gateway
qualifications

ESOL Skills for Life

Speaking and Listening

Level 1

Sample Assessor Pack and Candidate Paper

Sample Assessment Code: ESOLSLL1BA/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.

learning your way

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gateway qualifications

ESOL Skills for Life
Speaking & Listening
Level 1

Sample Assessor Pack

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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.

- Centres wishing to contextualise 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 access arrangements, reasonable adjustments and special considerations in the qualification specification.

- Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.

- To achieve the speaking and listening unit candidates must achieve the pass mark for the listening Task 1 and the combined pass mark for Tasks 2 and 3, as indicated below.

- If candidates fail the listening task they may be given an equivalent task from another paper.

Examples of contextualisation

Task 2

This could be adapted to improvements to a community centre or club.

Task 3

This could be adapted to a social event for young people or a sports event.

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. You do not need to write in full sentences.

- 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.

Task 1 – Listening Transcript

- 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 voices 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

Female voice:	Read questions 1 to 8.
	Listen to this advert for a running programme called Couch to 5K.
Male voice:	Couch to 5K is a running plan for absolute beginners. It will help you build up to running 5km in just 9 weeks. The plan involves 3 runs a week, starting with a mix of running and walking in order to gradually build up your fitness.
	Running has plenty of benefits. For starters, it's an easy way of improving your physical health. It requires little equipment, except a pair of trainers. Running regularly will improve the health of your heart and lungs. It can also help you maintain a healthy weight, especially if combined with a healthy diet.
	Short Pause
	There are also mental benefits of running. Taking on the challenge of Couch to 5K can help boost your confidence, as you prove to yourself that you can achieve a goal. Running regularly can also be a great stress reliever.
	So, let's get started! Download the free Couch to 5K app today!
Female voice:	Now answer the questions. You do not need to write in full sentences.

Male voice:	Read questions 9 to 14. Listen to this local radio interview with Mariam, a volunteer with Parent Support.
Male voice: Interviewer	Thank you for coming on the programme Mariam. Can you tell us how you got into volunteering with Parent Support?
Female voice: Mariam	When my child started school, I came across an advert for volunteers on the school website. I completed the training last year and have been volunteering since January.
Male voice: Interviewer	What kind of problems do you support parents with?
Female voice: Mariam	We support parents who are isolated, coping with an illness or struggling financially. We visit once or twice a week for a chat or to offer advice or practical help. For example, if a new mum is struggling to get enough sleep, I'll just look after her baby for an hour while she has a nap.
	Short Pause
Male voice: Interviewer	How long do you support each person?
Female voice: Mariam	It depends on the situation. Some people only need support for a few months, while others will be supported until their children start school.
Male voice: Interviewer	Would you encourage others to do this kind of volunteering?
Female voice: Mariam	Absolutely! It's a really rewarding experience. For me, it's been a way to build my own confidence and to get some new skills to help me find paid work in this area in the future.
Male voice: Interviewer	Are any qualifications needed to be a volunteer?
Female voice: Mariam	No. It's important to have had some experience of looking after children yourself. And it's essential to be a good listener.
Male voice:	Now answer the questions. You do not need to write in full sentences.

End of Transcript

Task 1 – General marking guidance and assessment principles

- Assessors should 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

Questions 1 - 8

Assessment Criteria	1.1, 1.2

Question	Answer	Marks Available
1. Who is the Couch to 5K app for?	(absolute) beginners	1 Mark
2. How many weeks does the plan take?	9 (weeks)	1 Mark
3. Why do you start with a mix of running and walking?	(to gradually) build up your fitness	1 Mark
4. What equipment do you need?	trainers	1 Mark
5. What are **two** ways running can improve your physical health.?	1 mark for each of the following: - (improve the health of your) heart and lungs - (help you) maintain a healthy weight	2 Marks
6. Why might the Couch to 5K challenge boost your confidence?	(because you prove you can) achieve a goal	1 Mark
7. In addition to boosting confidence, what other way is running good for your mental health?	(it is a) stress reliever	1 Mark
8. How much does the app cost?	nothing / free	1 Mark

