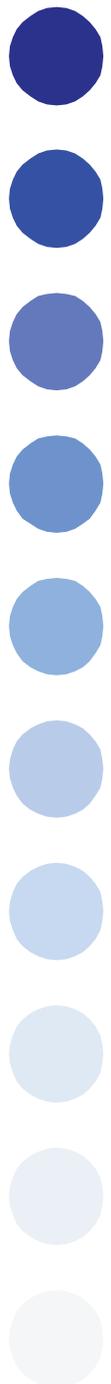


ESOL Initial Assessment Pack

Additional Materials





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Introduction

These materials have been produced by Education Scotland to supplement The ESOL Initial Assessment Pack which was commissioned by the Scottish Government in 2010. They have been developed in response to requests from ESOL practitioners at training events to support initial assessment of ESOL learners in Scotland.

The pack contains:

- ◆ additional sets of graded reading assessments, Set B and Set C,
- ◆ additional learner writing with commentaries at all levels
- ◆ an example of an ESOL Literacies initial assessment with a video of the process
- ◆ an example of a National 4 initial assessment with a video of the process

The additional materials sit alongside the main Initial Assessment Pack and are available in Word or PDF. The materials can also be accessed directly from the site.

The e-versions of the graded reading assessments and the videos are only available online. All other additional materials can be printed off in hard copy.

Reading Set A is part of the original assessment pack. A hard copy can be accessed in the main Initial Assessment Pack.

In addition to the SQA ESOL An Introduction to Beginner Literacies 1 and 2 units, a new ESOL National 2 unit at SCQF level 2 has been developed titled Preparation for Literacy. It is designed as a precursor to the Access 2 An Introduction to Beginner Literacies units and prepares learners who are in the early stages of developing literacy in English.

The unit specification is available here

<http://www.sqa.org.uk/files/nu/UnitN2ESOLPrepforLiteracy.pdf>.

There are two unit assessment support packs to support this unit. Both are now available on SQA's secure website with a secure log in here:

<https://secure.sqa.org.uk/secure/CFE/ESOL>

The *Preparation for Literacy* Unit complements the existing ESOL framework at National 2 which has suitable entry points for all ESOL candidates new to learning English; those who need to develop their basic reading and writing skills as well as those already familiar with the Roman alphabet who are ready to develop all four skills.

The units at SCQF level 2 are designed to support and recognise achievement of candidates in schools, colleges and education training providers in these initial stages of learning English. Appropriate learning support materials are available under the Support materials tab on this link

SCQF Level 2 ESOL Literacies Units	National 2 ESOL Units
ESOL: Preparation for Literacy (National 2)	ESOL for Everyday Life: Reading and Writing
ESOL: An Introduction to Beginner English Literacies 1	ESOL for Everyday Life: Listening and Speaking
ESOL: An Introduction to Beginner English Literacies 2	ESOL in Context: Reading and Writing ESOL in Context: Listening and Speaking

ESOL Initial Assessment: reading set B

Beginner student able to read very short, simple texts in English

Name

Start time

Finish time

Read the text and answer each question with either **one** word or a number.

Around 5 million people live in Scotland today. But many of them leave the country every year. They go to other parts of the UK or to other countries. Scottish people don't have so many babies now. But the number of people in Scotland is getting bigger. Why is this? Well, a lot of people now come to live in Scotland. Many are from the new European Union countries. Scotland needs new people.

1 How many people live in Scotland?

2 Do many people leave Scotland every year?

3 Do people in Scotland have many babies?

4 Is the number of people in Scotland getting bigger?

5 Does Scotland need more people?

Total

ESOL Initial Assessment: reading set B

Entry to SCQF level 2 / SQA National 2 ESOL

Name

Start time

Finish time

Read the text and answer each question with up to **four** words.

After 1870, Italians began to arrive in Scotland. They came from poor parts of Italy. Most of them sold ice cream in the streets of Glasgow and the other cities. Ice cream was new to Scotland and it was very popular. They worked many hours every day and didn't make much money, but some of them opened cafes. Later, their children and grandchildren opened Italian restaurants. Some Scottish Italians today still work in the food and drink business, but most have other jobs. Many have a holiday home in Italy but they see Scotland as their home.

1 When did the Italians begin to arrive in Scotland?

2 What work did most of them do?

3 What did some do when they made money?

4 What did their children and grandchildren do?

5 Do all Scottish Italians still work in the food and drink business?

Total

ESOL Initial Assessment: reading set B

Entry to SCQF level 3 / SQA National 3 ESOL

Name

Start time

Finish time

Read the text and answer each question with up to **four** words.

During World War 2 thousands of Polish soldiers and airmen came to live in Britain after they escaped from Poland. They fought through the war, but when it ended in 1945 the Soviet Union controlled Poland and many didn't want to return home. The British government allowed them to stay and over 100,000 did. Most of them married local women.

In 2004 Poland became a member of the European Union. Poles were allowed to move to other countries and thousands of young people came to Britain to find work. Many of them worked at first on farms, picking crops, then went on to get jobs in bars and restaurants. Since then, some have started businesses and others have found new and better work. Some have returned to Poland but many have decided to stay here and make this country their home.

1 When did thousands of Polish soldiers and airmen come to Britain?

2 Who controlled Poland after the war?

3 Who did most Polish soldiers and sailors in Britain marry?

4 When did Poland become a member of the European Union?

5 Why did thousands of young people come to Britain?

6 What work did many Poles do at first?

Continued on next page



7 Where did they go on to work after this?

8 Have they all returned to Poland?

Total

ESOL Initial Assessment: reading set B

Entry to SCQF Level 4 / SQA National 4 ESOL

Name

Start time

Finish time

Read the text and answer each question in no more than **four** words.

The first Chinese who settled in Britain were sailors. They entered through port cities such as London, Cardiff and Liverpool. This began to happen in the early 1800s. Around a hundred years later, Chinese people began to move into the restaurant business. Now there are over 7600 Chinese restaurants in Britain. However, this may not increase as restaurants serving other types of food move into an already crowded market. Today, the British Chinese community is the largest in Europe and many families have been here for a long time. Compared to other ethnic groups, the Chinese are quite spread out. Although some cities, like London and Manchester, have a 'Chinatown', this is just an area with many Chinese shops and restaurants. It isn't where most Chinese people live. The Chinese also have a high rate of marriage outside their own community. Many are still employed in the restaurant business but a significant number have gone on to work in professional jobs.

1 Which job did the first Chinese in Britain do?

2 Which cities did they arrive in?

3 When did this begin to happen?

4 In which century did the first Chinese restaurants open in London?

5 Are many new Chinese restaurants expected to open in the future?

6 Do Chinese families usually live close to each other?

Continued on next page



7 What can you find in a Chinatown?

8 Do Chinese people often marry people who are not Chinese?

9 Do a lot of British Chinese work in the restaurant business today?

Total

ESOL Initial Assessment: reading set B

Entry to SCQF level 5 / SQA National 5 ESOL

Name

Start time

Finish time

Read the text and answer the questions which follow. Use short answers where possible.

Only 12 miles of sea separate Scotland from Ireland so it isn't surprising that the two countries have a fair amount of common history. In fact, the name 'Scot' comes from those people who crossed from Ireland into the West Highlands in the 5th century, and later conquered the whole country north of the River Forth.

When Scotland changed from a Roman Catholic to a Protestant country in 1560, this new form of Christianity didn't make much progress in the Highlands, and the close links between the Catholics there and their counterparts in Ireland continued. In 1603, when the Scottish king, James VI, became king of England as well, he settled thousands of Protestants in Northern Ireland. One of the reasons was to break up the western Catholic fringe.

In the 1840s there was famine in Ireland. Over a million people died and another million emigrated.

Large numbers of these came to Glasgow. Relationships between the Irish immigrants and the native Scots were difficult. The Irish took the lowest-paid jobs and were accused of working for lower rates of pay. Today, although there are still tensions, especially in and around Glasgow, the two communities live side by side in relative harmony.

1 Why do Scotland and Ireland have a great deal of common history?

2 When did the 'Scots' first arrive in Scotland?

3 Did the Highlands become Protestant in the 1560s?

4 Which word in paragraph 2 means 'connections'?

Continued on next page



5 What caused large-scale Irish emigration in the 1840s?

6 How many people emigrated?

7 In which Scottish city did many Irish immigrants settle?

8 What was the religion of most people in Glasgow at the time?

9 Have relations between Protestants and Catholics improved since the 19th century?

10 Which word in paragraph 3 means 'peacefulness'?

Total

ESOL Initial Assessment: reading set B

Entry to SCQF level 6 / SQA Higher ESOL

Name

Start time

Finish time

Read the text and answer the questions which follow. Use short answers where possible.

The earliest settlement of South Asians in Britain dates back to the days of the British Empire. In the 19th century, British ships returning from India recruited local sailors to fill vacancies in their crews; such employment opportunities being common enough as sailing was a dangerous job and the mortality rate was high. British families returning home from India often brought servants with them. Indian students studied in British universities and ambitious young men came to pass the exams for the Indian Civil Service, which could only be taken in London. Indian companies sent representatives to Britain, and as India later approached independence, increasing numbers of Indian politicians came to London. During both world wars, units of the Indian Army served alongside British troops. Some people from all of these groups chose to remain in Britain.

The end of the Second World War in 1945 was followed by Indian independence two years later, and the partition of what had been British India into India and Pakistan. Following this migration from both countries to Britain increased. Manual workers, mainly from Pakistan, filled the nationwide labour shortage caused by the destruction of the war. In the late 1950s and 1960s, workers, mostly from the Indian part of the Punjab region, arrived to take up positions in the factories of the English midlands and north. At the same time, medical staff found work in the National Health Service. This had been founded in the years after the war. Free access to medical care meant a greatly increased demand and a consequent need for more staff. In 1972, all Asians in Uganda were expelled by the dictator Idi Amin. Many had been involved in business there and some continued this type of employment in Britain. Two immigration laws, of 1962 and 1971, largely restricted any further primary immigration, although family members of existing immigrants were still allowed.

1 What happened to some British sailors on the way to India?

2 In which century did Indian politicians come to Britain?

3 Were units of the Indian Army based in Britain during the two world wars?

Continued on next page



4 Which words in paragraph 1 mean the administration of a country?

5 Which of these summarises the main reasons for South Asian settlement in Britain in the 19th and early 20th centuries?

a they came to Britain to work
b they came to Britain because of their work.

6 When was Pakistan established as a country?

7 Which two of these groups of South Asians came to work in Scotland?

a manual workers
b factory workers
c doctors and nurses

8 Is the whole of the Punjab in modern India?

9 Did the expulsion of Ugandan Asians lead to a change in immigration law?

10 Which words in paragraph 2 mean people without family connections coming to live in a country?

Total

ESOL Initial Assessment: reading set B

Reading tasks: answers

Don't penalise students for exceeding word limits. Grammar and spelling are not important as long as the meaning is clear and unambiguous. Most variant answers are covered below. If a student comes up with something else, make a judgement according to how much understanding of the text it demonstrates.

Beginner student able to read very short, simple texts in English

1 (Around) 5 million. 2 Yes. 3 No. 4 Yes. 5 Yes.

Entry to SCQF Level 2 / SQA National 2 ESOL

1 After 1870. 2 They sold ice cream. 3 They opened cafes.
4 They opened Italian restaurants. 5 No. 6 Yes.

Entry to SCQF Level 3 / SQA National 3 ESOL

1 During World War 2. 2 The Soviet Union. 3 Local women. 4 2004.
5 To find work / to get jobs. 6 On farms / picking crops.
7 In bars and restaurants. 8 No.

Entry to SCQF Level 4 / SQA National 4 ESOL

1 Sailors. 2 London, Cardiff and Liverpool. 3 (In) the early 1800s.
4 (The) 20th. 5 No. 6 No. 7 Chinese shops and restaurants / Chinese food/goods (or similar). 8 Yes. 9 Yes.

Entry to SCQF Level 5 / SQA National 5 ESOL

1 They are only 12 miles apart (or similar). 2 (In the) 5th century. 3 No.
4 Links. 5 Famine. 6 A million. 7 Glasgow. 8 Protestant. 9 Yes.
10 Harmony.

Entry to SCQF Level 6 / SQA Higher ESOL

1 (They) died / were killed. 2 (The) 20th. 3 Yes. 4 Civil Service. 5 b 6 1947.
7 a c 8 No. 9 No. 10 Primary immigration.

ESOL Initial Assessment: reading set C

Beginner student able to read very short, simple texts in English

Name

Start time

Finish time

Read the text and answer each question with **one** word or a number.

Saeeda comes from Pakistan. Now she lives in Edinburgh with her husband, Ahmed. They have two children, a boy of 7 and a girl of 3. On three mornings every week Saeeda goes to an English language class. Her English is getting better and she is happy about this. She wants to be a teacher one day. Saeeda doesn't like the weather in Edinburgh. She feels cold and in winter the days are very short, but she's happy here.

1. Which country is Saeeda from?

2. What is her husband's name?

3. How many children do they have?

4. Does she want to be a teacher?

5. Is she happy in Edinburgh?

Total

ESOL Initial Assessment: reading set C

Entry to SCQF Level 2 / SQA National 2 ESOL

Name

Start time

Finish time

Read the text and answer each question in no more than **four** words.

Ana is 26 years old. She finished university in Poland but there were no jobs so she came to Scotland. She went to Aberdeen because she had friends there. Ana lived with them in their house for some time but now she has her own flat. She found a job in a home for old people. She enjoys her work but sometimes the old people are difficult. She goes to an English language class because her English is not very good. Next year she'll return to Poland. She likes Aberdeen but she misses her family.

1 Where did Ana go to university?

2 Which city does she live in now?

3 Does she enjoy her work?

4 What does she learn in her class?

5 What will she do next year?

Continued on next page



6 Why will she do this?

Total

ESOL Initial Assessment: reading set C

Entry to SCQF Level 3 / SQA National 3 ESOL

Name

Start time

Finish time

Read the text and answer each question in no more than **four** words.

Amira is 27 years old. She comes from Iraq. This has been a very dangerous place for many years now. Her father died in the fighting there and she came to Britain with her mother and sister. They got a flat in Glasgow, and life was difficult at first. Now they have a flat in a nicer part of the city. Amira met an Iraqi man in Glasgow last year, and they want to get married. She also wants to speak better English so she goes to classes. She wants to go to university one day and study nursing. 'I wanted to do this in Iraq,' she says, 'but I had to leave and come here.' She doesn't know if she will go back to Iraq. She may stay in Scotland and work as a nurse.

1 How old is Amira?

2 Where does she come from?

3 Is her father still alive?

4 Who does she live with?

5 Who does she want to marry?

6 What does she want to study at university?

7 Why didn't she go to university in Iraq?

8 Will she go back to Iraq?

Total

ESOL Initial Assessment: reading set C

Entry to SCQF Level 4 / SQA National 4 ESOL

Name

Start time

Finish time

Read the text and answer each question with up to **four** words.

Fernando is from Spain. He came to Scotland five years ago because his English wasn't good so he couldn't get a job. It took him some time to find work here but now he's a waiter in a Spanish restaurant in Dundee. He says, 'I lived in Edinburgh for a while, and then a friend in Dundee said there was a job there, so I moved. Dundee doesn't have as many old buildings as Edinburgh so I don't like it as much, but it's OK. However, he studied social work at university, and this is what he would like to do. His English is good enough now and he is applying for jobs. To help his cv, and improve his English more, he also works a few hours a week as a volunteer in a charity shop. He thinks that he'll stay in Scotland, because there seem to be more prospects here than in Spain.

