

ESOL Skills for Life (3692) Entry 2 Assignment for integrated assessment

Me and My Community Assessment Pack

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 will have up to 3 hours and 15 minutes to complete the assignment, which includes 30 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 one or more of the three skill areas (Reading, Writing, Speaking and Listening). These skills areas can be assessed by one integrated assessment or by assessments for each skill area (known as Single Mode assessments).

Candidates may be assisted with aspects that are not being assessed (eg the assessor/interlocutor may tell the candidate what to do if he/she cannot read the written instructions adequately. Candidates may speak their answers rather than write them for activities that do not test writing skills). It may be necessary for assessors/interlocutors to guide the speaking and listening activities to ensure that the candidate has the opportunity to demonstrate the skills being assessed. Detailed guidance on the role of the assessors/interlocutors is given in sections 1.2 and 1.3.

Tutors must not teach to the actual assessment activities, but it is expected that candidates will have had a lot of practice in reading, writing and speaking and listening in a range of contexts appropriate to the level. By the time the candidates are assessed, they should be aware of what they are to be assessed on (eg in Speaking and Listening this will include grammatical accuracy, pronunciation, range and fluency as well as comprehension and conveying information).

The integrated 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.

All Speaking and Listening activities must be electronically recorded. These recordings **must** be available for external verification. On the recording, each activity must be preceded by the following:

- name of the candidate
- City & Guilds registration number
- name of the interlocutor
- title of the assessment
- number of the activity
- date activity undertaken.

The following documents are included in this assessment pack:

- 1.1 Transcript and instructions (activity 2).
- 1.2 Assessor/interlocutor notes for the conversation (activity 5).
- 1.3 Assessor/interlocutor notes for the discussion (activity 7).
- 1.4 Images for discussion (activity 7).
- 1.5 Notes on using the mark scheme and assessment records.
- 2.1 Entry 2 assessment criteria assessed in each activity (for reference only).
- 2.2 Core Curriculum guidance.
- 3.1 Summary Assessment Record for recording success at Entry 2.

1.1 Transcript and instructions (activity 2)

The recordings available to download from **www.cityandguilds.com** should be used.

The interlocutor should introduce and explain the activity.

The candidate may listen to the complete recording up to **three** times, but must not pause the recording.

If centres are unable to access the City & Guilds recording, they may record their own but the voice on the recording must not be that of the candidate's own tutor.

Script:

Right, you know where the library is. It's in Block E. Well, the careers department is in Block E as well. You take the red door next to the main library entrance. You can't miss it.

I'll make an appointment for each of you now. I have my diary with me. Just let me take your details and I'll write them down.

I'll start with you. I need your name, address and telephone number please.

Oh, and I'd like to know what kind of job or training you are interested in.

1.2 Assessor/interlocutor notes for the conversation (activity 5)

In activity 5, the interlocutor will take part in a conversation about learning English and other languages. The activity can last for up to 15 minutes including planning and preparation by the candidate. The conversation should last about 3-5 minutes.

The aim of this activity is to assess the candidate's ability to follow conversations and elicit information.

The interlocutor should familiarise him/herself with information about the topic so that s/he can guide the conversation and answer the candidate's questions clearly and readily.

The interlocutor may initiate and guide the conversation to keep it going as long as the candidate asks some questions.

The interlocutor should

- begin with a friendly greeting to set a relaxed tone. Introduce him/herself.
- give the candidate time to respond to contributions and formulate questions, but when necessary prompt the candidate, for example
 - To begin the conversation: “We are going to talk about ...”
 - To develop the conversation: “What do you think ...?”
 - To prompt (further) questions: “Do you need to know anything else?”
- respond to the candidate’s questions clearly and fully in a natural way.
- give one piece of information at a time to allow the candidate time to register and understand it.
- as far as possible avoid using grammatical structures that are beyond the repertoire expected at this level (see ESOL Core Curriculum).
- if the candidate says something that is not clear, prompt the candidate to repeat or clarify using a simple request such as “I’m sorry, can you repeat that please?”
- indicate clearly the end of the activity eg “That’s the end of this activity, thank you.”