Total Marks Available	9 Marks

Questions 9 – 14

Assessment Criteria	1.1, 1.2

Question	Answer	Marks Available
9. Where did Mariam see the advert about volunteering?	school website	1 Mark
10. When did she start volunteering?	January	1 Mark
11. Give **three** problems they support parents with.	1 mark for each of the following: - isolation / isolated - (coping with) illness - struggling financially	3 marks
12. Give **three** ways the volunteers can help.	1 mark for each of the following: - a chat - advice - practical help	3 marks
13. Which **one** of the following is true?	b) Mariam might take care of a baby while the mum sleeps.	1 Mark
14. According to Mariam, what **two** things do you need to do this kind of volunteering?	1 mark for each of the following: - experience of looking after children - (to be) a good listener	2 marks

Total Marks Available	11 Marks

Total Marks for Available for Task 1	20 marks
Pass Mark for Task 1	13 marks

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

- For tasks 2 and 3 candidates will be given preparation time of 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. 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

Task 2 and Task 3 – General marking guidance and assessment principles

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

- Assessors should mark according to the mark scheme.

- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.

- If a response is not worthy of credit it should be awarded 0.

Task 2 – Individual Speaking Activity

- 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.

Task 2 - Individual Speaking Activity

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

Candidate instructions

- You will give a short presentation for about two minutes to your group giving your views on the topic.
- 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 write in 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.

Topic: Funding

Your college / centre has received additional funding for improvements. They are asking people who attend the college / centre for their views.

Option 1

- Some people think the money should be spent on improving the facilities, for example, classrooms, toilets, canteen etc.

Option 2

- Other people think the money should be spent on improving the student experience, for example, trips, resources etc.

You attend a meeting to give your views and opinions.

Task 2 – Mark scheme and assessment guidance

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

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

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

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

Task 2 – Mark scheme and assessment guidance

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

Initial presentation (4 marks)

Mark Scheme	Marks	Guidance
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.	4 marks	• Statements of fact are detailed, relevant and explained. • Relevant opinions are supported with reasons and justification. • A wide range of vocabulary, appropriate and relevant to the task, may include some specialist words • Consistent use of formal or informal language as appropriate.
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	3 marks	• 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 vocabulary, appropriate and relevant to the task. • Use of register – formal or informal may be inconsistent at times.

1. Mostly adapts speech to context using appropriate register.		
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 Level 1. Register not always appropriate.	2 marks	• 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. • 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	• 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	• Unable to communicate the minimum amount to achieve the task and/or the information is not relevant.

Response (4 marks)

Mark Scheme	Marks	Guidance
Candidate responds fully, expressing views and opinions with reasons, using appropriate vocabulary and expressions at Level 1.	4 marks	• All questions are understood and answers are detailed and relevant. • A wide range of vocabulary 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	• All questions are understood and answers are relevant. • A range of vocabulary 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	• Most questions are understood and answers are mostly relevant. • A range of vocabulary mostly appropriate and relevant to the questions. • Register may be inconsistent. • Expresses straightforward opinions in some responses. • May be some hesitation.

| Candidate responds with very few or no views or opinion. Does not always understand questions. | 1 mark | • 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 | • Responses totally irrelevant or unable to respond to questions in a way that can be understood. |

Range of language (3 marks)

Mark Scheme	Marks	Guidance
Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.	3 marks	Vocabulary and expressions may include: • a wide range of vocabulary – 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 • 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.

		(NB. Not all these examples will be required to achieve the task but will vary depending on the 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	Vocabulary and expressions may include: • a range of vocabulary – 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. (NB. Not all these examples will be required to achieve the task but will vary depending on the task)
Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.	1 mark	Vocabulary and expressions may include: • a limited range of vocabulary 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	• Language is too limited to achieve the task or be understood.

Accuracy (2 marks)

Mark Scheme	Marks	Guidance
Language is highly accurate with very few errors, mostly occurring in more complex sentences.	2 marks	• 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	• 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	• Grammatical errors are such that the task is not achieved at even a minimal level.

Pronunciation and intonation (2 marks)

Mark Scheme	Marks	Guidance
Candidate uses, pronunciation, stress and intonation to ensure	2 marks	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: • stress placed accurately on familiar words

meaning is clearly understood.		• 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	• 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	• 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.

Total Marks Available	15 marks

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 in 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.

Task 3 – Discussion

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

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 opinions.
- ask and respond to questions.
- take turns and interrupt politely.

Topic: Social event for older people

Your local community has asked you to help plan a social event for older people in your community.

