

## Trinity Awards and Certificate in ESOL Skills for Life (QCF) – Entry 2

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### Specifications

Trinity College London  
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### **Introduction**

#### **Qualification objective**

Trinity's ESOL Skills for Life qualifications are assessments of speaking, listening, reading and writing, designed to meet the needs of learners who have chosen to make a life in the UK, and for whom English is a second or additional language. They contain strong elements of task-based assessment covering a range of skills needed to settle in the country and get by on a day to day basis.

These include:

- ▮ work-related tasks to help job seekers
- ▮ academic tasks to aid progression to GCSE, Functional Skills or other academic paths
- ▮ functional tasks such as reading and writing authentic correspondence with banks and other institutions, as well as genuine spoken interaction with an external examiner to help learners make the most of their lives in the UK.

The qualifications are based on the National Standards for Adult Literacy and are closely aligned to the Adult ESOL Core Curriculum.

#### **About this booklet**

This booklet contains precise details of the three award level qualifications making up Trinity's Entry 2 Certificate in ESOL Skills for Life (QCF). It also provides candidates and those preparing candidates with comprehensive coverage of the language requirements for this level and details of how each task relates to the Adult ESOL Core Curriculum descriptors and individual component skills, knowledge and understanding.

#### **Additional guidance and support**

Please see the Trinity website [www.trinitycollege.com](http://www.trinitycollege.com) for additional support materials including sample candidate answers and videos. The Centre Best Practice Guidebook contains administrative and regulatory information. You can also contact your co-ordinator at any time to arrange a support visit.

#### **Notes on the Qualifications and Credit Framework (QCF)**

ESOL Skills for Life qualifications have moved from the National Qualifications Framework (NQF) to the Qualifications and Credit Framework (QCF). Trinity shares units with several awarding organisations. Under QCF regulations, all candidates must demonstrate the ability to meet all of the assessment criteria listed under each learning outcome in the unit. Please see the assessment guidance for each award to understand how this works in practice.

#### **Reasonable adjustments**

Learners with particular needs can apply to Trinity for reasonable adjustments to be made to their exam. Trinity has agreed to adhere to the same reasonable adjustments as the awarding organisations who share these units. These can be found on our website.

Please refer to the Centre Best Practice Guidebook and the Trinity website [www.trinitycollege.com](http://www.trinitycollege.com) for more information on access arrangements and our disability policy.

#### **Entry requirements**

There is no requirement for evidence of formal qualifications for entry to these awards and certificates.

#### **Qualification structure and rules of combination**

The full suite of Trinity College London ESOL Skills for Life (QCF) qualifications is listed opposite. Trinity offers individual awards in ESOL Skills for Life – Speaking and Listening, ESOL Skills for Life – Reading and ESOL Skills for Life – Writing, and overarching certificates in ESOL Skills for Life. Learners can achieve an overarching certificate by achieving three awards at that level. These specifications apply to the Entry 2 qualifications highlighted opposite.

