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ESOL Skills for Life

Speaking and Listening

Entry Level 3

Sample Assessor Pack and Candidate Paper

Sample Assessment Code: ESOLSLE3BE/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.

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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
- Examples of contextualisation
- 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
 - Observation Record

Sample Assessment Code: ESOLSLE3BE/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). The specification includes guidance on the requirements for recording where centres contextualise any of the listening tasks.
- 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 access arrangements, reasonable adjustments and special considerations 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.
- If candidates fail the listening task or achieve a low mark on task 2 and/or task 3 they may be given an equivalent task from another paper.

Examples of contextualisation

Task 2

This could be adapted to talking about any other set of skills, for example needed for learning, for a new project.

Task 3

This could be adapted to support from the management within a company / organisation, facilities at a college or place of learning.

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 Transcript

- 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, or need to contextualise any of the listening tasks, they may record their own but the voice on the recording must not be that of the candidate's tutor. Where centres record a new transcript following contextualisation, they will need to keep a copy for external quality assurance purposes.
- 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

Male voice:	Read questions 1 to 6. You are in the train station and you hear this announcement.
Female voice:	Your attention please. We are sorry to announce that the 10:20 train service to Doncaster has been cancelled. This is because there was a fire at the station. Passengers for Sheffield, your next fastest direct service is the 11:10 departing from platform 5. Passengers for Stockport, a replacement bus service is in operation between this station and Stockport. If you decide not to travel, you can claim a full refund. More information is available on the station information board and online. We apologise for any inconvenience caused to your journey.
Male voice:	Now answer the questions. You do not need to write in full sentences.

Female voice:	Read questions 7 to 12. You hear this advert about job opportunities on your local radio station.
Male voice:	Are you looking for a job? At Furniture Home we are all about making a difference and we want you to be a part of our team! We are a leading furniture business set up in Wales. Right now we are recruiting for lots of different positions across the country. We have many vacancies available: customer service, driving roles, office jobs, including finance. They all come with excellent benefits. For full details of all vacancies and how you can apply see our website: www.furniturehome.com/careers . Don't delay, upload your CV today!
Female voice:	Now answer the questions. 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

Questions 1 - 6

Assessment Criteria	1.1, 1.2	
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Question	Answer	Marks Available
1. The train to Doncaster:	b) was cancelled	1 mark
2. Why did it happen?	(because there was a) fire (at the station)	1 mark
3. What platform is the train to Sheffield departing from?	(Platform) 5 / five	1 mark
4. How can you get to Stockport?	By bus / (there is a) replacement bus (in operation)	1 mark
5. What can you do if you don't want to travel?	c) Get a refund	1 mark
6. Where can you get more information? List two places.	1 mark for each of the following: - (on the station) information board - online / on the internet	2 marks

Total Marks Available	7 marks
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Questions 7 - 12

Assessment Criteria	1.1, 1.2
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Question	Answer	Marks Available
7. This advert is for a person who needs:	c) a job	1 mark
8. Where are the jobs available?	b) Across the country	1 mark
9. What jobs are available?	1 mark for each of the following: b) Customer service c) Driving e) Office	3 marks
10. What else do they offer?	a) Benefits	1 mark
11. Where can you get more details?	(on the / their) website / www.furniturehome.com/careers	1 mark
12. What do you need to do with your CV?	upload (it)	1 mark

Total Marks Available	8 marks
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Total Marks Available for Task 1	15 marks
Pass Mark for Task 1	10 marks

Task 2 and Task 3 - Preparing for and conducting the speaking assessment

- 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. 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 and Task 3 - General marking guidance and assessment principles

- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should mark according to the mark scheme.
- 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.

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 after you complete the task.

Topic: Skills for work

- Say what work-related skills you have. Give **two** details.
- Say where and how you learned these skills.
- Say why it is important to have these skills.
- Say what new skills you would like to learn in the future.

Task 2 – Mark scheme and assessment guidance

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps tutors to evidence and justify their assessment decisions. The *Adult ESOL core curriculum guidance* in Appendix 1 provides the range of grammatical structures that should feature at Entry Level 3 and supports accurate standard setting.

