ESOL Skills for Life (4692)
Entry 3 Sample Assignment

www.cityandguilds.com
April 2017
Version 1.3

Health and Safety

Assessment Pack

Writing to convey 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 2 hours and 30 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 External Quality Assurer (EQA).

The assignment activities are each focused on writing skills. Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if he/she cannot read the written instructions adequately).

Tutors must not teach to the actual assessment activities, but it is expected that candidates will have had a lot of practice in writing 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. (Writing will include grammatical accuracy, range, spelling, punctuation and appropriate formality as well as 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 Activity 1, he/she will need further practice before being given another opportunity, using a different assignment topic, to demonstrate his/her skills at a later date when he/she is ready. Activity 1 can be taken as a standalone activity without resitting the whole assignment.

Activities 2 and 3 must be on the same assignment topic as each other. If a candidate is unsuccessful in either Activity 2 or Activity 3, 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 both activities 2 and 3 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.

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 (W) 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

<table>
<tr><th>Assessment Criteria</th><th>Curriculum Reference</th><th>Marking Guide</th><th>Marks</th></tr>
<tr><td colspan="3">Activity 1</td><td></td></tr>
<tr><td>2.1
2.2
2.3
2.4
2.5</td><td>Ws/E3.1a
Ws/E3.2a
Ws/E3.3a
Wt/E3.4a
Ww/E3.1a
Ww/E3.1b</td><td>1. Candidate writes
five sentences that are grammatically correct
four sentences that are grammatically correct
three sentences that are grammatically correct
two sentences that are grammatically correct
one sentence that is grammatically correct.

2. Candidate gives two statements.
Candidate puts the words in order and adds the correct punctuation.
One mark for correct word order
One mark for correct punctuation
a. e.g. Health and Safety at work should be a priority.
b. e.g. You will need to complete the accident report form.

3. Candidate gives two questions.
Candidate puts the words in order and adds the correct punctuation.
One mark for correct word order
One mark for correct punctuation
a. e.g. Has the manager seen the broken window?
b. e.g. Which number do I call for security?

4. Candidate completes the table.
One mark for each correct word formation (maximum of 6 marks)
<table><tr><td><s>healthy</s></td><td>healthier</td><td>(the) healthiest</td></tr><tr><td>dangerous</td><td><s>more dangerous</s></td><td>(the) most dangerous</td></tr><tr><td>safe</td><td>safer</td><td><s>the safest</s></td></tr></table>(do not penalise for incorrect spelling).

5. a. building.
b. manager.
c. light.</td><td>5
(4)
(3)
(2)
(1)

2 / (1)
2 / (1)

2 / (1)
2 / (1)

6
( )

1
1
1</td></tr>
<tr><td></td><td></td><td>Total marks for Activity 1</td><td></td></tr>
<tr><td></td><td></td><td>15 out of 22 possible marks required for success.
Candidates must get at least 1 mark from each task to achieve.
Tick if Activity 1 successfully achieved</td><td>❑</td></tr>
</table>

3.1 ESOL Entry 3 Assignment – Health and Safety

Summary Assessment Record for Entry 3

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 2			
2.4 2.6	Wt/E3.5a Ww/E3.1a Ww/E3.1b Ww/E3.2a	Candidate completes all the information about themselves correctly. Candidate uses initial capital letters for proper nouns and their own postcode. Candidate spells all own personal details correctly. Candidate spells most personal details correctly (1 or 2 errors). Candidate gives **two** pieces of information about the incident/accident in the supermarket. Candidate gives only **one** piece of information. Candidate produces legible text that is fit for its purpose.	1 1 2 (1) 2 (1) 1
		Total marks for Activity 2	
		5 out of 7 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 2.1 2.2 2.3 2.4 2.5 2.6	Ws/E3.1a Ws/E3.2a Ws/E3.3a Wt/E3.1a Wt/E3.1b Wt/E3.2a Wt/E3.3a Wt/E3.4a Ww/E3.1a Ww/E3.1b Ww/E3.2a	Candidate produces a plan appropriate to the task. Candidate writes a **blog or article** about health and safety. The layout is appropriate to the task. Text includes: • the importance of Health and Safety • safety precautions or procedures • who should be responsible for health and safety • accidents that happen or might happen at work. Candidate writes about a page organised in short paragraphs.	1 1 1 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	Ws/E3.2a	No significant grammatical errors in aspects of simple, compound and complex sentences expected at Entry 3.	2
		A few errors in respect of grammatical structures at Entry 3 may be accepted. Any errors do not impede communication.	(1)
Range	Ws/E3.1a Ws/E3.3a	Candidate writes at least one complex sentence.	1
		Candidate uses a wide range of appropriate vocabulary and expressions at Entry 3.	2
		Candidate uses a limited range of appropriate vocabulary and expressions at Entry 3.	(1)
Spelling	Ww/E3.1a Ww/E3.1b	Common and familiar words at Entry 3 are spelt correctly.	2
		Most common and familiar words are spelt correctly for this level. Spelling errors do not impede communication.	(1)
Punctuation & capitalisation	Ws/E3.3a	Capitalisation and punctuation as applicable, e.g. full stops, exclamation marks and question marks, are correct throughout.	2
		Capitalisation and punctuation are correct in most instances.	(1)
Formality/ informality	Ww/E3.2a	Text is of a suitable register and standard of presentation for the task throughout.	2
		Text is of a suitable register and standard of presentation most of the time.	(1)
		Total marks for Activity 3	
		13 out of 19 possible marks required for success. Candidate must produce a plan and use paragraphs to achieve. **Tick if Activity 3 successfully achieved**	❑

Tick if all Entry 3 Writing 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**

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