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ESOL Skills for Life

Speaking and Listening

Level 1

Sample Assessor Pack and Candidate Paper

Assessment Code: ESOLSLL1AC/P

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

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

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

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

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ESOL Skills for Life

Speaking & Listening - Level 1

Sample Assessor Pack

The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment
- Task 1
 - Introduction
 - Transcript
 - General marking guidance and assessment principles
 - Mark schemes and guidance
- Tasks 2 and 3
 - Introduction
 - General marking guidance and assessment principles
 - Mark schemes and guidance
- Appendix - Adult ESOL core curriculum guidance

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Guidance on conduct of the assessment

- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the tutor/assessor, or other designated supervisor, present.
- Tutors must not teach to the actual assessment tasks, but candidates should be familiar with the format of each task and will have practised speaking and listening in a range of contexts appropriate to the level. By the time they are assessed, candidates should be aware of the skills that are being assessed and the success criteria.
- This assessment is composed of three tasks.
- Centres wishing to contextualise the Tasks 2 and 3 should refer to the guidance in the qualification specification and to the separate guidance on contextualisation that is available to download from the Prism online system (secure login required). Task 1 must not be amended.
- Candidates do not have to complete all the tasks in a single session, but must not take them away with them to work on.
- Candidates must complete all three tasks. They may be done in any order.
- Candidates should be briefed on the task/tasks to be completed. Task 1 focuses on listening skills and Tasks 2 and 3 on speaking and listening skills.
- Candidates may be assisted with aspects that are not being assessed. Tutors/assessors should refer to the guidance on special arrangements and reasonable adjustments in the qualification specification.
- Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.
- To achieve the speaking and listening unit candidates must achieve the pass mark for the listening Task 1 and the combined pass mark for Tasks 2 and 3, as indicated below.

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Task 1

Instructions

(Tutors may read these instructions to candidates)

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

Information

- Task 1 has 20 marks.

Advice

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

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Task 1 – Listening

- Task 1 focuses on listening to and extracting key information from short spoken sources and demonstrating comprehension skills.
- Centres will be provided with a sound file of a recording. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate's tutor.
- Candidates should be encouraged to read the questions for Task 1 before listening to the recording.
- Each extract will be played three times. You should pause the recording after each playing to allow candidates time to respond to the questions.
- The time allowed for this assessment is 30 minutes.

Transcript

Read questions 1 to 7

You have booked on a weekend break organised by your local community centre. Listen to this voicemail message left on your phone from the trip organiser.

Answer the questions below. You do not need to write in full sentences.

This is Moira, the organiser of the trip to Burton-on-Sea. I wanted to give you some information. This trip's always over-subscribed because it's good value for money, the hotel has excellent food and the coach drivers are always friendly. The coach will leave the community centre at 10.00am on Friday. You'll need your ticket and payment balance. The coach will also stop outside Tesco's, the rugby ground, Penmill and Carr Street. Please have the rest of the cost (£78.50) to pay on the coach. Remember we'll be going to the theatre on the first evening and Sunday lunch is also included in the price. We'll be back in Sudley by 8.30pm on Sunday. Ring 07700 900727 if you need to check anything.

Now answer the questions.

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Read questions 8 – 13

You are listening to a local radio phone-in discussion about rented property for young people. Answer the questions below. You do not need to write in full sentences.

Female voice	I know young people have difficulties finding somewhere to live as the rents in Waterby are so expensive. But they often don't plan their spending. Not many can actually keep track of how much they earn and what they need to pay. They are happy to spend lots of money on going out, but then complain when the rent is due.
Male voice	That's a little unfair. Almost 60% of these young adults are renting but there aren't enough places to rent. That's why two bedroom properties are going for almost £600 a month and even rent for one bedroom flats is now £450 a month. The majority of landlords are making huge amounts of money! However, I've found that landlords who live locally are much more considerate – we need more of them!
Female voice	Don't you think young people's expectations are somewhat unrealistic – my first flat was pretty awful but I saved money and then moved to a nicer place. Some young people think they can just walk straight into their ideal property and pay very little rent.
Male voice	Yes, but nowadays rents are often increased every year. If we want to have affordable rented properties for young people, we need to stop this. Only then will young people get a fair deal in Waterby.

