

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, 1.2, 2.1, 3.1)	1. (d) to describe the Encierro			1	
	2. (c) 8 days			1	
	3. (a) 6			1	
	4. (d) the bulls have entered the bullring's corral			1	
	5. (d) 2 minutes 30 seconds			1	
	6. (c) race the bulls to the bullring			1	
Task 2 (1.1, 1.2, 1.4, 3.1 )	7. (d) you have the right equipment			1	
	8. (a) tangled			1	
	9. (a) quickly			1	
	10. (a) use scissors			1	
	11. (b) by cutting the hair in the direction of its growth			1	
	12. (c) twice			1	
Task 3 (1.1, 1.3, 2.1)	13. (a) Text 1			1	
	14. (c) Text 2			1	
	15. (a) persuasive			1	
	16. (a) Text 2			1	
	17. (c) exclamation mark			1	
	18. (c) Text 4			1	
Task 4 (1.4, 2.1, 3.1)	19. (b) pads that absorb the impact of a train when it stops			1	
	20. (c) Alnwick			1	
	21. (a) second-hand			1	
	22. (b) it is open with bars			1	
	23. (b) old but comfortable			1	
	24. (d) 81 years			1	
Learners must achieve at least <b>18 out of 24</b> questions overall to pass the assessment ( <b>pass mark 18</b> )				<b>24</b> <b>TOTAL</b>	<b>AWARD</b>

<b>Tick appropriate box</b>			
Learner has achieved External Assessment for Reading Level 1		Learner has not achieved External Assessment for Reading Level 1	
<b>Assessor Comments:</b>			
<b>Assessor Name</b>	<b>Assessor Signature</b>	<b>Date</b>	
<b>*Internal Quality Assurer Name:</b>	<b>IQA Signature</b>	<b>Date</b>	
<b>*External Quality Assurer Name:</b>	<b>EQA Signature</b>	<b>Date</b>	

**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/L1.3a Rt/L1.5a Rs/L1.1a Rs/L1.2a Rw/L1.2a Rw/L1.3a	1.1 Extract specific details and infer meaning in different kinds of texts.	1. Be able to gain meaning from text.	1.1 Identify the main points in straightforward text.
	1.2 Extract main points, ideas and events from texts containing different forms of organisational structure, format and layout.	LO1 Be able to read and understand purpose and meaning in text.	1.2 Identify the main events in straightforward text.
	1.3 Use language features to identify meaning in text.		1.3 Use language features to identify meaning in straightforward text.
	1.4 Identify specific purposes of different types of text.		1.4 Identify the meaning of words in straightforward text.
Rt/L1.2a	2.1 Use organisational and structural features to navigate text and locate information.  2.2 Use skimming, scanning and detailed reading to locate and understand information.	2. Be able to distinguish the purpose of text.  LO2 Be able to obtain information from different sources.	2.1 Identify the purpose of straightforward text.
Rt/L1.1a Rt/L1.5a Rt/L1.3a Rt/L1.4a	3.1 Identify the meaning of words in different types of text.  3.2 Make use of reference sources to find meanings of unfamiliar and specialised vocabulary.	3. Be able to find information in text.  LO3 Be able to use reference sources.	3.1 Obtain relevant specific information from straightforward text.

### **Amplification**

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

<b>Assessment Criteria</b>	<b>Includes</b>
1.3 & 2.1	Points of view.
1.4	Use of reference sources.
3.1	Use of images, use of organisational 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 1 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 correctly 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.

## **Achievement of Unit**

Learners must achieve **18 out of 24** questions **correctly** 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.

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.

**Tutors must sign and date the completed Assessment Mark Sheet.**

## **Introduction - Reading Level 1**

This unit assesses the skills and knowledge required to meet the national standards at Level 1 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 must achieve **18 out of 24** questions **correctly** 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.

## **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.

## **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.

Rt/L1.5b - use reference material to find information (This is very difficult to assess during a formal examination; it is impossible to ensure standardisation of reference materials across all providers/AOs which would affect the validity of the assessment)

Rw/L1.1a - use reference material to find the meaning of unfamiliar words (this is not specifically assessed for the same reasons as above; also it is impossible to assess learners' ability to work out meaning from context if they have a dictionary available to them)