

# ESOL Skills for Life (3692) Level 1

## Writing

### Assessment Pack

Candidate's name

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City & Guilds enrolment number

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Date of registration

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Date assignment started

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### Summary of achievement

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Writing

Achieved

Not achieved

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# Writing Assessment at Level 1

At level 1, the candidate must produce three pieces of writing of different types.

In some pieces of writing it is possible that not all of the national standards will be relevant. This is acceptable as long as each document is fit for its purpose and all of the standards are met across the three pieces.

At Level 1 the three pieces of writing will be

- 1 a piece of personal writing (approximately 300-500 words), for example an autobiographical piece about first impressions of life in Britain, an account of the life of a person they admire or a story set in their home town
- 2 a short report or article (of approximately 250-400 words), for example a report of an accident for an insurance claim or an article for a community magazine
- 3 a formal letter (with body of approximately 250 words) - for example a letter to the council about the need for improvements in local public transport or a letter of complaint to a shop/trader about a poor service

In order that the writing can be fit for purpose candidates need to be aware of both the purpose and the intended audience. Assessors must ensure that candidates understand these as well as the criteria on which they will be assessed before they begin. Guidelines are given for the length of each piece, though the overriding factor must be fitness for purpose. The report may be structured into sections with headings or may just be written in paragraphs, depending on the type of report chosen. The letter must follow all the conventions for a formal letter, including a consistent layout.

For each piece of writing, the assessor will be required to complete an assessment record. Proformas are provided for this. Assessors will need to compare the candidate's performance with the typical performances described in the marking grid and award 2 or 1 marks for each aspect depending which description best describes the performance. If the performance is below that described for 1 mark, the candidate will get 0 mark for that aspect. The assessor should annotate the writing to justify the marks awarded. In addition, candidates must retain all rough drafts and final documents for verification.

Assessors must keep assessment records for candidates who do not achieve as well as for those who do. All records should be made available to the internal and external verifiers.

To successfully achieve the Writing unit at Level 1, the candidate must pass all three tasks. The pass mark for each task is 6 out of a possible maximum of 12. 6 represents bare competence at the level, however the marking system is designed to allow strengths in particular areas to compensate for any weaknesses. There is no grading system for achievement above the level of a pass.

Candidates should have practised all of the skills in a range of different contexts before they are ready to be assessed. When they are ready for assessment, candidates will need a degree of preparation for the assessment tasks. They need to be clear of the nature and purpose of their writing task and may need to research the topics. Research materials may be gathered away from the classroom, but any notes would normally be made under supervised conditions. It is the responsibility of the assessor to ensure that the candidate's produce their work independently. If candidates need to prepare notes outside the classroom, for example from a reference book or from a particular location such as a road junction, the assessor must explain to the candidate that he/she can only bring in brief notes and may not have any help producing them. The assessor should question the candidate about their origin and annotate the notes to say that this has been checked. Notes must not be in a form that can be just copied up to produce the final piece.

The actual written piece must be produced under supervised conditions. There are no exceptions to this. It is not acceptable for assessors to comment on rough drafts and for the candidate to amend their work. The evidence produced must be the candidate's own unaided work.

All notes, plans and drafts must be submitted along with the final work made available to the internal and external verifiers.

If a candidate is unsuccessful in one or more of the occasions, he/she will need further practice in the relevant skills before being given another opportunity to demonstrate his/her skills at a later date when he/she is ready. The additional assessment should be on a different topic.

As a candidate progresses through the levels, the topics covered should vary.

## WRITING ASSESSMENT RECORD – LEVEL 1 Personal writing

Candidate's name:

Date of assessment:

Title:

Brief description of the writing:

Purpose:

Intended audience:

