

ESOL Skills for Life
Entry 1, Entry 2, Entry 3, Level 1 and Level 2 Writing

Sample papers rationales 2011

Use these rationales in conjunction with the sample completed papers available separately on the Trinity website.

Please note that as these texts are taken from genuine candidates' responses we have blanked out some of the information on the samples to protect the candidate's identity.

To decide on the mark, Trinity markers use:

- ▶ The Task-specific mark scheme for the relevant level (found in each syllabus)
- ▶ The Generic Performance Descriptors (available separately on the website)

Entry 1 – Candidate A (Overall result: Pass) (some details have been blanked out)

Task	Focus	Grade	Rationale
Task 1	Text	5	Excellent completion of form in block capitals. Answers questions to best of ability though misinterprets Question a).
	Sentence	5	Good word order, accurate use of punctuation and capitals. Not yet confident in using present simple tense (I'm study).
	Word	3	Very clear handwriting with only one spelling error.
Task 2	Text	6	Initially it seems as though the task has been misunderstood, but in fact the candidate does fulfil all the requirements of the rubric. Excellent awareness of conventions of a message.
	Sentence	5	Excellent punctuation and word order; pronouns, prepositions and adjectives well used. Forms a good present continuous but still has trouble with present simple and misses out a few words so that the first sentence doesn't completely make sense.
	Word	3	Very clear handwriting with only one spelling error.

Entry 1 – Candidate B (Overall result: Pass) (some details have been blanked out)

Task	Focus	Grade	Rationale
Task 1	Text	4	Conveys information as relevant to task, understanding both questions. However, writing through the lines shows a serious lack of awareness of basic form layout and conventions, so the grade reflects this. Candidate also misunderstands 'Nationality', writing Iran rather than Iranian.
	Sentence	5	Present simple inaccurately and inconsistently attempted. However, word order is good, and capitals and full stops used to mark sentences.
	Word	2	Handwriting is fairly clear (it would be clearer if she wrote on the lines, but we have already decided that this is part of the 'text' remit in this case). Only the two days of the week are spelt incorrectly, but these are quite common words at this level so they should be known.
Task 2	Text	3	Again, writing through the lines shows a serious lack of awareness of the conventions of a message and badly impedes understanding. The candidate has also completely misunderstood the rubric, so doesn't fulfil the task. However, she has written a coherent text which looks like a message.
	Sentence	4	Present tenses are not at all accurate, and pronouns are also incorrect. However, word order is good, punctuation is fine and prepositions and articles are used with some accuracy.
	Word	2	The handwriting is not as clear here, and one word is completely illegible. There are some mistakes with common words. However the meaning is still clear overall so it is awarded a pass.

Entry 2 – Candidate C (Overall result: Pass)

Task	Focus	Grade	Rationale
Task 1	Text	5	Although the candidate doesn't write about a day, she does partially achieve communicative purpose and addresses identified readership successfully. Layout, register and style are all appropriate and she shows good awareness of text organisational features.
	Sentence	4	An attempt at range is made; this is not well controlled but the inaccuracies do not impede communication. Sentence structure and punctuation are used successfully to convey intended meaning.
	Word	2	Mostly legible though occasionally careful reading is necessary. Spelling is mostly accurate though a couple of common words are spelt incorrectly.
Task 2	Text	4	This is not a letter, and there are no paragraphs, just a new line per sentence. It's unclear what 'place' has been chosen (a beach or Rome). The place is not described so much as the visit. However, the text does read well and the overall communicative purpose is partially achieved.
	Sentence	4	Some conjunctions are used to make complex sentences, and there is good word order and intensifiers are well used. However, commas are incorrectly used and the candidate doesn't really show awareness that sentences can be put together to create texts.
	Word	2	A few common spelling mistakes: frendly, than (not them), wher

Entry 2 – Candidate D (Overall result: Pass)

