

Entry 3 Award in Reading and Writing Exemplar assessments.

Guidance Notes for centres / tutors.

- The following exemplars should only be used as a guide. Tutors may use them as practice assessments but they **must not** be used as assessments that are to be submitted for external moderation.
- Tutors may copy the format of these exemplars and simply replace the example assessments with their own internally devised assessments. Alternatively they may prefer to design their own style of assessments in order to meet the learning outcomes - innovative and unusual assessments are welcomed.
- The assessments must be internally devised and moderated by the centre. A random sample of completed assessments from learners will be requested by ABC Awards for external moderation.
- The exemplars shown have a defined topic(s). Tutors/assessors may, however, choose topic(s) from any area studied by the cohort.
- Centres must ensure that **all** of the assessment criteria, which are appropriate to the context (i) and/or appropriate to the language (ii), have been met in order to award learners a Pass.

(i) **Appropriate to the context** means that if the scenario does not call for one of the assessment criteria to be covered, then it does not need to be covered or demonstrated by the learner.

(ii) **Appropriate to the language** means that if the language does not contain one of the mandatory aspects of the criteria, it cannot be included in the assessment.

Whilst it may appear that this means the assessments are now 100% Pass rate, centres can choose to frame assessments how they wish. For example, one assessment may ask for the learner to write a list of 7 items, if the centre asks for 10 items then the learner will only need to achieve 7 to pass.

- The Learner Brief must be presented in English and each assessment should clearly state if the learner may or may not use a dictionary or glossary.

Unit 1 Reading -

Learning Outcome 1 - learner may not use a dictionary/glossary

Learning Outcome 2 - learner may not use a dictionary/glossary

Learning Outcome 3 - learner may use a dictionary/glossary

Unit 2 Writing -

Learning Outcome 1 - learner may not use a dictionary/glossary

Learning Outcome 2 - learner may use a dictionary/glossary

Unit 3 Reading and Written Response-

Learner may use a dictionary/glossary

Entry 3 Award in Reading and Writing

Unit 1 Reading

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Unit Summary

Learners will recognise basic written signs and understand simple written instructions and texts on familiar subjects in the target language.
Written work does not need to be handwritten.

Learning Outcome

1. Be able to recognise basic written signs in the target language.

Assessment Criteria

- 1.1 Read and respond in English to 10 signs given in the target language without using a dictionary / glossary

EXAMPLE

Learner Brief **Topic: Mixed**

Read the following signs in (*target language*) and translate them into English.
The use of a dictionary/ glossary is not permitted.

What do the following signs say?

	Signs (to be provided in <i>target language</i>)	Learner responses (to be written in English)
1	CLOSED ON MONDAY	
2	BANK	
3	NO SMOKING	
4	EXIT (2 kilometres)	
5	TERRACE	
6	CASH DESK	
7	TOILETS	
8	NO PARKING	

9	NOT DRINKING WATER	
10	LIFT	
11	CHEMIST	
12	STATION	

Learning Outcome

2. Understand basic instructions /information in the target language.

Assessment Criteria

2.1 Read and respond in English to instructions / items of information given in the target language without using a dictionary / glossary.

EXAMPLE

Learner Brief

Topic: Mixed

What do the following instructions/items of information mean?

The use of a dictionary/ glossary is not permitted.

Instructions/information (to be presented in <i>target language</i>)	Learner responses (to be written in English)
The bank opens at 9am.	
Take the first turning on the right.	
The museum is closed on Sundays.	
We accept credit cards.	

Learning Outcome

3. Understand a text in the target language consisting of vocabulary in everyday use.

Assessment Criteria

3.1 Give the key points and some specific details in English, using a dictionary / glossary if required, of a simple written text in the target language containing:

- a limited range of everyday vocabulary
- simplest ways of expressing the present tense/timeframe
- a limited range of basic questions
- commonly used positive and negative forms
- basic link words in everyday use
- basic numerical data (within the range 1 – 1000)

EXAMPLE

Learner Brief

Topic: Food and Drink

You have received the following email from a (*nationality*) friend / colleague. Answer the questions below. You may use a dictionary/glossary.

Typical text (to be presented in *target language*).

Hi

On Wednesdays I don't work all day – I finish at two pm. Can we meet for lunch?

There's a little restaurant near the Town Hall which isn't expensive. The owner is very friendly and there are always tables. I like eating on the terrace in the summer.

The food is great. Do you like chicken? The house speciality is chicken in white sauce but there is also a large selection of vegetarian dishes.

At the Town Hall, go left into (*name*) Road and the Restaurant (*name*) is about two hundred metres on the right.

After lunch, shall we go for a walk in the park?

Stephanie

Questions (to be presented in English)	Typical learner responses (to be written in English)
Why did Stephanie write the note?	Invite / meet her friend for lunch
When does she finish work? (day and time)	Wednesday at 2pm
What question does Stephanie ask her friend regarding the food?	Whether her friend likes chicken in sauce.
Why does she like the place? Give 2 reasons	any <u>two</u> of <ul style="list-style-type: none"> • little restaurant • not expensive • friendly owner • always (free) tables • wonderful food • good choice (for vegetarians) • in summer likes to eat outside/terrace
Where is the restaurant?	About 200 metres from town hall in (<i>name</i>) Road/Street (on the right)
What does Stephanie suggest they do afterwards?	Walk in the park

Unit 2 Writing

These examples should only be used as a guide. Tutors may use them as practice assessments but they must not be used as assessments that are to be submitted for external moderation.

Centres must ensure that **all** of the assessment criteria, which are appropriate to the context and/or appropriate to the language, have been met in order to award learners a Pass.

Unit Summary

Learners will learn how to write basic short phrases and sentences on familiar topics. They will demonstrate their ability to do this by composing lists and basic messages on familiar topics in the target language.

Written work produced by learners does not have to be handwritten.

Learning Outcome

1. Be able to produce a simple list of items on familiar topics.

Assessment Criteria

- 1.1 Write a simple list of a minimum of 7 items in the target language from a specific topic without the use of a dictionary / glossary.

EXAMPLE

Learner Brief Topic: Shopping / Travel

Write a shopping list, of at least 7 items, in (*target language*) for a picnic lunch

OR

Write a brief itinerary, of at least 7 items, in (*target language*) for a visiting friend / colleague

The use of a dictionary/ glossary is not permitted.

A typical learner response (to be written in <i>target language</i>)	
1.	A bottle of water
2.	Two loaves of bread
3.	Half a kilo of cheese
4.	Two bottles of red wine
5.	100 grams of ham
6.	A lemon tart
7.	A packet of biscuits
8.	Paper serviettes
9.	Four apples
10.	Grapes

Learning Outcome

2. Be able to write a basic short message or note in the target language.

Assessment Criteria

2.1 Write a basic message or note conveying at least one piece of information and one question demonstrating:

- the use of formal and informal language as appropriate
 - simplest ways of expressing the present tense/timeframe
 - correct use of basic sentence structures
 - correct use of basic question forms
- using a dictionary / glossary if required

EXAMPLE

Learner Brief **Topic: General**

Write a short note, in (*target language*), to a friend telling them where you are going and ask if they want anything.

You may use a dictionary/glossary.

A typical learner response (to be written in <i>target language</i>)
Hi Laura I'm going to the supermarket this afternoon. Do you want anything? See you later Martin

Unit 3 Reading and Written Response Guidance

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Learning Outcome

1. Be able to read and respond to simple written material in the target language.

Assessment Criteria

1.1 Write a basic short response in the target language to simple written questions or requests for information or a message which include the following as required by the context:

- a limited range of everyday vocabulary
- simplest ways of expressing the present tense/timeframe
- a limited range of basic questions
- commonly used positive and negative forms
- basic link words in everyday use
- basic numerical data (within the range 1 – 1000)
using a dictionary / glossary if required

EXAMPLE

Learner Brief

Topic: General/ food and drink

You are shopping in a supermarket in (*country*) and decide to take part in a survey. Read and complete the following questionnaire in (*target language*). Please answer in full sentences where possible and write any numbers in words.
You may use a dictionary/glossary.

Questions (to be provided in <i>target language</i>)	Typical learner responses (written in <i>target language</i>)
1. What is your name and nationality?	My name is Jane Smith and I am English.
2. Do you live in Japan?	No, I live in England.
3. How many people are there in your family?	There are five people – two adults and three children. .
4. What do you like in the cafeteria? What don't you like?	I like the cakes but I don't like the coffee. I prefer the tea.
5. Any questions?	Do you have a chemist in the supermarket?

OR

EXAMPLE

Learner Brief

Topic: General/ food & drink

You receive this email from a friend / colleague with whom you are going to stay in (*country*). Write a short response. Please answer in full sentences where possible and write any numbers in words.

You may use a dictionary/glossary.

Email (to be provided in the target language)
Hi Martin How are you? What would you like to do during your visit? On Sunday there is a food festival in town. What do you like to eat and what don't you like? How many days can you stay here? Do you have any questions? Regards Alistair

A typical learner response (written in <i>target language</i>)
Hi Alistair I'm fine. I would like to visit the old museum and also buy some presents. I like chicken and fish but I don't like seafood. I can stay for three days. Is there a bank nearby? Thanks. See you soon Martin