

ENTRY LEVEL CERTIFICATE

English

R393

Teacher Guidance and Exemplar Tasks: **Writing**

INTERNAL ASSESSMENT TASKS

There are **two** writing tasks: **Informative** writing and **Imaginative** writing. Both tasks are set by centres. These Specimen Assessment Materials contain guidance for setting the Writing assessment and examples of informative and imaginative writing tasks.

Learners should complete the following tasks:

Informative Writing

Learners produce a piece of informative writing such as a letter, a leaflet, or an opinion piece.

Imaginative Writing

Learners produce a piece of imaginative writing. This could be an imagined story or a piece of writing based on personal experience. It does not need to be a complete story. It could be part of a narrative (an opening, an ending, the introduction of a character) or a descriptive piece.

Learners will need to produce a piece of continuous writing for both tasks.

These Specimen Assessment Materials give examples of the types of tasks that centres might set. They can be contextualised to meet learners' specific needs.

Guidance on setting the writing tasks

Centres should set writing tasks which offer challenges appropriate to the ability of their individual learners. Appropriate tasks could be based on personal interests and contexts familiar to the learner. The writing tasks can be linked to vocational qualifications that learners may be taking and centres are encouraged to do this if appropriate.

Informative Writing encompasses a variety of non-fiction formats and could be a personal statement, a letter of complaint, a piece of writing that expresses opinion, a leaflet about a cause or advertising a film, play, concert or product.

A key issue to bear in mind, particularly in creating a leaflet, is that there needs to be a sufficiently substantial text to enable the learner to be assessed according to the descriptors in the specification. So, for instance, a leaflet about a film would need to contain not only title/cinema/time but a description of the film's content and/or a range of critical views.

Imaginative Writing does not need to be a whole story. Learners can focus on the opening or conclusion, setting the scene, describing a particular setting or introducing a character, for example. The tasks that are set will need to reflect these possibilities where centres feel this approach will be beneficial to their learners.

Informative Writing

Specimen Tasks

- (a)** Write a Personal Statement.
- (b)** Write a letter or an email:
to complain about something
to inform a friend about holiday arrangements
to apply for a job.
- (c)** Write an opinion piece about:
Animal Rights
School uniform
Smoking in public places.
- (d)** Write a review for:
a new computer game
a recent holiday
a new film release.
- (e)** Write a newspaper or magazine article about:
a recent crime that has taken place
a local sporting event
the importance of having a healthy lifestyle
someone who has done something inspirational.

Imaginative writing

Specimen Tasks

- (a)** Think about some of the ghosts or monsters that you have seen on TV or have read about in books.

Write a story about ghosts or monsters.

OR

Write the opening of a story in which ghosts or monsters play a part.

OR

Write a description of the ghosts or monsters.

- (b)** “I wish I hadn’t done that”.

Write about something you have done that you regret.

- (c)** Think about some of the places that you have been to on holiday or would like to go to.

Write a story entitled “My Favourite Holiday”. This could be a description of your feelings on arrival, of the place and its attractions/surroundings, a person you met, an event that happened.

- (d)** “I remember my first day”.

Write about your first day in any new situation. For example, your first day at school. This could focus on feelings on arrival at school or the first person you met/became friends with, your first teacher.

- (e)** “I would love to try that again”.

Write about something exciting that you have done that you would like to do again.

Copyright Information:

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge