ESOL Skills for Life (4692)
Entry 3 Sample Assignment

www.cityandguilds.com
May 2018
Version 1.3

Health and Safety

Assessment Pack

Reading to obtain information

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 1 hour and 45 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 Internal Quality Assurer (IQA).

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 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 assignment activities can be done in any order.

If a candidate is unsuccessful in one or more activities, he/she will need further practice before being given another opportunity to demonstrate his/her skills at a later date when he/she is ready. The subsequent assessment needs to include all activities from a different assignment topic provided by City & Guilds. However, if the candidate was unsuccessful in alphabetical ordering or use of a dictionary but would otherwise have passed the assignement, they can retake just these two questions rather than the whole assignment. Please see the 'Retake Task' paragraph below for details.

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

Retake Task

The Reading assignments have been designed to give candidates more than one opportunity to meet most of the assessment criteria (hence the criteria with an asterisk). However, those candidates who were not successful with alphabetical ordering or use of the dictionary but would otherwise have achieved the assignment, can complete a retake task. There are three retake tasks available at Entry 3 on the City & Guilds website, any of which can be chosen by the assessor.

The retake task must be taken under supervised conditions. This means that both questions will be completed with the assessor, or other designated supervisor, present. Candidates will have up to 20 minutes to complete the retake task, which includes 5 minutes checking time.

Candidates can give their responses verbally and the assessor can record them since the questions in this task assess only reading not writing.

Both questions in the retake task need to be completed successfully, even if a candidate was only unsuccessful in one of the two questions in the original assignment topic.

If a candidate is unsuccessful in the Reading assignment topic and the retake task, any subsequent assessment needs to include all activities from a different assignment topic provided by City & Guilds.

The following documents are included in this assessment pack:

1.1 Notes on using the mark scheme and assessment records.

2.1 Adult ESOL Core Curriculum guidance.

3.1 Summary Assessment Record for recording success at Entry 3.

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.

Each activity has a pass mark and details of the criteria that must be met in order to cover 100% of the assessment criteria on at least one occasion.

Assessors must complete a Summary Assessment Record for each candidate taking this assignment.

A summary of the required language features at this level can be found by referring to 2.1 Adult ESOL 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 Adult ESOL 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, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase • word order in instructions	• word order in compound sentences, e.g.: subject – verb – (object) + *and/but* + subject – verb – (object)	• variations in word order • word order in complex sentences
• *there is/are* + noun (+ prepositional phrase)	• *there was/were/there is going to be*	• *there has/have been* • *there will be/there was going to be*
	• clauses joined with conjunctions *and/but/or* • a limited range of common verbs + *-ing* form • verb + infinitive with and without *to*	• complex sentences with one subordinate clause of either time, reason, result, condition or concession • defining relative clauses using *who, which, that* • a range of verbs + *-ing* form • verbs + infinitive, with and without *to* • infinitive to express purpose
• *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	• simple reported statements
	• statements with question tags, using Entry 1 and Entry 2 tenses	• a wide range of *wh-* questions • simple embedded questions • 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 • 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*	• noun phrases with pre- and post-modification • a range of determiners
• 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	• 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 • *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	• no present perfect with: *since/for; ever/never; yet/already* • *used to* for regular actions in the past • past continuous • 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 • use of simple modal adverbs: *possibly, probably, perhaps*	• modals and forms with similar meaning: positive and negative, e.g. *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 • comparatives, regular and common irregular forms	• comparative and superlative adjectives • 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 • 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, e.g. *really, quite, so*	• wide range of adverbial uses, e.g. to express possibility and un/certainty – *possibly, perhaps, definitely* • more complex adverbial phrases of time, place, frequency, manner • a range of intensifiers, including *too, enough*
Discourse		
• sentence connectives – *then, next*	• adverbs to indicate sequence – *first, finally* • use of substitution • markers to structure spoken discourse	• markers to indicate: addition, sequence, contrast • markers to structure spoken discourse • use of ellipsis in informal situations • use of vague language

3.1 ESOL Entry 3 Assignment – Health and Safety

Summary Assessment Record for Entry 3

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 1			
1.1 1.2 1.3 1.4 1.5 1.6 2.1 2.2 4.1 4.2	Rs/E3.1a Rs/E3.2a Rt/E3.1a Rt/E3.2a Rt/E3.3a Rt/E3.4a Rt/E3.5a Rt/E3.5b Rt/E3.6a Rt/E3.7a Rt/E3.8a Rt/E3.9a Rw/E3.3a Rw/E3.4a	1. employees **and** employers 2. Your health, your safety: (and/or) A guide for workers 3. 01234 567 891 4. a) First aid training b) Complaints (accept Feedback) 5. First help (given to someone to prevent injury or illness from becoming worse) 6. medicine **and** tablets 7. (Qualified) medical personnel (accept similar wording) 8. (Document) 1 / Health & Safety Matters 9. images and bullet points 10. 3 11. Candidate lists the words in alphabetical order administer – aid – health – homepage – illness – injury – reduce – risks 12. Candidate uses a dictionary to correctly locate the meaning of **administer**	1 1 1 1 1 1 1 1 1* 1* 1* 1 1
		Total marks for Activity 1	
		9 out of 13 possible marks required for success. **Questions 11 and 12 must be answered correctly.** **Tick if Activity 1 successfully achieved**	❑

3.1 ESOL Entry 3 Assignment – Health and Safety

Summary Assessment Record for Entry 3

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 2			
1.4 1.5 3.1 3.2	Rt/E3.7a Rt/E3.8a Rw/E3.1a Rw/E3.2a	Candidate identifies correctly the information needed on the form (e.g. by matching the words to the correct space on the form): • Accident • Title • First Name • Postcode • Number • Email • Date of Birth • Signature 1. Use a blue or black pen 2. Simon Gardener	 1 1 1 1 1 1 1 1 1 1
		Total marks for Activity 2	
		7 out of 10 possible marks required for success. **Tick if Activity 2 successfully achieved**	❑

3.1 ESOL Entry 3 Assignment – Health and Safety

Summary Assessment Record for Entry 3

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 3			
1.1 1.2 1.3 1.4 1.5 2.2 2.3	Rs/E3.1b Rt/E3.1a Rt/E3.2a Rt/E3.4a Rt/E3.5a Rt/E3.6a Rt/E3.7a Rt/E3.8a Rw/E3.5a	**Task 1** Candidate matches **at least one** of the images to the correct hazard (4 – 3 – 1 – 2)	1*
		Task 2	
		1. Trips and slips (accept falls)	1
		2. (Loud) noise	1
		3. Always	1
		4. To inform	1*
		5. Official	1
		6. Methods	1
		7. In a table	1*
		Total marks for Activity 3	
		5 out of 8 possible marks required for success. **Tick if Activity 3 successfully achieved**	❑

*** In order for candidates to achieve they must have answered correctly:**	
Question 8 in Activity 1 and/or Question 4 in Activity 3 (purpose)	❑
Question 9 in Activity 1 and/or Question 7 in Activity 3 (layout)	❑
Question 10 in Activity 1 and/or Task 1 in Activity 3 (images)	❑

Tick if all Entry 3 Reading activities successfully achieved	❑

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

Published by City & Guilds
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London
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