ESOL Skills for Life
Speaking and Listening
Entry Level 2
Assessor Pack and Candidate Paper

Assessment Code: ESOLSLE2AA/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, 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 2

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

Assessment Code: ESOLSLE2AA/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 specification.

- 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 through 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.

- 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.
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 outside the box must be credited.
- Candidates will not be penalised for incorrect spelling as long as meaning is clear.

Task 1 Instructions

- Use a pen.
- You have 30 minutes to complete Task 1.
- You will have 10 - 25 minutes to complete Task 2 and 10 – 25 minutes to complete Task 3.
- 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

- This paper has 32 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 through the questions before the recording is played for the first time.
- Each extract will be played three times.
- The time allowed for this assessment is 30 minutes.

Transcript

Read questions 1 to 5.

Listen to a voicemail message on your phone.

Good morning. This is a message for Ali. It’s Simon, the manager at Woods Supermarket. I hope you are well. I am phoning about the job interview you had at the supermarket last Friday. Please ring me back as soon as possible on 0114 343434. That is 0114 343434. Thank you.

Now answer the questions.

Read questions 6 – 10

You hear this announcement on the radio.

Come to Woods Supermarket. There are half price offers on all clothing this week. Look for the clothing section on the first floor. We also have special offers on oranges, apples and bananas. Don’t miss our fantastic breakfasts. Breakfast is available until 11 o’clock each day in our restaurant. We look forward to seeing you.

Now answer the questions.

End of Transcript
### Task 1 Mark scheme and guidance
Questions 1 to 5

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.2</td>
<td>1 mark per response</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simon</td>
<td>1 mark</td>
</tr>
<tr>
<td>2.</td>
<td>Ali/Me</td>
<td>1 mark</td>
</tr>
<tr>
<td>3.</td>
<td>(Accept) job/interview/job interview</td>
<td>1 mark</td>
</tr>
<tr>
<td>4.</td>
<td>0114 343434</td>
<td>1 mark</td>
</tr>
<tr>
<td>5.</td>
<td>A – a company</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

Questions 6 to 10

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Mark Scheme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.3</td>
<td>1 mark per response</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>(all) clothing - Accept clothes</td>
<td>1 mark</td>
</tr>
<tr>
<td>7.</td>
<td>First floor</td>
<td>1 mark</td>
</tr>
<tr>
<td>8.</td>
<td>This week</td>
<td>1 mark</td>
</tr>
</tbody>
</table>
| 9.       | 1 mark for each of :  
  - Apples  
  - Oranges  
  - Bananas | 3 marks |
| 10.      | 11 (o’clock)   | 1 mark           |

**Total Marks Available for Task 1** 12 marks
**Pass mark** 8 marks
Tasks 2 and 3 – Speaking and Listening

- For Tasks 2 and 3 candidates will be given preparation time of 5 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 they 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 quality assurers.

- 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.

- A sample of assessments of Tasks 2 and 3 must be audio recorded, please refer to the ESOL handbook for details. On the recording, each activity must be preceded by the following:
  - name of the candidate(s)
  - candidate IDs
  - 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.

- They must hand in their notes when they have completed the task.
Task 2 Individual speaking activity

You will complete this task in a small group with between 2 and 5 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 are talking to your friend about your home.

- Describe your home.
- Say what you like about your home.
- Say what can be made better
## Task 2 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>2.1, 2.2, 2.3, 3.1, 4.3</th>
</tr>
</thead>
</table>

### 2 marks for each bullet point (maximum 6 marks)

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates task fully, sequencing information and using appropriate vocabulary and expressions at Entry 2.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate communicates task with some omission but has sufficient vocabulary and expressions to make him/herself understood. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate communicates no relevant information or can only communicate with substantial support from the tutor.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

### Marks for performance (maximum 2 marks across the whole task)

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

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

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

| Total Marks Available | 10 marks |
Task 3 Discussion

- This task is to be completed with between two and five candidates.
- 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 five minutes per candidate.
- You should select a topic from one of the two listed below and give one to each member of the group.
- Candidates will be given the topic five minutes before the assessment so they can familiarise themselves with the subject matter and the vocabulary.
- In their pair or group they will listen to each other and ask questions, discussing what they like and dislike and what they think and feel. The tutor should monitor the interchange to help ensure that candidates are not unfairly penalised by the performance of others and should intervene if necessary to ensure fairness of assessment opportunity. Whatever the size of the group tutors should ensure that candidates have at least two opportunities to respond and express likes/dislikes etc.
- 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 3 Discussion

Candidate Instructions

You have five minutes to prepare for a discussion on the topic selected for you by your tutor.

**Topic A - Living in England**

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

- Give your opinions
- Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
- Ask at least one question.
- You may make brief notes.
- You must not write in full sentences.
- You must give the notes to your tutor at the end of the assessment.

Candidate Instructions

You have five minutes to prepare for a discussion on the topic selected for you by your tutor.