Now answer the questions.

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.

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Task 1 - Mark Scheme and Guidance

Questions 1 - 7

Assessment Criteria	1.1, 1.2
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Question	Correct Answer	Marks Available
1.	<ul style="list-style-type: none">• (good) value for money• hotel has excellent food• coach drivers friendly	3 marks (1 mark each)
2.	One from: <ul style="list-style-type: none">• ticket• balance/money	1 mark
3.	4	1 mark
4.	£78.50	1 mark
5.	<ul style="list-style-type: none">• theatre• Sunday lunch	2 marks (1 mark each)
6.	8.30pm	1 mark
7.	<ul style="list-style-type: none">• ring 07700900727	1 mark

Total Marks Available	10 marks
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Questions 8 - 13

Assessment Criteria	1.1, 1.2
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Question	Correct Answer	Marks Available
8.	B D	2 marks
9.	(almost) 60%	1 mark
10.	£450.00 per month	1 mark
11.	<ul style="list-style-type: none">• expensive rents• not enough rented property	2 marks
12.	A D	2 marks
13.	A C	2 marks

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

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Tasks 2 and 3 – Speaking and Listening

- For tasks 2 and 3 candidates will be given preparation time of 10 minutes per task on the day of the test. They may make short notes. These should be in the form of bullet points and must not include full sentences. Candidates may take the notes into the test with them and the notes must be handed to the tutor at the end of the assessment. The notes must be stored with all other candidate work for review by internal quality assurance staff and by Gateway Qualifications external assessors.
- When carrying out assessment with candidates working in pairs or groups assessors must ensure that they assess individual performance. Candidates being recorded should announce their name before speaking for the first time for ease of identification. There may be occasions when the weaker performance of other candidates within a group may adversely affect another candidate's ability to meet the assessment criteria. If this is the case, the assessor will need to intervene to ensure fairness of assessment opportunity.
- A sample of assessments of Tasks 2 and 3 must be audio recorded, please refer to Section 4.9 conduct of speaking and listening assessments in the qualification specification available to download on the Gateway Qualifications website. On the recording, each activity must be preceded by the following:
 - name of the candidate(s)
 - candidate Id(s)
 - name of the assessor
 - level of assessment
 - number of task
 - topic (where appropriate)
 - date task undertaken

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Task 2 - Individual Speaking Activity

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

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Task 2 - Individual Speaking Activity

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

The government is carrying out consultations on whether 16 and 17-year olds should be allowed to vote in elections instead of 18 as it is now, and a meeting is to be held in your town next week.

Some people say that 16-year olds can marry, and 17-year olds can drive so why not vote. They believe if young people can vote they will be more interested in politics.

Others say that 16 and 17-year olds do not know enough about the real world, that they are unlikely to be in full time work and paying taxes. They would certainly have little knowledge of politics.

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

Candidate instructions

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

Instructions for group

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

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Task 2 - Mark Scheme and Guidance

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

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

Response

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

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Range of language

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

Accuracy

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

Pronunciation and intonation

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

Total Marks Available	15 marks
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Task 3 – Discussion

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

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Task 3 – Discussion

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

Topic: Plan how to raise money for a local charity.

Your discussion should cover:

- different ways of raising money
- advantages and disadvantages of these ways
- deciding which charity you want to raise money for.

Candidate Instructions

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

During the discussion remember to:

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

Task 3 - Mark Scheme and Guidance

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

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

Response in a discussion

Candidate responds fully to the contributions of others in discussion. Offers advice or suggestion as appropriate.	3 marks
Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.	2 marks
Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.	1 mark
Candidate does not always understand contributions of others and is unable to respond.	0 marks

Role in a discussion

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

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Range of language

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

Accuracy

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

Pronunciation and intonation

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

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

Appendix 1: Adult ESOL core curriculum guidance - Level 1

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

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- collocation of adjective + preposition

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Appendix 2: Level 1 Speaking & Listening – Assessment Guidance

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

When there is no video evidence the assessor should provide more annotations to support assessment decisions.

