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

Assessment Code: ESOLSLL2AB/P

THIS PACK CONTAINS BOTH THE ASSESSOR PACK AND CANDIDATE PAPERS FOR THE THREE TASKS

PLEASE SEPARATE THE ASSESSOR PACK FROM THE CANDIDATE PAPERS BEFORE ASSESSMENT BEGINS

The first part of this pack contains the transcript for task 1, the mark schemes and marking guidance for the three tasks of the Speaking and Listening paper. Please remove this section before handing out Candidate Papers.

The second part of this pack contains Candidate Papers for the three Speaking and Listening tasks. These may be completed separately, or on one occasion, but must all be completed under supervised conditions.
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ESOL Skills for Life
Speaking & Listening - Level 2

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

Sample Assessment Code: ESOLSL2AB/P
Guidance on conduct of the assessment

- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the tutor/assessor, or other designated supervisor, present.
- Tutors must not teach to the actual assessment tasks, but candidates should be familiar with the format of each task and will have practised speaking and listening in a range of contexts appropriate to the level. By the time they are assessed, candidates should be aware of the skills that are being assessed and the success criteria.
- This assessment is composed of three tasks.
- Centres wishing to contextualise the Tasks 2 and 3 should refer to the guidance in the qualification specification and to the separate guidance on contextualisation that is available to download from the Prism online system (secure login required). Task 1 must not be amended.
- Candidates do not have to complete all the tasks in a single session, but must not take them away with them to work on.
- Candidates must complete all three tasks. They may be done in any order.
- Candidates should be briefed on the task/tasks to be completed. Task 1 focuses on listening skills and Tasks 2 and 3 on speaking and listening skills.
- Candidates should be encouraged to read the questions for Task 1 before listening to the recording.
- Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if he/she 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 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.
Task 1

Instructions

(Tutors you 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

- 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 voices on the recording must not be those of the candidate’s tutors.
- Candidates should be encouraged to read the questions 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

Read questions 1 - 7

A cycling safety officer visits your local college to make a presentation to the students.

My aim today is to encourage you to cycle. I know that many of you come to college by bike because it's a cheap and efficient way to travel. However, 25% of you say that you feel unsafe riding around the city. People are put off by cycling because they think you need to wear unfashionable Lycra or buy expensive equipment. But you can receive 30% off any bike in registered stores when you show a valid student card or proof of your college course. You can also find an impressive range of waterproof clothing at your local ‘City Cycles’ shop. Cycling is safe if you follow three simple rules: always wear a helmet, wear reflective clothing and finally use lights at night.
Read questions 8 - 13
Celebrity chef, Keyvan Ghadder, is talking to a radio host about his new cookbook.

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Welcome to the show! What inspired your new book?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyvan</td>
<td>I discovered many tasty new recipes during my recent travels around the world.</td>
</tr>
<tr>
<td>Presenter</td>
<td>How did you research the recipes?</td>
</tr>
<tr>
<td>Keyvan</td>
<td>It was rather a labour of love and took more than 3 years to travel to over 15 different countries and then write the recipes.</td>
</tr>
<tr>
<td>Presenter</td>
<td>Do you have a favourite recipe?</td>
</tr>
<tr>
<td>Keyvan</td>
<td>I love Spanish paella, Indian curries and Mexican tacos, but my favourite has to be the French apple tart as I have a real sweet tooth!</td>
</tr>
<tr>
<td>Presenter</td>
<td>Can you tell us the recipe?</td>
</tr>
<tr>
<td>Keyvan</td>
<td>Firstly preheat the oven to 200 degrees, then roll out your pastry. It's fine to use ready-made pastry from the supermarket. I do that all the time. Cut round a plate or bowl to make a large circle of pastry. Place on a baking sheet, then put sliced apples on the pastry, sprinkle with a little sugar, then cook for 30 minutes.</td>
</tr>
<tr>
<td>Presenter</td>
<td>Tell us how we can win a signed copy of your book.</td>
</tr>
<tr>
<td>Keyvan</td>
<td>10 lucky listeners can win by sharing their favourite recipe with me. I'm looking for original, tasty but above all healthy dishes. You don't have to be a confident cook to enter, and there's no age limit, so whether you're 6 or 60 you can take part. Just make a short video showing you cooking the dish and upload it to my website. Entries close in a fortnight so get cooking!</td>
</tr>
</tbody>
</table>

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 must not be penalised for incorrect spelling as long as meaning is clear.
### Task 1 - Mark Scheme and Guidance

**Questions 1-7**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>1.</td>
<td>Encourage cycling</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>EITHER cheap OR efficient way to travel</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>A quarter/ 25%</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Wearing (unfashionable) lycra (1 mark), buy expensive equipment (1 mark)</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>Show a valid student card, show proof of college course (in a registered store)</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>Waterproof clothing</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>Any 2 of: wear a helmet/ wear reflective clothing/ use lights at night</td>
<td>2 marks</td>
</tr>
</tbody>
</table>

**Total Marks Available** 10 marks

**Questions 8-13**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Question</th>
<th>Correct Answer</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.2</td>
<td>8.</td>
<td>(discovered) new recipes from recent travels around the world</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>9.</td>
<td>At least/ over 15</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>10.</td>
<td>French apple tart (1 mark) because he likes sweet things/ has a sweet tooth (1 mark)</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>Preheat oven (to 200 degrees)</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>12.</td>
<td>Plate (1 mark), bowl (1 mark)</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>13.</td>
<td>b,d,e</td>
<td>3 marks</td>
</tr>
</tbody>
</table>

**Total Marks Available** 10 marks

**Total Marks for Task 1** 20 marks

**Pass Mark for Task 1** 13 marks
Tasks 2 and 3 – Speaking and Listening

- For tasks 2 and 3 candidates will be given preparation time of 10 minutes per task on the day of the test. They may make short notes. These should be in the form of bullet points and must not include full sentences. Candidates may take the notes into the test with them and the notes must be handed to the tutor at the end of the assessment. The notes must be stored with all other candidate work for review by internal quality assurance staff and by Gateway Qualifications external assessors.

- When carrying out assessments 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 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 - 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 two to five 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 five minutes per candidate.
- Candidates being assessed should be given the presentation stimulus and 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. Candidates 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

Candidate Instructions

• Your tutor will ask you to play the part of one of the following
  o The Principal of the college
  o A student on one of the courses
  o A teacher delivering one of the courses

• You will present your point of view, with reasons for up to two minutes.

• You should present your arguments in a formal and logical way, using description and comparison.

• You have 10 minutes to prepare your presentation.

• You may make notes or use bullets points, but not in full sentences. You should not read out what you want to say.

• You should listen and respond to others and may ask questions.

Instructions for group

• You will listen to other presenters.

• You may note the main points from their talk.

• You will need to prepare to ask each presenter a question.

• You must ask each presenter a different question in a formal way.

Student consultation meeting about the future of our college courses.

Today at 12pm in the Lower Library.

The management of our college is currently drawing up plans to scrap a number of courses, including foreign languages, leisure and tourism and hairdressing. The Principal and other senior leaders say that the current provision is inefficient and that the college is losing money because these courses are unpopular with students.

However, many students feel that it is essential to offer a wide and varied choice of subjects.

Some teachers are worried that they will lose their jobs if the planned cuts go ahead.

Come and join in the debate!
### Task 2 - Mark Scheme and Guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1, 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.5</td>
<td>Each candidate to be assessed individually</td>
</tr>
</tbody>
</table>

#### Initial presentation

<table>
<thead>
<tr>
<th>Candidate presents detailed information and develops ideas fully relevant to the task, in a logical sequence. Uses appropriate vocabulary and expressions at Level 2, including description and comparison. Adapts speech to context, purpose and audience using appropriate register.</th>
<th>4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 2 with some description and comparison. Mostly adapts speech to context, purpose and audience using appropriate register.</td>
<td>3 marks</td>
</tr>
<tr>
<td>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 2. Register not always appropriate.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate presents some information relevant to the task but with little detail and little or no development.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate presents no information relevant to the task</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Response

<table>
<thead>
<tr>
<th>Candidate responds fully, expressing views, opinions and arguments with evidence, using appropriate vocabulary and expressions at Level 2.</th>
<th>4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate responds, expressing views and opinions with some reasons, using appropriate vocabulary and expressions at Level 2.</td>
<td>3 marks</td>
</tr>
<tr>
<td>Candidate responds with limited views and opinions, using mostly appropriate vocabulary and expressions at Level 2.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate responds with very few or no views or opinion.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate provides no response relevant to the task</td>
<td>0 marks</td>
</tr>
</tbody>
</table>
### Range of language

