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gateway  
qualifications

**ESOL Skills for Life**

**Speaking and Listening**

**Level 2**

**Sample Assessor Pack and Candidate Paper**

**Sample Assessment Code: ESOLSLL2BA/P**

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

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

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

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

*learning your way*

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# 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
- 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: ESOLSLL2BA/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 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 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 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. Tutors/assessors should refer to the guidance on access arrangements, reasonable adjustments and special considerations in the qualification specification.
- Candidates must be allowed to complete the tasks independently without any further support according to the guide time allowed.
- To achieve the speaking and listening unit candidates must achieve the pass mark for 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 2

This could be adapted to a reduction in the number of trains or development of cycling lanes.

### Task 3

This could be broadened to technology generally.

## Task 1

### Instructions

(Tutors you may read these instructions to candidates.)

- Use a pen.
- You have 30 minutes to complete Task 1.
- Answer all the questions. You do not need to write in full sentences.
- Some questions must be answered with one tick in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a tick ☐.

### Information

- Task 1 has 20 marks.

### Advice

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

## Task 1 – Listening 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, 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

<b>Female voice:</b>	Read questions 1 to 8.  You are going to listen to a talk on the radio about how cities can help the climate crisis.
<b>Male voice:</b>	<p>Cities occupy less than 3% of the earth's land surface but they house 55% of the world's population. My message today is that investment in greener cities is the key to ensuring city emissions are lower. Scientists suggest we have ten years in which to do this.</p> <p>Many cities are already coming together to meet this challenge by promising to switch to electric buses. Other changes include processing waste.</p> <p><b>Short Pause</b></p> <p>Also, cities are planting new gardens for cleaner air. In my city, we are ensuring new buildings are more water efficient.</p> <p>Going forward, I want a global city vision and a plan in order to reduce the effect of climate change, today I am asking all city mayors to join me to make this happen.</p>
<b>Female voice:</b>	Now answer the questions. You do not need to write in full sentences.

<b>Male voice 1:</b>	Read questions 8 to 14. You are attending a talk in your college about a career in care.
<b>Male voice 2:</b> Host	Today, I would like to welcome Martha Jones who has been working in the care sector for 20 years. Martha, would you begin by telling us something about why you chose care as a career?
<b>Female voice 2:</b> Martha	Yes, it is my pleasure. I was inspired by my mother who looked after the elderly people in our village, they were so grateful to her so when I came to this country, I applied for a job in a care home near me.
<b>Male voice 2:</b> Host	Did you need any qualifications?
<b>Female voice 2:</b> Martha	Not at first but as I took on more responsibility, I did. I went to a college like this one and took a Health and Social Care qualification. Since then, I have taken a higher qualification which I needed to apply to be care manager. We also have lots of opportunities to update our skills while working in the job.
	<b>Short Pause</b>
<b>Male voice 2:</b> Host	I'm sure the audience would like to know a bit more about these.
<b>Female voice 2:</b> Martha	Of course, well, we can do short courses, or we can learn new skills by watching our colleagues at work.
<b>Male voice 2:</b> Host	If someone in the audience is interested in choosing care as a career, what should they do?
<b>Female voice 2:</b> Martha	Come along to an open day on 7 <sup>th</sup> July at the Charles Frost Community Centre, there will be lots of information on the kinds of jobs available. It is not only focussed on the elderly, but also young people and people with special needs. We offer flexible working, a pension, paid travel and holidays and sick pay.
<b>Male voice 2:</b> Host	Thank you, Martha, for coming along today.
<b>Male 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 apply the mark schemes positively. Candidates must be rewarded for what they have shown they can do.
- Assessors should mark according to the mark scheme.
- Assessors should always award full marks if these are deserved, i.e. if the answer matches the mark scheme. Half marks may not be awarded.
- If a response is not worthy of credit it should be awarded 0.
- Where assessors are required to make a judgement, for example in short answer questions, examples will be provided of possible answers that may be credited.
- Responses that are correct but written outside the box must be credited.
- Candidates must not be penalised for incorrect spelling as long as meaning is clear.

