

# ESOL Skills for Life (3692) Entry 3 Practice Assignment E3AA-1



## Joining In Assessment Pack

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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. Candidates will have up to 5¼ hours to complete the assignment, which includes 30 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 and external verifiers.

The assignment activities are each focussed on one of the three skill areas. Candidates may be assisted with aspects which are not being assessed (eg in activities 2 and 6 the assessor may tell the candidate what to do if he/she cannot read sufficiently accurately the written instructions; candidates may speak their answers rather than write them for activities 1 and 5). It may be necessary for assessors to intervene and manipulate the speaking and listening activities (2 and 7) 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 reading, writing, 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 the relevant mode 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. Because of the way the activities lead into one another, the candidate should normally do the whole assignment, unless there is a good reason not to (eg because they are not doing the Writing mode). However, the candidate only needs to be assessed on those activities in which he/she was unsuccessful on the previous occasion. This must be clearly indicated on the candidate's work.

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

The following documents are included in this assessment pack:

- 1.1 Transcript for answer machine message (activity 6)
- 1.2 Assessor information about People’s Forum meetings (activity 2)
- 1.3 Assessor information for discussion (activity 7)
- 1.4 Notes on using the mark scheme and assessment records
- 2.1 Entry 3 assessment criteria assessed in each activity (for reference only)
- 3.1 Summary Assessment Record for recording success at Entry 3
- 3.2 Speaking and Listening Assessment Record for evidencing activities 3, 6 and 7

### **1.1 Transcript for answer machine message (activity 6)**

*Hello, you have come through to Gary Chavda. I’m afraid I’m not at my desk at the moment. Please listen carefully to the following options.*

*If you want to speak to another member of the department, press 1; if you want the People’s Forum, press 2; if you would like to speak to me on any other matter, please press 3. To hear the options again, press 4.*

– – – – – *– pause – beep –* – – – – –

*Hello, thank you for calling the Rose Hill People’s Forum. We are open between 9:30 and 5:30 Monday to Friday. If you want information about our plans, any of our meetings or details of how to join, please leave your name, address, telephone number and the information you require. You can find details of all our meetings on the Rose Hill website at **www.rosehill.gov.uk** or in the local newspaper. Please speak clearly and spell any difficult words. Thank you for your call ... beep*

The voice on the tape should not be that of the candidate’s own tutor.  
The candidate may listen to the complete message up to three times, but must not pause the tape.

## 1.2 Assessor notes for People’s Forum meetings information (activity 2)

In activity 2, the assessor will take the part of someone who works for the council and who knows about the People’s Forum. The conversation about the meeting should be initiated by the candidate and last about 5–10 minutes.

The following is background information on each meeting to assist assessors in taking on the roles. Assessors may amend the content slightly to make it more relevant locally (eg by referring to a real local issue or by responding to the candidates personal views). 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. At Entry 3 it is expected that candidate will be able to keep the conversation going with minimal prompting from the assessor.

- Familiarise yourself with the information given in the meeting profiles on the following page 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 at crucial stages of the conversation using questions such as:
  - To begin the conversation: “So, which meeting are you interested in?” or “What would you like to know about the meeting you have chosen?”
  - To prompt (further) questions: “What else would you like to know about (this issue)?”
  - To prompt questions about your opinion: “Would you like to know what I think about (this issue)?”
- Respond to the candidate’s questions clearly and fully, not necessarily with complete sentences but naturally (not simply reading aloud from the notes).
- Speak naturally, in a friendly and relaxed manner, but with a clear delivery. 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.”

