ESOL Skills for Life (4692)
Level 2 Sample Assignment

www.cityandguilds.com
February 2019
Version 1.4

Me and My Community

Assessment Pack

Writing to convey information

Candidate's name:

Assessment Pack

Administration of the assignment

The assignment must be taken under supervised conditions. This means that all activities will be completed with the assessor, or other designated supervisor, present. Candidates will have up to 3 hours to complete the assignment, which includes 15 minutes checking time. 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 a single session, but must not take it away with them to work on. Candidates may stop at the end of any activity and continue in the next session but must not be rehearsed in the skills to be assessed before completing each activity. If the assignment is not completed during a single session, the assessor must sign the work when the candidate stops, and date and sign when the candidate restarts enabling tracking by Internal Quality Assurers (IQA) and Qualification Consultants (QC).

The assignment activities are each focused on writing 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).

Tutors must not teach to the actual assessment activities, but it is expected that candidates will have had a lot of practice in writing in a range of contexts appropriate to the level. By the time the candidates are assessed, they should be aware of the skills that are being assessed. (Writing will include grammatical accuracy, range, spelling, punctuation and appropriate formality as well as 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 activity 1, 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. Activity 1 can be taken as a standalone activity without resitting the whole assignment.

Activities 2 and 3 must be on the same assignment topic as each other. If a candidate is unsuccessful in either activity 2 or activity 3, 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. The subsequent assessment needs to include both activities 2 and 3 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.

The following documents are included in this assessment pack:

1.1 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 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. Marks in brackets are set at the level of just meeting the standards at this level.

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 (W) for each candidate taking this assignment.

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			
2.1 3.1 3.2 3.3 3.4 3.5 3.6	Ws/L2.1a Ws/L2.2a Ws/L2.3a Wt/L2.4a Wt/L2.8a Ww/L2.1a Ww/L2.1b	1. Candidate corrects the errors. One mark for each correction (max 11 marks) Juliana's story: my first call-out to help a young family. (4 marks) Accept only the 4 marks identified in the mark scheme. When a lightning strike caused devastating damage to a young family's home, emergency volunteer Juliana Ali raced straight there to help, despite it being her very first day. (7 marks) Accept only the 7 marks identified in the mark scheme. 2. Candidate gives the correct spelling for • two • occurred • There • of • by • traumatised 3. Candidate indicates • so • through • could • flee • both • quickly • it • I'd • Really • were 4. Candidate completes the sentences with the correct spelling a. What kind of things are you good at? b. I have some free time on Sunday. / On Sunday I have some free time. c. When was the last time you saw your neighbour? d. I usually visit my family on Saturday. / On Saturday I usually visit my family.	4 (3) (2) (1) 7 (6) (5) (4) (3) (2) (1) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

		5. Candidate writes complete and grammatically correct sentences. a. If I had the time I ... b. When I go out I always ... c. If I'm given the chance I ... d. Volunteering means ... e. There have been times when ... f. Having thought about it carefully ... 6. Candidate writes sentences using the phrasal verbs appropriately. a. turn down b. cheer up c. pick up d. get up e. look up to f. find out	 1 1 1 1 1 1 1 1 1 1 1 1
		Total marks for activity 1	
		29 out of 43 possible marks required for success. **Candidates must get at least 1 mark from each task 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			
1.1 1.2 2.1 2.2 3.1 3.2 3.3 3.4 3.5 3.7	Ws/L2.1a Ws/L2.2a Ws/L2.3a Ws/L2.4a Wt/L2.1a Wt/L2.1b Wt/L2.2a Wt/L2.2b Wt/L2.3a Wt/L2.4a Wt/L2.5a Wt/L2.6a Wt/L2.7a Ww/L2.1a Ww/L2.1b Ww/L2.2a	Candidate produces a plan appropriate to the task. Candidate writes a **letter** to a local community group enquiring about voluntary opportunities**.** Letter layout includes: • own address**,** date **and** appropriate salutations. Text includes: • themselves • their previous experience • what type of opportunities they would be interested in • why they are making enquiries with that organisation Candidate's writing is organised into several paragraphs.	1* 1 1 1 1 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	No significant grammatical errors in aspects of simple, compound and complex sentences expected at Level 2.		2
	A few errors in respect of grammatical structures at Level 2 may be accepted. Any errors do not impede communication.		(1)
Range	Candidate uses a range of sentence structures expected at Level 2.		2
	Candidate uses a limited range of sentence structures expected at Level 2.		(1)
	Candidate uses a wide range of appropriate vocabulary and expressions at Level 2.		2
	Candidate uses a limited range of appropriate vocabulary and expressions at Level 2.		(1)
Spelling	Common and familiar words at Level 2 are spelt correctly.		2
	Most common and familiar words are spelt correctly for this level. Spelling errors do not impede communication.		(1)
Punctuation & capitalisation	Capitalisation and punctuation as applicable, e.g. commas, apostrophes, inverted commas, end of sentence punctuation, are correct throughout.		2
	Capitalisation and punctuation are correct in most instances.		(1)
Formality/ informality	Text is of a suitable register and standard of presentation for the task throughout.		2
	Text is of a suitable register and standard of presentation most of the time.		(1)
	Total marks for activity 2		
	14 out of 20 possible marks required for success. **Tick if activity 2 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 3			
1.1 1.2 2.1 2.2 3.1 3.2 3.3 3.4 3.5 3.7	Ws/L2.1a Ws/L2.2a Ws/L2.3a Ws/L2.4a Wt/L2.1a Wt/L2.1b Wt/L2.2a Wt/L2.2b Wt/L2.3a Wt/L2.4a Wt/L2.5a Wt/L2.6a Wt/L2.7a Ww/L2.1a Ww/L2.1b Ww/L2.2a	Candidate produces a plan appropriate to the task. Candidate writes an **article** promoting a community centre. Text includes information about: • the community centre • location of the community centre • facilities available • what activities are taking place and when • the benefits of each activity Candidate's writing is organised into several paragraphs.	1* 1 1 1 1 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	No significant grammatical errors in aspects of simple, compound and complex sentences expected at Level 2.		2
	A few errors in respect of grammatical structures at Level 2 may be accepted. Any errors do not impede communication.		(1)
Range	Candidate uses a range of sentence structures expected at Level 2.		2
	Candidate uses a limited range of sentence structures expected at Level 2.		(1)
	Candidate uses a wide range of appropriate vocabulary and expressions at Level 2.		2
	Candidate uses a limited range of appropriate vocabulary and expressions at Level 2.		(1)
Spelling	Common and familiar words at Level 2 are spelt correctly.		2
	Most common and familiar words are spelt correctly for this level. Spelling errors do not impede communication.		(1)
Punctuation & capitalisation	Capitalisation and punctuation as applicable, e.g. commas, apostrophes, inverted commas, end of sentence punctuation, are correct throughout.		2
	Capitalisation and punctuation are correct in most instances.		(1)
Formality/ informality	Text is of a suitable register and standard of presentation for the task throughout.		2
	Text is of a suitable register and standard of presentation most of the time.		(1)
	Total marks for activity 3		
	13 out of 20 possible marks required for success. **Tick if activity 3 successfully achieved**		❑

* In order for candidates to achieve they must have:	
Produced a plan in Activity 2 and/or Activity 3	☐
Organised writing into paragraphs in Activity 2 and/or Activity 3	☐

Tick if all Level 2 Writing 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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1 Giltspur Street
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EC1A 9DD
www.cityandguilds.com

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