Qualification number	Qualification title as it appears on Ofqual's Register of Regulated Qualifications	Credit value	Number of units	Guided learning hours	Ofqual unit reference number
601/5207/2	TCL Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) (QCF)	12	1	120	F/506/1562
601/5210/2	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) (QCF)	6	1	60	D/506/1570
601/5214/X	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) (QCF)	9	1	90	L/506/1628
601/4785/4	TCL Entry Level Certificate in ESOL Skills for Life (Entry 1) (QCF)	27	3	270	F/506/1562 D/506/1570 L/506/1628
601/5208/4	TCL Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (QCF)	12	1	120	J/506/15 63
601/5211/4	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) (QCF)	6	1	60	H/506/1571
601/5215/1	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) (QCF)	9	1	90	R/506/1629
601/5204/7	TCL Entry Level Certificate in ESOL Skills for Life (Entry 2) (QCF)	27	3	270	J/506/1563 H/506/1571 R/506/1629
601/5209/6	TCL Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) (QCF)	12	1	120	L/506/1564
601/5212/6	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) (QCF)	6	1	60	K/506/1572
601/5216/3	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) (QCF)	9	1	90	J/506/1630
601/5205/9	TCL Entry Level Certificate in ESOL Skills for Life (Entry 3) (QCF)	27	3	270	L/506/1564 K/506/1572 J/506/1630
601/5219/9	TCL Level 1 Award in ESOL Skills for Life (Speaking and Listening) (QCF)	12	1	120	R/506/1565
601/5218/7	TCL Level 1 Award in ESOL Skills for Life (Reading) (QCF)	6	1	60	M/506/1573
601/5217/5	TCL Level 1 Award in ESOL Skills for Life (Writing) (QCF)	9	1	90	L/506/1631
601/4786/6	TCL Level 1 Certificate in ESOL Skills for Life (QCF)	27	3	270	R/506/1565 M/506/1573 L/506/1631
601/5220/5	TCL Level 2 Award in ESOL Skills for Life (Speaking and Listening) (QCF)	12	1	120	Y/506/1566
601/5221/7	TCL Level 2 Award in ESOL Skills for Life (Reading) (QCF)	6	1	60	T/506/1574
601/5222/9	TCL Level 2 Award in ESOL Skills for Life (Writing) (QCF)	9	1	90	R/506/1632
601/5206/0	TCL Level 2 Certificate in ESOL Skills for Life (QCF)	27	3	270	Y/506/1566 T/506/1574 R/506/1632

### Recognised prior learning and transfer of credits

The units for these qualifications have been developed by seven awarding bodies. Trinity College London will accept the transfer of credits from the organisations listed below towards the achievement of the Trinity Certificates in ESOL Skills for Life (QCF).

- ▶ Ascentis
- ▶ Cambridge English Language Assessment
- ▶ EMD (Qualifications) Ltd
- ▶ English Speaking Board (International) Ltd
- ▶ NOCN
- ▶ Pearson Education Ltd

### Speaking and Listening Award

Trinity Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (QCF)

#### Candidate profile

The assessment maps to the National Literacy Standards for Speaking and Listening, listed below. At this level, adults can:

- ▶ listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions
- ▶ speak to communicate basic information, feelings and opinions on familiar topics
- ▶ engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles.

This Qualifications and Credit Framework (QCF) unit has been written to map to these standards and closely reflects the Adult ESOL Core Curriculum.

#### Unit details

Credit value: 12

Guided learning hours: 120

Level: Entry 2

Learning outcomes The learner will	Assessment criteria The learner can
1. Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication
	1.2 Obtain necessary information from straightforward verbal communication for a given task
	1.3 Follow straightforward verbal instructions correctly for a given task
2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use straightforward language appropriate for context when speaking
3. Be able to convey information	3.1 Provide relevant information to others during straightforward verbal communication
	3.2 Provide a verbal account for a given task
4. Be able to engage in discussion with others	4.1 Make appropriate contributions to discussion
	4.2 Express views clearly during verbal communication
	4.3 Obtain specific information from others

#### Format

The exam consists of two components:

- ▶ Component 1 – an eight minute one-to-one conversation with a Trinity examiner
- ▶ Component 2 – a seven minute discussion with three candidates, facilitated by a Trinity examiner.

Component 1 consists of three tasks:

- ▶ Task 1 – candidate answers questions about their own photo which represents a past event they wish to talk about
- ▶ Task 2 – candidate asks questions about the examiner's photo which relates to a future event and demonstrates listening skills by making appropriate comments
- ▶ Task 3 – candidate exchanges information with the examiner in a work-related role play.

Component 2 (group discussion) consists of one task:

- ▶ Task 4 – three candidates discuss a familiar topic, making appropriate contributions to discussion and expressing views clearly.

### Procedure

The exam is conducted using language appropriate to the level. Please see appendices 1 and 2 for language and functions of Entry 2.

