

ESOL Skills for Life

Level 1 Reading specification

Level 1 Reading Supplement to Level 1 Syllabus – information replaces that on page 15 for candidates taking Trinity replacement version only

Valid January–September 2014

Trinity College London
89 Albert Embankment
London SE1 7TP UK

T +44 (0)20 7820 6100
F +44 (0)20 7820 6161
E esol@trinitycollege.co.uk
www.trinitycollege.co.uk

Patron HRH The Duke of Kent KG

Copyright © 2013 Trinity College London
Published by Trinity College London

LEVEL 1 READING (TRINITY REPLACEMENT FOR NATIONAL LITERACY TEST)

1. Candidate profile

The assessment maps to the National Literacy Standards for Reading, listed below. In order to demonstrate ability at this level, candidates are expected to meet these standards. Standards which are not directly assessed during the test should be covered in class as these are considered necessary preparation towards gaining a qualification at this level.

At this level, adults can:

- **read and understand** straightforward texts of varying lengths on a variety of topics accurately and independently
- **read and obtain information** from different sources
in reports, instructional, explanatory and persuasive texts

Basic Skills Standards level descriptor	Assessed
Trace and understand the main events of continuous descriptive, explanatory and persuasive texts	Task 1, Section A
Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade	Task 4, Section B
Identify the main points and specific detail, and infer meaning from images which is not explicit in the text	Task 1, Section B
Use organisational and structural features to locate information, e.g. contents, index, subheadings, paragraphs	Task 2, Section A
Use skimming, scanning and detailed reading in different ways for different purposes	Task 3, Section A (assesses detailed reading) Task 4, Section A (assesses skimming and scanning)
Use reference material to find the meaning of unfamiliar words	Learners should practise this in class as preparation for Task 2, section B. This is not tested directly as it would not be possible to test ability to use strategies for deducing meaning from context (i.e. without a dictionary) during the same exam. Additionally, providers may not have the resources to provide each candidate with a standardised dictionary.

2. Format

The Reading mode takes the form of a formal examination paper lasting 60 minutes. The examination consists of four tasks, all of which must be undertaken.

The four tasks contain 30 test items:

Task 1	8 questions
Task 2	8 questions
Task 3	8 questions
Task 4	6 questions

The assessment also maps directly to the *Adult ESOL Core Curriculum* at Text, Sentence and Word level. Below is a table showing what will be tested in each part of the examination paper.

Task number	Text type, length and number of questions (1 mark per question)	Task type	Adult ESOL Core Curriculum descriptor coverage
Task 1	Explanatory 300 words (+/- 5%) 8 Questions	Section A (Questions 1-4) <i>Missing discourse markers gap-fill</i>	Rt/L1.1a Understand and identify the different ways in which meaning is built up in paragraphed texts in a range of genres
		Section B (Questions 5-8) <i>Multiple choice questions</i>	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
Task 2	Instructional (vocational) 2 texts 400 words in total (+/- 5%) 8 Questions	Section A (Questions 9-12) <i>Paragraph-heading multiple matching</i>	Rt/L1.4a Use organisational and structural features to locate information (e.g. contents, index, menus, subheadings, paragraphs)
		Section B (Questions 13-16) <i>Multiple choice questions</i>	Rw/L1.2a Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning
Task 3	Descriptive 400 words (+/- 5%) 8 Questions	Section A (Questions 17-20) <i>Information transfer</i>	Rt/L1.5a Use skimming, scanning and detailed reading in different ways for different purposes <i>N.B. task especially focuses on detailed reading</i>
		Section B (Questions 21-24) <i>Multiple choice questions</i>	Rs / L1. 1a and 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
Task 4	Persuasive 400 words (+/- 5%) 6 Questions	Section A (Questions 25-28) <i>Paragraph-purpose multiple matching</i>	Rt/L1.5a Use skimming, scanning and detailed reading in different ways for different purposes <i>N.B. task especially focuses on skimming and scanning</i>
		Section B (Questions 29-30) <i>Multiple choice questions</i>	Rt/L1.2a Distinguish how language and other textual features are used to achieve different purposes

3. Procedure

Candidates must indicate their answers on the answer sheet provided for this specific test. Candidates sit the examination at their own registered Trinity ESOL Skills for Life centre. The papers are sent out by Trinity's Head Office and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session.

4. Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity's Head Office. Each item is awarded one mark. Therefore, the maximum possible number of marks is 30. The pass mark is 20.

5. Guidance

In order to prepare candidates for the Reading paper, teachers are directed to the relevant section of the *Adult ESOL Core Curriculum*, pages 292-303 and to the Skills for Life Teacher Reference File published by the former DfES.

A sample paper can be found on the Trinity website at www.trinitycollege.co.uk, along with a sample answer sheet and a mark scheme for the sample paper. In all of the tasks, each of the test items is linked to a specific component skill, knowledge and understanding item in the *Adult ESOL Core Curriculum*. Candidates need reading practice with a focus on Word, Sentence and Text level.

Learners with special educational needs can apply to Trinity for reasonable adjustments to be made to their examination. Please refer to the Centre Handbook and the Trinity website (www.trinitycollege.co.uk) for more information on access arrangements and our disability policy.