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**ESOL Skills for Life**

**Speaking and Listening**

**Level 2**

**Sample Assessor Pack and Candidate Paper**

Assessment Code: ESOLSLL2AA/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: ESOLSLL2AA/P**

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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 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.

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### 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.

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### Task 1 - Listening

- Task 1 will focus on listening to and extracting key information from short spoken sources and demonstrating comprehension skills.
- You will be provided with a sound file of a recording. If centres are unable to access the sound file, they may record their own but the 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

#### Questions 1-7.

<b>Female Voice:</b>	You are thinking of becoming a volunteer, listen to this women speaking about volunteering on the Radio, then answer <b>questions 1 to 7</b> .
<b>Female Voice 1:</b>	<p>I work for the charity which helped my family when my father was ill. Initially I wanted to give something back to the charity. I didn't think that volunteering would help me to find paid employment, but it helped me to get a job with the charity as a team leader. I have more self-confidence and have acquired many new skills.</p> <p>Before you apply to be a volunteer, think about what skills you have. Do some research to find out about different charities that could use those skills. You won't be paid as a volunteer so, to reduce travel expenses, choose somewhere local. Finally send a CV to the charity. List your skills and qualities and include details of any relevant experience, for example, if you've looked after a relative or friend who is ill.</p>

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### Questions 8-13.

<b>Female voice:</b>	You hear this discussion on the Radio about a Bike to Work Scheme.
<b>Female voice 1:</b>	Some companies in the local area have been involved in the Bike to Work Scheme. A new government initiative primarily introduced to improve traffic congestion in towns and cities, which also aims to improve the health of the workforce. We have Tom here from the Global Express. Welcome Tom.
<b>Male voice:</b>	Thank you Jo.
<b>Female voice 1:</b>	So Tom, what does the management think of how the scheme operates?
<b>Male voice:</b>	Well it took a little time to persuade them of the benefits to the company, but the scheme has been in place for around nine months now.
<b>Female voice 1:</b>	And the employees?
<b>Male voice:</b>	They love it, Jo! Around half of them have taken advantage of the scheme and they have bought brand new bikes which they regularly use to get to work. Some of them have reported that because of the exercise, they have lost weight and actually, because many of them live close to work and the traffic jams are dreadful, their journeys to work do not take much longer than travelling by car.
<b>Female voice 1:</b>	That is good news, Tom. Are there any benefits to the company?
<b>Male voice:</b>	We had been paying for car park spaces, but we have been able to reduce the number of spaces, saving us a considerable amount of money. In addition, because of the improvement in fitness, we have had less employee sickness.
<b>Female voice 1:</b>	It seems as though this has been a good initiative. Thank you for telling us about it, Tom.
<b>Female voice:</b>	Now answer questions 8 to 13.

**End of Transcript**

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### 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.



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## Task 1 - Mark Scheme and Guidance

### Questions 1-7

Assessment Criteria	1.1	
Question	Correct Answer	Marks Available
1.	The charity had helped her family when her father was ill	1 mark
2.	To give something back (to the charity)	1 mark
3.	1 mark each for any two of the following: - got a job - more self confidence - many new skills	2 marks
4.	Team leader	1 mark
5.	Steps are identified, 1 mark for each of the following: - Think about your skills (how they can benefit a charity) - Research to find a charity - Send a CV	3 marks
6.	You won't be paid as a volunteer	1 mark
7.	Looking after someone who is ill	1 mark

<b>Total Marks Available</b>	<b>10 marks</b>
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Questions 8-13

Assessment Criteria	1.1, 1.2	
Question	Correct Answer	Marks Available
8.	Global Express	1 mark
9.	9 months ago	1 mark
10.	d) Reduce traffic	1 mark
11.	1 mark for each of the following: (If more than 3 boxes ticked, delete 1 mark for each additional tick) a) polite b) positive f) enthusiastic	3 marks
12.	1 mark each for any two of the following: - People live close to work - Traffic jams are dreadful - Cars get stuck in traffic/ Bikes do not get stuck in traffic	2 marks
13.	1 mark each for any two of the following: - Do not need to provide as many car park spaces - Reduced costs - Saved money - Less sickness	2 marks

<b>Total Marks Available</b>	<b>10 marks</b>
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<b>Total Marks for Task 1</b>	<b>20 marks</b>
<b>Pass Mark for Task 1</b>	<b>13 marks</b>

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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 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

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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 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.

