

Marking Guidance for Level 1 and Level 2 Writing Tasks

ESOL

2024-2025

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Introduction

Level 1 and Level 2 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:

Level 1 – Q1, Q2 and Q3

Level 2 – 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. 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, believe, 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 **simple sentences** (with the verbs underlined):

She runs every morning.

They completed the assignment.

The sun shines brightly.

We play football on Sundays.

The teacher inspires her students.

At levels 1 and 2, learners must also use compound and complex sentences with appropriate connectives.

Compound Sentences

Level 1

Example: *I wanted to go to the cinema but I had to finish my homework first.*

The coordinating conjunction 'but' joins two independent clauses.

Level 2

Example: *She completed her project on time and she presented it confidently in front of the class.*

The coordinating conjunction 'and' joins two independent clauses.

Note: Using a comma before a coordinating conjunction is optional.

The coordinating conjunctions are: *for, and, nor but, or, yet, so* (FANBOYS)

Complex Sentences

Level 1

Example: *Although it was raining, we decided to go for a walk because we needed some fresh air.*

The subordinating conjunction 'although' introduces a dependent clause followed by an independent clause. The subordinating conjunction 'because' introduces another dependent clause.

Level 2

Example: *Since the meeting was cancelled, I had extra time to work on my presentation, which turned out to be very helpful.*

The subordinating conjunction 'since' introduces a dependent clause and 'which' introduces a relative clause.

Some subordinating conjunctions include: after, although, as, because, before, even if, if, once, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, while.

Compound-Complex Sentences

Level 1

Example: *I love reading books, but my friend prefers watching films, which is why we always have different opinions.*

The coordinating conjunction 'but' joins two independent clauses and the relative pronoun 'which' introduces a dependent clause.

Level 2

Example: *We planned to visit the museum, but it was closed because they were renovating the main exhibit.*

The coordinating conjunction 'but' joins two independent clauses and the subordinating conjunction 'because' introduces a dependent clause.

Relative pronouns introduce relative clauses and connect them to a noun or pronoun in the main clause. Relative pronouns help add more information to a sentence by connecting clauses.

Common relative pronouns include:

- who (used for people)
- whom (used for people, in formal contexts)
- whose (shows possession)
- which (used for animals and things)
- that (used for people, animals, and things)

At levels 1 and 2, learners must also be confident using prepositional, adjectival and adverbial phrases.

1. Prepositional Phrases

A prepositional phrase begins with a preposition and ends with a noun or pronoun (the object of the preposition). It can provide information about time, location, direction or method.

Example: *In the morning, I would like to go for a long walk.*

'In' is the preposition and 'the morning' is the object of the preposition.

Example: *The cat slept quietly under the table.*

'Under' is the preposition and 'the table' is the object of the preposition.

2. Adjectival Phrases

An adjectival phrase describes a noun or pronoun. It can be a single adjective or a group of words that function as an adjective.

Example: *The tall man with the blue jacket is my uncle.*

'Tall' and 'with the blue jacket' describe the noun 'man'.

Example: *The cake, freshly baked by my friend, was delicious.*

'Freshly baked by my friend' gives more information about 'the cake'.

3. Adverbial Phrases

An adverbial phrase modifies a verb, an adjective or another adverb. It often answers questions like how, when, where or why.

Example: *She sings with great passion.*

'With great passion' modifies the verb 'sings' and tells how she sings.

Example: *He will arrive in the evening.*

'In the evening' modifies the verb 'arrive' and indicates when he will arrive.

Common punctuation errors

Error	Examples of correct usage	Example(s) of error(s)
No capital letter at the start of a sentence	<i>Attending classes has really helped me to improve my skills.</i>	<i>attending classes has really helped me to improve my skills.</i>
No full stop at the end of a sentence	<i>The museum will close early due to maintenance work.</i>	<i>The museum will close early due to maintenance work</i>
No question mark or incorrect punctuation after a question	<i>Why was the train delayed? Would you like to come to dinner tomorrow? How did your interview go? Can you help me with this assignment?</i>	<i>Why was the train delayed. Would you like to come to dinner tomorrow. How did your interview go! Can you help me with this assignment.</i>
Using a comma instead of a full stop between sentences (also known as comma splicing) Note: A semicolon could be used correctly here. A semicolon replaces a full stop when joining two closely related independent clauses.	<i>The book was fascinating. I couldn't stop reading it until I finished.</i> <i>The book was fascinating; I couldn't stop reading it until I finished.</i>	<i>The book was fascinating, I couldn't stop reading it until I finished.</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 pronoun agreement	<i>The team won its game. The children played with their toys.</i>	<i>The team won their game. The children played with its toys.</i>
Ambiguous pronoun reference	<i>When Jenny told Laura she was late, Laura was very upset.</i>	<i>When Jenny told Laura she was late, she was very upset.</i>
Using subject pronouns as objects.	<i>Juan and I went to the cinema.</i>	<i>Juan and me went to the cinema.</i>
Using object pronouns instead of subject pronouns	<i>She visited Edinburgh last summer.</i>	<i>Her visited Edinburgh last summer.</i>

