ESOL Skills for Life

Speaking and Listening

Entry Level 3

Sample Assessor Pack and Candidate Paper

Assessment Code: ESOLSLE3AA/P

THIS PACK CONTAINS BOTH THE ASSESSOR PACK AND CANDIDATE PAPERS FOR THE THREE TASKS

PLEASE SEPARATE THE ASSESSOR PACK FROM THE CANDIDATE PAPERS BEFORE ASSESSMENT BEGINS

The first part of this pack contains the transcript for task 1, the mark schemes and marking guidance for the three tasks of the Speaking and Listening paper. Please remove this section before handing out Candidate Papers.

The second part of this pack contains Candidate Papers for the three Speaking and Listening tasks. These may be completed separately, or on one occasion, but must all be completed under supervised conditions.
# Contents

- Sample Assessor Pack ................................................................. 3
  - Task 1 – Listening ........................................................................ 6
    - Task 1 - Mark Scheme and Guidance ........................................ 9
  - Task 2 - Individual Speaking Activity ........................................... 11
    - Task 2 - Mark Scheme and Guidance ......................................... 13
  - Task 3 - Discussion ...................................................................... 14
    - Task 3 - Mark Scheme and Guidance ......................................... 16
- Appendix 1: Adult ESOL core curriculum guidance – Entry 3 .......... 18
- Appendix 2: Entry 3 Speaking & listening – assessment guidance ... 20
- Appendix 3: Entry Level 3 Observation Record ................................. 27

- Candidate Paper ............................................................................. 29
  - Task 1 - Listening ........................................................................ 32
  - Task 2 – Individual Speaking Activity .......................................... 34
  - Task 3 - Discussion ...................................................................... 35
ESOL Skills for Life

Speaking and Listening - Entry Level 3

Sample Assessor Pack

The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment

- Task 1
  - Introduction
  - Transcript
  - General marking guidance and assessment principles
  - Mark schemes and guidance

- Tasks 2 and 3
  - Introduction
  - General marking guidance and assessment principles
  - Mark schemes and guidance

- Appendix - Adult ESOL core curriculum guidance

Sample Assessment Code: ESOLSLE3AA/P
Guidance on the conduct of the assessment

- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the tutor/assessor, or other designated supervisor, present.

- Tutors must not teach to the actual assessment tasks, but candidates should be familiar with the format of each task and will have practised speaking and listening in a range of contexts appropriate to the level. By the time they are assessed, candidates should be aware of the skills that are being assessed and the success criteria.

- This assessment is composed of three tasks. Candidates must complete all three tasks. They may be done in any order.

- Centres wishing to contextualise the tasks should refer to the guidance in the qualification specification and to the separate guidance on contextualisation that is available to download from the Prism online system (secure login required)

- Candidates do not have to complete all the tasks in a single session, but they must complete them under supervision and are not permitted to take them away.

- Candidates should be briefed on the task/tasks to be completed. Task 1 focuses on listening skills and Tasks 2 and 3 on speaking and listening skills.

- Candidates should be encouraged to read the questions for Task 1 before the recording is played for the first time.

- Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if they cannot read the written instructions adequately). Candidates may give their responses to the listening task verbally and the tutor/assessor may scribe the answer as these tasks assess listening and not writing. Tutors/assessors should also refer to the guidance on special arrangements and reasonable adjustments in the qualification specification.

- Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.

- To achieve the speaking and listening unit candidates must achieve the pass mark for listening Task 1 and the combined pass mark for Tasks 2 and 3, as indicated below.
Task 1

Instructions

(Tutors may read these instructions to candidates)

- Use a pen.
- You have 30 minutes to complete Task 1.
- Some questions must be answered with one tick in a box ✓. If you change your mind about an answer, put a line through the box ✗ and then mark your new answer with a tick ✓.

Information

- Task 1 has 15 marks.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
Task 1 – Listening

- Task 1 will focus on listening to and extracting key information from short spoken sources and demonstrating comprehension skills.
- You will be provided with a sound file of a recording. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate’s tutor.
- Candidates should be encouraged to read the questions before the recordings are played.
- Each extract will be played three times. You should pause the recording after each playing to allow candidates time to respond to the questions.
- The time allowed for this assessment is 30 minutes.

Transcript

You hear this announcement on the train. You will hear it three times.