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses a wide range of language which includes complex and compound sentences, using appropriate tenses, verb forms and time and sequence markers and conjunctions.</td>
<td>3 marks</td>
</tr>
<tr>
<td>Candidate uses language which includes some complex and compound sentences. Mostly appropriate tenses, verb forms with some time and sequence markers and conjunctions.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate’s language not worthy of credit at Level 2.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

### Accuracy

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language is highly accurate with very few errors, mostly occurring in more complex sentences.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Some errors in language, including basic errors. Communication is not impaired.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate’s language too inaccurate to be worthy of credit at Level 2.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

### Pronunciation and intonation

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate speaks confidently using, pronunciation, stress and intonation to ensure meaning is clearly understood.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Some errors in pronunciation, stress and intonation. Communication is not impaired.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Sounds and intonation are insufficiently clear for communication to be achieved.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

| Total Marks Available | 15 marks |
Task 3 - Discussion

- The approximate duration of the task will be 15-25 minutes depending upon the number of candidates in the group.
- Candidates will complete this task in a small group with up to 4 people (normally other candidates).
- Each group is provided with one stimulus card.
- Each candidate then prepares their choice individually for 10 minutes. They may make notes in bullet points, but not full sentences, to refer to during the discussion. They must hand in their notes when they have completed the task.
- The tutor/assessor must monitor the discussion so that no candidate is unfairly penalised by the performance of other members of the group, and should intervene if necessary to ensure fairness of assessment opportunity.
Task 3 – Discussion

Candidate Instructions

Your group is given an issue to discuss. You must discuss the issue with others and come to some conclusions. By the end of the discussion you must agree four key points related to the issue.

Remember to:

- communicate detailed information, ideas and opinions clearly.
- make relevant contributions.
- give your views and opinions supported by evidence.
- ask and respond to detailed questions.
- respond constructively and appropriately moving the discussion forward and providing further detail and clarification when necessary.

You have 10 minutes to decide what you think and to prepare individually things you want to say.

You may make notes in bullets, but not full sentences to refer to during the discussion.

**Topic:**

If the government got rid of taxes and instead made it compulsory for every citizen to volunteer for one month per year, our society would be happier, healthier and richer.
### Task 3 - Mark Scheme and Guidance

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5</td>
<td>Each candidate is to be assessed individually</td>
</tr>
</tbody>
</table>

#### Contribution to a discussion

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate contributes detailed information and develops fully ideas relevant to the discussion topic, using appropriate vocabulary and expressions at Level 2. Expresses views and opinions.</td>
<td>3 marks</td>
</tr>
<tr>
<td>Candidate contributes information and ideas relevant to the discussion topic, including some detail and development of ideas using appropriate vocabulary and expressions at Level 2. Expresses some views and opinions.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate contributes some information and opinion in discussion. Tutor may need to ask for clarification or to prompt.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate contributes little or no relevant information.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Response in a discussion

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate responds fully to the contributions of others in discussion. Offers advice or suggestion as appropriate.</td>
<td>3 marks</td>
</tr>
<tr>
<td>Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.</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>

#### Role in a discussion

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Candidate follows and participates in the discussion, asking some questions of others. May request clarification or repetition. Uses mostly appropriate verbal and non-verbal strategies.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Candidate is unable to follow or maintain role in the discussion.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

