

# Essential Skills Wales in Communication

## **Example** Entry 3 controlled task

### **Choosing a pet**

Assessment pack

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# 1 Assessment guidelines

## 1.1 Checklist and overview

General assessment guidelines applicable to all City & Guilds Entry level ESW assessments can be found in the City & Guilds ESW qualification handbook. The following is a checklist of the basic guidelines as well as information particular to ESW Communication.

### Overview of this assessment

The Reading and Writing part of the assessment is about choosing a pet. The discussion for Speaking and Listening can be on any topic of interest to the candidate. The assessment tasks are focused on Reading and Writing at Entry 3. A separate Speaking and Listening assessment (the criteria for which are also contained in this pack) must also be completed.

The evidence and skills requirements for ESW are explained in more detail in the DCELLS document 'Essential Skills Wales'. This can be downloaded from <http://bit.ly/dcells-esw>.

The assessment at Entry level is summative and should only be attempted once the candidate is deemed to have the skills and knowledge necessary to achieve – known as 'when ready'. Assessors/tutors must **not** teach to the actual assessment tasks and the assessment must be presented to candidates 'unseen', although it is expected that by the time of assessment candidates will have had plenty of practice in developing and using these skills in a range of contexts appropriate to the level, and should be familiar with the processes involved in the type of activity contained in this assessment.

### Administration of the assessment

- The assessment must be completed under supervised conditions. This need not involve a formal 'examination' environment, although the assessor/tutor or another designated supervisor must be present throughout to ensure all work is produced independently by the candidate.
- The assessment may either be completed in one session or split over two **consecutive** sessions, with no learning or preparation given in between. If not completed in one sitting, the candidate's paper and all materials produced by the candidate must be collected in and stored securely until the next session begins. On no account may candidates take any of their work away with them between sessions.
- The Speaking and Listening activities do not have to be completed at the same time as the Reading and Writing assessment; they may take place at any time when the candidate is ready. There is no 'candidate's paper' for this part of the assessment, although the candidate should have an opportunity to prepare for the activities before they take place.
- Candidates may be assisted with any aspects of each task that are not being assessed. For example, the assessor/tutor may read out the instructions for the writing tasks (Task 3 and Task 4). The assessor/tutor must not intervene or volunteer information unless asked for help. Candidates **must** have access to a dictionary that can be used as required.
- Where candidates are unsuccessful in this assessment, they will need further practice in the relevant skill(s) before re-attempting at a later date. A different Reading and Writing assessment (either another title from the City & Guilds pre-approved bank or a centre-devised assessment that has been approved by City & Guilds) must be used when re-attempting this part of the assessment. If either or both of the discussions needs to take place again, this must be on a different topic.
- Candidates that have attempted this assessment must **not** under any circumstances take any other 'Choosing a pet' assessment.

## 2 Assessment recording

### 2.1 Assessment record – Reading and Writing

Candidate's name:

City & Guilds enrolment number:

Date(s) and time(s) assessment used:

Note the *a, b, c*, etc notation against each evidence criterion identifies the skill(s) candidates will need in order to show that they are competent. The letter indicates the order in which each skill appears in the ESW standards (eg CE3.2.1 (h) = identify the main points and ideas in documents).

Mark scheme	Evidence requirements	Tick if achieved
<b>Task 1 – leaflet</b>		
1. Give information <b>or</b> help choose a pet	CE3.2.1 (d)	<input type="checkbox"/>
2. How to choose a pet <b>or</b> animals' needs <i>or similar in candidate's own words</i>	CE3.2.1 (e) CE3.2.1 (h)	<input type="checkbox"/>
3. Any <b>two</b> of ( <i>one tick for each</i> ) <ul style="list-style-type: none"> <li>• a house or cage</li> <li>• fresh food and water</li> <li>• cleaning out</li> <li>• attention</li> <li>• exercise</li> </ul>	CE3.2.1 (k) CE2.2.1 (b)	<input type="checkbox"/> <input type="checkbox"/>
4. May bite <b>or</b> may sleep	CE3.2.1 (j)	<input type="checkbox"/>
5. Any <b>two</b> of ( <i>one tick for each</i> ) <ul style="list-style-type: none"> <li>• time</li> <li>• space</li> <li>• where to keep the animal</li> <li>• what you can afford.</li> </ul>	CE3.2.1 (g)	<input type="checkbox"/> <input type="checkbox"/>
6. <b>Two</b> or more of ( <i>one tick for each</i> ) <ul style="list-style-type: none"> <li>• turn right and walk along Station Road.</li> <li>• the vets is opposite the Post Office</li> <li>• the vets is just before the bakery</li> <li>• other relevant information.</li> </ul>	CE3.2.1 (c) CE3.2.1 (l)	<input type="checkbox"/> <input type="checkbox"/>

