

National 5 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: 'I went to a state primary school'

The candidate was awarded 5 marks

While the essay is relevant to the context, generally the vocabulary used is basic and contains frequent errors which sometimes impede communication. The essay is also too short at only 150 words.

Content and organisation

The candidate gives some basic justification for groupwork. Writing is generally coherent but there is a lack of cohesive devices. Style is not appropriate for the intended reader the responses are too basic for an academic essay at this level, for example, the candidate writes 'the strong helps the weak and the weak helps the strong then we win'. Layout is mainly suitable for the intended reader although the candidate using dashes to begin paragraphs is not appropriate.

Vocabulary and spelling

The vocabulary used is mostly basic 'best'/good/strong/weak' with occasional exceptions, for example, 'consists of'. There are spelling errors, some of them off-putting 'always', 'shool', 'groupowrk' 'spots', 'individual'.

Grammar and punctuation

There is a limited range of grammatical structures used although there is some subordination with 'when' and 'because', and correct use of infinitive with 'ideas to compare', but there are frequent errors. Serious ones sometimes impede communication. They include using 'help' for 'helped'; using 'to groupwork' instead of 'to work in groups'; 'to help and shareing each other' instead of 'to help each other and share'; 'consists' for 'consisted'; 'I think that it groupwork better' rather than 'I think that groupwork is better'.

Less serious errors include 'advices' instead of 'advice'.

Errors in punctuation include missed capitalization at the beginning of sentences and 'In my opinion' being used as a sentence to close the essay.

National 5 Candidate 2

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

Writing- study

Identifier: Over the last decade people's attitude.....

The candidate was awarded 8 marks.

The essay has ambition and uses a wide range of vocabulary and grammar, however there are frequent grammatical errors throughout the essay.

Content and organisation

Writing is mostly coherent and cohesive. Style and layout are appropriate for the intended reader and level. There is evidence of paragraphing.

Vocabulary and spelling

A wide range of vocabulary is used, usually accurately and appropriately within the context of the task, for example, 'educators', 'drawback', 'advantageous', 'overcome', 'competition', 'concentrate'. The exception being 'sustain' where the candidate means something like 'resilient'. Spelling is generally accurate, except for 'abilitys' and 'quite' for 'quiet'.

Grammar and punctuation

There is a wide range of grammar used, subordination with 'that', 'as', 'because' and 'although'; relative clause; infinitive with 'how to'; gerund 'by working together'. However, there are frequent grammatical mistakes: 'changed' for 'has changed'; missing 's' for both plurals and a third person singular; intrusive 's' in 'they eventually makes'; a missing verb to be in 'as it true'; and 'work alone' instead of 'working alone'.

Punctuation is often accurate but the comma after 'Although quite students find groupwork annoying' imposes strain on intelligibility (we expect a main clause here rather than parenthetical information prior to a main clause.)

National 5 Candidate 3

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

Writing – Study

Identifier: 'Some students like working in groups while others...'

The candidate was awarded 12 marks

Content and organisation

While the essay lacks the optimum range for grammar or vocabulary at this level. The writing is coherent and cohesive with a positive impact on the reader. Layout is wholly appropriate for the intended audience; style is mostly appropriate with the exception of the use of 'maybe' and 'lots'. There is clear evidence of structure/paragraphing.

Vocabulary and spelling

There is a wide range of vocabulary used accurately and appropriately in the context of the task for example, 'share', 'level of learning', 'group project', 'intelligent', 'distruct' (sic), 'waste of time', 'force'; 'in that case'. Spelling is mostly accurate, with a few errors or slips for example, 'distruct', 'yourself', 'undrestand' 'together'.

Grammar and punctuation

There is a wide range of grammar used for example, 'not only . . . but also'; subordination with 'if', 'because' and 'that', correct use of 'would'; relative clause with 'who'; gerund 'without expecting' There is a high level of accuracy although there are errors ('can helps'; 'students who is'; 'can forced'; 'all your works').

Punctuation is accurate.