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Live date – 28/02/2023

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**ESOL Skills for Life**

**Speaking and Listening**

**Entry Level 2**

**Sample Assessor Pack and Candidate Paper**

**Sample Assessment Code: ESOLSLE2BD/P**

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

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

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

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

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# **ESOL Skills for Life**

# **Speaking and Listening**

# **Entry Level 2**

## **Sample Assessor Pack**

The following documents are included in this assessment pack:

- Guidance on the conduct of the assessment
- Examples of contextualisation
- 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
  - Observation Record

**Sample Assessment Code: ESOLSLE2BD/P**

## Guidance on the conduct of the assessment

- The tasks are designed to be completed during normal class time but must be taken under supervised conditions. This means that all tasks must be completed with the tutor/assessor, or other designated supervisor, present.
- Tutors must not teach to the actual assessment tasks, but candidates should be familiar with the format of each task and will have practised speaking and listening in a range of contexts appropriate to the level. By the time they are assessed, candidates should be aware of the skills that are being assessed and the success criteria.
- This assessment is composed of three tasks. Candidates must complete all three tasks. They may be done in any order.
- Centres wishing to contextualise the tasks should refer to the guidance in the qualification specification and to the separate guidance on contextualisation that is available to download from the Prism online system (secure login required). The specification includes guidance on the requirements for recording where centres contextualise any of the listening tasks.
- Candidates do not have to complete all the tasks in a single session, but they must complete them under supervision and are not permitted to take them away.
- Candidates should be briefed on the task/tasks to be completed. Task 1 focuses on listening skills and Tasks 2 and 3 on speaking and listening skills.
- Candidates may be assisted with aspects that are not being assessed (e.g. the assessor may tell the candidate what to do if they cannot read the written instructions adequately). Candidates may give their responses to the listening task verbally and the tutor/assessor may scribe the answer as these tasks assess listening and not writing. Tutors/assessors should also refer to the guidance on access arrangements, reasonable adjustments and special considerations in the qualification specification.
- Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.
- To achieve the speaking and listening unit candidates must achieve the pass mark for listening Task 1 and the combined pass mark for Tasks 2 and 3, as indicated below.
- If candidates fail the listening task or achieve a low mark on Task 2 and/or Task 3 they may be given an equivalent task from another paper.

**Examples of contextualisation****Task 1**

Questions 1-6 the text could be adapted to different type of accommodation.

Questions 7-12 the text could be adapted to a doctor's surgery.

**Task 2**

This could be adapted to a different subject the candidate is studying.

**Task 3**

Topic A could be adapted to talking about healthy eating or exercise that promotes a healthy lifestyle.

Topic B could be adapted to talking about any special day.

## Task 1

### Instructions

**(Tutors may read these instructions to candidates)**

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

### Information

- Task 1 has 12 marks.

### Advice

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

## Task 1 – Listening Transcript

- Task 1 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, or need to contextualise any of the listening tasks, they may record their own but the voice on the recording must not be that of the candidate's tutor. Where centres record a new transcript following contextualisation, they will need to keep a copy for external quality assurance purposes.
- Candidates should be encouraged to read the questions before the recordings are played.
- Each extract will be played three times. You should pause the recording after each playing to allow candidates time to respond to the questions.
- The time allowed for this assessment is 30 minutes.

## Transcript

<b>Male voice:</b>	Read questions 1 to 6.  Listen to the answerphone message.
<b>Female voice:</b>	Hi. I have found a flat near the college. The kitchen is small but the bedroom is big. The living room is not very nice. Can you come and see it with me? I can only go on Friday morning or on Saturday afternoon. Let me know tomorrow. Thanks.
<b>Male voice:</b>	Now answer the questions. You do not need to write in full sentences.

<b>Female voice:</b>	Read questions 7 to 12.  Listen to the recorded message.
<b>Male voice:</b>	Thank you for calling the Dental practice. We open weekdays at 9am and on Saturday at 10am. We close for lunch every day at 1pm. We are now adding adults to our NHS waiting list. Please call the receptionist. Be ready to give your name and address.
<b>Female voice:</b>	Now answer the questions. You do not need to write in full sentences.

## End of Transcript

**Task 1 – General marking guidance and assessment principles**

- Assessors should mark according to the mark scheme.
- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.
- Where assessors are required to make a judgement, for example in short answer questions, examples will be provided of possible answers that may be credited.
- Responses that are correct but written outside the box must be credited.
- Candidates will not be penalised for incorrect spelling as long as meaning is clear.