1.3 Assessor/interlocutor notes for the discussion (activity 7)

In activity 7, the interlocutor will take part in a discussion about work or study plans. The discussion may take place between one or more (up to three) candidates and the interlocutor. The activity can last for up to 15 minutes including planning and preparation by the candidate. The discussion should last about 4-6 minutes but longer if more than one candidate is involved.

Images are supplied on which you may want to base your discussion or you may want to use an image of your own on the same topic.

The aim of this activity is to assess the candidate’s ability to take part in a discussion and respond to questions.

The interlocutor should

- begin with a friendly greeting to set a relaxed tone. Introduce him/herself.
- ensure that all candidates contribute to the discussion and have the opportunity to comment and ask questions.
- use open ended questioning techniques to develop the discussion and ensure any follow up questions are clear and simple: ask for one piece of information at a time and avoid complex questions (“Why do you think that....” not “Perhaps you could tell me why...”)
- speak naturally, in a friendly and relaxed manner.
- give the candidate time to respond before jumping in with a reformulation. If the candidate asks for repetition, repeat more slowly then, if necessary, reformulate using simpler language.
- as far as possible avoid using grammatical structures that are beyond the repertoire expected at this level (see ESOL Core Curriculum).
- if the candidate says something that is not clear, prompt them to repeat or clarify using a simple request such as “I’m sorry, can you repeat that please?”
- indicate the end of the discussion.

1.4 Images for discussion (activity 7)

Your own pictures may be used for the activity 7 discussion but they must relate to the topic.

1.5 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 total marks 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 for each candidate and give examples of how the candidate met the assessment criteria for Speaking and Listening.

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 2 Assignment – Me and My Community

Entry 2 assessment criteria assessed in each activity (for reference only)

Speaking and Listening

- 2.1.1 listen for and follow the gist of explanations, instructions and narratives
- 2.1.2 listen for detail in short explanations, instructions and narratives
- 2.1.3 listen for and identify the main points of short explanations or presentations
- 2.1.4 listen to and follow short, straightforward explanations and instructions
- 2.1.5 listen to and identify simply expressed feelings and opinions
- 2.1.6 speak clearly to be heard and understood in straightforward exchanges
- 2.1.7 make requests and ask questions to obtain information in everyday contexts
- 2.1.8 respond to straightforward questions
- 2.1.9 express clearly statements of fact and short accounts and descriptions
- 2.1.10 ask questions to clarify understanding
- 2.1.11 follow the gist of discussions
- 2.1.12 follow the main points and make appropriate contributions to the discussion

Reading

- 2.2.1 trace and understand the main events of chronological and instructional texts
- 2.2.2 recognise the different purposes of texts at this level
- 2.2.3 identify common sources of information
- 2.2.4 use images and captions to locate information
- 2.2.5 read and understand linking words and adverbials in instructions and directions, eg *next, then, right, straight on*
- 2.2.6 read and understand words on forms related to personal information, eg *first name, surname, address, postcode, age, date of birth*
- 2.2.7 recognise high frequency words and words with common spelling patterns
- 2.2.8 use phonic and graphic knowledge to decode words
- 2.2.9 use a simplified dictionary to find the meaning of unfamiliar words
- 2.2.10 use initial letters to find and sequence words in alphabetical order

Writing

- 2.3.1 use written words and phrases to record or present information
- 2.3.2 construct simple and compound sentences, using common conjunctions to connect two clauses, eg *as, and, but*
- 2.3.3 use adjectives
- 2.3.4 use punctuation correctly, eg *capital letters, full stops and question marks*
- 2.3.5 use a capital letter for proper nouns
- 2.3.6 spell correctly the majority of personal details and familiar common words
- 2.3.7 produce legible text