## General information about the People’s Forum meetings

<b>Run by</b>	The local council
<b>Purpose</b>	To hear the views of local residents and to allow discussion
<b>Location</b>	Various around the area but this month in the Community Hall in George Street
<b>Time</b>	7:30pm
<b>Attendance</b>	Between 30 and 150 people depending on the issue
<b>What happens</b>	<p>People take turns to express their views and to ask questions of the councillor(s) on the topic chosen by the council. The councillor in charge submits a written record of the main views to the council. At the end of the meeting there is a “Soapbox slot” – this is when four people have the chance to talk to other members</p> <p>of the community and the council for up to 3 minutes on a topic that is important to them.</p>
<b>Issue</b>	<b>Public transport</b>
<b>History</b>	The local bus company has changed the bus routes. Some people think they don’t run often enough. People in some parts of Rose Hill have to walk too far now to reach a bus stop. Also many bus stops need new shelters. This is very hard on children and old people. More people now use cars instead of the bus, causing traffic jams, especially at school time, and parking problems.
<b>Proposed action</b>	Councillors to meet bus company managers with a plan for a better bus service and more bus shelters. Council to offer help with bus fares for children travelling to school.
<b>Issue</b>	<b>Adult education classes</b>
<b>History</b>	There have been adult education classes in Rose Hill for a long time in many subjects including art, music, English, computers, money management and car maintenance. To save money, the council has stopped all classes that used to be held in the Community Hall. Many residents are unhappy.
<b>Proposed action</b>	Council to find a way to pay for classes in the Community Hall. Students may have to pay more for each class.
<b>Issue</b>	<b>Housing</b>
<b>History</b>	The council does not have enough council houses or flats. A lot of families live in hostels and have to move around a lot. People need to stay in one place.
<b>Proposed action</b>	Council to plan for more council houses and flats through building and buying and to encourage people who own flats to rent them to council tenants.

<b>Issue</b>	<b>Keeping the streets clean</b>
<b>History</b>	The streets have become very dirty with a lot of graffiti. There are heaps of rubbish on some street corners and old cars that look rusty and ugly. People drop litter and leave old food to go bad and smell.
<b>Proposed action</b>	Removal of fly tips, graffiti and old cars. More bins.

<b>Issue</b>	<b>Noisy neighbours</b>
<b>History</b>	Some people have very noisy parties which go on until the early hours of the morning. In some blocks of flats people shout and disturb the neighbours with loud music. People complain but nothing happens. There is one block of flats where the noise is very bad all the time – no one can sleep.
<b>Proposed action</b>	Council to take action – first to visit the offenders and to give them a warning, then to take them to court or to move them to a different property if in council accommodation.

<b>Issue</b>	<b>What to do with teenagers</b>
<b>History</b>	There is nothing for teenagers to do so they hang around the streets and get involved with drugs and crime. There was once a cinema in the area but it has closed.
<b>Proposed action</b>	Council to raise money to care for teenagers, resulting in: a new social centre with a games room and computer suite; a programme of community work including running a playgroup for children and care for the elderly; art, drama and music classes; a drop-in advice centre; a local cinema.

### 1.3 Assessor notes for discussion (activity 7)

The assessor should conduct a discussion about the issue that the candidate has selected, taking the part of a member of the People’s Forum. The discussion should be semi-formal; it should be friendly and reasonably relaxed, but acknowledging the importance of what is discussed. It should be about 7–10 minutes long and cover a routine introduction including personal details, questions about personal history, where they live, why they are interested in the topic and what they want to see happen. Invite questions. Finish by saying this has been a very interesting discussion.

Use information from 1.2 above to inform the discussion.

The aim of this activity is assess the candidate’s ability to respond to questions and provide information about themselves and their views on a topic that interests them.

- Prepare a script of questions you might ask of a new attendee at the People’s Forum. These should include:
  - Requests for personal details.
  - Questions relating to the candidate’s area of interest, eg “So, what do you want to talk about at the meeting?”; “Why does this interest you?”
  - Questions relating to the candidate’s personal history in relation to the issue of interest, eg “What classes did you attend at the Community Hall?”
  - Questions eliciting the candidate’s view on the issue, eg “Tell me what you think the council should do about this and how will this help you.”
- Begin with a friendly greeting to set a relaxed tone. Introduce yourself.
- Do not stick rigidly to the script and ask follow up questions.
- Include open questions to encourage the candidate to talk.
- Include some compound and complex questions, appropriate to the level.
- Speak naturally, in a friendly and relaxed manner, but with 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.
- 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?”
- Invite questions.
- 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 3. The higher marks available are to reward performance that exceeds that required at Entry 3. 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.