**Topic B - Your favourite music**

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

- Give your opinions
- Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
- Ask at least one question.
- You may make brief notes.
- You must not write in full sentences.
- You must give the notes to your tutor at the end of the assessment.
### Task 3 Mark scheme and guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>2.1,2.2,3.1.4.1,4.2,4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark scheme</strong></td>
<td>Each candidate is to be assessed individually</td>
</tr>
</tbody>
</table>

#### Discussion

<table>
<thead>
<tr>
<th></th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate follows the gist of the discussion and maintains their role in the discussion. May request clarification or repetition.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate follows the gist and maintains their role in the discussion most of the time. May need help from the tutor.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate is unable to maintain role in the discussion.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Response

<table>
<thead>
<tr>
<th></th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate responds to the contributions of others in discussion. May request clarification or repetition.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate does not always understand contributions of others and is unable to respond.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Communication

<table>
<thead>
<tr>
<th></th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate communicates information and asks a question in discussion using appropriate vocabulary and expressions at Entry 2.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate has sufficient vocabulary and expressions to make him/herself understood in discussion. Communicates some information and attempts a question. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate communicates little or no relevant information.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Pronunciation and intonation

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

#### Grammar

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

#### Total Marks Available

<table>
<thead>
<tr>
<th>Mark available</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Marks Available for Tasks 2 and 3</td>
<td>20 marks</td>
</tr>
<tr>
<td>Pass Mark for Tasks 2 and 3</td>
<td>13 marks</td>
</tr>
</tbody>
</table>
Appendix 1: Adult ESOL Core Curriculum guidance.

<table>
<thead>
<tr>
<th>Simple and compound sentences</th>
<th>Entry 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object)</td>
<td></td>
</tr>
<tr>
<td>• **there was/were/<strong>there is going to be</strong></td>
<td></td>
</tr>
<tr>
<td>• clauses joined with conjunctions and/but/or</td>
<td></td>
</tr>
<tr>
<td>• a limited range of common verbs + -ing form</td>
<td></td>
</tr>
<tr>
<td>• verb + infinitive with and without to</td>
<td></td>
</tr>
<tr>
<td>• <em>wh</em>-questions</td>
<td></td>
</tr>
<tr>
<td>• comparative questions alternative questions</td>
<td></td>
</tr>
<tr>
<td>• question words <em>when, what time, how often, why, how</em> and expressions</td>
<td></td>
</tr>
<tr>
<td>• statements with question tags, using Entry 1 and Entry 2 tenses</td>
<td></td>
</tr>
</tbody>
</table>

### Noun phrase

- countable and uncountable nouns
- simple noun phrases
- object and reflexive pronouns
- determiners of quantity – *any, many*
- use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives
- possessive *s* and possessive pronouns

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

- simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases
- simple past tense of regular and common irregular verbs with time markers such as *ago*
- future time using: present continuous; use of time markers
- modals and forms with similar meaning: *must* to express obligation; *mustn’t* to express prohibition; *have to, had to*, to express need; *could* to make requests; *couldn’t* to express impossibility
- use of simple modal adverbs: *possibly, probably, perhaps*
- very common phrasal verbs

### Adjectives

- adjectives and adjective word order
- comparatives, regular and common irregular forms

### Adverbs and prepositional phrases

- prepositions and prepositional phrases of place and time
- adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including:
  - sequencing: *(after that); of time and place (in the morning, at the bus stop); of frequency: (always, sometimes); of manner (carefully, quickly)*
- word order
- use of intensifiers, e.g. *really, quite, so*

### Discourse

- adverbs to indicate sequence – *first, finally*
- use of substitution
- markers to structure spoken discourse
ESOL Skills for Life
Speaking and Listening
Entry Level 2
Candidate Paper

Assessment Code: ESOLSLE2AA/P

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Gateway Qualifications Registration Number:</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date &amp; Time of Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Fill in your name, date of birth and registration number in the box above.

<table>
<thead>
<tr>
<th>Task 1 Pass Mark: 8/12</th>
<th>Task 1 Marks</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Task 2 &amp; 3 Pass Mark: 13/20</th>
<th>Task 2 Marks</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Tutor signature: Date:

Internal Quality Assurer signature: Date:
Task 1 Instructions

- Use a pen.

- You have 30 minutes to complete Task 1.

- You will have 10 - 25 minutes to complete Task 2 and 10 – 25 minutes to complete Task 3.

- 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

- This paper has 32 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

Read questions 1 to 5.

Read the instructions.

Listen to the voicemail message. You will hear it three times.

Note down the key information you need on the message pad.

![Phone Messages]

1. From:

2. To:

3. Message:

4. Phone Number:

5. Put a tick ✓ in the correct box.

The call is from:

a. a company

b. college

c. a friend
Read questions 6 to 10.

Read the questions.

Listen to the recording. You will hear it three times.

Now make a note of the answers.

6. Half price offers on

7. Where can you find these half price offers in the store?

8. When can you get the offers?

9. What three fruits have special offers?
   i. 
   ii. 
   iii. 

10. Breakfast is until

Total Marks for Task 1: 12
Task 2 - Individual speaking activity

You will complete this task in a small group with between 2 and 5 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 are talking to a friend about your home.

- Describe your home.
- Say what you like about your home.
- Say what can be made better.

You can make notes here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total Marks for Task 2: 10
Task 3 – Discussion

Candidate Instructions

Topic A – Living in England

You have five minutes to prepare for a discussion on the topic selected for you by your tutor.

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

• Give your opinions.
• Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
• Ask at least one question.

• You may make brief notes.
• You must not write in full sentences.
• You must give the notes to your tutor at the end of the assessment.

You can make notes here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Total Marks for Task 3: 10
Task 3 – Discussion

Candidate Instructions

Topic B – My favourite music

You have five minutes to prepare for a discussion on the topic selected for you by your tutor.

In your group or pair, you will each make a few statements about the topic you have prepared and then discuss it together.

• Give your opinions.
• Listen to your partner/group and respond to their questions and contributions. (You can agree or disagree with each other).
• Ask at least one question.

• You may make brief notes.
• You must not write in full sentences.
• You must give the notes to your tutor at the end of the assessment.

You can make notes here

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Total Marks for Task 3: 10
END OF ASSESSMENT