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### Task 2 - Individual Speaking Activity

#### Candidate Instructions

- Your tutor will ask you to play the part of one of the following:
  - The Principal of a college
  - A local resident
  - A learner
- 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 bullet points, but not in full sentences. You should not read out what you want to say.
- You should listen and respond to others and 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.

#### **Topic: You are attending a local consultation meeting.**

The principal of a local college is planning to expand the college by building a huge new sports facility which he believes will benefit the students and local community. Some members of the local community are afraid that there will be even more traffic in the area. You will attend a local consultation to put your views forward.

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### Task 2 - Mark Scheme and Guidance

<b>Assessment Criteria</b>	2.1, 2.2, 2.3, 2.4, 2.5,4.2,4.3,4.5
<b>Guidance</b>	Each candidate to be assessed individually

#### 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
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
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
Candidate presents some information relevant to the task but with little detail and little or no development.	1 mark
Candidate presents no information relevant to the task	0 marks

#### Response

Candidate responds fully, expressing views, opinions and arguments with evidence, using appropriate vocabulary and expressions at Level 2.	4 marks
Candidate responds, expressing views and opinions with some reasons, using appropriate vocabulary and expressions at Level 2.	3 marks
Candidate responds with limited views and opinions, using mostly appropriate vocabulary and expressions at Level 2.	2 marks
Candidate responds with very few or no views or opinion.	1 mark
Candidate provides no response relevant to the task	0 marks

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### Range of language

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
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
Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.	1 mark
Candidate's language not worthy of credit at Level 2.	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 too inaccurate to be worthy of credit at Level 2.	0 marks

### Pronunciation and intonation

Candidate speaks confidently using, 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

<b>Total Marks Available</b>	<b>15 marks</b>
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### 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.



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### 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: Should people who have been convicted of a crime be allowed to return to their former jobs once they have completed their sentence?**

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### Task 3 - Mark Scheme and Guidance

Assessment Criteria	2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5
Guidance	Each candidate is to be assessed individually

#### Contribution to a discussion

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.	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 Level 2. 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

#### Range of language

Candidate uses language which includes complex and compound sentences, using appropriate tenses, verb forms and discourse markers.	3 marks
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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 language not worthy of credit at Level 2.	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 too inaccurate to be worthy of credit at Level 2.	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

<b>Total Marks Available</b>	<b>15 marks</b>
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<b>Total Marks Available for Task 2 and 3</b>	<b>30 marks</b>
<b>Pass mark for Tasks 2 and 3</b>	<b>20 marks</b>

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### Appendix 1: Adult ESOL core curriculum guidance - Level 2

<b>Simple, compound and complex sentences with a wide range of subordinate clause</b>
<ul style="list-style-type: none"> <li>word order in complex sentences, including choice of order for emphasis</li> </ul>
<ul style="list-style-type: none"> <li>there could be/would be/should be</li> <li>could have/would have/should have</li> </ul>
<ul style="list-style-type: none"> <li>a wide range of conjunctions, including on condition that, provided that</li> <li>conditional forms, using had + would/could/should have</li> <li>comparative clauses The faster he talked, the less I understood</li> <li>more complex participial clauses with –ing and –ed</li> <li>fronting and cleft sentences for emphasis,</li> </ul>
<ul style="list-style-type: none"> <li>reported speech, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>more complex embedded questions</li> <li>reported questions, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>statements with question tags, using L2 verbs and tenses</li> </ul>
<ul style="list-style-type: none"> <li>imperative + question tag</li> </ul>
<b>Noun phrase</b>
<ul style="list-style-type: none"> <li>noun phrases of increasing complexity</li> <li>use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> </ul>
<ul style="list-style-type: none"> <li>use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>
<ul style="list-style-type: none"> <li>use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li>would expressing habit in the past</li> <li>use of had + would/could/should have in conditional sentences</li> </ul>
<ul style="list-style-type: none"> <li>modals expressing past obligation, possibility, rejected conditions e.g. should have, might have, could have, must have, can't have</li> </ul>
<ul style="list-style-type: none"> <li>wide range of phrasal verbs with a number of particles, e.g. to get round to, to carry on with</li> </ul>
<b>Adjectives</b>
<ul style="list-style-type: none"> <li>connotations and emotive strength of adjectives</li> <li>collocation of a range of adjectives + prepositions</li> </ul>

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**Appendix 2: Speaking & Listening - Assessment Guidance - Level 2**