Marks allocated to each criterion should be noted on the observation record (see Appendix 2).

Where the assessment has been recorded detailed notes are not required although they are useful for internal standardisation purposes.

When there is no recorded evidence, examples of language used to meet each criterion must be provided to support assessment decisions. These annotations should reflect the guidance provided on the markscheme and the *Adult ESOL core curriculum guidance*.

Task 2 – Mark scheme and assessment guidance

Assessment Criteria	2.1, 2.2, 2.3, 2.4, 4.2
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Communication - 2 marks for each bullet point of information included on the candidate card (maximum 8 marks) however there is no requirement for equal coverage of the bullets to complete the task and communication of a bullet can achieve the marks even if less is said in response to the prompt.

Mark Scheme	Marks	Guidance
Candidate communicates task fully using appropriate vocabulary and expressions at Entry 3, including simple comparison and different tenses appropriately.	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • a wide range of vocabulary – appropriate and relevant to task • making several points or multiple sentences as appropriate • a range of intensifiers – e.g. too, enough • comparative structures – e.g. 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 - e.g. that's why, on the other hand, as a result of, however • collocations accurately – interested in, pleased with • use of phrasal verbs <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task.)</p>

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.	1 mark	<p>Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing.</p> <p>Expressions and vocabulary will be more limited and/or task has some omissions.</p>
Candidate communicates no relevant information.	0 marks	<p>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.</p>

Pronunciation and intonation (2 marks for the whole task)

Mark Scheme	Marks	Guidance
Candidate uses stress and intonation to make speech comprehensible and meaning understood.	2 marks	<p>Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example:</p> <ul style="list-style-type: none">• stress placed accurately on familiar words• rising intonation for questions.• content words in sentences stressed• intonation used appropriately to indicate attitude

		<ul style="list-style-type: none"> • appropriate clarity, speed and phrasing • stress to indicate a change in meaning
Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.	1 mark	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.
Sounds are insufficiently English for communication to be achieved.	0 marks	Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.

Grammar (2 marks for the whole task)

Mark Scheme	Marks	Guidance
Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.	2 marks	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none">• a wide range of wh- questions• tag questions• simple reported statements• comparative and superlative adjectives – regular and irregular <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p>
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.

Total Marks Available	12 marks
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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. You should allocate a suggestion to each candidate being assessed.
- 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 **two** questions 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 make notes. These must not be in full sentences.
- You must give the notes to your tutor after you complete the task.

Your tutor will select one of the ideas for each member of the group.

- First say which idea you support and give (at least **two**) reasons why.
- Give more details of the idea and (at least **one**) example of why this is the best choice.
- Ask questions of others (at least **two**).
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have 10-25 minutes, depending upon the number of people in the group and by the end of the discussion, you must **all** agree what you are going to do.

Topic: You are asked to talk about how the local council can support your community. In your group decide which is the most important.

Suggestions are:

- building new houses.
- improving public transport.
- improving healthcare.
- building new schools.
- improving public safety.

Task 3 – Mark scheme and assessment guidance

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps tutors to evidence and justify their assessment decisions. The *Adult ESOL core curriculum guidance* in Appendix 1 provides the range of grammatical structures that should feature at Entry Level 3 and supports accurate standard setting.

Marks allocated to each criterion should be noted on the observation record (see Appendix 2).

Where the assessment has been recorded detailed notes are not required although they are useful for internal standardisation purposes.

When there is no recorded evidence, examples of language used to meet each criterion must be provided to support assessment decisions. These annotations should reflect the guidance provided on the mark scheme and the *Adult ESOL core curriculum guidance*.

