

Example marked candidate responses

ESOL Skills for Life (QCF) – Level 1

Below are two examples of candidate responses to the ESOL Skills for Life Level 1 writing test followed by the marks and rationales from the marker.

All names and personal data have been changed or removed.

Candidate 1 (fail)

Planning section

For this exam you must show you know how to plan your writing. Use this section to plan your answer to one or two of the tasks in this exam paper. Remember, you **must** plan at least one answer in this box.

Use this box to plan your answers.

plan task one.

- current job.
 - library assistant.
 - ~~a. book spe~~
- qualifications.
 - speaking and listening Level 1 (English M).
 - numeracy Level 2.
- Experience:
 - Three years.
 - a- Helping library users.
 - b. maintain data base and records.
 - c. dealing with enquiries.
- Training.
 - It cours.
 - improve skills
 - better qualif

Level 1 – Writing

Task 1

You want your company to pay for you to go on a course that will help you to do your job better.
Complete the application form below.

Write about 200 words in total for the form.

REQUEST FOR TRAINING	
Name:	
Job title:	Library assistant
Type of course required:	IT Course
Please give a brief description of your current qualifications and work experience.	
<p>At present I am working in a warehouse full time as a warehouse.</p> <p>At present I am working in a library as a library assistant. My qualifications are Speaking and listening Level 1 qualification in (English) and I also have numeracy Level 2 certificate and also Furthermore I have Language and literature degree in Arabic but does not help me to improve my skills and experience with my current job.</p> <p>I have an experience in a library assistant for over three year. These ^{include} are Helping library users to find information, maintain data bases and records. I also dealing with their enquiries by phone, letter or fax.</p>	

NB The form continues overleaf

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Level 1 – Writing

Please explain how this course will improve your performance at work.

IF I go on IT course, it ^{will} help me to improve my skills and gain more experience. Furthermore helps me to do my daily tasks much quicker ~~that~~ because the most of my duties are relevant to computer skill.

In addition, this course will help me to improve my English to get better communication with English people especially in my work environment.

By doing this course I will be more reliable and confident. So my performance at work would be higher and quicker.

Level 1 – Writing

Task 2

Write a report for your teacher about the leisure facilities in your local area. Explain what leisure facilities there are and who uses them, and suggest ways they could be improved.

Write about 300 words.

There are many leisure facilities in Woodhouse that improve peoples life in this area and also for the local ~~are~~ secondary school.

~~There is a park in Hyde~~
Hyde Park is the leisure facility in Woodhouse. Many or variety of people are going there especially during Spring and Summer seasons. There could be children, young, elderly and even disabled people.

There are different facilities in there for instance children's play ground, ~~the~~ football ground, coffee are with ~~the~~ good services.

I think we should encourage the facility users to use it regularly ~~because~~ and explain why, ~~and~~ the reasons why and what benefits can get. These should include: better environment, having fresh air ~~and~~ and could say they can live healthier and ~~happier~~ happier. In addition, we can advise them to be aware of

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Level 1 – Writing

the area and trying to keep clean and tidy.

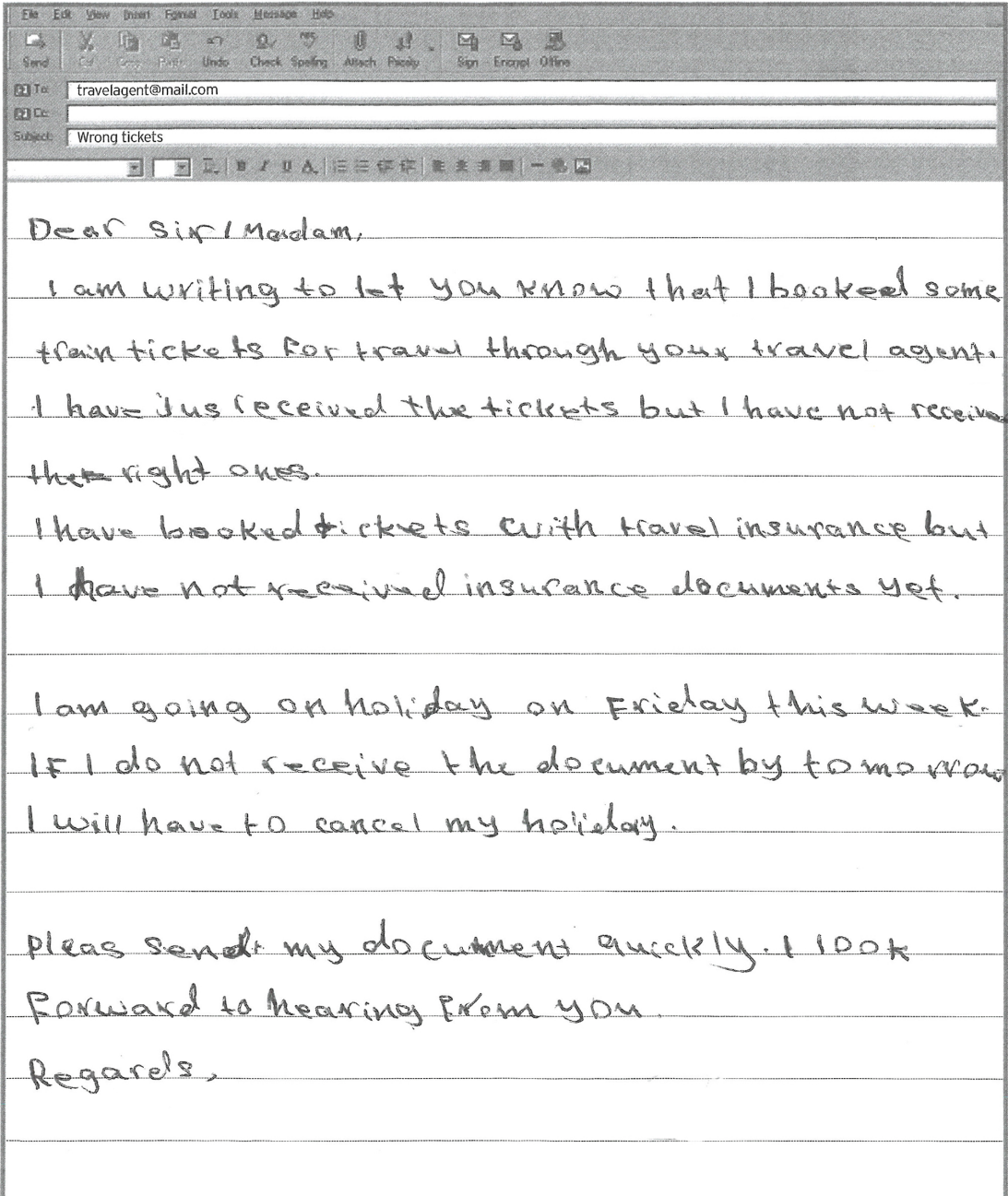
Furthermore, we can be in contact between users which are local people and Leeds City Council ~~to improve~~ to be improved.

Level 1 – Writing

Task 3

You booked some train tickets for travel through a travel agent. You have just received the tickets but you have not received the right ones. Write an email to the travel agent, explaining the mistake and asking them to take action on this quickly.

Write about 150 words in your email.



The screenshot shows an email client window with a menu bar (File, Edit, View, Insert, Format, Tools, Message, Help) and a toolbar with icons for Send, Cut, Copy, Paste, Undo, Check Spelling, Attach, Reply, Sign, Encrypt, and Offline. The email fields are filled with: To: travelagent@mail.com, Cc: (empty), and Subject: Wrong tickets. The body of the email is handwritten in cursive script on lined paper.

Dear Sir / Madam,

I am writing to let you know that I booked some train tickets for travel through your travel agent. I have just received the tickets but I have not received the right ones.

I have booked tickets with travel insurance but I have not received insurance documents yet.

I am going on holiday on Friday this week. If I do not receive the document by tomorrow I will have to cancel my holiday.

Please send my document quickly. I look forward to hearing from you.

Regards,

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Level 1 – Writing

Task 4

You have missed the train and will be late for college. Write a text to your friend to let them know when you hope to arrive.

Write about 30 words in your text message.

Hi Nali
How are you? Hop you are
OK.
I will be lat for college
today becaus I have missed
the train. I hope to arrive
in nex ten minutes.
so pleas tell my teacher
~~to~~ and let him know.
Thanks,