2.2 Core Curriculum Guidance


Simple sentences	Entry 1	Simple and compound sentences	Entry 2	Simple, compound and complex sentences	Entry 3
<ul style="list-style-type: none"> word order in simple statements, eg: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase word order in instructions 		<ul style="list-style-type: none"> word order in compound sentences, eg: subject – verb – (object) + <i>and/but</i> + subject – verb – (object) 		<ul style="list-style-type: none"> variations in word order word order in complex sentences 	
<ul style="list-style-type: none"> <i>there is/are</i> + noun (+ prepositional phrase) 		<ul style="list-style-type: none"> <i>there was/were/there is going to be</i> 		<ul style="list-style-type: none"> <i>there has/have been</i> <i>there will be/there was going to be</i> 	
		<ul style="list-style-type: none"> clauses joined with conjunctions <i>and/but/or</i> a limited range of common verbs + <i>-ing</i> form verb + infinitive with and without <i>to</i> 		<ul style="list-style-type: none"> complex sentences with one subordinate clause of either time, reason, result, condition or concession defining relative clauses using <i>who, which, that</i> a range of verbs + <i>-ing</i> form verbs + infinitive, with and without <i>to</i> infinitive to express purpose 	
<ul style="list-style-type: none"> <i>yes/no</i> questions <i>wh-</i> questions question words <i>what/who/where/how much/how many</i> contracted form of auxiliary 		<ul style="list-style-type: none"> <i>wh-</i> questions comparative questions alternative questions question words <i>when, what time, how often, why, how</i> and expressions 		<ul style="list-style-type: none"> simple reported statements 	
		<ul style="list-style-type: none"> statements with question tags, using Entry 1 and Entry 2 tenses 		<ul style="list-style-type: none"> a wide range of <i>wh-</i> questions simple embedded questions question words including <i>whose</i> 	
<ul style="list-style-type: none"> imperatives and negative imperatives 				<ul style="list-style-type: none"> statements with question tags using Entry 3 tenses 	
Noun phrase					
<ul style="list-style-type: none"> regular and common irregular plurals of nouns very common uncountable nouns personal pronouns: demonstratives; determiners of quantity 		<ul style="list-style-type: none"> countable and uncountable nouns simple noun phrases object and reflexive pronouns determiners of quantity – <i>any, many</i> 		<ul style="list-style-type: none"> noun phrases with pre- and post-modification a range of determiners 	
<ul style="list-style-type: none"> indefinite article <i>a/an</i> with singular countable nouns definite article <i>the</i> 		<ul style="list-style-type: none"> use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives 		<ul style="list-style-type: none"> use of articles including: definite article with post modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions 	
<ul style="list-style-type: none"> possessives: <i>my/your/his/her</i>, etc 		<ul style="list-style-type: none"> possessive <i>s</i> and possessive pronouns 			
Verb forms and time markers in statements, interrogatives, negatives and short forms					
<ul style="list-style-type: none"> simple present tense of: <i>be/have/do</i>; common regular verbs <i>have got</i> – indicating possession present continuous of common regular verbs contracted forms of: subject and auxiliary; auxiliary and negative 		<ul style="list-style-type: none"> 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 <i>ago</i> future time using: present continuous; use of time markers 		<ul style="list-style-type: none"> no present perfect with: <i>since/for; ever/never; yet/already</i> <i>used to</i> for regular actions in the past past continuous future simple verb forms 	
<ul style="list-style-type: none"> Modals: <i>can</i> + bare infinitive to express ability; <i>would + like</i> for requests 		<ul style="list-style-type: none"> modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to, had to</i>, to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility use of simple modal adverbs: <i>possibly, probably, perhaps</i> 		<ul style="list-style-type: none"> modals and forms with similar meaning: positive and negative, eg <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating reference 	
<ul style="list-style-type: none"> use of <i>on, off, in, out</i> 		<ul style="list-style-type: none"> very common phrasal verbs 		<ul style="list-style-type: none"> common phrasal verbs and position of object pronouns 	
Adjectives					
<ul style="list-style-type: none"> Common adjectives after <i>be</i> 		<ul style="list-style-type: none"> adjectives and adjective word order comparatives, regular and common irregular forms 		<ul style="list-style-type: none"> comparative and superlative adjectives comparative structures 	
Adverbs and prepositional phrases					
<ul style="list-style-type: none"> common prepositions and prepositional phrases of place 		<ul style="list-style-type: none"> prepositions and prepositional phrases of place and time 		<ul style="list-style-type: none"> wider range of prepositions and prepositional phrases 	
<ul style="list-style-type: none"> simple adverbs of place, manner and time use of intensifier <i>very</i> 		<ul style="list-style-type: none"> adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>) word order use of intensifiers, eg <i>really, quite, so</i> 		<ul style="list-style-type: none"> wide range of adverbial uses, eg to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> more complex adverbial phrases of time, place, frequency, manner a range of intensifiers, including <i>too, enough</i> 	
Discourse					
<ul style="list-style-type: none"> sentence connectives – <i>then, next</i> 		<ul style="list-style-type: none"> adverbs to indicate sequence – <i>first, finally</i> use of substitution markers to structure spoken discourse 		<ul style="list-style-type: none"> markers to indicate: addition, sequence, contrast markers to structure spoken discourse use of ellipsis in informal situations use of vague language 	