Task 3 – Mark scheme and assessment guidance

Assessment Criteria	2.1, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4
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Communication (maximum 2 marks for the whole task)

Mark Scheme	Marks	Guidance
Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3.	2 marks	<p>Candidate conveys information relevant to the discussion topic.</p> <p>Communication in a discussion may include:</p> <ul style="list-style-type: none"> • making contributions which vary in length and register • expressing simple feelings, opinions and points of view • backing up statements with simple reasons or explanations • 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 <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
Candidate has sufficient vocabulary and expressions to be understood and to communicate some	1 mark	<p>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.</p>

information and opinion in discussion. Tutor may need to ask for clarification or to prompt.		Candidate may need prompts from the tutor to maintain role.
Candidate communicates little or no relevant information.	0 marks	Information is not relevant to the task or not conveyed and candidate is unable to communicate even simple opinions or ask questions.

Discussion (2 marks for the whole task)

Mark Scheme	Marks	Guidance
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	<p>Candidate interacts and takes a full part in the discussion, making relevant contributions.</p> <p>Discussion conventions may include:</p> <ul style="list-style-type: none"> • requesting clarification – e.g. What do you mean? Could you say that again please? Sorry? • understanding and using language for turn-taking – e.g. After you, Can I say something? What about you? May I come in here? Can I interrupt? Do you want to add something? • asking relevant questions • understanding the turn-taking process and interrupt appropriately. <p>Overall contributions show that candidates is following what others are saying.</p>

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

Response (2 marks for the whole task)

Mark Scheme	Marks	Guidance
Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.	2 marks	<p>Responses in the discussion may include:</p> <ul style="list-style-type: none"> indicating agreement or disagreement and adding comments to another person's point – e.g. You're right, I agree, but ..., Maybe, but ..., I'm not sure, I'm afraid I don't agree making suggestions – e.g. We could ... ,Shall we ...? Let's ... giving advice – e.g. 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	<p>Candidate responses are quite limited but do address the requirements of the task and demonstrate understanding.</p> <p>Appropriate responses occasionally demonstrated.</p> <p>Candidate may need prompts from the tutor to maintain role.</p>
Candidate does not always understand contributions of others and is unable to respond.	0 marks	<p>Candidate unable to respond to others in order to contribute to the discussion.</p> <p>Responses are not relevant. Little or no interaction with others.</p>

Pronunciation and intonation (2 marks for the whole task) as Task 2

Mark Scheme	Marks	Guidance
Candidate uses stress and intonation to make speech comprehensible and meaning understood.	2 marks	<p>Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example:</p> <ul style="list-style-type: none">• 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
Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.	1 mark	<p>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.</p>
Sounds are insufficiently English for communication to be achieved.	0 marks	<p>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</p>

Accuracy (2 marks for the whole task)

Mark Scheme	Marks	Guidance
Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.	2 marks	<p>Grammatical structures may include:</p> <ul style="list-style-type: none">• 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 <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p>
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	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

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communication is not achieved.		
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Total Marks Available	10 marks
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Total Marks Available for Task 2 and 3	22 marks
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Pass mark for tasks 2 and 3	14 marks
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Appendix 1: Adult ESOL core curriculum guidance – Entry Level 3

Simple, compound and complex sentences
<ul style="list-style-type: none"> variations in word order word order in complex sentences
<ul style="list-style-type: none"> <i>there has/have been</i> <i>there will be/there was going to be</i>
<ul style="list-style-type: none"> complex sentences with one subordinate clause of either time, reason, result, condition or concession defining relative clauses using <i>who, which, that</i> a range of verbs + <i>-ing</i> form verbs + infinitive, with and without <i>to</i> infinitive to express purpose
<ul style="list-style-type: none"> simple reported statements
<ul style="list-style-type: none"> a wide range of <i>wh</i>- questions simple embedded questions question words including <i>whose</i>
<ul style="list-style-type: none"> statements with question tags using Entry 3 tenses
Noun phrase
<ul style="list-style-type: none"> noun phrases with pre- and post-modification a range of determiners
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> no present perfect with: <i>since/for; ever/never; yet/already</i> <i>used to</i> for regular actions in the past past continuous future simple verb forms
<ul style="list-style-type: none"> modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference
<ul style="list-style-type: none"> common phrasal verbs and position of object pronouns
Adjectives
<ul style="list-style-type: none"> comparative and superlative adjectives comparative structures
Adverbs and prepositional phrases
<ul style="list-style-type: none"> wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> more complex adverbial phrases of time, place, frequency, manner a range of intensifiers, including <i>too, enough</i>
Discourse
<ul style="list-style-type: none"> markers to indicate: addition, sequence, contrast markers to structure spoken discourse