End of exam

Candidate 1 marks and rationale

Assessment criteria		Mark (out of 4)	Rationale
Whole paper – plan text			
1.1	Plan text for a specific purpose	4	Although a plan for the report would have been useful, the candidate has produced a sufficiently detailed and relevant plan for task 1.
Task 1 – form			
2.1	Produce content appropriate to purpose	4	Despite some irrelevancy, the candidate has judged correctly how much to write and the level of detail to include.
2.2	Use appropriate language for a given task	4	Information is recorded in a clear and unambiguous way with specific examples of qualifications and skills given. The register is appropriately formal throughout.
2.3	Structure text in a logical sequence for purpose	4	The text makes good use of paragraphs, some of which start with discourse markers. The text is structured logically and reads naturally.
2.4	Use grammar correctly	1	There is an example of a complex sentence using first conditional (<i>If I go on IT course, it will help me...</i>). However, the text is mostly made up of simple and compound sentences and the range of level-specific language is very restricted. There are errors below the level and insufficient control over grammatical accuracy is demonstrated throughout the text.
2.5	Use punctuation correctly	3	The range of punctuation is restricted to full stops and commas. While the former are used with high levels of accuracy, the latter are inconsistent, especially after discourse markers.
2.6	Spell words accurately	2	There is a good range of appropriate special-interest vocabulary, eg <i>current job, maintain data bases, dealing with their inquiries</i> , most of which are spelt correctly. However, several errors are evident (eg <i>does, especially, reliable, degree, quicker, computer</i>)
3.1	Complete a form with open and closed responses correctly	4	Open and closed responses are given consistently in the relevant places.

Assessment criteria		Mark (out of 4)	Rationale
Task 2 – report or article			
2.1	Produce content appropriate to purpose	1	The text addresses most of the task requirements but 'suggest ways they could be improved' has been misinterpreted in part and insufficient detail is given throughout. The report is significantly under length (148 words).
2.2	Use appropriate language for a given task	2	An appropriate neutral register has been used apart from the use of 'I' in the fourth paragraph. There is insufficient lexis appropriate for a report.
2.3	Structure text in a logical sequence for purpose	2	Paragraphing is fairly consistent although sections could be divided in a clearer way by means of more obvious spacing, and headings more suited to a report. Discourse markers and topic sentences are used minimally and there is sometimes a lack of cohesion of ideas. The final paragraph is confusing for the reader and does not serve as a conclusion.
2.4	Use grammar correctly	1	There are no attempts to use complex sentences with subordinate clauses and very little Level 1 language is demonstrated. There is an over-reliance on grammatical structures and tenses below the level, and errors impede understanding.
2.5	Use punctuation correctly	4	Punctuation is used consistently well to aid clarity and meaning: full stops, commas, an apostrophe and a colon are used to good effect throughout.
2.6	Spell words accurately	2	Spelling is fairly consistent but inaccuracies do occur even with most common words, eg <i>these, happier, café, healthier, environment</i> .
Task 3 – letter or email			
2.1	Produce content appropriate to purpose	2	Although the content of the email meets the requirements of the task, a quarter of the text is lifted from the rubric. The text is significantly under length.
2.2	Use appropriate language for a given task	3	The register is fairly appropriate for the genre and audience. The lexis used is appropriate for the task.
2.3	Structure text in a logical sequence for purpose	2	Although format and paragraphing are broadly appropriate, the lack of markers and sequencing language affects coherence.
2.4	Use grammar correctly	2	There is one complex sentence used (<i>If I do not...I will have to...</i>). The text is consistently accurate. However, the first paragraph is copied from the rubric and the rest of the text does not demonstrate a range of grammar for this level.
2.5	Use punctuation correctly	2	There are examples of fairly consistent use of punctuation in the text. However, due to the short length of the text and the amount of lifting, the criterion is only met minimally.
2.6	Spell words accurately	2	There is not a wide range of lexis for the level and errors occur with some basic words, eg <i>just, please</i> .

Assessment criteria		Mark (out of 4)	Rationale
Task 4 – text message			
2.1	Produce content appropriate to purpose	4	The text message is mostly appropriate to the purpose and audience, and addresses all parts of the task.
2.2	Use appropriate language for a given task	3	The style is sufficiently informal and appropriate throughout but there are some spelling errors with key lexis which could impede meaning for the recipient.

Candidate 1 achieves a total score of 58 out of 88 (fail).

Candidate 2 (fail)

Level 1 – Writing

Planning section

For this exam you must show you know how to plan your writing. Use this section to plan your answer to one or two of the tasks in this exam paper. Remember, you **must** plan at least one answer in this box.

Use this box to plan your answers.

- training new staff
- ~~to~~ improve my skill
- painting colours hairs
- Hair Cutting
- Managing budgets
- Enforcing health and safety regulation.

I work as a hair dresser and I have a lot of experienced ~~is different~~. I ~~had~~ ^{have} worked in my Country ~~for~~ since 2003 - 2009, as a self employee. I was managed my work by my self. However In this Country, I have ^{started} ~~got~~ a job as a hair dresser ^{since 2013}. I would like to improve my language to get best job.