Read questions 1 to 5

Welcome on board this Eastern train service to London Kings Cross. Please read our safety notices which are at each end of every carriage. In an emergency, press the alarm button or speak to the train manager. Our first stop at York will be at 1015. We will arrive at our final destination of London Kings Cross at 1240. There is a café on board the train today. The café can be found in Coach D, selling a range of hot and cold drinks, sandwiches, crisps and snacks. We hope you enjoy your journey today.

Note down the answers to the questions.
Read questions 6 – 12

You hear this radio advertisement for a music festival.

Music Live is back in London from the 5th to the 8th of July. This amazing festival has something for everyone including pop, rock, country and indie. A surprise guest will open the festival and the weekend will be closed by a fantastic new band, Five Alive. Book by 31st May to receive some great special offers. You will get the special price of just £80 per person. You will also get free food vouchers and access to the whole festival. For more information, call Jim on 01122 321626 or book tickets on the website www.musiclive.coz.

Answer the questions to help you decide if you want to go. You do not need to write in full sentences.

End of Transcript
Task 1 General marking guidance and assessment principles

- Assessors should mark according to the mark scheme.
- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.
- Where assessors are required to make a judgement, for example in short answer questions, examples will be provided of possible answers that may be credited.
- Responses that are correct but written outside the box must be credited.
- Candidates will not be penalised for incorrect spelling as long as meaning is clear.
### Task 1 - Mark Scheme and Guidance

#### Questions 1 - 5

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1.1, 1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td><strong>Correct Answer</strong></td>
</tr>
<tr>
<td>1.</td>
<td>London (Kings Cross)</td>
</tr>
<tr>
<td>2.</td>
<td>Safety notices</td>
</tr>
<tr>
<td>3.</td>
<td>Speak to train manager</td>
</tr>
<tr>
<td>4.</td>
<td>Press the alarm button</td>
</tr>
<tr>
<td>5.</td>
<td>1015</td>
</tr>
<tr>
<td>5.</td>
<td>Accept two of:</td>
</tr>
<tr>
<td></td>
<td>• Crisps</td>
</tr>
<tr>
<td></td>
<td>• Snacks</td>
</tr>
<tr>
<td></td>
<td>• Sandwiches</td>
</tr>
</tbody>
</table>

**Total Marks Available** | 7 marks

#### Questions 6 - 12

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>1.1, 1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark Scheme</strong></td>
<td>1 mark per response</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td><strong>Correct Answer</strong></td>
</tr>
<tr>
<td>6.</td>
<td>London</td>
</tr>
<tr>
<td>7.</td>
<td>Accept two from:</td>
</tr>
<tr>
<td></td>
<td>• Rock</td>
</tr>
<tr>
<td></td>
<td>• Pop</td>
</tr>
<tr>
<td></td>
<td>• Country</td>
</tr>
<tr>
<td></td>
<td>• Indie</td>
</tr>
<tr>
<td>8.</td>
<td>5 July</td>
</tr>
<tr>
<td>9.</td>
<td>Surprise guest (accept don’t yet know)</td>
</tr>
<tr>
<td>10.</td>
<td>Jim</td>
</tr>
</tbody>
</table>

**Total Marks Available** | 8 marks

**Total Marks Available for Task 1** | 15 marks
**Pass mark for Task 1** | 10 marks
Tasks 2 and 3 – Speaking and Listening

- For Tasks 2 and 3 candidates will be given preparation time of five minutes per task on the day of the test. They may make short notes. These should be in the form of bullet points and must not include full sentences. Candidates may take the notes into the test with them and the notes must be handed to the tutor at the end of the assessment. The notes must be stored with all other candidate work for review by internal quality assurance staff and by Gateway Qualifications external assessors.

- When carrying out assessment work with candidates working in pairs or groups, assessors must ensure that they assess individual performance. Candidates should announce their name before speaking for the first time for ease of identification. There may be occasions when the weaker performance of other candidates within a group may adversely affect another candidate’s ability to meet the assessment criteria. If this is the case, the assessor will need to intervene to ensure fairness of assessment opportunity. Assessors should also ensure that where candidates need to ask questions or respond to questions all candidates get similar opportunities whatever the size of the group.