<p>Incorrect use of capital letters on proper nouns</p> <p>Note: Another common error is using capital letters where they are not required.</p>	<p><i>London, England, George, West Street, Monday, August, Facebook, Burger King, Google, Jupiter, Atlantic Ocean, Japan</i></p> <p><i>I attend college. I always watch football on Saturdays. spring, summer, autumn, winter</i></p>	<p><i>My friend visited paris last summer and they saw the eiffel tower.</i></p> <p><i>I attend College. I always watch Football on Saturdays. It often snows in Winter.</i></p>
<p>Incorrect use of commas within sentences:</p> <p>1. Listing items</p> <p>Note: Use of the Oxford comma (inserted before the final item in a list) is optional.</p> <p>Note: Semicolons can be used to separate items in a list when the items themselves contain commas. The semicolons help avoid confusion by separating the items clearly.</p> <p>2. Before coordinating conjunctions</p> <p>3. After fronted adverbials</p> <p>4. Commas for additional information/bracketing commas/parenthetical commas</p>	<p><i>I study English, German and Italian.</i></p> <p><i>On the trip, we visited Paris, France; Berlin, Germany; and Rome, Italy.</i></p> <p><i>I wanted to go for a walk, but it started to rain.</i></p> <p><i>After dinner, we went for a coffee. Quietly, she opened the door. Usually, she studies in the library. Unless it rains, we will have a picnic.</i></p> <p><i>My brother, who lives in London, is visiting next week. Saira, Head of Marketing, is on annual leave at the moment.</i></p>	<p><i>I study English German and Italian.</i></p> <p><i>On the trip we visited Paris, France, Berlin, Germany, and Rome, Italy.</i></p> <p><i>I wanted to go for a walk but, it started to rain.</i></p> <p><i>After dinner we went for a coffee. Quietly she opened, the door. Usually he studies in the library. Unless, it rains we will have a picnic.</i></p> <p><i>My brother who lives in London is visiting next week. Saira Head of Marketing, is on annual leave at the moment.</i></p>

<p>Incorrect use of apostrophes</p> <p>1. Apostrophes for omission</p> <p>2. Apostrophes for possession</p> <p>Note: A common error is the incorrect use of apostrophes on the word 'its'</p> <p>It's = it is / it has Its = possessive pronoun</p> <p>Another common error is using apostrophes where not required.</p>	<p><i>You're walking too quickly. Let's go to the concert together. Don't forget your homework.</i></p> <p><i>Amina's car broke down. The dog's paws are muddy.</i></p> <p><i>It's not time for a break yet. It's always been my favourite class. The tree lost its leaves in autumn.</i></p> <p><i>The Smiths live here. I was born in the 1990s. I don't buy CDs any more. All bags and shoes are in the sale!</i></p>	<p><i>Your walking too quickly. Lets go to the concert together. Do'nt forget your homework.</i></p> <p><i>Aminas car broke down. The dogs paw's are muddy.</i></p> <p><i>Its not time for a break yet. Its always been my favourite class. The tree lost it's leaves in autumn.</i></p> <p><i>The Smith's live here. I was born in the 1990's. I don't buy CD's any more. All bag's and shoe's are in the sale!</i></p>
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Common grammar errors

