



Ascentis
ESOL Skills for Life

Writing
Level 2
Assessor Guidance and Mark Scheme

SAMPLE (2)

SAMPLE

Assessment

This assessment is composed of three tasks.

These may be carried out at different times if necessary.

Learners must not use a dictionary for the writing tasks.

The date the task is completed should be recorded on the cover sheet.

Learners must achieve each assessment criterion at least once across the whole writing assessment.

Learners must complete all 3 tasks to achieve the assessment.

If a learner fails to achieve on one task in the assessment, the equivalent task from another assessment set may be attempted.

The date the assessor marks the task should be recorded on the cover sheet, together with the assessor's name and signature.

Method

- If learners are to complete all tasks at one time, give out the complete assessment pack.
- If learners are to complete each task separately, only give out the task to be completed.
- Brief learners on the task / tasks to be completed.
- Check all learners have enough paper.
- Allow learners to complete the tasks independently without any further support.
- At the end of the assessment collect the learners' work and store securely.

Task 1

Assessment Criteria	Adult ESOL Core Curriculum		Achievement Criteria	Tick if achieved
3.1 Complete a form with complex features correctly	Wt/L2.7a	Complete forms with complex features	Sections 1 and 5 must be completed correctly, including full names and addresses in all capitals, or upper and lower case appropriately.	
	Ww/L2.1	Spell correctly words used most often in work, studies and daily life, including familiar technical words	Sections 3 and 4 must contain at least five appropriate sentences.	
	Ww/L2.1a	Apply knowledge of vocabulary to aid accurate spelling	Sections 2 and 6 must be completed correctly.	

Task 2

Assessment Criteria	Adult ESOL core curriculum Reference		Achievement Criteria	Tick if achieved
1.1 Plan text for a specific purpose	Wt/L2.1a	Apply appropriate planning strategies	Plan produced	
2.1 Produce content which meets the purpose effectively	Wt/L2.2a	Select the level of detail to include in a range of texts and how much to write	Correct word count as instructed. Appropriate format selected. Style is consistent and appropriate to task. Uses relevant detail; covers all points of the task concisely.	
	Wt/L2.2b	Select the level of detail to include in summaries		
2.2 Use language effectively	Wt/L2.5a	Choose formal and informal language appropriate to purpose and audience	Use correct register. Correct use of past present and future tense as appropriate to task and level in at least 7 sentences. Minor grammatical errors do not impede communicative purpose.	
	Wt/L2.6a	Choose different styles of writing for different purposes		
2.3 Structure text coherently for a purpose	Wt/L2.3a	Choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence	Use paragraphs. Use headings or bullet points where appropriate. Order is easy to follow. Narrates a sequence of events using paragraphs and discourse markers appropriate to task and level. Uses appropriate structure for formal texts, e.g. use of the passive in reports, third person in factual texts, formulaic language in letters.	
	Wt/L2.4a	Choose format and structure to organise writing for different purposes		

2.4 Use grammar correctly	Ws/L2.1a	Use a range of sentence structure which is fit for purpose	Accurate grammar (tense, subject-verb agreement) Uses a range of simple, compound and complex sentences with relative and conditional clauses as appropriate Uses pronouns appropriately to replace and refer to nouns	
	Ws/L2.2a	Use sentence grammar consistently and with accuracy		
	Ws/L2.3a	Use pronouns to lessen repetition and improve clarity of writing		
2.5 Use punctuation correctly	Ws/L2.4a	Use a range of punctuation to achieve clarity in simple and complex sentences	Use punctuation appropriately according to task and level, e.g. question marks, exclamation marks, colons, semi colons, speech marks, brackets and apostrophes to indicate contractions and possessives, use of commas to separate clauses, in lists and complex sentences, bullet points, hyphens and dashes	
2.6 Spell words accurately	Ww/L2.1a	Apply knowledge of vocabulary to aid accurate spelling	Majority of common words, technical words and relevant key words spelled correctly. Evidence of spelling rules used even if word is spelled incorrectly. Minor errors do not impede communicative purpose	

Learners must achieve at least five assessment criteria for achievement of this task.

Task 3

Assessment Criteria	Adult ESOL core curriculum Reference		Achievement Criteria	Tick if achieved
1.1 Plan text for a specific purpose	Wt/L2.1a	Apply appropriate planning strategies	Plan produced	
2.1 Produce content which meets the purpose effectively	Wt/L2.2a	Select the level of detail to include in a range of texts and how much to write	Correct word count as instructed Appropriate format selected Style is consistent and appropriate to task Use relevant detail; cover all points of the task concisely	
	Wt/L2.2b	Select the level of detail to include in summaries		
2.2 Use language effectively	Wt/L2.6a	Choose different styles of writing for different purposes	Use correct register Correct use of past, present and future tense as appropriate to task and level in at least 7 sentences. Minor grammatical errors do not impede communicative purpose	
	Wt/L2.5a	Choose formal and informal language appropriate to purpose and audience		
2.3 Structure text coherently for a purpose	Wt/L2.3a	Choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence	Use paragraphs Use headings or bullet points where appropriate Order is easy to follow Narrates a sequence of events using paragraphs and discourse markers appropriate to task and level Uses appropriate structure for formal texts, e.g. use of the passive in reports, third person in factual texts, formulaic language in letters	
	Wt/L2.4a	Choose format and structure to organise writing for different purposes		

2.4 Use grammar correctly	Ws/L2.1a	Use a range of sentence structure which is fit for purpose	Accurate grammar (tense, subject-verb agreement) Uses a range of simple, compound and complex sentences with relative and conditional clauses as appropriate Uses pronouns appropriately to replace and refer to nouns
	Ws/L2.2a	Use sentence grammar consistently and with accuracy	
	Ws/L2.3a	Use pronouns to lessen repetition and improve clarity of writing	
2.5 Use punctuation correctly	Ws/L2.4a	Use a range of punctuation to achieve clarity in simple and complex sentences	Use punctuation appropriately according to task and level, e.g. question marks, exclamation marks, colons, semi colons, speech marks, brackets and apostrophes to indicate contractions and possessives, use of commas to separate clauses in lists and complex sentences, bullet points, hyphens and dashes
2.6 Spell words accurately	Ww/L2.1a	Apply knowledge of vocabulary to aid accurate spelling	Majority of common words, technical words and relevant key words spelled correctly. Evidence of spelling rules used even if word is spelled incorrectly. Minor errors do not impede communicative purpose

Learners must achieve at least five assessment criteria for achievement of this task.

Assessment criteria	Achievement opportunity task number		
1.1 Plan text for a specific purpose		2	3
2.1 Produce content which meets the purpose effectively		2	3
2.2 Use language effectively		2	3
2.3 Structure text coherently for purpose		2	3
2.4 Use grammar correctly		2	3
2.5 Use punctuation correctly		2	3
2.6 Spell words accurately		2	3
3.1 Complete a form with complex features correctly	1		

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Ofqual Accreditation Number

Ascentis Level 2 Certificate in ESOL Skills for Life (QCF) - 601/4083/5

Ascentis Level 2 Award in ESOL Skills for Life (Writing) (QCF) - 601/4275/3