

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



Supermarkets 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 3¼ 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 3 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 (3 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 supermarket announcement (activity 2)
- 1.2 Assessor information about home delivery scheme (activity 3)
- 1.3 Assessor information for discussion (activity 7)
- 1.4 Notes on using the mark scheme and assessment records
- 2.1 Entry 2 assessment criteria assessed in each activity (for reference only)
- 3.1 Summary Assessment Record for recording success at Entry 2

1.1 Transcript for supermarket announcement (activity 2)

Good afternoon ladies and gentlemen, this is a customer announcement.

*We have a great offer for you in our store today. In our clothing section, children's and adults' clothes are reduced by 20% – yes that's right, **all** our clothes have 20% off. That's **great** value.*

Don't forget, when you've finished your shopping, we can help get it all home with our new free delivery service. Give your name, address and telephone number at the customer service desk and ask for an application form.

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 Customer Service information on the Delivery scheme (activity 3)

In activity 3, the assessor will take the part of a customer service assistant. The conversation about the delivery service should be initiated by the candidate and last about 3-5 minutes.

The following is background information on the service to assist assessors in taking on the role. Assessors may amend the content slightly to make it more relevant locally (eg by including the candidate's address within the free delivery zone). 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: "Hello, can I help you?"
 - To prompt (further) questions: "What else would you like to know about the delivery scheme?"; "Would you like to know anything else?"
 - To prompt questions about your opinion: "Would you like to know what I think about it?"
- 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 3, thank you."

Information about the free delivery service

- Delivery is free within a 10-mile radius of the supermarket (shown as shaded area on the map on the registration form) for orders of £25 or more.
- For orders under £25 there is a small charge of £5 per order.
- Outside 10 miles, there is a small delivery charge of £5 per order (up to 15 miles).
- Don't usually deliver further than 15 miles.
- **Their address is within the 10-mile radius.**
- You can book delivery in a 2-hour slot, eg 8–10am, 10–12, etc – last delivery is 10pm. Delivery is available Monday to Saturday.
- The delivery drivers all wear the green Jackson's sweatshirts and carry photo ID.
- The vans are all green and have the Jackson's sign on the side.
- Drivers will never bring your shopping outside the delivery slot you booked without phoning first.
- The delivery service is available for shopping bought in the store, ordered over the phone or internet.
- If you want to use the delivery service you have to fill in a registration form.

1.3 Assessor notes for discussion (activity 7)

The assessor should conduct a discussion about supermarkets and shopping. The discussion should be semi-formal; it should be friendly and reasonably relaxed. It should be about 4-6 minutes long and cover a routine introduction including personal details, questions about personal history, where they live, where they shop, what they like/dislike about supermarkets and shopping, similarities and differences with shopping in their country of origin.

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 to 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 interview questions. These should include:
 - Requests for personal details and relevant background.
 - Questions relating to the candidate's experiences of shopping, eg "So, where do you do most of your grocery shopping?"; "Why do you go there?"
 - Questions eliciting the candidate's views, eg "What do you like about that shop?"
- 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 like that shop?" not "Perhaps you could tell me what you like about that shop.>").
- 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.

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 2 Practice Assignment – Supermarkets

Entry 2 assessment criteria assessed in each activity – for reference only

Speaking and Listening

2.1.1	listen for and follow the gist of explanations, instructions and narratives	(in Activity 3)
2.1.2	listen for detail in short explanations, instructions and narratives	(A2)
2.1.3	listen for and identify the main points of short explanations or presentations	(A3)
2.1.4	listen to and follow short, straightforward explanations and instructions	(A2)
2.1.5	listen to and identify simply expressed feelings and opinions	(A3)
2.1.6	speak clearly to be heard and understood in straightforward exchanges	(A2, 7)
2.1.7	make requests and ask questions to obtain information in everyday contexts	(A2, 3)
2.1.8	respond to straightforward questions	(A7)
2.1.9	express clearly statements of fact and short accounts and descriptions	(A3, 7)
2.1.10	ask questions to clarify understanding	(A3)
2.1.11	follow the gist of discussions	(A7)
2.1.12	follow the main points and make appropriate contributions to the discussion	(A7)