Aspect	Typical performance features	Marks available
Process features	A plan is produced which includes relevant information about the topic. A rough copy of the piece of writing is produced. Work is proof-read and revised as necessary, for accuracy and meaning.	2
	Work is planned in a way which relates to the topic in general. Some checking occurs.	(1)
Activity achievement	Written work produced matches task set, in subject, format and content.	2
	Written work addresses the subject, format and content at a generic level.	(1)
Organisation	Extent and degree of detail are suitable for the purpose of the text. Content is ordered and structured in a way that is appropriate to the type of text and the message to be conveyed. Organisation is clearly signposted using discourse markers to indicate narrative sequence, structure of argument, logical relations (such as cause consequence) and links between ideas. Content is organised into paragraphs as appropriate and these have coherent internal structure.	2
	Extent and degree of detail are acceptable for the purpose of the text. Content is mostly ordered and structured in a way that is appropriate to the type of text and the message to be conveyed. Organisation is generally signposted using discourse markers to indicate narrative sequence, structure of argument, logical relations (such as cause consequence) and links between ideas. Text is organised into paragraphs.	(1)
Grammatical accuracy	Very few errors in respect of grammatical features expected at this level. Such errors that are present are mostly lapses that are easily corrected.	2
	Some errors, including ones which indicate a difficulty using grammatical features expected at this level, however these do not impede communication.	(1)
Range	Uses a variety of sentence types: simple, compound and complex to suit the message to be conveyed and the intended audience. Uses a range of subordinating constructions including clauses expressing contrast, reason, purpose, consequence. Shows some ability to use conditional sentences and reported speech. Uses a range of vocabulary suitable for purpose and audience and so as to express some finer shades of meaning. Shows awareness of word collocation appropriate to the subject, genre and audience.	2
	Uses a variety of sentence types: simple, compound and complex, in a way that generally suits the message to be conveyed. Uses a range of subordinating constructions including clauses expressing contrast, reason, purpose. Uses a range of vocabulary suitable for purpose and audience. Shows an awareness of common collocations.	(1)

Layout, punctuation and spelling	Uses appropriate layout devices and conventions (eg line breaks, indents) suitable for the type of text, the message conveyed and the intended audience. Generally uses punctuation effectively and correctly. Uses commas effectively to punctuate lists, to highlight the structure of complex sentences and to indicate natural pauses. Uses apostrophe correctly for possession and omission. Spells correctly all familiar words and words which conform to conventional spelling rules.	2
	Layout is generally tidy and does not impede understanding of the text. Use of punctuation is generally correct and does not impede communication of meaning. Spells correctly most familiar words and words which conform to conventional spelling rules.	(1)

Marks awarded:	Comments:		
Process features			
Activity achievement			
Organisation			
Grammatical accuracy			
Range			
Layout, punctuation and spelling			
Total marks awarded 6/12 required for success			

Assessor's name \_\_\_\_\_ Assessor's signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_ IV's signature \_\_\_\_\_ Date \_\_\_\_\_

**WRITING ASSESSMENT RECORD – LEVEL 1 Report or article**

Candidate's name: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Title: \_\_\_\_\_

Brief description of the report/article: \_\_\_\_\_

Purpose: \_\_\_\_\_

Intended audience: \_\_\_\_\_

Aspect	Typical performance features	Marks available
Process features	A plan is produced which includes relevant information about the topic. A rough copy of the piece of writing is produced. Work is proof-read and revised as necessary, for accuracy and meaning.	2
	Work is planned in a way which relates to the topic in general. Some checking occurs.	(1)
Activity achievement	Written work produced matches task set, in subject, format and content.	2
	Written work addresses the subject, format and content at a generic level.	(1)
Organisation	Extent and degree of detail are suitable for the purpose of the text. Content is ordered and structured in a way that is appropriate to a report/article and the message to be conveyed. Organisation is clearly signposted using discourse markers to indicate narrative sequence, structure of argument, logical relations (such as cause consequence) and links between ideas. Content is organised into paragraphs as appropriate and these have coherent internal structure.	2
	Extent and degree of detail are acceptable for the purpose of the text. Content is mostly ordered and structured in a way that is appropriate to a report/article and the message to be conveyed. Organisation is generally signposted using discourse markers to indicate narrative sequence, structure of argument, logical relations (such as cause consequence) and links between ideas. Text is organised into paragraphs.	(1)
Grammatical accuracy	Very few errors in respect of grammatical features expected at this level. Such errors that are present are mostly lapses that are easily corrected.	2
	Some errors, including ones which indicate a difficulty using grammatical features expected at this level, however these do not impede communication.	(1)
Range	Uses a variety of sentence types: simple, compound and complex to suit the message to be conveyed and the intended audience. Uses a range of subordinating constructions including clauses expressing contrast, reason, purpose, consequence. Shows some ability to use conditional sentences and reported speech. Uses a range of vocabulary suitable for purpose and audience and so as to express some finer shades of meaning. Shows awareness of word collocation appropriate to the subject, genre and audience.	2
	Uses a variety of sentence types: simple, compound and complex, in a way that generally suits the message to be conveyed. Uses a range of subordinating constructions including clauses expressing contrast, reason, purpose. Uses a range of vocabulary suitable for purpose and audience. Shows an awareness of common collocations.	(1)

