ESOL Skills for Life (3692)
Entry 1 Assignment
for single mode assessment

www.cityandguilds.com
April 2013
Version 1.0

Me and My Community

Assessment Pack for Writing

Candidate's name:

Assessment Pack

Administration of the assignment

The assignment must be taken under supervised conditions. This means that all activities will be completed with the assessor, or other designated supervisor, present. Candidates have up to 1 hour to complete the assignment, which includes 15 minutes checking time. Each activity has a guide on the time allowed. Any overrunning will mean less time to spend on subsequent activities, so assessors should remind candidates when they have used the allotted time.

Candidates do not have to complete the whole assignment in a single session, but must not take it away with them to work on. Candidates may stop at the end of any activity and continue in the next session but must not be rehearsed in the skills to be assessed before completing each activity. If the assignment is not completed during a single session, the assessor must sign the work when the candidate stops, and date and sign when the candidate restarts enabling tracking by Internal Quality Assurers (IQA) and Qualification Consultants (QC).

The assignment activities are each focused on writing skills. Candidates may be assisted with aspects that are not being assessed (eg the assessor may tell the candidate what to do if he/she cannot read the written instructions adequately).

Tutors must not teach to the actual assessment activities, but it is expected that candidates will have had a lot of practice in writing in a range of contexts appropriate to the level. By the time the candidates are assessed, they should be aware of the skills that are being assessed. (Writing will include grammatical accuracy, range, spelling, punctuation and appropriate formality as well as conveying information.)

The assignment is designed so the activities follow on from one another but are not dependent on one another. They can in fact be done in any order.

If a candidate is unsuccessful in one or more activities, he/she will need further practice in the relevant mode before being given another opportunity to demonstrate his/her skills at a later date when he/she is ready. The candidate should take a different assignment from the bank provided by City & Guilds. If a candidate does not achieve one mode, they must retake that as a single mode assessment using a different topic.

As a candidate progresses through the levels, he/she must use an assignment on a different topic.

The following documents are included in this assessment pack:

1.1 Notes on using the mark scheme and assessment records.

2.1 Entry 1 assessment criteria assessed in each activity (for reference only).

2.2 Core Curriculum guidance.

3.1 Summary Assessment Record for recording success at Entry 1.

1.1 Notes on using the mark scheme and assessment records

The Summary Assessment Record (3.1) acts as a mark scheme and a record of achievement. It gives a breakdown of the marks available and descriptions of the performance expected for each mark. Where marks are given in brackets, they are only to be awarded for performance which does not meet the descriptor for the higher marks above. Marks in brackets are set at the level of just meeting the standards at this level.

The higher marks available are to reward performance that demonstrates proficiency at the level. The totals required for success in each activity are set so that candidates with a slight weakness in one criterion can still achieve if they demonstrate particularly strong skills in another criterion.

The marks are organised into columns headed S&L (Speaking and Listening), R (Reading) and W (Writing) to assist assessors when recording marks and achievement.

Assessors must complete a Summary Assessment Record (W) for each candidate taking this single mode assessment.

A summary of the required language features at this level can be found by referring to 2.2 Core Curriculum guidance. These should be read in conjunction with the mark scheme.

Full details of the adult ESOL Core Curriculum can be found on **www.cityandguilds.com**

2.1 ESOL Entry 1 Assignment – Me and My Community

Entry 1 assessment criteria assessed in each activity (for reference only)

Writing

1.3.1 use written words and phrases to record or present information
1.3.2 construct a simple sentence
1.3.3 punctuate a simple sentence with a capital letter and a full stop
1.3.4 use a capital letter for personal pronoun 'I'
1.3.5 spell correctly some personal keywords and familiar words
1.3.6 write letters of the alphabet using upper and lower case