- A sample of assessments of Tasks 2 and 3 must be audio recorded, please refer to Section 4.9 conduct of speaking and listening assessments in the qualification specification available to download on the Gateway Qualifications website. On the recording, each activity must be preceded by the following:
  - name of the candidate(s)
  - candidate ID
  - name of the assessor
  - level of assessment
  - number of task
  - topic (where appropriate)
  - date task undertaken
Task 2 - Individual Speaking Activity

- Candidates will complete this task in a small group with between two to five people.
- The duration of the task will be between 10-25 minutes depending upon the number of candidates being assessed. It should not be more than 5 minutes per candidate.
- Each candidate has five minutes to prepare on their own before talking.
- Candidates will take it in turns to be assessed with approximately five minutes allowed for each candidate.
- The tutor should monitor the interchange to help ensure that the candidate being assessed is not unfairly penalised by the performance of other candidates and should intervene if necessary to ensure fairness of assessment opportunity.
- You should give the candidates being assessed the candidate instructions.
- During the preparation time candidates may make brief notes using the space provided on the candidate card. These must not be in full sentences.
- They must give the instructions with the notes to the tutor after completing the task.
Task 2 - Individual Speaking Activity

Candidate instructions

- You will complete this task with one or more people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must not be in full sentences.
- You must give the notes to your tutor at the end of the assessment.

You are at a group interview for a college course. This may be an English course or could be for another subject.

- Introduce yourself and give two details about yourself, e.g. family situation, where you live, interests.
- Say why you want to join the course.
- Say what you want to do when you finish the course.
- Say where you heard about the course.
## Task 2 - Mark Scheme and Guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>2.1, 2.2, 2.3, 2.4, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Scheme</td>
<td>Each candidate must be assessed individually.</td>
</tr>
</tbody>
</table>

### Communication (2 marks for each bullet point of information included on the candidate card maximum 8 marks)

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates task fully using appropriate vocabulary and expressions at Entry 3, including simple comparison and different tenses appropriately.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate communicates task with some omission or use of wrong tense but has sufficient vocabulary and expressions to make them self understood. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate communicates no relevant information.</td>
<td>0 mark</td>
</tr>
</tbody>
</table>

### Pronunciation and intonation (maximum 2 marks for the whole task)

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses stress and intonation to make speech comprehensible and meaning understood.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Sounds are insufficiently English for communication to be achieved.</td>
<td>0 mark</td>
</tr>
</tbody>
</table>

### Grammar (maximum 2 marks for the whole task)

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Some grammatical errors occur that at times impede communication.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Grammatical errors are such that communication is not achieved.</td>
<td>0 mark</td>
</tr>
</tbody>
</table>

**Total Marks Available** 12 marks
Task 3 - Discussion

- Candidates will take part in a discussion with one or more people (up to five) about a topic selected by the tutor.
- The task will take between 10-25 minutes depending upon the number of candidates being assessed.
- Each candidate has five minutes to prepare on their own before talking.
- You should give each candidate being assessed the candidate instructions for one of the tasks.
- Candidates may make notes. These must not be in full sentences. They must hand in their notes when they have completed the task.
- Assessors should ensure that regardless of the number in the group candidates should ask at least one question and respond to other members of the group on more than two occasions.
Task 3 Discussion

Candidate Instructions:

- You will take part in a discussion with one or more people.
- You have five minutes to prepare on your own before talking.
- You may take notes. These must not be in full sentences.
- You must give the notes to your tutor after you complete the task.

Topic and Candidate Instructions:

Your class is discussing how to spend some money which was raised by people in the local community. The money must be used to set up new facilities for local teenagers. You need to agree on the type of facility to set up.

Some ideas are:

- a sports centre
- a youth centre
- a skate park
- a cycle track

Your tutor will select one of the ideas for each member of the group. You have five minutes to prepare to speak about your idea on your own. You may make notes. These must not be in full sentences. You must give the notes to the tutor at the end of the assessment.