Discuss:

- what kind of events would be suitable.
- the advantages and disadvantages of different events.
- details of when and where you will hold the event.
- ideas you have for activities at the event.

Task 3 – Mark scheme and assessment guidance

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

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

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

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

Task 3 - Mark scheme and assessment guidance

Assessment Criteria	2.1, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5

Contribution to a discussion (3 marks)

Mark Scheme	Marks	Guidance
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.	3 marks	• Candidate conveys detailed information and opinions with reasons relevant to the discussion topic. • Register is appropriate. Contributions to the discussion may include: • 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. • asking questions appropriate to the discussion for example, asking for descriptions, personal information. (NB. Not all these examples will be required to achieve the task but will vary depending on the task)

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.	2 marks	• Candidate conveys information and opinions relevant to the discussion topic. • Some details and reasons are provided. • Register is mostly appropriate. Contributions to the discussion may include: • different ways of expressing and introducing an opinion- *In my opinion, As I see it, In my view* • 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. (NB. Not all these examples will be required to achieve the task but will vary depending on the task)
Candidate contributes some information and opinion in discussion. Tutor may need to ask for clarification or to prompt.	1 mark	• 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.
Candidate communicates little or no relevant information.	0 marks	• 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 (3 marks)

Mark Scheme	Marks	Guidance
Candidate responds fully to the contributions of others in discussion. Offers advice or suggestion as appropriate.	3 marks	• All questions from others are understood and answers are detailed and relevant. • A wide range of vocabulary 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. • Able to respond to and offer advice and suggestions. • There is minimal hesitation.
Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.	2 marks	• Questions from others understood and answers are relevant. • Vocabulary 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.
Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.	1 mark	• 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.
Candidate does not always understand contributions of	0 marks	• Unable to follow the discussion topic or respond to the contributions from others. • Responses are not relevant.

others and is unable to respond.		

Role in a discussion (2 marks)

Mark Scheme	Marks	Guidance
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 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 *'Sorry, could you explain that again.' 'Say that again,' 'Are you saying that...?* • Uses different non-verbal strategies for different 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	1 mark	• Candidate interacts and 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.

verbal and non-verbal strategies.		
Candidate is unable to follow or maintain role in the discussion.	0 marks	• 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 (3 marks)

Mark Scheme	Marks	Guidance
Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.	3 marks	Vocabulary and expressions may include: • a wide range of vocabulary – 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 • 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. (NB. Not all these examples will be required to achieve the task but will vary depending on the 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	Vocabulary and expressions may include: • a range of vocabulary – 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. (NB. Not all these examples will be required to achieve the task but will vary depending on the task)
Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.	1 mark	Vocabulary and expressions may include: • a limited range of vocabulary 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	• Language is too limited to achieve the task or be understood.

Accuracy (2 marks) as Task 2

Mark Scheme	Marks	Guidance
Language is highly accurate with very few errors, mostly occurring in more complex sentences.	2 marks	• 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	• 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	• Grammatical errors are such that the task is not achieved at even a minimal level.

Pronunciation and intonation (2 marks) as Task 2

Mark Scheme	Marks	Guidance
Candidate uses, pronunciation, stress and intonation	2 marks	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: • stress placed accurately on familiar words

to ensure meaning is clearly understood.		- 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	- 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	- 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.

Total Marks Available	15 marks

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
• word order in sentences with more than one subordinate clause
• there had been
• range of conjunctions to express contrast, reason, purpose, consequence, result, condition, • concession • conditional forms, using if and unless with past and use of would • non-defining relative clauses • defining relative clauses with where or whose • participial clauses to describe accompanying actions with –ing • clause as subject or object
• reported speech with a range of tenses, including use of *would* and *had*
• a range of embedded questions using *if* and *whether* reported questions with *if* and *whether* • use of *had* and *would* in reported questions • reported requests
• statements with question tags using L1 tenses
• reported instructions
Noun phrase
• more-complex noun phrases with pre- and post-modification • word order of determiners
• use of definite, indefinite and zero article with a wide • range of nouns in a range of uses • range of expressions to indicate possession
Verb forms and time markers in statements, interrogatives, negatives and short forms
• present perfect continuous • past perfect • present and past simple passive • use of would in conditional sentences • causative use of have and get