Below are examples of grammar errors. 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 group of students is going on a trip.</i> <i>She doesn't like the new movie.</i> <i>The dogs run in the park every morning.</i> <i>Each of the players is excited for the game.</i> <i>The team has won the championship.</i> <i>The committee was divided on its decision.</i>	<i>The group of students are going on a trip.</i> <i>She don't like the new movie.</i> <i>The dogs runs in the park every morning.</i> <i>Each of the players are excited for the game.</i> <i>The team have won the championship.</i> <i>The committee were divided on its decision.</i>
Incorrect or inconsistent use of verb tense	<i>He finished his homework and then he watched TV.</i> <i>The teacher explained the lesson then gave us homework.</i> <i>I went to the shops earlier.</i>	<i>He has finished his homework and then he watched TV.</i> <i>The teacher explains the lesson then gave us homework.</i> <i>I have went to the shops earlier.</i>
Incorrect word order or sentence construction	<i>I will walk to my next class after lunch.</i> <i>He is always late for work.</i> <i>She plays the piano beautifully.</i> <i>Greta is taller than her brother.</i>	<i>To my next class I will walk after lunch.</i> <i>He always is late to work.</i> <i>She beautifully plays the piano.</i> <i>Greta than her brother is taller.</i>
Missing out definite and indefinite articles	<i>The dog is asleep on the sofa.</i> <i>She went to a maths class after work.</i> <i>She wants to be an artist when she's older.</i> <i>People need more time to relax.</i>	<i>Dog is asleep on the sofa.</i> <i>She went to maths class after work.</i> <i>She wants to be artist when she's older.</i> <i>The people need more time to relax.</i>
Misusing adverbs and adjectives	<i>The teacher talks loudly.</i> <i>The flowers are very colourful.</i> <i>Ahmed runs very quickly.</i>	<i>The teacher talks loud.</i> <i>The flowers are very colourfult.</i> <i>Ahmed runs very quick.</i>
Incorrect plural nouns	<i>I have 3 children.</i> <i>We need more furniture in the office.</i> <i>The sheep are grazing in the field.</i> <i>He bought two loaves of bread.</i>	<i>I have 3 childrens.</i> <i>We need more furnitures in the office.</i> <i>The sheeps are grazing in the field.</i> <i>He bought two loafes of bread.</i>
Incorrect comparatives	<i>This book is better than the other one.</i> <i>This puzzle is the easiest of the two.</i> <i>She is the oldest student in the class.</i>	<i>This book is more better than the other one.</i> <i>This puzzle is the more easiest of the two.</i> <i>She is the most oldest student in the class.</i>
Using 'a' instead of 'an'	<i>He is an honest man.</i> <i>Can you give me an hour to think?</i> <i>This is an unusual situation.</i>	<i>He is a honest man.</i> <i>Can you give me a hour to think?</i> <i>This is a unusual situation.</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)	<p><i>I went to their house.</i></p> <p><i>I hope you're well.</i></p> <p><i>Are we allowed to go in?</i></p> <p><i>I need peace and quiet to study.</i></p> <p><i>This applies to the whole class.</i></p> <p><i>The new college principal was very approachable.</i></p> <p><i>Stationery is cheap in the college shop.</i></p> <p><i>The doctors' practice is across the road.</i></p> <p><i>Jen practises guitar every day.</i></p>	<p><i>I went to there house. I hope your well.</i></p> <p><i>Are we aloud to go in?</i></p> <p><i>I need piece and quiet to study.</i></p> <p><i>This applies to the hole class.</i></p> <p><i>The new college principle was very approachable.</i></p> <p><i>Stationary is cheap in the college shop.</i></p> <p><i>The doctors' practise is across the road.</i></p> <p><i>Jen practices guitar every day.</i></p>
Prefix and suffix errors	<p><i>They always disagree on important issues.</i></p> <p><i>There was a misunderstanding between them.</i></p> <p><i>Her presentation was successful.</i></p> <p><i>The party was a lovely surprise.</i></p> <p><i>She was filled with happiness.</i></p> <p><i>The price of fuel is unbelievable.</i></p> <p><i>Are you an electrician?</i></p>	<p><i>They always dissagree on important issues.</i></p> <p><i>There was a missunderstanding between them.</i></p> <p><i>Her presentation was successfull.</i></p> <p><i>The party was a lovley surprise.</i></p> <p><i>She was filled with happyness.</i></p> <p><i>The price of fuel is unbelievable.</i></p> <p><i>Are you an electrition?</i></p>

Level 1

How to mark Level 1

Q1 – Formal letter

- Assessors are encouraged to mark using a **different colour** from the candidate to indicate where errors have been made.
 - **Do not correct errors** as this makes it very difficult to verify.
 - **Do not penalise** the same type of error twice.
 - **Do not** use **pencil**.
1. **Tick** x 2 the **plan** to indicate recognisable format and appropriate content.
 2. In the main body, **tick at least 2 examples of appropriate level of detail** to fulfil the purpose.
 3. **Tick** appropriate **opening and closing salutations**.
 4. Note correct use of **formal language**, use of clear **logical sequencing** and **paragraphs** and annotate marks awarded at the end of the candidate's work.
 5. Annotate the text with **S (spelling)** and **P (capitalisation and punctuation – incorrect use of upper-case letters, boundary markers, commas, apostrophes, bullet points, dashes) and G (grammar)** to indicate **all errors**.
 6. Annotate the text with **C** to indicate at least **one example of a complex sentence** using an appropriate **connective**.
 7. Annotate the text with **CS** to indicate an appropriate **closing statement**.

Level 1 - Q1 example

Question 1 Task: International Food Festival

You read this article on a local website.

International Food Festival

Cranthorpe has been selected as a possible venue for the International Food Festival next year. The festival is a celebration of fine foods from all over the world, and an opportunity to watch talented chefs at work. It would be fantastic if our town were chosen to host the food festival, for businesses, the town and local people.