- First say which idea you support and give at least two reasons why.
- Give at least one example of how you think teenagers may use the facility.
- Ask questions of others. (at least 2)
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have between 10-25 minutes depending upon the size of the group and by the end of the discussion you must all agree what you are going to do.
Task 3 - Mark Scheme and Guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4</td>
<td>Each candidate must be assessed individually.</td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3.</td>
<td>2</td>
</tr>
<tr>
<td>Candidate has sufficient vocabulary and expressions to be understood and to communicate some information and opinion in discussion. Tutor may need to ask for clarification or to prompt.</td>
<td>1</td>
</tr>
<tr>
<td>Candidate communicates little or no relevant information.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Discussion**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate follows the gist and understands the main points of the discussion. Maintains their role in the discussion. May request clarification or repetition.</td>
<td>2</td>
</tr>
<tr>
<td>Candidate follows the gist and some main points. Maintains their role in the discussion most of the time. May need help from the tutor.</td>
<td>1</td>
</tr>
<tr>
<td>Candidate is unable to follow or maintain role in the discussion.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Response**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.</td>
<td>2</td>
</tr>
<tr>
<td>Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.</td>
<td>1</td>
</tr>
<tr>
<td>Candidate does not always understand contributions of others and is unable to respond.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Pronunciation and intonation**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate articulates sounds of English using stress and intonation to make meaning clear.</td>
<td>2</td>
</tr>
<tr>
<td>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</td>
<td>1</td>
</tr>
<tr>
<td>Sounds are insufficiently English for communication to be achieved.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Accuracy**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.</td>
<td>2</td>
</tr>
<tr>
<td>Some grammatical errors occur that at times impede communication.</td>
<td>1</td>
</tr>
<tr>
<td>Grammatical errors are such that communication is not achieved.</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Marks Available**

| 10 marks |

**Total Marks Available for Task**

<p>| 22 marks |</p>
<table>
<thead>
<tr>
<th>2 and 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass mark for tasks 2 and 3</td>
<td>14 marks</td>
</tr>
</tbody>
</table>
## Appendix 1: Adult ESOL core curriculum guidance – Entry 3

### Simple, compound and complex sentences

- variations in word order
- word order in complex sentences
- *there has/have been*
- *there will be/*there was going to be*
- complex sentences with one subordinate clause of either time, reason, result, condition or concession
- defining relative clauses using *who, which, that*
- a range of verbs + -*ing* form
- verbs + infinitive, with and without *to*
- infinitive to express purpose
- simple reported statements
- a wide range of *wh*-questions
- simple embedded questions
- question words including *whose*
- statements with question tags using Entry 3 tenses

### Noun phrase

- noun phrases with pre- and post-modification
- a range of determiners
- use of articles including: definite article with post
- modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions

### Verb forms and time markers in statements, interrogatives, negatives and short forms

- no present perfect with: *since/for; ever/never; yet/already*
- *used to* for regular actions in the past
- past continuous
- future simple verb forms
- modals and forms with similar meaning: positive and negative, e.g. *you should/shouldn’t* to express obligation; *might, may, will probably*
- to express possibility and probability in the future; *would/should*
- for advice; *need to* for obligation; *will definitely*
- to express certainty in the future; *May I?*
- asking for permission; *I’d rather* stating reference
- common phrasal verbs and position of object pronouns

### Adjectives

- comparative and superlative adjectives
- comparative structures

### Adverbs and prepositional phrases

- wide range of adverbial uses, e.g. to express possibility and un/certainty – *possibly, perhaps, definitely*
- more complex adverbial phrases of time, place, frequency, manner
This is not a live paper

<table>
<thead>
<tr>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a range of intensifiers, including <em>too, enough</em></td>
</tr>
<tr>
<td>• markers to indicate: addition, sequence, contrast</td>
</tr>
<tr>
<td>• markers to structure spoken discourse</td>
</tr>
<tr>
<td>• use of ellipsis in informal situations</td>
</tr>
<tr>
<td>• use of vague language</td>
</tr>
</tbody>
</table>
Appendix 2: Entry 3 Speaking & listening – assessment guidance

A verbatim record is not required. Examples of language used to meet each criterion should be noted.

When there is no video evidence more annotations should be recorded to support assessment decisions.

