ESOL Skills for Life

Writing Level 1
Sample Assessment 1

Theme – Travelling in the UK

Learner Name:

Learner ID:

Learner Signature:

Date:

• learners should use a pen
• learners should write in black or blue ink
• learners should attempt all questions / tasks
• learners are allowed to use a dictionary

Time allowed: 75 minutes
You recently travelled back to Birmingham International by air but were delayed due to technical problems on the aircraft. You were late for a family event as a result. You would like all your fare paid back as well as an additional payment for your trouble.

1) You have to complete the form below to submit with your email.

- Your flight number was HS5632 from Helsinki.
- You were 10 hours late and flew on 25th August.

<table>
<thead>
<tr>
<th>Airline Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Flight Reference:</td>
</tr>
<tr>
<td>Date (in number format):</td>
</tr>
<tr>
<td>Departure Airport:</td>
</tr>
<tr>
<td>Arrival Airport:</td>
</tr>
<tr>
<td>Length of delay:</td>
</tr>
</tbody>
</table>
2) Write a plan for your email and write out some key sentences.

Make sure you mention:

- why you are writing
- what the problem is
- what you want.
3) Now write the final version of your email to the airline below. You should write between 150 and 200 words.

Remember you are writing a formal email. In your writing ensure you:

- use paragraphs
- use complete sentences of varying lengths
- use full stops, capital letters and commas
- check your spelling.

To: refunds@goairways.com

From (Your name):

Subject: continue email on next page
Your local authority wants to improve the streets and has asked for the views of residents. You have decided to respond on its website.

1) Complete the following form to submit your response.

<table>
<thead>
<tr>
<th>Street where you live:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How long have you lived on this street (in years and months)?</td>
<td></td>
</tr>
<tr>
<td>How do you most often travel on this street e.g. walk, cycle, by car or by bus?</td>
<td></td>
</tr>
</tbody>
</table>

In one sentence, state your main concern about your street.

In one sentence, state the most important improvement.
2) Write a plan for your response and include some key sentences.

You may wish to include some of the following points.

- How clean is your street?
- How safe do you feel on your street from traffic and other people?
- How noisy is your street?
- How easy is it to cross your street?
- Are there places to shelter or rest on your street?
3) Now write the final response to the local authority below. You should write between 150 and 200 words.

Remember you should express your opinion. In your writing ensure you:

- use paragraphs
- use complete sentences of varying lengths
- use full stops, capital letters and commas
- check your spelling.
# Assessment Record

Both sections should be assessed against all the assessment criteria and the marking grid below should be completed by the assessor.

Indicate if the learner has achieved the descriptor with a tick in the grid below. Learners must have at least one tick in each column to pass the exam.

## Assessor to complete

<table>
<thead>
<tr>
<th>AC</th>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
<th>1.4</th>
<th>1.5</th>
<th>1.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>Plans writing appropriately</td>
<td>Writes with appropriate length and detail</td>
<td>Writes with suitable structure and sequence</td>
<td>Uses appropriate register for audience</td>
<td>Uses format appropriate to audience and purpose</td>
<td>Completes form with some complex features</td>
</tr>
<tr>
<td>Questions</td>
<td>Q2</td>
<td>Q3</td>
<td>Q2 and Q3</td>
<td>Q3</td>
<td>Q3</td>
<td>Q1</td>
</tr>
</tbody>
</table>

### Section A

### Section B

<table>
<thead>
<tr>
<th>AC</th>
<th>2.1</th>
<th>2.2</th>
<th>2.3</th>
<th>2.4</th>
<th>3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>Uses complete and complex sentences</td>
<td>Uses correct subject-verb agreement and tenses</td>
<td>Punctuates sentences correctly</td>
<td>Provides evidence of proof-reading</td>
<td>Frequently used words are spelt correctly</td>
</tr>
<tr>
<td>Questions</td>
<td>Q3</td>
<td>Q3</td>
<td>Q3</td>
<td>Q2 and Q3</td>
<td>Q3</td>
</tr>
</tbody>
</table>

### Section A

### Section B

**Assessor name:**

**Assessor signature:**

**Date:**

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Sign Off sheet on the next page

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ESOL Skills for Life – Sample Assessment – Writing Level 1
Assessment

SIGN OFF

Internal (IM) and External (EM) Moderator to complete, if included in sample

<table>
<thead>
<tr>
<th>Achievement confirmed by IM (tick)</th>
<th>Date</th>
<th>IM signature</th>
<th>Achievement confirmed by EM (tick)</th>
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<th>EM signature</th>
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Name of IM:

Name of EM: