

ESOL Skills for Life (3692) Entry 3 Practice Assignment B for single mode assessment



Supermarkets 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)

3.1

ESOL Entry 3 Practice Assignment – Supermarkets

Summary Assessment Record for Entry 3 Reading

Candidate's name _____

National Standard	ESOL Reference	Marking guide	Marks
3.2.12	Rw/E3.3a	Activity 1 – Newspaper texts	
3.2.13	Rw/E3.4a	Candidate uses a dictionary to correctly locate one or more words	1
3.2.2	Rt/E3.2a	1 Candidate identifies that the purpose of text 1 is to advertise/promote (Jackson's) supermarket or Candidate identifies that the text is to give information about (re-) opening of the supermarket or about the new supermarket	2 (1)
3.2.2	Rt/E3.2a	2 Candidate states that text 2 is unbiased/neutral/balanced (accept that it is a newspaper report)	1
3.2.3			
3.2.5	Rt/E3.6a	3 Candidate gives two or more examples of language differences eg text features such as key word v sentences; language features such as repeated use of 'more'; content features such as negative points in text 2	2
3.2.6	Rt/E3.5a-b	or Candidate gives one relevant example	(1)
3.2.1	Rt/E3.1a	4 Candidate writes down two reasons to support their decision (eg to see soap star and get £5 off shopping) or Candidate writes down one reason that supports decision	2 (1)
3.2.4	Rt.E3.4a	5 Candidate identifies one of the changes and Candidate gives a reason that supports their choice	1 1
3.2.7	Rt/E3.7a	6 Candidate identifies two problems (delay, smaller car park/fewer spaces)	2
3.2.8	Rt/E3.8a	or Candidate identifies one problem	(1)
3.2.1	Rt/E3.1a	7 Candidate identifies a relevant piece of information not included in either text	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"/>

3.1

ESOL Entry 3 Practice Assignment – Supermarkets

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 delivery service (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 number Points card requested signature and date completed <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 don't apply are deleted capitals used for name question about special arrangements completed (accept no or n/a) <p>Candidate identifies that no information will be given to other people (ie confidential) – note: just nationality is not sufficient</p>	<p>1</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"/>
		5 out of 8 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 – Letter (Reading)</p> <p>1 Candidate identifies that the letter is to inform about the Points card and the trolley token/system or Candidate identifies only one reason</p>	<p>2</p> <p>(1)</p>
3.2.5 3.2.6 3.2.8 3.2.7	Rt/E3.5a-b Rt/E3.6a Rt/E3.8a Rt/E3.7a	<p>2 Candidate states that one is for a member of family</p> <p>3 Candidate states that he/she should give it to checkout assistant</p> <p>4 Candidate states one point for each pound</p>	<p>1</p> <p>1</p> <p>1</p>
3.2.9	Rt/E3.9a	<p>5 Candidate identifies that the sign means 40 extra points or candidate identifies that it means extra points but not how many</p>	<p>2</p> <p>(1)</p>
3.2.2	Rt/E3.2a	<p>6 Candidate identifies that they will get money off (shopping) or special offers</p> <p>7 Candidate identifies request from customers or because don't always have £1 and Candidate identifies so customers return trolleys/keep car park tidy and safe</p>	<p>1</p> <p>1</p>
		Total marks for activity 3	<input type="checkbox"/>
		7 out of 10 possible marks required for success Tick if activity 3 Reading successfully achieved	<input type="checkbox"/>

Tick if all Entry 3 Reading activities successfully achieved

Assessor's name _____	Signature _____	Date _____
Candidate's signature _____		Date _____
Internal verifier's name _____	Signature _____	Date _____

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