There are many reasons for holding the festival in Cranthorpe:

- superb locally produced foods
- plenty of space for outdoor events
- modern exhibition space in the Civic Hall
- a wide range of hotels and restaurants serving international food
- lots of activities for visitors
- excellent transport links.

We need your help. Please write a letter to the Festival Committee to explain why Cranthorpe would be a good place to hold the festival, and describe the positive effect it would have on businesses, the town and local people.

Write to:

Ms N Koroma

The Festival Committee

Rafton Road

Norhaven

NC1 1UI

Question 1: Letter

Write a letter to support Cranthorpe's application to hold the International Food Festival. In your letter, explain why you think the town would be an excellent location for the festival. Describe the positive effect the festival would have on businesses, the town and local people.

You must use at least **one** complex sentence in your letter.

You are required to plan and write your letter on the pages provided.

You must plan your letter here.

NOTE: remind yourself of what you need to include in the letter.

<u>Food Festival</u>
Cranthorpe good venue because:
<ul style="list-style-type: none">• great local food• Civic Hall – loads of space• lots to do in Cranthorpe
good effect on –
<ul style="list-style-type: none">• local business – restaurants hotels shops• local people – work opportunity
✓ ✓

You can make notes here (optional).

NOTES

The candidate can use this section for further planning or drafting. No marks are available for this section.

Write your final letter here.

Remember, you need to include at least **one** complex sentence in your final letter.

You may correct errors by putting a line through the text you wish to change, then writing your correction(s) above or below the word, phrase or punctuation.

	Mohammed Assiri
	Flat 3, 35 Belmont Road
	Cranthorpe
	CT7 0ND
Ms N Koroma	
The Festival Committee	
Rafton Road	
Norhaven NC1 1UL	
No salutation	
I am writing to support Cranthorpe's application to hold the food festival next year.	P
Cranthorpe would be a good place to have the festival. This is because there are lots of great food produced locally.	G S
The town is perfect for the festival as we have the Civic Hall which has lots of space as well as outside space. ✓	C
Cranthorpe and the area around the town had lots of attractions. There is a museum and a fantastic park. ✓	G
I live in Cranthorpe. I know how many great restarants, hotels and shops are here. Bring the festival here would really help the local community. Local buisnesses and people really need a festival like this. ✓	S
I hope you will bringing the festival here. CS	G
Mohammed Assiri No salutation	
language = 1 logical = 1 paragraphs = 1	

Mark Scheme

- L1.1.1 – 1/1 Plan is in a recognised format, e.g. spider diagram, lists, notes, draft.
- L1.1.1 – 1/1 Content of plan is relevant to the given scenario. It must include information relevant to the scenario, e.g. why the town would be a good venue, the positive effect the festival would have on businesses/the town/local people.
- L1.2.1 – 1/1 Offers appropriate level of detail in order to fulfil purpose, e.g. why the town would be a good venue, the positive effect the festival would have on businesses, the town and local people.
- L1.2.2 – 0/1 Opens and closes the letter with appropriate formal phrases. Do not accept 'Hi...', 'Hello...', 'Cheers...', 'Bye...', 'Best wishes...'.
L1.2.2 – 1/1 Uses language appropriate to audience and purpose, i.e. tone and vocabulary suitable for formal letter. Do not accept slang words or 'text speak'.
- L1.2.3 – 1/1 Letter is sequenced in a logical fashion in order to make clear sense to the intended audience.
L1.2.3 – 1/1 Letter is written in paragraphs.
L1.2.3 – 1/1 Inclusion of a closing statement. e.g. 'I hope you will choose Cranthorpe to hold the Food Festival.'
- L1.1.4 – 0/1 Final version of letter makes grammatical sense, e.g. correct tense, subject-verb agreement and pronoun use such as '*If the festival was held in the town, it would attract more visitors and benefit local businesses.*' Final version to contain no more than **two** grammatical errors.
- L1.2.4 – 1/1 Includes at least **one** complex sentence as required, which uses an appropriate connective.
- L1.2.5 – 1/1 Capitalisation and punctuation used correctly in final version; no more than **two** capitalisation and punctuation errors in total.
- L1.2.6 – 0/1 Final version contains accurate spelling with no more than **three** errors.

Total 9/12

Q2 – Form

- Assessors are encouraged to mark using a **different colour** from the candidate to indicate where errors have been made.
 - **Do not correct errors** as this makes it very difficult to verify.
 - **Do not penalise** the same type of error twice.
 - **Do not** use **pencil**.
1. **Tick Parts A, B and C** to indicate appropriate content in the 3 sections of the form.
 2. **Tick Parts A, B and C** if content appropriate and relevant so form can be processed.
 3. **Tick Part A** if all form conventions used as directed.
 4. Note correct use of **language**, use of **listing conventions** and open response section in **logical order** and annotate marks awarded at the end of the candidate's work.
 5. Annotate the text with **S (spelling)** and **P (capitalisation and punctuation – incorrect use of upper-case letters, boundary markers, commas, apostrophes, bullet points, dashes)** and **G (grammar)** to indicate **all errors**.

