

# Marking Guidance for Entry Level Writing Tasks

ESOL

2022-2023

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## Introduction

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

This guidance is intended to support centres in the marking of the ESOL 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 – Q4

Entry 2 – Q5 and Q6

Entry 3 – Q7 and Q8

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. ESOL 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). The words in the sentence must be in the correct order.

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 left school last year.*

*Sanjit 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 start of a sentence	<i>The sky is blue.</i>	<i>the sky is blue.</i>
No full stop at the end of a sentence	<i>The car is red.</i>	<i>The car is red</i>
No question mark or incorrect punctuation after a question	<i>What time is it? How are you? Are you ready? Where is your house?</i>	<i>What time is it How are you. Are you ready, Where is your house!</i>
Using a comma instead of a full stop between sentences (also known as comma splicing)	<i>My name is Ben. I am 16 years old.</i>	<i>My name is Ben, I am 16 years old.</i>
Using a lower case 'i' for the pronoun 'I'	<i>I am called Petra and I live in a village.</i>	<i>i am called Petra and i live in a village.</i>
Incorrect use of capital letters on proper nouns	<i>London, England, George, West Street, Monday, August, Facebook, Burger King, Google, Jupiter, Atlantic Ocean.</i>	<i>simon lives in spain. My birthday is in june. I live on hill avenue. My favourite sweets are haribos.</i>  *Another common error is using capital letters where not required. <i>E.g. I go to College. I like to watch Football.</i>
Incorrect use of commas within sentences (Entry 3 only)	<i>I had fish, chips and peas for dinner.</i> (correct use of commas in a list)  <i>My teacher, whose name is Mr Smith, is very helpful.</i> <i>Yesterday, it was sunny.</i> <i>Earlier, I ate a sandwich.</i> (correct use of commas to introduce extra information in a sentence)	<i>I had fish chips and peas for dinner.</i>  <i>My teacher whose name is Mr Smith is very helpful.</i> <i>Yesterday it was sunny.</i> <i>Earlier I ate a sandwich.</i>

## Common grammar errors

Below are examples of grammar errors, but this is not a complete list.

Error	Examples of correct usage	Example(s) of error(s)
Incorrect subject-verb agreement  *These errors can be owing to first language interference, colloquial usage or local dialect.	<i>The party was great.</i> <i>They were going to the shops.</i> <i>I'm not worried about it.</i> <i>He is my friend.</i> <i>Music makes me happy.</i>	<i>The party were great.</i> <i>They was going to the shops.</i> <i>I aren't worried about it.</i> <i>He be my friend.</i> <i>Music make me happy.</i>
Incorrect or inconsistent use of verb tense	<i>Greta walked home yesterday.</i>	<i>Greta is walking home yesterday.</i>
Incorrect word order or sentence construction	<i>Jaz rode his bike carefully.</i> <i>Do you play tennis?</i> <i>I am 29 years old.</i>	<i>Jaz rode carefully his bike.</i> <i>Play you tennis?</i> <i>I have 29 years.</i>
Missing out definite and indefinite articles	<i>Are you going to the shops?</i> <i>I like it at the beach.</i> <i>I bought a new car yesterday.</i>	<i>Are you going to shops?</i> <i>I like it at beach.</i> <i>I bought new car yesterday.</i>
Misusing adverbs and adjectives	<i>I want to speak English well.</i>	<i>I want to speak English good.</i>
Incorrect plural nouns	<i>I have 3 children.</i>	<i>I have 3 childrens.</i>
Incorrect comparatives	<i>It is hotter in my country than it is here.</i>	<i>It is more hot in my country than it is here.</i>
Using 'a' instead of 'an'	<i>I ate an apple.</i>	<i>I ate a apple.</i>

## Spelling errors

Assessors should assume that candidates can spell correctly any words that they decide to use in their writing. Any incorrect spellings should be marked as spelling errors. 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.

