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ESOL Skills for Life

Speaking and Listening

Level 1

Sample Assessor Pack and Candidate Paper

Assessment Code: ESOLSLL1AA/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 & Listening - Level 1

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

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Guidance on 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.
- Centres wishing to contextualise the Tasks 2 and 3 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). Task 1 must not be amended.
- Candidates do not have to complete all the tasks in a single session, but must not take them away with them to work on.
- Candidates must complete all three tasks. They may be done in any order.
- 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 may be assisted with aspects that are not being assessed. Tutors/assessors should 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 the listening Task 1 and the combined pass mark for Tasks 2 and 3, as indicated below.

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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.
- Answer all the questions
- 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 20 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.

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Task 1 – Listening

- Task 1 focuses on listening to and extracting key information from short spoken sources and demonstrating comprehension skills.
- Centres 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 for Task 1 before listening to the recording.
- 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

Questions 1 to 7

And now, here is a fantastic free opportunity for you to join the audience of a talent show to be shown on television this summer. Watch singers, dancers, magic acts and amazing animals with their owners, all trying to win £20,000. Tickets for these shows will be popular, so book quickly. Order tickets from 1 February by contacting the ticket line on 0221 221221 or to select your own seats, book on the show's website. Find all the details on our website – www.showbiz.com. Filming takes place in London, Manchester and Birmingham. There are a variety of dates during April and May. Don't forget to post a review of the show on our Facebook page when you have been.

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Questions 8 to 13	
You are listening to a local radio discussion between DJ Paul Jones and his guest Jane Jetson about food banks.	
Male voice	We are talking to Jane Jetson about the food bank that opened in our town last month. Jane, can you tell me more about the food bank and who can use it?
Female voice	Well, Paul, we opened the food bank at the beginning of May in response to the increasing number of people in the area who are struggling to ensure that there is food on the table. Many of the bags of food are used to feed children. Around a third of people using food banks in 2013-14 were children.
Male voice	So what are the real reasons people do not have money for food? Is it just that people don't have a job?
Female voice	Rising food and fuel prices, low incomes, unemployment and changes to benefits are some of the reasons why increasing numbers are being referred to food banks for emergency food, Paul. The need for help from a food bank is becoming a very real problem, even among people who are working. Everyone can help, just by donating some food at the local supermarkets. We need dried or tinned food such as soup, biscuits, pasta, jam or cereal. Each person who is entitled to food can have three days' worth of food. We also welcome volunteers who can help to distribute the food.
Male voice	Hopefully, our listeners will help you reach more people and also give food if they can. Jane, I do hope that you will get the support you need. Good luck!

End of Transcript

Task 1 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.
- 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

Assessment Criteria	1.1, 1.2
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Question	Correct Answer	Marks Available
1.	(A) talent (show)	1 mark
2.	(This) summer	1 mark
3.	Accept any two of: <ul style="list-style-type: none">• Singers• Dancers• Magic act• (Amazing) animals (with their owners)	2 marks
4.	Accept one of: <ul style="list-style-type: none">• Contact the ticket line• By phone• (Choose seats) on the show's website	1 mark
5.	London, Manchester and Birmingham (correct spelling not needed)	3 marks (1 mark for each city)
6.	Accept one of April or May	1 mark
7.	Post a review (on Facebook page)	1 mark

Total Marks Available	10 marks
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Questions 8 - 13

Assessment Criteria	1.1, 1.2
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Question	Correct Answer	Marks Available
8.	One month/since (beginning of) May	1 mark
9.	Increasing number of people needing food	1 mark
10.	B C D	3 mark (1 mark for each)
11.	A	1 mark
12.	One mark each: <ul style="list-style-type: none">• Donate food (at local supermarkets)• Volunteer	2 marks
13.	A D	2 marks (1 mark for each)

Total Marks Available	10 marks
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Total Marks for Task 1	20 marks
Pass mark for Task 1	13 marks

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Tasks 2 and 3 – Speaking and Listening

- For tasks 2 and 3 candidates will be given preparation time of 10 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 with candidates working in pairs or groups assessors must ensure that they assess individual performance. Candidates being recorded 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.
- 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(s)
 - name of the assessor
 - level of assessment
 - number of task
 - topic (where appropriate)
 - date task undertaken