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## Task 1 – Mark Scheme



### Questions 1 - 6

<b>Assessment Criteria</b>	1.1, 1.2
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<b>Question</b>	<b>Answer</b>	<b>Marks Available</b>
1. What kind of home has your friend found?	c) A flat 	1 mark
2. What is it close to?	(the) college	1 mark
3. Which room is small?	kitchen	1 mark
4. Which room does your friend <b>not</b> like?	living room	1 mark
5. Which afternoon can she visit?	Saturday	1 mark
6. What do you need to do now?	let (her) know	1 mark

<b>Total Marks Available</b>	<b>6 marks</b>
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Questions 7 - 12

Assessment Criteria	1.1, 1.2	
Question	Answer	Marks Available
7. Who is this message from?	c) Dental practice 	1 mark
8. What time do they open on Saturday?	b) 10am 	1 mark
9. What happens at 1pm?	close (for lunch)/lunch	1 mark
10. Who can be put on the waiting list?	adults	1 mark
11. Who do you need to call?	receptionist	1 mark
12. What information do you need to give?	name and / or address	1 mark

<b>Total Marks Available</b>	<b>6 marks</b>
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<b>Total Marks Available for Task 1</b>	<b>12 marks</b>
<b>Pass Mark for Task 1</b>	<b>8 marks</b>

## Task 2 and Task 3 - Preparing for and conducting the speaking assessment

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

## **Task 2 and Task 3 - General marking guidance and assessment principles**

- Assessors should apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should mark according to the mark scheme.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.

## **Task 2 – Individual Speaking Activity**

- The approximate duration of the task will be between 10-25 minutes depending upon the number of candidates being assessed. It should not be more than 5 minutes per candidate.
- Candidates will complete this task in a small group with between two to five people.
- Each candidate has five minutes to prepare on their own before talking.
- Candidates will take it in turns to be assessed with approximately five minutes allowed for each candidate.
- The tutor should monitor the interchange to help ensure that the candidate being assessed is not unfairly penalised by the performance of other candidates and should intervene if necessary to ensure fairness of assessment opportunity.
- You should give the candidates being assessed the candidate instructions.
- During the preparation time candidates may make brief notes using the space provided on the candidate card. These must not be in full sentences.
- They must give the instructions with the notes to the tutor after completing the task.

**Task 2 – Individual Speaking Activity****Candidate Instructions:**

- You will complete this task in a small group with between two and five people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must not be in full sentences.
- You must give the notes to your tutor after you complete the task.

**Topic: Studying English**

- Say what you do to practise your English.
- Say what you like doing in your classes.
- Say what you find hard.

## Task 2 – Mark scheme and assessment guidance

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps tutors to evidence and justify their assessment decisions. The *Adult ESOL core curriculum guidance* in Appendix 1 provides the range of grammatical structures that should feature at Entry Level 2 and supports accurate standard setting.

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

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

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

## Task 2 – Mark scheme and assessment guidance

Assessment Criteria	2.1, 2.2, 2.3, 4.3
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**Communication – 2 marks for each bullet point (maximum 6 marks), however there is no requirement for equal coverage of the bullets to complete the task and communication of a bullet can achieve the marks even if less is said in response to the prompt.**

Mark Scheme	Marks	Guidance
<b>Candidate communicates task fully, sequencing information and using appropriate vocabulary and expressions at Entry 2.</b>	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"><li>• knowledge and use of a range of vocabulary - appropriate and relevant to task</li><li>• using intensifiers – e.g. really, quite, so</li><li>• using adjectives and adjective order – e.g. a nice big restaurant</li><li>• using some comparative adjectives or adjectival phrases – e.g. bigger, better, more expensive</li><li>• using there was / were / is going to be</li><li>• using simple negatives e.g. there are no..., it is not...</li><li>• using common conjunctions to join clauses – e.g. and, but, or</li><li>• using multiple points rather than just single statements</li><li>• using time markers and sequencing – e.g. ago, next week, everyday, first</li><li>• giving directions and instructions</li><li>• expressing simple, views, opinions and feelings</li></ul> <p>(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)</p>



<b>Candidate mostly communicates task and has sufficient vocabulary and expressions to make him/herself understood. Tutor may need to ask for clarification or to prompt.</b>	1 mark	Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing  Expressions and vocabulary will be more limited and/or task has some omissions.
<b>Candidate communicates no relevant information or can only communicate with substantial support from the tutor.</b>	0 marks	Unable to communicate the minimum amount to achieve the task in a way that can be understood or can only communicate with most language provided by the tutor.

