mark these questions accurately, assessors will need to identify and count a range of common errors.

Assessors are discouraged from writing any feedback to candidates on the scripts. Entry Level assessments retain live status for the duration of the academic year, therefore candidates are not permitted to see their completed assessments again following the live test session.

# Spelling, punctuation and grammar information for assessors

# What is a complete sentence?

A sentence is a group of words that makes sense on its own. It always contains a verb (a **doing word** such as *walk, eat, have, make*. The words *am/are/is/was/were* are also verbs). A sentence always starts with a capital letter and ends with a full stop, question mark or exclamation mark. Some learners will end a sentence by using a comma, which is incorrect.

### Examples of correct sentences (with the verbs underlined):

I **go** to college every day.

I <u>left</u> school last year.

Laura **plays** football on Sundays.

Where was that book you lost?

It **is** a beautiful day!

# **Common punctuation errors**

Error	Examples of correct usage	Example(s) of error(s)
No capital letter at the	The sky is blue.	the sky is blue.
start of a sentence		
No full stop at the end of	The car is red.	The car is red
a sentence		
No question mark or	What time is it?	What time is it
incorrect punctuation	How are you?	How are you.
after a question	Are you ready?	Are you ready,
	Where is your house?	Where is your house!
Using a comma instead	My name is Ben. I am 16 years old.	My name is Ben, I am 16 years old.
of a full stop (also known		
as comma splicing)		
Using a lower case 'i' for	I am called Petra and I live in a	i am called Petra and i live in a
the pronoun 'l'	village.	village.
Incorrect use of capital	London, England, George,	simon lives in spain.
letters on proper nouns	West Street, Monday, August,	My birthday is in june.
	Facebook, Burger King, Google,	I live on hill avenue.
	Jupiter, Atlantic Ocean.	My favourite sweets are haribos.
		*Another common error is using
		capital letters where not required.
		E.g. I go to College.
Balaniana ay in anyunah	He didate as to the constant	I like to watch Football.
Missing or incorrect	He didn't go to the party.	He didn't go to the party.
apostrophes for	There's a taxi outside.	He did'nt go to the party.
contraction		Theres a taxi outside.
(Entry 3 only)		Another common error is the use
Apostrophes for		of apostrophes on plural words
possession are <u>not</u>		where they are not needed.
assessed at Entry Level		where they are not needed.
e.g. Jane's car is red.		E.g. I need two apple's.
e.g. june 3 car 13 rea.		There are four Monday's in July.
		Have you got my DVD's?
Incorrect use of commas	I had fish, chips and peas for	I had fish chips and peas for dinner.
within sentences	dinner.	That jish emps and peas jet anmen
(Entry 3 only)	(correct use of commas in a list)	
(21101)	(	
	My teacher, whose name is Mr	My teacher whose name is Mr Smith
	Smith, is very helpful.	is very helpful.
	Yesterday, it was sunny.	Yesterday it was sunny.
	Earlier, I ate a sandwich.	Earlier I ate a sandwich.
	(correct use of commas to	
	introduce extra information in a	
	sentence)	

# Common grammar errors (assessed at Entry 3 only)

Error	Examples of correct usage	Example(s) of error(s)
Incorrect subject-verb	The party was great.	The party were great.
agreement	They were going to the shops.	They was going to the shops.
	I'm not worried about it.	I aren't worried about it.
*These errors can often	He is my friend.	He be my friend.
be colloquial usage or	Music makes me happy.	Music make me happy.
local dialect.		
Incorrect or inconsistent	Claire walked home yesterday.	Claire walks home yesterday.
use of verb tense		
Using 'of' instead of	I would have gone to the party.	I would of gone to the party.
'have'	That would have been nice.	That would of been nice.
Missing 'a' or 'the'	Are you going to the shops?	Are you going to shops?
	I like it at the beach.	I like it at beach.
Using 'a' instead of 'an'	l ate an apple.	l ate a apple.

# **Spelling errors**

Assessors should assume that candidates can spell correctly any words that they decide to use in their writing. The Entry Level word lists, which are available on the Pearson website, show words which are assessed in the Reading assessments and the spelling section of the Writing assessments. It can be useful for assessors to read candidates' text in reverse to check for spelling errors, as they can be easier to spot using this method.

