

ESOL Skills for Life (3692) Entry 2 Practice Assignment E2AA-1 for single mode assessment



Joining In

Assessment Pack for Speaking and Listening

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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 three activities is 45 minutes.

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 in the Speaking and Listening activities the assessor may tell the candidate what to do if he/she cannot read sufficiently accurately the written instructions. It may be necessary for assessors to intervene and manipulate the Speaking and Listening activities to ensure that the candidate has the opportunity to demonstrate the skills being assessed. Detailed guidance on the role of the assessor is given in sections 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 (eg in Speaking and Listening this will include grammatical accuracy, pronunciation, range and fluency as well as comprehension and conveying information).

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

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

1.1 Student introduction message (activity 1)

This activity requires a tape cassette player with a microphone (audio files for practice assignments are not supplied and you are required to make a recording using the transcript below). The candidate's response should be recorded on a blank cassette for verification. You may prefer to copy the recording onto a blank cassette in advance. You can then use this for the assignment, first in play mode to record the candidate's response.

The candidate may listen to the message up to three times but must not pause the recording.

Transcript for student introduction (activity 1)

Right, you know where the library is. It's in Block E. Well, the careers department is in Block E as well. You take the red door next to the main library entrance. You can't miss it.

I'll make an appointment for each of you now. I have my diary with me. Just let me take your details and I'll write them down. I'll start with you. I need your name, address and telephone number please. Oh, and I'd like to know what kind of job or training you are interested in.

Note:

If the candidate has difficulty with the written instructions provided, the assessor should explain the activity to the candidate and check that he/she understands.

Reading is not being tested here and it is important that the candidate is not penalised because of weaknesses in reading skills.

1.2 Assessor notes for career information (activity 2)

In activity 2, the assessor will take the part of the careers adviser. The conversation about the chosen career should be initiated by the candidate and last about 3–5 minutes.

If the candidate has difficulty with the written instructions provided, the assessor should explain the activity to the candidate and check that he/she understands. Reading is not being tested here and it is important that the candidate is not penalised because of weaknesses in reading skills.

To assist assessors in taking on the role, background information follows on vocational training/ job applications/university. Assessors may amend the content slightly according to their own knowledge and local conditions. Amendments must be approved by the Internal Verifier and made available to the External Verifier.

The aim of this activity is to assess the candidate's ability to elicit information and opinions. The assessor should speak only as much as is necessary to enable the candidate to do this. However, at Entry 2 the assessor may need to intervene to keep the conversation going.

- Familiarise yourself with the information that follows so that you can answer the candidate's questions clearly and readily.
- Give the candidate time to formulate questions or to respond to your contributions, but if necessary prompt the candidate using a simple question, eg:
 - To begin the conversation: "What would you like to ask me about?"
 - To prompt (further) questions: "What would you like to know about (training/ getting a job/going to university)?", "Would you like to know anything else?"
 - To prompt questions about your opinion: "Would you like to know what I think about (your career plan)?"
- Respond to the candidate's questions clearly and fully, not necessarily with complete sentences but naturally (not simply reading aloud from the description).
- Speak naturally, in a friendly and relaxed manner, but with a slow and clear delivery appropriate to speaking to someone whom you know does not speak English as a first language. If the candidate asks for repetition, repeat more slowly then, if necessary, reformulate using simpler language.
- Give one piece of information at a time to allow the candidate time to register and understand it.
- As far as possible avoid using grammatical structures that are beyond the repertoire expected at this level (check from ESOL 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 clearly the end of the activity: "That's the end of activity 2, thank you."

Training advice

First	Find out what training is in your area: this may be in a college or other training provider or on the job. I can help with this.
Next	Contact the college or the training provider (telephone, e-mail, visit). Ask for information.
Then	Check that they offer the course you want. Check what qualifications and experience you need.
Remember	Find a course which fits your qualifications and experience.
After that	You may wish to visit the college or training provider on an open day or by appointment. The organisation will be happy to tell you what is available.
Lastly	Complete an application form. I will help with that if you wish.

Jobs advice

First	Find out what employers there are in your area: these may be large or small employers. I can help with this.
Next	Contact the employer (telephone, e-mail, visit). Ask for information about jobs.
At the same time	Look for job advertisements. You can find these in the local (national) newspaper, on postcards in shop windows, in job agencies and here in the careers department.
Then	Check what qualifications and experience you need.
Remember	Find a job which fits your qualifications and experience.
After that	You may wish to visit an employer or talk to someone who works there about the job. The organisation will be happy to tell you what is available.
Lastly	Complete an application form. I will help with that if you wish.