## Task 1 – Mark Scheme

### Questions 1 - 7

Assessment Criteria		1.1, 1.2
Question	Answer	Marks Available
1. What percentage of the world's population lives in cities?	55%	1 mark
2. How does the speaker suggest global city emissions can be lowered?	(Investment in) greener cities	1 mark
3. How long do the scientists think we have to lower emissions?	Ten years	1 mark
4. What have many cities already come together to do?	(Promising to) switch to electric buses	1 mark
5. Name <b>three</b> other ways cities are making changes:	1 mark for each of the following - Processing waste - Planting gardens - buildings more water efficient	3 marks
6. Name <b>two</b> things the speaker wants going forward:	1 mark for each of the following: - a vision - a plan	2 marks
7. Who does the speaker want to join him?	(All city) mayors	1 mark
Total Marks Available		10 marks

Questions 8 - 14

<b>Assessment Criteria</b>	1.1, 1.2
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<b>Question</b>	<b>Answer</b>	<b>Marks Available</b>
8. Why was Martha inspired by her mother?	(Because) she looked after the elderly (in her village)	1 mark
9. What did Martha do when she first came to this country?	She applied for a job in a care home.	1 mark
10. Why did Martha need a higher qualification?	1 mark for any <b>one</b> of the following: - To take on more responsibility - To apply to be a care manager	1 mark
11. Name <b>two</b> ways Martha can update her skills:	1 mark for each of the following: - do short courses - watch colleagues (at work)	2 marks
12. What will be available at the open day?	Information about the kinds of jobs available/job information	1 mark
13. What information does Martha give about jobs in care?	1 mark for each of the following: a) You can choose the hours you want to work c) You can care for young people e) You will get paid if you are sick	3 marks
14. The purpose of this talk is to encourage the audience:	b) to think about a career in care	1 mark

<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>

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

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

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

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

## Task 2 – Individual Speaking Activity

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

## Task 2 – Individual Speaking Activity

### Candidate Instructions:

- You will give a short talk for about two minutes to your group saying what you think about the plan to reduce the bus service in your local area.
- You should present your arguments in a formal and logical way.
- You have 10 minutes to prepare your presentation.
- You may make notes in bullet points, but not in full sentences. You should not read out what you want to say.
- Following your talk 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 talk.
- You will need to prepare to ask each presenter a question.
- You must ask each presenter a different question in a formal way.

### Reducing bus routes

You have just found out that there is a plan to reduce the service on some of the local bus routes. Parents are anxious about how they will be able to get their children to school and the elderly are worried about getting to appointments.

Local businesses are worried that it will mean fewer people in the high street as parking is already restricted. Environmentalists are concerned that it will mean more cars on the roads.

Your local council is holding a meeting in the town hall where they want to hear your views.

**Have your say!**

## Task 2 – Mark scheme and assessment guidance

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

<b>Assessment Criteria</b>	2.1, 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.5
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### Initial presentation (4 marks)

Mark Scheme	Marks	Guidance
<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>	4 marks	<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 vocabulary, 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>
<b>Candidate presents information and ideas relevant to the task, in a logical sequence, including some detail and</b>	3 marks	<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 vocabulary, appropriate and relevant to the task, mostly appropriate to purpose and audience.</li> <li>• The presentation is sustained and logical.</li> </ul>

<b>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>		<ul style="list-style-type: none"> <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>
<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>	2 marks	<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>
<b>Candidate presents some information relevant to the task but with little detail and little or no</b>	1 mark	<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> </ul>

development.		<ul style="list-style-type: none"> <li>Register is not appropriate.</li> </ul>
<b>Candidate presents no information relevant to the task.</b>	0 marks	<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 (4 marks)**

Mark Scheme	Marks	Guidance
<b>Candidate responds fully, expressing views, opinions and arguments with evidence, using appropriate vocabulary and expressions at Level 2.</b>	4 marks	<ul style="list-style-type: none"> <li>All questions are understood and answers are detailed and relevant.</li> <li>A wide range of vocabulary 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>
<b>Candidate responds, expressing views and opinions with some reasons, using appropriate vocabulary and expressions at Level 2.</b>	3 marks	<ul style="list-style-type: none"> <li>All questions are understood and answers are relevant.</li> <li>A range of vocabulary appropriate and relevant to the questions.</li> <li>Responses use mostly appropriate register.</li> <li>Expresses opinions with some reasons/justification.</li> <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>	2 marks	<ul style="list-style-type: none"> <li>• Most questions are understood and answers are mostly relevant.</li> <li>• A range of vocabulary 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>	1 mark	<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>	0 marks	<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 (3 marks)

Mark Scheme	Marks	Guidance
<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</b>	3 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a wide range of vocabulary – 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> </ul>

<b>conjunctions.</b>		<ul style="list-style-type: none"> <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; vocabulary and expressions will vary depending on the task)</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>	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>a range of vocabulary – 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; vocabulary and expressions will vary depending on the task)</p>
<b>Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.</b>	1 mark	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>a limited range of vocabulary 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>
<b>Candidate language not worthy of credit at Level 2.</b>	0 marks	<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 (2 marks)**

