

Entry Level Certificate in English

Component 2: Writing Tasks

Exemplars



Entry Level Certificate English

Writing

Exemplar writing tasks with marks and commentaries

These exemplars have been completed by real students in response to tasks set by Pearson. These tasks can be found on pages 27–32 of the Specification.

The following student exemplars have been marked against the assessment criteria for all three levels. This is to exemplify the expectations at each level and to help with decision making about which level to enter students for.

Please note that the weighting of AO5 and AO6 and the mark totals differ for each of the three levels.

Writing		Entry Level 1	Entry Level 2	Entry Level 3
		30% (15% per task)	30% (15% per task)	40% (20% per task)
AO5	Communicate for different forms, purposes and audiences. Organise information and ideas.	12 marks / 12%	10 marks / 10%	12 marks / 12%
AO6	Use a range of vocabulary and sentence structures, with accurate spelling and punctuation.	3 marks / 3%	5 marks / 5%	8 marks / 8%

Which level a student is entered for will also depend on their performance on the other two components, Speaking and Listening and, Reading.

Task 6: Write the opening of a short story based on one of the picture prompts:

Student's task:

We finally arrived at the the abandoned or what we thought was abandoned house there was me: my friend amy, and jack we all decided to go and visit this 'abandoned' house, amy didnt really want to go but she did it amyway

Marks and Commentary

This response begins with a capital letter and evidence of other punctuation is evident in the response, although not always used securely. The word 'abandoned' is repeated, but spelt correctly. Other good examples of spelling are 'finally', 'arrived' and 'decided'. There is lack of capitals for the names 'amy' and 'jack' and some spelling errors, such as 'diddnt' and 'amyway', but these could have been typing errors. There is no full stop at the end.

Hint: Practise using capital letters for names.

ELC Level	AO5	AO6	Total
1	12	3	15
2	9	5	14
3	7	4	11

Task 8: Your school wants to promote healthy eating to its students – produce a leaflet.

Student's task:

Do you eat healthy? To eat healthy you must:

- Eat green vegetables.
- Make lean protein 10-35% of your calories
- Minimize Trans fats, saturated fats, alcohol, and fast food.
- Moderate your salt intake
- Make healthy but easy changes, such as replacing sugary drinks with water

How to eat a balanced diet?

- eat 5 A DAY
- Base meals on starchy foods like potatoes, bread, rice or pasta.
- have some dairy or dairy alternatives (such as soya drinks)
- Eat some beans, pulses, fish, eggs, meat and other protein.
- Beans, pulses, fish, eggs, meat and other proteins

Marks and Commentary

In this leaflet, the candidate has started each section with a rhetorical question to engage the audience/reader and therefore demonstrating an understanding of purpose and audience. There is a range of punctuation, such as the colon, commas and brackets (parenthesis).

Some very good examples of spelling include: ‘vegetables’, ‘protein’, ‘saturated’ and ‘alternatives’, but there is inconsistent use of capital letters and full stops. The style, content and range of vocabulary are appropriate for a leaflet.

Hint: Practise writing lists. If using bullet points, begin each one with lower-case or upper case letters – but do not mix them both.

ELC Level	AO5	AO6	Total	
1	12	3	15	Exceeds Level 1
2	10	5	15	Exceeds Level 2
3	12	8	20	All bullets met

Task 8: Your school wants to promote healthy eating to its students – produce a leaflet.

Student’s task:

Healthy eating is very good for u because u need your 5 a day to keep u going and keep u fit and healthy you need protein carbohydrates and vegetable in your body or your body wont function properly your body is like a care if theres no fuek in the car or no oil it starts breaking down and does not drive just think of your body as a car.it needs the right stuff for it to function properly

Marks and Commentary

This response has very little punctuation and the only capital letter is the first one. There is some texting slang with the repeated ‘u’. Ideas are not organised into sections, but the ideas conveyed are effective. The idea of the body functioning like a car is conveyed reasonably well. There are a number of blemishes, but there are also some good examples of spelling, such as ‘protein’ and ‘carbohydrates’.