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**

<p><b>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.</b></p>	<p><b>4 marks</b></p>	<ul style="list-style-type: none"> <li>• Information is detailed, relevant and explained.</li> <li>• Relevant ideas and points of view are supported with reasons and justification.</li> <li>• A wide range of lexis, appropriate and relevant to the task, including specialist words appropriate to purpose and audience.</li> <li>• Extended speech is sustained with some confidence and the presentation is well structured.</li> <li>• Presentation includes comparisons, for example of different points of view, different possibilities/situations.</li> <li>• Consistent use of formal or informal language as appropriate to audience and purpose.</li> </ul>
<p><b>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.</b></p>	<p><b>3 marks</b></p>	<ul style="list-style-type: none"> <li>• Information contains some detail which is relevant and explained.</li> <li>• Some ideas and opinions are supported with reasons and justification.</li> <li>• A range of lexis, appropriate and relevant to the task, mostly appropriate to purpose and audience.</li> <li>• The presentation is sustained and logical.</li> <li>• Presentation includes some comparisons, for example different opinions or situations.</li> <li>• Mostly consistent use of formal or informal language as appropriate to audience and purpose.</li> </ul>

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<p><b>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.</b></p>	<p><b>2 marks</b></p>	<ul style="list-style-type: none"> <li>• Not all information is relevant to the task and/or few details that go beyond those presented in the stimulus.</li> <li>• The sequence is not always logical and/or there may be some omissions.</li> <li>• Opinions or ideas occasionally supported with reasons.</li> <li>• Expressions and vocabulary are more limited and/or the presentation has some omissions.</li> <li>• Register is sometimes not appropriate or not consistent.</li> </ul>
<p><b>Candidate presents some information relevant to the task but with little detail and little or no development.</b></p>	<p><b>1 mark</b></p>	<ul style="list-style-type: none"> <li>• Relevant information is limited and/or includes irrelevant facts or detail.</li> <li>• Simple opinions and ideas with little reasons.</li> <li>• The information may not be sequential or logical.</li> <li>• Expressions and vocabulary are limited.</li> <li>• The presentation has omissions.</li> <li>• Register is not appropriate.</li> </ul>
<p><b>Candidate presents no information relevant to the task.</b></p>	<p><b>0 marks</b></p>	<ul style="list-style-type: none"> <li>• Unable to communicate the minimum amount to achieve the task and/or the information is not relevant.</li> </ul>

Response

<p><b>Candidate responds fully, expressing views, opinions and arguments with evidence, using appropriate vocabulary and expressions at Level 2.</b></p>	<p><b>4 marks</b></p>	<ul style="list-style-type: none"> <li>• All questions are understood and answers are detailed and relevant.</li> <li>• A wide range of lexis appropriate and relevant to the questions, including specialist words.</li> <li>• Responses use appropriate register for audience and purpose.</li> <li>• Able to elaborate on responses and develop arguments with evidence and opinions using different expressions.</li> <li>• There is minimal hesitation.</li> </ul>
<p><b>Candidate responds, expressing views and opinions with some reasons, using appropriate vocabulary and expressions at Level</b></p>	<p><b>3 marks</b></p>	<ul style="list-style-type: none"> <li>• All questions are understood and answers are relevant.</li> <li>• A range of lexis appropriate and relevant to the questions.</li> <li>• Responses use mostly appropriate register.</li> <li>• Expresses opinions with some reasons/justification.</li> </ul>

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<b>2.</b>		<ul style="list-style-type: none"> <li>• May be some hesitation.</li> </ul>
<b>Candidate responds with limited views and opinions, using mostly appropriate vocabulary and expressions at Level 2.</b>	<b>2 marks</b>	<ul style="list-style-type: none"> <li>• Most questions are understood and answers are mostly relevant.</li> <li>• A range of lexis mostly appropriate and relevant to the questions.</li> <li>• Register may be inconsistent.</li> <li>• Expresses opinions in some responses.</li> <li>• May be some hesitation.</li> </ul>
<b>Candidate responds with very few or no views or opinion.</b>	<b>1 mark</b>	<ul style="list-style-type: none"> <li>• Limited responses to some questions which do not always demonstrate understanding.</li> <li>• Limited or no views and opinions.</li> <li>• Responses often hesitant.</li> <li>• Tutor may need to ask further questions, provide some vocabulary or expressions to keep the task flowing.</li> </ul>
<b>Candidate provides no response relevant to the task</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>• Responses totally irrelevant or unable to respond to questions in a way that can be understood.</li> <li>• Most language provided by the tutor.</li> </ul>