Mark Scheme	Marks	Guidance
<b>Language is highly accurate with very few errors, mostly occurring in more complex sentences.</b>	2 marks	<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, and omission of keywords only occur occasionally when more complex sentences are attempted.</li> </ul>
<b>Some errors in language, including basic errors. Communication is not impaired.</b>	1 mark	<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>
<b>Candidate language too inaccurate to be worthy of credit at Level 2.</b>	0 marks	<ul style="list-style-type: none"> <li>Grammatical errors are such that the task is not achieved at even a minimal level.</li> </ul>

**Pronunciation and intonation (2 marks)**

Mark Scheme	Marks	Guidance
<b>Candidate speaks confidently using, pronunciation, stress, and intonation to ensure meaning is clearly understood.</b>	2 marks	<ul style="list-style-type: none"> <li>The candidate uses 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</li> <li>using intonation to emphasise a point</li> <li>appropriate intonation to initiate a discussion, to indicate attitude</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• appropriate clarity, speed and phrasing</li> <li>• stress to indicate a change in meaning.</li> </ul>
<b>Some errors in pronunciation, stress and intonation. Communication is not impaired.</b>	1 mark	<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>	0 marks	<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>

<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.



## Task 3 – Discussion

### Candidate Instructions:

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

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

### 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.

### **Topic: Social media**

Does social media improve or harm our lives?

### Task 3 – Mark scheme and assessment guidance

The guidance in the column next to the mark scheme supports the accurate application of the mark scheme and helps tutors to evidence and justify their assessment decisions. The *Adult ESOL core curriculum guidance* in Appendix 1 provides the range of grammatical structures that should feature at Level 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, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4
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#### Contribution to a discussion (3 marks)

Mark Scheme	Marks	Guidance
<b>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.</b>	3 marks	<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> <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>• 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>
<b>Candidate contributes information and ideas relevant to the discussion topic, including some detail and development of</b>	2 marks	<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> </ul> </li> </ul>

<b>ideas using appropriate vocabulary and expressions at Level 2. Expresses some views and opinions.</b>		<ul style="list-style-type: none"> <li>• adjectives and intensifiers for expressing feelings</li> <li>• making some suggestions, giving advice, trying to persuade</li> <li>• asking straightforward questions.</li> </ul>
<b>Candidate contributes some information and opinion in discussion. Tutor may need to ask for clarification or to prompt.</b>	1 mark	<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>
<b>Candidate communicates little or no relevant information.</b>	0 marks	<ul style="list-style-type: none"> <li>• Information is not relevant to the task or not conveyed and candidate is unable to communicate even simple opinions or ask questions.</li> </ul>

### Response in a discussion (3 marks)

Mark Scheme	Marks	Guidance
<b>Candidate responds fully to the contributions of others in discussion. Offers advice or</b>	3 marks	<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 vocabulary appropriate and relevant to the questions, including specialist words.</li> <li>• Responses use appropriate register.</li> </ul>

<b>suggestion as appropriate.</b>		<ul style="list-style-type: none"> <li>• Able to respond to and offer advice and suggestions.</li> <li>• There is minimal hesitation.</li> </ul>
<b>Candidate responds appropriately to the contributions of others in discussion. May offer simple advice or suggestion as appropriate.</b>	2 marks	<ul style="list-style-type: none"> <li>• Questions from others understood and answers are relevant.</li> <li>• Vocabulary 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>
<b>Candidate understands the contributions of others in discussion and responds some of the time. May need help from the tutor.</b>	1 mark	<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>
<b>Candidate does not always understand contributions of others and is unable to respond.</b>	0 marks	<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 (2 marks)

Mark Scheme	Marks	Guidance
<b>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.</b>	2 marks	<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> <li>• Able to respond to others with phrases such as, '<i>I agree to some extent,</i>' 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>
<b>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.</b>	1 mark	<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>
<b>Candidate is unable to follow or maintain</b>	0 marks	<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>

role in the discussion.		
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Range of language (3 marks) as Task 2

Mark Scheme	Marks	Guidance
<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>	3 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a wide range of vocabulary – 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; vocabulary and expression will vary depending on the task)</p>
<b>Candidate uses language which includes some complex and compound sentences. Mostly appropriate tenses, verb forms with some time and sequence markers</b>	2 marks	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a range of vocabulary – 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>

<b>and conjunctions.</b>		(NB. Not all these examples will be required to achieve the task; vocabulary and expressions will vary depending on the task)
<b>Candidate uses language which includes mostly simple sentences. Little use of other tenses or discourse markers.</b>	1 mark	<p>Vocabulary and expressions may include:</p> <ul style="list-style-type: none"> <li>• a limited range of vocabulary 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>
<b>Candidate language not worthy of credit at Level 2.</b>	0 marks	<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 (2 marks) as Task 2