Hint: Practise writing the correct versions of texting slang. Get students to list all the shortcuts they know when texting, such as: ‘u’ (you), ‘plz’ (please), ‘coz’ (because) ‘btw’ (by the way), ‘ur’ (your), ‘wot’ (what), lol

(lots of love/laugh out loud) and others. Once a list has been made, share ideas and then get students to write the Standard English version next to them. As a starter activity, a game of snap can be devised using these words.

ELC Level	AO5	AO6	Total
1	11	3	14
2	6	3	9
3	3	2	5

Task 6: Write the opening of a short story based on one of the picture prompts.

Student's task:

As the night came the assassin left the building and began to look for his next temper. As he was looking he can hear someone talking but doesn't know who it is he started climbing up the wall to find out who it is until he got shot down by a gun of the person who he looking for. When he wakes up he is in chains and there is nothing that he can see that helps him find out where he is he has been disarmed so he has nothing until he hears the door open and then that's when they move him. The question is where are they moving him?

Marks and Commentary

The response begins with a reasonably clear opening, although it is not entirely obvious what is meant by 'temper'. A number of capital letters and full stops have been used to mark sentences, although more could have been added. There is some correct use of apostrophes ('doesn't', 'that's'). The student has muddled the tenses ('he was looking he can'). Overall, this response exceeds the demands of Level 1.

Hint: Encourage students to write stories in the past tense. This will help them to avoid using different tenses.

ELC Level	AO5	AO6	Total	
1	12	3	15	Exceeds Level 1
2	9	5	14	
3	7	4	11	

Task 6: Write the opening of a short story based on one of the picture prompts.

Student's task:

As I walk you up the dark skinny path they were trees all around me and as I got further up the path I could see a old house and as I look up I see a light in the top right hand window. As I walk around the house I could see stuff in the windows.

Marks and Commentary

The tenses are not always secure in this response, which affects clarity. There is some evidence of sentence formation and there is some development of ideas.

Hint: Practise adding adjectives to nouns. Highlight the nouns in a response and add appropriate adjectives.

ELC Level	AO5	AO6	Total
1	10	3	13
2	5	3	8
3	3	2	5

Marking criteria – Writing

Teachers must use the following criteria when marking the writing tasks. There are no marks awarded for planning.

Teachers should add a comment to an *assessment record and authentication sheet* (see *Appendix 1*) as to why the marks were awarded.

Teachers can also write comments on the completed tasks to indicate how marks were awarded.

Entry Level 1

Use both grids to mark each task to get a total mark out of 30.

Level	Mark	A05 descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none">Minimal communication and understanding of form, purpose and audience, much is not really relevant to task.Inconsistent organisation of information and ideas, with incomplete or inappropriate details included.Minimal use of correct tenses and subject-verb agreement.
Level 2	5–8	<ul style="list-style-type: none">Limited communication and understanding of form, purpose and audience, occasional detail relevant to the task.Limited organisation of information and ideas, with occasional relevant details included.Limited use of correct tenses and subject-verb agreement.
Level 3	9–12	<ul style="list-style-type: none">Simple communication and understanding of form, purpose and audience, some emerging detail relevant to the task.Simple organisation of information and ideas, with some emerging organisation and clarity.Some emerging use of correct tenses and subject-verb agreement.

Level/Mark	AO6 descriptor
0	No rewardable material.
1	<ul style="list-style-type: none"> • Minimal evidence of a range of vocabulary, mainly simple words used with little variety. Incomplete sentences used. • Minimal accuracy in terms of spelling, which is mainly phonetic. Little or no punctuation used. • Frequent errors hinder the communication of meaning.
2	<ul style="list-style-type: none"> • Limited evidence of a range of vocabulary, with some variety of simple words. Some short, complete sentences used. • Limited accuracy in terms of spelling, with occasional evidence of some simple words being spelt correctly. Some punctuation used, though not securely. • Most errors hinder the communication of meaning.
3	<ul style="list-style-type: none"> • Simple range of vocabulary. Some correctly-formed, short, simple sentences and possibly simple compound sentences, though not always used securely. • Simple accuracy in terms of spelling, with some simple words spelled accurately. Some awareness of capital letters and full stops. • Some errors hinder the communication of meaning.