Task	Focus	Grade	Rationale
Task 1	Text	5	The candidate slightly misunderstands and writes about a general time in the past rather than a day, preventing her from gaining full marks. However, she fulfils the stated criteria well despite this, achieving the communicative purpose successfully and demonstrating good control of the required text features.
	Sentence	5	Overall a good range for this level and quite accurate. A couple of errors with prepositions and word order do not impede understanding.
	Word	3	The text is legible apart from place/people's names and there are no spelling mistakes.
Task 2	Text	6	The text is well organised and the communicative purpose is successfully achieved. The candidate does in fact cover all points mentioned in rubric despite her protest that she 'can't say you what it looks like'!
	Sentence	5	A few more errors are evident here than in Task 1, but the candidate still fulfils the 'Pass' criteria to a high level.
	Word	3	Although this task seems to have been written in a hurry, the text is still clearly legible apart from one word, and there is only one spelling mistake. Given the wide range of vocabulary used this is impressive.

Entry 3 – Candidate E (Overall result: Pass)

Task	Focus	Grade	Rationale
Task 1	Text	5	The plan is short, but the draft has been well edited to produce an improved final version. Paragraphs are nicely organised and the text is well organised as a whole. Format and register are appropriate. Events are sequenced chronologically; more evidence of sequence words could have been made.
	Sentence	4	Word order is accurate even though some complex sentences are attempted. There are some slips with the past tense and no complex past tenses are attempted. Prepositions and articles cause some problems, as do participles. Punctuation is very accurate.
	Word	2	The handwriting could be clearer. Although most words are spelt correctly, some common words are not.
Task 2	Text	5	All rubric is appropriately included (or attempted) and the format and register seem mostly appropriate, though a little odd at first.
	Sentence	4	There are more inaccuracies here and future structures in particular cause problems. However, the overall meaning remains clear and inquiries and possibilities are clearly expressed.
	Word	3	Handwriting is clearly legible and there is only one spelling mistake.

Entry 3 – Candidate F (Overall result: Pass)

Task	Focus	Grade	Rationale
Task 1	Text	4	There is a lack of discourse markers, and events are not always sequenced chronologically, making this text a little difficult to follow. Paragraphs are evident though could be better organised. The task is fulfilled, though, and register is appropriate. There is evidence of planning and drafting.
	Sentence	3	Sentences are long but inaccurate. No real attempt is made at complex structures. Articles and prepositions are often missing, and tenses are not always accurate.
	Word	3	Spelling is generally very accurate and handwriting very clear and legible.
Task 2	Text	5	All of the relevant information is included, and the format and register are mostly appropriate, though it is odd to address someone as 'friend' and sign off 'regards' along with two kisses! Paragraphs are well organised.
	Sentence	4	Arrangements and possibilities are clearly conveyed. However, sentence structure is basic and there are still quite a few errors.
	Word	3	Again, clear and legible, with only a couple of spelling mistakes.

Level 1 – Candidate G (Overall result: Below Pass) (some details have been blanked out)

Task	Focus	Grade	Rationale
Task 1	Text	4	The text is too long, showing lack of judgment of what to include, and rather too formal for a form of this kind, reading more like a formal report. However, the communicative purpose is largely achieved.
	Sentence	4	Some good complex structures are used although the sentences are so long that they do not hold together properly. A good range of language is used, though, mainly accurately.
	Word	2	The writing is legible and spelling is mostly accurate although there are a few errors with common words (aswell) and inconsistencies (grammer, later grammar).
Task 2	Text	3	The candidate misunderstands the task and writes a letter rather than a report. However, the letter does manage to appear like a report, and the candidate does attempt to cover all the points in the rubric. There is a lack of formality and stylistic devices, making the text appear quite simplistic.
	Sentence	4	The text is a mixture of good language with some good examples of complex grammatical structures and basic errors, apparently due to the student writing too quickly.
	Word	2	The handwriting is quite untidy for this task, making it difficult to read in places, and there are some surprising mistakes for this level. However, many difficult words are spelt accurately and a good range of vocab is demonstrated in this task.
Task 3	Text	4	A letter format is employed but the tone is rather too formal. The task is achieved, however.
	Sentence	4	The candidate does attempt some complex structures but again the long sentences make the text difficult to comprehend in places. Requests are made clearly although a wide range of modals are not demonstrated.
	Word	2	The spelling is mostly accurate and handwriting legible in most places but the range of vocab could be wider.