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Task 2 - Individual Speaking Activity

- The approximate duration of the task is 10-25 minutes depending upon the number of candidates in the group.
- Candidates will complete this task in a small group with between 2 to 5 people.
- Each candidate has 10 minutes to prepare on their own before talking. The duration of the activity will depend upon the number of candidates being assessed but should not be more than 5 minutes per candidate.
- Candidates being assessed should be given the candidate instructions.
- During the preparation time candidates may make brief notes using the space provided on the candidate instructions. These must not be in full sentences. They must hand in their notes when they have completed the task.
- The tutor/assessor 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.
- The assessor should also ensure that all candidates get sufficient opportunities to respond to questions regardless of the number in the group. Assessors may decide in advance which members of the group will ask questions of a particular candidate.

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Task 2 - Individual Speaking Activity

Candidates will complete this task in a small group of between two to five people.

Topic:

There are planned cuts to English classes in your local area. The two options being discussed are:

Option 1: run shorter courses so that learners come to class for 30 hours instead of 60 hours per year

Option 2: keep the 60-hour courses but cut the number of courses being offered, so fewer learners get to take an English course.

You decide to attend a meeting to find out more and give your views.

Candidate instructions

- You will give a short presentation for about two minutes to your group giving your views on the problem.
- You have 10 minutes to prepare your presentation.
- You should present your views in a formal and logical way.
- You may make notes or use bullet points, but not full sentences.
- Do not read out what you want to say.
- Hand in any notes you have made when you have completed the task.
- Following your presentation members of the group will ask questions for you to respond to.

Instructions for group

- You will listen to other presenters.
- You may note the main points from their presentation.
- You will need to prepare to ask each presenter a question.
- You must ask each presenter a different question in a formal way

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Task 2 - Mark Scheme and Guidance

Assessment Criteria	2.1, 2.2, 2.3, 2.4, 2.5, 3.1,
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Initial presentation

Candidate presents detailed information and develops ideas fully relevant to the task, in a logical sequence and using appropriate vocabulary and expressions at Level1. Adapts speech to context using appropriate register	4 marks
Candidate presents information and ideas relevant to the task, in a logical sequence, including some detail and development of ideas using appropriate vocabulary and expressions at Level1. Mostly adapts speech to context using appropriate register.	3 marks
Candidate presents information mostly relevant to the task and mostly in a logical sequence. There is some detail but ideas are not developed. Mostly uses appropriate vocabulary and expressions at Level1. Register not always appropriate.	2 marks
Candidate presents some information relevant to the task but with little detail and little or no development.	1 mark
Candidate communicates no relevant information.	0 marks

Response

Candidate responds fully, expressing views and opinions with reasons, using appropriate vocabulary and expressions at Level 1.	4 marks
Candidate responds, expressing views and opinions, using appropriate vocabulary and expressions at Level 1.	3 marks
Candidate responds, expressing some views and opinions, using mostly appropriate vocabulary and expressions at Level 1.	2 marks
Candidate responds with very few or no views or opinion. Does not always understand questions.	1 mark
Candidate unable to respond.	0 marks

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Range of language

Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.	3 marks
Candidate uses language which includes mostly simple sentences with occasional complex and compound sentences. Mostly appropriate tenses, verb forms and some discourse markers.	2 marks
Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.	1 mark
Candidate's language is not worthy of credit at Level 1.	0 marks

Accuracy

Language is highly accurate with very few errors, mostly occurring in more complex sentences.	2 marks
Some errors in language, including basic errors. Communication is not impaired.	1 mark
Candidate's language is too inaccurate to be worthy of credit at Level 1.	0 marks

Pronunciation and intonation

Candidate uses, pronunciation, stress and intonation to ensure meaning is clearly understood.	2 marks
Some errors in pronunciation, stress and intonation. Communication is not impaired.	1 mark
Sounds and intonation are insufficiently clear for communication to be achieved.	0 marks

Total Marks Available	15 marks
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Task 3 – Discussion

- The approximate duration of the task is 10-25 minutes depending upon the number of candidates in the group).
- Candidates will complete this task in a small group with up to 5 people (normally other candidates).
- Each group is provided with the candidate instructions.
- Each candidate then prepares individually for 10 minutes. They may make notes in bullet points, but not full sentences, to refer to during the discussion. They must hand in their notes when they have completed the task.
- The tutor/assessor must monitor the discussion so that no candidate is unfairly penalised by the performance of other members of the group, and should intervene if necessary to ensure fairness of assessment opportunity. Whatever the size of the group tutors should ensure that candidates have sufficient opportunity to respond and express their views.

