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ESOL Skills for Life

Speaking and Listening

Entry Level 3

Sample Assessor Pack and Candidate Paper

Assessment Code: ESOLSLE3AC/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
- 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 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.

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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.

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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

	<p>You have called your doctor's surgery at the weekend and you hear this message.</p> <p>Read questions 1 to 6. You will hear it three times.</p>
<p>Female voice:</p>	<p>Thank you for calling Trent Group Practice.</p> <p>The surgery is closed. The opening hours are 8.30am – 6.30pm Monday – Friday.</p> <p>If you require medical assistance that cannot wait until the surgery re-opens then call 111.</p> <p>Calls to the NHS 111 service are free to both landlines and mobiles.</p> <p>If you wish to cancel an appointment then press 2.</p> <p>If you are ringing for blood test results, please ring the surgery between 4pm and 6pm Wednesdays and Thursdays.</p> <p>If you want to leave a message for the Healthy Eating Clinic, please call 020 3643 6364.</p> <p>Please note that repeat prescriptions must be requested in writing.</p> <p>Now answer the questions.</p>

Female voice:	You hear this advertisement for a charity event on your local radio station.
	You will hear the advertisement 3 times. Read questions 7 to 12.
	Fantastic charity event happening near you. Make sure you join us next Saturday, 24 th June from 11-4 in Blackberry Park.
	Fun activities for all the family including a bouncy castle, donkey rides, face painting and craft stalls. There will also be live music.
	Sandwiches and hot and cold drinks are available all day.
Entrance is free but a small donation of £3 is requested to help Butterfly Children's Charity buy new equipment for their playground.	
Come along and enjoy the day.	
Everyone is welcome.	
Now answer the questions.	

End of Transcript

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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 - 6

Assessment Criteria	1.1, 1.2
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Question	Correct Answer	Marks Available
1.	1 mark for each of the following: Days: Monday to Friday Times: 8.30am - 6.30pm	2 marks
2.	111	1 mark
3.	free	1 mark
4.	2	1 mark
5.	blood test results	1 mark
6.	writing	1 mark

Total Marks Available	7 marks
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Questions 7 - 12

Assessment Criteria	1.1, 1.2
Mark Scheme	1 mark per response

Question	Correct Answer	Marks Available
7.	Blackberry Park	1 mark
8.	11am	1 mark
9.	1 mark each, for any three of the following: - bouncy castle - donkey rides - face painting - craft stalls - live music	3 marks
10.	1 mark for any one of the following: - Sandwich(es) - hot drink(s) - cold drink(s)	1 mark
11.	£3	1 mark
12.	Children	1 mark

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

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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

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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.

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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're at the first day of a new course at college and your teacher has asked you to introduce yourself to the group.

- Say which course you are starting.
- Introduce yourself and give 2 details about yourself.
- Say why you decided to do the course.
- Say what you hope to do after the course has finished

Task 2 - Mark Scheme and Guidance

Assessment Criteria	2.1, 2.2, 2.3, 2.4, 4.2
Mark Scheme	Each candidate must be assessed individually.

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

Total Marks Available	12 marks
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Task 3 - Discussion

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

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Task 3 Discussion

Candidate Instructions:

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

Topic and Candidate Instructions:

You are asked to talk about an interesting place you have visited in Britain to give other group members some ideas for trips.

You have 5 minutes to prepare on your own. 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 have five minutes to prepare to speak about your idea on your own. You may make notes. These must not be in full sentences. You must give the notes to the tutor at the end of the assessment.

- First describe the place you have chosen, say where it is and at give at least two examples of what you can do there.
- Say why you like it and give at least two reasons why.
- Ask questions of others (at least 2).
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have 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.

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Task 3 - Mark Scheme and Guidance

Assessment Criteria	2.1, 2.3, 2.4, 3.1,4.1, 4.2, 4.3, 4.4
Mark Scheme	Each candidate must be assessed individually.

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

Total Marks Available	10 marks
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Total Marks Available for Task	22 marks
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2 and 3	
Pass mark for tasks 2 and 3	14 marks

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

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

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- more complex adverbial phrases of time, place, frequency, manner
- 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

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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 video evidence more annotations should be recorded to support assessment decisions.

