

ESOL Skills for Life

Reading – Entry 1

Assessor Pack

The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment
- General marking guidance and assessment principles.
- Mark schemes and guidance.
- Appendix - Adult ESOL Core Curriculum guidance.

Assessment Code: ESOLRE1AA/P

Guidance on conduct of the assessment

- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the tutor/assessor, or other designated supervisor, present.
- This assessment is composed of four tasks.
- The time allocated to the assessment is one hour.
- Centres wishing to contextualise the tasks should refer to the guidance in the specification.
- Each task has a guide time of 10 - 15 minutes. 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 all the tasks in a single session, but must not take them away with them to work on.
- Candidates may use a monolingual dictionary (a simplified dictionary or glossary) for the reading tasks.
- Candidates must complete all four tasks; they may be done in any order.
- If candidates are to complete all tasks at one time, the tutor/assessor should give out the complete assessment pack.
- If candidates are to complete each task separately, the tutor/assessor should only give out the task to be completed.
- Candidates should be briefed on the task/tasks to be completed. The tasks each focus on reading skills.
- Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if he/she cannot read the written instructions adequately) but must not read out any of the texts or related questions. Candidates may give their responses verbally and the tutor/assessor may scribe the answer as these tasks assess reading and not writing. Tutors/assessors should also refer to the guidance on special arrangements and reasonable adjustments in the qualification specification.
- Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.
- At the end of the assessment the candidates' work should be collected and stored securely.

General Marking Guidance and Assessment Principles

- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should mark according to the mark scheme.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.
- Where assessors are required to make a judgement for example in short answer questions, examples will be provided of possible answers that may be credited.
- Responses that are correct but written outside the box (for example when candidates are required to tick the box) must be credited.
- Candidates will not be penalised for incorrect spelling as long as meaning is clear.

Task 1 Mark Scheme and Guidance

This sheet can be photocopied and used to track results for individual learners

Optional Learner tracking column

Assessment Criteria	2.1,2.2	Learner name	
		Learner no	
Mark Scheme	1 mark per correctly matched sign and symbol	Cohort id	

Question	Correct Answer	Marks Available	
1.	c,. Symbol no mobile phone	Example	XXXXXXXXXX
2.	f. Symbol do not iron	1 mark	
3.	a. Symbol no smoking	1 mark	
4.	e. Symbol wash your hands	1 mark	
5.	g. Symbol turn left	1 mark	
6.	b. Symbol first aid	1 mark	

Total Marks Available	5 marks	
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Task 2 Mark Scheme and Guidance

Assessment Criteria	2.1,2.2,2.3
Mark Scheme	1 mark per response.

Question	Correct Answer	Marks Available	
a	1	Example	
1. b	6	1 mark	
2. c	2	1 mark	
3. d	3	1 mark	
4. e	5	1 mark	
5. f	8	1 mark	

Total Marks Available	5 marks	
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Task 3 Mark Scheme and Guidance

Assessment Criteria	1.3,1.4,2.1,2.2,2.3
Guidance	Candidates should not be penalised for spelling errors as long as communication is clear.

Question	Possible Answers	Marks Available	
1.	11 am (accept 11-4 or 11 o'clock)	1 mark	
2.	Monday	1 mark	
3.	Saturday	1 mark	
4.	Accept pens, toy or book	1 mark	
5.	B. a poster	1 mark	

Total Marks Available	5 marks	
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Task 4 Mark Scheme and Guidance

Assessment Criteria	1.1,1.2,1.3,1.4
Mark Scheme	1 mark per response

Question	Possible Answers	Marks Available	
1.	a An email	1 mark	
2.	b To say she cannot go out.	1 mark	
3.	c Her throat hurts	1 mark	
4.	b At 4 o'clock	1 mark	
5.	a Yes	1 mark	

Total Marks Available	5 marks	
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Total Marks Available for Tasks 1, 2, 3 and 4	20 marks	
Pass Mark	13 marks	

Appendix 1: Adult ESOL Core Curriculum guidance.

Simple sentences	Entry 1
<ul style="list-style-type: none"> • word order in simple statements, eg: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase • word order in instructions 	
<ul style="list-style-type: none"> • <i>there is/are</i> + noun (+ prepositional phrase) 	
<ul style="list-style-type: none"> • <i>yes/no</i> questions • <i>wh-</i> questions • question words <i>what/who/where/how much/how many</i> • contracted form of auxiliary 	
<ul style="list-style-type: none"> • imperatives and negative imperatives 	
Noun phrase	
<ul style="list-style-type: none"> • regular and common irregular plurals of nouns • very common uncountable nouns • personal pronouns • demonstratives • determiners of quantity 	
<ul style="list-style-type: none"> indefinite article <i>a/an</i> with singular countable nouns 	
<ul style="list-style-type: none"> • definite article <i>the</i> 	
<ul style="list-style-type: none"> • possessives: <i>my/your/his/her</i>, etc 	
Verb forms and time markers in statements, interrogatives, negatives and short forms	
<ul style="list-style-type: none"> • simple present tense of: <i>be/have/do</i>; common regular verbs 	
<ul style="list-style-type: none"> • <i>have got</i> – indicating possession 	
<ul style="list-style-type: none"> • present continuous of common regular verbs 	
<ul style="list-style-type: none"> • contracted forms of: subject and auxiliary; auxiliary and negative 	
<ul style="list-style-type: none"> • Modals: <i>can</i> + bare infinitive to express ability; <i>would</i> + <i>like</i> for requests 	
<ul style="list-style-type: none"> • use of <i>on, off, in, out</i> 	
Adjectives	
<ul style="list-style-type: none"> • Common adjectives after <i>be</i> 	
Adverbs and prepositional phrases	
<ul style="list-style-type: none"> • common prepositions and prepositional phrases of place 	
<ul style="list-style-type: none"> • simple adverbs of place, manner and time 	
<ul style="list-style-type: none"> • use of intensifier <i>very</i> 	
Discourse	
<ul style="list-style-type: none"> • sentence connectives – <i>then, next</i> 	