ESOL Skills for Life

Reading Entry Level 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.

Sample Assessment Code: ESOLRE1AC/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, 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

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1, 2.2</td>
<td>1 mark for each correctly matched pair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not drinking water</td>
<td>c)</td>
<td>1 mark</td>
</tr>
<tr>
<td>2. Hospital</td>
<td>e)</td>
<td>1 mark</td>
</tr>
<tr>
<td>3. Danger</td>
<td>a)</td>
<td>1 mark</td>
</tr>
<tr>
<td>4. No parking</td>
<td>d)</td>
<td>1 mark</td>
</tr>
<tr>
<td>5. Hand wash only</td>
<td>b) Symbol hand wash only</td>
<td>Example</td>
</tr>
<tr>
<td>6. No ball play</td>
<td>f)</td>
<td>1 mark</td>
</tr>
<tr>
<td>Spare) No littering</td>
<td>g)</td>
<td>spare</td>
</tr>
</tbody>
</table>

**Total Marks Available** 5 marks

### Task 2 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1, 2.2, 2.3</td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a) 12 sandwiches</td>
<td>Example</td>
</tr>
<tr>
<td>2.</td>
<td>b) 8 plates</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>c) 10 plastic cups</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>d) 6 packet of crisps</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>e) 2 big cakes</td>
<td>1 mark</td>
</tr>
<tr>
<td>6.</td>
<td>f) 5 cartons of juice</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available** 5 marks
### Task 3 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1.3, 1.4, 2.1, 2.2, 2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Scheme</td>
<td>1 mark per response</td>
</tr>
<tr>
<td>Guidance</td>
<td>Candidates should not be penalised for spelling errors as long as communication is clear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Answers</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>9 am (accept 9-8)</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>5 pm</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>Bank holidays</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>Cup of coffee</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>A sign</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available** 5 marks

### Task 4 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1.1, 1.2, 1.3, 1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Scheme</td>
<td>1 mark per response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Answers</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a) an email</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>c) to invite her</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>b) at home</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>a) Saturday</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>c) a bottle</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available** 5 marks

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**

<table>
<thead>
<tr>
<th>Entry 1</th>
</tr>
</thead>
</table>
| • word order in simple statements, e.g.: subject – verb – object  
• subject – verb – adverb  
• subject – verb – adjective  
• subject – verb – prepositional phrase  
• word order in instructions  
• *there is/are* + noun (+ prepositional phrase)  
• *yes/no* questions  
• *wh*- questions  
• question words *what/who/where/how much/how many*  
• contracted form of auxiliary  
• imperatives and negative imperatives |

<table>
<thead>
<tr>
<th>Noun phrase</th>
</tr>
</thead>
</table>
| • regular and common irregular plurals of nouns  
• very common uncountable nouns  
• personal pronouns  
• demonstratives  
• determiners of quantity  
• indefinite article *a/an* with singular countable nouns  
• definite article *the*  
• possessives: *my/your/his/her*, etc |

<table>
<thead>
<tr>
<th>Verb forms and time markers in statements, interrogatives, negatives and short forms</th>
</tr>
</thead>
</table>
| • simple present tense of: *be/have/do*; common regular verbs  
• have got – indicating possession  
• present continuous of common regular verbs  
• contracted forms of: subject and auxiliary; auxiliary and negative  
• modals: *can* + bare infinitive to express ability; *would* + like for requests  
• use of *on, off, in, out* |

<table>
<thead>
<tr>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• common adjectives <em>after be</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbs and prepositional phrases</th>
</tr>
</thead>
</table>
| • common prepositions and prepositional phrases of place  
• simple adverbs of place, manner and time  
• use of intensifier *very* |

<table>
<thead>
<tr>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sentence connectives – then, next</td>
</tr>
</tbody>
</table>