#### Range of language

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.</td>
<td>3 marks</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Candidate uses language which</strong></td>
<td>2 marks</td>
</tr>
<tr>
<td><strong>includes mostly simple</strong></td>
<td></td>
</tr>
<tr>
<td><strong>sentences with occasional</strong></td>
<td></td>
</tr>
<tr>
<td><strong>complex and compound sentences.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mostly appropriate tenses, verb</strong></td>
<td></td>
</tr>
<tr>
<td><strong>forms and some discourse</strong></td>
<td></td>
</tr>
<tr>
<td><strong>markers.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate uses language which</strong></td>
<td>1 mark</td>
</tr>
<tr>
<td><strong>includes mostly simple</strong></td>
<td></td>
</tr>
<tr>
<td><strong>sentences. Little use of other</strong></td>
<td></td>
</tr>
<tr>
<td><strong>tenses or discourse markers.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate language not worthy</strong></td>
<td>0 marks</td>
</tr>
<tr>
<td><strong>of credit at Level 2.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Accuracy**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language is highly accurate</strong></td>
<td>2 marks</td>
</tr>
<tr>
<td><strong>with very few errors, mostly</strong></td>
<td></td>
</tr>
<tr>
<td><strong>occurring in more complex</strong></td>
<td></td>
</tr>
<tr>
<td><strong>sentences.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Some errors in language, including basic errors. Communication</strong></td>
<td>1 mark</td>
</tr>
<tr>
<td><strong>is not impaired.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate’s language too</strong></td>
<td>0 marks</td>
</tr>
<tr>
<td><strong>inaccurate to be worthy of credit at</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level 2.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Pronunciation and intonation**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate uses, pronunciation,</strong></td>
<td>2 marks</td>
</tr>
<tr>
<td><strong>stress and intonation to ensure</strong></td>
<td></td>
</tr>
<tr>
<td><strong>meaning is clearly understood.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Some errors in pronunciation,</strong></td>
<td>1 mark</td>
</tr>
<tr>
<td><strong>stress and intonation.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Communication is not impaired.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sounds and intonation are insufficiently clear for communication to be achieved.</strong></td>
<td>0 marks</td>
</tr>
</tbody>
</table>

| **Total Marks Available**       | 15 marks |
| **Total Marks Available for Task 2 and 3** | 30 marks |
| **Pass mark for Tasks 2 and 3**  | 20 marks |
### Simple, compound and complex sentences with a wide range of subordinate clause
- word order in complex sentences, including choice of order for emphasis
- there could be/would be/should be
- could have/would have/should have
- a wide range of conjunctions, including on condition that, provided that
- conditional forms, using had + would/could/should have
- comparative clauses The faster he talked, the less I understood
- more complex participial clauses with –ing and –ed
- fronting and cleft sentences for emphasis.
- reported speech, using a range of verb forms
- more complex embedded questions
- reported questions, using a range of verb forms
- statements with question tags, using L2 verbs and tenses
- imperative + question tag

### Noun phrase
- noun phrases of increasing complexity
- use of definite, indefinite and zero article with a wide range of nouns in a range of uses
- use of zero article with a wide range of countable and uncountable nouns in a range of constructions

### Verb forms and time markers in statements, interrogatives, negatives and short forms
- use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive
- would expressing habit in the past
- use of had + would/could/should have in conditional sentences
- modals expressing past obligation, possibility, rejected conditions e.g. should have, might have, could have, must have, can't have
- wide range of phrasal verbs with a number of particles, e.g. to get round to, to carry on with

### Adjectives
- connotations and emotive strength of adjectives
- collocation of a range of adjectives + prepositions
Appendix 2: Level 2 Speaking & Listening – Assessment Guidance

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

When there is no video evidence more annotations should be recorded to support assessment decisions.

Task 2 – Mark Scheme and Guidance

| Initial presentation | Candidate presents detailed information and develops ideas fully relevant to the task, in a logical sequence. Uses appropriate vocabulary and expressions at Level 2, including description and comparison. Adapts speech to context, purpose and audience using appropriate register. | 4 marks | • Information is detailed, relevant and explained.  
• Relevant ideas and points of view are supported with reasons and justification.  
• A wide range of lexis, appropriate and relevant to the task, including specialist words appropriate to purpose and audience.  
• Extended speech is sustained with some confidence and the presentation is well structured.  
• Presentation includes comparisons, for example of different points of view, different possibilities/situations.  
• Consistent use of formal or informal language as appropriate to audience and purpose. |
| 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 2 with some description and comparison. Mostly adapts speech to context, purpose and audience using appropriate register. | 3 marks | • Information contains some detail which is relevant and explained.  
• Some ideas and opinions are supported with reasons and justification.  
• A range of lexis, appropriate and relevant to the task, mostly appropriate to purpose and audience.  
• The presentation is sustained and logical.  
• Presentation includes some comparisons, for example different opinions or situations.  
• Mostly consistent use of formal or informal language as appropriate to audience and purpose. |
This is not a live paper

