ESOL Skills for Life (4692)
Level 2 Sample Assignment

www.cityandguilds.com
December 2015
Version 1.2

Me and My Community

Assessment Pack

Speaking and listening to obtain and convey information

Candidate's name:

Assessment Pack

Administration of the assignment

The assignment must be taken under supervised conditions.

The maximum time allowed for completing the four activities is 1 hour 40 minutes. Each activity has a guide on the time allowed. 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 the whole assignment in the single session. Candidates may stop at the end of any activity and continue in the next session but must not be rehearsed in the assessment before completing each activity.

Candidates may be assisted with aspects which are not being assessed. This means that in the Speaking and Listening activities the assessor may tell the candidate what to do if he/she cannot read accurately the written instructions. It may be necessary for the assessor to guide the Speaking and Listening activities to ensure that the candidate has the opportunity to demonstrate the skills being assessed. Detailed guidance for the assessor is given in sections 1.1, 1.2 and 1.3.

Tutors must not teach to the actual assessment topics, but it is expected that candidates will have had a lot of practice in speaking and listening in a range of contexts appropriate to the level. By the time the candidates are assessed, they should be aware of what they are to be assessed on (e.g. in Speaking and Listening this will include grammatical accuracy, pronunciation, range and fluency as well as comprehension and conveying information).

The assignment activities can be done in any order but it is advised that activity 1 be completed first. If a candidate is unsuccessful in any of the activities, he/she will need further practice before being given another opportunity to demonstrate his/her skills at a later date when he/she is ready. Any activity can be retaken on its own without resitting the whole assignment.

The subsequent assessment of any activity needs to be from a different assignment topic provided by City & Guilds.

As a candidate progresses through the levels, he/she must use an assignment on a different topic.

Speaking and listening activities 2 and 4 must be electronically recorded. On the recording, each activity must be preceded by the following:

- name of the candidate
- City & Guilds enrolment number
- name of the assessor
- title of the assessment
- number of the activity
- date activity undertaken.

The following documents are included in this assessment pack:

1.1 Transcript and instructions for activity 1.

1.2 Assessor notes for activity 2.

1.3 Assessor notes for activity 3.

1.4 Assessor notes for activity 4.

1.5 Notes on using the mark scheme and assessment records.

2.1 Adult ESOL Core Curriculum guidance.

3.1 Summary Assessment Record for recording success at Level 2.

1.1 Transcript and instructions for activity 1

The recordings available to download from **www.cityandguilds.com** should be used.

The assessor should introduce and explain the activity.

The candidate may listen to the complete recording up to **three** times, but must not pause the recording.

If centres are unable to access the City & Guilds recording, they may record their own but the voice on the recording must not be that of the candidate's own tutor.

Transcript

Emma	*Good morning, it's Emma Fields on Radio DJ, it's just after 11.30 and the sun is shining on most of the UK today. So I hope you are all going to grab a natural tan over lunch. Get yourself out there and enjoy it while you can but don't forget the factor15.* *On this morning's show, we have music from the Cartwheels who will be live in the studio in around half an hour and the music maestro Billy Spears will be joining us for the lunchtime music quiz around 12.30.* *So, my first guest today is Jason Harbour from Charity UK an organisation that helps community groups to find volunteers.* *Good morning Jason, lovely to have you on the show.*
Jason	*Morning Emma, thank you for inviting me.*
Emma	*So, Jason, tell our listeners a little bit about Charity UK, and how you got involved.*
Jason	*Well Charity UK was set up around 10 years ago by Mary and Brian Sales. They'd done quite a bit of voluntary work, here in the UK and overseas but had difficulty finding the right organisation for their particular skills and expertise. Oh, sorry I forgot to mention, Mary and Brian had both been pig farmers, so they had a lot of experience with animals but they weren't vets or veterinary nurses, which is what most of the animal charities were looking for. They didn't want to sweep out stables or kennels but wanted something where they could really use their knowledge of animal care and farming.*

