ESOL Skills for Life (4692)
Entry 3 Sample Assignment

www.cityandguilds.com
December 2015
Version 1.2

Health and Safety

Assessment Pack

Speaking and listening to obtain and convey information

Candidate's name:

Assessment Pack

Administration of the assignment

The assignment must be taken under supervised conditions. All activities must be completed using a City & Guilds approved interlocutor.

The maximum time allowed for completing the three activities is 1 hour 15 minutes. Each activity has a guide on the time allowed. Any overrunning will mean less time to spend on subsequent activities, so interlocutors should remind candidates when they have used the allotted time.

Candidates do not have to complete the whole assignment in the 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).

Candidates may be assisted with aspects which are not being assessed. This means that in the Speaking and Listening activities the interlocutor may tell the candidate what to do if he/she cannot read accurately the written instructions. It may be necessary for the interlocutor to guide the Speaking and Listening activities to ensure that the candidate has the opportunity to demonstrate the skills being assessed. Detailed guidance for the interlocutor is given in sections 1.1, 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 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 (e.g. in Speaking and Listening this will include grammatical accuracy, pronunciation, range and fluency as well as comprehension and conveying information).

The assignment activities can be done in any order but it is advised that Activity 1 be completed first. If a candidate is unsuccessful in any of the 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. Any activity can be retaken on its own without resitting the whole assignment.

The subsequent assessment of any activity needs to be from a different assignment topic provided by City & Guilds.

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

Speaking and listening activities 2 and 3 must be electronically recorded. On the recording, each activity must be preceded by the following:

- name of the candidate
- City & Guilds enrolment 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 for Activity 1.

1.2 Assessor/interlocutor notes for Activity 2.

1.3 Assessor/interlocutor notes for Activity 3.

1.4 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 Transcript and instructions for Activity 1

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.

Transcript:

Good afternoon, it's 2 o'clock, here's your local news bulletin on Radio KinKade. Our top story today.
A young sixteen year old worker at a local fast food outlet has been badly burned in an accident involving a deep fat fryer.
This is one of many accidents at work in recent weeks and the Health and Safety Executive are looking into the increase in incidents.

A spokesperson for the HSE said "the cost of poor health and safety not only affects the individuals, their families and employer but is a huge cost to society and the health service."
The young girl who hasn't been named is currently in hospital and is said to be comfortable.
Your news is on the hour, every hour. Over to the weather…

1.2 Assessor/interlocutor notes for Activity 2

The aim of Activity 2 is to assess the candidate's ability to convey information orally. The interlocutor should enable the candidate to express themselves without interruption but can provide prompts if required.

The activity can last for up to 30 minutes including planning and preparation by the candidate. The candidate's spoken contribution should last about 5-10 minutes.

The interlocutor should:

- introduce and explain the activity
- begin with a friendly greeting to set a relaxed tone
- support the candidate, e.g.
  - To begin the communication: "What would you like to talk about?"
  - To develop the communication, use open question techniques: "What else…?"
- 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, could you repeat that please?"
- indicate clearly the end of the activity, e.g. "That's the end of this activity, thank you."

1.3 Assessor/interlocutor notes for Activity 3

In Activity 3, the interlocutor will take part in a discussion. The discussion may take place between one or more candidates (up to three) and the interlocutor. The activity can last for up to 30 minutes including planning and preparation by the candidate. The discussion should last about 7-10 minutes but longer if more than one candidate is involved.

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

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. Use embedded questions such as "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, could you repeat that please?"
- indicate the end of the discussion.

1.4 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 and give examples of how the candidate met the assessment criteria.