University advice

First	Find out about universities. You can look on the internet or contact UCAS by telephone. I can also help with this. See which universities offer the course you want. (UCAS is the organisation which looks after applications to universities. You don't apply directly to the university, though you can contact the university for information and they will be happy to send you information or answer your queries.)
Next	Contact the universities that interest you (telephone, e-mail, visit). Ask for information about the course you have chosen.
Then	Check what entry qualifications they need and choose six universities to apply for.
Remember	Only choose courses and universities where the entry qualifications are right for you.
After that	You may wish to visit the university on an open day or by appointment.
Lastly	Complete a UCAS application form. I will help with that if you wish.

Voluntary work advice

First	Find out about opportunities for voluntary work in your area. I can help with this but also look for adverts and agencies. Decide what kind of voluntary work you are interested in, eg as a care assistant or in an advice role.
Next	Make contact with an employer or agency (telephone, e-mail, visit). Ask for information about the work. Ask if it can lead to paid work later.
At the same time	Look for advertisements for the work you are interested in. You can find these in the local newspaper, on postcards in shop windows, in agencies, on the internet, at the local council and here in the careers department.
Then	Check what qualifications and experience you need and what hours you will be able to do.
Remember	Look for work which you can enjoy and which you can (learn to) do well.
After that	You may wish to visit the work provider or talk to someone who works there about what is involved.
Lastly	Complete an application form or write a letter to the organisation offering your services. You may be able to arrange to do some work on a try-out basis when you visit.

1.3 Assessor notes for career interview (activity 3)

The assessor should conduct a discussion about the future career step that the candidate has selected, taking the part of the careers adviser.

If the candidate has difficulty with the written instructions provided, the assessor should explain the activity to the candidate and check that he/she understands. Reading is not being tested here and it is important that the candidate is not penalised because of weaknesses in reading skills.

The interview should be semi-formal; it should be friendly and reasonably relaxed, but it is a professional discussion. It should be about 4–6 minutes long and cover typical topics: confirm personal details; ask about personal qualities, experience, qualifications, why they want this career and their ambitions. Invite questions. Finish by saying that this is the end of the meeting and that you hope it has helped them. Wish them well in their chosen career.

Use information from 1.2 above to inform the discussion.

The aim of this activity is to assess the candidate's ability to respond to questions about themselves, particularly in relation to work and the particular career path they have chosen for the purpose of this activity.

- Prepare a script of interview questions. These should include:
 - Requests for confirmation of personal details.
 - Questions relating to the candidate's experience, eg "Tell me what jobs you have done so far."
 - Questions relating to the candidate's personal qualities, eg "Do you like working with people?"
 - Questions relating to the candidate's reason for choosing the career path, eg "Explain why you want to work in a supermarket."
- Begin with a friendly greeting to set a relaxed tone. Introduce yourself.
- Do not stick rigidly to the script but try to ensure that any follow up questions are clear: ask for one piece of information at a time and avoid embedded questions ("Why do you want to be a teacher?" not "Perhaps you could tell me why you want to be a teacher.>").
- Use open questions to encourage the candidate to talk; some of the questions may be compound questions.
- Speak naturally, in a friendly and relaxed manner, but with a slow and clear delivery appropriate to speaking to someone whom you know does not speak English as a first language.
- 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 (check from ESOL 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 clearly 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 Entry 2. The higher marks available are to reward performance that exceeds that required at Entry 2.

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 2 assessment criteria assessed in each activity - for reference only

Speaking & Listening

2.1.1	listen for and follow the gist of explanations, instructions and narratives	(in Activity 2)
2.1.2	listen for detail in short explanations, instructions and narratives	(A1)
2.1.3	listen for and identify the main points of short explanations or presentations	(A2)
2.1.4	listen to and follow short, straightforward explanations and instructions	(A1)
2.1.5	listen to and identify simply expressed feelings and opinions	(A2)
2.1.6	speak clearly to be heard and understood in straightforward exchanges	(A1, 3)
2.1.7	make requests and ask questions to obtain information in everyday contexts	(A1, 2)
2.1.8	respond to straightforward questions	(A3)
2.1.9	express clearly statements of fact and short accounts and descriptions	(A2, 3)
2.1.10	ask questions to clarify understanding	(A2)
2.1.11	follow the gist of discussions	(A3)
2.1.12	follow the main points and make appropriate contributions to the discussion	(A3)