### One-to-one conversation with examiner (8 minutes)

#### Task 1 (3 minutes)

The exam begins with greetings and the examiner using straightforward instructions such as *'come in'*, *'sit down'*, *'let me see your marksheet/ID'*, *'can you show me your photo?'*

The candidate brings in a photo or object which represents a past event they wish to talk about. The examiner will ask them questions to find out about their past event.

Examples could include (but are not restricted to):

- ▶ a picture of a training event at work
- ▶ a menu representing a special meal they had recently
- ▶ a souvenir from a tourist place they visited
- ▶ a wedding invitation.

#### Task 2 (2 minutes)

The examiner brings in a photo relating to a future event or plan in their own lives and the candidate asks them questions about it. Candidates need to make appropriate comments to demonstrate their listening abilities.

Examples could include (but are not restricted to):

- ▶ a photo of a place in the UK they are planning to visit
- ▶ a picture representing a new job
- ▶ an invitation to a party
- ▶ a picture of a house they are moving into soon.

#### Task 3 (3 minutes)

This task will be a role play in which the candidate exchanges information with the examiner in a work-related setting.

After three candidates have participated in their one-to-one exam, they are put together for their group discussion.

### Group discussion (up to 7 minutes)

#### Task 4 – Group discussion (up to 7 minutes)

Three candidates discuss one or more topics given to them by the examiner. The discussion at this level must include making appropriate contributions to the discussion and expressing views clearly. The examiner will guide the conversation appropriately to ensure the candidates have the opportunity to meet these assessment criteria, providing additional topics if necessary.

The topics to discuss will be chosen from either list A or list B depending on the focus of the class. List A is especially suitable for dedicated work-related courses such as those provided for Job Centre Plus learners. Centres must inform the examiner which list they have prepared prior to the exam.

#### List A

Interesting jobs  
The workplace  
Skills and training  
Line managers and colleagues  
Technology in the workplace  
Rules and regulations

#### List B

Interesting places to visit  
Interesting activities  
Your plans for the future  
Celebrations and special occasions  
Trips and holidays  
Entertainment and free time

### Assessment

The test is externally assessed by a visiting Trinity examiner. Examiners use an abridged form of the assessment criteria amplification (see appendix 4 for the concise amplification) in combination with the generic performance descriptors on pages 15-16 to make their assessments. The amplification specifies what is required to achieve each criterion at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 1.2 – *Obtain necessary information from straightforward verbal communication for a given task* includes ‘*listen for detail and respond in face-to-face situations (maintain eye contact and signal understanding; check back and confirm understanding)*’ The examiner applies the generic performance descriptors relevant to that learning outcome such as, for example, ‘*needs support but provides enough evidence through various responses to demonstrate that they have understood at least half of the conversation*’ (2 marks), or ‘*needing occasional support in places to obtain all of the information provided by the examiner at the level*’ (3 marks), awarding 0 to 4 marks as appropriate to the performance.

Examiners record marks on an exam report form as shown in appendix 3, and a composite marksheet. The table opposite follows the structure of the composite marksheet and along with the explanations underneath, it demonstrates how scores are aggregated to achieve the final mark. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 76, and the pass mark is 50. In addition to this, under QCF regulations candidates must also demonstrate their ability to meet all of the assessment criteria at the assessed level by achieving a 2 for each assessment criterion at least once during their exam. Candidates who achieve a 2 in every criterion still need to achieve two-thirds overall (50 out of 76) to pass.

Candidates who achieve two-thirds overall but do not achieve a minimum of 2 for each criterion at least once cannot be awarded a pass. For this reason, each assessment criterion (except 1.3) is assessed during two different tasks to ensure the candidate has enough opportunity to demonstrate their ability in the area.

The table below shows which assessment criteria are assessed during each task. Note that assessment criterion 1.3 – *Follow straightforward verbal instructions correctly for a given task*, is assessed once only, based on performance during the whole exam, as following the examiner’s instructions correctly is an integral part of the exam itself.

