ESOL Skills for Life

Reading - Entry Level 2

Sample Assessment

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: ESOLRE2AD/P
**Guidance on the 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 they must complete them under supervision and are not permitted to take them away.

- 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 they 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 the candidates’ work must 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**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 2.1, 2.2, 2.3, 3.1.</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>c) An advert</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>a). 2 hours</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>friendly</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>Pete</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>0205 303 1234</td>
<td>1 mark</td>
</tr>
<tr>
<td>6.</td>
<td>Basic English (skills)</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available** | 6 marks

**Task 2 Mark scheme and guidance**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 2.1, 2.3, 3.1.</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) Gives you instructions</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>Leave the building (by the nearest exit)</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>Bags or files or personal belongings</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>(To the) car park (across the road)</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>(When) it is safe.</td>
<td>1 mark</td>
</tr>
<tr>
<td>6.</td>
<td>The fire supervisor.</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available** | 6 marks
### Task 3 Mark Scheme and Guidance

**Assessment Criteria**  
1.1, 1.2, 2.3, 3.1.

**Mark Scheme**  
1 mark per response

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Answers</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>b) Mum</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>c) The doctor</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>b) A birthday</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>b) To collect something</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>c) Some milk and bread</td>
<td>1 mark</td>
</tr>
<tr>
<td>6.</td>
<td>c) In the bedroom.</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available**  
6 marks

### Task 4 Mark Scheme and Guidance

**Assessment Criteria**  
1.2, 2.1, 2.3

**Mark Scheme**  
1 mark per response

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Answers</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kate Brown or Head Teacher</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>Monday 2(^{nd}) June 2015/2(^{nd}) June 2015</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>School sports day</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>Give your name to reception (before 23(^{rd}) June).</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>3.15pm</td>
<td>1 mark</td>
</tr>
<tr>
<td>6.</td>
<td>Call 020 3390 1255</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available**  
6 marks

**Total Marks Available for Tasks 1, 2, 3 and 4**  
24 marks

**Pass Mark**  
15 marks
Appendix 1: Adult ESOL core curriculum guidance.

### Simple and compound sentences

- Entry 2

- Word order in compound sentences, e.g.: subject – verb – (object) + and/or subject – verb – (object)
- *there was/were* there is going to be
- Clauses joined with conjunctions *and/or* but
- A limited range of common verbs + -ing form
- Verb + infinitive with and without *to*
- *wh-* questions
- Comparative questions alternative questions
- Question words *when, what time, how often, why, how* and expressions
- Statements with question tags, using Entry 1 and Entry 2 tenses

### Noun phrase

- Countable and uncountable nouns
- Simple noun phrases
- Object and reflexive pronouns
- Determiners of quantity – *any, many*
- Use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives
- Possessive *s* and possessive pronouns

### Verb forms and time markers in statements, interrogatives, negatives and short forms

- Simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases
- Simple past tense of regular and common irregular verbs with time markers such as *ago*
- Future time using: present continuous; use of time markers
- Modals and forms with similar meaning: *must* to express obligation; *mustn’t* to express prohibition; *have to, had to*, to express need; *could* to make requests; *couldn’t* to express impossibility
- Use of simple modal adverbs: *possibly, probably, perhaps*
- Very common phrasal verbs

### Adjectives

- Adjectives and adjective word order
- Comparatives, regular and common irregular forms

### Adverbs and prepositional phrases

- Prepositions and prepositional phrases of place and time
- Adverbs and simple adverbal phrases word order with adverbs and adverbial phrases
- Sequencing: *after that*; of time and place (*in the morning, at the bus stop*); of frequency: (*always, sometimes*); of manner (*carefully, quickly*)
- Word order
- Use of intensifiers, e.g. *really, quite, so*

### Discourse

- Adverbs to indicate sequence – *first, finally*
- Use of substitution
- Markers to structure spoken discourse