

ESOL Skills for Life (3692) Entry 2 Practice Assignment B for single mode assessment



Supermarkets

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 three activities is 1 hour 30 minutes (1 hour 15 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 & 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 wish to introduce the activities.

These activities are about supermarkets and shopping.

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 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

Writing

- | | | |
|-------|---|-----------------------|
| 2.3.1 | use written words and phrases to record or present information | (in Activity 1, 2, 3) |
| 2.3.2 | construct simple and compound sentences, using common conjunctions to connect two clauses, eg <i>as, and, but</i> | (A2) |
| 2.3.3 | use adjectives | (A2, 3) |
| 2.3.4 | use punctuation correctly, eg capital letters, full stops and question marks | (A2) |
| 2.3.5 | use a capital letter for proper nouns | (A1) |
| 2.3.6 | spell correctly the majority of personal details and familiar common words | (A1, 2) |
| 2.3.7 | produce legible text | (A1, 2) |

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2 Writing

Candidate's name _____

| National Standard | ESOL Reference | Marking guide | Marks |
|--|----------------------|--|---------------------------------------|
| 2.3.1 | Wt/E2.1b | <p>Activity 1 – Delivery form (writing)</p> <p>Candidate writes correctly the information needed on the form (do not penalise if in wrong place):</p> <ul style="list-style-type: none"> title, surname and first name(s) address postcode and telephone number requests Points card and completes signature | <p>1</p> <p>1</p> <p>1</p> <p>1</p> |
| 2.3.5 | Ws/E2.4a | <p>Candidate states that friend in Manham cannot have free delivery</p> <p>Candidate uses initial capital letters for proper nouns and capital letters for postcode</p> | <p>1</p> <p>1</p> |
| 2.3.6 | Ww/E2.1a–c | <p>Candidate spells all personal details correctly</p> <p>or</p> <p>Candidate spells most personal details correctly (1 or 2 errors)</p> | <p>2</p> <p>(1)</p> |
| 2.3.7 | Ww/E2.2a | Candidate produces legible text that is fit for its purpose | 1 |
| | | Total marks for activity 1 | <input type="checkbox"/> |
| | | 6 out of 9 possible marks required for success Tick if activity 1 Writing successfully achieved | <input type="checkbox"/> |
| 2.3.1 | Wt/E2.1a-b | <p>Activity 2 – Customer comments (extended writing)</p> <p>Content</p> <p>Candidate produces a piece of writing that includes two or more pieces of information about supermarkets</p> <p>or</p> <p>one piece of information about supermarkets</p> <p>Candidate writes one or more thing s/he likes about supermarkets</p> <p>Candidate includes one or more suggestions for changes or improvements</p> | <p>2</p> <p>(1)</p> <p>1</p> <p>1</p> |
| Grammatical accuracy | | <p>Language features</p> <p>No significant grammatical errors in aspects of simple or compound sentences expected at this level: word order, including placement of adjectives, use of comparative form, use of common conjunctions, use of simple present, past perfect and present continuous for future.</p> | 2 |
| | | Few errors in respect of grammatical structures expected at this level; any errors do not impede communication. | (1) |
| Range | Ws/E2.1a Ws/E2.2a | <p>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 would like/be.</p> | 2 |
| | | Writing includes some use of compound sentences, adjectives and a variety of verb tenses, not always used appropriately. | (1) |
| Spelling, punctuation & capitalisation | Ws/E2.3a | 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 |

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2 Writing

Continued

| National Standard | ESOL Reference | Marking guide | Marks |
|--|----------------------|--|--------------------------|
| | | 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) |
| Formality/ informality | Ww/E2.2a | 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) |
| | | Total marks for activity 2 | <input type="checkbox"/> |
| | | 7 out of 12 possible marks required for success Tick if activity 2 Writing successfully achieved | <input type="checkbox"/> |
| 2.3.1 | Wt/E2.1a | Activity 3 – note or email to friend | |
| | | Content | |
| | | Candidate writes a note or e-mail suitable for sending to a friend that gives relevant information about | 2 |
| | | two or more changes to the supermarket or one change the free delivery her/his opinions | (1) 1 1 |
| Grammatical accuracy | | Language features (quality) | |
| | | No significant grammatical errors in aspects of simple or compound sentences expected at this level: word order, including placement of adjectives, use of comparative form, use of common conjunctions, use of simple present, past perfect and present continuous for future. | 2 |
| | | Few errors in respect of grammatical structures expected at this level; any errors do not impede communication. | (1) |
| Range | Ws/E2.1a Ws/E2.2a | 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 career plan; simple past to narrate discussion. Uses appropriate expressions to express feelings/opinions, eg "I think the Points are a very good idea." | 2 |
| | | Writing includes some use of compound sentences, adjectives and a variety of verb tenses, not always used appropriately. | (1) |
| Spelling, punctuation & capitalisation | Ws/E2.3a | 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) |
| | | Total marks for activity 3 | <input type="checkbox"/> |
| | | 6 out of 9 possible marks required for success Tick if activity 3 Writing successfully achieved | <input type="checkbox"/> |

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2 Writing

Continued

| |
|--|
| Tick if all Entry 2 Writing activities successfully achieved |
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Assessor's name

Signature

Date

Candidate's signature

Date

Internal verifier's name

Signature

Date