1 How long has Fernando been in Scotland?

2 Why couldn't he get a job in Spain?

3 Did he find a job in Edinburgh?

4 Who told him about the job in Dundee?

5 Which city does he prefer, Edinburgh or Dundee?

6 What kind of work does he want to do in the future?

7 Is his English good enough for this kind of work?

Continued on next page



8 Where does he do some unpaid work?

9 Does he hope to stay in Scotland?

Total

ESOL Initial Assessment: reading set C

Entry to SCQF Level 5 / SQA National 5 ESOL

Name

Start time

Finish time

Read the text and answer the questions which follow. Use short answers where possible.

Two years ago Chisako came to Scotland with her husband, who is studying for a PhD at Edinburgh University. They have two children; a boy aged four and a baby girl. Chisako has mixed feelings about living in Scotland. On the one hand, she feels that she has more freedom as a housewife here than she would have in Japan. However, she finds certain aspects of life here difficult to adjust to, such as the untidiness of the streets and the fact that buses and trains don't always run on time. Also, her son will be starting school next year and she feels the Japanese school system is better, particularly with its focus on maths. Her husband expects to finish his PhD in a year's time, and could then get a job as a research biologist in Japan. However, he seems to be very settled in Edinburgh – he particularly appreciates the choice of golf courses – and has talked about trying to stay in Scotland. This worries Chisako because she thinks this will affect the children's future. If the children stay in Edinburgh for a few years, they may find it difficult to adjust to living in Japan, or to enter the education system there.

1 In which country, Scotland or Japan, does Chisako feel more free?

2 Does she go out to work here?

3 What does she not like about the streets?

4 Is public transport in Japan more punctual than it is in Scotland?

5 Which school subject does Chisako feel is taught better in Japan?

Continued on next page



6 When her husband finishes his PhD, how long will he have worked on it?

7 Which subject is her husband studying?

8 What does he do in his free time?

9 Is he thinking of staying in Scotland?

10 How does Chisako feel about this?

Total

ESOL Initial Assessment: reading set C

Entry to SCQF Level 6 / SQA Higher ESOL

Name

Start time

Finish time

Read the text and answer the questions which follow. Use short answers where possible.

Joseph was working as a waiter in a hotel in his native Kenya when he met Sophie. An Englishwoman, though she lives in Inverness, she was on holiday with some friends. 'It all started,' she says, 'on the first night when my friends went for a swim after dinner. I didn't feel like swimming and was left alone at the table. Joseph was clearing up and after a while we started chatting. The next day I saw him on the beach. We spoke again and soon began to see each other every day. I went home at the end of the week but we kept in touch. I went back to Kenya three months later and that was when we decided to get married. We did, early the next year. Then there was a bit of trouble before Joseph could get a UK entry visa, but we got that sorted out in the end. Now he's working as a cleaner in the local hospital here in Inverness and his English is improving. We both hope he'll move on to a better job. In the mean time, he'll go on with the African drumming. He runs three classes in different places every week and they're very popular. If you'd asked me a year ago if I'd be married to a guy from Kenya now – and expecting an addition to the family – I'd have thought you were mad.'

And what does Joseph think? 'It's all a bit bewildering really,' he says. 'I took the job in the hotel because I wasn't making enough money out of singing and drumming. I did this in the hotel too but only for a few minutes every evening to entertain the guests. Now, well, I teach drumming and perform sometimes, but the important thing is I have a chance to go to university when my English improves. I want to study music. I play the guitar quite well and I'm taking piano lessons, so it should all work out fine in the end.'

1 Does Joseph come from Kenya or was he simply working there?

2 Which word tells you that Inverness is not in England?

3 Can Sophie swim?

Continued on next page



- 4 Was Joseph at work when he first met Sophie?

- 5 Did they get married in Scotland or Kenya?

- 6 Is it certain that Joseph will get a better job?

- 7 Besides his work as a cleaner, what else does Joseph do?

- 8 Is Sophie pregnant?

- 9 What was Joseph's job before he became a waiter?

- 10 What's holding Joseph back from going to university?

Total

ESOL Initial Assessment: reading set C

Reading tasks: answers

Don't penalise students for exceeding word limits. Grammar and spelling are not important as long as the meaning is clear and unambiguous. Most variant answers are covered below. If a student comes up with something else, make a judgement according to how much understanding of the text it demonstrates.

Beginner student able to read very short, simple texts in English

1 Pakistan 2 Ahmed 3 Two 4 Yes [*not* 'one day'] 5 Yes / She's happy

Entry to SCQF Level 2 / SQA National 2 ESOL

1 (In) Poland 2 Aberdeen 3 Yes 4 English (language)
5 (She'll) return to Poland 6 (She) misses her family

Entry to SCQF Level 3 / SQA National 3 ESOL

1 27 (years old) 2 Iraq 3 No 4 (Her) mother and sister [*must have both*]
5 (An) Iraqi (man) / man in Glasgow 6 Nursing 7 (She) had to leave / It's (a) dangerous (place) / (She) came to Britain 8 She doesn't know/maybe (not)

Entry to SCQF Level 4 / SQA National 4 ESOL

1 Five years [*'five years ago' is acceptable*] 2 His English wasn't good / Because of his English 3 No 4 A friend 5 Edinburgh 6 social work(er)
7 Yes 8 (In) (a) charity shop 9 Yes

Entry to SCQF Level 5 / SQA National 5 ESOL

1 (In) Scotland / here 2 No 3 (They're/They are) untidy/Untidiness 4 Yes
5 Maths 6 3 years 7 biology [*not* 'biologist'] 8 (Plays) golf [*not* 'golf course(s)']
9 Yes 10 She's worried/She worries

Entry to SCQF Level 6 / SQA Higher ESOL

1 He comes from Kenya. 2 though 3 Yes 4 Yes 5 (In) Kenya 5 No
7 He teaches African drumming. 8 Yes 9 singer and drummer
10 His English / English isn't good enough



Writing exemplars



The following commentaries, along with examples of learners' writing, are to support the standardisation of the assessment of *writing* when using the materials in the pack.



The commentaries have been matched to the assessment guide for each level.



ESOL Initial Assessment: writing assessment guide

Writing is appropriate for a class/group working towards SCQF/SQA level....

SCQF Level 2 / SQA National 2 Preparation for Literacy and/or ESOL Literacies 1 and 2

- Learner is unable to write in any language.
- Upper and lower case letters not formed or used correctly.
- Numbers are not formed correctly.
- Spacing between letters and between words is not appropriate.
- Writing is not always on the line.

Beginners

- Learner is unable to write sentences in English but is literate in Roman script.

SCQF Level 2 / SQA National 2 ESOL

- Letters and numbers are correctly formed, although further practice may be needed.
- Short simple phrases or sentences are used.
- Sentences are not connected.
- Frequent grammatical errors.
- Frequent spelling mistakes that may prevent understanding.
- Punctuation may be absent or inappropriate.

SCQF Level 3 / SQA National 3 ESOL

- Letters and numbers are correctly formed and size is consistent and appropriate.
- Simple sentences are connected with words such as *and*, *but*, *because*.
- A number of sentences can be written in a logical sequence.
- Spelling and punctuation has errors, but is accurate enough to be followed most of the time.
- Limited range of grammar and vocabulary used.
- Grammatical errors are common.

SCQF Level 4 / SQA National 4 ESOL

- Sentences are linked together using a range of phrases.
- Text is continuous and uses paragraphing.
- Spelling and punctuation are easily comprehensible despite some inaccuracies.
- There is some variation in the use of grammatical structures and, although there are still errors, the writing is comprehensible.

SCQF Level 5 / SQA National 5 ESOL

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

SCQF Level 6 / SQA Higher ESOL and academic and vocational courses

- Logical structure with appropriate layout and paragraphing that assists the reader.
- Spelling and punctuation are mainly accurate with some slips.
- Text is flowing and uses complex sentences.
- Wide range of grammatical structures and vocabulary used.
- Grammatical errors do not detract from meaning.
- Expands on ideas and provides supporting points through reasons and examples.
- Provides an appropriate conclusion.