| 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 2. 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 may be some omissions.  
• Opinions or ideas occasionally supported with reasons.  
• Expressions and vocabulary are more limited and/or the presentation has some omissions.  
• Register is sometimes not appropriate or not consistent. |
|---|---|---|
| Candidate presents some information relevant to the task but with little detail and little or no development. | 1 mark | • Relevant information is limited and/or includes irrelevant facts or detail.  
• Simple opinions and ideas with little reasons.  
• The information may not be sequential or logical.  
• Expressions and vocabulary are limited.  
• The presentation has omissions.  
• Register is not appropriate. |
| Candidate presents no information relevant to the task. | 0 marks | • Unable to communicate the minimum amount to achieve the task and/or the information is not relevant. |

**Response**

| Candidate responds fully, expressing views, opinions and arguments with evidence, using appropriate vocabulary and expressions at Level 2. | 4 marks | • All questions are understood and answers are detailed and relevant.  
• A wide range of lexis appropriate and relevant to the questions, including specialist words.  
• Responses use appropriate register for audience and purpose.  
• Able to elaborate on responses and develop arguments with evidence and opinions using different expressions.  
• There is minimal hesitation. |
|---|---|---|
| Candidate responds, expressing views and opinions with some reasons, using appropriate vocabulary and expressions at Level | 3 marks | • All questions are understood and answers are relevant.  
• A range of lexis appropriate and relevant to the questions.  
• Responses use mostly appropriate register.  
• Expresses opinions with some reasons/justification. |
2. May be some hesitation.

<table>
<thead>
<tr>
<th>Candidate responds with limited views and opinions, using mostly appropriate vocabulary and expressions at Level 2.</th>
<th>2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most questions are understood and answers are mostly relevant.</td>
<td>2 marks</td>
</tr>
<tr>
<td>A range of lexis mostly appropriate and relevant to the questions.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Register may be inconsistent.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Expresses opinions in some responses.</td>
<td>2 marks</td>
</tr>
<tr>
<td>May be some hesitation.</td>
<td>2 marks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate responds with very few or no views or opinion.</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited responses to some questions which do not always demonstrate understanding.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Limited or no views and opinions.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Responses often hesitant.</td>
<td>1 mark</td>
</tr>
<tr>
<td>Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing.</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate provides no response relevant to the task</th>
<th>0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses totally irrelevant or unable to respond to questions in a way that can be understood.</td>
<td>0 marks</td>
</tr>
<tr>
<td>Most language provided by the tutor.</td>
<td>0 marks</td>
</tr>
</tbody>
</table>

**Range of language**

<table>
<thead>
<tr>
<th>Candidate uses a wide range of language which includes complex and compound sentences, using appropriate tenses, verb forms and time and sequence markers and conjunctions.</th>
<th>3 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and expressions may include:</td>
<td>3 marks</td>
</tr>
<tr>
<td>a wide range of lexis – appropriate and relevant to task including specialist and/or less familiar vocabulary</td>
<td>3 marks</td>
</tr>
<tr>
<td>a range of past tenses, time and sequence markers, conjunctions and subordinate clauses</td>
<td>3 marks</td>
</tr>
<tr>
<td>a wide range of grammatical forms, for example, to define, classify, describe a process, generalise, compare and give examples</td>
<td>3 marks</td>
</tr>
<tr>
<td>a range of adjectives and intensifiers to structure a longer description or account</td>
<td>3 marks</td>
</tr>
<tr>
<td>being able to elaborate on statements and ideas with reasons and evidence</td>
<td>3 marks</td>
</tr>
<tr>
<td>Using a range of different questions, with a wide range of verb forms.</td>
<td>3 marks</td>
</tr>
<tr>
<td>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</td>
<td>3 marks</td>
</tr>
</tbody>
</table>
| Candidate uses language which includes some complex and compound sentences. Mostly appropriate tenses, verb forms with some time and sequence markers and conjunctions. | 2 marks | Vocabulary and expressions may include:  
- a range of lexis – appropriate and relevant to task and may include some specialist vocabulary  
- some variation in past tenses  
- some time and sequence markers, conjunctions  
- some subordinate clauses  
- some variety in grammatical forms, for example to, describe, give an account, compare  
- being able to expand on statements and ideas with some reasons  
- some different question forms using some different verb forms.  
(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 lexis relevant to the task  
- some simple statements of fact and/or description  
- mostly single tense use  
- occasional discourse marker  
- some simple questions. |
| Candidate language not worthy of credit at Level 2. | 0 marks | Language is too limited to achieve the task or be understood.  
Most language provided by the tutor. |