### Common spelling errors

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

## Entry Level 1

### How to mark Entry 1

#### Entry 1 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 met the content criteria as described in the question. The sentences must be in context.
- Tick the correct use of **the first two capitals letters to start sentences, and full stops to end sentences.**
- **Do not penalise other errors** at this level as long as the text is in the correct context.
- **Do not correct errors** as this makes the text very difficult to verify.

### Entry 1 Q4 example

You are going to visit your friend.

Write **two** sentences to tell your friend:

- when you are going to visit
- how you are going to get there.

Write your email here.

(Total for Question 4 = 4 marks)

To:	friend@mailbox.biz
From:	me@mailbox.biz
Subject:	My visit
Hi	
My friend Ahmed How are You i am well	
✓ I come to visit you in next friday. ✓	
✓ I come to you on bus. ✓	
Sharif	

### Mark scheme

E1.1.2 – 2/2 **One** mark for accurate use of full stop at end of first sentence.  
**One** mark for accurate use of full stop at end of second sentence.

E1.1.3 – 2/2 **One** mark for accurate use of capital letter at start of first sentence.  
**One** mark for accurate use of capital letter at start of second sentence.  
 Do not penalise or award further marks for the capitalisation of 'I' within the sentences.

Total – 4/4

## Entry Level 2

### How to mark Entry 2

#### Entry 2 Question 3

- Assessors are encouraged to mark using a **different colour** from the candidate. Do not use pencil.
- Tick each appropriate completion of first part of form.
- **Count and number** the first **two** complete sentences using appropriate grammar and context.
- Tick the correct use of **the first two capitals letters to start sentences, and full stops to end sentences**.
- Annotate the text with **S (spelling)** and **P (punctuation – incorrect use of upper and lower case letters)** to indicate errors.
- **Do not correct errors** as this makes the text very difficult to verify.
- **Do not penalise** the same type of error twice.



## Entry 2 Q3 Mark Scheme

- E2.2.1 – 3/3** Instructions on the form are followed correctly.  
Note: appropriate box must be ticked.  
All personal details completed following format conventions for completion of Full name. Correctly follows conventions for completion of Flat/House number, Street name, Postcode and Phone number.
- E2.1.2 – 1/1** The **two** sentences in Part B of the form must use appropriate word order, a correct conjunction/verb form/adverbial time reference/noun phrases/prepositional phrases, where required, to convey the desired information.
- E2.1.4 – 1/1** The **two** sentences in Part B of the form must use full stops and capital letters correctly as boundary markers.
- E2.1.5 – 0/1** The two sentences in Part B of the form must use upper and lower case letters correctly.
- E2.1.6 – 1/1** The two sentences in Part B of the form must be spelled correctly.  
Allow up to **one** spelling error in total.
- Total – 6/7**

## Entry 2 Question 5

- Assessors are encouraged to mark using a **different colour** from the candidate. Do not use pencil.
- Tick appropriate use of a **heading**.
- **Count and number three complete** sentences that use appropriate grammar and context.
- Tick the correct use of **the three capital letters to start sentences**, and **three full stops to end sentences**.
- Annotate the text with **S (spelling)** and **P (punctuation – incorrect use of upper and lower case letters)** and **G (grammar)** to indicate errors.
- 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 **A (adjective)** to indicate correct use of adjectives e.g. *happy, sad, big, small, hot, cold, good, bad*
- **Do not correct errors** as this makes the text very difficult to verify.
- **Do not penalise** the same error twice.

**Please note:** the entire writing piece must be assessed as a whole. If a learner has written more than the required three sentences, then any errors made in additional sentences must be taken into consideration when awarding marks.



## Entry 2 Q5 Mark Scheme

E2.1.1 – 1/1 The text has an appropriate format to describe the scene in the picture, including an appropriate heading. Note: accept any relevant heading in the context of two people shopping.

E2.1.2 – 1/1 All **three** sentences use an appropriate word order, a correct verb form/adverbial time reference/noun phrases/prepositional phrases, where required, to convey the desired information. Allow **two** grammatical errors.

E2.1.2 – 1/1 Candidate includes at least **one** compound sentence.