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Task 3 – Discussion

Candidates will complete this task in a small group of between two to five people.

Topic: Plan an event to celebrate a festival in the local community.

Your discussion should cover:

- What festival to celebrate and why.
- Where it will take place
- What it will cost.
- Activities for the event.

Candidate Instructions

- You have 10 minutes to prepare individually things you want to say.
- You may make notes but not use full sentences to refer to during the discussion.
- You must hand in your notes when you have completed the task.

During the discussion remember to:

- communicate information clearly.
- make relevant contributions.
- give your views and opinion.
- ask and respond to questions.
- take turns and interrupt politely.

Task 3 - Mark Scheme and Guidance

Assessment Criteria	2.1, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5
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Contribution to a discussion

Candidate contributes detailed information and develops fully ideas relevant to the discussion topic, using appropriate vocabulary and expressions at Level1. Expresses views and opinions.	3 marks
Candidate contributes information and ideas relevant to the discussion topic, including some detail and development of ideas using appropriate vocabulary and expressions at Level1. Expresses some views and opinions.	2 marks
Candidate contributes some information and opinion in discussion. Tutor may need to ask for clarification or to prompt.	1 mark
Candidate contributes little or no relevant information.	0 marks

Response in a discussion

Candidate responds fully to the contributions of others in discussion. Offers advice or suggestion as appropriate.	3 marks
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 marks

Role in a discussion

Candidate follows and participates fully in the discussion, asking appropriate questions of others. May request clarification or repetition. Uses appropriate verbal and non-verbal strategies.	2 marks
Candidate follows and participates in the discussion, asking some questions of others. May request clarification or repetition. Uses mostly appropriate verbal and non-verbal strategies.	1 mark
Candidate is unable to follow or maintain role in the discussion.	0 marks

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Range of language

Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.	3 marks
Candidate uses language which includes mostly simple sentences with occasional complex and compound sentences. Mostly appropriate tenses, verb forms and some discourse markers.	2 marks
Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.	1 mark
Candidate's language is not worthy of credit at Level 1.	0 marks

Accuracy

Language is highly accurate with very few errors, mostly occurring in more complex sentences.	2 marks
Some errors in language, including basic errors. Communication is not impaired.	1 mark
Candidate's language is too inaccurate to be worthy of credit at Level 1.	0 marks

Pronunciation and intonation

Candidate uses, pronunciation, stress and intonation to ensure meaning is clearly understood.	2 marks
Some errors in pronunciation, stress and intonation. Communication is not impaired.	1 mark
Sounds and intonation are insufficiently clear for communication to be achieved.	0 marks

Total Marks Available	15 marks
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Total Marks Available for Task 2 and 3	30 marks
Pass mark for Tasks 2 and 3	20 marks