ESOL Initial Assessment: writing

Working towards SCQF Level 2 / SQA National 2 ESOL

What do you like about where you live?
What do you dislike about where you live?

Think about

- People
- Buildings
- Weather
- Food

Write at least 1 paragraph.

I like the people in Edinburgh they are very lovely and I like buildings because they are very old

I dislike the weather in Edinburgh, it's very cold and some places because it's dirty and I dislike the ~~brices~~ prices, ~~evr~~ every things expensive



Assessment descriptors

- Letters and numbers are correctly formed, although further practice may be needed.
- Short simple phrases or sentences are used.
- Sentences are not connected.
- Frequent grammatical errors.
- Frequent spelling mistakes that may prevent understanding.
- Punctuation may be absent or inappropriate.

Interviewer comments

The letters are consistently well-formed and placed on the line although the learner does not use cursive writing. There is some variation in slant but this does not impede comprehension.

The learner uses simple phrases which are joined together using *and*, and *because*.

Use of connectors is not so much the problem as the learner apparently having very little idea of what a sentence is. Note that the first sentence should end with *Edinburgh* on line 1.

Grammatical errors are not frequent, but largely because the learner operates within a very limited grammatical range.

There are some spelling mistakes but these are comparatively minor and don't impede understanding: 'Edinbrugh', 'lovly', 'buldings', 'wether' and 'brices'

The two punctuation marks that are used – a full stop and a dash – are actually used appropriately. The learner needs to use more. On the whole, the learner seems to understand when to use capital letters although there are some inaccuracies and uses upper case for 'because' and 'expensive'.

The learner should be encouraged to focus on the issues, particularly with punctuation and spelling, as well as improving grammatical accuracy and using a wider range of grammar. This learner should be working towards SCQF Level 2 / National 2 ESOL and developing basic writing skills.

ESOL Initial Assessment: writing

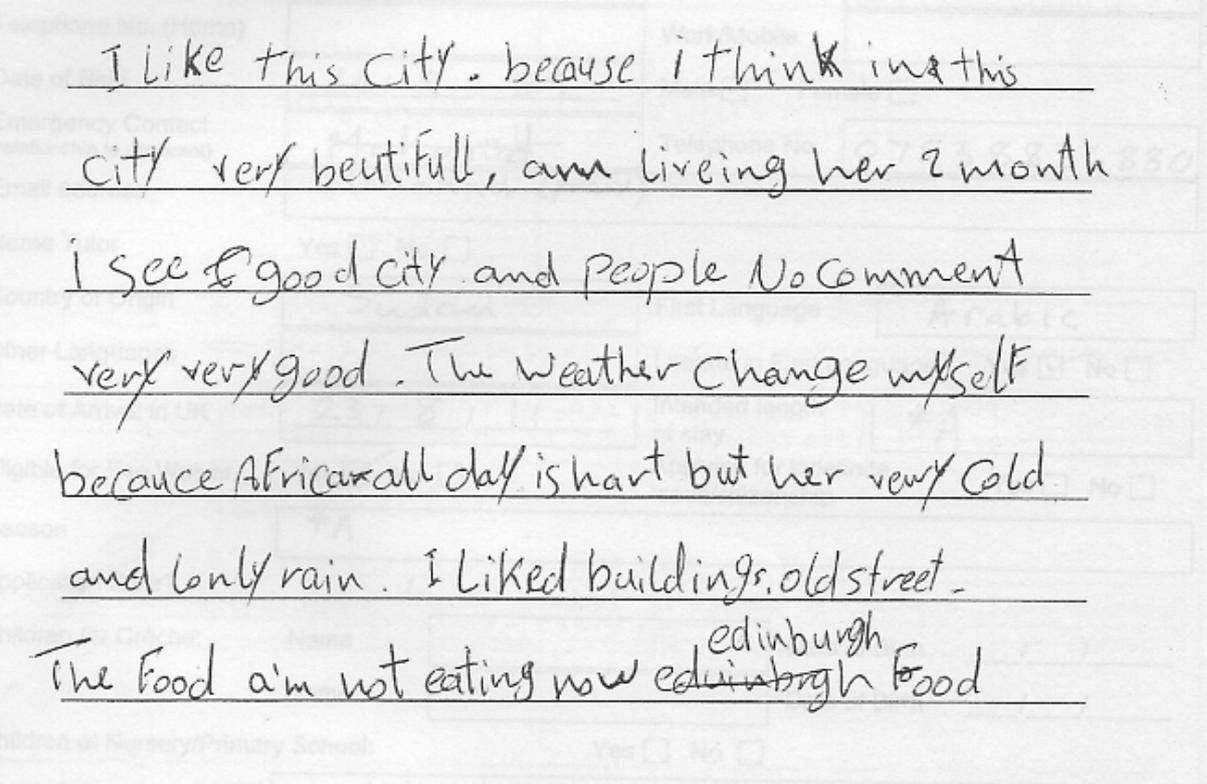
Working towards SCQF Level 2 / SQA Access 2 ESOL Literacies 2

What do you like about where you live?
What do you dislike about where you live?

Think about

- People
- Buildings
- Weather
- Food

Write at least 1 paragraph.



I like this city. because i think in this
city very beutifull, am liveing her 2 month
i see a good city and people No Comment
very very good. The weather change myself
because Africa all day is hart but her very cold
and only rain. I Liked buildings, old street.
The Food a'm not eating now ^{edinburgh} edinburgh Food



Assessment descriptors

- Letters and numbers are correctly formed, although further practice may be needed.
- Short simple phrases or sentences are used.
- Sentences are not connected.
- Frequent grammatical errors.
- Frequent spelling mistakes that may prevent understanding.
- Punctuation may be absent or inappropriate.

Interviewer comments

Letters are well-formed but further practice is needed. There is some confusion in the use of upper and lower case letters in the words. There is also a tendency to place ‘y’ and ‘g’ above the line. Spacing of words on the line is good initially but this isn’t maintained to the end of the writing.

The learner uses short simple phrases but is not clear about where to begin and end a sentence. Phrases are only connected using ‘and’, ‘but’ and ‘because’. The learner is responding to the prompts and the writing forms a list of responses.

There are frequent grammatical errors – ‘I thinking’ in line 1, ‘am living’ in line 2 and ‘I liked’ in line 6 show the learner’s understanding of use of tenses to be very limited.

In line 3, “No comment” refers to “people” but the learner does comment on the people “very very good”. It would appear that the learner has picked up and used “No comment” without understanding the meaning and context in which it is used. The meaning of the last sentence is unclear but seems to imply that she hasn’t tried ‘local’ food.

There are some spelling mistakes, ‘beutiful’ for ‘beautiful’, ‘liveing’ for ‘living’ and ‘hart’ for ‘hot’ but these do not prevent understanding. The correction of ‘Edinburgh’ in the last line shows an awareness of spelling and an ability to correct spelling errors in familiar words.

There are some good attempts at punctuation and capitals are clearly used where the learner intends to start a new sentence.

This learner should be working towards SCQF Level 2 National 2 ESOL. However, they could benefit from entering at Access 2 ESOL Literacies 2 to address some handwriting issues. Progress to National 2 ESOL could be expected in a fairly short time frame.

ESOL Initial Assessment: writing

Working towards SCQF Level 3 / SQA National 3 ESOL

What do you like about where you live?
What do you dislike about where you live?

Think about

- People
- Buildings
- Weather
- Food

Write at least 1 paragraph.

I like live Edinburgh because here got fresh air and clean water. and people live very easy and comfortable, but the weather is more windy and cold.

In China I very enjoyed the food and my family and more friends still at there, but people live very hard.
so



Assessment descriptors

- Letters and numbers are correctly formed and size is consistent and appropriate.
- Simple sentences are connected with words such as *and*, *but*, *because*.
- A number of sentences can be written in a logical sequence.
- Spelling and punctuation has errors, but is accurate enough to be followed most of the time.
- Limited range of grammar and vocabulary used.
- Grammatical errors are common.