Range of language

<b>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.</b>	<b>3 marks</b>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a wide range of lexis – appropriate and relevant to task including specialist and/or less familiar vocabulary</li> <li>• a range of past tenses, time and sequence markers, conjunctions and subordinate clauses</li> <li>• a wide range of grammatical forms, for example, to define, classify, describe a process, generalise, compare and give examples</li> <li>• a range of adjectives and intensifiers to structure a longer description or account</li> <li>• being able to elaborate on statements and ideas with reasons and evidence</li> <li>• Using a range of different questions, with a wide range of verb forms.</li> </ul> <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
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<p><b>Candidate uses language which includes some complex and compound sentences. Mostly appropriate tenses, verb forms with some time and sequence markers and conjunctions.</b></p>	<p><b>2 marks</b></p>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a range of lexis – appropriate and relevant to task and may include some specialist vocabulary</li> <li>• some variation in past tenses</li> <li>• some time and sequence markers, conjunctions</li> <li>• some subordinate clauses</li> <li>• some variety in grammatical forms, for example to, describe, give an account, compare</li> <li>• being able to expand on statements and ideas with some reasons</li> <li>• some different question forms using some different verb forms.</li> </ul> <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
<p><b>Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.</b></p>	<p><b>1 mark</b></p>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a limited range of lexis relevant to the task</li> <li>• some simple statements of fact and/or description</li> <li>• mostly single tense use</li> <li>• occasional discourse marker</li> <li>• some simple questions.</li> </ul>
<p><b>Candidate language not worthy of credit at Level 2.</b></p>	<p><b>0 marks</b></p>	<ul style="list-style-type: none"> <li>• Language is too limited to achieve the task or be understood.</li> <li>• Most language provided by the tutor.</li> </ul>

**Accuracy**

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



## This is not a live paper

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

<b>Candidate speaks confidently using, pronunciation, stress and intonation to ensure meaning is clearly understood.</b>	<b>2 marks</b>	<ul style="list-style-type: none"> <li>The candidate use stress and intonation to convey meaning and nuances of meaning clearly.</li> <li>Articulates the sounds of English in connected speech, including: <ul style="list-style-type: none"> <li>stress placed accurately on most words</li> <li>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</li> <li>appropriate clarity, speed and phrasing</li> <li>stress to indicate a change in meaning.</li> </ul> </li> </ul>
<b>Some errors in pronunciation, stress and intonation. Communication is not impaired.</b>	<b>1 mark</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Overall communication is achieved.</li> </ul>
<b>Sounds and intonation are insufficiently clear for communication to be achieved.</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</li> <li>Sounds insufficiently English to communicate.</li> </ul>

### Task 3 – Mark Scheme and Guidance

#### Contribution to a discussion

<b>Candidate contributes detailed information and develops fully ideas relevant to the discussion topic,</b>	<b>3 marks</b>	<ul style="list-style-type: none"> <li>Candidate conveys detailed information, feelings, opinions and arguments with reasons relevant to the discussion topic.</li> <li>Makes sustained contributions to move the discussion forward.</li> <li>Register is appropriate.</li> </ul>
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This is not a live paper

<p>using appropriate vocabulary and expressions at Level 2. Expresses views and opinions.</p>		<ul style="list-style-type: none"> <li>Ideas and points of view are supported with reasons and justification.</li> <li>Contributions to the discussion may include: <ul style="list-style-type: none"> <li>using different strategies and language in a discussion for example to persuade, warn, rebuke, negotiate, compare ideas</li> <li>and using different intensifiers, exaggeration, changes to pitch as appropriate</li> <li>asking different questions appropriate to the discussion for example, asking for descriptions, personal information, definitions, comparisons.</li> </ul> </li> </ul>
<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 2. Expresses some views and opinions.</p>	<p>2 marks</p>	<ul style="list-style-type: none"> <li>Candidate conveys information, opinions, feelings and arguments relevant to the discussion topic.</li> <li>Some more extended contributions with some details provided.</li> <li>Register is mostly appropriate.</li> <li>Some ideas and points of view are supported with reasons and justification.</li> <li>Contributions to the discussion may include: <ul style="list-style-type: none"> <li>different ways of expressing and introducing an opinion- <i>'In my opinion, As I see it, In my view.'</i></li> <li>adjectives and intensifiers for expressing feelings</li> <li>making some suggestions, giving advice, trying to persuade.</li> <li>asking straightforward questions.</li> </ul> </li> </ul>
<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"> <li>Contributions to the discussion are quite limited, but are mostly relevant to the discussion topic.</li> <li>Discussion contributions include some questions and/or simple opinions and feelings.</li> </ul>
<p>Candidate communicates little or no relevant information.</p>	<p>0 marks</p>	<ul style="list-style-type: none"> <li>Information is not relevant to the task or not conveyed and candidate unable to communicate even simple opinions or ask questions.</li> </ul>

## This is not a live paper

### Response in a discussion

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

### Role in a discussion

<p><b>Candidate follows and participates fully in the discussion, asking appropriate questions of others. May request clarification or</b></p>	<p><b>2 marks</b></p>	<ul style="list-style-type: none"> <li>• Candidate interacts and maintains full involvement throughout the discussion.</li> <li>• Uses strategies, including non-verbal strategies to involve others and reassure.</li> <li>• Asks different questions appropriate to the discussion topic.</li> </ul>
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<p>repetition. Uses appropriate verbal and non-verbal strategies.</p>		<ul style="list-style-type: none"> <li>• Able to respond to others with phrases such as, 'I agree to some extent,' or point out contradictions or inconsistencies in others' arguments.</li> <li>• Can suggest when the discussion might draw to a close or state what they think has been agreed.</li> </ul>
<p>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.</p>	<p>1 mark</p>	<ul style="list-style-type: none"> <li>• Candidate interacts and is involved in the discussion throughout most of the task.</li> <li>• Asks some questions appropriate to the discussion topic.</li> <li>• Uses strategies and discussion conventions, including non-verbal strategies to involve others, reassure, interrupt in a mostly appropriate way.</li> <li>• Some requests for clarification or repetition if required.</li> </ul>
<p>Candidate is unable to follow or maintain role in the discussion.</p>	<p>0 marks</p>	<ul style="list-style-type: none"> <li>• Candidate unable to follow, respond to others or initiate in order to take part in the discussion.</li> <li>• Little or no interaction.</li> </ul>

Range of language (as Task 2)

<p>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.</p>	<p>3 marks</p>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a wide range of lexis – appropriate and relevant to task including specialist and/or less familiar vocabulary</li> <li>• a range of past tenses, time and sequence markers, conjunctions and subordinate clauses</li> <li>• a wide range of grammatical forms, for example, to define, classify, describe a process, generalise, compare and give examples</li> <li>• a range of adjectives and intensifiers to structure a longer description or account</li> <li>• being able to elaborate on statements and ideas with reasons and evidence</li> <li>• Using a range of different questions, with a wide range of verb forms.</li> </ul> <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
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This is not a live paper

<p><b>Candidate uses language which includes some complex and compound sentences. Mostly appropriate tenses, verb forms with some time and sequence markers and conjunctions.</b></p>	<p><b>2 marks</b></p>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a range of lexis – appropriate and relevant to task and may include some specialist vocabulary</li> <li>• some variation in past tenses</li> <li>• some time and sequence markers, conjunctions</li> <li>• some subordinate clauses</li> <li>• some variety in grammatical forms, for example to, describe, give an account, compare</li> <li>• being able to expand on statements and ideas with some reasons</li> <li>• some different question forms using some different verb forms.</li> </ul> <p>(NB. Not all these examples will be required to achieve the task but will vary depending on the task)</p>
<p><b>Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.</b></p>	<p><b>1 mark</b></p>	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a limited range of lexis relevant to the task</li> <li>• some simple statements of fact and/or description</li> <li>• mostly single tense use</li> <li>• occasional discourse marker</li> <li>• some simple questions.</li> </ul>
<p><b>Candidate language not worthy of credit at Level 2.</b></p>	<p><b>0 marks</b></p>	<ul style="list-style-type: none"> <li>• Language is too limited to achieve the task or be understood.</li> <li>• Most language provided by the tutor.</li> </ul>

**Accuracy (as Task 2)**

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

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

<b>Candidate speaks confidently using, pronunciation, stress and intonation to ensure meaning is clearly understood.</b>	<b>2 marks</b>	<ul style="list-style-type: none"> <li>The candidate use stress and intonation to convey meaning and nuances of meaning clearly.</li> <li>Articulates the sounds of English in connected speech, including:               <ul style="list-style-type: none"> <li>stress placed accurately on most words</li> <li>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</li> <li>appropriate clarity, speed and phrasing</li> <li>stress to indicate a change in meaning.</li> </ul> </li> </ul>
<b>Some errors in pronunciation, stress and intonation. Communication is not impaired.</b>	<b>1 mark</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Overall communication is achieved.</li> </ul>
<b>Sounds and intonation are insufficiently clear for communication to be achieved.</b>	<b>0 marks</b>	<ul style="list-style-type: none"> <li>Errors in pronunciation and intonation mean that the candidate cannot be understood at even a minimum level to achieve the task.</li> <li>Sounds insufficiently English to communicate.</li> </ul>

