

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

## Common grammar errors (assessed at Entry 3 only)

| Error   | Examples of correct usage  | Example(s) of error(s)   |
|---|--|--|
| <b>Incorrect subject-verb agreement</b><br><br><b>*These errors can often be colloquial usage or local dialect.</b> | <i>The party was great.</i><br><i>They were going to the shops.</i><br><i>I'm not worried about it.</i><br><i>He is my friend.</i><br><i>Music makes me happy.</i> | <i>The party were great.</i><br><i>They was going to the shops.</i><br><i>I aren't worried about it.</i><br><i>He be my friend.</i><br><i>Music make me happy.</i> |
| <b>Incorrect or inconsistent use of verb tense</b>  | <i>Claire walked home yesterday.</i>   | <i>Claire walks home yesterday.</i>  |
| <b>Using 'of' instead of 'have'</b>   | <i>I would have gone to the party.</i><br><i>That would have been nice.</i>  | <i>I would of gone to the party.</i><br><i>That would of been nice.</i>  |
| <b>Missing 'a' or 'the'</b>   | <i>Are you going to the shops?</i><br><i>I like it at the beach.</i>   | <i>Are you going to shops?</i><br><i>I like it at beach.</i>   |
| <b>Using 'a' instead of 'an'</b>  | <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. 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)   |
|---|--|--|
| <b>Using the wrong homophone</b><br><br><b>(homophones are words which sound the same, but have different spellings and different meanings)</b> | <i>I went to their house.</i><br><i>I hope you're well.</i><br><i>Are you allowed to go?</i> | <i>I went to there house.</i><br><i>I hope your well.</i><br><i>Are you aloud to go?</i> |

## 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.

| Feedback form                      |
|------------------------------------|
| ✓ ✓<br>It is nice and big          |
| S<br>The staf are nice,            |
| P ✓<br>I don't like the Food. ①    |
| ✓ S S<br>The breaks arnt longanuf. |

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

E1.11 – 1/1 (① - 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.

|  |       |
|--|-------|
| ✓ ①  | ✓ P ② |
| I do football. I do it on the 14 <sup>th</sup> of may. |       |
| P  | S ✓   |
| I like football. <del>And</del> I Play with my frends. |       |
| S ✓  |       |
| I scorr goals  |       |
| ✓  | ✓     |
| I wear my football top. And trainers.                  |       |

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 <del>Newfeild</del> Newfield Ave ✓ |
| Street:   | Newfield Ave ✓                         |
| Town:   | Hull ✓                                 |
| Postcode:   | HU7 2UN ✓                              |
| Email:  | 07777 662541                           |
| Please write four sentences to tell us: <ul style="list-style-type: none"><li>• What sport you like to play</li><li>• When you play sport</li><li>• Who you play sport with</li><li>• What else you do to keep fit.</li></ul> |  |
| I would like to play tennis,  | ✓ P ①                                  |
| I play in the Afternoon.  | P ✓ ②                                  |
| i play tennis with my friend dave.  | P ✓ P ✓ ③                              |
| I go for verry long walks   | S ✓ P                                  |

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   |
|   |
| Last Sunday me and gail went to pub for our Dinner. We ordered    |
| our drinks and payed for our meals. then i got a ticket so        |
| we put our drinks down and got in the que. We choose our meat     |
| 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           |
| 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   |
| <b>S</b><br>Subject: Mobil Phone ✓   |
| <b>P</b> <b>S</b> ①<br>I am sending this E-mail because I'm not happy with it. The |
| ✓<br>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:   |

|              |  |
|--------------|--|
| ✓            | • To contact people I work for                                   |
|              | • For the internet   |
|              | • Locations  |
|              |  |
| <sup>S</sup> | I therefor need the phone replacing. I'd like too either return  |
|              | by post or I could come in and change it. I bought the phone     |
| ✓            | 2 days ago so I have all the documents and box. Could you please |
|              | Contact me regarding this please. <sup>P</sup>                   |
| <sup>S</sup> | Regards  |
|              | Jill Jackson   |

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 'I'), 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**.

|   |          |            |
|---|----------|------------|
| <b>G</b>  | <b>P</b> | ✓          |
| I went to an beach that i have never been to called Hornsea. ①    |          |            |
| <b>S</b>  | ✓ ②      | <b>A</b> ③ |
| I took a freind with me called Janet. She is my best friend ever. |          |            |
| <b>P</b>  | ④        | ⑤          |
| also she comes with me everywhere. We have a good laugh.          |          |            |
| <b>Para1</b>  |          |            |

|   |
|---|
| 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.                               |
| <b>Para2</b>  |
| It was nearly time to go so we packed everything up.          |
| Because 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 dont 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 (Ⓢ - 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**