Task 2 – Mark Scheme and Guidance

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

<p>Candidate communicates task fully using appropriate vocabulary and expressions at Entry 3, including simple comparison and different tenses appropriately.</p>	<p>2 marks</p>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> • a wide range of lexis – appropriate and relevant to task • making several points or multiple sentences as appropriate • a range of intensifiers – eg too, enough • comparative structures – eg as .. as, different to, same as, • use of there will be / there was going to be / there has been / there have been • joining clauses with who, which, that • expressing possibility – possibly, perhaps, certainly, definitely • expressing obligation – should / shouldn't • expressing possibility and probability – would / should • markers to introduce subordinate clauses – because, even though, since • discourse markers that indicate cause and effect or contrast - eg that's why, on the other hand, as a result of, however • collocations accurately – interested in, pleased with • use of phrasal verbs <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)</p>
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<p>Candidate communicates task with some omission or use of wrong tense but has sufficient vocabulary and expressions to make themselves understood. Tutor may need to ask for clarification or to prompt.</p>	<p>1 mark</p>	<p>Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing</p> <p>Expressions and vocabulary will be more limited and/or task has some omissions.</p>
<p>Candidate communicates no relevant information.</p>	<p>0 marks</p>	<p>Unable to communicate the minimum amount to achieve the task in a way that can be understood or can only communicate with most language provided by the tutor.</p>

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

<p>Candidate uses stress and intonation to make speech comprehensible and meaning 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 including for example:</p> <ul style="list-style-type: none"> • stress placed accurately on familiar words • rising intonation for questions. • content words in sentences stressed • intonation used appropriately to indicate attitude • appropriate clarity, speed and phrasing • stress to indicate a change in meaning.
<p>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</p>	<p>1 mark</p>	<p>The candidate can communicate but incorrect pronunciation of some words or incorrect stress on familiar words or phrases may cause some difficulty in immediate comprehension. Intonation may not always be appropriate.</p>
<p>Sounds are insufficiently English for communication to be achieved.</p>	<p>0 marks</p>	<p>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</p>

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Grammar (maximum 2 marks for the whole task)

<p>Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.</p>	<p>2 marks</p>	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> • use of present perfect with since/for, ever/never, yet/already • correct word order in complex sentences • used to for regular actions in the past • past continuous • future simple verb forms • infinitive to express purpose • simple embedded questions • question words including whose • a wide range of wh- questions • tag questions • simple reported statements • comparative and superlative adjectives – regular and irregular <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending the task)</p>
<p>Some grammatical errors occur that at times impede communication.</p>	<p>1 mark</p>	<p>The candidate uses mostly correct grammar but there are errors for example in word order in more complex sentences, forming questions, plurals, articles, tenses.</p>
<p>Grammatical errors are such that communication is not achieved.</p>	<p>0 marks</p>	<p>Grammatical errors are such that the task is not achieved at even a minimal level.</p>

Task 3 – Mark Scheme and Guidance

Communication (maximum 2 marks for the whole task)

<p>Candidate communicates information and simple opinions in discussion using appropriate vocabulary and expressions at Entry 3.</p>	<p>2 marks</p>	<p>Candidate conveys information relevant to the discussion topic.</p> <p>Communication in a discussion may include:</p> <ul style="list-style-type: none"> • making contributions which vary in length and register • expressing simple feelings, opinions and points of view • backing up statements with simple reasons or
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		<p>explanations</p> <ul style="list-style-type: none"> • expressing degrees of liking and disliking • following up a statement of liking or disliking with reasons or explanation • a range of adjectives and intensifiers for expressing feelings – I'm really pleased, I'm so fed up • phrases for introducing an opinion – In my opinion, As I see it • expressing obligation – should • expressing future certainty – will • expressing future possibility – may, might <p>(NB. Not all these examples will be required to achieve the task but will vary depending the task)</p>
<p>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.</p>	<p>1 mark</p>	<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>
<p>Candidate communicates little or no relevant information.</p>	<p>0 marks</p>	<p>Information is not relevant to the task or not conveyed and candidate unable to communicate even simple opinions or ask questions.</p>

Discussion (maximum 2 marks for the whole task)

<p>Candidate follows the gist and understands the main points of the discussion. Maintains their role in the discussion. May request clarification or repetition.</p>	<p>2 marks</p>	<p>Candidate interacts and takes a full part in the discussion, making relevant contributions.</p> <p>Discussion conventions may include:</p> <ul style="list-style-type: none"> • requesting clarification – eg what do you mean? could you say that again please? sorry?. • understanding and using language for turn-taking – eg After you, Can I say something, What about you? May I come in here? Can I interrupt? Do you want to add something? • asking relevant questions • understanding the turn-taking process and interrupt
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		appropriately Overall contributions show that candidates is following what others are saying.
Candidate follows the gist and some main. Maintains their role in the discussion most of the time. May need help from the tutor.	1 mark	Candidate does not always understand what others say. Their input may be more limited, but does address the requirements of the task. Use of discussion conventions/expressions occasionally demonstrated. Candidate may need prompts from the tutor to maintain role.
Candidate is unable to follow of maintain role in the discussion.	0 marks	Unable to follow the discussion topic or contributions from others. No relevant contributions.

