ESOL Skills for Life
Reading - Level 2
Assessor Pack – Sample Assessment

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.

NB This paper is externally marked by Gateway Qualifications.

Assessment Code: ESOLRL2AE/P
Guidance on conduct of the assessment

- This paper is designed to be completed under examination conditions. This means that all tasks must be completed with the tutor/assessor and an invigilator present.
- This assessment is composed of four tasks. Candidates must complete four tasks.
- All tasks must be completed in the same assessment session.
- The time allocated to the assessment is 1 hour and 15 minutes. You should advise candidates to spend about 15-20 minutes on each task.
- Candidates may use a monolingual dictionary for the reading tasks.
- Candidates should be briefed on the task/tasks to be completed. The tasks each focus on reading skills.
- Candidates must complete the tasks independently without any further support according to the guide time allowed.
- If candidates require additional time or other arrangements or adjustments please refer to the qualification specification for special arrangements and reasonable adjustments.
- At the end of the assessment the candidates’ work must be collected and despatched to Gateway Qualifications in line with the Returning Assessment section in the ESOL Centre Handbook.
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.
## Task 1 Mark scheme and guidance

### Assessment Criteria

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
</table>
| 1. According to the text, why is Dandelions different from larger nurseries? Give **two** reasons. | Any *two* reasons from the following:  
- it’s based in a converted house [and garden]  
- there’s a warm/welcoming/family atmosphere  
- it’s a “home-from-home” setting | 2               |
| 2. Why is the manager at Dandelions well qualified to do her job? Give **one** reason. | Any *one* reason from the following:  
- she’s a former teacher  
- she’s got 15 years’ experience | 1               |
| 3. Choose **one** of the following statements to complete this sentence: “Dandelions’ staff training programme means that” | d) The childcare is consistently good | 1               |
| 4. In the paragraph entitled “Food”, the underlined words could be replaced by which of the following? Write the correct letter in the box beside the underlined word. | promoting = g) (encouraging)  
site = e) (the premises)  
setting = a) (laying)  
highlight = d) (best part) | 4               |
| 5. How would the Nursery staff show they care for a child who is upset? | Any *one* answer from the following:  
- by sharing quiet[er] times with the child  
- by listening carefully  
- by being sensitive  
- by comforting the child  
- by showing [genuine] interest in the child’s wellbeing | 1               |
| 6. Give **one** example of how the Nursery teaches children to get along with each other. | Any *one* answer from the following:  
- children share toys  
- children take turns  
- children listen to each other  
- mealtimes are sociable events | 1               |

<p>| Total Marks Available | 10 marks |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  If you are living in rented accommodation, what two things are you required to do?</td>
<td>regularly test safety equipment/detectors report faults/breakages</td>
<td>1</td>
</tr>
<tr>
<td>2.  Choose the word or phrase that best fits the meaning of the underlined words in this context: Tick (✓) one answer for each underlined phrase.</td>
<td>i) statutory = c (required according to the law) ii) prosecution = c (having criminal charges brought against you) iii) notoriously = a (infamously)</td>
<td>3</td>
</tr>
<tr>
<td>3.  What is the purpose of this text?</td>
<td>a) To advise</td>
<td>3</td>
</tr>
<tr>
<td>4.  Complete the following sentences, according to the information in the text.</td>
<td>a) smell/odour b) Gas Safety Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Marks Available 10 marks
Task 3 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
</table>
| 1. According to the letter, why would it be a good idea to enter this year’s Local Business Awards? Give three reasons. | Any three from the following:  
- opportunity to showcase your business  
- to get publicity for your business/raise your company’s profile  
- to give your business a boost  
- to win an award  
- to gain entry to the regional competition/awards [and then go on to win £10,000]  
- to get recognition for your company  
- to take your business to the next level  
- to be part of the grand ceremony | 3 |
| 2. What do the Chamber of Commerce want to support? | Innovation and good business practice | 1 |
| 3. What are the business awards celebrating? | The outstanding success stories of the local businesses | 1 |
| 4. Suggest a word or phrase that could replace the underlined word innovation in this context. | • new ideas/practices/procedures or a different approach | 1 |
| 5. Suggest a word or phrase that could replace the underlined word consequently in this context. | therefore/as a result/so | 1 |
| 6. Complete the following statements with a phrase from the list:  
i (local business people have worked hard to) b) keep the economy going  
ii (the Fieldgate Theatre is a good place to hold the Awards Ceremony because) d) it is suitably impressive for such an occasion  
iii (application forms must be received) a) by the beginning of June | 1 1 1 | 10 marks |
### Task 4 Mark scheme and guidance

