



**Ascentis**  
**ESOL Skills for Life**

**Reading**  
**Level 1**  
**Assessor Guidance and Mark Scheme**

**SAMPLE**

SAMPLE

## **Assessment**

This assessment is composed of four tasks.

These may be carried out at different times if necessary.

Learners must complete **all** the tasks from one paper for secure achievement.

The date the task is completed should be recorded on the cover sheet.

## **Method**

- If learners are to complete all of the tasks at one time, give out the complete assessment pack.
- If learners are to complete each task separately, only give out the task to be completed.
- Allow learners to complete the tasks independently without any further support.
- At the end of the assessment, collect the learners' work and store securely.

In order to gain a pass at this level, learners must achieve each assessment criterion at least once. They should also gain a numerical mark of at least  $12/18$  across the paper in order to show evidence of secure achievement across a range of tasks.

The achievement of each assessment criterion should be marked at the end of each task and on the front cover once the assessment has been completed.

The date the assessor marks the task should be recorded on the cover sheet, together with the assessor's name and signature.

### Task 1

| Adult ESOL Core Curriculum       |  | Assessment Criteria   | Question | Answer   | Tick if achieved |
|----------------------------------|--|---|----------|--|------------------|
| Rt/L1.1a                         | Understand and identify the different ways in which meaning is built up in paragraphed texts in a range of genres  | 1.1 Identify the main points in straightforward text                  | 1        | a An experiment in water management  |                  |
| Rt/L1.3a<br>Rt/L1.4a<br>Rs/L1.2a | Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text<br>Use organisational and structural features to locate information e.g. contents, index, menus, subheadings, paragraphs<br>Use punctuation to help understanding | 1.3 Use language features to identify meaning in straightforward text | 2        | <b>Any from:</b> <ul style="list-style-type: none"> <li>• headline</li> <li>• by-line</li> <li>• map</li> <li>• columns</li> </ul> |                  |
| Rs/L1.1a<br>Rw/L1.2a             | Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense<br>Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning         | 1.4 Identify the meaning of words in straightforward text             | 3        | c Extremely dry  |                  |
| Rt/L1.2a                         | Distinguish how language and other textual features are used to achieve different purposes   | 2.1 Identify the purpose of straightforward text                      | 4        | b To inform  |                  |

**Task 2**

| Adult ESOL Core Curriculum |   | Assessment Criteria  | Question | Answer                                    |                  | Tick if achieved |
|----------------------------|---|--|----------|---|------------------|------------------|
| Rt/L1.1a                   | Understand and identify the different ways in which meaning is built up in paragraphed texts in a range of genres   | 1.1 Identify the main points in straightforward text               | 1        | Information about the Jane Austen society | 4                |                  |
|                            |   |  |          | Jane Austen's publications                | 2                |                  |
|                            |   |  |          | The plot of a book by Jane Austen         | 3                |                  |
| Rt/L1.3a                   | Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text            | 1.2 Identify the main events in straightforward text               | 2        | The name of a rich unmarried man          | Mr Darcy         |                  |
|                            |   |  |          | The daughter of a gentleman               | Elizabeth Bennet |                  |
|                            |   |  |          | The birthplace of a famous writer         | Steventon        |                  |
|                            |   |  |          | The title of an unfinished book           | Sanditon         |                  |
| Rt/L1.2a                   | Distinguish how language and other textual features are used to achieve different purposes  | 2.1 Identify the purpose of straightforward text                   | 3        | a Informative                             |                  |                  |
| Rs/L1.1a                   | Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check | 3.1 Obtain relevant specific information from straightforward text | 4        | a 1817                                    |                  |                  |

### Task 3

| Adult ESOL Core Curriculum |   | Assessment Criteria   | Question | Answer                                    |   | Tick if achieved |
|----------------------------|---|---|----------|---|---|------------------|
| Rt/L1.3a                   | Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text            | 1.2 Identify the main events in straightforward text                  | 1        | Claim the cash back                       | 4 |                  |
|                            |   |   |          | Telephone 0300 555 0201 for a voucher     | 2 |                  |
|                            |   |   |          | Finish installing double-glazed windows   | 3 |                  |
| Rt/L1.4a                   | Use organisational and structural features to locate information e.g. contents, index, menus, subheadings, paragraphs   | 1.3 Use language features to identify meaning in straightforward text | 2        | c imperatives                             |   |                  |
| Rw/L1.2a                   | Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning or sense                    | 1.4 Identify the meaning of words in straightforward text             | 3        | b a list of work to be done and the price |   |                  |
| Rt/L1.2a                   | Distinguish how language and other textual features are used to achieve different purposes  | 2.1 Identify the purpose of straightforward text                      | 4        | d homeowners                              |   |                  |
| Rs/L1.1a                   | Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check | 3.1 Obtain relevant specific information from straightforward text    | 5        | six months                                |   |                  |

#### Task 4

| Adult ESOL Core Curriculum |  | Assessment Criteria   | Question | Answer                                    | Tick if achieved |
|----------------------------|--|---|----------|---|------------------|
| Rt/L1.1a                   | Understand and identify the different ways in which meaning is built up in paragraphed texts in a range of genres  | 1.1 Identify the main points in straightforward text                  | 1        | b Employee stress                         |                  |
| Rt/L1.4a<br>Rs/L1.2a:      | Use organisational and structural features to locate information e.g. contents, index, menus, subheadings, paragraphs<br>Use punctuation to help understanding   | 1.2 Identify the main events in straightforward text                  | 2        | d Paragraph 4                             |                  |
| Rt/L1.3a                   | Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text   | 1.3 Use language features to identify meaning in straightforward text | 3        | b It helps the reader find the answers.   |                  |
| Rs/L1.1a                   | Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check  | 1.4 Identify the meaning of words in straightforward text             | 4        | a shame                                   |                  |
| Rs/L1.1a<br>Rw/L1.2a       | Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense<br>Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning | 3.1 Obtain relevant specific information from straightforward text    | 5        | b Major changes at work can cause stress. |                  |

| Assessment Criteria   | Achievement opportunity question number |        |        |        |
|---|---|--------|--------|--------|
|   | Task 1                                  | Task 2 | Task 3 | Task 4 |
| 1.1 Identify the main points in straightforward text                  | 1                                       | 1      |        | 1      |
| 1.2 Identify the main events in straightforward text                  |   | 2      | 1      | 2      |
| 1.3 Use language features to identify meaning in straightforward text | 2                                       |        | 2      | 3      |
| 1.4 Identify the meaning of words in straightforward text             | 3                                       |        | 3      | 4      |
| 2.1 Identify the purpose of straightforward text                      | 4                                       | 3      | 4      |        |
| 3.1 Obtain relevant specific information from straightforward text    |   | 4      | 5      | 5      |



Ofqual Accreditation Number

Ascentis Level 1 Certificate in ESOL Skills for Life (QCF) - 601/4082/3

Ascentis Level 1 Award in ESOL Skills for Life (Reading) (QCF) - 601/4281/9