

This is not a live paper

**ESOL Skills for Life**

**Speaking and Listening**

**Entry Level 3**

**Sample Assessor Pack and Candidate Paper**

Sample Assessment Code: ESOLSLE3AS/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
  - Assessment guidance
  - Observation Record

**Sample Assessment Code: ESOLSLE3AS/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.

## Examples of Contextualisation

### Task 1

Questions 8-15: The text can be changed to different activities and locations that are relevant to the learner.

### Task 3

The activities for discussion can be replaced with any that are relevant and appropriate to the learner group.

## **Task 1**

### **Instructions**

**(Tutors may read these instructions to candidates)**

- Use a pen.
- You have 30 minutes to complete Task 1.

### **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

|                      |   |
|----------------------|---|
| <b>Female voice:</b> | Read questions 1-7<br>Listen to this announcement from the Council on the local news.   |
| <b>Male voice:</b>   | I am pleased to announce the details of the Green Park Estate development. We are spending £5 million on the area and will start work in February next year. There will be new leisure facilities and shops where the old shoe factory now stands. We will also build a community centre to include a health centre, a children's play area and a club for young people. The first thing we are going to work on is the new primary school. All work will be completed by December. We hope you will enjoy this exciting new neighbourhood. |
| <b>Female voice:</b> | Now answer the questions. You do not need to write in full sentences.   |

|                      |  |
|----------------------|--|
| <b>Male voice:</b>   | Read questions 8-15<br>Listen to this voicemail from a friend.   |
| <b>Female voice:</b> | Hi It's Lisa. I'm really sorry but I can't go for a walk with you on Wednesday. My sister has got a hospital appointment and I am going to her house to look after her children. Instead of a walk we could meet at the leisure centre on Friday. I go to a swimming class at 1 o'clock and I think you would really enjoy it. There are usually spaces and it is only £3 for an hour. I need to call on Thursday morning to book a place. Call me to let me know if you can come. |
| <b>Male voice:</b>   | 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 and Guidance

### Questions 1 - 7

|                            |          |
|----------------------------|----------|
| <b>Assessment Criteria</b> | 1.1, 1.2 |
|----------------------------|----------|

| Question | Correct Answer                                 | Marks Available |
|----------|--|-----------------|
| 1.       | Green Park                                     | 1 mark          |
| 2.       | £5 million                                     | 1 mark          |
| 3.       | February (next year)                           | 1 mark          |
| 4.       | Shoe(s)  | 1 mark          |
| 5.       | c) Health services and a club for young people | 1 mark          |
| 6.       | (Work on) primary school                       | 1 mark          |
| 7.       | (by) December                                  | 1 mark          |

|                              |                |
|------------------------------|----------------|
| <b>Total Marks Available</b> | <b>7 marks</b> |
|------------------------------|----------------|

### Questions 8 - 15

|                            |          |
|----------------------------|----------|
| <b>Assessment Criteria</b> | 1.1, 1.2 |
|----------------------------|----------|

| Question | Correct Answer                     | Marks Available |
|----------|------------------------------------|-----------------|
| 8.       | b) Your friend                     | 1 mark          |
| 9.       | (go for a) walk                    | 1 mark          |
| 10.      | a) hospital                        | 1 mark          |
| 11.      | Look after (her/sister's) children | 1 mark          |
| 12.      | Leisure centre                     | 1 mark          |
| 13.      | Swim/Swimming (class)              | 1 mark          |
| 14.      | 1 o'clock                          | 1 mark          |
| 15.      | Thursday (morning)                 | 1 mark          |

|                              |                |
|------------------------------|----------------|
| <b>Total Marks Available</b> | <b>8 marks</b> |
|------------------------------|----------------|

|   |                 |
|---|-----------------|
| <b>Total Marks Available for Task 1</b> | <b>15 marks</b> |
| <b>Pass Mark for Task 1</b>             | <b>10 marks</b> |

## 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

You will complete this task in a small group with between two and five people.

Candidate instructions:

- 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 can use the space below to make notes.

**Topic:** You are talking to a group about learning English

- Say what helps you learn.
- Say what you find difficult.
- Say what is similar to your own language.
- Give some advice to the group.