**Table showing which assessment criteria are assessed during each task**

Task 1 (One-to-one)	Task 2 (One-to-one)	Task 3 (One-to-one)	Task 4 (Group discussion)
2.2 Use straightforward language appropriate for context when speaking	1.1 Follow the gist of verbal communication	1.2 Obtain necessary information from straightforward verbal communication for a given task	1.1 Follow the gist of verbal communication
3.1 Provide relevant information to others during straightforward verbal communication	1.2 Obtain necessary information from straightforward verbal communication for a given task	2.1 Use pronunciation to convey intended meaning	3.2 Provide a verbal account for a given task
3.2 Provide a verbal account for a given task	2.1 Use pronunciation to convey intended meaning	2.2 Use straightforward language appropriate for context when speaking	4.1 Make appropriate contributions to discussion
4.2 Express views clearly during verbal communication	4.1 Make appropriate contributions to discussion	3.1 Provide relevant information to others during straightforward verbal communication	4.2 Express views clearly during verbal communication
	4.3 Obtain specific information from others	4.3 Obtain specific information from others	

Table demonstrating how scores are aggregated to achieve the final mark

	All	Task 1					Task 2					Task 3					Task 4					Total
	1.3 Follow instructions	2.2 Use language in context	3.1 Provide relevant information	3.2 Provide verbal account	4.2 Express views	1.1 Follow gist	1.2 (listen carefully to) obtain necessary information	2.1 Use pronunciation	4.1 Make contributions	4.3 (ask questions to) obtain specific information	1.2 (listen carefully to) obtain necessary information	2.1 Use pronunciation	2.2 Use language in context	3.1 Provide relevant information	4.3 (ask questions to) obtain specific information	1.1 Follow gist	3.2 Provide verbal account	4.1 Make contributions	4.2 Express views			
<i>Bettania</i>	4	2	4	3	3	3	3	4	4	2	3	4	2	3	1	3	3	3	3	57		
<i>Moussa</i>	4	3	4	4	3	4	3	4	4	3	3	4	4	3	4	4	3	4	4	69		
<i>Rohan</i>	4	2	2	2	2	3	2	2	2	2	3	2	2	2	2	3	2	2	2	43		
<i>Cristina</i>	4	4	3	2	3	3	2	1	2	3	3	1	3	3	3	3	3	2	3	51		

**Bettania: Pass – 57 out of 76.** Although Bettania is weaker in one area (asking questions), she has demonstrated her ability to meet the minimum standard and is very strong in other areas so she is ready to move independently onto the next level.

**Moussa: Pass – 69 out of 76.** Moussa meets every criterion with ease and achieves a strong pass.

**Rohan: Fail – 43 out of 76.** Rohan has demonstrated the ability to get by at least once in each criterion (with support), but is not ready to independently move onto the next level as he has not achieved two-thirds overall.

**Cristina: Fail – 51 out of 76.** Although Cristina has achieved two-thirds overall, she has not demonstrated the ability to get by, even with support, on assessment criteria 2.1 – *Use pronunciation to convey intended meaning* in either task 2 or task 3, so she is not ready to move independently onto the next level.