The marks are organised into columns headed S&L (Speaking & Listening), R (Reading) and W (Writing) to assist assessors when candidates are seeking certification for only one or two modes.

Assessors must complete a Summary Assessment Record for each candidate and give examples on the Speaking and Listening Assessment Record (3.2) of how the candidate met the assessment criteria.

## 2.1 ESOL Entry 3 Practice Assignment – Joining In

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

### Speaking and Listening

- |        |   |                    |
|--------|---|--------------------|
| 3.1.1  | listen for and follow the gist of straightforward explanations, instructions and narratives in different contexts | (in Activity 2, 3) |
| 3.1.2  | listen for detail in explanations, instructions and narratives in different contexts                              | (A2)               |
| 3.1.3  | listen for and identify relevant information and new information from discussions, explanations and presentations | (A3, 7)            |
| 3.1.4  | use strategies to clarify and confirm understanding   | (A3)               |
| 3.1.5  | listen to and respond appropriately to other points of view   | (A3)               |
| 3.1.6  | speak clearly to be heard and understood, using appropriate clarity, speed and phrasing                           | (A2, 7)            |
| 3.1.7  | use formal language and register when appropriate   | (A7)               |
| 3.1.8  | respond to a range of questions about familiar topics   | (A7)               |
| 3.1.9  | express clearly statements of fact and give short explanations, accounts and descriptions                         | (A3, 7)            |
| 3.1.10 | make requests and ask questions to obtain information in familiar and unfamiliar contexts                         | (A2, 3)            |
| 3.1.11 | follow and understand the main points of discussions on different topics  | (A7)               |
| 3.1.12 | make contributions to discussions that are relevant to the subject  | (A7)               |
| 3.1.13 | respect the turn-taking rights of others during discussions   | (A7)               |

### Reading

- |        |  |         |
|--------|--|---------|
| 3.2.1  | trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph | (A1, 6) |
| 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, 6) |
| 3.2.5  | understand and use organisational features to locate information   | (A6)    |
| 3.2.6  | skim read title, headings and illustrations to decide if material is of interest   | (A1, 6) |
| 3.2.7  | scan texts to locate information   | (A1, 6) |
| 3.2.8  | obtain specific information through detailed reading   | (A1, 6) |
| 3.2.9  | relate an image to print and use it to obtain meaning  | (A6)    |
| 3.2.10 | recognise and understand relevant specialist words   | (A1, 4) |
| 3.2.11 | read and understand words and phrases commonly used on forms   | (A4)    |
| 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)    |

## Writing

- |       |  |            |
|-------|--|------------|
| 3.3.1 | plan and draft writing   | (A5)       |
| 3.3.2 | organise writing in short paragraphs   | (A5, 8)    |
| 3.3.3 | sequence chronological writing at this level   | (A5, 8)    |
| 3.3.4 | write in complete sentences  | (A5, 8)    |
| 3.3.5 | use correct basic grammar (appropriate verb tense, subject-verb agreement)                 | (A5)       |
| 3.3.6 | use punctuation correctly (capital letters, full stops, question marks, exclamation marks) | (A4, 5, 8) |
| 3.3.7 | spell correctly common words and relevant key words for work and special interest          | (A4, 5, 8) |
| 3.3.8 | proof read and correct writing for grammar and spelling                                    | (A4, 5)    |
| 3.3.9 | produce legible text   | (A4, 5)    |

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Candidate's name \_\_\_\_\_

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		<b>Activity 1 – Rose Hill newsletter and website</b>			
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	Rt/E3.4a	gives cogent reason		1	
3.2.10	Rw/E3.1a				
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)	
		<b>Total marks for activity 1</b>		<input type="checkbox"/>	
		<b>8 out of 13 possible marks required for success Tick if activity 1 Reading successfully achieved</b>		<input type="checkbox"/>	