Summary Assessment Record for Entry 2

ESOL Skills for life (3692) – Me and My Community – Entry 2 – Assessment Pack (Integrated)

3.1 ESOL Entry 2 Assignment – Me and My Community

Summary Assessment Record for Entry 2

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 2 (Speaking and Listening)					
2.1.2 2.1.4 2.1.6 2.1.7	Sc/E2.1a Sc/E2.1b Sc/E2.3b	Candidate states <ul style="list-style-type: none">nameaddresspostcode All information is clear, with full name spelt clearly Most information is clear, but full name not spelt out	1 1 1 2 (1)		
Language features					
Grammatical accuracy	Sc/E2.3a	Statements used to give information are grammatically accurate at Entry 2 or above.	2		
		Some grammatical errors occur but these do not impede communication. Candidate shows some ability to correct own errors.	(1)		
Pronunciation	Sc/E2.1a Sc/E2.1b	Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress and intonation where appropriate.	2		
		Candidate articulates most sounds recognisably. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)		
Formality/informality	Sc/E2.1a	Candidate uses appropriate polite formula. Intonation is appropriate.	2		
		Candidate uses appropriate polite formula. Intonation may not be appropriate.	(1)		
	Lr/E2.2a Lr/E2.3c	1. In block E / near the library 2. Red 3. Appointment(s) 4. Accept any two of the following <ul style="list-style-type: none">nameaddresstelephone numberjob or training interested in	1 1 1 1		
		Total marks for activity 2			
		11 out of 15 possible marks required for success			
		Tick if activity 2 successfully achieved			

Activity 2 (Speaking and Listening)
Examples of performance

3.1 ESOL Entry 2 Assignment – Me and My Community

Summary Assessment Record for Entry 2

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 3 (Reading and Writing)					
Activity 3 (Reading)					
2.2.6 2.2.7	Rw/E2.1a Rw/E2.2a	<p>Candidate identifies correctly the information needed on the form (eg by writing information in the correct places or explaining to the tutor):</p> <ul style="list-style-type: none">family name and first name (needed for reading mark)addresspostcodetelephone number <p>Candidate indicates (by circling) title</p> <p>Candidate indicates topic(s) of interest (by ticking)</p>		1 1 1 1 1 1	
		Total marks for activity 3			
		4 out of 6 possible marks required for success Tick if activity 3 successfully achieved		<input type="checkbox"/>	
Activity 3 (Writing)					
2.3.1 2.3.5 2.3.6 2.3.7	Ws/E2.4a Wt/E2.1b Ww/E2.1a Ww/E2.1b Ww/E2.1c Ww/E2.2a	<p>Candidate writes correctly the information needed on the form (do not penalise if in wrong place):</p> <ul style="list-style-type: none">name (accept full name, first name only or surname only)address and postcodetelephone number <p>Candidate uses initial capital letters for proper nouns and postcode</p> <p>Candidate spells all personal details correctly Candidate spells most personal details correctly (1 or 2 errors)</p> <p>Candidate produces legible text that is fit for its purpose</p>			1 1 1 1 2 (1) 1
		Total marks for activity 3			
		5 out of 7 possible marks required for success Tick if activity 3 successfully achieved		<input type="checkbox"/>	