Level 1 – Candidate H (Overall result: Pass)

Task	Focus	Grade	Rationale
Task 1	Text	5	The candidate fulfils the communicative task with ease. The register and format are both largely appropriate. Answers are concise but thorough.
	Sentence	4	Sentences are a little basic, lacking the complexity this level requires, although what is written is quite accurate. Occasionally uses present where past would be more appropriate, as well as problems with word order and agreement.
	Word	3	Clearly legible with no spelling mistakes. Vocab is appropriate to task.
Task 2	Text	4	Candidate doesn't really go into advantages and disadvantages or make a strong comparison between the two jobs. However, awareness of required text organisational features is demonstrated and the communicative purpose is achieved in a limited way.
	Sentence	4	Quite a few basic errors for this level, but a wide range attempted and communication is not impeded.
	Word	3	Handwriting is legible and there are only three spelling mistakes: Braille, accommodation and bureaucracy are spelt incorrectly. However, the candidate uses a good range of specialist vocabulary for this subject area and spells most of this accurately.
Task 3	Text	5	The communicative purpose is easily achieved, although the tone is a little formal in places.
	Sentence	4	Again, quite a few basic mistakes but at the same time a reasonable range is attempted and in some places successfully.
	Word	3	Legible handwriting with no spelling mistakes.

Level 2 – Candidate I (Overall result: Pass) (some details have been blanked out)

Task	Focus	Grade	Rationale
Task 1	Text	5	The register is appropriate and the conclusion is good. However, the candidate doesn't focus enough on facts in the report.
	Sentence	4	It seems the candidate is not comfortable describing figures and as such the range of language used is a bit limited. There are some awkward expressions – '...why this situation looks like'.
	Word	2	As the language isn't completely appropriate for a factual report, the range of appropriate vocabulary is limited.
Task 2	Text	5	Some of the language used is slightly too informal and the candidate doesn't mention the effect of the proposed changes on other people in the area. Otherwise the criteria are well fulfilled.
	Sentence	4	The language used is quite basic and the range is limited. There are slips with sentence structure – 'I so scared'.
	Word	2	Although spelling is accurate, there is a limited range of vocabulary.
Task 3	Text	4	There is no range of idiomatic expressions or descriptive language, although the question rubric has been addressed.
	Sentence	4	There are basic errors in some of the language used ('...describe my friends...', 'He was struggled...'), though punctuation is mostly used well.
	Word	2	The text is clear, but there is no range of collocations, idioms and colloquialisms.

Level 2 – Candidate J (Overall result: Pass)

Task	Focus	Grade	Rationale
Task 1	Text	6	Format, style and register are appropriate and the communicative requirements of the rubric are met. The candidate's reaction to the information is embedded in the final sentence.
	Sentence	6	There is a good range of simple and compound sentences and there is a good level of accuracy of language.
	Word	3	Vocabulary is appropriate, the text is legible and spelling is accurate.
Task 2	Text	6	The text is well structured and the register is appropriate, apart from one inconsistency – 'there would be loads of trouble'.
	Sentence	6	Language is used effectively and there is a good range of structures.
	Word	3	There is a good range of vocabulary and spelling is accurate.
Task 3	Text	5	The candidate uses appropriate informal register but there is no range of emotive or idiomatic language.
	Sentence	5	The candidate uses some good complex sentences but there are some inaccuracies.
	Word	2	The text is clear but there is no range of collocations, idioms and colloquialisms.