Mark scheme	Evidence requirements	Tick if achieved
<b>Task 2 – Form (Reading)</b>		
1. One or more of: <ul style="list-style-type: none"><li>to ask your advice</li><li>to share her good news</li><li>other valid reason</li></ul> <i>accept similar in candidate’s own words.</i>	CE3.2.1 (f)	<input type="checkbox"/>
2. Any reasonable dictionary definition of ‘adorable’, eg very attractive; lovable (or similar).	CE3.2.1 (f)	<input type="checkbox"/>
<b>Tolerance:</b> A minimum of <b>9 ticks</b> (out of a possible 11) are required from Tasks 1 and 2 for success. Tick if achieved		<input type="checkbox"/>
<b>Task 3 – Draft copy of text</b>		
Draft copy produced <i>Two ticks for a full draft in sentences or one mark for a plan, eg spidergram or headings</i>	CE3.3.1 (a)	<input type="checkbox"/> <input type="checkbox"/>
<b>Tolerance:</b> A minimum of <b>1 tick</b> (out of a possible 2) is required from Task 3 for success. Tick if achieved		<input type="checkbox"/>
<b>Task 4 – Note or email</b>		
Note or email produced that: <ul style="list-style-type: none"><li>gives simple information (ie about pets)</li><li>uses appropriate language</li><li>is written in complete sentences using common conjunctions – most of the time</li><li>is organised into at least two short paragraphs</li><li>uses correct basic grammar including correct verb-tense and subject-verb agreement – most of the time</li><li>uses punctuation correctly most of the time including capital letters, full stops and question marks/exclamation mark (if appropriate)</li><li>has most common words and key words given to the candidate spelt correctly. Spellings of other words should not be penalised unless they interfere with conveying the meaning or maintaining the confidence of the intended reader</li><li>is sufficiently legible for the intended reader</li><li>makes the meaning clear.</li></ul>	CE3.3.1 (b) CE3.3.1 (c) CE3.3.1 (d)  CE3.3.1 (e) CE3.3.1 (f)  CE3.3.1 (g)  CE3.3.1 (h)   CE2.3.1 (i) CE2.3.1 (j)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>   <input type="checkbox"/> <input type="checkbox"/>
<b>Tolerance:</b> <b>All 9 ticks</b> are required from Task 4 for success. Tick if achieved		<input type="checkbox"/>

### Please tick as applicable

- ☐ The candidate has met the minimum requirements indicated above and has successfully completed the Reading and Writing assessment.
- ☐ The candidate was unsuccessful on this occasion.

Note: the Speaking and Listening criteria (CE3.1.1 Understand and respond to spoken language in a face-to-face situation, CE3.1.2 Speak to communicate information, feelings, opinions and questions and CE1.1.3 Take part in a discussion with two or more other people) must also be achieved for certification.

**The declarations on the final page of the candidate's paper must also be completed, even if the candidate was unsuccessful.**

## 2 Assessment recording

### 2.2 Assessment record – Speaking and Listening (CE3.1.2 and CE3.1.3) – discussion

Candidate's name:

City & Guilds enrolment number:

Date, time and location of discussion:

**Details of participants:** (candidate plus at least two other people **not** including the assessor)

**Summary of the discussion:**

Confirm that the candidate:		Give examples:
Took part in a discussion to reach a shared understanding about familiar topics CE3.1.3 (a)	<input type="checkbox"/>	
Followed and understood the main points of discussions on different topics CE3.1.3 (b)	<input type="checkbox"/>	
Made relevant contributions to discussions CE3.1.3 (c)	<input type="checkbox"/>	
Respected the turn-taking rights of others during discussions CE3.1.3 (d)	<input type="checkbox"/>	
Spoke clearly to be heard and understood, using appropriate clarity, speed and phrasing CE3.1.2 (a)	<input type="checkbox"/>	

Confirm that the candidate:		Give examples:
Used language and register appropriate to listeners CE3.1.2 (f)	<input type="checkbox"/>	
<i>if applicable</i> Conveyed feelings/opinions as appropriate CE3.1.2 (e)	<input type="checkbox"/>	

### Feedback to candidate:

Assessor name:

Assessor signature:

IV signature (if sampled):

Date:

### Please tick as applicable

- ☐ The candidate has met the minimum requirements indicated above and has successfully completed the **discussion** within the Speaking and Listening assessment.
- ☐ The candidate was unsuccessful on this occasion.

Note: a face-to-face activity, as well as the Reading and Writing assessment, must also be successfully completed for certification.



## 2 Assessment recording

### 2.3 Assessment record – Speaking and Listening (CE3.1.1 and CE3.1.2) – face-to-face

Candidate's name:

City & Guilds enrolment number:

Date, time and location of discussion:

#### Details of participants:

#### Summary

Confirm that the candidate:		Give examples:
Extracted detail from explanations, instructions and narratives CE3.1.1 (a)	<input type="checkbox"/>	
Identified relevant information and new information from discussions, explanations and short presentations CE3.1.1 (b)	<input type="checkbox"/>	
Responded appropriately to what others said CE3.1.1 (c)	<input type="checkbox"/>	
Used strategies to clarify and confirm understanding CE3.1.1 (d)	<input type="checkbox"/>	
Spoke clearly to be heard and understood using appropriate clarity, speed and phrasing (see also discussion) CE3.1.2 (a)	<input type="checkbox"/>	

Confirm that the candidate:		Give examples:
Made requests and asked questions to obtain information in familiar and unfamiliar contexts CE3.1.2 (b)	<input type="checkbox"/>	
Responded to a range of questions about familiar topics CE3.1.2 (c)	<input type="checkbox"/>	
Expressed clearly statements of fact and gave short explanations, accounts and descriptions CE3.1.2 (d)	<input type="checkbox"/>	
Clearly conveyed feelings/opinions when appropriate (may be covered by discussion) CE3.1.2 (e)	<input type="checkbox"/>	
Used language and register appropriate to listeners (see also discussion) CE3.1.2 (f)	<input type="checkbox"/>	

### Feedback to candidate:

Assessor name:

Assessor signature:

IV signature (if sampled):

Date:

### Please tick as applicable

- ☐ The candidate has met the minimum requirements indicated above and has successfully completed the **face to face activity** within the Speaking and Listening assessment.
- ☐ The candidate was unsuccessful on this occasion.

NB: a group discussion, as well as the Reading and Writing assessment, must also be successfully completed for certification.

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