Appendix 1: Adult ESOL core curriculum guidance - Level 1

Simple, compound and complex sentences with more than one subordinate clause
<ul style="list-style-type: none"> word order in sentences with more than one subordinate clause
<ul style="list-style-type: none"> there had been
<ul style="list-style-type: none"> range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i> non-defining relative clauses defining relative clauses with <i>where</i> or <i>whose</i> participial clauses to describe accompanying actions with <i>-ing</i> clause as subject or object
<ul style="list-style-type: none"> reported speech with a range of tenses, including use of <i>would</i> and <i>had</i>
<ul style="list-style-type: none"> a range of embedded questions using <i>if</i> and <i>whether</i> reported questions with <i>if</i> and <i>whether</i> use of <i>had</i> and <i>would</i> in reported questions reported requests
<ul style="list-style-type: none"> statements with question tags using L1 tenses
<ul style="list-style-type: none"> reported instructions
Noun phrase
<ul style="list-style-type: none"> more-complex noun phrases with pre- and post-modification word order of determiners
<ul style="list-style-type: none"> use of definite, indefinite and zero article with a wide range of nouns in a range of uses
<ul style="list-style-type: none"> range of expressions to indicate possession
Verb forms and time markers in statements, interrogatives, negatives and short forms
<ul style="list-style-type: none"> present perfect continuous past perfect present and past simple passive use of <i>would</i> in conditional sentences causative use of <i>have</i> and <i>get</i>
<ul style="list-style-type: none"> modals: <ul style="list-style-type: none"> – <i>ought</i> to express obligation – negative of <i>need</i> and <i>have to</i> to express absence of obligation – <i>would</i> to express hypotheses – use of forms – <i>would like</i> + object + infinitive
<ul style="list-style-type: none"> a range of phrasal verbs, e.g. <i>to give way</i>, <i>to hold out</i>, <i>to run into</i>
Adjectives
<ul style="list-style-type: none"> comparisons, using <i>fewer</i> and <i>less</i>

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- collocation of adjective + preposition

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Appendix 2: Level 1 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 the assessor should provide more annotations to support assessment decisions.

Task 2 – Mark Scheme and Guidance

Initial presentation

<p>Candidate presents detailed information and develops ideas fully relevant to the task, in a logical sequence and using appropriate vocabulary and expressions at Level 1. Adapts speech to context using appropriate register.</p>	<p>4 marks</p>	<ul style="list-style-type: none"> • Statements of fact are detailed, relevant and explained. • Relevant opinions are supported with reasons and justification. • A wide range of lexis, appropriate and relevant to the task, may include some specialist words • Consistent use of formal or informal language as appropriate.
<p>Candidate presents information and ideas relevant to the task, in a logical sequence, including some detail and development of ideas using appropriate vocabulary and expressions at Level 1. Mostly adapts speech to context using appropriate register.</p>	<p>3 marks</p>	<ul style="list-style-type: none"> • Statements of fact are relevant but supported with only a few details or explanations. • Ideas or opinions not always supported with reasons. • A range of lexis, appropriate and relevant to the task. • Use of register – formal or informal may be inconsistent at times.
<p>Candidate presents information mostly relevant to the task and mostly in a logical sequence. There is some detail but ideas are not developed. Mostly uses appropriate</p>	<p>2 marks</p>	<ul style="list-style-type: none"> • Not all information is relevant to the task and/or few details that go beyond those presented in the stimulus. • The sequence is not always logical and/or there are some omissions. • Opinions or ideas rarely supported with reasons. • Expressions and vocabulary are more limited and/or the presentation has some omissions.

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vocabulary and expressions at Level 1. Register not always appropriate.		<ul style="list-style-type: none"> Register is often not appropriate or not consistent.
Candidate presents some information relevant to the task but with little detail and little or no development.	1 mark	<ul style="list-style-type: none"> The presentation may have limited relevance to the stimulus or may just repeat information already provided in the task. The information may not be sequential or logical. Expressions and vocabulary are limited. The presentation has omissions. Register not appropriate.
Candidate communicates no relevant information.	0 marks	<ul style="list-style-type: none"> Unable to communicate the minimum amount to achieve the task and/or the information is not relevant.

Response

Candidate responds fully, expressing views and opinions with reasons, using appropriate vocabulary and expressions at Level 1.	4 marks	<ul style="list-style-type: none"> All questions are understood and answers are detailed and relevant. A wide range of lexis appropriate and relevant to the questions, may include some specialist words. Responses use appropriate register. Able to elaborate on responses with reasons and opinions using different expressions. There is minimal hesitation.
Candidate responds, expressing views and opinions, using appropriate vocabulary and expressions at Level 1.	3 marks	<ul style="list-style-type: none"> All questions are understood and answers are relevant. A range of lexis appropriate and relevant to the questions. Responses use mostly appropriate register. Expresses straightforward opinions with few or no reasons/justification. May be some hesitation.
Candidate responds, expressing some views and opinions, using mostly appropriate vocabulary and expressions at Level 1.	2 marks	<ul style="list-style-type: none"> Most questions are understood and answers are mostly relevant. A range of lexis mostly appropriate and relevant to the questions. Register may be inconsistent. Expresses straightforward opinions in some responses. May be some hesitation.