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

Mark Scheme	Marks	Guidance
<b>Candidate articulates sounds of English using stress and intonation to make speech comprehensible and meaning understood.</b>	2 marks	Pronunciation is not expected to be perfect but language must be understood for the majority of the time. Stress should be placed accurately on familiar words. Rising intonation should be used for questions. Content words in sentences should be stressed. Intonation should be used appropriately to indicate attitude.

<b>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</b>	1 mark	The candidate can communicate, but incorrect pronunciation of some words or incorrect stress on familiar words may cause some misunderstanding. Intonation may not always be appropriate.
<b>Sounds are insufficiently English for communication to be achieved.</b>	0 marks	Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.

**Grammar (2 marks for the whole task)**

Mark Scheme	Marks	Guidance
<b>Statements and questions are sufficiently grammatically accurate to be understood at Entry 2.</b>	2 marks	<p>Grammatical structures may include:</p> <ul style="list-style-type: none"> <li>• use of present simple, present continuous for future and past simple using accurate word order</li> <li>• using correct word order in compound sentences</li> <li>• use of present continuous for future – e.g. I'm planning a party</li> <li>• use of imperatives and negative imperatives</li> <li>• forming different kinds of questions, including open and closed and comparative questions</li> <li>• prepositions of place and time</li> <li>• possessive 's' and possessive pronouns</li> <li>• determiners of quantity – any, many</li> <li>• countable and uncountable nouns</li> <li>• definite and indefinite articles</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p>

		<b>One or two minor errors do not impede communication.</b>
<b>Some grammatical errors occur that at times impede communication.</b>	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, forming questions, plurals, articles and/or tenses.
<b>Grammatical errors are such that communication is not achieved.</b>	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

<b>Total Marks Available</b>	<b>10 marks</b>
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### Task 3 – Discussion

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

### Task 3 – Discussion

#### Candidate Instructions:

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

#### Topic A: A Healthy Lifestyle

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

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

#### Topic B: Celebrations

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

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

### Task 3 – Mark scheme and assessment guidance

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps tutors to evidence and justify their assessment decisions. The *Adult ESOL core curriculum guidance* in Appendix 1 provides the range of grammatical structures that should feature at Entry Level 2 and supports accurate standard setting.

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

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

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

### Task 3 – Mark scheme and assessment guidance

Assessment Criteria	2.1, 2.2, 3.1, 4.1, 4.2. 4.3
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#### Discussion (2 marks for the whole task)

Mark Scheme	Marks	Guidance
<b>Candidate follows the gist of the discussion and maintains their role in the discussion. May request clarification or repetition.</b>	2 marks	<p>Candidate interacts and takes part in the discussion, making relevant contributions.</p> <p>Discussion conventions may include:</p> <ul style="list-style-type: none"> <li>• making relevant contributions in response to other speakers</li> <li>• requesting clarification – e.g. what do you mean? could you say that again please? sorry?</li> <li>• asking relevant questions</li> </ul> <p>Overall contributions show that candidate is following what others are saying.</p>
<b>Candidate follows the gist and maintains their role in the discussion most of the time. May need help from the tutor.</b>	1 mark	<p>Candidate does not always understand what others say. Candidate input may be limited but does address the requirements of the task.</p> <p>Use of discussion conventions/expressions occasionally demonstrated.</p> <p>Candidate may need prompts from the tutor to maintain role.</p>
<b>Candidate is unable to maintain role in discussion.</b>	0 marks	<p>Unable to follow the discussion topic or contributions from others. No relevant contributions.</p>

**Response (2 marks for the whole task)**

Mark Scheme	Marks	Guidance
<b>Candidate responds to the contributions of others in discussion. May request clarification or repetition.</b>	2 marks	<p>Responses in the discussion may include:</p> <ul style="list-style-type: none"> <li>• indicating agreement or disagreement with other speakers.</li> <li>• responding to others with discourse markers – e.g. You're right, Maybe, I'm not sure, What about you? Mm, yes but ..., I don't think so.</li> <li>• responding to questions from others with short relevant statements, answers or questions.</li> <li>• expressing simple views, opinions and feelings in response to others.</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; responses will vary depending on the task)</p>
<b>Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.</b>	1 mark	<p>Candidate responses are quite limited but do address the requirements of the task and demonstrate understanding.</p> <p>Appropriate responses occasionally demonstrated.</p> <p>Candidate may need prompts from the tutor to maintain role.</p>
<b>Candidate does not always understand contributions of others and is unable to respond.</b>	0 marks	<p>Candidate unable to respond to others in order to contribute to the discussion.</p> <p>Responses are not relevant. Little or no interaction with others.</p>