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		<b>Activity 2 – Finding out information</b>			
		<b>Content</b>			
3.1.9	Sc/E3.4a	Candidate tells assessor which meeting s/he is interested in why s/he is interested in that meeting	1 1		
3.1.10	Sc/E3.3a–d	Candidate asks assessor about the meeting	1		
3.1.3	Lr/E3.3b	Candidate asks for some details	1		
3.1.1	Lr/E3.1a&c	Candidate demonstrates following the gist of the explanation by keeping up with the conversation	1		
		Candidate identifies the main points about the meeting in writing or	2		
		Candidate identifies one main point in writing	(1)		
		Candidate finds out what the assessor thinks about the choice of meeting/issue	1		
		Candidate tells tutor her/his opinion of the issue	1		
		Candidate tells tutor why s/he wants the council to act	1		
3.1.4	Lr/E3.4a	Candidate checks s/he has understood by asking for clarification where necessary	1		
		<b>Language features</b>			
Grammatical accuracy	Sc/E3.3d Sc/E3.4a	Candidate makes no significant errors in respect of structures expected at this level.	2		
		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.	(1)		
Pronunciation	Sc/E3.2b Sc/E3.2a	Candidate articulates all sounds in such a way as to avoid ambiguity. Produces weak forms and contractions in such a way as to maintain natural stress-timed rhythm. Uses appropriate intonation patterns in statements and questions. Varies intonation pattern to show some degree of interest and engagement in conversation.	2		
		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 statements.	(1)		
Range		Candidate uses a range of vocabulary and expressions when talking about issues and personal circumstances. Uses a range of verb tenses, as appropriate to talk about past experience (simple past, present perfect, used to).	2		
		Candidate uses mainly appropriate vocabulary and expressions when talking about the issue and personal circumstances and preferences. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase, eg “I want people to have better homes.” instead of “I’m for better housing.”	(1)		

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Fluency/ discourse	Sc/E3.4b	Candidate interacts in a relaxed and natural way with few pauses or hesitations. Expands on responses using discourse markers and conjunctions to chain ideas together where appropriate.	2		
		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. Initiates utterances as well as responding to questions.	(1)		
Comprehension	Lr/E3.1c Lr/E3.1b Sc/E3.3b Lr/E3.4a	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)		
		<b>Total marks for activity 2</b>	<input type="checkbox"/>		
		<b>14 out of 21 possible marks required for success</b> <b>Tick if activity 2 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>		
3.2.10 3.2.11	Rw/E3.1a Rw/E3.2a	<p><b>Activity 3a – Form for the People’s Forum (reading)</b></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"> <li>title, first names and surname</li> <li>address, postcode, telephone no, e-mail, nationality</li> <li>chosen topic</li> <li>reasons for choice</li> </ul> <p>Candidate shows s/he understands the instructions on the form (by following them or verbally)</p> <ul style="list-style-type: none"> <li>titles that do not apply deleted</li> <li>capitals used for name</li> </ul> <p>Candidate identifies optional information as e-mail</p>		1 1 1 1  1 1  1	
		<b>Total marks for activity 3a</b>		<input type="checkbox"/>	
		<b>4 out of 7 possible marks required for success</b> <b>Tick if activity 3a Reading successfully achieved</b>		<input type="checkbox"/>	

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		<b>Activity 3b – Form for the People’s Forum (writing)</b>			
		<b>Content</b>			
	Ww/E3.5a	Candidate writes correctly the information needed on the form (do not penalise if in wrong place): title, name, address, postcode, tel no, (e-mail = optional) nationality and choice of topic – all correct			1
		Candidate gives two or more sensible, relevant reasons for choice or one relevant reason for choice (eg the streets are dirty)			2 (1)
3.3.6	Ws/E3.3a	Candidate uses initial capital letters for proper nouns and capital letters for postcode			1
3.3.7	Ww/E3.1a–b	Candidate spells all information correctly			2
3.3.8	Wt/E3.4a	or Candidate spells most information correctly (1 or 2 errors)			(1)
3.3.9	Ww/E3.2a	Candidate produces legible text that is fit for its purpose			1
Grammatical accuracy	Ws/E3.2a	<b>Language features</b> No significant grammatical errors (free writing section of form). Information may be given in note form, but this must be consistent with respect to use of omission of articles, pronouns etc.			1
Range	Ws/E3.1a	Candidate uses a range of vocabulary and expressions appropriate to supporting choice (free writing section of form), for example “I have two teenage children who have nowhere to go in the evenings.”			1
Spelling, punctuation & capitalisation	Ws/E3.3a Ww/E3.1a	No significant spelling errors. 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 all personal details and familiar common 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.			(1)
Formality/ informality	Ww/E3.2a	The writing is of suitable register (free of marked colloquialisms). Handwriting is neat, legible and free of erasures and corrections.			2
		The writing is of suitable register (free of marked colloquialisms). Handwriting is legible.			(1)
		<b>Total marks for activity 3b</b>			<input type="checkbox"/>
		<b>9 out of 13 possible marks required for success</b> <b>Tick if activity 3b Writing successfully achieved</b>			<input type="checkbox"/>