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Candidate responds with very few or no views or opinion. Does not always understand questions.	1 mark	<ul style="list-style-type: none"> Limited responses to some questions which do not always demonstrate understanding. Limited or no opinions. Responses often hesitant. Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing.
Candidate unable to respond.	0 marks	<ul style="list-style-type: none"> Responses totally irrelevant or unable to respond to questions in a way that can be understood.

Range of language

Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.	3 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> a wide range of lexis – appropriate and relevant to task statements of fact, accounts, explanations and descriptions a range of grammatical forms, for example, to define, classify, describe a process, generalise and give examples [L1] [SEP] regular and irregular comparative forms including when presenting different points of view using appropriate tenses, including some use of the past perfect, passive voice and reported speech discourse markers, subordinate clauses and verb forms to indicate sequence being able to elaborate on simple statements by giving reasons or contrasting ideas using different questions with different modal verbs and verb forms for different purposes. <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
Candidate uses language which includes mostly simple sentences with occasional complex and compound sentences. Mostly	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> a range of lexis – appropriate and relevant to task statements of fact, accounts, and descriptions some use of comparative forms when presenting different points of view some appropriate tenses and discourse

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appropriate tenses, verb forms and some discourse markers.		<p>markers</p> <ul style="list-style-type: none"> occasional subordinate clauses some discourse markers to indicate sequence using different question types including some modal verbs. <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.	1 mark	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> a limited range of lexis relevant to the task some simple statements of fact and/or description mostly single tense use occasional discourse markers some simple questions.
Candidate's language not worthy of credit at Level 1.	0 marks	<ul style="list-style-type: none"> Language is too limited to achieve the task or be understood.

Accuracy

Language is highly accurate with very few errors, mostly occurring in more complex sentences.	2 marks	<ul style="list-style-type: none"> One or two basic minor errors which do not impede communication. Major errors such as word order, incorrect tense use, omission of key words only occur occasionally when more complex sentences are attempted.
Some errors in language, including basic errors. Communication is not impaired.	1 mark	<ul style="list-style-type: none"> The candidate uses mostly correct language but there are basic errors for example in word order, forming questions, plurals, articles, tenses. Overall communication is achieved.
Candidate's language too inaccurate to be worthy of credit at Level 1.	0 marks	<ul style="list-style-type: none"> Grammatical errors are such that the task is not achieved at even a minimal level.

Pronunciation and intonation

<p>Candidate uses, pronunciation, stress and intonation to ensure meaning is clearly understood.</p>	<p>2 marks</p>	<p>Pronunciation is not expected to be perfect but language must be understood for the majority of the time and sound sufficiently English, including for example:</p> <ul style="list-style-type: none"> • stress placed accurately on familiar words • appropriate intonation for different situations including rising intonation for questions, using intonation to emphasise a point, appropriate intonation to initiate a discussion, to indicate attitude • content words in sentences stressed • appropriate clarity, speed and phrasing • stress to indicate a change in meaning.
<p>Some errors in pronunciation, stress and intonation. Communication is not impaired.</p>	<p>1 mark</p>	<ul style="list-style-type: none"> • The candidate can communicate but incorrect pronunciation of some words or incorrect stress on some words or phrases may cause difficulty in immediate comprehension. • Intonation may not always be appropriate. • Overall communication is achieved.
<p>Sounds and intonation are insufficiently clear for communication to be achieved.</p>	<p>0 marks</p>	<ul style="list-style-type: none"> • Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task. • Sounds insufficiently English to communicate.