## Task 2 – Mark Scheme and Guidance

|                            |                         |
|----------------------------|-------------------------|
| <b>Assessment Criteria</b> | 2.1, 2.2, 2.3, 2.4, 4.2 |
|----------------------------|-------------------------|

### 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 |
| 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. | 1 mark  |
| Candidate communicates no relevant information.  | 0 mark  |

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

|  |         |
|--|---------|
| Candidate uses stress and intonation to make speech comprehensible and meaning understood.                                 | 2 marks |
| Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired. | 1 mark  |
| Sounds are insufficiently English for communication to be achieved.  | 0 mark  |

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

|   |         |
|---|---------|
| Statements and questions are sufficiently grammatically accurate to be understood at Entry 3. | 2 marks |
| Some grammatical errors occur that at times impede communication.                             | 1 mark  |
| Grammatical errors are such that communication is not achieved.                               | 0 mark  |

|                              |                 |
|------------------------------|-----------------|
| <b>Total Marks Available</b> | <b>12 marks</b> |
|------------------------------|-----------------|

### 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 two questions and respond to other members of the group on more than one occasion.

### 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 at least one example of how you think it will be a fun thing to do.
- 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 want to organise a group activity with your English class

There are different ideas:

- a trip to a museum
- swimming at the local pool
- a picnic in the park
- going to a cooking class together
- a shopping trip

## Task 3 – Mark Scheme and Guidance

|                            |  |
|----------------------------|--|
| <b>Assessment Criteria</b> | 2.1, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4 |
|----------------------------|--|

### Communication

|   |         |
|---|---------|
| Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3.   | 2 marks |
| 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  |
| Candidate communicates little or no relevant information.   | 0 mark  |

### Discussion

|  |         |
|--|---------|
| 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 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  |
| Candidate is unable to follow or maintain role in the discussion.  | 0 mark  |

### Response

|  |         |
|--|---------|
| Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate. | 2 marks |
| Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.         | 1 mark  |
| Candidate does not always understand contributions of others and is unable to respond.   | 0 mark  |

### Pronunciation and intonation

|  |         |
|--|---------|
| Candidate articulates sounds of English using stress and intonation to make meaning clear.                                 | 2 marks |
| Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired. | 1 mark  |
| Sounds are insufficiently English for communication to be achieved.  | 0 mark  |

### Accuracy

|   |         |
|---|---------|
| Statements and questions are sufficiently grammatically accurate to be understood at Entry 3. | 2 marks |
| Some grammatical errors occur that at times impede communication.                             | 1 mark  |
| Grammatical errors are such that communication is not achieved.                               | 0 mark  |

|   |                 |
|---|-----------------|
| <b>Total Marks Available</b>                  | <b>10 marks</b> |
| <b>Total Marks Available for Task 2 and 3</b> | <b>22 marks</b> |
| <b>Pass Mark for Tasks 2 and 3</b>            | <b>14 marks</b> |



## Appendix 1: Adult ESOL core curriculum guidance – Entry Level 3

|   |
|---|
| <b>Simple, compound and complex sentences</b>   |
| <ul style="list-style-type: none"> <li>• variations in word order</li> <li>• word order in complex sentences</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <i>there has/have been</i></li> <li>• <i>there will be/there was going to be</i></li> </ul>  |
| <ul style="list-style-type: none"> <li>• complex sentences with one subordinate clause of either time, reason, result, condition or concession</li> <li>• defining relative clauses using <i>who, which, that</i></li> <li>• a range of verbs + <i>-ing</i> form</li> <li>• verbs + infinitive, with and without <i>to</i></li> <li>• infinitive to express purpose</li> </ul>  |
| <ul style="list-style-type: none"> <li>• simple reported statements</li> </ul>  |
| <ul style="list-style-type: none"> <li>• a wide range of <i>wh</i>- questions</li> <li>• simple embedded questions</li> <li>• question words including <i>whose</i></li> </ul>  |
| <ul style="list-style-type: none"> <li>• statements with question tags using Entry 3 tenses</li> </ul>  |
| <b>Noun phrase</b>  |
| <ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification</li> <li>• a range of determiners</li> </ul>  |
| <ul style="list-style-type: none"> <li>• use of articles including: definite article with post</li> <li>• modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions</li> </ul>   |
| <b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>   |
| <ul style="list-style-type: none"> <li>• no present perfect with: <i>since/for; ever/never; yet/already</i></li> <li>• <i>used to</i> for regular actions in the past</li> <li>• past continuous</li> <li>• future simple verb forms</li> </ul>   |
| <ul style="list-style-type: none"> <li>• 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></li> <li>• to express possibility and probability in the future; <i>would/should</i></li> <li>• for advice; <i>need to</i> for obligation; <i>will definitely</i></li> <li>• to express certainty in the future; <i>May I?</i></li> <li>• asking for permission; <i>I'd rather</i> stating reference</li> </ul> |
| <ul style="list-style-type: none"> <li>• common phrasal verbs and position of object pronouns</li> </ul>  |
| <b>Adjectives</b>   |
| <ul style="list-style-type: none"> <li>• comparative and superlative adjectives</li> <li>• comparative structures</li> </ul>  |
| <b>Adverbs and prepositional phrases</b>  |
| <ul style="list-style-type: none"> <li>• wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i></li> <li>• more complex adverbial phrases of time, place, frequency, manner</li> </ul>   |