E2.1.3 – 2/2 Candidate uses **two** appropriate adjectives.

E2.1.4 – 0/1 Candidate uses punctuation and capitalisation correctly as boundary markers for the **three** sentences.

E2.1.5 – 1/1 Candidate uses upper and lower case letters correctly in the **three** sentences.

E2.1.6 – 0/1 Candidate spells words correctly in the **three** sentences. Allow **two** spelling errors.

Total – 6/8



## Entry 2 Q6 Mark Scheme

E2.1.1 – 1/1 Candidates uses format for a note to a friend.

E2.1.2 – 1/1 All **three** sentences use an appropriate word order, a correct verb form/adverbial time reference/noun phrases/prepositional phrases, where required, to convey the desired information. Allow **two** grammatical errors.

E2.1.3 – 1/1 Candidate uses at least **one** appropriate adjective.#

E2.1.4 – 1/1 Candidate uses punctuation and capitalisation correctly as boundary markers for the **three** sentences.

E2.1.5 – 1/1 Candidate uses upper and lower case letters correctly in the **three** sentences.

E2.1.6 – 1/1 Candidate spells words correctly. Allow **two** spelling errors.

Total – 6/6

## Entry Level 3

### How to mark Entry 3

#### Entry 3 Question 7

- Assessors are encouraged to mark using a **different colour** from the candidate. Do not use pencil.
- **Tick** each appropriate completion of first part of form.
- **Count and number** the first **four** complete sentences on the second part of the form using appropriate grammar and context.
- Annotate the text with **S (spelling)** and **P (punctuation – incorrect use of upper and lower case letters, boundary markers, commas)** and **G (grammar)** to indicate errors.
- Note correct use of formal language and use of appropriate content in Section 2, and annotate marks awarded at the end of the candidate's work.
- **Do not correct errors** as this makes it very difficult to verify.
- **Do not penalise** the same type of error twice.

### Entry 3 Q7 example

**Mobile Phone Insurance Claim**

Has your mobile phone been:

- lost
- stolen
- damaged?

With your mobile phone insurance, we will repair or replace your phone quickly and cheaply.

To do this we need as much information as you can give us about what happened to your phone.

Please complete the form below and return to:

Mobile Phone Claims Ltd  
 East Road  
 Rafton  
 RX0 8ZI

**Fill in the form:**

(Total for Question 7 = 7 marks)

<b>Mobile Phone Claim Form</b>
<b>Section 1: Your details</b>
<b>Tick (✓) the appropriate box</b>
Title: Mr <input type="checkbox"/> Mrs <input checked="" type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/> Other <input checked="" type="checkbox"/>
<b>Full name:</b> Alexi Cantina ✓
<b>Address:</b> 46A Bellford Road ✓
London ✓
<b>Postcode:</b> E17 0DY ✓
<b>Phone number:</b> 07444 8221866 ✓
<b>Email address:</b> alexcantina@mailbox.biz ✓
<b>Section 2:</b> Tell us how your phone was lost, stolen or damaged. You should include the date and time, and details or what exactly happened to your phone. (Write <b>four</b> sentences).
<p style="text-align: center; color: red; font-weight: bold;">P</p> <p>I wanted to tell you that my Phone was damaged when I was crossing</p>
<p style="text-align: center; color: red; font-weight: bold;">①</p> <p>the road to college. Someone pushed me by mistake and my Phone fell down</p>
<p style="text-align: center; color: red; font-weight: bold;">G</p> <p>and damaged. It happened on 12-10-21 at 3 pm. <span style="color: red; font-weight: bold;">③</span></p>
<p style="color: red; font-weight: bold;">Language - 1    Content - 1</p>