Mark Scheme	Marks	Guidance
<b>Language is highly accurate with very few errors, mostly occurring in more complex sentences.</b>	2 marks	<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, and omission of keywords only occur occasionally when more complex sentences are attempted.</li> </ul>
<b>Some errors in language, including basic errors. Communication is not impaired.</b>	1 mark	<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>



<b>Candidate language too inaccurate to be worthy of credit at Level 2.</b>	0 marks	<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 (2 marks) as Task 2**

Mark Scheme	Marks	Guidance
<b>Candidate speaks confidently using, pronunciation, stress and intonation to ensure meaning is clearly understood.</b>	2 marks	<ul style="list-style-type: none"> <li>The candidate uses 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</li> <li>using intonation to emphasise a point</li> <li>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>	1 mark	<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>	0 marks	<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>

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

## Appendix 1: Adult ESOL core curriculum guidance – Level 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>

## Appendix 2: 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>				

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

Total Marks Available	30 marks	Total Marks Awarded		PASS / FAIL	
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IQA Name:	EQA Name:
IQA Signature:	EQA Signature:
IQA sign-off date:	EQA sign-off date:

This is not a live paper

Live date – 28/02/2023

Retired date – 01/03/2024

## ESOL Skills for Life

# Speaking and Listening – Level 2

## Sample Candidate Paper ESOLSLL2BA/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	

This is not a live paper

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## Task 1

### Instructions

(Tutors may read these instructions to candidates)

- Use a pen.
- You have 30 minutes to complete Task 1.
- Answer all the questions. 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.



Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

## Task 1 – Listening

Marker  
use only

### Questions 1 to 7.

Read the questions.

Listen to the recording.

1. What percentage of the world's population lives in cities?

---

(1 mark)

2. How does the speaker suggest global city emissions can be lowered?

---

(1 mark)

3. How long do the scientists think we have to lower emissions?

---

(1 mark)

4. What have many cities already come together to do?

---

(1 mark)

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

5. Name **three** other ways cities are making changes:

i)

---

ii)

---

iii)

---

(3 marks)

6. Name **two** things the speaker wants going forward:

i)

---

ii)

---

(2 marks)

7. Who does the speaker want to join him?

---

(1 mark)

Marker  
use only

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

**Questions 8 to 14.**

Read the questions.

Listen to the recording.

Marker  
use only

**8.** Why was Martha inspired by her mother?

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

**9.** What did Martha do when she first came to this country?

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

**10.** Why did Martha need a higher qualification?

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

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

**11.** Name **two** ways Martha can update her skills:

i)

---

ii)

---

(2 marks)

**12.** What will be available at the open day?

---

(1 mark)

Marker  
use only

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

Put a tick ☒ in the **three** correct boxes.

**13.** What information does Martha give about jobs in care?

a) You can choose the hours you want to work

☐

b) You will not be paid for holidays or travel

☐

c) You can care for young people

☐

d) You must work the same hours every week

☐

e) You will get paid if you are sick

☐

f) You cannot look after people with special needs

☐

(3 marks)

Marker  
use only

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

Put a tick ☒ in the correct box.

**14.** The purpose of this talk is to encourage the audience:

a) to look after the elderly

☐

b) to think about a career in care

☐

c) to take a qualification in care

☐

d) to enrol on short courses

☐

(1 mark)

Marker  
use only

Total marks for Task 1: 20 Marks

## Task 2 – Individual Speaking Activity

### Candidate Instructions:

- You will give a short talk for about two minutes to your group saying what you think about the plan to reduce the bus service in your local area.
- You should present your arguments in a formal and logical way.
- You have 10 minutes to prepare your presentation.
- You may make notes in bullets points, but not in full sentences. You should not read out what you want to say.
- Following your talk 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 talk.
- You will need to prepare to ask each presenter a question.
- You must ask each presenter a different question in a formal way.

### Reducing bus routes

You have just found out that there is a plan to reduce the service on some of the local bus routes. Parents are anxious about how they will be able to get their children to school and the elderly are worried about getting to appointments.

Local businesses are worried that it will mean fewer people in the high street as parking is already restricted. Environmentalists are concerned that it will mean more cars on the roads.

Your local council is holding a meeting in the town hall where they want to hear your views.

**Have your say!**

You can use the space below to make notes:

Marker  
use only

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

Marker  
use only

Total marks for Task 2: 15 Marks



Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

## Task 3 – Discussion

### Candidate Instructions:

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

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

### 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.

### **Topic: Social media**

Does social media improve or harm our lives?

You can use the space below to make notes:

Marker  
use only

Candidate Name:

**This is not a live paper**

Learner ID:

Date of Birth:

Marker  
use only

Total marks for Task 3: 15 Marks

This is not a live paper

**End of Assessment**

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