Interviewer comments

Although this is a short piece of writing, a judgement can still be made without asking the learner to write more.

The handwriting's form and size are consistent and appropriate. It shows signs of having been taught systematically.

Simple sentences are connected with *and* and *but*.

Sentences are written in a logical sequence. The learner begins with a view of life in Edinburgh, then looks back to a previous life in China.

Spelling and punctuation are generally accurate. There are only two spelling mistakes – 'confitable' for 'comfortable' and 'joined' for 'enjoyed'.

Structures are limited. The learner uses the past tense once, and mis-spells it. Otherwise, only the present simple is used. The first sentence opens with two verbs, but not correctly joined with an *-ing* form.

This learner should be working towards SCQF Level 3 / National 3 ESOL in terms of writing skills. The writing suggests a learner with basic English well-embedded and with the potential to make rapid improvement.

ESOL Initial Assessment: writing

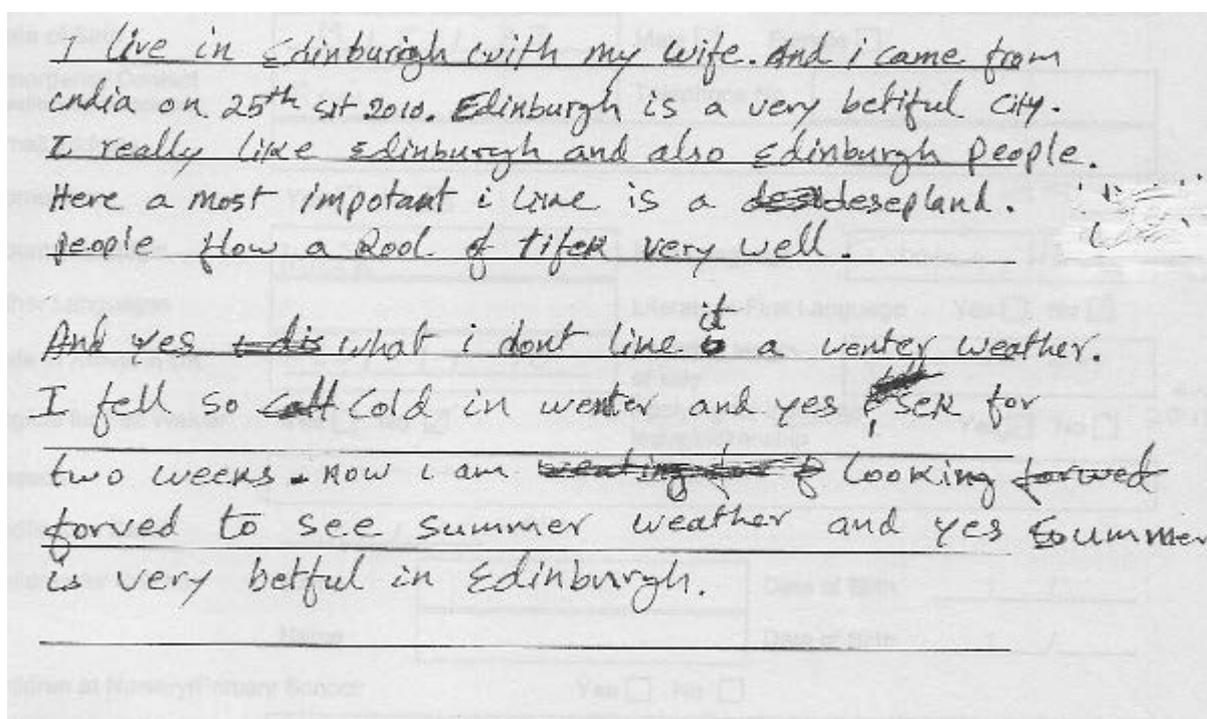
Working towards SCQF Level 3 / SQA National 3 ESOL

What do you like about where you live?
What do you dislike about where you live?

Think about

- People
- Buildings
- Weather
- Food

Write at least 1 paragraph.





Assessment descriptors

- Letters and numbers are correctly formed and size is consistent and appropriate.
- Simple sentences are connected with words such as *and*, *but*, *because*.
- A number of sentences can be written in a logical sequence.
- Spelling and punctuation has errors, but is accurate enough to be followed most of the time.
- Limited range of grammar and vocabulary used.
- Grammatical errors are common.

Interviewer comments

Letters and numbers are correctly formed and size is consistent and appropriate. The learner has a well-developed handwriting style but is a bit erratic, with two lines of writing to each line at the start then varying between one and two lines in the second paragraph. The learner may be unsure about the large spaces between the lines or more comfortable writing on unlined paper.

The learner is able to use simple sentences but attempts at more complex sentences are not successful. The learner has made frequent use of *and* throughout the piece of writing but not always appropriately. No attempt has been made to use *but* or *because* or to connect ideas or sentences in other ways.

The sentences are written in a logical sequence. The writing has been divided into 2 paragraphs, the first addressing what he/she likes about Edinburgh and the second addressing what she/he doesn't like.

Spelling errors are frequent 'betiful' for 'beautiful', 'impotant' for 'important', 'wenter' for 'winter', 'sek' for 'sick' and 'forved' for 'forward'. In the last sentence of the first paragraph when more complex ideas are being conveyed, spelling errors interfere with understanding on first and perhaps even second reading, 'desepland' for 'disciplined', 'flow' for 'follow' and 'rool' for 'rule'.

Punctuation also has some errors but the learner demonstrates a general understanding of rules.

The learner is attempting to convey some more complex ideas but this is not supported by knowledge of structures. In line 4 and 5 the learner is attempting to explain that they like the way in which people behave in Edinburgh 'Here the most important thing I like is a disciplined people following a rule of life very well.' The learner uses present simple and the past tense twice although mis-spells 'felt'.



There are some grammatical errors for the learner to address.



This learner should be working towards SCQF Level 3 / National 3 ESOL in terms of writing skills with targeted support to improve spelling. The learner has a good knowledge of vocabulary to be able to work at this level but a need to focus on spelling and structure.



ESOL Initial Assessment: writing

Working towards SCQF Level 4 / SQA National 4 ESOL

Describe an experience in your life that was important to you. What effect did it have on you?

Write at least 2 paragraphs.

The most important experience in my life is living in Scotland and before my decision about arriving here. When I decided about going here my life was changed completely. I left my life in Poland, I took one suitcase and I arrived here. I'm thinking that life here is more easier, people are more friendly - they've got different mentality than people in my country. Here I have ~~got~~ a lot of possibility about myself - my job ^{money from} are enough for living, I can go to sauna, swimming pool, I can enjoy it. I can visiting remarks of Scotland, I can learn English - I think that my life here is better than in my country and I'm happy then I'm here.



Assessment descriptors

- Sentences are linked together using a range of phrases.
- Text is continuous and uses paragraphing.
- Spelling and punctuation are easily comprehensible despite some inaccuracies.
- There is some variation in the use of grammatical structures and, although there are still errors, the writing is comprehensible.

Interviewer comments

There is no evidence of sentences being linked together using a range of phrases, but the learner is comfortable with using dashes. The second sentence links to the first one with 'when'.

Text is continuous but there is no attempt at paragraphing. The student chose a task which asked her to write 2 paragraphs but this is an easy instruction to miss in the circumstances and not very important in making a judgement about the level of writing.

Spelling and punctuation are accurate throughout the piece of writing.

The learner makes a number of grammatical mistakes but these seem to come from attempting more ambitious structures. Typical of these would be, 'before my decision about arrived here', in line 3 and 'life was changed completely' in line 5. There is evidence of quite sophisticated structural thinking which, however, is not always accurately realised. These errors do not interfere with the message being communicated.

The learner should be placed in a class working towards SCQF Level 4 / National 4 ESOL in terms of writing skills. It is likely that this learner would make rapid progress once in a class. Most of the mistakes are on the performance rather than the competence level and would be overcome by practice. The learner is willing to experiment and take risks with the language.