Task 2 – Mark Scheme and Guidance

Communication - 2 marks for each bullet point of information included on the candidate card (maximum 8 marks)

| Candidate communicates task fully using appropriate vocabulary and expressions at Entry 3, including simple comparison and different tenses appropriately. | 2 marks | Vocabulary and expressions may include:

- a wide range of lexis – appropriate and relevant to task
- making several points or multiple sentences as appropriate
- a range of intensifiers – eg too, enough
- comparative structures – eg as .. as, different to, same as,
- use of there will be / there was going to be / there has been / there have been
- joining clauses with who, which, that
- expressing possibility – possibly, perhaps, certainly, definitely
- expressing obligation – should / shouldn’t
- expressing possibility and probability – would / should
- markers to introduce subordinate clauses – because, even though, since
- discourse markers that indicate cause and effect or contrast - eg that’s why, on the other hand, as a result of, however
- collocations accurately – interested in, pleased with
- use of phrasal verbs

(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)
### Candidate

<table>
<thead>
<tr>
<th>Candidate communicates task with some omission or use of wrong tense but has sufficient vocabulary and expressions to make themselves understood. Tutor may need to ask for clarification or to prompt.</th>
<th>1 mark</th>
<th>Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing. Expressions and vocabulary will be more limited and/or task has some omissions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates no relevant information.</td>
<td>0 marks</td>
<td>Unable to communicate the minimum amount to achieve the task in a way that can be understood or can only communicate with most language provided by the tutor.</td>
</tr>
</tbody>
</table>

### Pronunciation and intonation (maximum 2 marks for the whole task)

<table>
<thead>
<tr>
<th>Candidate uses stress and intonation to make speech comprehensible and meaning understood.</th>
<th>2 marks</th>
<th>Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• stress placed accurately on familiar words</td>
<td></td>
<td>• rising intonation for questions.</td>
</tr>
<tr>
<td>• content words in sentences stressed</td>
<td></td>
<td>• intonation used appropriately to indicate attitude</td>
</tr>
<tr>
<td>• appropriate clarity, speed and phrasing</td>
<td></td>
<td>• stress to indicate a change in meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</td>
<td>1 mark</td>
<td>The candidate can communicate but incorrect pronunciation of some words or incorrect stress on familiar words or phrases may cause some difficulty in immediate comprehension. Intonation may not always be appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds are insufficiently English for communication to be achieved.</td>
<td>0 marks</td>
<td>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</td>
</tr>
</tbody>
</table>
## Grammar (maximum 2 marks for the whole task)

| Statements and questions are sufficiently grammatically accurate to be understood at Entry 3. | 2 marks | Grammatical structures may include:  
|---------------------------------------------|--------|--------------------------------|
| • use of present perfect with since/for, ever/never, yet/already  
| • correct word order in complex sentences  
| • used to for regular actions in the past  
| • past continuous  
| • future simple verb forms  
| • infinitive to express purpose  
| • simple embedded questions  
| • question words including whose  
| • a wide range of wh- questions  
| • tag questions  
| • simple reported statements  
| • comparative and superlative adjectives – regular and irregular  

(NB. Not all these examples will be required to achieve the task; grammar will vary depending the task)

<table>
<thead>
<tr>
<th>Some grammatical errors occur that at times impede communication.</th>
<th>1 mark</th>
<th>The candidate uses mostly correct grammar but there are errors for example in word order in more complex sentences, forming questions, plurals, articles, tenses.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grammatical errors are such that communication is not achieved.</th>
<th>0 marks</th>
<th>Grammatical errors are such that the task is not achieved at even a minimal level.</th>
</tr>
</thead>
</table>

## Task 3 – Mark Scheme and Guidance

### Communication (maximum 2 marks for the whole task)

| Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3. | 2 marks | Candidate conveys information relevant to the discussion topic.  
|---------------------------------------------|--------|--------------------------------|
| Communication in a discussion may include:  
| • making contributions which vary in length and register  
| • expressing simple feelings, opinions and points of view  
| • backing up statements with simple reasons or explanations  

---

ESOL Skills for Life – Sample Assessment pack – **Speaking & Listening** E3 AA  
Page 22 of 37
### Expressing Degrees of Liking and Disliking
- following up a statement of liking or disliking with reasons or explanation
- a range of adjectives and intensifiers for expressing feelings – I’m really pleased, I’m so fed up
- phrases for introducing an opinion – In my opinion, As I see it
- expressing obligation – should
- expressing future certainty – will
- expressing future possibility – may, might

(NB. Not all these examples will be required to achieve the task but will vary depending on the task)

| Candidate has sufficient vocabulary and expressions to be understood and to communicate some information and opinion in discussion. Tutor may need to ask for clarification or to prompt. | 1 mark | Communication of information is more limited, but does address the requirements of the task. Some variety in discussion responses demonstrated. Candidate does attempt questions and simple opinions.
Candidate may need prompts from the tutor to maintain role. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates little or no relevant information.</td>
<td>0 marks</td>
<td>Information is not relevant to the task or not conveyed and candidate unable to communicate even simple opinions or ask questions.</td>
</tr>
</tbody>
</table>