**Accuracy**

| 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. |
This is not a live paper

| Candidate language too inaccurate to be worthy of credit at Level 2. | 0 marks | • Grammatical errors are such that the task is not achieved at even a minimal level. |

**Pronunciation and intonation**

| Candidate speaks confidently using, pronunciation, stress and intonation to ensure meaning is clearly understood. | 2 marks | • The candidate use stress and intonation to convey meaning and nuances of meaning clearly.  
• Articulates the sounds of English in connected speech, including:  
  • stress placed accurately on most words  
  • appropriate intonation for different situations including rising intonation for questions, using intonation to emphasis a point, appropriate intonation to initiate a discussion, to indicate attitude  
  • 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 mostly clearly 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. |

**Task 3 – Mark Scheme and Guidance**

**Contribution to a discussion**

| Candidate contributes detailed information and develops fully ideas relevant to the discussion topic. | 3 marks | • Candidate conveys detailed information, feelings, opinions and arguments with reasons relevant to the discussion topic.  
• Makes sustained contributions to move the discussion forward.  
• Register is appropriate. |
This is not a live paper

| using appropriate vocabulary and expressions at Level 2. Expresses views and opinions. | • Ideas and points of view are supported with reasons and justification.  
• Contributions to the discussion may include:  
  • using different strategies and language in a discussion for example to persuade, warn, rebuke, negotiate, compare ideas  
  • and using different intensifiers, exaggeration, changes to pitch as appropriate  
  • asking different questions appropriate to the discussion for example, asking for descriptions, personal information, definitions, comparisons. |
| --- | --- |
| Candidate contributes information and ideas relevant to the discussion topic, including some detail and development of ideas using appropriate vocabulary and expressions at Level 2. Expresses some views and opinions. | 2 marks | • Candidate conveys information, opinions, feelings and arguments relevant to the discussion topic.  
• Some more extended contributions with some details provided.  
• Register is mostly appropriate.  
• Some ideas and points of view are supported with reasons and justification.  
• Contributions to the discussion may include:  
  • different ways of expressing and introducing an opinion- ‘In my opinion, As I see it, In my view.’  
  • adjectives and intensifiers for expressing feelings  
  • making some suggestions, giving advice, trying to persuade.  
  • asking straightforward questions. |
| 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.  
• Discussion contributions include some questions and/or simple opinions and feelings. |
| 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

| 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 and include reasons and evidence.  
• A wide range of lexis appropriate and relevant to the questions, including specialist words.  
• Responses use appropriate register.  
• 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.  
• Lexis is appropriate and relevant to the questions and may include some specialist vocabulary.  
• Responses use mostly appropriate register.  
• Able to respond appropriately with some opinions and reasons.  
• Able to respond to and offer some 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.  
• Occasionally offers simple opinions.  
• Candidate may need prompts from the tutor to support and/or is very hesitant. |
| Candidate does not always understand contributions of others and is unable to respond. | 0 marks | • Unable to follow the discussion topic or respond to the contributions from others.  
• Responses are not relevant. |

### Role in a discussion

| Candidate follows and participates fully in the discussion, asking appropriate questions of others. | 2 marks | • Candidate interacts and maintains full involvement throughout the discussion.  
• Uses strategies, including non-verbal strategies to involve others and reassure.  
• Asks different questions appropriate to the discussion topic. |
<table>
<thead>
<tr>
<th>May request clarification or repetition. Uses appropriate verbal and non-verbal strategies.</th>
<th>• Able to respond to others with phrases such as, ‘I agree to some extent,’ or point out contradictions or inconsistencies in others’ arguments. • Can suggest when the discussion might draw to a close or state what they think has been agreed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate follows and participates in the discussion, asking some questions of others. May request clarification or repetition. Uses mostly appropriate verbal and non-verbal strategies.</td>
<td>1 mark • Candidate interacts and is involved in the discussion throughout most of the task. • Asks some questions appropriate to the discussion topic. • Uses strategies and discussion conventions, including non-verbal strategies to involve others, reassure, interrupt in a mostly appropriate way. • Some requests for clarification or repetition if required.</td>
</tr>
<tr>
<td>Candidate is unable to follow or maintain role in the discussion.</td>
<td>0 marks • Candidate unable to follow, respond to others or initiate in order to take part in the discussion. • Little or no interaction.</td>
</tr>
</tbody>
</table>