	During their research they came across organisations which were also struggling to find volunteers with the right skills so they set up Charity UK, a one-stop-shop for organisations in the UK to advertise skilled volunteer work and a place where skilled people could offer their services. *Some people think that voluntary work is low-skilled but it's not. Charities and community groups need accountants, teachers, construction professionals and all other types of professions to volunteer their services.*
Emma	*So Jason, what do you do for Charity UK?*
Jason	*In my paid job, for a national telecoms company, I'm a marketing specialist but for Charity UK I use my skills in web design, so I've designed the website for Charity UK and developed the CMS.*
Emma	*CMS, what's that?*
Jason	*Sorry Emma, it's the Content Management System. Anyway it means that I can use my IT design skills which I wasn't using in my day to day job.*
Emma	*So, what do our listeners have to do if they want to find some skilled voluntary work?*
Jason	*Well first, they can take a look at our website for current vacancies, if there's a position they like, then they can send an application online or they can register for our weekly updates. The web address is www.charityuk.co.uk. They can also like our Facebook page or follow us on Twitter.*
Emma	*That's great Jason thank you. We're going to take a quick commercial break and come back in just a mo.*

1.2 Assessor notes for activity 2

The aim of activity 2 is to assess the candidate's ability to convey information orally to a group of at least 3 people. A large group is acceptable as long as it doesn't disadvantage the candidate.

The candidate's spoken contribution should last 10-15 minutes. The activity can last for up to 30 minutes including setup, delivery, Q&A and feedback. Prior planning and preparation by the candidate is encouraged and is not included in the allotted time. To enable the candidate to effectively prepare for the assessment the activity can be shared with him/her up to two weeks prior to the assessment date.

1.3 Assessor notes for activity 3

An evaluation sheet is provided in the Candidate's Paper to support active listening.

An activity box is provided for the assessor to record examples of the candidate's evaluation of a presentation. This activity does not need to be recorded.

The evaluation is likely to be about a peer presentation but is not limited to this, e.g. video presentation, Tedex, YouTube. In the case of the latter, feedback can be given to the assessor.

1.4 Assessor notes for activity 4

The discussion will take place in a small group of between 3 to 5 people. The activity can last for up to 30 minutes including planning and preparation by the candidate. The discussion should last about 10-15 minutes but longer if more than one candidate is involved.

The aim of this activity is to assess the candidate's ability to take part in a discussion as well as ask and respond to questions, in relation to the topic.

1.5 Notes on using the mark scheme and assessment records

The Summary Assessment Record (3.1) acts as a mark scheme and a record of achievement. It gives a breakdown of the marks available and descriptions of the performance expected for each mark. Where marks are given in brackets, they are only to be awarded for performance which does not meet the descriptor for the higher marks above.

Each activity has a pass mark and details of the criteria that must be met in order to cover 100% of the assessment criteria on at least one occasion.

Assessors must complete a Summary Assessment Record (S&L) for each candidate and give examples of how the candidate met the assessment criteria for Speaking and Listening.

A summary of the required language features at this level can be found by referring to 2.1 Adult ESOL Core Curriculum guidance. These should be read in conjunction with the mark scheme. Full details of the Adult ESOL Core Curriculum can be found on **www.cityandguilds.com**

2.1 Adult ESOL Core Curriculum guidance

Simple, compound and complex sentences, with more than one subordinate clause	**Level 1**	**Simple, compound and complex sentences, with a wide range of subordinate clauses**	**Level 2**
• word order in sentences with more than one subordinate clause		• word order in complex sentences, including choice of order for emphasis	
• *there had been*		• *there could be/would be/should be* • *could have/would have/should have*	
• a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession • conditional forms, using *if* and *unless* with past and use of *would* • non-defining relative clauses • defining relative clauses with *where* or *whose* • participial clauses to describe accompanying actions with *–ing* • clause as subject or object		• a wide range of conjunctions, including *on condition that, provided that* • conditional forms, using *had* + *would/could/should have* • comparative clauses *The faster he talked, the less I understood* • more complex participial clauses with *–ing* and *–ed* • fronting and cleft sentences for emphasis	
• reported speech with a range of tenses, including use of *would* and *had*		• reported speech, using a range of verb forms	
• a range of embedded questions using *if* and *whether* • reported questions with *if* and *whether* • use of *had* and *would* in reported questions • reported requests		• more complex embedded questions • reported questions, using a range of verb forms	
• statements with question tags using L1 tenses		• statements with question tags, using L2 verbs and tenses	
• reported instructions		• imperative + question tag	
Noun phrase			
• more-complex noun phrases with pre- and post-modification • word order of determiners		• noun phrases of increasing complexity • use of definite, indefinite and zero article with a wide range of nouns in a range of uses	
• use of definite, indefinite and zero article with a wide range of nouns in a range of uses		• use of zero article with a wide range of countable and uncountable nouns in a range of constructions	
• range of expressions to indicate possession			
Verb forms and time markers in statements, interrogatives, negatives and short forms			
• present perfect continuous • past perfect • present and past simple passive • use of would in conditional sentences • causative use of *have* and *get*		• 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: – *ought* to express obligation – negative of *need* and *have to* to express absence of obligation – *would* to express hypotheses – use of forms– *would like* + object + infinitive		• modals expressing past obligation, possibility, rejected conditions e.g. *should have, might have, could have, must have, can't have*	
• a range of phrasal verbs, eg *to give way, to hold out, to run into*		• wide range of phrasal verbs with a number of particles, e.g. *to get round to, to carry on with*	
Adjectives			
• comparisons, using *fewer* and *less* • collocation of adjective + preposition		• connotations and emotive strength of adjectives • collocation of a range of adjectives + prepositions	
Adverbs and prepositional phrases			
• prepositions to express concession, e.g. *in spite of, despite* • collocations of: – verbs + prepositions, e.g. *to attend to, point at* – nouns + prepositions, e.g. *to have an interest in*		• prepositions + *–ing* form • prepositions followed by noun phrases	
• a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability • comparative and superlative forms of adverbs • a wide range of intensifiers			
Discourse			
• a range of discourse markers expressing: – addition – cause and effect - contrast, e.g. *however* - sequence and time, e.g. *at a later date* • markers to structure spoken discourse • use of ellipsis in informal speech and writing		• a range of logical markers • sequence markers	