Level 1 – Writing

Task 1

You want your company to pay for you to go on a course that will help you to do your job better. Complete the application form below.

Write about 200 words in total for the form.

REQUEST FOR TRAINING	
Name:	
Job title:	Hair dresser
Type of course required:	Three month course English.
Please give a brief description of your current qualifications and work experience.	
<p>I work as a hair dresser and my current duties are the following.</p> <ul style="list-style-type: none"> ⊗ Hair cutting ⊗ Hair making natural curly ⊗ painting colours, hairs ⊗ Managing budgets ⊗ Enforcing health and safety regulation • Hair making style <p>I would be a grateful for the company, if you offer to me this courses when I will be finished my course. I will be helping to the company by give traing a new staff who work with us.</p> <p>I was working as a hair dresser for 5 years. in this company and I have a lot of experience on hair dresser since 2003. I have excellent work recorde before and after, I came to UK.</p>	

NB The form continues overleaf

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Level 1 – Writing

Please explain how this course will improve your performance at work.

If I take this kind of course, I will be improve my language and my skill. It is an important course for me and this company. ~~If~~ I have improve my currently and other thing. This course is fantastic course and grateful for me.

I would be a grateful and helping ~~for~~ for the company and for me. If you offered to this kind of course. I ^{would} ~~will~~ be helping to give the staff training ~~and~~ for ~~new~~ everyone ~~in the~~ company who work in our company as a new.

Level 1 – Writing

Task 2

Write a report for your teacher about the leisure facilities in your local area. Explain what leisure facilities there are and who uses them, and suggest ways they could be improved.

Write about 300 words.

Plan

- Change opening hours
- The ~~Swim~~ Swimming pool is change
- The leisure center is small
- The waiting area change
- Staff give training
- The running water change
- not enough hot water

Draft

I would to tell you about our leisure centre in our area.

The leisure center is not far from our house. However, there are a lot of problems such as swimming pool, ~~is~~ waiting area, running water and opening hours.

All the staff and the community are to do something to change the leisure facilities. We would to do this matter to change. ~~We~~ need a lot of money but we don't have enough money to make the liesure facilities change.

~~we will plan to do this~~

We are planning to raise money and we ~~are~~ ^{will} asked to the Council to change it.

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Level 1 – Writing

However, the Council are accepted our idea. They ~~gave~~ promised as half of the money give us. We would like the half of the money to improve the leisure centre. Staff would like to sell things and Community centre would like to take money from ^{everyone} ~~everybody~~ £5 every month for three month. I hope, it will be change on time. ~~peo~~ People will be happy and will be enjoys at the leisure centre. ~~the~~ If people are get free time come on help to change the leisure centre by helping the staff.

When the leisure centre will be ^{finish} ~~of~~ the Communities are using free for a month. Also we will change the opening hours from Monday to Friday and at the weekend as well. If you have a concern about our plan contact us by phone or website.

Level 1 – Writing

Task 3

You booked some train tickets for travel through a travel agent. You have just received the tickets but you have not received the right ones. Write an email to the travel agent, explaining the mistake and asking them to take action on this quickly.

Write about 150 words in your email.

The image shows a handwritten email response in a simulated email client window. The window has a menu bar (File, Edit, View, Insert, Format, Tools, Message, Help) and a toolbar with icons for Send, Cut, Copy, Paste, Undo, Check Spelling, Attach, Print, Sign, Encrypt, and Online. The email header shows 'To: travelagent@mail.com', 'Subject: Wrong tickets', and a date/time stamp '11/11/2011 14:11:11'. The body of the email is written in cursive on lined paper.

Travel Agent
Leeds
LS11 5B4

Dear Sir/Madam

I am writing to complain about my ^{train} tickets. I ~~have~~ bought it last week.

My train tickets are arrived. However, the tickets ~~are~~ ^{have} a problem. The tickets have not received the right one. I used to buy a tickets from this agent many times. I didn't get it like this before. Could you explain to me why is this happen now? Would you change it? I am a ^{client} ~~customer~~ of this Company for several years and I didn't see like that kind of matter before. Moreover, I don't expect ~~this~~ from this company. I hope you will solve the problem on time.

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Level 1 – Writing

I would be grateful if you would be look into this
as soon as possible,
matters and I would be refund my money back.

yours faith fully

Level 1 – Writing

Task 4

You have missed the train and will be late for college. Write a text to your friend to let them know when you hope to arrive.

Write about 30 words in your text message.

Hi Emma

How are you? Sorry I ^{was} late.