### Appendix 3: Observation Record - 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>					
Initial presentation	<b>4 marks</b>				
Response	<b>4 marks</b>				
Range of language	<b>3 marks</b>				
Accuracy	<b>2 marks</b>				
Pronunciation and intonation	<b>2 marks</b>				
<b>TASK 3</b>					

Contribution to a discussion	<b>3 marks</b>				
Response in a discussion	<b>3 marks</b>				
Role in a discussion	<b>2 marks</b>				
Range of language	<b>3 marks</b>				
Accuracy	<b>2 marks</b>				
Pronunciation and intonation	<b>2 marks</b>				

<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>	<b>PASS / FAIL</b>
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## ESOL Skills for Life

# Speaking and Listening – Level 2

## Candidate Paper ESOLSLL2AA/P

Number of tasks: 3

Fill in the boxes below

First name

Surname

Date of Birth

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

Signature

For centre use only

Learner ID

Centre Name

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

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## 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

Marker  
use only

Read questions 1 to 7.

Listen to the recording. You will hear it three times. You may make notes while you listen to the recording.

Now answer the questions.

1. How did Anya find out about the charity where she works?

---

(1 mark)

2. Why did Anya want to volunteer at first?

---

(1 mark)

3. Give **two** ways that volunteering has helped Anya.

i)

---

ii)

---

(2 marks)

Marker  
use only

4. What is Anya's job role now?

\_\_\_\_\_ (1 mark)

5. Identify **three** main steps Anya says you should take when applying to be a volunteer.

i)

\_\_\_\_\_

ii)

\_\_\_\_\_

iii)

\_\_\_\_\_ (3 marks)

6. Why does she suggest that people should choose a local charity?

\_\_\_\_\_ (1 mark)

7. What example of experience does Anya give that could be added to a CV?

\_\_\_\_\_ (1 mark)

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

**Read questions 8 to 13**

Listen to the recording. You will hear it three times. You may make notes while you listen to the recording.

Now answer the questions.

8. Where does Tom work?

\_\_\_\_\_ (1 mark)

9. When did the company introduce the scheme?

\_\_\_\_\_ (1 mark)

Put a tick in the correct box .

10. What is the main aim of the scheme?

a) Reduce employees

b) Recruit employees

c) Set up new businesses

d) Reduce traffic

(1 mark)

Marker  
use only

11. How would you sum up the tone of this discussion? Choose **three** words by putting a tick  in **three** boxes below.

Marker use only

- a) polite
- b) positive
- c) hesitant
- d) discourteous
- e) argumentative
- f) enthusiastic
- g) bored
- h) tense

(3 marks)

12. Give **two** reasons why many journeys to work take the same time by bike or in a car.

i)

---

ii)

---

(2 marks)

13. Identify **two** ways that the employer has benefited from the scheme.

i)

---

ii)

---

(2 marks)

Total marks for Task 1: 20 Marks



## Task 2 - Individual Speaking Activity

### Candidate Instructions

Marker  
use only

- Your tutor will ask you to play the part of one of the following:
  - The Principal of a college
  - A local resident
  - A learner
- 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 bullet points, but not in full sentences. You should not read out what you want to say.
- You should listen and respond to others and 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.

### **Topic: You are attending a local consultation meeting.**

The principal of a local college is planning to expand the college by building a huge new sports facility which he believes will benefit the students and local community. Some members of the local community are afraid that there will be even more traffic in the area. You will attend a local consultation to put your views forward.

You may make notes overleaf:

Candidate Name:

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ID No:

Date of Birth:

Marker  
use only

Total marks for Task 2: 15 Marks

Candidate Name:

This is not a live paper

ID No:

Date of Birth:

## Task 3 - Discussion

### Candidate Instructions

Marker  
use only

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: Should people who have been convicted of a crime be allowed to return to their former jobs once they have completed their sentence?**

You may make notes overleaf:

Candidate Name:

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ID No:

Date of Birth:

Marker  
use only

Total marks for Task 3: 15 Marks

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## End of Assessment

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