Task 3 – Mark Scheme and Guidance

Contribution to a discussion

<p>Candidate contributes detailed information and develops fully ideas relevant to the discussion topic, using appropriate vocabulary and expressions at Level 1. Expresses views and opinions.</p>	<p>3 marks</p>	<ul style="list-style-type: none"> • Candidate conveys detailed information and opinions with reasons relevant to the discussion topic. • Register is appropriate. <p>Contributions to the discussion may include:</p> <ul style="list-style-type: none"> • different ways to introduce an opinion • different intensifiers, exaggeration, changes to pitch as appropriate • language for different purposes for example, to negotiate, contrast ideas, summarising, making suggestions, persuading, warning.
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		<ul style="list-style-type: none"> asking questions appropriate to the discussion for example, asking for descriptions, personal information. <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
<p>Candidate contributes information and ideas relevant to the discussion topic, including some detail and development of ideas using appropriate vocabulary and expressions at Level 1. Expresses some views and opinions.</p>	<p>2 marks</p>	<ul style="list-style-type: none"> Candidate conveys information and opinions relevant to the discussion topic. Some details and reasons are provided. Register is mostly appropriate. <p>Contributions to the discussion may include:</p> <ul style="list-style-type: none"> different ways of expressing and introducing an opinion- <i>In my opinion, As I see it, In my view</i> a range of adjectives and intensifiers for expressing feelings – I’m really pleased, I’m so fed up making some suggestions/giving advice. asking straightforward questions. <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
<p>Candidate contributes some information and opinion in discussion. Tutor may need to ask for clarification or to prompt.</p>	<p>1 mark</p>	<ul style="list-style-type: none"> Contributions to the discussion are quite limited, but are mostly relevant to the discussion topic. Some variety in discussion contributions demonstrated including some questions and/or simple opinions.
<p>Candidate communicates little or no relevant information.</p>	<p>0 marks</p>	<ul style="list-style-type: none"> Information is not relevant to the task or not conveyed and candidate unable to communicate even simple opinions or ask questions.

Response in a discussion

<p>Candidate responds fully to the contributions of</p>	<p>3 marks</p>	<ul style="list-style-type: none"> All questions from others are understood and answers are detailed and relevant. A wide range of lexis appropriate and relevant
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<p>others in discussion. Offers advice or suggestion as appropriate.</p>		<p>to the questions, may include some specialist words.</p> <ul style="list-style-type: none"> • Responses use appropriate register. • Able to elaborate on responses with reasons and opinions using different expressions. • Able to respond to and offer advice and suggestions. • There is minimal hesitation.
<p>Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.</p>	<p>2 marks</p>	<ul style="list-style-type: none"> • Questions from others understood and answers are relevant. • Lexis is appropriate and relevant to the questions. • Responses use mostly appropriate register. • Able to respond appropriately with some opinions. • Able to respond to and offer simple advice and suggestions. • There may be some hesitation.
<p>Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.</p>	<p>1 mark</p>	<ul style="list-style-type: none"> • Candidate understands what others say. Their responses are more limited, but address the requirements of the task. • Candidate may need prompts from the tutor to support.
<p>Candidate does not always understand contributions of others and is unable to respond.</p>	<p>0 marks</p>	<ul style="list-style-type: none"> • Unable to follow the discussion topic or respond to the contributions from others. • Responses are not relevant.

Role in a discussion

<p>Candidate follows and participates fully in the discussion, asking appropriate questions of others. May request clarification or repetition. Uses appropriate verbal and non-verbal</p>	<p>2 marks</p>	<ul style="list-style-type: none"> • Candidate interacts and maintains involvement throughout the discussion. • Uses simple strategies to involve others such as asking direct questions, asking for advice. • Can clarify and confirm the contributions from others and use appropriate phrases for interruption such as <i>'Sorry, could you explain that again.'</i> <i>'Say that again'</i>, <i>'Are you saying that...?'</i> • Uses different non-verbal strategies for different
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strategies.		purposes, including non-verbal signalling to involve others.
Candidate follows and participates in the discussion, asking some questions of others. May request clarification or repetition. Uses mostly appropriate verbal and non-verbal strategies.	1 mark	<ul style="list-style-type: none"> • Candidate interacts and is involved in the discussion throughout most of the task. • Asks straightforward questions of others- what they think, what they prefer • Some requests for clarification or repetition if required. • Some non-verbal strategies and use of discussion conventions. • May need prompts from the tutor to maintain role.
Candidate is unable to follow or maintain role in the discussion.	0 marks	<ul style="list-style-type: none"> • Candidate unable to follow, respond to others or initiate in order to take part in the discussion. • Little or no interaction.