Question 2 Example: Damaged Goods Claim

You buy some clothes from an online store but when they arrive, they are damaged. You see this information on the store's website.

How to Claim for Damaged Goods

Our staff are all experienced and careful, but occasionally items do get damaged during delivery.

If you receive a parcel with damaged items from us, you can claim a refund for them.

The claim must be made within 14 days of receiving the clothes, by the person who ordered them.

Please complete the Damaged Goods Claim Form and give us your details. You should tell us about the clothes that were in the parcel and how they were damaged.

We will reply within 8 days of receiving your form.

Question 2: Form

You receive a parcel with three items of clothing that are damaged. You want to claim a refund.

You must complete the form.

You must use full sentences to complete Part C.

Damaged Goods Claim Form	
Part A	
CUSTOMER DETAILS (Use BLOCK CAPITALS in Part A) ✓ ✓	
Title: Mr	First Name: Mohammed
Last Name: Assiri	
Address: Flat 3, 35 Belmont Road	
Cranthorpe	Postcode: CT7 0ND
Email address: M.assiri95@myemail.co.uk	
Part B: List the three items of clothing in your parcel. ✓	
<p style="color: red; font-weight: bold; margin: 0;">S</p> black jeans white shert blue jumper	
Part C: Describe the items of clothing in your parcel and how they were damaged. ✓ ✓	
<p style="color: red; font-weight: bold; margin: 0;">G</p> The clothes all come in the same bag. The bag had a	
<p style="color: red; font-weight: bold; margin: 0;">S</p> whole in it. The shirt had a whole too.	
The other clothes were wet from rain.	
language = 1 listing = 0 logical = 1	

Mark Scheme

- L1.2.1 – 1/1 Offers appropriate content in each section of form, i.e. completes personal details, list of items in the parcel, description of items and how they were damaged.
- L1.3.1 – 1/1 Fully completes Part A with appropriate and relevant content so the form can be processed.
- L1.3.1 – 0/1 Follows conventions as directed by the form, i.e. uses block capitals to complete Part A and uses full sentences in Part C. Note: Allow Email address in lower case letters.
- L1.2.2 – 1/1 Appropriate choice of language for open response sections of form. Do not accept slang words or 'text speak'.
- L1.2.3 – 0/1 For Part B presents list using bullets/numbers/items separated by commas/semicolons/or on separate lines.
- L1.2.3 – 1/1 Presents information in open response Part C in a logical manner.
- L1.2.4 – 1/1 Uses grammar correctly as appropriate to the section, e.g. correct subject-verb agreement. **One** grammatical error permitted.
- L1.2.5 – 1/1 Capitalisation and punctuation used correctly in open responses. No capitalisation and punctuation errors permitted.
- L1.2.6 – 1/1 Accurate spelling in open responses. No more than **two** spelling errors.
- L1.3.1 – 1/1 Fully completes Parts B and C with appropriate and relevant content so the form can be processed.

Total 8/10

Q3 – Email

- Assessors are encouraged to mark using a **different colour** from the candidate to indicate where errors have been made.
 - **Do not correct errors** as this makes it very difficult to verify.
 - **Do not penalise** the same type of error twice.
 - **Do not** use **pencil**.
1. **Tick** to indicate where the **three** bullet points are covered with expansion on the topic.
 2. **Tick** to indicate **appropriate informal phrases** used to open and close email.
 3. Note correct use of **language, logical sequence** and expansion using **paragraphs** and annotate marks awarded at the end of the candidate's work.
 4. Annotate the text with **S (spelling)** and **P (capitalisation and punctuation – incorrect use of upper-case letters, boundary markers, commas, apostrophes, bullet points, dashes)** and **G (grammar)** to indicate **all errors**.

Question 3 Task: Email

You receive this email from your friend.

From: friend@mailbox.biz
To: you@youreemail.web
Subject: Looking after the flat
Hi Thanks for your email. Lovely to hear about your holiday plans. Two weeks off work – lucky you! I'm happy to look after your flat while you're away. Is there anything special you want me to do in the flat, such as watering plants and collecting the post? When can I come over so you can show me around and give me the key? What is the best way to get to your flat from the town centre? See you soon

Write a reply to the email.

You must include:

- what your friend should do in your flat
- when your friend should come to your flat to collect the key
- the best way to get to your flat.

Question 3: Email
Write your email reply in the box below.