Error	Examples of correct usage	Example(s) of error(s)
Using the wrong	I went to their house.	I went to there house.
homophone	I hope you're well.	I hope your well.
	Are you allowed to go?	Are you aloud to go?
(homophones are words		
which sound the same,		
but have different		
spellings and different		
meanings)		

# **How to mark Entry 1 English**

# Entry 1 Q3

- Assessors are encouraged to mark using a different colour from the candidate.
   Do not use pencil.
- **Tick** to show each occasion where the candidate has stated the content criteria as described in the question.
- **Count and number** the **first** complete sentence with correct initial capital letter and full stop.
- Annotate the script to indicate errors with **S** (spelling) and **P** (punctuation ie. incorrect use of upper/lower case letters).
- **Do not correct errors** as this makes it very difficult to verify.
- **Do not penalise** the same type of error twice.

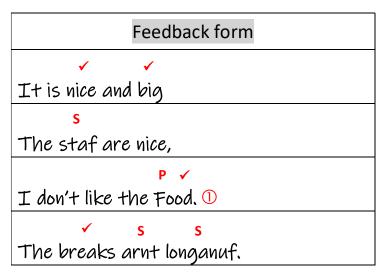
# Entry 1 - Q3 example

You are at college. Fill in this form to say what you think about it.

Write in sentences to say:

- two things you like about your college
- two things you don't like about your college.

Use **capital letters** and **full stops** where you need to.



E1.16 – 4/4 (✓ - All information stated)

E1.11 – 1/1 ( $\bigcirc$  - At least **one** sentence with capital letter and full stop)

E1.13 – 1/1 (P - Correct use of lower case letters – allow **one** error)

E1.15 – 0/1 (S - Correct spelling. Allow **two** errors if at least one sentence written)

Total - 6/7

### Entry 1 Q4

For Q4, mark as above and in addition:

 Count and number the first two complete sentences with correct initial capital letter and full stop.

# **Entry 1 Q4 example**

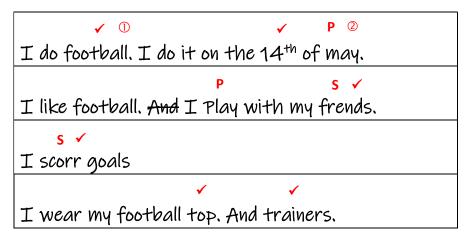
You have started a new sport.

Write a note to tell your friend about it.

Write in sentences to tell your friend:

- what the sport is and when you do it
- two things you like about the sport
- two things you wear to do the sport.

Use **capital letters** and **full stops** where you need to.



E1.16 – 6/6 (✓ - All information stated)

E1.11 – 2/2 (2 - Two or more sentences with a capital letter and a full stop)

E1.13 – 0/1 (P - Correct use of lower case letters – allow **one** error)

E1.15 – 1/1 (S - Correct spelling. Allow **two** errors if at least one sentence written)

Total - 9/10

# **How to mark Entry 2 English**

# Entry 2 Q4

- Assessors are encouraged to mark using a different colour from the candidate.
   Do not use pencil.
- **Tick** to show each occasion where the candidate has stated the content criteria as described in the question.
- **Count and number** the first **three** complete sentences. These can be attempts at complete sentences, not necessarily totally correct ones.
- Annotate the script with **S (spelling)** and **P (punctuation)** to indicate errors.
- **Do not correct errors** as this makes it very difficult to verify.
- **Do not penalise** the same type of error twice.

# Entry 2 - Q4 example

You want to join a sports club.

### Fill in the form.

Sports Club Form
✓
Full name: Paul Jones
✓
House/flat number: 240 Newfeild Newfield Ave
✓
Street: Newfield Ave
$\checkmark$
Town: Hull Postcode: HU7 2UN
Email: 07777 662541
Please write four sentences to tell us:
<ul> <li>What sport you like to play</li> </ul>
When you play sport
Who you play sport with
<ul> <li>What else you do to keep fit.</li> </ul>
✓ P
I would like to play tennis, $\circ$
P ✓
I play in the Afternoon. <sup>2</sup>
P P ✓
i play tennis with my friend dave. <sup>3</sup>
S ✓ P
I go for verry long walks

E2.18 – 2/3 (✓ - For the top half of the form - Award **two** marks for **five** pieces of correct information. Mark deducted for including phone number instead of email address)

E2.17 – 4/4 (✓ - For the lower half of the form - all information stated)

E2.13 – 0/1 (**P** - No more than **four** punctuation errors relating to capital letters, full stops or question marks. Award no marks if candidates have written fewer than three sentences.)

