

Candidate 3 - study

The candidate was awarded **6 marks**. While the message is generally clear, the vocabulary is limited and there are frequent errors in spelling, punctuation, and grammar.

The task is achieved with support for some points made. Writing is coherent and cohesive. Style is sometimes informal ('that's'/ 'nasty' 'what's going on') but layout is appropriate for intended reader. There is evidence of structure/ paragraphing.

The range of vocabulary is often limited: although we have some nice idiom ('the same age as them'; 'distracted very easily'; 'hate in the comments'). There is frequent repetition of 'good' and 'bad' for the positive and negative effects of technology and the conclusion ('we can learn new thing and get more information' again shows this candidate's limits. There are frequent spelling errors ('positice', 'diden't', 'there' for 'their' on two separate occasions, 'to' for 'too', 'famly', 'writen', 'studing'). The errors with 'to' and 'there' make the message harder to follow.

There is an adequate range of grammar in places, with subordination with 'if', 'while' and 'because', passives with 'get. . . writen' and 'get . . . bullied' and relative clauses with 'forget what they were doing'. However, the three uses of 'and' to connect clauses in the penultimate paragraph show the candidate's limit in range.

Errors in grammar (conditional inaccurately mixed with 'diden't' and 'won't; no verb after 'secondly'; 'contact with people'; 'use internet' and 'learn new thing'.)

There are frequent errors in punctuation (lack of capitalisation in a number of places; unwanted apostrophe in 'student's say'/'comment's'/'school's'; lack of punctuation before 'for example'; 'there studying' for 'they're studying' and 'were studying' for 'we're studying'. Again, these errors make the message a bit harder to follow.

The evidence and commentary for this candidate were used within the ESOL N5 webinar in January 2021