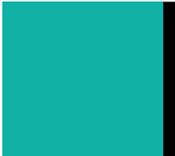
You may correct errors by putting a line through the text you wish to change, then writing your correction(s) above or below the word, phrase or punctuation.

From: you@youreemail.web
To: friend@mailbox.biz
Subject: Looking after the flat
Hi Asif
G S
Thank you for look after my flat while I am on holyday. ✓
Yes please. You could water the plants and collect the post. Can you also feed the cat? ✓
G
I will I leave the cat food. My cat is very friendly. ✓
Please come to my flat on Saturday or Sunday. Turn right at the end of your road. My flat is oposite the Park. ✓
S P
Thanks very much. ✓
Mohammed
language = 1 logical = 1 paragraphs = 1

Mark Scheme

- L1.2.1 - 1/1 Offers appropriate level of detail for purpose; must cover the **three** bullet points with expansion on the topic.
- L1.2.2 – 1/1 Opens and closes email with appropriate informal phrase.
- L1.2.2 – 1/1 In body of email uses language appropriate to audience and purpose, i.e. words and phrases suitable for an email to a friend.
- L1.2.3 – 1/1 Email is sequenced in a logical fashion in order to make sense to the intended audience.
- L1.2.3 – 1/1 Appropriate expansion of ideas in middle section using paragraphs.
- L1.2.4 – 1/1 Email makes grammatical sense appropriate to audience, e.g. correct tense, subject-verb agreement, contracted verb form such as 'I'll give you a key when you come to the flat next Friday.' No more than **two** grammatical errors.
- L1.2.5 – 1/1 Capitalisation and punctuation used correctly. No more than **two** capitalisation and punctuation errors in total.
- L1.2.6 – 1/1 Accurate spelling. No more than **two** spelling errors.

Total 8/8



Level 2

How to mark Level 2

Q3 – Form

- Assessors are encouraged to mark using a **different colour** from the candidate to indicate where errors have been made.
 - **Do not correct errors** as this makes it very difficult to verify.
 - **Do not penalise** the same type of error twice.
 - **Do not** use **pencil**.
1. **Tick Parts A, B and C** to indicate appropriate content in the 3 sections of the form.
 2. **Tick Parts A, B and C** if content appropriate level of detail and relevant so form can be processed.
 3. **Tick Part A** if all form conventions used as instructed.
 4. Note correct use of **language**, use of **listing conventions** and open response section in **logical order** and annotate marks awarded at the end of the candidate's work.
 5. Annotate the text with **C** to indicate at least **three** examples of **compound/complex** sentences in open response section.
 6. Annotate the text with **S (spelling)** and **P (capitalisation and punctuation – incorrect use of upper-case letters, boundary markers, commas, apostrophes, bullet points, dashes)** and **G (grammar)** to indicate **all errors**.

Question 3: Student Review Form

Student review

Every term, you will have a meeting with your tutor to discuss your work over the term. The meeting will be quite informal. It will last about half an hour, and your tutor will write a short report which you will be asked to sign.

Please prepare for your review by completing this form.

Give details of what you've enjoyed over the term, and tell us what has gone well.

You may also wish to describe:

- anything that has not gone well
- what you want to improve
- what you want to do next year
- plans for your future career.

Please hand the form to your tutor at least two days before your review.

Complete the form.

Student Review Form	
Section A ✓ ✓	
YOUR DETAILS (Use BLOCK CAPITALS in Section A)	
Title: Ms	First name: Hana
Last name: Andronikova	
Tutor group: Mr Fish English	
Email: h.andronikova@mymail.com	
Name of tutor: Mr Fish	
Section B ✓ ✓	
What kind of course are you doing? Tick <input checked="" type="checkbox"/> the appropriate box(es).	
Full time <input checked="" type="checkbox"/>	Part time <input type="checkbox"/>
Evening <input type="checkbox"/>	
List two things you have enjoyed this term:	
<ul style="list-style-type: none"> • the teaching • my classmates 	

Remember to use some compound and complex sentences in Section C.

Section C
Please explain what has gone well over the term. You may also wish to describe anything that has not gone well, what you want to improve, what you want to do next year and your future career plans.
I have enjoyed the course this year for many reasons. Mr Fish is an excellent teacher and the content of the course is very interesting. ✓ ✓
I have also enjoyed working with my colleagues. They are friendly and we help each other. I have improved a lot in speaking and I

feel more confident to talk at front of class. My writing is better too, but I still make many mistake with spelling and grammar. I found some of the homework assignments difficult. I would liked more support with some of these.

I want to improve my writing next year. I sometimes find it difficult to use the ~~write~~ right words in essays. There are many words that mean the same in English. I want to make better my vocabulary.