## Entry 3 Q7 Mark Scheme

- E3.3.1 – 1/1** Completes Section 1 correctly, including ticking the appropriate boxes so that the form can be processed.
- E3.3.1 – 1/1** Uses upper and lower case letters, where appropriate, to complete personal details in Section 1 and sentence case for Section 2 of the form. Note: allow lower case for email address.
- E3.2.1 – 1/1** Uses register appropriate for a form, i.e. use of formal language. Do not allow slang or their own abbreviations.
- E3.2.4 – 0/1** Uses grammar in a variety of tenses to denote past/present/future, as appropriate, pronouns, subject-verb agreement. No more than **one** grammatical error.  
Note: Only allow mark if at least **four** sentences are written.
- E3.2.5 – 1/1** Uses capital letters and full stops to mark the beginning and ends of sentences and any other relevant punctuation in sentences to aid clarity. No more than **one** punctuation error overall.
- E3.2.6 – 1/1** Spells words correctly. No more than **one** spelling error.
- E3.2.6 – 0/1** Completes Section 2 of the form with appropriate and relevant content so that the form can be processed. Note: Only allow mark if at least **four** sentences are written.

Total – 5/7

## Entry 3 Question 8

- Assessors are encouraged to mark using a **different colour** from the candidate. Do not use pencil.
- **Tick** the plan to indicate: recognisable format, key words to indicate content, appropriate content.
- In the main body, **tick two different uses of**: title/heading/subheadings/blank spaces between paragraphs.
- **Count and number** the first **three** paragraphs with at least **two** sentences in each.
- Annotate the text with **S (spelling)** and **P (punctuation – incorrect use of upper and lower case letters, boundary markers, commas)** and **G (grammar)** to indicate errors.
- Annotate the text with the first **two** examples of **topic sentence and expansion of ideas (TS)**
- Annotate the text with the first two examples of discourse markers (DM) (eg **first, next, finally**)
- Note correct use of **semi-formal language** and use of clear **sequencing** and annotate marks awarded at the end of the candidate's work.
- **Do not correct errors** as this makes it very difficult to verify.
- **Do not penalise** the same type of error twice.

### Entry 3 Q8 example

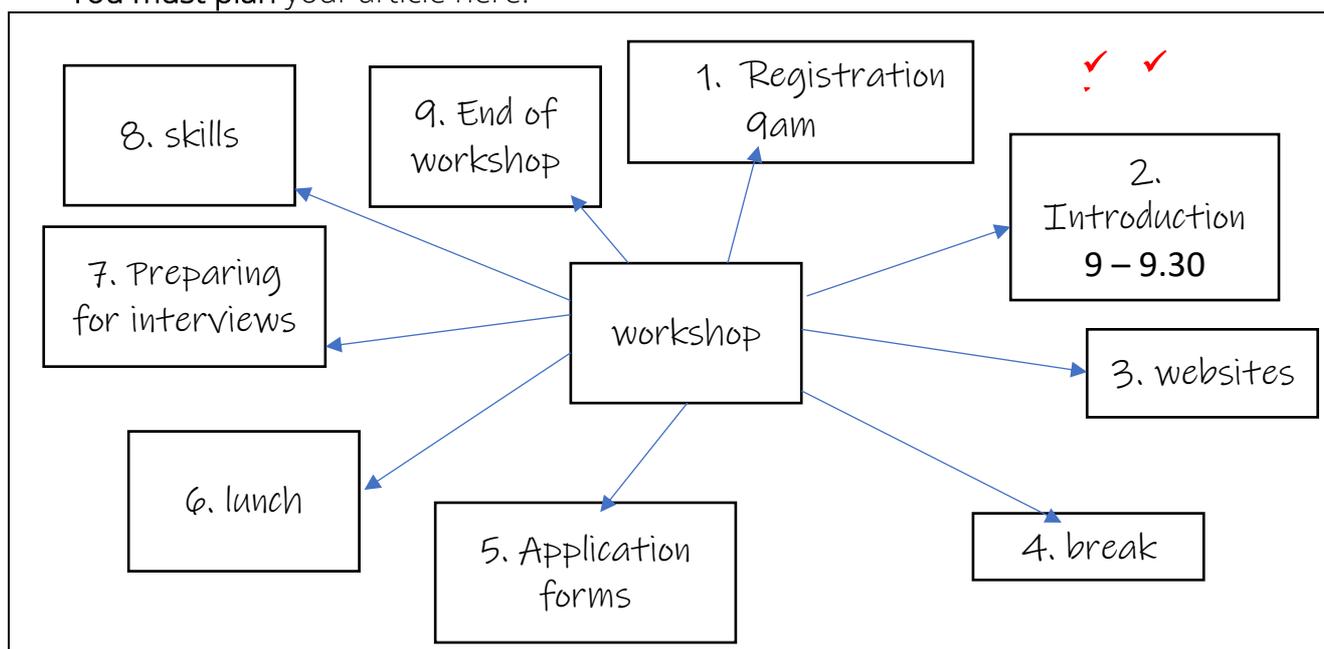
You are looking for a job. Yesterday you attended a workshop. The table below lists what you did during the day.

How to get a job – Workshop	
9 am	Registration
9.30 am	Introduction to the day with the Workshop Trainer
10 am	Where to look for jobs – areas of work and websites
11 am	Break
11.30 am	What to include in an application form or CV – skills and experience
1 pm	Lunch
2 pm	How to prepare for interviews
3 pm	Interview skills
4 pm	End of workshop

Write an article for your college magazine describing the workshop.

- Plan your article
- Organise the contents of the article in the order they happened.
- Write three paragraphs with **at least two sentences** in each one.
- Use **at least two words** that refer to the order of the day's events.

You must plan your article here.



**Write** your final article here.

Remember to write **three paragraphs** with **at least two sentences** in each one and **use at least two words** that describe the sequence of the day's events.

*If you make a mistake, put a line through the text you want to change, then write in your correction(s) above or below it.*

Job Workshop ✓

**TS**

I went to the workshop about how to get a job. The workshop

started at 9:00 am. All <sup>P</sup> The <sup>G</sup> group had been ready to be registered.

At 9:30 am was the introduction by the workshop trianer. <sup>S</sup> ①

✓

Our online job searching started at 10:00 am until 11:00 am. We had a

break at 11:00 am. Then we learned what to include in an application

<sup>P</sup> form or CV ②

✓

**TS**

At 1:00 pm we had lunch. <sup>P</sup> <sup>DM</sup> after lunch we started to learn more about

how to be prepared for an interview. Most of us finaly <sup>S</sup> <sup>G</sup> has learned new

skills. ③

At 4:00 pm the workshop ended.

**Language - 1 Sequencing - 1**

## Entry 3 Q8 Mark Scheme

- E3.1.1 – 1/1 Plan uses a recognisable format, e.g. spider diagrams, list, flow chart, drafting.
- E3.1.1 – 1/1 Uses notes/abbreviations/symbols/key words in the plan to indicate content.
- E3.1.1 – 1/1 Content of plan is relevant to given task.
- E3.2.1 – 2/2 Uses appropriate format and features for an article. Must use at least **two** in the article e.g. title/heading, subheadings, blank space between paragraphs.
- E3.2.1 – 1/1 Uses register appropriate for an article i.e. semi-formal language. Do not allow slang or text speak.
- E3.2.2 – 1/1 At least **three** paragraphs with at least **two** sentences in each.
- E3.2.2 – 2/2 Topic sentence and expansion of ideas at least **twice**. Award **one** mark for each topic sentence with expansion of ideas.
- E3.2.3 – 1/1 Clear sequencing of the day matching the job workshop.
- E3.2.3 – 1/2 Appropriate use of discourse markers such as first, next, finally (or similar) to join sentences and/or paragraphs. Award **one** mark per discourse marker.
- E3.2.4 – 1/1 Uses grammar in a variety of tenses to denote past/present/future, as appropriate, pronouns, subject-verb agreement. Allow **two** grammatical errors in final version.
- E3.2.5 – 0/1 Uses capital letters and full stops to mark the beginning and ends of sentences and any other relevant punctuation in sentences to aid clarity. Allow **two** punctuation errors in final version.
- E3.2.6 – 1/1 Spells words correctly. Allow **two** spelling errors in final version.

Total – 13/14