# ESOL Skills for Life (3692)
# Entry 2 Assignment
# for single mode assessment

## Me and My Community
Assessment Pack for Reading

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 and 15 minutes 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 reading 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 but must not read out the documents). In the single mode reading assessment candidates can give their responses verbally and the assessor can record them since these activities assess only reading not writing.

Tutors must not teach to the actual assessment activities, but it is expected that candidates will have had a lot of practice in reading 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.

The single mode assignments are 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 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   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 in the different modes.

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

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

**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

## 2.2 Core Curriculum guidance

| Simple sentences — Entry 1 | Simple and compound sentences — Entry 2 | Simple, compound and complex sentences — Entry 3 |
|---|---|---|
| • word order in simple statements, eg:<br>subject – verb – object<br>subject – verb – adverb<br>subject – verb – adjective<br>subject – verb – prepositional phrase<br>• word order in instructions | • word order in compound sentences, eg:<br>subject – verb – (object) + *and/but* + subject – verb – (object) | • variations in word order<br>• word order in complex sentences |
| • *there is/are* + noun (+ prepositional phrase) | • *there was/were/there is going to be* | • *there has/have been*<br>• *there will be/there was going to be* |
| | • clauses joined with conjunctions *and/but/or*<br>• a limited range of common verbs + *-ing* form<br>• verb + infinitive with and without *to* | • complex sentences with one subordinate clause of either time, reason, result, condition or concession<br>• defining relative clauses using *who, which, that*<br>• a range of verbs + *-ing* form<br>• verbs + infinitive, with and without *to*<br>• infinitive to express purpose |
| • *yes/no* questions<br>• *wh-* questions<br>• question words *what/who/where/how much/how many*<br>• contracted form of auxiliary | • *wh-* questions<br>• comparative questions<br>• alternative questions<br>• question words *when, what time, how often, why, how* and expressions | • simple reported statements |
| | • statements with question tags, using Entry 1 and Entry 2 tenses | • a wide range of *wh-* questions<br>• simple embedded questions<br>• question words including *whose* |
| • imperatives and negative imperatives | | • statements with question tags using Entry 3 tenses |
| **Noun phrase** | | |
| • regular and common irregular plurals of nouns<br>• very common uncountable nouns<br>• personal pronouns: demonstratives; determiners of quantity | • countable and uncountable nouns<br>• simple noun phrases<br>• object and reflexive pronouns<br>• determiners of quantity – *any, many* | • noun phrases with pre- and post-modification<br>• a range of determiners |
| • indefinite article *a/an* with singular countable nouns<br>• definite article *the* | • use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives | • 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 |
| • 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<br>• *have got* – indicating possession<br>• present continuous of common regular verbs<br>• contracted forms of: subject and auxiliary; auxiliary and negative | • simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases<br>• simple past tense of regular and common irregular verbs with time markers such as *ago*<br>• future time using: present continuous; use of time markers | • no present perfect with: *since/for; ever/never; yet/already*<br>• *used to* for regular actions in the past<br>• past continuous<br>• future simple verb forms |
| • 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<br>• use of simple modal adverbs: *possibly, probably, perhaps* | • modals and forms with similar meaning: positive and negative, eg *you should/shouldn't* to express obligation; *might, may, will probably* to express possibility and probability in the future; *would/should* for advice; *need to* for obligation; *will definitely* to express certainty in the future; *May I?* asking for permission; *I'd rather* stating reference |
| • use of *on, off, in, out* | • very common phrasal verbs | • common phrasal verbs and position of object pronouns |
| **Adjectives** | | |
| • Common adjectives after *be* | • adjectives and adjective word order<br>• comparatives, regular and common irregular forms | • comparative and superlative adjectives<br>• comparative structures |
| **Adverbs and prepositional phrases** | | |
| • common prepositions and prepositional phrases of place | • prepositions and prepositional phrases of place and time | • wider range of prepositions and prepositional phrases |
| • simple adverbs of place, manner and time<br>• 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*)<br>• word order<br>• use of intensifiers, eg *really, quite, so* | • wide range of adverbial uses, eg to express possibility and un/certainty – *possibly, perhaps, definitely*<br>• more complex adverbial phrases of time, place, frequency, manner<br>• a range of intensifiers, including *too, enough* |
| **Discourse** | | |
| • sentence connectives – *then, next* | • adverbs to indicate sequence – *first, finally*<br>• use of substitution<br>• markers to structure spoken discourse | • markers to indicate: addition, sequence, contrast<br>• markers to structure spoken discourse<br>• use of ellipsis in informal situations<br>• use of vague language |

## 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 1 – Newsletter** | | | | | |
| 2.2.1<br>2.2.2<br>2.2.4<br>2.2.8<br>2.2.9<br>2.2.10 | Rt/E2.1b<br>Rt/E2.2a<br>Rt/E2.4a<br>Rw/E2.2a<br>Rw/E2.3a<br>Rw/E2.4a<br>Rw/E2.5a | Candidate uses a simplified or bilingual dictionary to correctly locate the meaning of **adviser** | | 1 | |
| | | 1. To give information about students at college | | 1 | |
| | | 2. 2 years ago | | 1 | |
| | | 3. English | | 1 | |
| | | 4. Accept any one of the following<br>• an apprenticeship<br>• (a career in) motor mechanics<br>• training in motor mechanics (accept similar wording) | | 1 | |
| | | 5. A waiter | | 1 | |
| | | 6. A (brilliant) lawyer | | 1 | |
| | | 7. (a/the) careers adviser | | 1 | |
| | | **Total marks for activity 1** | | | |
| | | **6 out of 8 possible marks required for success**<br>**Tick if activity 1 successfully achieved** | | ❑ | |

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| National Standard | ESOL Reference | Marking Guide | Marks | | |
|---|---|---|---|---|---|
| | | | S&L | R | W |
| **Activity 2 – Registration form** | | | | | |
| 2.2.6 2.2.7 | Rw/E2.1a Rw/E2.2a | Candidate identifies correctly the information needed on the form (eg by writing information in the correct places or explaining to the tutor): • family name **and** first name (needed for reading mark) • address • postcode • telephone number  Candidate indicates (by circling) title  Candidate indicates topic(s) of interest (by ticking) | | 1 1 1 1 1 1 | |
| | | **Total marks for activity 2** | | | |
| | | **4 out of 6 possible marks required for success Tick if activity 2 successfully achieved** | | ❑ | |

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Summary Assessment Record for Entry 2

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

| | |
|---|---|
| **Tick if all Entry 2 Reading 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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