ESOL Entry 2 Assignment – Joining In

Summary Assessment Record for Entry 2 Speaking and Listening

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks
		Activity 1 – Careers adviser	
		Content	
2.1.2	Lr/E2.2a	Candidate writes down location of careers department: Block E and/or next to the library)	1
2.1.4	Lr/E2.4a	Candidate states	1
		name	1
		address	1
		telephone number	1
		what career s/he is interested in	1
2.1.7	Sc/E2.2a	Candidate asks for time of appointment	1
2.1.6	Sc/E2.1a–b	All information is clear, with difficult names/places spelt, if necessary or	3
		Most information is clear, but difficult names/places are not spelt out or	(2)
		Sufficient information (name and telephone number) is clear enough that the listener of the message could contact the candidate to check other details	(1)
Grammatical accuracy	Sc/E2.3a	Language features Statements used to give information are correct in respect of subject-verb agreement, present tense of common verbs, word order, use of definite, indefinite and zero article.	2
		Some grammatical errors occur when forming questions and eliciting opinions, but these do not impede communication. Candidate shows some ability to correct own errors.	(1)
Pronunciation	Sc/E2.1b Sc/E2.1a	Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress. Produces some approximation to natural stress-timed rhythm. Uses contracted forms of auxiliary verbs and negatives. Uses appropriate intonation patterns in questions and statements. Uses variation in intonation to show some degree of interest an engagement in the topic of conversation.	2
		Candidate articulates most sounds recognisably in spite of marked E1 pronunciation. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)
Formality/informality		Candidate uses appropriate polite formula to ask for time of appointment. Intonation is appropriate to making a polite request.	2
		Candidate uses appropriate polite formula to ask for time of appointment. Intonation may not be appropriate for making a polite request.	(1)
		Total marks for activity 1	<input type="checkbox"/>
		10 out of 15 possible marks required for success Tick if activity 1 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 1 – Careers adviser Examples of performance			
Note: A tape of this activity must be available for the Internal and External Verifiers.			

ESOL Entry 2 Assignment – Joining In

Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Activity 2 – Finding out information	
		Content	
2.1.9	Sc/E2.3a–b	Candidate tells assessor what career advice s/he is interested in and why (I am interested in training because I want to be a...)	1 1
2.1.7	Sc/E2.2a–f	Candidate asks assessor for career advice	1
2.1.1	Lr/E2.1a–d	Candidate demonstrates following the advice by keeping up with the conversation	1
2.1.3	Lr/E2.3b–c	Candidate identifies the main points of the career advice (in writing or verbally) or Candidate identifies one main point (in writing or verbally)	2 (1)
2.1.5	Lr/E2.6a	Candidate finds out what the assessor thinks of the chosen career	1
2.1.10	Sc/E2.4a	Candidate checks s/he has understood by asking questions or by repeating information and looking for confirmation	1
Grammatical accuracy	Sc/Es.2d Sc/E2.3a	Questions used to elicit information and assessor's opinion are grammatically well formed. Statements used to give information are correct in respect of subject-verb agreement, present tense of common verbs, word order, use of definite, indefinite and zero article.	2
		Some grammatical errors occur when forming questions and eliciting opinions, but these do not impede communication. Candidate shows some ability to correct own errors.	(1)
Pronunciation	Sc/E2.1b Sc/E2.1a	Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress. Produces some approximation to natural stress-timed rhythm. Uses contracted forms of auxiliary verbs and negatives. Uses appropriate intonation patterns in questions and statements. Uses variation in intonation to show some degree of interest and engagement in the topic of conversation.	2
		Candidate articulates most sounds recognisably in spite of marked E1 pronunciation. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)
Range		Candidate uses appropriate vocabulary and expressions when talking about career options and personal circumstances and preferences. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase, eg "I want to work in a fashion shop. What should I do?" instead of "How do I go about working in a fashion shop?"	2
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood. The assessor may need to ask for clarification.	(1)
Fluency/ discourse	ScE2.3b	Candidate can maintain his/her end of the conversation reasonably smoothly. Uses appropriate discourse markers to introduce responses ("Well...", "So...") and to link ideas together and to link own contributions to those of the assessor. Responds to questions with minimal, short or longer answers as appropriate. Makes an attempt to initiate utterances as well as responding to questions.	2