Response (maximum 2 marks for the whole task)

Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.	2 marks	Responses in the discussion may include: <ul style="list-style-type: none"> • indicating agreement or disagreement and adding comments to another person's point – eg You're right, I agree, but ..., Maybe, but ..., I'm not sure, I'm afraid I don't agree • making suggestions – eg We could ... ,Shall we ...? Let's ... • giving advice – eg How about ...? Why don't you ...? • responding to suggestions and advice • expressing points of view, opinions and feelings in response to others • the ability to respond to unpredictability <p>(NB. Not all these examples will be required to achieve the task; responses will vary depending the task)</p>
Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.	1 mark	Candidate's responses are quite limited, but do address the requirements of the task and demonstrate understanding. Appropriate responses occasionally demonstrated. Candidate may need prompts from the tutor to maintain role.

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<p>Candidate does not always understand contributions of others and is unable to respond.</p>	<p>0 marks</p>	<p>Candidate unable to respond others in order to contribute to the discussion.</p> <p>Responses are not relevant. Little or no interaction with others.</p>
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– As Task 2

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

<p>Candidate uses stress and intonation to make speech comprehensible and meaning 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 including for example:</p> <ul style="list-style-type: none"> • stress placed accurately on familiar words • rising intonation for questions. • content words in sentences stressed • intonation used appropriately to indicate attitude • appropriate clarity, speed and phrasing • stress to indicate a change in meaning.
<p>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</p>	<p>1 mark</p>	<p>The candidate can communicate but incorrect pronunciation of some words or incorrect stress on familiar words or phrases may cause some difficulty in immediate comprehension. Intonation may not always be appropriate.</p>
<p>Sounds are insufficiently English for communication to be achieved.</p>	<p>0 marks</p>	<p>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</p>

Accuracy (maximum 2 marks for the whole task)

<p>Statements and questions are sufficiently grammatically accurate to be understood at Entry 3.</p>	<p>2 marks</p>	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> • use of present perfect with since/for, ever/never, yet/already • correct word order in complex sentences • used to for regular actions in the past • past continuous • future simple verb forms • infinitive to express purpose • simple embedded questions • question words including whose
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		<ul style="list-style-type: none"> • a wide range of wh- questions • tag questions • simple reported statements • comparative and superlative adjectives – regular and irregular <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending the task)</p>
Some grammatical errors occur that at times impede communication.	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order in more complex sentences, forming questions, plurals, articles, tenses.
Grammatical errors are such that communication is not achieved.	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

Appendix 3: Observation Record - Entry Level 3

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

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

Response	2 marks				
Pronunciation and intonation	2 marks				
Accuracy	2 marks				

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 – Entry Level 3

Candidate Paper ESOLSLE3AC/P

Number of tasks: 3

Fill in the boxes below

First name

Surname

Date of Birth

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

Signature

For centre use only

Learner ID

Centre Name

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

Internal Quality Assurer signature

Date

External Quality Assurer signature

Date

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Task 1

Instructions

(Tutors may read these instructions to candidates)

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

Information

- Task 1 has 15 marks.

Advice

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

Task 1 - Listening

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Questions 1 to 6.

Read the questions.

Listen to the recording.

1. Surgery opening hours:

Days:

Times:

2. If you need medical assistance when the surgery is closed, what number should you call?

3. Calls to this service from a landline or a mobile are:

4. If you wish to cancel an appointment you must press

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

5. Between 4pm and 6pm on Wednesdays and Thursdays you can get your

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6. You must request a repeat prescription in

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

Questions 7 to 12.

Read the questions.

Listen to the recording.

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7. Where is the event taking place?

8. What time does the event start?

9. List **three** activities planned for the event.

i)

ii)

iii)

10. What will you be able to buy at the event?

Candidate Name:

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ID No:

Date of Birth:

11. How much is the donation?

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12. Who is the Charity Event going to help?

Total marks for Task 1: 15 Marks

Task 2 - Individual Speaking Activity

Task 2 - Individual Speaking Activity

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only

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're at the first day of a new course at college and your teacher has asked you to introduce yourself to the group.

- Say which course you are starting.
- Introduce yourself and give 2 details about yourself.
- Say why you decided to do the course.
- Say what you hope to do after the course has finished

You can use the space below to make notes.

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.

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only

Topic and Candidate Instructions:

You are asked to talk about an interesting place you have visited in Britain to give other group members some ideas for trips.

You have 5 minutes to prepare on your own. 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 have five minutes to prepare to speak about your idea on your own. You may make notes. These must not be in full sentences. You must give the notes to the tutor at the end of the assessment.

- First describe the place you have chosen, say where it is and at give at least two examples of what you can do there.
- Say why you like it and give at least two reasons why.
- Ask questions of others (at least 2).
- Listen to the contributions of others and respond politely.
- Remember to take turns and interrupt politely.

You have 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.

You can use the space overleaf to make notes.

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

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Total marks for Task 3: 10 Marks

End of Assessment

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