

ESOL Skills for Life (3692)

Level 2



www.cityandguilds.com
September 2008
Version 3.1 (May 2013)

Writing

Assessment Pack

Candidate's name _____

City & Guilds enrolment number _____

Date of registration _____

Date assignment started _____

Summary of achievement

Writing _____ Achieved Not achieved

Writing Assessment at Level 2

At level 2, 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 2 the three pieces of writing will be

- 1 a review of a book, film or radio programme suitable for a local newspaper
- 2 a formal report, for example to support an application for a grant for a community project
- 3 a formal letter, for example to a solicitor about buying a house or to a school appealing a decision not to accept a child

It is not possible to predetermine how long the writing should be as it must be fit for its purpose and candidates are expected to decide on the level of detail to include, however at this level the writing will be complex and therefore it is expected that each piece will need to be in excess of 300 words. One piece of writing must be an extended piece of at least 500 words.

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 should be structured into sections with headings. 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 marks 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 2, the candidate must pass all three tasks. The pass mark for each task is six out of a possible maximum of 12. Six 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 an interview with a community worker, 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 2 Review

Candidate's name:

Date of assessment:

Title:

Brief description of the review:

Purpose:

Intended audience:

Aspect	Typical performance features	Marks available
Process features	A plan is produced which structures relevant information clearly to improve the final result. Work is proof-read and revised as necessary, for accuracy, and is revised for meaning.	2
	Work is planned in a way which includes relevant information about the topic. A rough copy of the review is produced. Work is proof-read and revised as necessary, for accuracy and meaning.	(1)
Activity achievement	Written work produced is a succinct and comprehensive response to the task set, in subject, content and format.	2
	Written work produced matches task set, in subject, content and format.	(1)
Organisation	Content is ordered and structured in a way that is appropriate to the expression of complex ideas. Ideas are sequenced in such a way as to enhance the intended effect of the writing (clarity, persuasion etc.) Where appropriate, ideas are linked using formal discourse markers such as <i>nevertheless, in spite of the fact that, subsequently</i>	2
	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 review 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.	(1)
Grammatical accuracy	Text is virtually free of grammatical errors. Accuracy is maintained in complex sentences requiring correct sequence of tenses or verb agreement with complex noun phrases.	2
	Very few errors in respect of grammatical features expected at this level. Such errors that are present are mostly lapses that are easily corrected	(1)
Range	Uses the full range of embedded and relative clauses, noun phrase and participle constructions, conditional clauses. Uses grammatical features in a way which suits the type of text and intended effect, eg passive voice to shift focus from agent to action, or modal expressions to express degrees of certainty. Uses formulaic language where appropriate. Uses a rich store of vocabulary suitable for purpose, including idioms and technical terms. Makes use of word connotations and associations to achieve effects or to suit intended audience. Uses figurative language, metaphors and idioms in an effective way.	2

	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, if appropriate. 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.	(1)
Layout, punctuation and spelling	Uses a variety of layout devices and conventions appropriate for the type of text, the message conveyed and the intended audience. Demonstrates the correct use of a range of punctuation markers throughout. Uses commas for listing items in connected prose, between clauses in complex sentences and after connectives. Uses the apostrophe correctly for possession and omission. Uses inverted commas for direct speech and to indicate a quotation correctly. Spells all familiar words and words with a wide range of spelling patterns accurately and consistently by applying knowledge of spelling rules. Spelling of all words is accurate.	2
	Uses a limited number of layout devices appropriately for the type of text, the message conveyed and the intended audience. Demonstrates the correct use of a range of punctuation markers most of the time. Uses commas for listing items in connected prose, between clauses in complex sentences and after connectives. Uses the apostrophe correctly for possession and omission, most of the time. Uses inverted commas for direct speech and to indicate a quotation. Spells correctly familiar words and most words with a wide range of spelling patterns and applies knowledge of spelling rules. Spelling is generally accurate though there may be an occasional error.	(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 2 Report

Candidate's name:

Date of assessment:

Title:

Brief description of the report:

Purpose:

Intended audience:

Aspect	Typical performance features	Marks available
Process features	A plan is produced which structures relevant information clearly to improve the final result. Work is proof-read and revised as necessary, for accuracy, and is revised for meaning.	2
	Work is planned in a way which includes relevant information about the topic. A rough copy of the report is produced. Work is proof-read and revised as necessary, for accuracy and meaning.	(1)
Activity achievement	Written work produced is a succinct and comprehensive response to the task set, in subject, content and format.	2
	Written work produced matches task set, in subject, content and format.	(1)
Organisation	Content is ordered and structured in a way that is appropriate to the expression of complex ideas, with sections and headings used appropriately to enhance the report. Ideas are sequenced in such a way as to enhance the intended effect of the writing (clarity, persuasion etc.) Where appropriate, ideas are linked using formal discourse markers such as <i>nevertheless, in spite of the fact that, subsequently</i>	2
	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 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 and sections as appropriate and these have coherent internal structure.	(1)
Grammatical accuracy	Text is virtually free of grammatical errors. Accuracy is maintained in complex sentences requiring correct sequence of tenses or verb agreement with complex noun phrases.	2
	Very few errors in respect of grammatical features expected at this level. Such errors that are present are mostly lapses that are easily corrected	(1)
Range	Uses the full range of embedded and relative clauses, noun phrase and participle constructions, conditional clauses. Uses grammatical features in a way which suits the type of text and intended effect, eg passive voice to shift focus from agent to action, or modal expressions to express degrees of certainty. Uses formulaic language where appropriate. Uses a rich store of vocabulary suitable for purpose, including idioms and technical terms. Makes use of word connotations and associations to achieve effects or to suit intended audience. Uses figurative language, metaphors and idioms in an effective way.	2

	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, if appropriate. 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.	(1)
Layout, punctuation and spelling	Uses a variety of layout devices and conventions appropriate for the type of text, the message conveyed and the intended audience. Demonstrates the correct use of a range of punctuation markers throughout. Uses commas for listing items in connected prose, between clauses in complex sentences and after connectives. Uses the apostrophe correctly for possession and omission. Uses inverted commas for direct speech and to indicate a quotation correctly. Spells all familiar words and words with a wide range of spelling patterns accurately and consistently by applying knowledge of spelling rules. Spelling of all words is accurate.	2
	Uses a limited number of layout devices appropriately for the type of text, the message conveyed and the intended audience. Demonstrates the correct use of a range of punctuation markers most of the time. Uses commas for listing items in connected prose, between clauses in complex sentences and after connectives. Uses the apostrophe correctly for possession and omission, most of the time. Uses inverted commas for direct speech and to indicate a quotation. Spells correctly familiar words and most words with a wide range of spelling patterns and applies knowledge of spelling rules. Spelling is generally accurate though there may be an occasional error.	(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 2 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 structures relevant information clearly to improve the final result. Work is proof-read and revised as necessary, for accuracy, and is revised for meaning.	2
	Work is planned in a way 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.	(1)
Activity achievement	Written work produced is a succinct and comprehensive response to the task set, in subject, content and format.	2
	Written work produced matches task set, in subject, content and format.	(1)
Organisation	Content is ordered and structured in a way that is appropriate to the expression of complex ideas. Ideas are sequenced in such a way as to enhance the intended effect of the writing (clarity, persuasion etc.) Where appropriate, ideas are linked using formal discourse markers such as <i>nevertheless, in spite of the fact that, subsequently</i>	2
	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.	(1)
Grammatical accuracy	Text is virtually free of grammatical errors. Accuracy is maintained in complex sentences requiring correct sequence of tenses or verb agreement with complex noun phrases.	2
	Very few errors in respect of grammatical features expected at this level. Such errors that are present are mostly lapses that are easily corrected	(1)
Range	Uses the full range of embedded and relative clauses, noun phrase and participle constructions, conditional clauses. Uses grammatical features in a way which suits the type of text and intended effect, eg passive voice to shift focus from agent to action, or modal expressions to express degrees of certainty. Uses formulaic language where appropriate. Uses a rich store of vocabulary suitable for purpose, including idioms and technical terms. Makes use of word connotations and associations to achieve effects or to suit intended audience. Uses figurative language, metaphors and idioms in an effective way.	2

	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, if appropriate. 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.	(1)
Layout, punctuation and spelling	Uses a variety of layout devices and conventions appropriate for the type of text, the message conveyed and the intended audience. Demonstrates the correct use of a range of punctuation markers throughout. Uses commas for listing items in connected prose, between clauses in complex sentences and after connectives. Uses the apostrophe correctly for possession and omission. Uses inverted commas for direct speech and to indicate a quotation correctly. Spells all familiar words and words with a wide range of spelling patterns accurately and consistently by applying knowledge of spelling rules. Spelling of all words is accurate.	2
	Uses a limited number of layout devices appropriately for the type of text, the message conveyed and the intended audience. Demonstrates the correct use of a range of punctuation markers most of the time. Uses commas for listing items in connected prose, between clauses in complex sentences and after connectives. Uses the apostrophe correctly for possession and omission, most of the time. Uses inverted commas for direct speech and to indicate a quotation. Spells correctly familiar words and most words with a wide range of spelling patterns and applies knowledge of spelling rules. Spelling is generally accurate though there may be an occasional error.	(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 _____