Range of language as Task 2

Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.	3 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • a wide range of lexis – appropriate and relevant to task • statements of fact, accounts, explanations and descriptions • a range of grammatical forms, for example, to define, classify, describe a process, generalise and give examples ^L_{SEP} • regular and irregular comparative forms including when presenting different points of view • using appropriate tenses, including some use of the past perfect, passive voice and reported speech • discourse markers, subordinate clauses and verb forms to indicate sequence • being able to elaborate on simple statements by giving reasons or contrasting ideas • using different questions with different modal verbs and verb forms for different purposes. <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the</p>
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		task)
Candidate uses language which includes mostly simple sentences with occasional complex and compound sentences. Mostly appropriate tenses, verb forms and some discourse markers.	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • a range of lexis – appropriate and relevant to task • statements of fact, accounts, and descriptions • some use of comparative forms when presenting different points of view • some appropriate tenses and discourse markers • occasional subordinate clauses • some discourse markers to indicate sequence • using different question types including some modal verbs. <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.	1 mark	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • a limited range of lexis relevant to the task • some simple statements of fact and/or description • mostly single tense use • occasional discourse markers • some simple questions.
Candidate's language not worthy of credit at Level 1.	0 marks	<ul style="list-style-type: none"> • Language is too limited to achieve the task or be understood.

Accuracy as Task 2

Language is highly accurate with very few errors, mostly occurring in more complex sentences.	2 marks	<ul style="list-style-type: none"> • One or two basic minor errors which do not impede communication. • Major errors such as word order, incorrect tense use, omission of key words only occur occasionally when more complex sentences are attempted.
Some errors in language, including basic errors. Communication is not impaired.	1 mark	<ul style="list-style-type: none"> • The candidate uses mostly correct language but there are basic errors for example in word order, forming questions, plurals, articles, tenses. Overall communication is achieved.

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Candidate's language too inaccurate to be worthy of credit at Level 1.	0 marks	<ul style="list-style-type: none"> Grammatical errors are such that the task is not achieved at even a minimal level.
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Pronunciation and intonation as Task 2

Candidate uses, pronunciation, stress and intonation to ensure meaning is clearly understood.	2 marks	<p>Pronunciation is not expected to be perfect but language must be understood for the majority of the time and sound sufficiently English, including for example:</p> <ul style="list-style-type: none"> stress placed accurately on familiar words appropriate intonation for different situations including rising intonation for questions, using intonation to emphasise a point, appropriate intonation to initiate a discussion, to indicate attitude content words in sentences stressed appropriate clarity, speed and phrasing stress to indicate a change in meaning.
Some errors in pronunciation, stress and intonation. Communication is not impaired.	1 mark	<ul style="list-style-type: none"> The candidate can communicate but incorrect pronunciation of some words or incorrect stress on some words or phrases may cause difficulty in immediate comprehension. Intonation may not always be appropriate. Overall communication is achieved.
Sounds and intonation are insufficiently clear for communication to be achieved.	0 marks	<ul style="list-style-type: none"> Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task. Sounds insufficiently English to communicate.

Appendix 3: Level 1 Observation Record

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					
Initial presentation	4				
Response	4				
Range of Language	3				
Accuracy	2				
Pronunciation and intonation	2				
TASK 3					
Contribution to a	3				

discussion					
Response in a discussion	3				
Role in a discussion	2				
Range of language	3				
Accuracy	2				
Pronunciation and intonation	2				

IQA Name: IQA Signature: IQA sign-off date:	EQA Name: EQA Signature: EQA sign-off date:	PASS / FAIL
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ESOL Skills for Life

Speaking and Listening – Level 1

Candidate Paper ESOLSLL1AA/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 Mark	Pass/ Fail	Date completed	Tutor signature
Task 1		13/20			
Task 2		20/30			
Task 3					

Internal Quality Assurer signature

Date

External Quality Assurer signature

Date

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Task 1

Instructions

- Use a pen.
- You have 30 minutes to complete Task 1.
- Answer all the questions
- 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 20 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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ID No:

Date of Birth:

Task 1 - Listening

Marker
use only

Questions 1 to 7.

