

Centre No.		Centre Name	Date of Assessment	
Candidate Name			Candidate Run No.	
Task No. & Assessment Criteria	Question No. and Answer		Mark	Award
Task 1 (1.1, 2.1, 4.1)	1. (d) a website		1	
	2. (a) paragraph one		1	
	3. (d) To describe the uses and effects of a mobile phone		1	
	4. (a) it ruins our social life		1	
	5. (d) four disadvantages were mentioned		1	
	6. (b) mobile phones are a useful invention		1	
Task 2 (1.1, 2.1, 2.3, 3.1, 4.1)	7. (c) a college course manual		1	
	8. (d) unemployed adults		1	
	9. (c) lodging		1	
	10. (a) interview people for jobs		1	
	11. (c) young people who want to work in hospitality		1	
	12. (a) on a ship		1	
Task 3 (1.1, 2.3, 3.1)	13. (b) to inform people about the decision to leave Europe		1	
	14. (d) a broadcast		1	
	15. (b) very important questions about the law		1	
	16. (d) an agreement about how to leave Europe		1	
	17. (d) because he wanted to remain in the EU		1	
	18. (b) Britain's exit from Europe		1	
Task 4 (1.1, 2.1, 2.3, 4.1)	19. (b) a discussion from a discussion forum		1	
	20. (a) fare (should be fair)		1	
	21. (c) question mark		1	
	22. (b) sometimes		1	
	23. (c) the service charge		1	
	24. (b) to explain how to give tips		1	
Learners must achieve at least 18 out of 24 questions overall to pass the assessment (pass mark 18)			24 TOTAL	AWARD

Tick appropriate box			
Learner has achieved External Assessment for Reading Level 2.		Learner has not achieved External Assessment for Reading Level 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 Outcomes The learner will:	Examination Assessment Criteria - The learner can:
Rt/L2.3a Rt/L2.8a Rt/L2.7a	1.1. Identify the main ideas and events of paragraphed texts. 1.2. Extract the main points and specific details in different types of text. 1.3. Identify the difference between fact and opinion. 1.4. Infer meaning which is not explicit. 1.5. Compare and evaluate ideas and opinions from different sources.	1. be able to understand the main points and information from short and long documents. LO1 Be able to read and understand meaning in text.	1.1 Identify the main points and specific detail as they occur in varying texts of length and detail by using a range of reading strategies for different purposes, including: skimming, scanning and detailed reading.
Rt/L2.2a Rt/L2.4a Rt/L2.6a Rt/L2.1a Rs/L2.1a Rs/L2.2a Rw/L2.1a, 3a	2.1 Identify the purpose of different types of text using organisational features, grammatical knowledge and context. 2.2 Identify and explain vocabulary associated with different texts and purposes.	2. Be able to distinguish the purpose of text and identify features to help follow meaning and purpose of texts. LO2 Be able to distinguish the purpose of texts.	2.1 Use knowledge of grammar, punctuation, textual features and experience of reading in context, to interpret meaning and judge the purpose of different types of texts. 2.3 Recognize and understand vocabulary associated with texts of different purposes, levels of formality, and complexity, including technical vocabulary.
Rt/L2.5a	3.1 Use organisational features and systems to locate information. 3.2 Summarise information from longer documents. 3.3 Use reference material to find out unfamiliar words and terminology.	3. Be able to evaluate, compare and summarise information. LO3 Be able to obtain information from a range of sources.	3.1 Read critically to evaluate information, and compare information, ideas and opinions from different sources. 3.2 Summarize information from longer documents.
Rt/L2.6a		4. Be able to identify sources of information.	4.1 Use organizational and structural features and systems to locate the source of texts and information.

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.

learners will use a wide range of reference material to find the meanings of unfamiliar words Rw/L2.2a
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Amplification

Please note that the following Assessment Criteria cover these elements of the ESOL Core Curriculum.

Assessment Criteria	Includes
1.3 & 2.1	Points of view.
1.4	Use of reference sources.
3.1	Use of images, use of organizational features and structures to support understanding and to find relevant information.

Assessment tasks will include continuous descriptive, explanatory and persuasive texts, of varying complexity.

General Instructions

At Level 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 will not meet all the standards.

A record of each learner's performance must be made on individual mark sheets. **18 out of 24** 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 **18 out of 24** questions correctly for each of the assessment criteria correctly.

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 Level 2

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

- **Read and understand straightforward texts of varying length on a variety of topics accurately and independently.**
- **Read and obtain information from different sources.**

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 Adult 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 Adult 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 verified. This should be a minimum of 10% of all the assessments ensuring that the sample includes all assessors. 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 **18 out of 24** questions correctly to pass the assessment.

Achievement of Unit

Learners must achieve **18 out of 24** questions to pass the assessment. If a learner does not pass the assessment, a different assessment may be completed after two weeks when further teaching and learning has taken place.