3.1 ESOL Entry 2 Assignment – Me and My Community

Summary Assessment Record for Entry 2

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 4 (Writing)					
2.3.1 2.3.2 2.3.3 2.3.4 2.3.5 2.3.6 2.3.7	Wt/E2.1a Wt/E2.1b	Candidate produces a piece of writing that includes two or more pieces of information about their education one piece of information about their education Candidate includes information on: <ul style="list-style-type: none">what they are studying at the momentwhy they are studying			2 (1) 1 1
Language features					
Grammatical accuracy	Ws/E2.1a WS/E2.2a	No significant grammatical errors in aspects of simple and compound sentences expected at Entry 2.			2
		No errors in simple sentences. A few errors in respect of grammatical structures at Entry 2 may be accepted. Any errors do not impede communication.			(1)
Range	Ws/E2.1a Ws/E2.2a	Candidate uses a range of appropriate vocabulary and expressions at Entry 2 and at least one compound sentence.			2
		Candidate uses a limited range of appropriate vocabulary and expressions at Entry 2 and at least one compound sentence.			(1)
Spelling, punctuation & capitalisation	Ws/E2.3a Ws/E2.4a Ww/E2.1a	Common and familiar words at Entry 2 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/E2.2a	Text is of a suitable register and standard of presentation.			2
		Text is of a suitable register and standard of presentation most of the time.			(1)
		Total marks for activity 4			
		7 out of 12 possible marks required for success			
		Tick if activity 4 successfully achieved			

3.1 ESOL Entry 2 Assignment – Me and My Community

Summary Assessment Record for Entry 2

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 5 (Speaking and Listening)					
2.1.1 2.1.3 2.1.5 2.1.6 2.1.7 2.1.9 2.1.10	Sc/E2.1a-b Sc/E2.2a-d Sc/E2.3a-b Sc/E2.4a Lr/E2.1a Lr/E2.1c-d Lr/E2.3b-c Lr/E2.6a	Candidate talks about their education	1		
		Candidate gives at least two points about their experience of learning English	2		
		Candidate gives one point about their experience of learning English	(1)		
		Candidate asks interlocutor two things about learning languages	2		
		Candidate asks interlocutor one thing about learning languages	(1)		
Language features					
Grammatical accuracy	Sc/E2.2d Sc/E2.3a	Questions and statements are grammatically well formed at Entry 2.	2		
		Some grammatical errors occur but these do not impede communication.	(1)		
Pronunciation	Sc/E2.1a Sc/E2.1b	Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress and intonation where appropriate.	2		
		Candidate articulates most sounds recognisably. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)		
Range	Sc/E2.1a Sc/E2.4a	Candidate uses appropriate vocabulary and expressions at Entry 2.	2		
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood. The interlocutor may need to ask for clarification.	(1)		
Fluency/discourse	Sc/E2.3b	Candidate can maintain his/her end of the conversation smoothly at Entry 2. Makes an attempt to initiate elements of conversation as well as responding to questions.	2		
		Candidate maintains his/her end of the conversation most of the time.	(1)		
Comprehension	Lr/E2.1c Lr/E2.1d Sc/E2.3b	Candidate keeps up with the conversation all of the time.	2		
		Candidate keeps up with the conversation most of the time.	(1)		
		Total marks for activity 5			
		10 out of 15 possible marks required for success			
		Tick if activity 5 successfully achieved	<input type="checkbox"/>		

Activity 5 (Speaking and Listening)
Examples of performance

Summary Assessment Record for Entry 2

Summary Assessment Record for Entry 2

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 6 (Reading)					
2.2.1	Rs/E2.1a	1. To invite them to a Careers Open Day at the College		1	
2.2.2	Rs/E2.1b	2. 6 January		1	
2.2.3	Rs/E2.1d	3. 9 (pm) (in the evening)		1	
2.2.4	Rt/E2.1a	4. (the) library		1	
2.2.5	Rt/E2.1b	5. Next to the library		1	
2.2.8	Rt/E2.2a	6. Call (0121 478282) and email (Armina@rosehill.ac.com) (accept contact the Careers Department as one possible option)		1	
Total marks for activity 6					
4 out of 6 possible marks required for success					
Tick if activity 6 successfully achieved				<input type="checkbox"/>	