2.2 Core Curriculum guidance

Simple sentences **Entry 1**	**Simple and compound sentences** **Entry 2**
• word order in simple statements, eg: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase • word order in instructions	• word order in compound sentences, eg: subject – verb – (object) + and/but + subject – verb – (object)
• *there is/are* + noun (+ prepositional phrase)	• *there was/were/there is going to be*
	• clauses joined with conjunctions *and/but/or* • a limited range of common verbs + *-ing* form • verb + infinitive with and without *to*
• *yes/no* questions • *wh-* questions • question words *what/who/where/how much/how many* • contracted form of auxiliary	• *wh-* questions • comparative questions • alternative questions • question words *when, what time, how often, why, how* and expressions
	• statements with question tags, using Entry 1 and 2 tenses
• imperatives and negative imperatives	
Noun phrase	
• regular and common irregular plurals of nouns • very common uncountable nouns • personal pronouns • demonstratives • determiners of quantity	• countable and uncountable nouns • simple noun phrases • object and reflexive pronouns • determiners of quantity – *any, many*.
indefinite article *a/an* with singular countable nouns • definite article *the*	• use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives
• possessives: *my/your/his/her*, etc	• possessive *s* and possessive pronouns
Verb forms and time markers in statements, interrogatives, negatives and short forms	
• simple present tense of: *be/have/do*; common regular verbs • *have got* – indicating possession • present continuous of common regular verbs • contracted forms of: subject and auxiliary; auxiliary and negative	• simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases • simple past tense of regular and common irregular verbs with time markers such as *ago* • future time using: present continuous; use of time markers
• Modals: *can* + bare infinitive to express ability; *would* + *like* for requests	• modals and forms with similar meaning: *must* to express obligation; *mustn't* to express prohibition; *have to*, *had to* , to express need; *could* to make requests; *couldn't* to express impossibility • use of simple modal adverbs: *possibly, probably, perhaps*
• use of *on, off, in, out*	• very common phrasal verbs
Adjectives	
• Common adjectives after *be*	• adjectives and adjective word order • comparatives, regular and common irregular forms
Adverbs and prepositional phrases	
• common prepositions and prepositional phrases of place	• prepositions and prepositional phrases of place and time
• simple adverbs of place, manner and time • use of intensifier *very*	• adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: sequencing: (*after, that*); of time and place (*in the morning, at the bus stop*); of frequency: (*always, sometimes*); of manner (*carefully, quickly*) • word order • use of intensifiers, eg *really , quite, so*
Discourse	
• sentence connectives – *then, next*	• adverbs to indicate sequence – *first , finally* • use of substitution • markers to structure spoken discourse

3.1 ESOL Entry 1 Assignment – Me and My Community

Summary Assessment Record for Entry 1

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 1 – Complete a form					
1.3.1 1.3.5 1.3.6	Wt/E1.1a Ww/E1.1a Ww/E1.1b Ww/E1.1c Ww/E1.2a Ww/E1.2b	Candidate writes correctly the information needed on the form (do not penalise if in wrong place): • full name • first name **or** surname • address • telephone number Candidate uses initial capital letters appropriately (block capitals may be used for name or for whole form) • all of the time • most of the time Candidate spells most personal details correctly (1 or 2 errors) Candidate produces legible text			2 (1) 1 1 2 (1) 1 1
		Total marks for activity 1			
		5 out of 8 possible marks required for success **Tick if activity 1 successfully achieved**			❑

3.1 ESOL Entry 1 Assignment – Me and My Community

Summary Assessment Record for Entry 1

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 2 – Writing about yourself					
1.3.1 1.3.2 1.3.3 1.3.4 1.3.5 1.3.6	Ws/E1.1a Ws/E1.2a Ws/E1.3a Wt/E1.1a Ww/E1.1a Ww/E1.1b	Candidate produces a piece of writing that includes at least **two** relevant pieces of information about themselves			2
		one relevant piece of information about themselves			(1)
		Candidate produces a piece of writing that includes at least **two** relevant pieces of information about their family or friends			2
		one relevant piece of information about their family or friends			(1)
Language features					
Grammatical accuracy	Ws/E1.1a	No significant grammatical errors in aspects of simple sentences expected at Entry 1.			2
		No errors in simple sentences. A few errors in respect of grammatical structures at Entry 1 may be accepted; any errors do not impede communication.			(1)
Range	Ww/E1.1a Ws/E1.1a	Candidate uses a range of appropriate vocabulary and expressions at Entry 1 and at least one simple sentence.			2
		Candidate uses mostly appropriate vocabulary and expressions at Entry 1 and at least one simple sentence.			(1)
Spelling, punctuation & capitalisation	Ww/E1.1a Ws/E1.2a Ws/E1.3a	Common and familiar words at Entry 1 are spelt correctly. Capitalisation and punctuation (full stops) are correct throughout.			2
		Most common and familiar words are spelt correctly for this level. Spelling errors do not impede communication. Capitalisation and punctuation are correct in most instances.			(1)
Formality/ informality	Ww/E1.2a	Text is of a suitable register and standard of presentation.			1
		Total marks for activity 2			
		7 out of 11 possible marks required for success **Tick if activity 2 successfully achieved**			❑

Tick if all Entry 1 Writing activities successfully achieved	❑

Candidate's name	**Signature**	**Date**
Assessor's name	**Signature**	**Date**
Internal Quality Assurer (if sampled)	**Signature**	**Date**
Qualification Consultant (if sampled)	**Signature**	**Date**

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Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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