I missed the train. I had problem ~~to come college.~~

~~However~~ ~~However~~ I am waiting ^{for train} now and I

~~will come soon.~~

~~See soon~~

Hi Emma

How are you? Sorry I was late.

I missed the train. I had problem

However I am waiting the train

now and I will come soon.

See soon

End of exam

Candidate 2 marks and rationale

Assessment criteria		Mark (out of 4)	Rationale
Whole paper – plan text			
1.1	Plan text for a specific purpose	2	There is some evidence of planning but the plans are incomplete and the result is omissions in the final draft. The candidate sufficiently demonstrates the ability to select and order information.
Task 1 – form			
2.1	Produce content appropriate to purpose	2	Only parts of the form are completed appropriately. The candidate lists their current responsibilities rather than their qualifications and it is not clear how the course will improve their performance at work.
2.2	Use appropriate language for a given task	3	The register is fairly appropriate although the style is not always consistent: the second part of the task is more vague. On the whole, appropriate lexis has been used.
2.3	Structure text in a logical sequence for purpose	2	The text is a combination of paragraphs and bullet points, both of which are used appropriately. However, while the first part of the form is fairly logical, the second part lacks discourse markers, does not progress well and causes strain to the reader so the criterion is met only minimally.
2.4	Use grammar correctly	1	There is limited evidence of the candidate's first language in the text. The candidate attempts complex sentences in the first and second conditional, although these are not successful, eg <i>If I take this kind of course, I will be improve....</i> , <i>If you offered to this kind of course, I would be helping to give....</i> Lack of control over basic sentence structure and tenses is evident throughout the task, eg <i>I was working as a hair dresser for 5 years in this company.</i>
2.5	Use punctuation correctly	2	The range of punctuation is restricted to full stops and commas which are used inconsistently, but the candidate meets the criterion minimally.
2.6	Spell words accurately	2	There is a range of lexis related to hairdressing which is used with some degree of accuracy. However, lexical errors and the misspelling of some common words, eg <i>managing</i> , <i>style</i> , <i>record</i> , impede understanding.
3.1	Complete a form with open and closed responses correctly	4	Open and closed responses are given consistently in the relevant places.

Assessment criteria		Mark (out of 4)	Rationale
Task 2 – report or article			
2.1	Produce content appropriate to purpose	1	The task has been misinterpreted and does not address who the facility users are. The report is under length and does not include sufficient detail.
2.2	Use appropriate language for a given task	1	The style used is inappropriate for a report and more suited to a semi-formal letter.
2.3	Structure text in a logical sequence for purpose	2	Paragraphing is fairly consistent although sections could be divided in a clearer way by means of headings. Discourse markers are used minimally and not always accurately.
2.4	Use grammar correctly	1	There is some attempt at using complex sentences but subordinate clauses are missing and the tenses are restricted in range. Passive voice is not used in the text as is expected of a formal report. Many errors in tense use, word order and articles persist and cause strain to the reader.
2.5	Use punctuation correctly	3	Punctuation is restricted to full stops and commas which are used fairly consistently despite a few errors.
2.6	Spell words accurately	2	Spelling is generally consistent but the lexical range is limited: there is a lot of repetition and lack of precision.
Task 3 – letter or email			
2.1	Produce content appropriate to purpose	2	Although the content of the email meets the requirements of the task, a quarter of the text is lifted from the rubric. The text is significantly under length.
2.2	Use appropriate language for a given task	3	The register is fairly appropriate for the genre and audience. The lexis used is appropriate for the task.
2.3	Structure text in a logical sequence for purpose	2	Although format and paragraphing are broadly appropriate, the lack of markers and sequencing language affects coherence.
2.4	Use grammar correctly	2	There is one complex sentence used (<i>If I do not...I will have to...</i>). The text is consistently accurate. However, the first paragraph is copied from the rubric and the rest of the text does not demonstrate a range of grammar for this level.
2.5	Use punctuation correctly	2	There are examples of fairly consistent use of punctuation in the text. However, due to the short length of the text and the amount of lifting, the criterion is only met minimally.
2.6	Spell words accurately	2	There is not a wide range of lexis for the level, and errors occur with some basic words, eg <i>just, please</i> .

Assessment criteria		Mark (out of 4)	Rationale
Task 4 – text message			
2.1	Produce content appropriate to purpose	3	The text addresses the task appropriately but is not specific about when they hope to arrive.
2.2	Use appropriate language for a given task	4	Informal register is fairly consistent and appropriate lexis is used.

Candidate 2 achieves a total score of 48 out of 88 (fail).