

ESOL Skills for Life (3692) Entry 3 Practice Assignment E3AA-1 for single mode assessment



Joining In

Assessment Pack for Reading

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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 1 hour 45 minutes (1 hour 30 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 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 what they are to be assessed on.

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

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.

Entry 3 assessment criteria assessed in each activity - for reference only

Reading

3.2.1	trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	(in Activity 1, 3)
3.2.2	recognise the different purposes of texts at this level	(A1)
3.2.3	recognise and understand organisational features and typical language of instructional texts	(A1)
3.2.4	identify the main points and ideas and predict words from context	(A1, 3)
3.2.5	understand and use organisational features to locate information	(A3)
3.2.6	skim read title, headings and illustrations to decide if material is of interest	(A1, 3)
3.2.7	scan texts to locate information	(A1, 3)
3.2.8	obtain specific information through detailed reading	(A1, 3)
3.2.9	relate an image to print and use it to obtain meaning	(A3)
3.2.10	recognise and understand relevant specialist words	(A1, 2)
3.2.11	read and understand words and phrases commonly used on forms	(A2)
3.2.12	use a dictionary to find the meaning of unfamiliar words	(A1)
3.2.13	use first and second place letters to find and sequence words in alphabetical order	(A1)

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Summary Assessment Record for Entry 3 Reading

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks
		Activity 1 – Rose Hill newsletter and website	
3.2.12 3.2.13	Rw/E3.3a Rw/E3.4a	Candidate uses a dictionary to correctly locate one or more words	1
3.2.2	Rt/E3.2a	1 Candidate identifies the purpose: eg Susan Davies tells how well the council spends its money/what the council wants to do with its money or	2
3.2.2	Rt/E3.2a	Candidate identifies the purpose but only refers to action or money, not both	(1)
3.2.7	Rt/E3.7a	2 Candidate writes down telephone number: 021 621 1000	1
3.2.1	Rt/E3.1a	3 Candidate states topic of chosen meeting	1
3.2.4 3.2.10	Rt/E3.4a Rw/E3.1a	gives cogent reason	1
3.2.13 3.2.8	Rt/E3.4a Rt/E3.6a	4 Candidate identifies two things which make her/him want to go to the People's Forum or Candidate identifies one thing	2 (1)
3.2.4 3.2.8	Rt/E3.4a Rt/E3.8a	5 Candidate identifies one thing s(he) cannot do in the Soapbox slot: speak for more than three minutes; be rude.	1
3.2.6	Rt/E3.6a	6 Candidate makes own sensible suggestion, having identified what is missing	1
3.2.2 3.2.12	Rt/E3.2a Rt/E3.3a	7 Candidate identifies opinion on clarity Candidate gives two examples, eg text features such as boxes/ capital letters, headings, list of dates and wording such as key words/simple sentences (for) and long sentences, no pictures, too many words (against) or Candidate gives one example to support opinion	1 2 (1)
		Total marks for activity 1	<input type="checkbox"/>
		8 out of 13 possible marks required for success Tick if activity 1 Reading successfully achieved	<input type="checkbox"/>

ESOL Entry 3 Assignment – Joining In

Summary Assessment Record for Entry 3 Reading

Continued

National Standard	ESOL Reference	Marking guide	Marks
3.2.10 3.2.11	Rw/E3.1a Rw/E3.2a	<p>Activity 2 – Form for the People's Forum (reading)</p> <p>Candidate identifies correctly the information needed on the form (by writing information in the correct places or verbally):</p> <ul style="list-style-type: none"> title, first names and surname address, postcode, telephone no, e-mail, nationality chosen topic reasons for choice <p>Candidate shows s/he understands the instructions on the form (by following them or verbally)</p> <ul style="list-style-type: none"> titles that do not apply deleted capitals used for name <p>Candidate identifies optional information as e-mail</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
		Total marks for activity 2	<input type="checkbox"/>
		4 out of 7 possible marks required for success Tick if activity 2 Reading successfully achieved	<input type="checkbox"/>
3.2.1 3.2.4	Rt/E3.1a Rw/E3.3a	<p>Activity 3 – Meeting letter (reading)</p> <p>1 Candidate identifies the letter is an invitation to an extra People's Forum meeting about a new green space</p> <p>or</p> <p>Candidate identifies only that it is an invitation to a meeting</p>	<p>2</p> <p>(1)</p>
3.2.5 3.2.6 3.2.8 3.2.9 3.2.7	Rt/E3.5a–b Rt/E3.6a Rt/E3.8a Rt/E3.9a Rt/E3.7a	<p>2 Candidate answers telephone 021 621 1012 and e-mail gchavda@rosehill.gov.uk</p> <p>or</p> <p>Candidate answers by telephone and e-mail without details or gives one method with correct details</p>	<p>2</p> <p>(1)</p>
		<p>3 Candidate identifies (on the site of the) old fish market</p> <p>4 Candidate identifies date and time: Wednesday 26 May, 7:30pm</p> <p>5 Candidate identifies buses 21 and 39</p>	<p>1</p> <p>1</p> <p>1</p>
3.2.2	Rt/E3.2a	<p>6 Candidate describes the text as friendly but formal/official/ business-like or similar</p> <p>and</p> <p>Candidate gives an example of formal language in the text</p>	<p>1</p> <p>1</p>
		Total marks for activity 3	<input type="checkbox"/>
		6 out of 9 possible marks required for success Tick if activity 3 Reading successfully achieved	<input type="checkbox"/>

Tick if all Entry 3 Reading 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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