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
3.3.1 3.3.2 3.3.3 3.3.4 3.3.5 3.3.6 3.3.7 3.3.8 3.3.9	Wt/E3.1a–b Wt/E3.2a Wt/E3.3a Ws/E3.1a Ws/E3.2a Ws/E3.3a Ww/E3.1a–b Wt/E3.4a Ww/E3.2a	<p><b>Activity 4 – Personal information (extended writing)</b></p> <p><b>Content</b></p> <p>Candidate produces a piece of writing with two or more pieces of information about her/himself or one piece of information about her/himself or three or more statements of fact or opinion about local issues or two statements of fact or opinion about local issues or one statement of fact or opinion</p> <p>Candidate writes several paragraphs</p>			2 (1) 3 (2) (1) 1
Grammatical accuracy	Ws/E3.2a	<p><b>Language features</b></p> <p>No significant grammatical errors in respect of grammatical structures expected at this level, including complex sentences, word order, appropriate verb tense, subject-verb agreement, adjectives, pronouns, use of definite, indefinite and zero article.</p>			2
		<p>Few errors in respect of grammatical structures expected at this level. Any errors do not impede communication.</p>			(1)
Range	Ws/E3.1a	<p>Candidate uses a range of vocabulary appropriate to the activity, including expressions which show relation to the local community, for example “I have lived in the area for two years”, “My children go to the local school and my brother works for the local bus company”.</p> <p>Uses compound and complex sentences in a way which is appropriate to communication of meaning and structure of message. Uses appropriate adjectives such as “unhappy”, “disappointed”, “pleased”, “enthusiastic”.</p>			2
		<p>Candidate uses a range of vocabulary adequate for the activity. Candidate uses compound sentences, adjectives in a way which is appropriate to communication of meaning and structure of message. Uses verb forms appropriately: simple present to give factual information about self; simple past or present perfect to describe past experience; would and/or will to give reasons why, verbs such as “I think...” “I believe...” “I don’t like...” to express opinion.</p>			(1)
Spelling, punctuation & capitalisation	Ws/E3.3a	<p>No significant spelling errors. Initial capital letters are used consistently in sentence initial position, for proper names and for first person ‘I’. Full stops are used correctly throughout.</p>			2
		<p>The writing has all personal details and familiar common 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.</p>			(1)
Formality/informality	Ww/E3.2a	<p>The writing is of suitable register (free of marked colloquialisms). Handwriting is neat, legible and free of erasures and corrections.</p>			2