3.1 ESOL Level 2 Assignment – Me and My Community

Summary Assessment Record for Level 2

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 1			
1.1 1.2 1.3	Lr/L2.1a Lr/L2.1b Lr/L2.2a Lr/L2.2b Lr/L2.2c Lr/L2.2d Lr/L2.2e	1. radio programme	1
		2. Emma Fields	1
		3. sunny, (accept similar wording e.g. sun is shining, hot, warm)	1
		4. Mary (Sales) and Brian (Sales) **One** of the above	2 (1)
		5. marketing (specialist)	1
		6. web designer	1
		7. candidate gives **three** of the following • look for vacancies (accept similar wording) • send an (online)application • register for (weekly) updates • like the Facebook page • follow (them) on Twitter **Two** of the above **One** of the above	3 (2) (1)
		8. professional	1
		9. so	1
		Total marks for activity 1	
		8 out of 12 possible marks required for success. Candidate must get at least 1 mark for question 1, 8 and/or 9 in order to achieve. **Tick if activity 1 successfully achieved**	❑

3.1 ESOL Level 2 Assignment – Me and My Community

Summary Assessment Record for Level 2

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 2			
2.1 2.2 3.4	Sc/L2.1a Sc/L2.1b Sc/L2.1c Sc/L2.2a Sc/L2.4a Sc/L2 4b Sc/L2 4c Sc/L2 4d Sc/L2 4e Sc/L2 4f Sc/L2 5a	Candidate introduces themselves Candidate presents information about their community The presentation contains effective structure and sequence The presentation contains some elements of structure and sequence Candidate gives information about • the area where they live • how long they have been living there Candidate presents at least **two** points about any of the following • the community facilities e.g. schools, parks, shopping • what facilities they think every community should have and why • the benefits and challenges of living in their community • compare the facilities in their country with the facilities in the UK **One** point about any of the above Candidate uses appropriate body language and facial expressions, e.g. eye contact, stance, gestures throughout Candidate uses appropriate body language and facial expressions, e.g. eye contact, stance, gestures most of the time Candidate responds appropriately to peer evaluation of their presentation	1 1 2 (1) 1 1 2 (1) 2 (1) 1
Language features – if candidate has not met the minimum criteria for the statements below, a zero (0) mark **must** be awarded against the specific criteria			
Grammatical accuracy	Statements are grammatically well formed with no significant errors at Level 2.		2
	Some grammatical errors occur but these do not impede communication.		(1)
Pronunciation	Candidate articulates sounds of English correctly. Pronounces common words with correct word stress and intonation.		2
	Candidate articulates most sounds of English correctly. Pronounces most common words with correct word stress and intonation.		(1)
	Candidate articulates connected speech clearly. Uses appropriate speed, phrasing, stress and intonation patterns for the formation of questions/statements throughout.		2
	Candidate articulates connected speech clearly most of the time. Uses appropriate speed, phrasing, stress and intonation patterns for the formation of questions/statements most of the time.		(1)
Range	Candidate uses a wide range of vocabulary and expressions correctly at Level 2. Uses appropriate degree of formality and register.		2
	Candidate uses a limited but sufficient range of vocabulary and expressions at Level 2.		(1)
Fluency / discourse	Candidate delivers an effective presentation with few hesitations.		2
	Candidate delivers an adequate presentation. Hesitations do not impede communication of the topic.		(1)
	Pace of the presentation is appropriate.		1
	Total marks for activity 2		
	15 out of 22 possible marks required for success. **Candidate has to get the minimum marks across activity 2 in order to achieve.** **Tick if activity 2 successfully achieved**		❑

