



Skills for Life

Writing Entry 2 Examination Report

2007 – Test 067

Skills for Life Writing Examination Report: Entry 2

This report is based on candidate performance on one version of the Skills for Life Writing Entry 2 tests in 2006/07.

The report is intended as an aid to teachers and colleges in preparing candidates for future Cambridge ESOL Skills for Life Writing tests. It includes a number of sample candidate answers accompanied by examiner comments.

Test 067

The three tasks in this test were a lost property form giving details of a lost bag, a letter explaining inability to attend a friend's wedding and a note to a teacher enquiring about other courses.

There were 33 marks available on the paper, 9 for Task 1, 12 for Task 2, and 12 for Task 3. The breakdown of marks available for each assessment focus (Text, Sentence and Word) is shown below:

	Text	Sentence	Word	Total
Task 1	0	6	3	9
Task 2	6	3	3	12
Task 3	6	3	3	12
Total	12	12	9	33

Candidates performed most strongly in the Word focus and found Sentence focus the most challenging.

Task 1 Lost Property Form

Candidates scored on average 7.2 marks out of the maximum 9 available with candidates generally scoring better in Word focus than Sentence focus. Stronger candidates tended to display a range of vocabulary in the description of the bag. In the Sentence assessment focus, quite a number of candidates produced only phrases even though the rubric asked candidates to write in sentences. Candidates who did produce sentences rarely produced anything other than short simple sentences; good compound sentences were rare even among strong candidates.

Task 2 Letter to Friend

Candidates generally dealt with this task very well, scoring an average of 10.5 out of the 12 marks available. Most candidates covered all content points well with many producing far more than was required. Informal letter genre was used well and many candidates scored highly in the Text focus. There were no problems in the Sentence assessment focus. Reasons for not going usually produced compound sentences and better candidates had scope to show a range of language. The familiar topic gave weaker students the opportunity to use what language they had effectively. For the Word assessment focus, weaker candidates had the vocabulary to attempt the task and better ones had the scope to show what they could do.

Task 3 Note to Teacher

This task was demanding but accessible to candidates, with scores averaging 10.3 out of the 12 maximum marks available. In the Text assessment focus, stronger candidates understood what they had to do, covered all content points and wrote reasonable notes. Some weaker candidates found this difficult – both in understanding the task (often confusing the present course with another course) and organising a coherent response. The note/letter genre was generally well used but maintaining register was often problematic. For Sentence focus, the task provided ample opportunity for candidates to display a range of language with minimal lifting from the rubric. 'Reason for study' and 'request for help' produced a range of

complex sentences from both stronger and some weaker candidates. In the Word assessment focus, the task offered candidates the chance to use a range of vocabulary – especially with the reason to study a new course. Better candidates scored well here.

Recommendations for Candidate Preparation

All Cambridge ESOL Skills for Life tests are based on the *Adult ESOL Core Curriculum* and cover all the Basic Skills Standards in each mode at each level. Therefore, by following the *Adult ESOL Core Curriculum*, teachers will be preparing their students for the tests. Candidates will benefit from being reminded of the following Dos and Don'ts:

Do

- complete all the tasks in the paper.
- make use of the guidelines which tell you how much to write and how much time to spend on each task.
- make sure that your handwriting is clear and easy to read.
- read the task instructions carefully and check that you have done what the instructions say.
- think carefully about your relationship to the intended audience and your reason for writing.
- write in sentences where you are asked to do so.
- make use of appropriate opening and closing formulae (such as *Dear Fatima* and *Yours sincerely*) in notes and emails.
- spend time planning your answers.
- spend time checking your answers for accurate spelling and grammar.

Don't

- worry if you run out of space: your Centre will provide extra paper which will be marked in the normal way.
- write a full, rough copy of your answer. Just write a few notes to plan your answer.
- write in pencil.
- spend too long on one answer.

Sample Scripts

Sample scripts are provided for each task in the question paper. Please note that it is not possible to reproduce the candidate answers in the original handwriting, and so any references in the commentaries to quality of handwriting will not be reflected in the samples provided.