- use of ellipsis in informal situations
- use of vague language

Appendix 2: Observation Record – Entry Level 3

Centre name:	Centre number:
Learner name:	Candidate number:

Criteria	Marks Available	Marks Awarded	Comments and examples of language used	IQA Comments	EQA Comments
TASK 2					
Communication	8 marks				
Pronunciation and intonation	2 marks				
Grammar	2 marks				
TASK 3					
Communication	2 marks				
Discussion	2 marks				

Response	2 marks				
Pronunciation and intonation	2 marks				
Accuracy	2 marks				



Total Marks Available	22 marks	Total Marks Awarded		PASS / FAIL	
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IQA Name:	EQA Name:
IQA Signature:	EQA Signature:
IQA sign-off date:	EQA sign-off date:

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Live date – 28/02/2023

Retired date – 01/03/2024

ESOL Skills for Life

Speaking and Listening – Entry Level 3

Sample Candidate Paper ESOLSLE3BE/P

Number of tasks: 3

Fill in the boxes below

First name

Surname

Date of Birth

My signature confirms that I will not discuss the content of this assessment with anyone.

Signature

For centre use only

Learner ID

Centre Name

	Marks	Pass Mark	Pass/ Fail	Date completed	Tutor signature
Task 1		10/15			
Task 2		14/22			
Task 3					

Internal Quality Assurer signature

Date

External Quality Assurer signature

Date

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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.

Candidate Name:

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Learner ID:

Date of Birth:

Task 1 – Listening

Questions 1 to 6.

Read the questions.

Listen to the recording.

Put a tick ☒ in the correct box.

1. The train to Doncaster:

a) was delayed

☐

b) was cancelled

☐

c) departed from a different platform

☐

2. Why did it happen?

3. What platform is the train to Sheffield departing from?

Marker
use only

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

4. How can you get to Stockport?

Put a tick ☒ in the correct box.

5. What can you do if you don't want to travel?

a) Make a complaint

☐

b) Change your ticket

☐

c) Get a refund

☐

6. Where can you get more information? List **two** places:

i)

ii)

Marker
use only

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

Questions 7 to 12.

Read the questions.

Listen to the recording.

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Finish the sentence. Put a tick ☒ in the correct box.

7. This advert is for a person who needs:

a) training

☐

b) furniture

☐

c) a job

☐

Put a tick ☒ in the correct box.

8. Where are the jobs available?

a) In Wales

☐

b) Across the country

☐

c) In the countryside

☐

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

Put a tick ☒ in the correct **three** boxes.

9. What jobs are available?

a) Cleaning

☐

b) Customer service

☐

c) Driving

☐

d) Marketing

☐

e) Office

☐

f) Design

☐

Marker
use only

Candidate Name:

This is not a live paper

Learner ID:

Date of Birth:

Put a tick ☒ in the correct box.

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10. What else do they offer?

a) Benefits

☐

b) Part-time positions

☐

c) Financial support

☐

11. Where can you get more details?

12. What do you need to do with your CV?

Total marks for Task 1: 15 Marks

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 after you complete the task.

Topic: Skills for work

- Say what work-related skills you have. Give **two** details.
- Say where and how you learned these skills.
- Say why it is important to have these skills.
- Say what new skills you would like to learn in the future.

You can use the space below to make notes:

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Total marks for Task 2: 12 Marks

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 make notes. These must not be in full sentences.
- You must give the notes to your tutor after you complete the task.

Topic: You are asked to talk about how the local council can support your community. In your group decide which is the most important.

Suggestions are:

- building new houses
- improving public transport
- improving healthcare
- building new schools
- improving public safety

You can use the space below to make notes:

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Total marks for Task 3: 10 Marks

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End of Assessment

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