**Communication (2 marks for the whole task)**

Mark Scheme	Marks	Guidance
<b>Candidate communicates information and asks a question in discussion using appropriate vocabulary and expressions at Entry 2.</b>	2 marks	<p>Candidate conveys information relevant to the discussion topic.</p> <p>Communication in a discussion may include:</p> <ul style="list-style-type: none"> <li>• conveying information relevant to the discussion topic</li> <li>• expressing simple views, opinions and feelings using simple phrases such as I think, I like</li> <li>• expressing degrees of liking / disliking – e.g. I quite like, I hate</li> <li>• asking basic questions including wh- questions to develop conversation</li> </ul>
<b>Candidate has sufficient vocabulary and expressions to make him/herself understood in discussion. Communicates some information and attempts a question. Tutor may need to ask for clarification or to prompt.</b>	1 mark	<p>Communication of information is more limited but does address the requirements of the task. Use of discussion responses occasionally demonstrated but does attempt questions and simple opinions.</p> <p>Candidate may need prompts from the tutor to maintain role.</p>
<b>Candidate communicates little or no relevant information.</b>	0 marks	Information is not relevant to the task or not conveyed and candidate unable to communicate even simple opinions or ask questions.

**Pronunciation and intonation (2 marks for the whole task) as Task 2**

Mark Scheme	Marks	Guidance
<b>Candidate articulates sounds of English using stress and intonation to make speech comprehensible and meaning understood.</b>	2 marks	Pronunciation is not expected to be perfect but language must be understood for the majority of the time. Stress should be placed accurately on familiar words. Rising intonation should be used for questions. Content words in sentences should be stressed. Intonation should be used appropriately to indicate attitude.
<b>Candidate articulates most sounds recognisably with some appropriate stress and intonation. Communication is not impaired.</b>	1 mark	The candidate can communicate, but incorrect pronunciation of some words or incorrect stress on familiar words may cause some misunderstanding. Intonation may not always be appropriate.
<b>Sounds are insufficiently English for communication to be achieved.</b>	0 marks	Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.

**Grammar (2 marks for the whole task) as Task 2**

Mark Scheme	Marks	Guidance
<b>Statements and questions are sufficiently</b>	2 marks	Grammatical structures may include: <ul style="list-style-type: none"> <li>• use of present simple, present continuous for future and past simple using accurate word order</li> </ul>

<b>grammatically accurate to be understood at Entry 2.</b>		<ul style="list-style-type: none"> <li>• using correct word order in compound sentences</li> <li>• use of present continuous for future – e.g. I'm planning a party</li> <li>• use of imperatives and negative imperatives</li> <li>• forming different kinds of questions, including open and closed and comparative questions</li> <li>• prepositions of place and time</li> <li>• possessive 's' and possessive pronouns</li> <li>• determiners of quantity – any, many</li> <li>• countable and uncountable nouns</li> <li>• definite and indefinite articles</li> </ul> <p>(NB. Not all these examples will be required to achieve the task; grammar will vary depending on the task)</p> <p><b>One or two minor errors do not impede communication.</b></p>
<b>Some grammatical errors occur that at times impede communication.</b>	1 mark	The candidate uses mostly correct grammar but there are errors for example in word order, forming questions, plurals, articles and/or tenses.
<b>Grammatical errors are such that communication is not achieved.</b>	0 marks	Grammatical errors are such that the task is not achieved at even a minimal level.

<b>Total Marks Available</b>	<b>10 marks</b>
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<b>Total Marks Available for Tasks 2 and 3</b>	<b>20 marks</b>
<b>Pass Mark for Tasks 2 and 3</b>	<b>13 marks</b>