Entry Level 2

Use both grids to mark each task to give a total mark out of 30.

Level	Mark	AO5 descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited communication and understanding of form, purpose and audience, with occasional detail relevant to the task. Limited organisation of information and ideas, with occasional relevant details included. Limited use of correct tenses and subject-verb agreement.
Level 2	4–7	<ul style="list-style-type: none"> Simple communication and understanding of form, purpose and audience, with some emerging detail relevant to the task. Simple organisation of information and ideas, with some emerging organisation and clarity. Some emerging use of correct tenses and subject-verb agreement.
Level 3	8–10	<ul style="list-style-type: none"> Some emerging appropriate communication and understanding of form, purpose and audience, with mostly appropriate detail emerging that is relevant to the task. Some emerging appropriate organisation of information and ideas, with some logical organisation and reasonable clarity. Some appropriate use of correct tenses and subject-verb agreement.

Level	Mark	AO6 descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited evidence of a range of vocabulary and sentence structures, some short, complete sentences used and a variety of simple words emerging. Limited accuracy in terms of spelling and punctuation, occasional evidence of some simple words being spelled correctly and some punctuation used, though not securely. Most errors hinder the communication of meaning.
Level 2	3–4	<ul style="list-style-type: none"> Simple range of vocabulary and sentence structures used, including correctly-formed, short, simple sentences and possibly simple compound sentences, a range of simple words used, though not always securely. Simple accuracy in terms of spelling and punctuation, with some simple words spelled accurately and some awareness of capital letters and full stops. Some errors hinder the communication of meaning.
Level 3	5	<ul style="list-style-type: none"> An emerging range of vocabulary and sentence structures, with simple and compound sentences, and a range of straightforward words, used more securely. Some emerging accuracy in terms of spelling and punctuation, with simple words spelled accurately and some emerging accurate use of capital letters and full stops. Errors mostly do not hinder the communication of meaning.

Entry Level 3

Use both grids to mark each task to give a total mark out of 40.

Level	Mark	A05 descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none">• Simple communication and understanding of form, purpose and audience, with some emerging detail relevant to the task.• Simple organisation of information and ideas, with some emerging organisation and clarity.• Some emerging use of correct tenses and subject-verb agreement.
Level 2	5–8	<ul style="list-style-type: none">• Some emerging appropriate communication and understanding of form, purpose and audience, with mostly appropriate detail emerging that is relevant to the task.• Some emerging appropriate organisation of information and ideas, with some logical organisation and reasonable clarity.• Some appropriate use of correct tenses and subject-verb agreement.
Level 3	9–12	<ul style="list-style-type: none">• Emerging appropriate communication and understanding of form, purpose and audience, with emerging appropriate detail that is relevant to the task.• Emerging appropriate organisation of information and ideas, with some logical organisation and reasonable clarity.• Mostly appropriate use of correct tenses and subject-verb agreement.

Level	Mark	AO6 descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • Simple range of vocabulary and sentence structures used, including correctly-formed, short, simple sentences and possibly straightforward compound sentences. A range of simple words used, though not always securely. • Simple accuracy in terms of spelling and punctuation, with some simple words spelled accurately and some awareness of capital letters and full stops. • Some errors hinder the communication of meaning.
Level 2	3–5	<ul style="list-style-type: none"> • An emerging range of vocabulary and sentence structures, with simple and compound sentences, and a range of straightforward words, used more securely. • Some emerging accuracy in terms of spelling and punctuation, with simple words spelled accurately and some emerging accurate use of capital letters and full stops. • Errors mostly do not hinder the communication of meaning.
Level 3	6–8	<ul style="list-style-type: none"> • Emerging range of vocabulary and sentence structures, with simple and compound sentences used securely, with emerging use of complex sentences and range of words evident, but may not be used securely. • Emerging accuracy in terms of spelling and punctuation, with common words spelled accurately and some accurate use of capital letters, full stops and other punctuation marks. • Errors overall do not hinder communication of meaning.