Activity 2
Examples of performance

3.1 ESOL Level 2 Assignment – Me and My Community

Summary Assessment Record for Level 2

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 3			
1.1 3.2 3.5	Lr/L2.1b Sc/L2.2a Sd/L2.2c	Candidate actively listens to an oral presentation Candidate gives positive verbal feedback on at least **one** point Candidate identifies **one** area for improvement Candidate gives constructive criticism verbally	1 1 p1 1
	Total marks for activity 3		
	3 out of 4 possible marks required for success. Candidate must get the mark for giving constructive criticism in order to achieve. Tick if activity 3 successfully achieved		❑

Activity 3
Examples of performance

3.1 ESOL Level 2 Assignment – Me and My Community

Summary Assessment Record for Level 2

Assessment Criteria	Curriculum Reference	Marking Guide	Marks
Activity 4			
1.2 1.3 2.1 2.2 3.1 3.2 3.3	Lr/L2.2a Lr/L2.2b Lr/L2.2c Lr/L2.2d Lr/L2.2e Lr/L2.3a Lr/L2.4a Sc/L2.1a Sc/L2.1b Sc/L2.1c Sc/L2.3a Sc/L2.3b Sc/L2.4a Sc/L2.4b Sc/L2.4f Sd/L2.1a Sd/L2.2a Sd/L2.2b Sd/L2.2c Sd/L2.2d Sd/L2.3a Sd/L2.4a Sd/L2.5a	Candidate follows the gist of the discussion Candidate follows the main points and makes appropriate contributions Candidate follows some main points and makes some appropriate contributions Candidate includes at least **two** of the following points • any voluntary work they have done • their opinions on volunteering • the benefits of volunteering • the challenges of volunteering • voluntary work they would like to do At least **one** of the above Candidate asks at least **two** relevant questions Candidate asks at least **one** relevant question Candidate responds appropriately to a range of questions Candidate responds appropriately to a question Candidate expresses clearly statements of fact, short accounts or descriptions Candidate uses appropriate body language and facial expressions	1 2 (1) 2 (1) 2 (1) 2 (1) 1 1
Language features – if candidate has not met the minimum criteria for the statements below, a zero (0) mark **must** be awarded against the specific criteria			
Grammatical accuracy	Statements are grammatically well formed with no significant errors at Level 2.		2
	Some grammatical errors occur but these do not impede communication.		(1)
	Questions are grammatically well formed with no significant errors at Level 2.		2
	Some grammatical errors occur but these do not impede communication.		(1)
Pronunciation	Pronounces common words with correct word stress and intonation.		2
	Pronounces most common words with correct word stress and intonation.		(1)
	Candidate articulates sounds of English correctly using appropriate clarity, speed and phrasing. Uses appropriate stress and intonation patterns for the formation of questions and/or statements.		2
	Candidate articulates most sounds of English correctly using appropriate clarity, speed and phrasing. Uses appropriate stress and intonation patterns for the formation of questions and/or statements most of the time.		(1)
Range	Candidate uses a wide range of vocabulary and expressions in discussion at Level 2.		2
	Candidate uses a limited but sufficient range of vocabulary and expressions in discussion at Level 2.		(1)
Fluency / discourse	Candidate interacts in a relaxed and natural way respecting the turn-taking rights of others. Expands on responses and initiates aspects of the discussion.		2
	Candidate interacts in a relaxed and natural way most of the time with few pauses or hesitations respecting the turn-taking rights of others. Expands on responses and initiates aspects of the discussion some of the time.		(1)
Comprehension	Candidate keeps up with the discussion throughout.		2
	Candidate keeps up with the discussion most of the time.		(1)
	Total marks for activity 4		
	16 out of 25 possible marks required for success. Candidate must get a minimum of 1 mark for each Language feature in order to achieve. **Tick if activity 4 successfully achieved**		❑

Activity 4
Examples of performance

Tick if all Level 2 Speaking and listening activities successfully achieved	❑

Candidate's name	**Signature**	**Date**
Assessor's name	**Signature**	**Date**
Internal Quality Assurer (if sampled)	**Signature**	**Date**
External Quality Assurer (if sampled)	**Signature**	**Date**

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