ESOL Initial Assessment: writing

Working towards SCQF Level 5 / SQA National 5 ESOL

What do you like about where you live?
What do you dislike about where you live?

Think about

- People
- Buildings
- Weather
- Food

Write at least 1 paragraph.

All my life I liked to go to Scotland, perhaps the reason is because my mother was born here, or because of my job requires a ~~proper~~ good level of English. I've been here for a month and I would like to stay here untill I feel my English level is good enough. By that time I would like to work as engineer in Scotland and learn the way that Scottish people do the things.



Assessment descriptors

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

Interviewer comments

This student chose to do writing Task 1 although he could easily have attempted Task 2 or 3. Having chosen Task 1, he did not address the points in the task in any detail in terms of what he likes and dislikes about where he lives. The writing is sufficient to make a judgement about his level and it is not necessary to ask the student for another piece of writing.

There is no evidence of paragraphing, although it could be said that a text of this length doesn't need it.

There is only one spelling mistake – *untill* in line 7. Punctuation is mainly accurate.

There is a good flow of ideas through the text. The writer uses appropriate linking devices, e.g. because, until, by that time.

The only mistake in tenses occurs in line 1, where a present perfect might be preferable, though with a change of vocabulary – 'All my life I wanted to come to Scotland' – the past simple might be acceptable. This could be discussed with the learner. Other grammatical mistakes are a superfluous *of* in line 3, *by* instead of *at* in line 8 and a missing *an* in line 9. None of these are serious, nor do they impede communication. These errors would be naturally ironed out by further study of the language.

This is a competent piece of writing. However, the learner is working well within his limits and does not display any writing skills that would lead to him being placed at a higher level than SCQF Level 5 / National 5 ESOL.

ESOL Initial Assessment: writing

Working towards SCQF Level 5 / SQA National 5 ESOL

Describe an experience in your life that was important to you. What effect did it have on you?

Write at least 2 paragraphs.

I was living in Edinburgh for almost one year in 2008. Then I went to Spain. In 2009 got married in Edinburgh, my wife is working in Livingston. I met her 4 years ago when I was learning English at Telford College. We had a baby girl, her name is Elizabeth she's Scottish and now we are living in UK.

Still am getting use to living in UK, everything is quite different compare with Spanish culture but I reckon ~~to~~ I'll be fine, I just need to improve my level of English and try to find out a job.

I used to work as medical representative for a pharmaceutical company. I've been working for almost 19 years, it was a too stress job.



Assessment descriptors

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate, although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning.

Interviewer comments

Layout and paragraphing are both effective and appropriate. The text is divided into three paragraphs, clearly indicated by indenting.

There are occasional spelling errors, e.g. *diferent* (line 10), *reckon* (line 11). Capitalisation could be better, viz. *telford college* (line 5), *scottish* (line 7). The learner has a tendency to begin a new sentence inside an existing one, e.g. the second sentence, beginning, '*In 2009 ...*' However, this is more of a grammatical issue than one of punctuation, which is otherwise accurate.

The text forms a connected narrative, though it might be faulted for not highlighting one particular experience.

Use of tenses is competent, e.g. past continuous in line 5. However, there is some uncertainty, as is shown by the use of the present rather than the past continuous in line 4. The learner is also aware of the difference between *get used to* (line 9) and *used to* (line 14), though there is a tense mistake with the former.

The range of vocabulary is adequate for the task, without being particularly developed.

None of these errors causes any difficulty in understanding.

This learner might be seen as capable of writing comprehensible English at a reasonable level. However, he lacks the fluency, the sureness of structure and the range of vocabulary which would characterise a learner ready to enter an SCQF level 6/Higher course and so in terms of his writing should be working towards SCQF Level 5 / National 5 ESOL.

ESOL Initial Assessment: writing

Working towards SCQF level 6 / SQA Higher and academic and vocational courses

Describe an experience in your life that was important to you. What effect did it have on you?

Write at least 2 paragraphs.

The most important experience in my life was given a birth to my son - Jedrus. He is almost 3 years old and is a fantastic little boy. When I saw him first my life changed completely. Before my life was empty. I was not thinking about future. There was no plans, no ideas for my life.

Right now I wake up ^{every} ~~in the~~ morning, and look at my son's ~~face~~ smiling face and I see what is important for me. I am important person for him. I ~~hear~~ He says that he loves me.

Now I must think about future. I have plans for every day. I ~~know that Jedrus~~ will do ~~become a good~~ my best to help him to become a good person.

He is my sunshine.



Assessment descriptors

- Logical structure with appropriate layout and paragraphing that assists the reader.
- Spelling and punctuation are mainly accurate with some slips.
- Text is flowing and uses complex sentences.
- Wide range of grammatical structures and vocabulary used.
- Grammatical errors do not detract from meaning.
- Expands on ideas and provides supporting points through reasons and examples.
- Provides an appropriate conclusion.

Interviewer comments

The text is divided, quite logically, into three paragraphs with a single sentence at the end. The first paragraph shouldn't be indented but the others are laid out correctly.

There are no mistakes in spelling or punctuation.

The flow of ideas is competent and the text moves smoothly, through its three paragraphs, from the past to the present and the future. However, none of the sentences are particularly complex.

The learner uses some more advanced structures such as the past continuous in lines 5-6 and the noun clause in line 10. However, there is confusion between active and passive in lines 1-2, and some other mistakes – *given a* for *giving* in line 2, *was* for *were* in line 6 and a missing *an* in line 11. None of these are serious, nor do they detract from meaning.

Expansion of ideas can't be highly-developed in a text of this length. However, the first paragraph, where she talks about her son, provides a good example of this.

The final sentence, 'He is my sunshine,' is an effective conclusion.

This student could be placed in a class working towards SCQF Level 6 / Higher ESOL or a chosen academic or vocational course. Writing of this quality, if maintained when expanded, would be seen as good enough to achieve a pass in an SQA Higher ESOL Course assessment (exam). Some further practice should be effective in increasing fluency and accuracy to achieve a good mark in the ESOL Higher for writing.

ESOL Initial Assessment: writing

Working towards SCQF Level 6 / SQA Higher and academic and vocational courses

Describe an experience in your life that was important to you. What effect did it have on you?

Write at least 2 paragraphs.

I have been living in Edinburgh for 8 months, more or less

In the beginning when I came here I felt a little bit sad due to the fact I was starting a new life in a foreign country I didn't know much people and everything was new for me.

But things can change!

Now I am enjoying my life here I have made lots of friends and ~~also~~ I have visited beautiful places as well. If I had known that living here would be so nice I would have ~~traveled~~ made the trip sooner.

In short, I am so glad and I hope to develop my speaking and listening English skills as soon as possible in conversation with ~~can~~ communicate properly to each other.



Assessment descriptors

- Logical structure with appropriate layout and paragraphing that assists the reader.
- Spelling and punctuation are mainly accurate with some slips.
- Text is flowing and uses complex sentences.
- Wide range of grammatical structures and vocabulary used.
- Grammatical errors do not detract from meaning.
- Expands on ideas and provides supporting points through reasons and examples.
- Provides an appropriate conclusion.

Interviewer comments

Paragraphing would be improved either by indenting or leaving a blank line after each one. The concept is there but the layout needs work.

There is only one spelling mistake – *beginning* in line 3. Punctuation is generally accurate though sometimes careless. For example, there is no full stop at the end of the first sentence.

Ideas are developed in a competent way. The learner shows his ability to control sentences of some length and complexity.

The learner uses a good range of tenses with ease and precision. These include an appropriate use of the present perfect continuous in the opening sentence and a mixed conditional with a time-shift – albeit with the wrong part of the verb *know* – in lines 13-15. Other areas of grammar are generally accurate, though in the last sentence the learner over-reaches his ability: the required structure, *being able*, is beyond him and he settles for *can*.

