ESOL Skills for Life
Reading - Entry Level 3

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.

Sample Assessment Code: ESOLRE3AC/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 1 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, tutors/assessors should give out the complete assessment pack.

- If candidates are to complete each task separately, tutors/assessors 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 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 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 must be credited.

- Candidates will not be penalised for incorrect spelling as long as meaning is clear.
## Task 1 Mark scheme and guidance

**Assessment Criteria**  
1.3, 2.1, 2.2, 2.3, 3.1.

**Mark Scheme**  
1 mark per question

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a) give guidelines</td>
<td>1 mark</td>
</tr>
</tbody>
</table>
| 2.       | 1.D  
A  
E  
C  
B | Example  
1 mark  
1 mark  
1 mark  
1 mark |
| 3.       | b) To make small holes | 1 mark         |
| 4.       | Defrost (power setting). | 1 mark         |

**Total Marks Available**  
7 marks

## Task 2 Mark scheme and guidance

**Assessment Criteria**  
2.1, 2.3, 3.1.

**Mark Scheme**  
1 mark per response

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a) to invite</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>Get Into Reading</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>a) to join the group without an appointment</td>
<td>1 mark</td>
</tr>
</tbody>
</table>
| 4.       | In any order:  
To relax  
To make new friends  
To share reading with others or to read in a group or read aloud. | 3 marks         |

**Total Marks Available**  
6 marks
### Task 3 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1,1.2,1.3,3.1.</td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

**Question** | **Possible Answers** | **Marks Available**
---|---|---
1. | b) she was watching a programme she knew he would like | 1 mark |
2. | Animal Magic | 1 mark |
3. | They are entertaining | 1 mark |
4. | c) looking forward to the next programme | 1 mark |
5. | He was working. | 1 mark |
6. | Friday evening (8pm) | 1 mark |

**Total Marks Available** | 6 marks

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### Task 4 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1,1,2,1.3</td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

**Question** | **Possible Answers** | **Marks Available**
---|---|---
1. | b) apply for a job | 1 mark |
2. | 1 day a week | 1 mark |
3. | a) singing by the piano | 1 mark |
| | b) exercise class | 1 mark |
4. | a) friendly | 1 mark |
| | b) caring (likes working with the elderly) | 1 mark |
5. | (She is) a good team member. | 1 mark |

**Total Marks Available** | 7 marks

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**Total Marks Available for Tasks 1, 2, 3 and 4** | 26 marks
**Pass Mark** | 17 marks
## Appendix 1: Adult ESOL core curriculum guidance.

<table>
<thead>
<tr>
<th>Simple, compound and complex sentences</th>
<th>Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>variations in word order</td>
<td></td>
</tr>
<tr>
<td>word order in complex sentences</td>
<td></td>
</tr>
<tr>
<td><em>there has/have been</em></td>
<td></td>
</tr>
<tr>
<td>*there will be/<em>there was going to be</em></td>
<td></td>
</tr>
<tr>
<td>complex sentences with one subordinate clause of</td>
<td></td>
</tr>
<tr>
<td>either time, reason, result, condition or concession</td>
<td></td>
</tr>
<tr>
<td>defining relative clauses using <em>who, which, that</em></td>
<td></td>
</tr>
<tr>
<td>a range of verbs + <em>-ing</em> form</td>
<td></td>
</tr>
<tr>
<td>verbs + infinitive, with and without <em>to</em></td>
<td></td>
</tr>
<tr>
<td>infinitive to express purpose</td>
<td></td>
</tr>
<tr>
<td>simple reported statements</td>
<td></td>
</tr>
<tr>
<td>a wide range of <em>wh-</em> questions</td>
<td></td>
</tr>
<tr>
<td>simple embedded questions</td>
<td></td>
</tr>
<tr>
<td>question words including <em>whose</em></td>
<td></td>
</tr>
<tr>
<td>statements with question tags using Entry 3 tenses</td>
<td></td>
</tr>
</tbody>
</table>

### Noun phrase
- noun phrases with pre- and post-modification
- a range of determiners
- use of articles including: definite article with post
- modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions

### Verb forms and time markers in statements, interrogatives, negatives and short forms
- no present perfect with: *since/for; ever/never; yet/already*
- *used to* for regular actions in the past
- past continuous
- future simple verb forms
- modals and forms with similar meaning: positive and negative, e.g. *you should/shouldn’t* to express obligation; *might, may, will probably* to express possibility and probability in the future; *would/should* for advice; *need*
- *to* for obligation; *will definitely* to express certainty in the future; *May I?* asking for permission; *I’d rather* stating reference
- common phrasal verbs and position of object pronouns

### Adjectives
- comparative and superlative adjectives
- comparative structures

### Adverbs and prepositional phrases
- wide range of adverbial uses, e.g. to express possibility and un/certainty – *possibly, perhaps, definitely*
- more complex adverbial phrases of time, place, frequency, manner
- a range of intensifiers, including *too, enough*
### Discourse
- markers to indicate: addition, sequence, contrast
- markers to structure spoken discourse
- use of ellipsis in informal situations
- use of vague language