I want to be successful in this course and I would like to go on to a career in business management. I think it is important to have good English for this job so I must try hard.

language = 1 listing = 1 logical = 1

Mark scheme

- L2.3.1 - 1/1 Fully completes all pre-set sections of the form correctly so that the form can be processed.
- L2.3.1 - 0/1 Follows all form instructions and form conventions correctly as directed, i.e. block capitals to complete Personal details. Note: Allow Email address in upper and lower case letters.
- L2.2.1 - 1/1 Offers appropriate content as directed by the form. Style used appropriate for purpose. Appropriate level of detail for the form.
- L2.2.3 - 1/1 Uses clearly defined list format in Section B. This could include bullet points, numbers or items separated by commas or on separate lines to indicate two things they have enjoyed this term.
- L2.2.3 - 1/1 Structures and organises sentences logically in Section C.
- L2.2.1 - 1/1 Uses appropriate vocabulary for Section C. Do not accept slang or 'text speak'.
- L2.2.2 - 1/1 Appropriate choice of language/style used for Section C.
- L2.2.4 - 0/1 Uses grammar correctly as appropriate in Section C, e.g. correct subject-verb agreement in complex sentences, use of pronouns to improve clarity. Allow **one** grammatical error.
- L2.2.4 - 1/1 Demonstrates the appropriate use of compound and complex sentences in Section C.
- L2.2.5 - 1/1 Uses punctuation correctly in Section C. Allow **no** errors.
- L2.2.6 - 0/1 Accurate spelling in Section C. Allow **one** spelling error.
- L2.3.1 - 1/1 Fully completes Section C describing what has gone well over the term, anything that has not gone well, what they want to improve, what they want to do next year and their future career plans.

Total 9/12

Q4 – Article

- Assessors are encouraged to mark using a **different colour** from the candidate to indicate where errors have been made.
 - **Do not correct errors** as this makes it very difficult to verify.
 - **Do not penalise** the same type of error twice.
 - **Do not** use **pencil**.
1. **Tick** x 3 the **plan** to indicate implied planning, relevant content and evidence of a plan.
 2. In the main body, **tick** at least **one** example of each of **persuasive content, persuasive language, informative language and appropriate level of detail**.
 3. Note correct use of **format (introduction, body, conclusion)** and **tick/indicate two examples of formatting devices such as title, subheadings, paragraphs, bulleted/numbered list**.
 4. Annotate the text with **S (spelling)** and **P (capitalisation and punctuation – incorrect use of upper-case letters, boundary markers, commas, apostrophes, bullet points, dashes)** and **G (grammar)** to indicate **all errors**.
 5. Annotate the text with **C** to indicate at least **three examples of appropriate compound and complex sentences**.

Question 4: Article

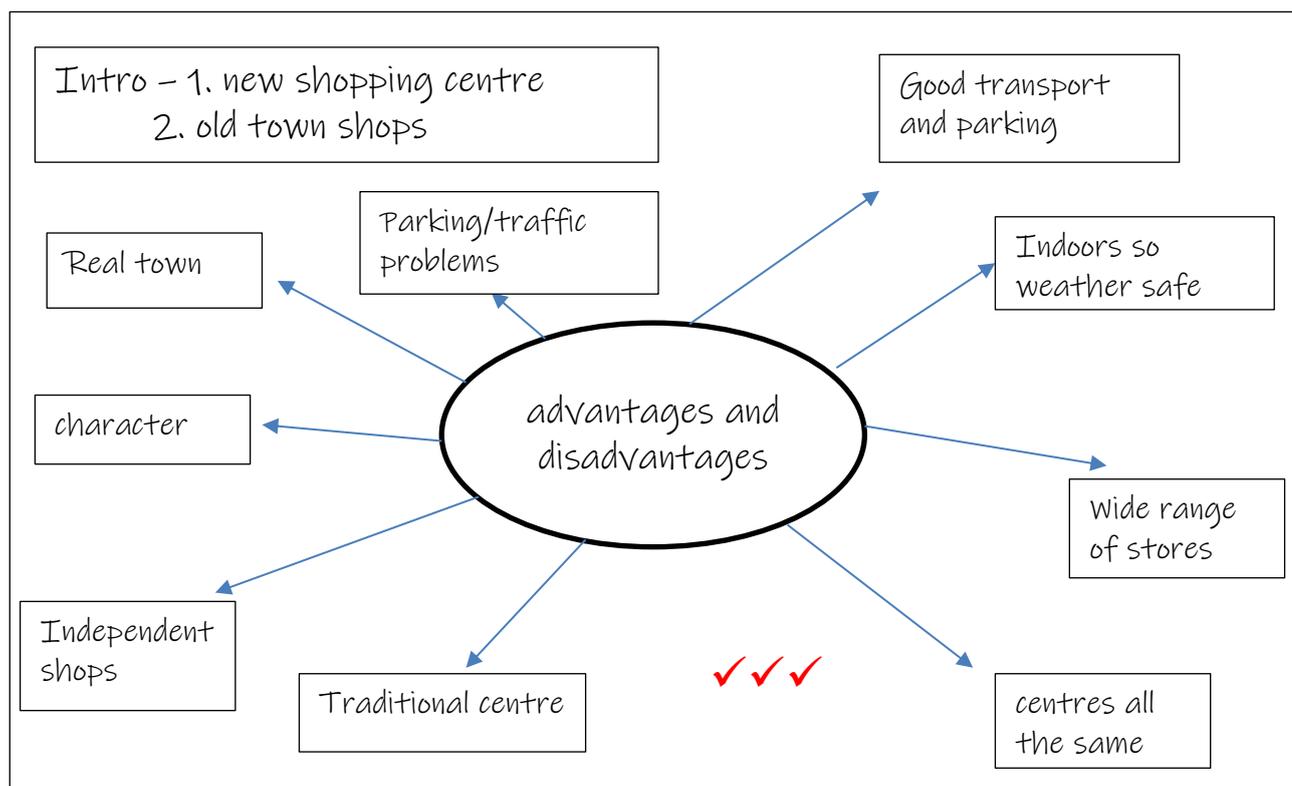
A large shopping centre has opened 10 miles from your town. Car parking is free and there are regular buses to the centre, which has plenty of big shops, cafes, a cinema and a children's play area.