- a range of intensifiers, including *too*, *enough*

**Discourse**

- markers to indicate: addition, sequence, contrast
- markers to structure spoken discourse
- use of ellipsis in informal situations
- use of vague language

## Appendix 2: Speaking & Listening: Assessment guidance – Entry Level 3

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

When there is no recorded evidence, more annotations should be provided 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)

|  |                |  |
|--|----------------|--|
| <p><b>Candidate communicates task fully using appropriate vocabulary and expressions at Entry 3, including simple comparison and different tenses appropriately.</b></p> | <p>2 marks</p> | <p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a wide range of lexis – appropriate and relevant to task</li> <li>• making several points or multiple sentences as appropriate</li> <li>• a range of intensifiers – e.g. too, enough</li> <li>• comparative structures – e.g. as .. as, different to, same as,</li> <li>• use of there will be / there was going to be / there has been / there have been</li> <li>• joining clauses with who, which, that</li> <li>• expressing possibility – possibly, perhaps, certainly, definitely</li> <li>• expressing obligation – should / shouldn't</li> <li>• expressing possibility and probability – would / should</li> <li>• markers to introduce subordinate clauses – because, even though, since</li> <li>• discourse markers that indicate cause and effect or contrast - e.g. that's why, on the other hand, as a result of, however</li> <li>• collocations accurately – interested in, pleased with</li> <li>• use of phrasal verbs</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task.)</p> |
|--|----------------|--|

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

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

|   |         |  |
|---|---------|--|
| <b>Candidate uses stress and intonation to make speech comprehensible and meaning understood.</b>                                 | 2 marks | Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example: <ul style="list-style-type: none"> <li>• stress placed accurately on familiar words</li> <li>• rising intonation for questions.</li> <li>• content words in sentences stressed</li> <li>• intonation used appropriately to indicate attitude</li> <li>• appropriate clarity, speed and phrasing</li> <li>• stress to indicate a change in meaning</li> </ul> |
| <b>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</b> | 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.   |
| <b>Sounds are insufficiently English for communication to be achieved.</b>  | 0 marks | Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.   |

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

|  |         |  |
|--|---------|--|
| <b>Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.</b> | 2 marks | <p>Grammatical structures may include:</p> <ul style="list-style-type: none"> <li>• use of present perfect with since/for, ever/never, yet/already</li> <li>• correct word order in complex sentences</li> <li>• used to for regular actions in the past</li> <li>• past continuous</li> <li>• future simple verb forms</li> <li>• infinitive to express purpose</li> <li>• simple embedded questions</li> <li>• question words including whose</li> <li>• a wide range of wh- questions</li> <li>• tag questions</li> <li>• simple reported statements</li> <li>• comparative and superlative adjectives – regular and irregular</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p> |
| <b>Some grammatical errors occur that at times impede communication.</b>                             | 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.  |
| <b>Grammatical errors are such that communication is not achieved.</b>                               | 0 marks | Grammatical errors are such that the task is not achieved at even a minimal level.   |

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## Task 3 – Mark Scheme and Guidance