E2.16 – 1/1 (**S** - Correct spelling. Allow **two** errors. Award no marks if candidates have written fewer than three sentences.)

**Total - 7/9** 

### Entry 2 Q5

For Q5, mark as above and in addition:

Annotate the script with C (compound sentence) to indicate correct use of joining words
 and/but/or/so to make compound sentences. Compound sentences contain two verbs or
 more, usually with at least one at each side of the joining word.

**E.g.** I went swimming **and** I played football. I wanted to go out **but** it was raining.

I can go on Friday **or** I can go on Saturday.

It was sunny **so** I left my coat at home.

• Annotate the script with **L** (**linking word**) to indicate the correct use of linking words.

E.g. because, first, also, then, next.

E.g. First I went to the kitchen.

**Then** I went into the living room.

**Next** I checked the bathroom.

I **also** looked in my bedroom.

 Annotate the script with A (adjective) to indicate correct use of adjectives e.g. happy, sad, big, small, hot, cold, good, bad

# Entry 2 - Q5 example

### You went out for a meal

Write an email to a friend about the meal.

Write four sentences to tell your friend:

- Where you went
- What you had to eat
- What you liked about it
- What you disliked about it.

You must include at least **two compound sentences** using joining words, for example: and/so/but/or. You must use at least **one adjective.** 

You must use at least one linking word, for example: because/first/also/then/next.

Write your email on the next page.

you@mailbox.biz
yourfriend@mailbox.biz
Subject: Meal out
P ✓ P ①
Last Sunday me and gall went to pub for our Dinner. We ordered
C S S Q P L P C OUR drinks and payed for our meels. then I got a ticket so
s 3 ve put our drinks down and got in the que. We choose our meat
c and had lots of nice veggies? We sat on table and ate our dinner.
There was only a few people in so me and Gail had drink
c and walked it back home

E2.17 – 2/4 (✓ - candidate has only stated name of place; what they had to eat)

E2.19 – 2/2 (C - 1 mark for each compound sentence used up to a maximum of 2 marks)

E2.20 – 2/2 (A - 1 mark for at least one adjective and at least one linking word)

E2.13 – 1/2 (**P** - No more than **four** punctuation errors relating to capital letters, full stops or question marks)

E2.16 – 0/1 (S - Award one mark for correct spelling. Allow **two** errors)

Total - 7/10

# **How to mark Entry 3 English**

# **Entry 3 - Q3**

- Assessors are encouraged to mark using a different colour from the candidate.
   Do not use pencil.
- **Tick** to show each occasion where the candidate has stated the content criteria as described in the question. Also tick an **appropriate subject** in the email and the **appropriate use of bullet points.**
- **Count and number** the first **three** complete sentences. These can be attempts at complete sentences, not necessarily totally correct ones.
- Annotate the script with **S** (spelling), **P** (punctuation) and **G** (grammar) to indicate errors. At Entry 3, correct punctuation includes capital letters, full stops, question marks, commas and apostrophes for contraction.
- **Do not correct errors** as this makes it very difficult to verify.
- **Do not penalise** the same type of error twice.

# Entry 3 - Q3 example

You bought a new mobile phone from an online phone company.

You are not happy with the phone.

Write an email to the phone company to complain.

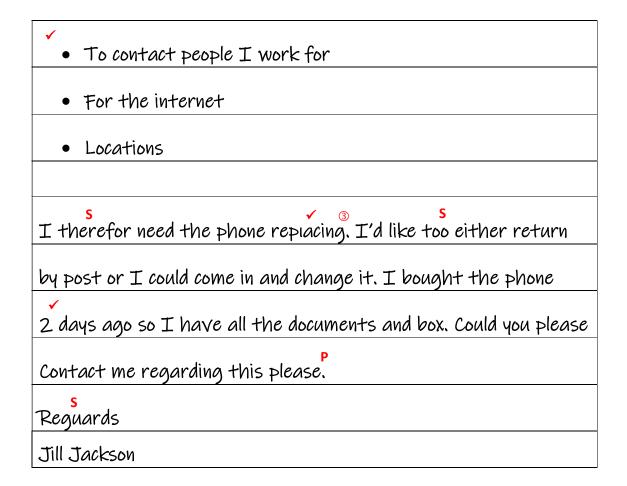
You should include:

- when you bought the phone
- details of what is wrong with the phone
- what you want the phone company to do.

You must include a subject and use bullet points.