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		The writing is of suitable register (free of marked colloquialisms). Handwriting is legible.			(1)
		<b>Total marks for activity 4</b>			<input type="checkbox"/>
		<b>9 out of 14 possible marks required for success</b> <b>Tick if activity 4 Writing successfully achieved</b>			<input type="checkbox"/>
3.2.1 3.2.4	Rt/E3.1a Rw/E3.3a	<b>Activity 5 – Meeting letter (reading)</b> 1 Candidate identifies the letter is an invitation to an extra People’s Forum meeting about a new green space or Candidate identifies only that it is an invitation to a meeting		2  (1)	
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	2 Candidate answers telephone 021 621 1012 and e-mail gchavda@rosehill.gov.uk or Candidate answers by telephone and e-mail without details or gives one method with correct details		2  (1)	
3.2.2	Rt/E3.2a	3 Candidate identifies (on the site of the) old fish market 4 Candidate identifies date and time: Wednesday 26 May, 7:30pm 5 Candidate identifies buses 21 and 39 6 Candidate describes the text as friendly but formal/official/ business-like or similar and Candidate gives an example of formal language in the text		1 1 1 1 1	
		<b>Total marks for activity 5</b>			<input type="checkbox"/>
		<b>6 out of 9 possible marks required for success</b> <b>Tick if activity 5 Reading successfully achieved</b>			<input type="checkbox"/>
3.1.1 3.1.2 3.1.10 3.1.6	Lr/E3.1a–c Lr/E3.2a–c Sc/E3.3a Sc/E3.1a–b	<b>Activity 6 – Telephone message</b> <b>Content</b> Candidate identifies they did (would) press button 2 Candidate writes down that office hours are 9:30 to 5:30, Monday to Friday or Candidate writes only times or days Candidate states name address telephone number and requests plans for the green space All information is clear, with difficult names/places spelt, if necessary or Most information is clear, but difficult names/places are not spelt out or Sufficient information (name and telephone number) is clear enough that the listener of the message could contact the candidate to clarify the message		1 2 (1) 1 1 1 3 (2) (1)	

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Grammatical accuracy	Sc/E3.4a	<b>Language features</b> No grammatical errors in respect of structures expected at this level.	2		
		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.	(1)		
Pronunciation	Sc/E3.2b Sc/E3.2a	Candidate articulates all sounds in such a way as to avoid ambiguity. Produces weak forms and contractions in such a way as to maintain natural stress-timed rhythm. Uses appropriate stress and timing for giving personal information.	2		
		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 statements.	(1)		
Formality/informality		Candidate maintains a friendly, polite tone throughout. Uses an appropriate polite formula to request plans.	2		
		Candidate uses appropriate polite formula to request plans. Intonation is appropriate to making a polite request.	(1)		
		<b>Total marks for activity 6</b>	<input type="checkbox"/>		
		<b>11 out of 16 possible marks required for success</b> <b>Tick if activity 6 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>		
3.1.3 3.1.6 3.1.7 3.1.8 3.1.9 3.1.11 3.1.12 3.1.13	Lr/E3.3a–b Sc/E3.1a–b Sc/E3.2a Lr/E3.5a–b Sc/E3.4a–b Lr/E3.7a&c Sd/E3.1a–d Sd/E3.2a	<b>Activity 7 – Discussion</b> <b>Content</b> Candidate follows the gist of the discussion in the interview	1		
		Candidate follows the main points and makes appropriate contributions or	2		
		Candidate follows some main points and makes some appropriate contributions	(1)		
		Candidate responds appropriately to a range of questions or	2		
		Candidate responds appropriately to some (or to the straightforward) questions	(1)		
		Candidate expresses clearly statements of fact, short accounts or descriptions	1		
		Candidate makes contributions to the discussions that are relevant	1		
Candidate respects the turn-taking rights of the assessor	1				
Grammatical accuracy	Sc/E3.4a	Candidate makes no significant errors in respect of structures expected at this level.	2		
		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.	(1)		