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

|  |         |   |
|--|---------|---|
| <b>Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3.</b>   | 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"><li>• making contributions which vary in length and register</li><li>• expressing simple feelings, opinions and points of view</li><li>• backing up statements with simple reasons or explanations</li><li>• expressing degrees of liking and disliking</li><li>• following up a statement of liking or disliking with reasons or explanation</li><li>• a range of adjectives and intensifiers for expressing feelings – I'm really pleased, I'm so fed up</li><li>• phrases for introducing an opinion – In my opinion, As I see it</li><li>• expressing obligation – should</li><li>• expressing future certainty – will</li><li>• expressing future possibility – may, might</li></ul> <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p> |
| <b>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.</b> | 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> <p>Candidate may need prompts from the tutor to maintain role.</p>  |
| <b>Candidate communicates little or no relevant information.</b>   | 0 marks | <p>Information is not relevant to the task or not conveyed and candidate is unable to communicate even simple opinions or ask questions.</p>  |

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

|  |         |   |
|--|---------|---|
| <b>Candidate follows the gist and understands the main points of the discussion. Maintains their role in the discussion. May</b> | 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"><li>• requesting clarification – eg What do you mean?</li></ul> |
|--|---------|---|

|   |         |  |
|---|---------|--|
| <b>request clarification or repetition.</b>   |         | <p>Could you say that again please? Sorry?.</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• asking relevant questions</li> <li>• understanding the turn-taking process and interrupt appropriately.</li> </ul> <p>Overall contributions show that candidates is following what others are saying.</p> |
| <b>Candidate follows the gist and some main. Maintains their role in the discussion most of the time. May need help from the tutor.</b> | 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>   |
| <b>Candidate is unable to follow or maintain role in the discussion.</b>  | 0 marks | <p>Unable to follow the discussion topic or contributions from others. No relevant contributions.</p>  |

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

|   |         |  |
|---|---------|--|
| <b>Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.</b> | 2 marks | <p>Responses in the discussion may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• making suggestions – e.g. We could ... ,Shall we ...? Let's ...</li> <li>• giving advice – e.g. How about ...? Why don't you ...?</li> <li>• responding to suggestions and advice</li> <li>• expressing points of view, opinions and feelings in response to others</li> <li>• the ability to respond to unpredictability.</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; responses will vary depending on the task)</p> |
| <b>Candidate understands the contributions of others in discussion and responds some of</b>   | 1 mark  | <p>Candidate's responses are quite limited but do address the requirements of the task and demonstrate understanding.</p>  |

|   |         |  |
|---|---------|--|
| the time. May need help from the tutor.   |         | Appropriate responses occasionally demonstrated.<br><br>Candidate may need prompts from the tutor to maintain role.                                      |
| <b>Candidate does not always understand contributions of others and is unable to respond.</b> | 0 marks | Candidate unable to respond to others in order to contribute to the discussion.<br><br>Responses are not relevant. Little or no interaction with others. |

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

|   |         |   |
|---|---------|---|
| <b>Candidate uses stress and intonation to make speech comprehensible and meaning understood.</b>                                 | 2 marks | Pronunciation is not expected to be perfect but language must be understood for the majority of the time including for example: <ul style="list-style-type: none"> <li>• stress placed accurately on familiar words</li> <li>• rising intonation for questions</li> <li>• content words in sentences stressed</li> <li>• intonation used appropriately to indicate attitude</li> <li>• appropriate clarity, speed and phrasing</li> <li>• stress to indicate a change in meaning</li> </ul> |
| <b>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</b> | 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.  |
| <b>Sounds are insufficiently English for communication to be achieved.</b>  | 0 marks | Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.  |

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

|  |         |   |
|--|---------|---|
| <b>Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.</b> | 2 marks | Grammatical structures may include: <ul style="list-style-type: none"> <li>• use of present perfect with since/for, ever/never, yet/already</li> <li>• correct word order in complex sentences</li> <li>• used to for regular actions in the past</li> <li>• past continuous</li> <li>• future simple verb forms</li> <li>• infinitive to express purpose</li> <li>• simple embedded questions</li> <li>• question words including whose</li> </ul> |
|--|---------|---|



|  |         |   |
|--|---------|---|
|  |         | <ul style="list-style-type: none"><li>• a wide range of wh- questions</li><li>• tag questions</li><li>• simple reported statements</li><li>• comparative and superlative adjectives – regular and irregular</li></ul> <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p> |
| <b>Some grammatical errors occur that at times impede communication.</b> | 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.   |
| <b>Grammatical errors are such that communication is not achieved.</b>   | 0 marks | Grammatical errors are such that the task is not achieved at even a minimal level.  |