### Discussion (maximum 2 marks for the whole task)

| Candidate follows the gist and understands the main points of the discussion. Maintains their role in the discussion. May request clarification or repetition. | 2 marks | Candidate interacts and takes a full part in the discussion, making relevant contributions.
Discussion conventions may include:
- requesting clarification – eg what do you mean? could you say that again please? sorry?.
- asking relevant questions
- understanding the turn-taking process and interrupt appropriately |
| --- | --- | --- |
Overall contributions show that candidates is following what others are saying.

<table>
<thead>
<tr>
<th>Candidate follows the gist and some main. Maintains their role in the discussion most of the time. May need help from the tutor.</th>
<th>1 mark</th>
<th>Candidate does not always understand what others say. Their input may be more limited, but does address the requirements of the task. Use of discussion conventions/expressions occasionally demonstrated. Candidate may need prompts from the tutor to maintain role.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate is unable to follow or maintain role in the discussion.</td>
<td>0 marks</td>
<td>Unable to follow the discussion topic or contributions from others. No relevant contributions.</td>
</tr>
</tbody>
</table>

Response (maximum 2 marks for the whole task)

| Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate. | 2 marks | Responses in the discussion may include:
- indicating agreement or disagreement and adding comments to another person’s point – eg You’re right, I agree, but …, Maybe, but …, I’m not sure, I’m afraid I don’t agree
- making suggestions – eg We could …, Shall we …? Let’s …
- giving advice – eg How about …? Why don’t you …?
- responding to suggestions and advice
- expressing points of view, opinions and feelings in response to others
- the ability to respond to unpredictability
(NB. Not all these examples will be required to achieve the task; responses will vary depending on the task) |
| Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor. | 1 mark | Candidate’s responses are quite limited, but do address the requirements of the task and demonstrate understanding. Appropriate responses occasionally demonstrated. Candidate may need prompts from the tutor to maintain role. |
| Candidate does not always understand contributions of others | 0 marks | Candidate unable to respond others in order to contribute to the discussion. |
and is unable to respond. | Responses are not relevant. Little or no interaction with others.

– As Task 2

**Pronunciation and intonation (maximum 2 marks for the whole task) NB As Task 2**

| Candidate uses stress and intonation to make speech comprehensible and meaning understood. | 2 marks | Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example:  
- stress placed accurately on familiar words  
- rising intonation for questions.  
- content words in sentences stressed  
- intonation used appropriately to indicate attitude  
- appropriate clarity, speed and phrasing  
- stress to indicate a change in meaning. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</td>
<td>1 mark</td>
<td>The candidate can communicate but incorrect pronunciation of some words or incorrect stress on familiar words or phrases may cause some difficulty in immediate comprehension. Intonation may not always be appropriate.</td>
</tr>
<tr>
<td>Sounds are insufficiently English for communication to be achieved.</td>
<td>0 marks</td>
<td>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</td>
</tr>
</tbody>
</table>

**Accuracy (maximum 2 marks for the whole task)**

| Statements and questions are sufficiently grammatically accurate to be understood at Entry 3. | 2 marks | Grammatical structures may include:  
- use of present perfect with since/for, ever/never, yet/already  
- correct word order in complex sentences  
- used to for regular actions in the past  
- past continuous  
- future simple verb forms  
- infinitive to express purpose  
- simple embedded questions  
- question words including whose  
- a wide range of wh- questions  
- tag questions  
- simple reported statements |
- comparative and superlative adjectives – regular and irregular
  (NB. Not all these examples will be required to achieve the task; grammar will vary depending the task)

| Some grammatical errors occur that at times impede communication. | 1 mark | The candidate uses mostly correct grammar but there are errors for example in word order in more complex sentences, forming questions, plurals, articles, tenses. |
| Grammatical errors are such that communication is not achieved. | 0 marks | Grammatical errors are such that the task is not achieved at even a minimal level. |
# Appendix 3: Entry Level 3 Observation Record