Entry 2 (Test 067) Sample Scripts and Commentaries

Entry 2 Script A Task 1

(About 15 minutes)

One day in college you lose your bag. You tell the receptionist and she gives you a Lost Property form.

Complete the form.

Lost Property	
What did you lose?	a bag
What does the missing item look like? For example colour, size, materials, contents. (Write in sentences.)	My bag is red. It's small and it's of jeans. It has one hand and big flower on front.
When did you lose it? (Write in sentences.)	I lost it 2 days ago.
Where in the college did you see it last? (Write in sentences.)	I saw it in Learnside in the room 724.
How can we contact you?	You can call to me. My mobile phone is 0778 296 5342
Your full name:	My full name is Monika Sabela.

(Total: 9 marks)

Entry 2 Script A

Commentary		Band	Mark
Text focus	Text focus is not assessed in this task.		
Sentence focus	Candidate responds to all questions and shows good control of sentence grammar e.g. present and past tenses, although does not use compound forms. Full stops and capital letters are consistently used to mark sentence boundaries.	3	6
Word focus	Candidate shows evidence of ability to select words appropriate to the task and words are correctly spelt. Letters and digits are clear and unambiguous. Candidate can use upper and lower case letters appropriately.	3	3

Entry 2 Script B
Task 1

(About 15 minutes)

One day in college you lose your bag. You tell the receptionist and she gives you a Lost Property form.
Complete the form.

Lost Property	
What did you lose?	a bag
What does the missing item look like? For example colour, size, materials, contents. (Write in sentences.)	It likes a samll bag and it's a red colour. It's Leather.
When did you lose it? (Write in sentences.)	I lost it in last week at Warwickshire College.
Where in the college did you see it last? (Write in sentences.)	I saw it yesterday in the College garden.
How can we contact you?	If anyone find it and could you call me, the number is 657211.
Your full name:	My surname is HOCKEY. My last name is Li

(Total: 9 marks)

Entry 2 Script B

Commentary		Band	Mark
Text focus	Text focus is not assessed in this task.		
Sentence focus	Candidate shows evidence of knowledge of grammar e.g. use of past simple. However, sentence grammar is not always controlled. Sentence boundaries consistently marked.	2	4
Word focus	Evidence of range of appropriate words spelt correctly. Handwriting is consistently clear and legible.	3	3

Entry 2 Script C
Task 2

(About 15 minutes)

You receive a letter from your friend Fatma.

*I'm getting married on Wednesday 17th July.
I want all my friends to come to my wedding.
Can you come?
Fatma*

You can't go to Fatma's wedding. Write her a note. Tell her you can't go to her wedding and say why. Also invite Fatma to visit you on another day.

Write about 50 words.

Dear Fatma!

Thank you for your inviting. I hope you are well and you are looking forward to your marriage. It's very sad that we didn't see us a long time ago. I'm sorry but I can't come to your wedding. I have to work in the hospital this day and it wasn't possible to change my work.

I hope you and your husband will visit me after your wedding. Paul and me looking forward to invite you to our house in the august.

Please, give me an answer.

Best regards,
yours Steffi x

see u

(Total: 12 marks)

Entry 2 Script C

Commentary		Band	Mark
Text focus	All points covered with coherence and awareness of audience.	3	6
Sentence focus	Candidate shows evidence of ability to construct compound sentences. Grammar controlled enough for message to be communicated clearly.	3	3
Word focus	Range of vocabulary appropriate to task. Good spelling and clear handwriting.	3	3

Entry 2 Script D
Task 2

(About 15 minutes)

You receive a letter from your friend Fatma.

*I'm getting married on Wednesday 17th July.
I want all my friends to come to my wedding.
Can you come?
Fatma*

You can't go to Fatma's wedding. Write her a note. Tell her you can't go to her wedding and say why. Also invite Fatma to visit you on another day.

Write about 50 words.

My Love, I'm so sorry, but I can't coming to you wedding, becuse on this time I'm in Antarlityda with prof. Herentz from May to September. Your wedding is realy most impotent for me, but this is frighly impasybul, but I'm with you all my maind and heard during this time.

Fatma – you mast come to me with your hasband of cours, when I come back in September.