## Appendix 1: Adult ESOL core curriculum guidance – Entry Level 2

<b>Simple and compound sentences</b>
<ul style="list-style-type: none"> <li>word order in compound sentences, e.g. subject – verb – (object) + <i>and/but</i> + subject – verb – (object)</li> <li><i>there was/were/there is going to be</i></li> <li>clauses joined with conjunctions <i>and/but/or</i></li> <li>a limited range of common verbs + <i>-ing</i> form</li> <li>verb + infinitive with and without <i>to</i></li> <li><i>wh-</i> questions</li> <li>comparative questions alternative questions</li> <li>question words <i>when, what time, how often, why, how</i> and expressions</li> <li>statements with question tags, using Entry 1 and Entry 2 tenses</li> </ul>
<b>Noun phrase</b>
<ul style="list-style-type: none"> <li>countable and uncountable nouns</li> <li>simple noun phrases</li> <li>object and reflexive pronouns</li> <li>determiners of quantity – <i>any, many</i></li> <li>use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives</li> <li>possessive <i>s</i> and possessive pronouns</li> </ul>
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>
<ul style="list-style-type: none"> <li>simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases</li> <li>simple past tense of regular and common irregular verbs with time markers such as <i>ago</i></li> <li>future time using: present continuous; use of time markers</li> <li>modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to, had to</i>, to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility</li> <li>use of simple modal adverbs: <i>possibly, probably, perhaps</i></li> <li>very common phrasal verbs</li> </ul>
<b>Adjectives</b>
<ul style="list-style-type: none"> <li>adjectives and adjective word order</li> <li>comparatives, regular and common irregular forms</li> </ul>
<b>Adverbs and prepositional phrases</b>
<ul style="list-style-type: none"> <li>prepositions and prepositional phrases of place and time</li> <li>adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: <ul style="list-style-type: none"> <li>sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>)</li> <li>word order</li> <li>use of intensifiers, e.g. <i>really, quite, so</i></li> </ul> </li> </ul>
<b>Discourse</b>
<ul style="list-style-type: none"> <li>adverbs to indicate sequence – <i>first, finally</i></li> <li>use of substitution</li> <li>markers to structure spoken discourse</li> </ul>

## Appendix 2: Observation Record – Entry Level 2

<b>Centre name:</b>	<b>Centre number:</b>
<b>Learner name:</b>	<b>Candidate number:</b>

Criteria	Marks Available	Marks Awarded	Comments and examples of language used	IQA Comments	EQA Comments
<b>TASK 2</b>					
Communication	<b>6 Marks</b>				
Pronunciation and intonation	<b>2 Marks</b>				
Grammar	<b>2 Marks</b>				
<b>TASK 3</b>					
Discussion	<b>2 Marks</b>				
Response	<b>2 Marks</b>				

Communication	<b>2 Marks</b>				
Pronunciation and intonation	<b>2 Marks</b>				
Grammar	<b>2 Marks</b>				



<b>Total Marks Available</b>	<b>20 marks</b>	<b>Total Marks Awarded</b>		<b>PASS / FAIL</b>	
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<b>IQA Name:</b> <b>IQA Signature:</b> <b>IQA sign-off date:</b>	<b>EQA Name:</b> <b>EQA Signature:</b> <b>EQA sign-off date:</b>
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**This is not a live paper**

Live date – 28/02/2023

Retired date – 01/03/2024

## ESOL Skills for Life

# Speaking and Listening – Entry Level 2

## Sample Candidate Paper ESOLSLE2BD/P

Number of tasks: 3

Fill in the boxes below

First name

Surname

Date of Birth

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

Signature

For centre use only

Learner ID

Centre Name

	Marks	Pass Mark	Pass/ Fail	Date completed	Tutor signature
Task 1		8/12			
Task 2		13/20			
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.
- 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 12 marks.

### Advice

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

# Task 1 – Listening

## Questions 1 to 6

Read the questions.

Listen to the recording.

Put a tick in the correct box ☒.

1. What kind of home has your friend found?

a)

☐

b)

☐

c)

☐

Marker  
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Candidate Name:

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2. What is it close to?

---

3. Which room is small?

---

4. Which room does your friend **not** like?

---

5. Which afternoon can she visit?

---

6. What do you need to do now?

---

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### Questions 7 to 12

Read the questions.

Listen to the recording.

Put a tick in the correct box ☒.

7. Who is this message from?

a)

☐

b)

☐

c)

☐

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Put a tick in the correct box ☒.

8. What time do they open on Saturday?

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a)

☐

b)

☐

c)

☐

Candidate Name:

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**9.** What happens at 1pm?

---

**10.** Who can be put on the waiting list?

---

**11.** Who do you need to call?

---

**12.** What information do you need to give?

---

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Total marks for Task 1: 12 Marks

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

## Task 2 – Individual Speaking Activity

### Candidate Instructions:

- You will complete this task in a small group with between two and five people.
- You have five minutes to prepare on your own before talking.
- You may make notes. These must not be in full sentences.
- You must give the notes to your tutor after you complete the task.

### Topic: Studying English

- Say what you do to practise your English.
- Say what you like doing in your classes.
- Say what you find hard.

You can use the space below to make notes:

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Total marks for Task 2: 10 Marks

Candidate Name:

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Learner ID:

Date of Birth:

## Task 3 – Discussion

### Candidate Instructions:

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

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### Topic A: A Healthy Lifestyle

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

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

You can use the space below to make notes:



Candidate Name:

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Learner ID:

Date of Birth:

## Task 3 – Discussion

### Candidate Instructions:

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

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### Topic B: Celebrations

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

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

You can use the space below to make notes:

Total marks for Task 3: 10 Marks

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**End of Assessment**

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