**Assessment Criteria** | 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.2, 3.3

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
</table>
| 1. Which of the following words or phrases could best replace the underlined text in this context? | i (due to come into effect) d) scheduled to begin  
ii (in no uncertain terms) a) in a strong manner  
iii (a magnet) b) an attraction | 1, 1, 1          |
| 2. Name **two** types of media that have featured in this debate (excluding The Daily Seaside). | Any **two** of the following:  
• Television/TV  
• Radio  
• Newspaper  
• Internet [online petition] | 2               |
| 3. According to the text, who has suggested a compromise? Tick (✓) **one** answer. | d) Dave Purbeck | 1               |
| 4. Give **two** examples of Daphne Walker’s opinion on the subject of dogs on the beach. | Any **two** reasonable answers based on the text, for example:  
• She is **delighted** that dogs will be allowed on the beach  
• Dogs are **entitled** to use the beach  
• The beach is the **ideal** place for dogs  
• Human rubbish is more harmful than dog mess | 2               |
| 5. Give **one** example of Anna Kowalski’s opinion on the subject of dogs on the beach. | Any reasonable answer based on the text, for example:  
• Dogs should not be allowed  
• Dog mess is undesirable [around children]  
• Dogs are dangerous | 1               |
| 6. What do you understand by the phrase “a wave of protest has engulfed Sunny Bay” (in the first line of the text)? Tick (✓) **one** answer. | c) Lots of people object to the proposed changes | 1               |

**Total Marks Available** | 10 marks
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**Total Marks Available for Tasks 1, 2, 3 and 4** | 40 marks
**Pass Mark** | 26 marks
Appendix 1: Adult ESOL core curriculum guidance

<table>
<thead>
<tr>
<th>Simple, compound and complex sentences with a wide range of subordinate clause</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• word order in complex sentences, including choice of order for emphasis</td>
<td></td>
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<tr>
<td>• there could be/would be/should be</td>
<td></td>
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<tr>
<td>• could have/would have/should have</td>
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<tr>
<td>• a wide range of conjunctions, including on condition that, provided that</td>
<td></td>
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<tr>
<td>• conditional forms, using had + would/could/should have</td>
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<tr>
<td>• comparative clauses The faster he talked, the less I understood</td>
<td></td>
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<tr>
<td>• more complex participial clauses with –ing and –ed</td>
<td></td>
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<tr>
<td>• fronting and cleft sentences for emphasis,</td>
<td></td>
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<tr>
<td>• reported speech, using a range of verb forms</td>
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<tr>
<td>• more complex embedded questions</td>
<td></td>
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<tr>
<td>• reported questions, using a range of verb forms</td>
<td></td>
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<tr>
<td>• statements with question tags, using L2 verbs and tenses</td>
<td></td>
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<tr>
<td>• imperative + question tag</td>
<td></td>
</tr>
</tbody>
</table>

**Noun phrase**

- noun phrases of increasing complexity
- use of definite, indefinite and zero article with a wide range of nouns in a range of uses range
- use of zero article with a wide range of countable and uncountable nouns in a range of constructions

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

- use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive
- would expressing habit in the past
- use of had + would/could/should have in conditional sentences
- modals expressing past obligation, possibility, rejected conditions, e.g. should have, might have, could have, must have, can’t have
- wide range of phrasal verbs with a number of particles, e.g. to get round to, to carry on with

**Adjectives**

- connotations and emotive strength of adjectives
- collocation of a range of adjectives + prepositions