ESOL Entry 2 Assignment – Joining In

Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Candidate maintains his/her end of the conversation most of the time. Pauses and hesitations do not seriously impede communication. Candidate's contributions may consist mainly of unconnected utterances but these are coherent and appropriate within the context of the conversation.	(1)
Comprehension	Lr/E2.1c Lr/E2.1b Sc/E2.3b	Candidate keeps up with the conversation provided the assessor's language remains within the limits of complexity, clarity and speed of delivery appropriate for this level. Accurately understands main points and, where appropriate, detailed points of what is heard.	2
		Candidate keeps up with the conversation most of the time. May not understand everything the assessor says first time, but can use appropriate formulae to request clarification or repetition and thus succeeds in correctly understanding the main points of what is heard.	(1)
		Total marks for activity 2	<input type="checkbox"/>
		12 out of 18 possible marks required for success Tick if activity 2 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 2 – Finding out information Examples of performance			

ESOL Entry 2 Assignment – Joining In

Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
		Activity 3 – Careers interview	
		Content	
2.1.11	Lr/E2.7a	Candidate follows the gist of the discussion in the interview	1
2.1.12	Sd/E2.1a–e Lr/E2.7a	Candidate follows the main points and makes appropriate contributions or Candidate follows some main points and makes some appropriate contributions	2 (1)
2.1.8	Lr/E2.5a–b	Candidate responds appropriately to straightforward questions or Candidate responds appropriately to some straightforward questions	2 (1)
2.1.9	Sc/E2.3a–f	Candidate expresses clearly statements of fact, short accounts or descriptions	1
Grammatical accuracy	Sc/E2.3a	Language features Candidate's responses are correct in respect of subject-verb agreement, present tense of common verbs, word order, use of definite, indefinite and zero article.	2
		Some grammatical errors occur when forming questions and eliciting opinions, but these do not impede communication. Candidate shows some ability to correct own errors.	(1)
Pronunciation	Sc/E2.1b Sc/E2.1a	Candidate articulates sounds of English so as to be understood. Pronounces common words with correct word stress. Produces some approximation to natural stress-timed rhythm. Uses contracted forms of auxiliary verbs and negatives. Uses appropriate intonation patterns in questions and statements. Uses variation in intonation to maintain an appropriate level of politeness and respect [formality/informality].	2
		Candidate articulates most sounds recognisably in spite of marked E1 pronunciation. Stress and intonation are not always appropriate but this does not seriously impede communication.	(1)
Range		Candidate uses appropriate vocabulary and expressions when responding to interview questions. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase.	2
		Candidate has sufficient repertoire of vocabulary and expressions to make him/herself understood. The assessor may need to ask for clarification of some responses.	(1)
Fluency/ discourse	Sc/E2.3b	Candidate can maintain his/her end of the conversation reasonably smoothly. Uses appropriate discourse markers to introduce responses (“Well...”, “So...”) and to link ideas together and to link own contributions to those of the assessor. Responds to questions with minimal, short or longer answers as appropriate. Makes an attempt to initiate utterances as well as responding to questions.	2
		Candidate maintains his/her end of the conversation most of the time. Pauses and hesitations do not seriously impede communication. Candidate's contributions may consist mainly of unconnected utterances but these are coherent and appropriate within the context of the conversation.	(1)

ESOL Entry 2 Assignment – Joining In

Summary Assessment Record for Entry 2 Speaking and Listening

Continued

National Standard	ESOL Reference	Marking guide	Marks
Comprehension	Lr/E2.1c Lr/E2.1b Sc/E2.3b	Candidate keeps up with the conversation provided the assessor's language remains within the limits of complexity, clarity and speed of delivery appropriate for this level. Accurately understands main points and, where appropriate, detailed points of what is heard.	2
		Candidate keeps up with the conversation most of the time. May not understand everything the assessor says first time, but can use appropriate and polite formulae to request clarification or repetition [formality/informality] and thus succeeds in correctly understanding the main points of what is heard.	(1)
		Total marks for activity 3	<input type="checkbox"/>
		10 out of 16 possible marks required for success Tick if activity 3 Speaking & Listening successfully achieved	<input type="checkbox"/>
Activity 3 – Careers interview Examples of performance			

Tick if all Entry 2 Speaking and Listening 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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