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Pronunciation	Sc/E3.1b Sc/E3.1a	Candidate articulates all sounds in such a way as to avoid ambiguity. Produces weak forms and contractions in such a way as to maintain natural stress-timed rhythm. Uses appropriate intonation patterns in statements and questions. Varies intonation pattern to show some degree of interest and engagement in conversation.	2		
		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 statements.	(1)		
Range		Candidate uses a range of vocabulary and expressions when talking about own experience and opinions. Uses a range of verb tenses, as appropriate to talk about past experience and future hopes (simple past, present perfect, used to, will).	2		
		Candidate uses mainly appropriate vocabulary and expressions when talking about personal experience and opinions. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase.	(1)		
Fluency/ discourse		Candidate interacts in a relaxed and natural way with few pauses or hesitations. Expands on responses using discourse markers and conjunctions to chain ideas together where appropriate. Initiates utterances as well as responding to questions.	2		
		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.	(1)		
Comprehension	Lr/E3.1c Lr/E3.1b Sc/E3.4b	Candidate keeps up with the conversation with little difficulty. Applies appropriate strategies for checking own understanding.	2		
		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 most detailed points of what is heard.	(1)		
		<b>Total marks for activity 7</b>	<input type="checkbox"/>		
		<b>13 out of 18 possible marks required for success</b> <b>Tick if activity 7 Speaking &amp; Listening successfully achieved</b>	<input type="checkbox"/>		
3.3.2 3.3.3 3.3.4 3.3.7 3.3.8 3.3.9	Wt/E3.2a Wt/E3.3a Ws/E3.1a Ww/E3.1a–b Wt/E3.4a Wt/E3.2a	<p><b>Activity 8 – Letter (extended writing)</b></p> <p><b>Content</b></p> <p>Candidate writes a letter suitable for sending to a friend that gives relevant information about</p> <ul style="list-style-type: none"> <li>the People’s Forum</li> <li>the issue chosen</li> <li>her/his feelings</li> </ul> <p>Candidate writes about a page, organised in short paragraphs</p>			1 1 1 1 1

### 3.1

## ESOL Entry 3 Practice Assignment – Joining In

### Summary Assessment Record for Entry 3

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Grammatical accuracy		<b>Language features</b> No significant grammatical errors in respect of grammatical structures expected at this level, including complex sentences, word order, appropriate verb tense, subject-verb agreement, adjectives, pronouns, use of definite, indefinite and zero article.			2
		Few errors in respect of grammatical structures expected at this level. Any errors do not impede communication.			(1)
Range	Ws/E3.1a Ws/E3.2a	Candidate uses compound sentences, adjectives in a way which is appropriate to communication of meaning and structure of message. Uses verb forms appropriately: simple present to describe issue; simple past to narrate experiences.			2
		Writing includes some use of compound sentences, adjectives and a variety of verb tenses, not always used appropriately.			(1)
Spelling, punctuation & capitalisation	Ws/E3.3a	The writing has all personal details and familiar common 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 familiar common words spelt correctly. Spelling errors do not impede communication. Capitalisation and punctuation are correct in most instances.			(1)
		<b>Total marks for activity 8</b>			<input type="checkbox"/>
		<b>7 out of 10 possible marks required for success</b> <b>Tick if activity 8 Writing successfully achieved</b>			<input type="checkbox"/>

Tick if all Entry 3 Speaking & Listening activities successfully achieved	<input type="checkbox"/>		
Tick if all Entry 3 Reading activities successfully achieved		<input type="checkbox"/>	
Tick if all Entry 3 Writing activities successfully achieved			<input type="checkbox"/>

Assessor's name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier's name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## 3.2

### E3 Practice Assignment – Joining In

Speaking and Listening Assessment Record (Activities 3, 6 and 7)

Candidate's name \_\_\_\_\_

3.1.1 3.1.3 3.1.4 3.1.9 3.1.10	Lr/E3.1a&c Lr/E3.3b Lr/E3.4a Sc/E3.4a Sc/E3.3a–d	<b>Activity 3 – Finding out information</b> <b>Examples of performance</b>	<b>Marks allocated</b> <b>(maximum 21)</b>
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3.1.1 3.1.2 3.1.6 3.1.10	Lr/E3.1a–c Lr/E3.2a–c Sc/E3.1a–b Sc/E3.3a	<b>Activity 6 – Telephone message</b> <b>Examples of performance</b>	<b>Marks allocated</b> <b>(maximum 16)</b>
Note: A tape of this activity must be available for the internal and external verifiers			

3.1.3 3.1.6 3.1.7 3.1.8 3.1.9 3.1.11 3.1.12 3.1.13	Lr/E3.3a–b Sc/E3.1a–b Sc/E3.2a Lr/E3.5a–b Sc/E3.4a–b Lr/E3.7a&c Sd/E3.1a–d Sd/E3.2a	<b>Activity 7 – Discussion</b> <b>Examples of performance</b>	<b>Marks allocated</b> <b>(maximum 18)</b>
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Assessor's name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

Internal verifier's name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

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