• modals:
  – ought to express obligation
  – negative of need and have to express absence of obligation
  – would to express hypotheses
  – use of forms– would like + object + infinitive

• a range of phrasal verbs, e.g. to give way, to hold out, to run into
Adjectives
• comparisons, using *fewer* and *less* • collocation of adjective + preposition

This is not a live paper

g a t e w a y
q u a l i f i c a t i o n s

Appendix 2: Observation Record – Level 1

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 marks**				
Response	**4 marks**				
Range of Language	**3 marks**				
Accuracy	**2 marks**				
Pronunciation and intonation	**2 marks**				
TASK 3					

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Contribution to a discussion	**3 marks**				
Response in a discussion	**3 marks**				
Role in a discussion	**2 marks**				
Range of language	**3 marks**				
Accuracy	**2 marks**				
Pronunciation and intonation	**2 marks**				

Total Marks Available	30 marks	Total Marks Awarded		PASS / FAIL	

IQA Name:	**EQA Name:**
IQA Signature:	**EQA Signature:**
IQA sign-off date:	**EQA sign-off date:**

gateway
qualifications

ESOL Skills for Life

Speaking and Listening – Level 1

Sample Candidate Paper ESOLSLL1BA/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		13/20			
Task 2		20/30			
Task 3					

Internal Quality Assurer signature		Date	
External Quality Assurer signature		Date	

learning your way

This is not a live paper

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Task 1

Instructions

(Tutors may read these instructions to candidates)

- Use a pen.

- You have 30 minutes to complete Task 1.

- 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.

Task 1 – Listening

Questions 1 to 8.

Read the questions.

Listen to the recording.

1. Who is the Couch to 5K app for?

_____

(1 mark)

2. How many weeks does the plan take?

_____

(1 mark)

3. Why do you start with a mix of running and walking?

_____

(1 mark)

4. What equipment do you need?

_____

(1 mark)

Marker use only

5. What are **two** ways running can improve your physical health?

i)

_____

ii)

_____

(2 marks)

6. Why might the Couch to 5K challenge boost your confidence?

_____

(1 mark)

7. In addition to boosting confidence, what other way is running good for your mental health?

_____

(1 mark)

8. How much does the app cost?

_____

(1 mark)

Marker use only

This is not a live paper

Questions 9 to 14.

Read the questions.

Listen to the recording.

9.   Where did Mariam see the advert about volunteering?

_____

(1 mark)

10.   When did she start volunteering?

_____

(1 mark)

11.   Give **three** problems they support parents with:

i)

_____

ii)

_____

iii)

_____

(3 marks)

Marker use only

12.   Give **three** ways the volunteers can help:

i)

_____

ii)

_____

iii)

_____

(3 marks)

Put a tick ✓ in the correct box.

13.   Which one of the following is true?

a)   The volunteers visit the family every day.   ☐

b)   Mariam might take care of a baby while the mum sleeps.   ☐

c)   Everyone gets support until their children start school.   ☐

d)   Mariam has not enjoyed volunteering.   ☐

(1 mark)

This is not a live paper

14. According to Mariam, what **two** things do you need to do this kind of volunteering?

i)

_____

ii)

_____

(2 marks)

Marker use only

Total marks for Task 1: 20 Marks

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Task 2 – Individual Speaking Activity

Marker
use only

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

Candidate instructions:

- You will give a short presentation for about two minutes to your group giving your views on the topic.

- 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 write in 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.

Topic: Funding

Your college / centre has received additional funding for improvements. They are asking people who attend the college / centre for their views.

Option 1

- Some people think the money should be spent on improving the facilities, for example, classrooms, toilets, canteen etc.

Option 2

- Other people think the money should be spent on improving the student experience, for example, trips, resources etc.

You attend a meeting to give your views and opinions.

Marker use only

You can use the space below to make notes:

Total marks for Task 2: 15 Marks

Candidate Name:

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Learner ID: Date of Birth:

Task 3 – Discussion

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

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.

Topic: Social event for older people

Your local community has asked you to help plan a social event for older people in your community.

Discuss:

- what kind of events would be suitable.

- the advantages and disadvantages of different events.

- details of when and where you will hold the event.

- ideas you have for activities at the event.

You can use the space below to make notes:

Marker
use only

Total marks for Task 3: 15 Marks

End of Assessment