The grammatical errors are characterised by being on a lower level than the text in general. Examples are *much* in line 7 and *place* in line 12. These are not serious and may be due more to carelessness than any flaws in the learner's competence.

The text has a linear structure but enough reference is made to real-life examples, e.g. *I have made lots of friends and I have visited beautiful place as well.* (lines 11-12).

The last sentence summarises the whole text and points towards the future.



In addition to the competence detailed above, what makes this learner stand out as an advanced student is the use of colloquial features such as *more or less* (line 2), *a little bit sad* (line 4) and *in short* (line 16). This indicates a familiarity and ease with the language which over-rides the occasional slip in grammar, vocabulary or punctuation.



Initial Assessment: ESOL Literacies Learner

The following commentaries on listening and speaking and reading and writing, along with the video of a learner and the reading and writing assessment material, show how the assessment can be undertaken using the materials in the Initial Assessment Pack.

The learner volunteered to be filmed doing the assessment and at the time of filming was already attending an ESOL course. The film was made at a community-based venue familiar to the learner and there is some background noise of children from an after school club playing. The interview is still clearly audible and we hope the children are not distracting.

The video is available at [on YouTube](#).



Initial Assessment: ESOL Literacies Learner

Initial assessment interviews are usually done under pressure of limited time with other learners waiting to be interviewed. The interviewer was asked not to correct the learner during the interview and so you will see these uncorrected errors as the interview progresses.

Listening and Speaking

The interviewer approaches the interview by interacting with the learner directly in an attempt to put her at ease rather than working through the questions on the form. The learner is very nervous at the beginning of the interview but relaxes more as it progresses.

She responds well to the greeting but then relies entirely on the interviewer to initiate and makes little attempt to offer additional information. She understands basic personal information questions but she is unable to understand some very simple graded questions or ask for repetition or clarification. Her responses are nearly all one-word answers or gestures and expressions that indicate when she is and is not sure about what is being asked.

Her pronunciation is clear and easy to understand.

A misunderstanding arises as to how long she has been in the UK which is later clarified when she writes the year she arrived on the form. After some repetition she understands and responds to the question "Do you like Edinburgh?" She is also unable to understand the question about the age of her children. Generally questions involving length of time, dates and ages cause her difficulty. Her vocabulary is very limited and she relies on hearing a known word in a question to attempt a response e.g. flat, kitchen, big, small, birthday. She attempts a longer response when asked about why she wants to learn English but the reply is not clear although it appears to be mostly related to supporting her children and possibly them using English at home "House, no children, Turkish" followed by Turkish word.

The learner is keen to communicate and establish a rapport and responds well at the end of the interview.

Given limited understanding and the very limited lexis in her spoken English, the learner should be placed in a Beginner level class/group.

Reading and Writing

The material below should be viewed in conjunction with the video of the assessment.

ESOL Initial Assessment: literacy

First name: _____

Surname: _____

Address:

Postcode:

Telephone number:

Letters and sounds

Aa Bb Cc Dd Ee Ff Gg Hh Ii

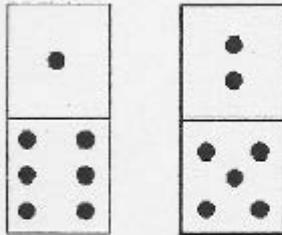
Jj Ss Ll Mm Nn Oo Pp Qq Rr Ss

Tt Uu Vv Ww Xx Yy Zz

ESOL Initial Assessment: literacy

Numbers

11 12 13 14 15 16 17 18 19 20 21
22 23 24 25



28 17 51

Writing words and numbers

1. TURKEY
2. 11/14/1969
3. Edinburgh
4. _____



Signs and numbers

0131 246 8579 ✓
7
x

125g ✗

£78.42 ✗
postcode
6

NO
PARKING ✓

Closed ✗

→ Push to open ✗

65/3 Ferry Road ✓
67 8

31 - 8 - 08 ✗
postcode

2:15pm ✗

POST
OFFICE ✗

FIRE
EXIT ✓

TOILETS ✓

Reading

My name is Agnes and I come from Poland. I live in Scotland with my husband and my children. I have one son and two daughters.

Writing

My name is [REDACTED] and I come from TURKYE

The learner has limited reading and writing skills but uses these effectively to support the interview when asked to provide information about when she came to the UK.

She is able to read and write the personal information requested on page 46 of the literacies assessment material but is not able to spell her address in a way that could be understood.

Letters and sounds

The alphabet is clearly familiar to her and she is able to form most letters accurately and confidently. However there is some confusion over the names of letters “Ee” and “Ii” and “Ji” is followed by “Ss”. She can identify most of the sounds of the letters well both when using the alphabet and identifying sounds at the beginning of the words. She also volunteers “water” as a letter beginning with “w” and could perhaps have volunteered more if it were not in an interview situation.

Numbers

On page 47 the learner has difficulty with numbers in written English as well as spoken English. This can be seen on the video and on the assessment materials that follow. She is not confident about recognising or writing numbers correctly, at some points saying one number and writing another. She writes 28 when asked to write 38 and what looks like 17 when asked to write 27. Her date of birth is written accurately but with the day and month ordered differently from when she wrote it earlier in the interview.

Writing words and numbers

Edinburgh has been written and spelt accurately using upper and lower case appropriately but Turkey has been written in upper case and spelt as she has learned it in Turkey. She is unable to say or write the time.



Signs and numbers

The learner has difficulty both with the actual numbers and the context in which they would be seen, identifying both a date and an amount of money as a postcode and being unable to identify the weight.

She identifies the signs when she hears a word from a sign spoken and this leads her to get both right and wrong answers eg “What tells me the shop is not open?” the learner identifies the sign “Push to open” because she recognises the word ‘open’. She identifies “parking” and “EXIT” correctly.

Reading and Writing

On page 49 the learner reads the text quite successfully with only limited hesitation and error. She uses well her knowledge of phonics and word recognition but doesn't make use of the context to help her with “children and “daughters”.

She copies accurately and is able to insert her own name and “Turkye” into the sentence. The words are formed accurately and neatly and well spaced and placed on the line.

Placement

The learner has some good basic reading and writing skills to build on but there are some very basic skills that she has yet to develop. Her problems with writing her address independently and identifying numbers and their context should be addressed at a basic level. She should be placed in an ESOL Beginners literacy group to work towards SQA ESOL Literacies 1 to fully develop her all four skills at this level.



Initial Assessment: SCQF Level 4 / National 4 ESOL Learner

The following pages contain commentaries on listening and speaking and reading and writing, along with the video of a learner and the reading and writing assessment material. This complete initial assessment of a learner shows how the materials in the pack can be used and supports the standardisation of placement of learners.

The learner volunteered to be filmed doing the assessment and at the time of filming was already attending an ESOL course. The film was made at a community-based venue familiar to the learner and there is some background noise of children from an after school club playing. The interview is still clearly audible and we hope the children are not distracting.

The video is available [on YouTube](#)



Initial Assessment: National 4 ESOL Learner

Listening and Speaking

- Uses a good range of grammar and lexis appropriately, but with errors.

The learner is not really required to use more than the present simple and past simple tenses. He handles these competently and also shows the ability to link verbs into sequences: “Actually, I want to improve myself to be competent to apply for any job to make me qualified.” However, he is capable of the occasional very basic mistake: “I done some kind of job that is not permanent job.”

He has a certain amount of colloquial fluency: “A factory, you can say.”, “I drop off my daughter in primary school.” However, this is limited in some ways. For example, ‘actually’ above is not used in its correct sense, but rather as a simple introductory word. This may well be a translation error: the learner looking for an equivalent which English has possibly not had since *verily* went out of fashion.

The learner has a good range of vocabulary, though with occasional errors, as when he talks about “an official job” instead of an office job. However, the meaning is understandable. It might be borne in mind here that the difference between an official, an officer and an office worker is one that eludes many learners until they reach a fairly advanced level.

- Pronunciation requires a sympathetic listener.

The learner is above this. There are occasional words which are difficult to understand but in general he has a good grasp of the English phoneme system and is comprehensible.

Maintains the interaction satisfactorily, but relies on strategies to facilitate understanding, such as requests for repetition and clarification.

The learner’s listening skills are adequate to cope with the interaction and no further strategies are required. On one occasion he even corrects the interviewer’s written notes.

Can discuss familiar topics, but exchange may be punctuated by occasional hesitations.

There is no evidence of hesitation.

On the basis of this spoken interaction alone, the learner could be placed at SCQF Level 5 / SQA National 5 level.

Reading and Writing

Reading

The learner was asked to work through the reading tasks (Set B) until the tasks became too difficult. He completed the Beginner, Access 2, Access 3 and Intermediate 1 tasks but after reading the Intermediate 2 task and questions he decided it was too difficult. He was encouraged by the interviewer to continue but didn't feel confident. He completed the tasks well scoring 7 out of 9 at Intermediate 1 level and demonstrating that he has good reading skills at this level.

Beginner task

Name

Start time

12:45

Finish time

12:47

Read the text and answer each question with either **one** word or a number.

Around 5 million people live in Scotland today. But many of them leave the country every year. They go to other parts of the UK or to other countries. Scottish people don't have so many babies now. But the number of people in Scotland is getting bigger. Why is this? Well, a lot of people now come to live in Scotland. Many are from the new European Union countries. Scotland needs these people.

1 How many people live in Scotland?

Around 5 million ✓

2 Do many people leave Scotland every year?

yes, many people leave Scotland every year. ✓

3 Do people in Scotland have many babies?

No, they don't have many babies. ✓

4 Is the number of people in Scotland getting bigger?

yes, it is. ✓

5 Does Scotland need more people?

yes, Scotland needs more people. ✓

Entry to SCQF level 2/SQA Access 2 task

Name

Start time

12:48

Finish time

12:53

Read the text and answer each question with up to **four** words.

After 1870, Italians began to arrive in Scotland. They came from poor parts of Italy. Most of them sold ice cream in the streets of Glasgow and the other cities. Ice cream was new to Scotland and it was very popular. They worked many hours every day and didn't make much money, but some of them opened cafes. Later, their children and grandchildren opened Italian restaurants. Some Scottish Italians today still work in the food and drink business, but most have other jobs. Many have a holiday home in Italy but they see Scotland as their home.

1 When did Italians begin to arrive in Scotland?

After 1870

2 What work did most of them do?

Sold ice-cream in the street.

3 What did some do when they made money?

opened cafes.

4 What did their children and grandchildren do?

opened Italian restaurant.

5 Do all Scottish Italians still work in the food and drink business?

yes, still they work.

6 Do many Scottish Italians see Scotland as their home?

yes, it is.

Entry to SCQF level 3/Access 3 task

Name

Start time

12:48

Finish time

12:59

Read the text and answer each question with up to **four** words.

During World War 2 thousands of Polish soldiers and airmen came to live in Britain after they escaped from Poland. They fought through the war, but when it ended in 1945 the Soviet Union controlled Poland and many didn't want to return home. The British government allowed them to stay and over 100,000 did. Most of them married local women.

In 2004 Poland became a member of the European Union. Poles were allowed to move to other countries and thousands of young people came to Britain to find work. Many of them worked at first on farms, picking crops, then went on to get jobs in bars and restaurants. Since then, some have started businesses and others have found new and better work. Some have returned to Poland but many have decided to stay here and make this country their home.

1 When did thousands of Polish soldiers and airmen come to Britain?

During world War 2

✓

2 Who controlled Poland after the war?

Soviet Union controlled

✓

3 Who did most Polish soldiers and sailors in Britain marry?

British Government

x

4 When did Poland become a member of the European Union?

In 2004

✓

5 Why did thousands of young people come to Britain?

To find work

✓

6 What work did many Poles do at first?

on farms, picking crops

✓

7 Where did they go on to work after this?

Bars and restaurants

✓

8 Have they all returned to Poland?

No, decided to stay

✓

Entry to SCQF Level 4/SQA Intermediate 1 task

Name

Start time

12:59

Finish time

13:06

Read the text and answer each question in no more than **four** words.

The first Chinese who settled in Britain were sailors. They entered through port cities such as London, Cardiff and Liverpool. This began to happen in the early 1800s. Around a hundred years later, Chinese people began to move into the restaurant business. Now there are over 7600 Chinese restaurants in Britain. However, this may not increase as restaurants serving other types of food move into an already crowded market. Today, the British Chinese community is the largest in Europe and many families have been here for a long time. Compared to other ethnic groups, the Chinese are quite spread out. Although some cities, like London and Manchester, have a 'Chinatown', this is just an area with many Chinese shops and restaurants. It isn't where most Chinese people live. The Chinese also have a high rate of marriage outside their own community. Many are still employed in the restaurant business but a significant number have gone on to work in professional jobs.

1 Which job did the first Chinese in Britain do?

First Chinese were Sailors.

✓

2 Which cities did they arrive in?

London, Cardiff and Liverpool.

✓

3 When did this begin to happen?

In the early 1800s

✓

4 In which century did the first Chinese restaurants open in London?

In Eighteen Century.

x

5 Are many new Chinese restaurants expected to open in the future?

NO, May not increase.

✓

6 Do Chinese families usually live close to each other?

yes, It is.

x

7 What can you find in a Chinatown?

Chinases Shops and Restaurants.

✓

8 Do Chinese people often marry people who are not Chinese?

yes, They do.

✓

9 Do a lot of British Chinese work in the restaurant business today?

yes, They do Today.

✓

Writing

My name is [REDACTED]. I have wife and one daughter. We live together. I am very happy that I have a child. I love my wife and my daughter too. My daughter's name is [REDACTED]. She is 4 years and ten months now. She is going to Primary School now. Last two weeks she looks sad before going to school. We both were very worried about her. We thought she was lonely. We went to the teacher and spoke about the problems. She gave us some tip to keep our children happy. Now she is OK this week.

We are very concerned about our daughter's future although she is a little baby. We believe if parents look after properly then any child's future could be bright.

National 4 ESOL Assessment descriptors

- Sentences are linked together using a range of phrases.
- Text is continuous and uses paragraphing.
- Spelling and punctuation are easily comprehensible despite some inaccuracies.
- There is some variation in the use of grammatical structures and although there are still errors the writing is comprehensible.

National 5 ESOL Assessment descriptors

- Layout and paragraphing are effective and appropriate.
- Spelling and punctuation are mainly accurate although there are still errors.
- Clear and detailed text that is well connected and organised.
- Uses a range of grammatical structures and vocabulary.
- Grammatical errors do not detract from meaning

The text is divided into two paragraphs which are appropriate to content.

There is only one spelling mistake: *be/leve* in paragraph 2 line 3.

Punctuation is generally accurate, though there are some weaknesses. The learner does not use apostrophes where they are required: in paragraph 1 line 5 and paragraph 2 lines 2 and 4. There is a missing full stop in paragraph 1 line 11 and a comma is used instead of a full stop in line 13. Capitalisation is fairly consistent though the initial letters *w* could generally be bigger. However, the learner clearly understands the concept, if not always the realisation, of capitals.

The text contains some fairly basic grammar mistakes:

I have wife (paragraph 1, line 2)

We both was very worried about her (paragraph 1 lines 10-11)

We been to the teacher (paragraph 1 line 12)

She gave us some tip to keep our children happy. (paragraph 1 lines 13-14)

Although is used in the last paragraph, though it isn't clear if the meaning is appropriate here. The paragraph also contains an attempt at a conditional sentence.

These two examples show that the learner is moving towards a more developed written grammar. However, there is some way to go and in general the level is lower here than in the spoken form.



Overview

On the basis of the spoken interaction alone, the learner could be placed at SCQF Level 5 /SQA National 5 ESOL. His reading is also competent. However, his writing skills are limited to the extent that a placement at SCQF Level 4 / SQA National 4 ESOL would be more appropriate.