Reading

2.2.1	trace and understand the main events of chronological and instructional texts	(A1, 5)
2.2.2	recognise the different purposes of texts at this level	(A5)
2.2.3	identify common sources of information	(A5)
2.2.4	use images and captions to locate information	(A5)
2.2.5	read and understand linking words and adverbials in instructions and directions, eg <i>next, then, right, straight on</i>	(A5)
2.2.6	read and understand words on forms related to personal information, eg <i>first name, surname, address, postcode, age, date of birth</i>	(A4)
2.2.7	recognise high frequency words and words with common spelling patterns	(A4)
2.2.8	use phonic and graphic knowledge to decode words	(A1, 5)
2.2.9	use a simplified dictionary to find the meaning of unfamiliar words	(A1)
2.2.10	use initial letters to find and sequence words in alphabetical order	(A1)

Writing

2.3.1	use written words and phrases to record or present information	(A4, 6, 8)
2.3.2	construct simple and compound sentences, using common conjunctions to connect two clauses, eg <i>as, and, but</i>	(A6)
2.3.3	use adjectives	(A6, 8)
2.3.4	use punctuation correctly, eg <i>capital letters, full stops and question marks</i>	(A6)
2.3.5	use a capital letter for proper nouns	(A4)
2.3.6	spell correctly the majority of personal details and familiar common words	(A4, 6)
2.3.7	produce legible text	(A4, 6)

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		Activity 1 – Newspaper texts			
2.2.9	Rw/E2.4a	Candidate uses a simplified or bilingual dictionary to correctly locate one or more words		1	
2.2.10	Rw/E2.5a				
2.2.8	Rw/E2.3a	1 Candidate identifies that the text is an advert/to advertise		1	
2.2.1	Rt/E2.1b	2 Candidate indicates states 20th May and 9(am) or one of the above		2 (1)	
2.2.1	Rt/E2.1b	3 Candidate correctly identifies name as Anna Deloni		1	
2.2.1	Rt/E2.2a	4 Candidate writes down two of pharmacy/crèche/coffee shop/ more checkouts or one of the above		2 (1)	
2.2.1	Rt/E2.1b	5 Candidate identifies one of the changes and		1	
2.2.1	Rt/E2.1b	Candidate gives a sensible reason that supports their choice		1	
2.2.1	Rt/E2.1a	6 candidate identifies one relevant thing, eg the opening hours		1	
		Total marks for activity 1		<input type="checkbox"/>	
		7 out of 10 possible marks required for success Tick if activity 1 Reading successfully achieved		<input type="checkbox"/>	
		Activity 2 – Supermarket announcement			
		Content			
2.1.4	Lr/E2.4a	Candidate states name	1		
		address	1		
		telephone number	1		
2.1.7	Sc/E2.2a	Candidate asks for an application form for delivery	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)		
2.1.2	Lr/E2.2a	Candidate identifies that the offer is 20%/money off clothes	1		
		Language features			
Grammatical accuracy	Sc/E2.3a	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)		

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
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 2	<input type="checkbox"/>		
		10 out of 14 possible marks required for success Tick if activity 2 Speaking & Listening successfully achieved	<input type="checkbox"/>		
Activity 2 – Supermarket announcement/customer service desk Examples of performance					
Note: A tape of this activity must be available for the Internal and External Verifiers.					
		Activity 3 – Finding out information			
		Content			
2.1.9	Sc/E2.3a–b	Candidate tells the assessor she would like to ask about delivery	1		
2.1.7	Sc/E2.2a–f	Candidate asks specific information about the delivery service	1		
2.1.1	Lr/E2.1a–d	Candidate demonstrates following the gist by keeping up with the conversation	1		
2.1.3	Lr/E2.3b–c	Candidate identifies the main points of the information (in writing or verbally)	2		
		or Candidate identifies one main point (in writing or verbally)	(1)		
2.1.5	Lr/E2.6a	Candidate finds out what the assessor thinks about the service	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		

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Grammatical accuracy	Sc/Es.2d Sc/E2.3a	Language features 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 shopping and personal circumstances. Where an idiomatic expression is lacking, is able to use an acceptable paraphrase, eg "Are there any bad points?" instead of "What's the catch?"	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		
		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 3	<input type="checkbox"/>		
		11 out of 17 possible marks required for success Tick if activity 3 Speaking & Listening successfully achieved	<input type="checkbox"/>		

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
Activity 3 – Finding out information Examples of performance					
2.2.6 2.2.7	Rw/E2.1a Rw/E2.2a	<p>Activity 4a - Delivery form (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"> surname and first name(s) address postcode, telephone number signature <p>Candidate indicates title by deleting, as instructed (if assessment is verbal, the candidate must explain that s/he would put a circle round the relevant title)</p>		1 1 1 1 1	
		Total marks for activity 4a		<input type="checkbox"/>	
		3 out of 5 possible marks required for success Tick if activity 4a Reading successfully achieved		<input type="checkbox"/>	
2.3.1	Wt/E2.1b	<p>Activity 4b – 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>Candidate states that friend in Manham cannot have free delivery</p>		1 1 1 1 1	
2.3.5	Ws/E2.4a	Candidate uses initial capital letters for proper nouns and capital letters for postcode			1
2.3.6	Ww/E2.1a–c	Candidate spells all personal details correctly or Candidate spells most personal details correctly (1 or 2 errors)			2 (1)
2.3.7	Ww/E2.2a	Candidate produces legible text that is fit for its purpose			1
		Total marks for activity 4b			<input type="checkbox"/>
		6 out of 9 possible marks required for success Tick if activity 4b Writing successfully achieved			<input type="checkbox"/>

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
2.2.2	Rt/E2.2a	Activity 5 – Letter from supermarket 1 Candidate identifies that article is about a Points card/discount scheme or that the letter accompanies/explains the cards		1	
2.2.8	Rw/E2.3a	2 Candidate states one card is for a family member		1	
2.2.5	Rs/E2.1a	3 Candidate explains that they hand in card at checkout/when paying		1	
2.2.1	Rt/E2.1a-b	4 Candidate states 1 point for each pound spent		1	
2.2.4	Rt/E2.4a	5 Candidate identifies that the sign means 40 extra points		2	
2.2.3	Rt/E2.3a	or that the sign means extra points		(1)	
2.2.3	Rt.E2.4a	6 Candidate gives a relevant reason from the text for decision about the points or Candidate gives a relevant reason but not from the text		2	
		Total marks for activity 5		<input type="checkbox"/>	
		5 out of 8 possible marks required for success Tick if activity 5 Reading successfully achieved		<input type="checkbox"/>	
2.3.1	Wt/E2.1a-b	Activity 6 – Customer comments (extended writing) Content Candidate produces a piece of writing that includes two or more pieces of information about supermarkets or one piece of information about supermarkets Candidate writes one or more thing s/he likes about supermarkets Candidate includes one or more suggestions for changes or improvements			2 (1) 1 1
Grammatical accuracy		Language features 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 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.			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

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
		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 6			<input type="checkbox"/>
		7 out of 12 possible marks required for success Tick if activity 6 Writing successfully achieved			<input type="checkbox"/>
		Activity 7 – Discussion			
		Content			
2.1.11	Lr/E2.7a	Candidate follows the gist of the discussion	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	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)		

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
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)		
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 7	<input type="checkbox"/>		
		10 out of 16 possible marks required for success Tick if activity 7 Speaking & Listening successfully achieved	<input type="checkbox"/>		
Activity 7 – Discussion Examples of performance					

3.1

ESOL Entry 2 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 2

Continued

National Standard	ESOL Reference	Marking guide	Marks		
			S&L	R	W
2.3.1	Wt/E2.1a	Activity 8 – note or email to friend Content Candidate writes a note or e-mail suitable for sending to a friend that gives relevant information about two or more changes to the supermarket or one change the free delivery her/his opinions			2 (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 8			<input type="checkbox"/>
		6 out of 9 possible marks required for success Tick if activity 8 Writing successfully achieved			<input type="checkbox"/>

Tick if all Entry 2 Speaking & Listening activities successfully achieved	<input type="checkbox"/>		
Tick if all Entry 2 Reading activities successfully achieved		<input type="checkbox"/>	
Tick if all Entry 2 Writing activities successfully achieved			<input type="checkbox"/>

Assessor's name _____ Signature _____ Date _____

Candidate's signature _____ Date _____

Internal verifier's name _____ Signature _____ Date _____