**Range of language (as Task 2)**

| Candidate uses a wide range of language which includes complex and compound sentences, using appropriate tenses, verb forms and time and sequence markers and conjunctions. | 3 marks Vocabulary and expressions may include: • a wide range of lexis – appropriate and relevant to task including specialist and/or less familiar vocabulary • a range of past tenses, time and sequence markers, conjunctions and subordinate clauses • a wide range of grammatical forms, for example, to define, classify, describe a process, generalise, compare and give examples • a range of adjectives and intensifiers to structure a longer description or account • being able to elaborate on statements and ideas with reasons and evidence • Using a range of different questions, with a wide range of verb forms. |
| Candidate uses language which includes some complex and compound sentences. Mostly appropriate tenses, verb forms with some time and sequence markers and conjunctions. | 2 marks | Vocabulary and expressions may include:  
- a range of lexis – appropriate and relevant to task and may include some specialist vocabulary  
- some variation in past tenses  
- some time and sequence markers, conjunctions  
- some subordinate clauses  
- some variety in grammatical forms, for example to, describe, give an account, compare  
- being able to expand on statements and ideas with some reasons  
- some different question forms using some different verb forms.  
(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 lexis relevant to the task  
- some simple statements of fact and/or description  
- mostly single tense use  
- occasional discourse marker  
- some simple questions. |
| Candidate language not worthy of credit at Level 2. | 0 marks | • Language is too limited to achieve the task or be understood.  
• Most language provided by the tutor. |

**Accuracy (as Task 2)**

| 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. |
### Pronunciation and intonation (as Task 2)

| Candidate speaks confidently using, pronunciation, stress and intonation to ensure meaning is clearly understood. | 2 marks | • The candidate uses stress and intonation to convey meaning and nuances of meaning clearly.  
• Articulates the sounds of English in connected speech, including:  
  - stress placed accurately on most words  
  - appropriate intonation for different situations including rising intonation for questions, using intonation to emphasise a point, appropriate intonation to initiate a discussion, to indicate attitude  
  - 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 mostly clearly 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. |
## Appendix 3: Level 2 Observation Record

<table>
<thead>
<tr>
<th>Centre name:</th>
<th>Centre number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner name:</td>
<td>Candidate number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks Available</th>
<th>Marks Awarded</th>
<th>Comments and examples of language used</th>
<th>IQA Comments</th>
<th>EQA Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial presentation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Response</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Range of language</td>
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<td></td>
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</tr>
<tr>
<td>Accuracy</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation and intonation</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **TASK 3** | | | | | |

ESOL Skills for Life – Sample Assessment pack – Speaking & Listening L2 AB  
Page 23 of 43
### Observation Record: Speaking and Listening

**ESOL Skills for Life: Level 2**

#### Contribution to a discussion
- **Score:** 3

#### Response in a discussion
- **Score:** 3

#### Role in a discussion
- **Score:** 2

#### Range of language
- **Score:** 3

#### Accuracy
- **Score:** 2

#### Pronunciation and intonation
- **Score:** 2

---

**IQA Name:**

**IQA Signature:**

**IQA sign-off date:**

---

**EQA Name:**

**EQA Signature:**

**EQA sign-off date:**

**PASS / FAIL**
ESOL Skills for Life

Speaking and Listening – Level 2

Candidate Paper ESOLSL2AB/P

Number of tasks: 3

Fill in the boxes below

<table>
<thead>
<tr>
<th>First name</th>
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</thead>
<tbody>
<tr>
<td>Surname</td>
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<tr>
<td>Date of Birth</td>
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</table>

For centre use only

<table>
<thead>
<tr>
<th>Learner ID</th>
<th>Centre Name</th>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Pass/Fail</th>
<th>Date completed</th>
<th>Tutor signature</th>
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<tr>
<td>Task 1</td>
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<tr>
<td>Task 2</td>
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<tr>
<td>Task 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Internal Quality Assurer signature [ ] Date [ ]
This is not a live paper

Task 1

Instructions

• 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

You will hear two extracts. Each will be played three times.
You should read the questions on your paper before the recording is played.