Write 4 to 6 sentences.

you@mailbox.biz		
yourfriend@mailbox.biz		
S		
Subject: Mobil Phone 🗸		
P S ①		
I am sending this E-mail becouse I'm not happy with it. The		
<b>√</b>		
screen on the Phone has cracked and I cannot see anything on it		
or connect to the internet. ②		
I need the phone for work and traveling:		



E3.18 – 3/3 (✓ - All information stated and communicated clearly)

E3.20 – 2/2 (✓ - An appropriate subject in the email and appropriate use of bullet points)

E3.22 – 1/1 (Appropriate language for the purpose and audience e.g. formal tone, no slang or text speak)

E3.13 – 1/1 (P - Correct punctuation – allow **two** errors)

E3.15 – 1/1 (**G** - Correct grammar – allow **two** errors. Award no marks if candidates have written fewer than **three** sentences)

E3.17 – 0/1 (**S** - Correct spelling – allow **one** error. Award no marks if candidates have written fewer than **three** sentences)

**Total - 8/9** 

### **Entry 3 - Q4**

- **Tick** to show each occasion where the candidate has met the content criteria as described in the question. Also tick the appropriate use of a minimum of **two** paragraphs.
- Check that the information is communicated in a **logical sequence**, either chronologically or by topic.
- **Count and number** the first **eight** complete sentences. These can be attempts at complete sentences, not necessarily totally correct ones.
- Annotate the script with **S (spelling)**, **P (punctuation)** and **G (grammar)** to indicate errors. At Entry 3, correct punctuation includes capital letters, full stops, question marks, commas and apostrophes for contraction.
- Annotate the script with C (compound/complex sentence) to indicate correct use of joining words e.g. and/but/also/because etc

**E.g.** I went swimming **and** I played football.

I wanted to go out **but** it was raining.

I can go on Friday **or** Saturday.

It was sunny **so** I left my coat at home.

- Note whether the candidate has used **language appropriate** for the audience (reader). This includes writing in the first person (using 'l'), using suitable adjectives and not using slang.
- **Do not correct errors** as this makes it very difficult to verify.
- **Do not penalise** the same type of error twice.

### Entry 3 - Q4 example

You recently went on a day out.

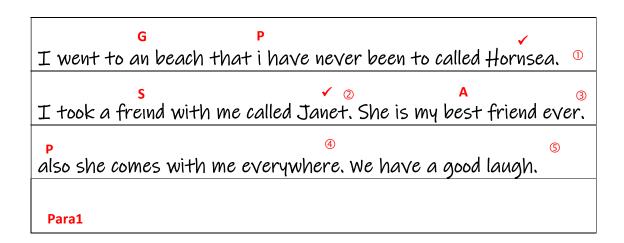
Write an article for your college magazine about your day out.

You should include:

- where you went
- who you went with
- what you did on your day out
- what you enjoyed about your day out.

Write at least **8 sentences**. These must include at least **3 compound sentences** that use conjunctions for example: *and, but, also, because*.

Use at least 2 paragraphs.



Me and Jane parked up and grabbed our stuff, Jump down to the beach and ran into the sea. Then we got hungry so we started to get dry, but we fogat the food! So we went and had fish and chips, they was yummy. Para2 It was nearly time to go so we packed everything up. Becouse Jane has to be up for work, we drove home a diffarant Way what was quicker. The car drive was quiet because of the sea air. We had music on and we talked about the beach. The beach was lovely and clean. Bins were emptied regualy and litter pickers came around often. Me and Jane are going again sometime. We might make a holiday out of it, I don't know. The day out was the best and it would of been great to see a few more people on it.

- E3.18 5/5 (✓- All information stated and communicated in a logical sequence)
- E3.19 1/1 (8 1 mark if the candidate has written at least **eight** sentences)
- E3.21 3/3 (PARA / C 1 mark for the appropriate use of a minimum of **two** paragraphs AND 2 marks for appropriate use of at least **three** compound sentences)
- E3.22 1/1 (A Language appropriate for the purpose and audience e.g. use of first person, appropriate adjectives and no slang)
- E3.13 0/2 (**P Five** or more punctuation errors. Award no marks if candidates have written fewer than five sentences.)
- E3.15 0/1 (**G** Correct grammar allow **four** errors. Award no marks if candidates have written fewer than five sentences)
- E3.17 0/1 (**S** Correct spelling. Allow **two** errors. Award no marks if candidates have written fewer than five sentences)

Total: 10/14