3.1 ESOL Entry 2 Assignment – Me and My Community

Summary Assessment Record for Entry 2

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 7 (Speaking and Listening)					
2.1.8 2.1.9 2.1.11 2.1.12	Lr/E2.5a Lr/E2.5b Lr/E2.6a-c Lr/E2.7a Sd/E2.1a-e Sc/E2.1a-b Sc/E2.3a-f	Candidate follows the gist of the discussion.	1		
		Candidate follows the main points and makes appropriate contributions.	2		
		Candidate follows some main points and makes some appropriate contributions.	(1)		
		Candidate responds appropriately to all straightforward questions.	2		
		Candidate responds appropriately to some straightforward questions.	(1)		
		Candidate expresses clearly statements of fact, short accounts or descriptions.	1		
Language features					
Grammatical accuracy	Sc/E2.3a	Questions and statements are grammatically well formed at Entry 2.	2		
		Some grammatical errors occur but these do not impede communication.	(1)		
Pronunciation	Sc/E2.1b Sc/E2.1a	Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress and intonation where appropriate.	2		
		Candidate articulates most sounds recognisably. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)		
Range	Sc/E2.3f Sd/E2.1d	Candidate uses appropriate vocabulary and expressions at Entry 2.	2		
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood. The interlocutor may need to ask for clarification.	(1)		
Fluency/ discourse	Sc/E2.3a Sc/E2.3b Lr/E2.7a	Candidate can make relevant contributions to the discussion smoothly at Entry 2. Makes an attempt to initiate aspects of the discussion as well as responding to questions.	2		
		Candidate maintains his/her end of the discussion most of the time.	(1)		
Comprehension	Lr/E2.1b Lr/E2.1c Lr/E2.1d Sc/E2.3b	Candidate keeps up with the discussion all of the time.	2		
		Candidate keeps up with the discussion most of the time.	(1)		
		Total marks for activity 7			
		10 out of 16 possible marks required for success	<input type="checkbox"/>		
		Tick if activity 7 successfully achieved			

Activity 7 (Speaking and Listening)
Examples of performance

3.1 ESOL Entry 2 Assignment – Me and My Community

Summary Assessment Record for Entry 2

National Standard	ESOL Reference	Marking Guide	Marks		
			S&L	R	W
Activity 8 (Writing)					
2.3.1 2.3.2 2.3.3 2.3.4 2.3.5 2.3.6 2.3.7	Wt/E2.1a	Candidate writes an article that gives relevant information about: <ul style="list-style-type: none">• their past experiences of work or study• what they like about what they are studying• what they want to do in the future			1 1 1
Language features					
Grammatical accuracy	Ws/E2.1a	No significant grammatical errors in aspects of simple and compound sentences expected at Entry 2.			2
		No errors in simple sentences. A few errors in respect of grammatical structures at Entry 2 may be accepted; any errors do not impede communication.			(1)
Range	Ws/E2.1a Ws/E2.2a	Candidate uses a range of appropriate vocabulary and expressions at Entry 2.			2
		Candidate uses a limited range of appropriate vocabulary and expressions at Entry 2.			(1)
Spelling, punctuation & capitalisation	Ws/E2.3a Ws/E2.4a Ww/E2.1a Ww/E2.1b	Common and familiar words at Entry 2 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/E2.2a	Text is of a suitable register and standard of presentation.			2
		Text is of a suitable register and standard of presentation most of the time.			(1)
		Total marks for activity 8			
		7 out of 11 possible marks required for success			
		Tick if activity 8 successfully achieved			<input type="checkbox"/>

Tick if all Entry 2 Speaking and Listening activities successfully achieved	<input type="checkbox"/>		
Tick if all Entry 2 Reading activities successfully achieved		<input type="checkbox"/>	
Tick if all Entry 2 Writing activities successfully achieved			<input type="checkbox"/>

Candidate's name	Signature	Date
Interlocutor'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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