

Higher Candidate 1

The evidence and commentary for this candidate were used within the ESOL National 5 and Higher Writing webinar in January 2022.

Writing – Study

Identifier: ‘Learning nowadays has been impacted by many things....’

The candidate was awarded 6 marks.

The candidates use of advanced vocabulary and grammar are apparent, however there are major weaknesses in task achievement and grammar.

Content and organisation

The task is partially achieved because the candidate has given a full-length discussion of the advantages of groupwork which contrasts with only two sentences discussing the disadvantages.

The writing is generally coherent and cohesive, and the message can generally be followed, with one exception at the end. Style and layout are appropriate for the intended reader and level. There is limited paragraphing, with the middle paragraph being too long.

Vocabulary and spelling

There is a sufficiently wide range of vocabulary used with a level of accuracy appropriate to the task and level, for example, ‘*positive impact*’; ‘*materials*’; ‘*negative side*’; ‘*distract*’, ‘*learning goals*’. Spelling is mostly accurate and any errors/slips ‘*specialy*’ ‘*cooprate*’ ‘*heath problems*’ do not interfere with intelligibility.

Grammar and punctuation

There is a sufficiently wide range of grammatical structures with passive ‘has been impacted’ ‘should be seen’, relatives used, for example, ‘which and that’, infinitives ‘*in order to*’ ‘*how to*’ and gerund ‘*seen as having*’.

However, there are frequent errors, including singular/plural ‘*groups work*’, ‘*student*’ rather than students on a couple of occasions, ‘*group*’ for groups. Some missing verbs to be, for example ‘*student able*’; ‘*some students not good*’, a wrong relative pronoun ‘*which*’ instead of who, lack of preposition ‘*different levels and abilities students*’ rather than students of different levels and abilities; ‘*cooperate each other*’. A lack of possessive ‘*every individual needs*’, mistaken use of the word ‘can’ where the student writes ‘*can developing*’. Use of the wrong third person

'students learns'. The error *'learning can be interrupted each other'* does impede communication.

Punctuation is mostly accurate but there are instances of missing capitalization and possessive apostrophe.

Higher Candidate 2

Writing – Study

Identifier: 'I am going to writing today...'

The candidate was awarded 8 marks

Although the essay achieves the task with some good support for points made, persistent errors in grammar prevent it from being awarded a higher mark.

Content and organisation

The essay achieves the task with some good support for points made. Writing is coherent with a good attempt at a range of cohesive devices, however there are frequent errors in the use of these; *First, Sum up*. Style is mostly appropriate for the intended reader but can be a little too informal in places, for example, *I reckon...*, *I mean...*, *First – advantages*. Layout is appropriate and there is good evidence of structure/ paragraphing.

Vocabulary and spelling

The range of vocabulary could be wider at this level, where the candidate does attempt Higher level vocabulary there are often spelling errors, for example, *concentrait*, *pession*. Other than this spelling is sufficiently accurate although there are several slips throughout that are not expected at Higher level, *tird*, *usefull*, *tally*.

Grammar and punctuation

Punctuation is mainly accurate. There is a sufficiently wide range of grammatical structures used, although there are frequent, fairly basic errors throughout: missing 's' for plurals; lack of use of infinitive after a modal, for example, *can loves*, *can demotivated*, *can working*; the use of *which* instead of *who*. Problems with articles are also evident. The persistent errors throughout, although not impacting on intelligibility.

Higher Candidate 3

Writing – Study

Identifier: 'There are definitely a huge number of advantages working as a group.'

The candidate was awarded 12 marks.

The candidate uses an optimum range of vocabulary and grammar and the message is always clear, however there are errors with punctuation and grammar.

Content and organisation

The task is fully achieved, using flexible language effectively with well-developed support for each point made. Writing is coherent and cohesive with a very positive impact on the reader. Style is wholly effective in addressing the reader, but paragraphing does not consistently follow conventions, with the merging of the introduction and what should logically be the first main paragraph.

The range of vocabulary is used accurately and effectively within the context of the task, for example, 'social creatures', 'thrive', 'grasping the jist' [sic], 'derail', 'thinking process', 'train of thought', 'fringe examples', 'so called'. Spelling is mainly accurate with some errors or slips 'bulid' [sic], 'preffer', 'takling'; 'thoug', 'obstrucing'.

An optimum range of grammatical structures is used with multiple well-used infinitives and gerunds 'preffer to work', 'reason to work', 'thrive on working', 'chance of grasping', 'problems with understanding'; relative clauses; subordination with 'when' and 'that'; present continuous and accurate use of 'would'; range of prepositions such as 'as'/'on'/'in'/'under'). However, there are some errors 'are bulid' rather than 'are built' and 'working as a team' instead of 'working as part of a team' for a notional individual; 'Even though' used twice as adverbial not conjunction; 'under certain circumstance'; missing relative pronoun between 'way' and 'grants' at end of the second paragraph.

Punctuation is sufficiently accurate but there are some errors there is a missing comma after 'However'; 'Your stuck'; 'someone elses'; 'I do believe, that...'; opening quotation marks at bottom of line not top.