<table>
<thead>
<tr>
<th>Centre name:</th>
<th>Centre number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner name:</td>
<td>Candidate number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks Available</th>
<th>Marks Awarded</th>
<th>Comments and examples of language used</th>
<th>IQA Comments</th>
<th>EQA Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation and intonation</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TASK 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation and intonation</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IQA Name:</th>
<th>EQA Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IQA Signature:</td>
<td>EQA Signature:</td>
</tr>
<tr>
<td>IQA sign-off date:</td>
<td>EQA sign-off date:</td>
</tr>
</tbody>
</table>
ESOL Skills for Life

Speaking and Listening – Entry Level 3

Candidate Paper ESOLSLE3AA/P

Number of tasks: 3

Fill in the boxes below

First name

Surname

Date of Birth

For centre use only

Learner ID

Centre Name

<table>
<thead>
<tr>
<th>Task</th>
<th>Marks</th>
<th>Pass Mark</th>
<th>Pass/Fail</th>
<th>Date completed</th>
<th>Tutor signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td></td>
<td>10/15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 1</td>
<td></td>
<td>6/9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 2</td>
<td></td>
<td>14/22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internal Quality Assurer signature

External Quality Assurer signature
This is not a live paper

Task 1

Instructions
(Tutors may read these instructions to candidates)

• Use a pen.

• You have 30 minutes to complete Task 1.

• Some questions must be answered with one tick in a box ✓. If you change your mind about an answer, put a line through the box ✓ and then mark your new answer with a tick ✓.

Information

• Task 1 has 15 marks.

Advice

• Read each question carefully before you start to answer it.

• Try to answer every question.

• Check your answers if you have time at the end.
Task 1 - Listening

Questions 1 to 5.

Read the questions.

Listen to the recording.

1. Where is the train going to?

____________________________________________________________________

2. What must you read?

____________________________________________________________________

3. What must you read?
   i)  
   ___________________________________________________________________
   ii) 
   ___________________________________________________________________

4. What time do you arrive in York?

____________________________________________________________________

5. The café sells drinks. Name two other items sold in the café.
   i)  
   ___________________________________________________________________
   ii) 
   ___________________________________________________________________
Questions 6 to 10.

Read the questions.

Listen to the recording.

6. Where will Music Live take place?

   ........................................................................................................

7. List two types of music at the festival:
   i) .................................................................................................
   ii) .................................................................................................

8. On which date does the festival start?

   ........................................................................................................

9. Who will open the festival?

   ........................................................................................................

10. Who can you contact for more information?

    .......................................................................................................
Task 2 – Individual Speaking Activity

Task 2 - Individual Speaking Activity

Candidate instructions

- You will complete this task with one or more people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must not be in full sentences.
- You must give the notes to your tutor at the end of the assessment.

You are at a group interview for a college course. This may be an English course or could be for another subject.

- Introduce yourself and give two details about yourself, e.g. family situation, where you live, interests.
- Say why you want to join the course.
- Say what you want to do when you finish the course.
- Say where you heard about the course.

You can use the space below to make notes.

Total marks for Task 2: 12
Task 3 - Discussion

Candidate Instructions:

- You will take part in a discussion with one or more people.
- You have five minutes to prepare on your own before talking.
- You may take notes. These must not be in full sentences.
- You must give the notes to your tutor after you complete the task.

Topic and Candidate Instructions:

Your class is discussing how to spend some money which was raised by people in the local community. The money must be used to set up new facilities for local teenagers. You need to agree on the type of facility to set up.

Some ideas are:

- a sports centre
- a youth centre
- a skate park
- a cycle track

Your tutor will select one of the ideas for each member of the group. You have five minutes to prepare to speak about your idea on your own. You may make notes. These must not be in full sentences. You must give the notes to the tutor at the end of the assessment.

- First say which idea you support and give at least two reasons why.
- Give at least one example of how you think teenagers may use the facility.
- Ask questions of others. (at least 2)
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have between 10-25 minutes depending upon the size of the group and by the end of the discussion you must all agree what you are going to do.

You can use the space overleaf to make notes.

Total marks for Task 3: 10
End of Assessment

The texts and illustrations in this assessment paper have been incorporated solely for the purposes of the examination in accordance with Section 32 of the Copyright, Designs and Patents Act 1988, as amended by the Copyright and Rights in Performance (Research, Education, Libraries and Archives) Regulations 2014. No copyright or clearance for any other use has been obtained or sought.

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester, CO3 8AB

01206 911 211
enquiries@gatewayqualifications.org.uk
@GatewayQuals