Layout, punctuation and spelling	Uses appropriate layout devices and conventions (eg line breaks, indents, headings, bullet points) suitable for the type of text, the message conveyed and the intended audience. Sections and headings, if used, are appropriate and consistent. Generally uses punctuation effectively and correctly. Uses commas effectively to punctuate lists, to highlight the structure of complex sentences and to indicate natural pauses. Uses apostrophe correctly for possession and omission. Spells correctly all familiar words and words which conform to conventional spelling rules.	2
	Layout is generally tidy and does not impede understanding of the text. Use of punctuation is generally correct and does not impede communication of meaning. Spells correctly most familiar words and words which conform to conventional spelling rules.	(1)

Marks awarded:		Comments:
Process features		
Activity achievement		
Organisation		
Grammatical accuracy		
Range		
Layout, punctuation and spelling		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_ Assessor's signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_ IV's signature \_\_\_\_\_ Date \_\_\_\_\_

**WRITING ASSESSMENT RECORD – LEVEL 1 Letter**

Candidate's name: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Title: \_\_\_\_\_

Brief description of the letter: \_\_\_\_\_

Purpose: \_\_\_\_\_

Intended audience: \_\_\_\_\_

Aspect	Typical performance features	Marks available
Process features	A plan is produced which includes relevant information about the topic. A rough copy of the letter is produced. Work is proof-read and revised as necessary, for accuracy and meaning.	2
	Work is planned in a way which relates to the topic in general. Some checking occurs.	(1)
Activity achievement	Written work produced matches task set, in subject, format and content.	2
	Written work addresses the subject, format and content at a generic level.	(1)
Organisation	Extent and degree of detail are suitable for the purpose of the text. Content is ordered and structured in a way that is appropriate to a formal letter and the message to be conveyed. Organisation is clearly signposted using discourse markers to indicate narrative sequence, structure of argument, logical relations (such as cause consequence) and links between ideas. Content is organised into paragraphs as appropriate and these have coherent internal structure.	2
	Extent and degree of detail are acceptable for the purpose of the text. Content is mostly ordered and structured in a way that is appropriate to a formal letter and the message to be conveyed. Organisation is generally signposted using discourse markers to indicate narrative sequence, structure of argument, logical relations (such as cause consequence) and links between ideas. Text is organised into paragraphs.	(1)
Grammatical accuracy	Very few errors in respect of grammatical features expected at this level. Such errors that are present are mostly lapses that are easily corrected.	2
	Some errors, including ones which indicate a difficulty using grammatical features expected at this level, however these do not impede communication.	(1)
Range	Uses a variety of sentence types: simple, compound and complex to suit the message to be conveyed and the intended audience. Uses a range of subordinating constructions including clauses expressing contrast, reason, purpose, consequence. Shows some ability to use conditional sentences and reported speech. Uses a range of vocabulary suitable for purpose and audience and so as to express some finer shades of meaning. Shows awareness of word collocation appropriate to the subject, genre and audience.	2
	Uses a variety of sentence types: simple, compound and complex, in a way that generally suits the message to be conveyed. Uses a range of subordinating constructions including clauses expressing contrast, reason, purpose. Uses a range of vocabulary suitable for purpose and audience. Shows an awareness of common collocations.	(1)

Layout, punctuation and spelling	Uses appropriate layout devices and conventions for a formal letter, the message conveyed and the intended audience. Generally uses punctuation effectively and correctly. Uses commas effectively to punctuate lists, to highlight the structure of complex sentences and to indicate natural pauses. Uses apostrophe correctly for possession and omission. Spells correctly all familiar words and words which conform to conventional spelling rules.	2
	Layout is generally tidy and does not impede understanding of the text. Use of punctuation is generally correct and does not impede communication of meaning. Spells correctly most familiar words and words which conform to conventional spelling rules.	(1)

Marks awarded:		Comments:
Process features		
Activity achievement		
Organisation		
Grammatical accuracy		
Range		
Layout, punctuation and spelling		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_ Assessor's signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_ IV's signature \_\_\_\_\_ Date \_\_\_\_\_