Read questions 1 to 7.

Read the instructions.

A cycling safety officer visits your local college to make a presentation to the students.

Listen to the recording. You will hear it three times. Now answer the questions

1. What does the officer say is the purpose of his presentation?

   ____________________________________________________________ (1 mark)

2. According to the officer, why do many students choose to travel to college by bike?

   ____________________________________________________________ (1 mark)

3. What proportion of college students feel unsafe cycling around the city?

   ____________________________________________________________ (1 mark)
4. According to the officer, what **two** things dissuade some people from riding a bike?
   i) _______________________________________________________________________

   ii) _______________________________________________________________________

   (2 marks)

5. State **two** ways in which students can benefit from a discount on a new bike?
   i) _______________________________________________________________________

   ii) _______________________________________________________________________

   (2 marks)

6. What can you buy at ‘City Cycles’?

   _______________________________________________________________________

   (1 mark)

7. State **two** pieces of advice which the officer gives to help people stay safe when cycling.
   i) _______________________________________________________________________

   ii) _______________________________________________________________________

   (2 marks)
Read questions 8 to 13

Read the questions.

Celebrity chef, Keyvan Ghadder, is talking to a radio host about the release of his recent cookbook.

Listen to the recording. You will hear it three times. Now answer the questions.

8. What inspired Keyvan’s new book?

(1 mark)

9. How many countries did Keyvan visit as part of his research for the book?

(1 mark)

10. Which is Keyvan’s favourite recipe from the book and why?

(1 mark)

11. What is the first instruction given for the apple tart recipe?

(1 mark)
12. Which **two** items does Kevyan suggest can help you cut out a pastry circle?

i)  

ii)  

(2 marks)

13. What does Keyvan say about his competition? Put a tick ✓ against the **three** correct statements.

a) Keyvan is giving away 60 copies of his new book. ☐

b) The most important thing for Keyvan is that the recipes are healthy. ☐

c) You should have plenty of experience if you want to enter. ☐

d) Participants do not have to be over 18 to enter. ☐

e) To enter you need to film the recipe being cooked. ☐

f) There is no time limit for the submission of competition entries. ☐

(3 marks)
Task 2 – Individual Speaking Activity

Candidate Instructions

- Your tutor will ask you to play the part of one of the following
  - The Principal of the college
  - A student on one of the courses
  - A teacher delivering one of the courses
- You will present your point of view, with reasons for up to two minutes.
- You should present your arguments in a formal and logical way, using description and comparison.
- You have 10 minutes to prepare your presentation.
- You may make notes or use bullets points, but not in full sentences. You should not read out what you want to say.
- You should listen and respond to others and may ask questions.

Instructions for group

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

Student consultation meeting about the future of our college courses.

Today at 12pm in the Lower Library.

The management of our college is currently drawing up plans to scrap a number of courses, including foreign languages, leisure and tourism and hairdressing. The Principal and other senior leaders say that the current provision is inefficient and that the college is losing money because these courses are unpopular with students.

However, many students feel that it is essential to offer a wide and varied choice of subjects.

Some teachers are worried that they will lose their jobs if the planned cuts go ahead.

Come and join in the debate!

Total marks for Task 2: 15
Task 3 - Discussion

Candidate Instructions

Your group is given an issue to discuss. You must discuss the issue with others and come to some conclusions. By the end of the discussion you must agree four key points related to the issue.

Remember to:

- communicate detailed information, ideas and opinions clearly.
- make relevant contributions.
- give your views and opinions supported by evidence.
- ask and respond to detailed questions.
- respond constructively and appropriately moving the discussion forward and providing further detail and clarification when necessary.

You have 10 minutes to decide what you think and to prepare individually things you want to say.

You may make notes in bullets, but not full sentences to refer to during the discussion.

Topic:
If the government got rid of taxes and instead made it compulsory for every citizen to volunteer for one month per year, our society would be happier, healthier and richer.

You may make notes overleaf:

Total marks for Task 3: 15
Total marks for Task 3: 15