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	Lr/E3.1a Lr/E3.1c Lr/E3.2a Lr/E3.2b Lr/E3.2c Lr/E3.3a	1. A fast food outlet 2. (Badly) burned 3. Health and Safety Executive 4. On the hour, every hour (accept wording that indicates in an hour) 5. news programme	1 1 1 1 1
		Total marks for Activity 1	
		3 out of 5 possible marks required for success. 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			
2.1 2.2 2.3	Sc/E3.1b Sc/E3.2a Sc/E3.4a Sc/E3.4b Sc/E3.4c	Candidate states • name • address • postcode • how long they have studied English All information is clear, with full name spelt clearly Most information is clear, but full name not spelt out	 1 1 1 1 2 (1)
2.3	Sc/E3.4c Sc/E3.4d Sc/E3.4e Sc/E3.4f	Candidate talks about health and safety. Candidate gives at least one point about the importance of health and safety. Candidate gives at least one point about the health and safety procedures in their place of work or study. Candidate gives at least one point about what they would do in the event of a fire. Candidate gives at least one point about how to report an incident in their place of work or study.	1 1 1 1 1
Language features – if candidate has not met the minimum criteria for the statements below, a zero (0) mark **must** be awarded against the specific criteria			
Grammatical accuracy	Sc/E3.4a	Statements are grammatically well formed with no significant errors at Entry 3.	2
		Some grammatical errors occur but these do not impede communication.	(1)
Pronunciation	Sc/E3.1a Sc/E3.1b	Candidate articulates sounds of English correctly using appropriate clarity, speed and phrasing. Pronounces common words with correct word stress and intonation. Uses appropriate stress and intonation patterns for the formation of questions and statements.	2
		Candidate articulates most sounds of English correctly using appropriate clarity, speed and phrasing. Pronounces most common words with correct word stress and intonation. Uses appropriate stress and intonation patterns for the formation of questions and statements most of the time.	(1)
Range	Sc/E3.2a	Candidate uses a wide range of vocabulary and expressions correctly at Entry 3.	2
		Candidate uses a limited but sufficient range of vocabulary and expressions at Entry 3.	(1)
Fluency/ discourse	Sc/E3.4b	Candidate speaks in a relaxed and natural way throughout.	2
		Candidate speaks in a relaxed and natural way most of the time with few pauses or hesitations	(1)
		Total marks for Activity 2	
		13 out of 19 possible marks required for success. Candidate must get the minimum marks in each section in order to achieve. **Tick if Activity 2 successfully achieved**	❑

Activity 2
Examples of performance

3.1 ESOL Entry 3 Assignment – Health and Safety

Summary Assessment Record for Entry 3

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 3			
1.3 2.1 2.2 3.1 3.2 3.3 3.4	Lr/E3.3b Lr/E3.5a Lr/E3.5b Lr/E3.7a Lr/E3.7c Sc/E3.2a Sd/E3.1b Sd/E3.1c	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 asks at least two open questions.	2
		Candidate asks at least one open question.	(1)
		Candidate responds appropriately to a range of open questions.	2
		Candidate responds appropriately to some open questions.	(1)
		Candidate expresses clearly statements of fact, short accounts or descriptions.	1
		Candidate uses appropriate body language and facial expressions.	1
Language features – if candidate has not met the minimum criteria for the statements below, a zero (0) mark **must** be awarded against the specific criteria			
Grammatical accuracy	Sc/E3.3a Sc/E3.3b Sc/E3.3c Sc/E3.3d Sc/E3.4a	Statements are grammatically well formed with no significant errors at Entry 3.	2
		Some grammatical errors occur but these do not impede communication.	(1)
		Questions are grammatically well formed with no significant errors at Entry 3.	2
		Some grammatical errors occur but these do not impede communication.	(1)
Pronunciation	Sc/E3.1a Sc/E3.1b Sd/E3.1a	Pronounces common words with correct word stress and intonation.	2
		Pronounces most common words with correct word stress and intonation.	(1)
		Candidate articulates sounds of English correctly using appropriate clarity, speed and phrasing. Uses appropriate stress and intonation patterns for the formation of questions and/or statements.	2
		Candidate articulates most sounds of English correctly using appropriate clarity, speed and phrasing. Uses appropriate stress and intonation patterns for the formation of questions and/or statements most of the time.	(1)
Range	Sd/E3.1d Sc/E3.4d	Candidate uses a wide range of vocabulary and expressions in discussion at Entry 3.	2
		Candidate uses a limited but sufficient range of vocabulary and expressions in discussion at Entry 3.	(1)
Fluency/ discourse	Sd/E3.2a Lr/E3.4a Lr/E3.6a Lr/E3.7c	Candidate interacts in a relaxed and natural way respecting the turn-taking rights of others. Expands on responses and initiates aspects of the discussion.	2
		Candidate interacts in a relaxed and natural way most of the time with few pauses or hesitations respecting the turn-taking rights of others. Expands on responses and initiates aspects of the discussion some of the time.	(1)
Comprehension	Lr/E3.1a Sc/E3.4b	Candidate keeps up with the discussion throughout.	2
		Candidate keeps up with the discussion most of the time.	(1)
		Total marks for Activity 3	
		16 out of 23 possible marks required for success. Candidate must get a minimum of 1 mark for each Language feature and use appropriate body language in order to achieve. **Tick if Activity 3 successfully achieved**	❑

Activity 3
Examples of performance

Tick if all Entry 3 Speaking and Listening activities successfully achieved	❑

Candidate's name	**Signature**	**Date**
Interlocutor'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
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

City & Guilds is a registered charity established to promote education and training