

Centre No.:		Centre Name:	Date of Assessment:	
Candidate Name:			Candidate Registration (Run) No.:	
Task No. & Assessment Criteria	Question No. and Answer	Mark	Award	
Task 1 (1.1, 3.1)	1. (b) lanolin	1		
	2. (a) it has less protein	1		
	3. (b) candles	1		
Task 2 (1.2, 3.1)	4. and / but / so	3		
Task 2 (1.2, 3.1)	5. (a) - (ii) 4 minutes	1		
	(b) – (iii) you’ll have bleeding gums	1		
	(c) – (i) top, sides and back	1		
Task 3 (1.3, 3.1, 3.4)	6 (c) one person	1		
	7 (c) by (should be ‘buy’)	1		
	8 (b) at the weekend	1		
Task 4 (2.1)	9 (c) a set of instructions	1		
	10 TEXT A	1		
	11 (c) italics	1		
Task 5 (2.1, 3.1)	12 (b) extract	1		
	13 (a) use a high heat	1		
	14 (b) to give us instructions to make something	1		
Task 6 (2.1, 3.1)	15 (b) a menu	1		
	16 (c) Shanghai Curry Shrimp	1		
	17 (b) Lumpia Shanghai	1		
Task 7 (3.3, 3.5)	18/19 are open questions – candidate should write one of these (or a variation of the same meaning):	1		
	18 wash hands	1		
	19 no mobile phones / switch off phone	1		
Task 8 (4.1)	20 (a) in the park	1		
	21: 1, 2,3 London Euston / Macclesfield / Manchester Piccadilly /	3		
Task 8 (4.1)	21: 4, 5, 6 Milton Keynes Central / Stockport / Stoke-on-Trent	3		
Learners must achieve twenty out of the thirty marks available (pass mark 20)		30 TOTAL	AWARD	

Tick appropriate box			
Learner has achieved External Assessment for Reading Entry 2.		Learner has not achieved External Assessment for Reading Entry 2.	
Assessor Comments:			
Assessor's Name:	Assessor's Signature:	Date:	
*Internal Quality Assurer's Name:	IQA Signature:	Date:	
*External Quality Assurer Name:	EQA Signature:	Date:	

NB * Internal and External Quality Assurer signatures only required if sampled

Learning Outcomes and Assessment Criteria
Mapped to ESOL Core Curriculum

CC Ref Mapped to the Adult ESOL Core Curriculum	Qualification Specification Assessment Criteria	Learning Outcome The learner will be able to:	Examination Assessment Criteria - The learner can:
Rt/E2.1a, RtE2/1b Rw/E2.1a Rw/E2.2a Rs/E2.1a Rs/E2.1b Rs/E2.1c, Rs/E2.1d Rt/E2.2a Rt/E2.2a Rt/E2.4a	1.1. Identify main events in straightforward chronological, continuous text. 1.2. Identify meaning and purpose in straightforward texts with different formats and register. 1.3. Extract main points, ideas and opinions from straightforward text.	1. Be able to gain meaning from text. LO1 Be able to read and understand continuous texts. LO2 Be able to read for information from everyday sources	1.1 Trace main events in short straight-forward text, chronological text and instructional text. Read for gist. 1.2 Use language features to work out meaning in short straightforward text. Work out the meaning of sentences using own knowledge of simple and compound sentences, grammar, punctuation and capitalisation. 1.3 Understand the meaning of words in short straight-forward text. 1.4 Interact with text and know it is possible to react to texts in different ways. 2.1 Use features of text to identify the purpose of short straight-forward text in a variety of genres.
Rt/E2.2a	2.1 Obtain specific information from different short everyday information texts. 2.2 Extract meaning from everyday instructional texts. 2.3 Identify relevant specialist key words in different straightforward information texts.	2. Identify the purpose of text.	3.1 Obtain relevant information from short straight forward text. Read for detail. 3.2 Develop reading strategies; skimming, scanning, to obtain specific information. 3.3 Obtain information from texts, and relate illustrations, simple maps, diagrams and captions to text that has been read (including signs). 3.4 Recognise and understand a range of familiar words, their spellings, and words with common spelling patterns. Use context and a range of phonic and graphic knowledge to decode words.
Rt/E2.1b Rt/E2.4a Rt/E2.3a Rw/E2.2a Rw/E2.3a	3.1 Use a simple dictionary to find the meaning of unfamiliar words.	3. Find information in text. LO3 Be able to use a dictionary.	3.5 Identify a range of common sources of information where everyday information can be found. 4.1 Use first placed letters to order words alphabetically. Use basic alphabetical ordering to sequence words. 5.1 Recognize words on forms related to personal information and understand explicit and implicit instructions.
Rw/E2.5a		4. Order words alphabetically.	
Rw/E2.1a		5. Understand instructions.	

Not Specifically Assessed

Although these criteria from the ESOL Core Curriculum are not specifically assessed, learners should have been given ample opportunities to develop the skills within class.

Rw/E2.4a - Obtain information from a simplified dictionary to find the meaning of unfamiliar words - This is difficult to assess consistently in a standardised way between centres and across awarding organisations. This would affect the validity of the assessments.

Amplification

The following Assessment Criteria cover these elements of the ESOL Core Curriculum.

Assessment Criteria	Includes
1.2	phrases of time and place and both punctuation and grammar

These elements of the ESOL Core Curriculum will be sampled over time.

General Instructions

At Entry 2 the learner will complete a number of different tasks. The ESOL Reading standards will be met in full across the tasks, although each task may not assess all the standards.

A record of each learner's performance must be made on individual mark sheets and twenty out of thirty questions must be passed to achieve an overall pass at the level. Where a learner fails, a different version of the assessment must be completed. At least an additional two weeks' teaching must be completed before attempting a new assessment.

The tasks must be completed under controlled conditions. The evidence produced must be the learner's own unaided work. As the assessments test Reading skills, spelling, punctuation and grammar are not assessed, and as long as the answers are readable, the learner may gain marks for correct answers. Scribes are allowed for Reading assessments, but readers are not allowed.

Centres may design their own assessments, but these must be submitted to NOCN for standardisation no less than 15 working days before the first planned assessment date. The NOCN style of mark scheme must still be used.

The assessments may take place on different days to help centre management of the assessments but the total amount of time available to learners must not exceed the permitted duration of the assessment. Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

Dictionaries may not be used in the assessment.

To successfully pass the Reading assessment, the learner must answer twenty out of the thirty questions. Centres must retain records of failed assessments as well as those which are passes.

Tutors must sign and date the completed Assessment Mark Sheet.

Introduction - Reading Entry 2

This unit assesses the skills and knowledge required to meet the national standards at Entry 2 for Reading. At this level, learners can:

- **Read and understand short straightforward texts on familiar topics.**
- **Read and obtain information from short texts, familiar sources, signs and symbols.**

Tutors will need to teach Reading at text, sentence and word level using methods that are inclusive and appropriate and which take account of the cultural and learning experiences of learners. Guidance on appropriate activities with examples of application and level can be found in the ESOL Core Curriculum. Learners should be provided with appropriate support throughout. Opportunities for learners to discuss progress should be provided at all stages of the learning process. The context and mode of delivery is flexible and should reflect the needs of the learners and the context in which they are learning.

Unit Assessment

The unit of assessment includes the learning outcomes and assessment criteria and is mapped to the national standards and component skills and knowledge in the ESOL Core Curriculum. This unit is assessed through externally set tasks that are internally marked, internally quality assured by an internal quality assurer and externally quality assured. Learners not achieving the unit can be reassessed provided a different set of external assessment tasks are used. These will be provided by NOCN. A two-week period must have elapsed from the learner's previous attempt.

Quality Assurance

The ESOL tutor should mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally quality assured by an internal quality assurer. This should be a minimum of 10% of all the assessments ensuring that the sample includes all tutors. Following internal quality assurance, the centre should request an external quality assurance visit to agree the assessment decisions and to recommend that the achievements are certificated.

Assessment Mark Sheet

The Assessment Mark Sheet is mapped to the learning outcomes and assessment criteria from the unit of assessment and enables the recording of learner achievement for the external assessment. Learners must achieve twenty out of the thirty questions to pass the assessment.

Achievement of Unit

Learners must achieve twenty out of thirty criteria to pass the assessment. If a learner does not pass, a different assessment may be completed after two weeks when further teaching and learning has taken place.