However, some people prefer to use the small shops in your local town so that they do not have far to travel. The shops provide a good service and the money spent helps the local economy. People also like to use the local cafes to meet their friends.

Write an article for your local magazine describing where and how you prefer to shop and why. You should also try to persuade your readers to use either the large shopping centre or the small shops in your local town.

Your text should be suitably formatted for a magazine article.

You must plan your article here.



You can make notes here (optional).

NOTES

The candidate can use this section for further planning or drafting. No marks are available for this section.

Write your final, corrected article in the space.

You may correct errors by putting a line through the text you wish to change, then writing your correction(s) above or below the word, phrase or punctuation.

The Shopping Centre or the old town? ✓ **Paras used**

A new shopping centre has opened near Cranthorpe. The centre offers lots of benefits for shopping but also food and entertainment. However, the centre will probably mean more people will leave the old town centre of Cranthorpe, and this is not good for the town. ✓

Shopping centres are very attractive nowadays. People love them. They offer opportunity to shop in lots of different stores all under one roof. There is ample parking and good public transport available from Cranthorpe and other places. They offer a choice of cafes and restaurants when you are tired of shopping. The English weather is not great but it does not matter if you are at a shopping centre. All of the shops and other facilities are under cover of a roof and everything is heated to make the experience enjoyable. ✓ ✓

The weather is more of a problem in the old town of Cranthorpe. If you want to go shop here then you may have to find cover from the rain and the cold. Car parking and traffic can also be a problem in the centre of Cranthorpe. ✓

However, whilst these are problems they should not stop people visiting. There are great shops in the town and many of these

<p>S</p> <p>are independant. The town has lots of history and some of the old buildings are very beautiful. Even some of the shops are found in really old buildings. The town of Cranthorpe has lots of character. In my opinion, it offers a much more enjoyable day of shopping. In addition, you can visit a museum, cinema or anything you can find in the town. ✓</p>
<p>C</p>
<p>In a shopping centre there are many advantages but the problem is that you could be anywhere in the Country.</p> <p>P</p>
<p>format = 1</p>

Mark Scheme

- L2.1.1 – 1/1 There is implied planning in the answer.
- L2.1.1 – 1/1 Content of the plan is relevant to the given scenario.
- L2.1.1 – 1/1 There is some evidence of a plan, which shows what the candidate intends to cover in their answer.
- L2.2.1 – 1/1 Persuasive content and level of detail is suitable to fulfil purpose.
- L2.2.2 – 1/1 Uses suitable informative/persuasive language for the topic and for an article.
- L2.2.3 – 1/1 Uses fit for purpose format for an article, e.g. logical coherent flow with introduction, body of information and conclusion.
- L2.2.3 – 1/1 Uses at least **two** formatting devices to organise the article, e.g. title, subheadings, paragraphs, bulleted/numbered list.
- L2.2.4 – 0/1 Uses grammar correctly as appropriate for the article, e.g. correct subject-verb agreement in complex sentences, use of connectives to express contrast. Allow **one** grammatical error.
- L2.2.4 – 1/1 Demonstrates the full range of sentence structures (simple, compound, complex) correctly in the article. Uses the full range of sentence structures appropriately.
- L2.2.5 – 1/1 Uses punctuation correctly. Allow **one** punctuation error.
- L2.2.6 – 0/1 Accurate spelling used. Allow **two** spelling errors in total.

Total 9/11