**This is not a live paper**

### Appendix 3: Observation Record – Entry Level 3

|                      |                          |
|----------------------|--------------------------|
| <b>Centre name:</b>  | <b>Centre number:</b>    |
| <b>Learner name:</b> | <b>Candidate number:</b> |

| Criteria                     | Marks Available | Marks Awarded | Comments and examples of language used | IQA Comments | EQA Comments |
|------------------------------|-----------------|---------------|--|--------------|--------------|
| <b>TASK 2</b>                |                 |               |  |              |              |
| Communication                | <b>8 marks</b>  |               |  |              |              |
| Pronunciation and intonation | <b>2 marks</b>  |               |  |              |              |
| Grammar                      | <b>2 marks</b>  |               |  |              |              |
| <b>TASK 3</b>                |                 |               |  |              |              |
| Communication                | <b>2 marks</b>  |               |  |              |              |
| Discussion                   | <b>2 marks</b>  |               |  |              |              |

**This is not a live paper**

|                              |                    |  |  |  |  |
|------------------------------|--------------------|--|--|--|--|
| Response                     | <b>2<br/>marks</b> |  |  |  |  |
| Pronunciation and intonation | <b>2<br/>marks</b> |  |  |  |  |
| Accuracy                     | <b>2<br/>marks</b> |  |  |  |  |

|  |  |
|--|--|
| <b>IQA Name:</b><br><b>IQA Signature:</b><br><b>IQA sign-off date:</b> | <b>EQA Name:</b><br><b>EQA Signature:</b><br><b>EQA sign-off date:</b> <div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>PASS / FAIL</b></div> |
|--|--|

## ESOL Skills for Life

# Speaking and Listening – Entry Level 3

## Sample Candidate Paper ESOLSLE3AS/P

Number of tasks: 3

Fill in the boxes below

First name

Surname

Date of Birth

For centre use only

Learner ID

Centre Name

|        | Marks | Pass<br>Mark | Pass/<br>Fail | Date<br>completed | Tutor signature |
|--------|-------|--------------|---------------|-------------------|-----------------|
| Task 1 |       | 10/15        |               |                   |                 |
| Task 2 |       | 14/22        |               |                   |                 |
| Task 3 |       |              |               |                   |                 |

Internal Quality Assurer signature

Date

External Quality Assurer signature

Date

This is not a live paper

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## 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:

**This is not a live paper**

ID No:

Date of Birth:

## Task 1 – Listening

Marker  
use only

### Questions 1 to 7.

Read the questions.

Listen to the recording.

1. What is the name of the estate?

---

2. How much money is going to be spent?

---

3. When is the work starting?

---

4. What did the old factory make?

---

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

Put a tick in the correct box ☒.

Marker  
use only

5. What **two** things are in the community centre?

a) leisure facilities and shops

☐

b) children's play area and park

☐

c) Health Services and a club for young people

☐

6. What is the first thing they are going to start work on?

---

7. When will the work be completed?

---



Candidate Name:

**This is not a live paper**

ID No:

Date of Birth:

**Questions 8 to 15.**

Read the questions.

Listen to the recording.

Put a tick in the correct box ☒.

Marker  
use only

**8.** Who is the message from?

a) the sports centre

☐

b) your friend

☐

c) your teacher

☐

**9.** Why were you meeting?

---

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

Put a tick in the correct box ☒.

10. Where is her sister going?

Marker  
use only

☐☐☐

11. What is Lisa going to do at her sister's house?

---

12. Where does Lisa suggest you go instead?

---

Candidate Name:

**This is not a live paper**

ID No:

Date of Birth:

**13.** What will you do there?

Marker  
use only

---

**14.** What time does she say you can meet her on Friday?

---

**15.** When do you need to call to book?

---

Total marks for Task 1: 15 Marks

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

## 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.

**Topic:** You are talking to a group about learning English

- Say what helps you learn.
- Say what you find difficult.
- Say what is similar to your own language.
- Give some advice to the group.

You can use the space below to make notes:

Marker  
use  
only

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 take 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 at least one example of how you think it will be a fun thing to do.
- 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 want to organise a group activity with your English class

There are different ideas:

- a trip to a museum
- swimming at the local pool
- board games indoors
- going to a cooking class together
- a shopping trip

You can use the space below to make notes:

Marker  
use  
only

Candidate Name:

**This is not a live paper**

ID No:

Date of Birth:

Marker  
use only

Total marks for Task 3: 10 Marks

This is not a live paper

**End of Assessment**

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