Read the questions.

Listen to the recording. You will hear it three times. You may make notes while you listen to the recording.

Now answer the questions.

1. What sort of show is being advertised?

(1 mark)

2. When will it be shown on television?

(1 mark)

3. Identify **two** acts you will see on the show.

i)

ii)

(2 marks)

Candidate Name:

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ID No:

Date of Birth:

4. State **one** way you can book tickets.

Marker
use only

_____ (1 mark)

5. Where will filming take place? Name **three** cities.

i)

ii)

iii)

_____ (3 marks)

6. State **one** of the months when filming will take place.

_____ (1 mark)

7. What does the advert say that you can do after you have been to the show?

_____ (1 mark)

Candidate Name:

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ID No:

Date of Birth:

Questions 8 to 13.

Read the questions.

Listen to the recording. You will hear it three times. You may make notes while you listen to the recording.

Now answer the questions.

8. How long has there been a food bank in the town?

_____ (1 mark)

9. What was the reason for opening the food bank?

_____ (1 mark)

Marker
use only

Candidate Name:

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ID No:

Date of Birth:

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

10. What are the advantages of the food bank?

Marker
use only

a) It pays people a wage.

b) Children have food to eat.

c) It is helping working people with a low income as well as the unemployed.

d) People receive food for three days.

e) If you use the food bank, you can have higher benefits.

f) the food bank is only for the unemployed

(3 marks)

Candidate Name:

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ID No:

Date of Birth:

Put a tick in the correct box .

11. What sort of food is accepted at the food bank?

a) Soup

b) Milk

c) Bread

d) Bacon

(1 mark)

12. Give **two** ways that people can help the food bank.

i)

ii)

(2 marks)

Marker
use only

Candidate Name:

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ID No:

Date of Birth:

Put a tick in the **two** correct boxes .

13. What does the DJ, Paul, hope will happen?

Marker
use only

a) There will be more food donated

b) People will volunteer

c) The food bank will close.

d) More people will hear about the foodbank.

e) People who use the food bank will find work.

(2 marks)

Total marks for Task 1: 20 Marks

Candidate Name:

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ID No:

Date of Birth:

Task 2 – Individual Speaking Activity

Marker
use only

You will complete this task in a small group of between two to five people.

Topic:

There are planned cuts to English classes in your local area. The two options being discussed are:

Option 1: run shorter courses so that learners come to class for 30 hours instead of 60 hours per year

Option 2: keep the 60-hour courses but cut the number of courses being offered, so fewer learners get to take an English course.

You decide to attend a meeting to find out more and give your views.

Candidate instructions

- You will give a short presentation for about two minutes to your group giving your views on the problem.
- You have 10 minutes to prepare your presentation.
- You should present your views in a formal and logical way.
- You may make notes or use bullet points, but not full sentences.
- Do not read out what you want to say.
- Hand in any notes you have made when you have completed the task.
- Following your presentation members of the group will ask questions for you to respond to.

Instructions for group

- You will listen to other presenters.
- You may note the main points from their presentation.
- You will need to prepare to ask each presenter a question.
- You must ask each presenter a different question in a formal way

You may make notes overleaf:

Candidate Name:

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ID No:

Date of Birth:

Marker
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Total marks for Task 2: 15 Marks

Candidate Name:

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ID No:

Date of Birth:

Task 3 - Discussion

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use only

Candidates will complete this task in a small group of between two to five people.

Topic: Plan an event to celebrate a festival in the local community.

Your discussion should cover:

- What festival to celebrate and why.
- Where it will take place
- What it will cost.
- Activities for the event.

Candidate Instructions

- You have 10 minutes to prepare individually things you want to say.
- You may make notes but not use full sentences to refer to during the discussion.
- You must hand in your notes when you have completed the task.

During the discussion remember to:

- communicate information clearly.
- make relevant contributions.
- give your views and opinion.
- ask and respond to questions.
- take turns and interrupt politely.

You may make notes overleaf

Candidate Name:

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ID No:

Date of Birth:

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Total marks for Task 3: 15 Marks

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End of Assessment

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