

ESOL Skills for Life (3692) Entry 1 Practice Assignment E1AA-1 for single mode assessment



Joining In

Assessment Pack for Writing

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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.

The maximum time allowed for completing the two activities is 1 hour (45 minutes plus 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 mode 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 mode 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 and external verifiers.

The assignment activities have been grouped to enable assessment of single modes/spiky profiles more easily. Candidates may be assisted with aspects which are not being assessed. This means that they can have the instructions explained to them so that they are not penalised here for weaknesses in their reading skills.

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 what they are to be assessed on (eg in Writing this will include grammatical accuracy, range, spelling, punctuation and appropriate formality as well as conveying information).

If a candidate is unsuccessful in one or more activities, he/she will need further practice in writing 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 and Guilds.

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

Preparing the candidate

Before the candidate starts the activities you may introduce the activities to the candidate.

The activities are about joining an English class.

Notes on using the mark scheme and assessment records

The Summary Assessment Record acts as a mark scheme and 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 Entry 1. The higher marks available are to reward performance that exceeds that required at Entry 1. The totals required for success in each activity are set so that candidates with a slight weakness in one area can still achieve if they demonstrate particularly strong skills in another area.

Entry 1 assessment criteria assessed in each activity - for reference only

Writing

- | | | |
|-------|---|--------------------|
| 1.3.1 | use written words and phrases to record or present information | (in Activity 1, 2) |
| 1.3.2 | construct a simple sentence | (A2) |
| 1.3.3 | punctuate a simple sentence with a capital letter and a full stop | (A2) |
| 1.3.4 | use a capital letter for personal pronoun 'I' | (A2) |
| 1.3.5 | spell correctly some personal keywords and familiar words | (A1, 2) |
| 1.3.6 | write the letters of the alphabet using upper and lower case | (A1, 2) |

ESOL Entry 1 Assignment – Joining In

Summary Assessment Record for Entry 1 Writing

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks
1.3.1	Wt/E12.1a	Activity 1 – Student record form (writing) Candidate writes correctly the information needed on the form (do not penalise if in wrong place): family name and first names address telephone number and/or first language	1 1 1
1.3.6	Ww/E1.2a–b	Candidate uses initial capital letters for proper nouns and capital letters for postcode	1
1.3.5	Ww/E1.1a–c	Candidate spells most personal details correctly (1 or 2 errors)	1
1.3.6	Ww/E1.2a–b	Candidate produces legible text	1
		Total marks for activity 1	<input type="checkbox"/>
		4 out of 6 possible marks required for success Tick if activity 1 Writing successfully achieved	<input type="checkbox"/>
		Activity 2 – Student record (extended writing)	
		Content	
1.3.1	Wt/E1.1a	Candidate produces a piece of writing that includes	
1.3.6	Ws/E1.2a	at least two relevant pieces of information about	2
1.3.2	Ws/E1.1a	her/himself	(1)
1.3.3	Ws/E1.2a	or some information about her/himself	2
1.3.4	Ws/E1.3a	at least two more pieces of information about	
1.3.5	Ww/E1.1a	eg family, job, life situation or likes and dislikes	(1)
		or one more piece of information as above	
Grammatical accuracy	Ws/E1.1a	Language features Candidate writes complete sentences with very few errors in simple sentences with subject-verb agreement or acceptable word order or use of present tense in regular and common verbs. Any errors do not impede communication.	2
		Most sentences are complete and well formed. Few errors in grammatical features expected at this level: use of simple sentences with acceptable word order and use of present tense in regular and common verbs. Any errors do not seriously impede communication.	(1)
Range		Candidate uses a range of appropriate vocabulary and expressions for giving personal information, for example “I come from...” to express origin, “I am a ...” for job or profession.	2

ESOL Entry 1 Assignment – Joining In

Summary Assessment Record for Entry 1 Writing

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Candidate uses mostly appropriate vocabulary and expressions for giving basic personal information.	(1)
Spelling, punctuation & capitalisation	Ww/E1.1a Ws/E1.3a	The writing has all personal details and key words spelt correctly. Initial capital letters are used consistently in sentence initial position, for proper names and for first person 'I'. Full stops are used correctly throughout.	2
		The writing has most personal details and key words spelt correctly. Spelling errors do not impede communication. Capital letters are used consistently in sentence initial position and full stops are mainly used correctly throughout.	(1)
Formality/informality	Ww/E1.2a	The writing is of suitable register (free of marked colloquialisms). Handwriting is legible and uses upper and lower case letters.	1
		Total marks for activity 2	<input type="checkbox"/>
		7 out of 11 possible marks required for success Tick if activity 2 Writing successfully achieved	<input type="checkbox"/>

Tick if all Entry 1 Writing activities successfully achieved	<input type="checkbox"/>
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Assessor's name _____ Signature _____ Date _____

Candidate's signature _____ Date _____

Internal verifier's name _____ Signature _____ Date _____

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