Im not suprayce, Im happy, Im veiting for some picture and see you in Septemper.

Zbyszek

(Total: 12 marks)

Entry 2 Script D

Commentary		Band	Mark
Text focus	All points covered, with awareness of audience. Reader is not always immediately informed of main points, due to inaccuracies.	3	5
Sentence focus	Evidence of ability to construct compound sentences. Grammar is sufficiently controlled for meaning to be communicated.	3	3
Word focus	Candidate attempts to use a range of appropriate vocabulary. However, numerous spelling errors cause confusion, with some words being indecipherable.	1	1

Entry 2 Script E
Task 3

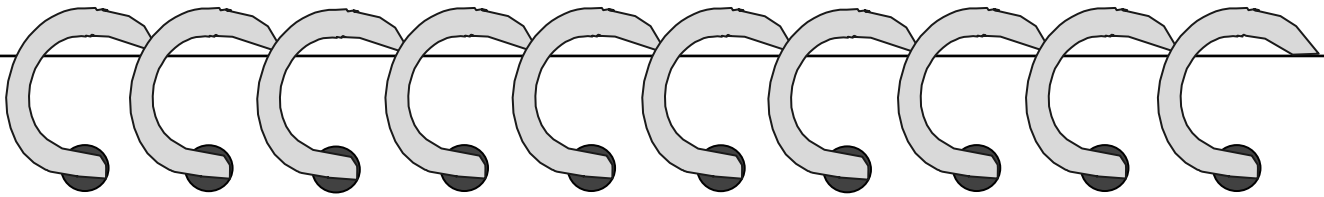
(About 20 minutes)

You are studying English. You also want to study another course.

Write a note to your teacher. In your note:

- say what other course you want to study
- say why you want to study this course
- say when you want to study this course
- ask your teacher to help you.

Write 50-60 words.



Hallo teacher:

I want to learn computer course But I'm not free in the morning because on this time I'm going English class. But I'm free in the afternoon. So I can do this course in the afternoon. Because if you know computer course it's very good. You can tipe the letter or send an email to your friend.

(Total: 12 marks)

Entry 2 Script E

Commentary		Band	Mark
Text focus	Candidate covers 3 points but has no closing formula.	3	5
Sentence focus	Candidate attempts compound sentences, but is not always successful due to incorrect punctuation.	2	2
Word focus	Candidate uses vocabulary appropriate to task and spelling is mainly correct.	3	3

Entry 2 Script F
Task 3

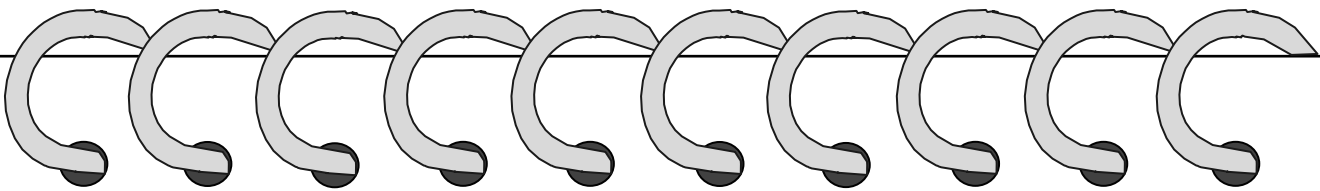
(About 20 minutes)

You are studying English. You also want to study another course.

Write a note to your teacher. In your note:

- say what other course you want to study
- say why you want to study this course
- say when you want to study this course
- ask your teacher to help you.

Write 50-60 words.



I want to study this course. because my English is not good and I want to more learning English and speak very well. after that I want to work in shopping center. and another place

(Total: 12 marks)

Entry 2 Script F

Commentary		Band	Mark
Text focus	Candidate only covers one point clearly. However, taking an English course is acceptable as 'another course'. There are no opening and closing formulae.	1	2
Sentence focus	Candidate attempts compound sentences, however, punctuation is not consistent.	2	2
Word focus	Candidate can spell familiar common words correctly. Candidate does not show evidence of ability to use a range of vocabulary.	2	2