Task 2 – Mark Scheme and Guidance

Initial presentation

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

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

Response

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

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

Range of language

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

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

Accuracy

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

Pronunciation and intonation

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

Task 3 – Mark Scheme and Guidance

Contribution to a discussion

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

Response in a discussion

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

Role in a discussion

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

Range of language as Task 2

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

Accuracy as Task 2

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

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

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

Appendix 3: Level 1 Observation Record

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

Criteria	Marks Available	Marks Awarded	Comments and examples of language used	IQA Comments	EQA Comments
TASK 2					
Initial presentation	4				
Response	4				
Range of Language	3				
Accuracy	2				
Pronunciation and intonation	2				
TASK 3					
Contribution to a	3				

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

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

Speaking and Listening – Level 1

Candidate Paper ESOLSLL1AC/P

Number of tasks: 3

Fill in the boxes below

First name

Surname

Date of Birth

For centre use only

Learner ID

Centre Name

	Marks	Pass Mark	Pass/ Fail	Date completed	Tutor signature
Task 1		13/20			
Task 2		20/30			
Task 3					

Internal Quality Assurer signature

Date

External Quality Assurer signature

Date

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Task 1

Instructions

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

Information

- Task 1 has 20 marks.

Advice

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

Candidate Name:

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ID No:

Date of Birth:

Task 1 - Listening

Marker
use only

Questions 1 to 7.

You have booked on a weekend break organised by your local community group. Listen to this voicemail message left on your phone from the trip organiser.

Answer the questions below. You do not need to write in full sentences.

1. Why is the trip so popular? Give **three** reasons

i)

ii)

iii)

(3 marks)

2. What must you take with you when catching the coach?

(1 mark)

3. How many pick-up points will be made by the coach after it leaves the community centre?

(1 mark)

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use only

4. How much do you still have to pay?

_____ (1 mark)

5. What **two** activities are included in the price?

i)

ii)

_____ (2 marks)

6. What time is the coach due to arrive in Sudley on Sunday?

_____ (1 mark)

7. What should you do if you have a query?

_____ (1 mark)

Candidate Name:

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ID No:

Date of Birth:

Questions 8 to 13.

Marker
use only

You are listening to a local radio phone-in discussion about rented property for young people.

Answer the questions below. You do not need to write in full sentences.

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

8. What **two** complaints does the woman make about young people?

a) they dislike landlords

b) they expect too much

c) they are very untidy

d) they don't budget well

(2 marks)

9. What percentage of young people live in rented property?

_____ (1 mark)

10. What is the average rent for a one bedroom flat in Waterby?

_____ (1 mark)

Candidate Name:

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Date of Birth:

11. Give **two** problems faced by young people when looking for a place to live.

i)

ii)

(2 marks)

Marker
use only

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

12. What two ideas does the man suggest would help young people?

a) limiting rent increases

b) going out less

c) renting to local people only

d) more local landlords

(2 marks)

Candidate Name:

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ID No:

Date of Birth:

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

Marker
use only

13. What is the man's opinion?

a) He thinks young people are treated unfairly.

b) He thinks young people should stay in Waterby.

c) He thinks landlords are exploiting young people.

d) He thinks the government should do more to help.

e) He thinks most landlords are responsible.

(2 marks)

Total marks for Task 1: 20 Marks

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Task 2 – Individual Speaking Activity

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

The government is carrying out consultations on whether 16 and 17-year olds should be allowed to vote in elections instead of 18 as it is now, and a meeting is to be held in your town next week.

Some people say that 16-year olds can marry, and 17-year olds can drive so why not vote. They believe if young people can vote they will be more interested in politics.

Others say that 16 and 17-year olds do not know enough about the real world, that they are unlikely to be in full time work and paying taxes. They would certainly have little knowledge of politics.

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

Candidate instructions

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

Instructions for group

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

You may make notes overleaf:

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Total marks for Task 2: 15 Marks

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Task 3 - Discussion

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

Topic: Plan how to raise money for a local charity.

Your discussion should cover:

- different ways of raising money
- advantages and disadvantages of these ways
- deciding which charity you want to raise money for.

Candidate Instructions

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

During the discussion remember to:

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

You may make notes overleaf

Candidate Name:

ID No:

:

Date of Birth:

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Total marks for Task 3: 15 Marks

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End of Assessment

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