## Speaking and Listening Award

### Assessment criteria amplification

#### Speaking and Listening assessment criteria amplification

The following tables list in detail the characteristic standards expected to achieve the assessment criteria in the Entry 2 Speaking and Listening Award. This is unabridged, and not all of the points listed are expected in every task. See appendix 4 for a sample of the concise amplification used by examiners. The notation used is the same as that in the Adult ESOL Core Curriculum (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Follow the gist of simple verbal communication	<b>Recognise context and predict general meaning</b> <ul style="list-style-type: none"> <li>▶ Identify the topic of conversation by identifying key words</li> <li>▶ Know that it is not always necessary to understand all the words to recognise context, and that understanding key words can help to do this</li> </ul>	Lr/E2.1a
	<b>Listen for gist and respond in face-to-face situations</b> <ul style="list-style-type: none"> <li>▶ Know that much of the gist can be understood from context and non-verbal signals by the speaker</li> <li>▶ Notice which words the speaker stresses, in order to understand key words and important points</li> <li>▶ Listen and use minimal responses, eg <i>hmm, yeah</i></li> </ul>	Lr/E2.1d
1.2 Obtain necessary information from straightforward verbal communication for a given task	<b>Listen for detail in short narratives and explanations</b> <ul style="list-style-type: none"> <li>▶ Understand and identify key words and phrases in a given context, and use them to aid listening</li> <li>▶ Listen for and identify stress within words, and use this as an aid to recognising words</li> <li>▶ <i>have got</i> and possessives</li> <li>▶ Recognise these structures in their spoken form</li> <li>▶ Respond appropriately to explanations</li> </ul>	Lr/E2.2a
	<b>Listen for detail and respond in face-to-face situations</b> <ul style="list-style-type: none"> <li>▶ Notice that a speaker often repeats and/or stresses important details</li> <li>▶ Maintain eye contact and signal understanding, eg <i>I see, yes</i></li> <li>▶ Check back and confirm understanding</li> </ul>	Lr/E2.2b
	<b>Listen for grammatical detail</b> <ul style="list-style-type: none"> <li>▶ Recognise different types of utterance, eg questions, statements, instructions, and their function</li> <li>▶ Listen for and identify key grammatical features for the level, and use them to aid understanding</li> <li>▶ Recognise the spoken form of grammatical features, eg contractions and <i>-ed</i> endings of verbs</li> </ul>	Lr/E2.2c

Assessment criteria	Amplification	AECC ref
1.2 Obtain necessary information from straightforward verbal communication for a given task (continued)	<b>Listen for phonological detail</b> <ul style="list-style-type: none"> <li>Know that many varieties of English have a stress-timed rhythm and that many syllables include an unstressed vowel, and recognise where unstressed vowels occur in a text</li> <li>Be aware that the meaning of a sentence can be affected by the position of the main stress</li> <li>Identify information or content words and understand that they are normally stressed in sentences. When listening, notice which words carry the main stress</li> <li>Recognise and discriminate between individual sounds</li> </ul>	Lr/E2.2d
	<b>Extract the main points of an explanation in a face-to-face situation, and respond</b> <ul style="list-style-type: none"> <li>Understand how gesture and eye contact can be used to emphasise a point, and how this can vary across cultures</li> <li>Ask for clarification and confirm understanding</li> </ul>	Lr/E2.3b
	<b>Extract straightforward information for a specific purpose</b> <ul style="list-style-type: none"> <li>Listen specifically for the information required and pay less attention to other information</li> </ul>	Lr/E2.3c
1.3 Follow straightforward verbal instructions correctly for a given task	<b>Listen to, follow and respond to explanations, directions and instructions</b> <ul style="list-style-type: none"> <li>Understand key grammatical forms, eg imperative, negative imperative and <i>must</i> in instructions, and recognise them in their spoken form</li> <li>Understand some deictic markers, eg <i>this, that, here, there</i></li> <li>Recognise the order of events in an explanation</li> <li>Recognise and respond to sequence markers, eg <i>first, then, finally</i>, to understand the order of a set of instructions</li> <li>Demonstrate understanding by a verbal response, or by taking appropriate action</li> </ul>	Lr/E2.4a
	<b>Listen and respond to requests for action/permission</b> <ul style="list-style-type: none"> <li>Recognise requests for action and respond by taking action</li> <li>Use some appropriate phrases, eg <i>sure, there you go</i>, to accompany action</li> </ul>	Lr/E2.5a
2.1 Use pronunciation to convey intended meaning	<b>Use stress and intonation adequately to make speech comprehensible and meaning understood</b> <ul style="list-style-type: none"> <li>Know where the stress falls in familiar words, and place stress appropriately</li> <li>Notice that, in sentences, the most important content words are often stressed, and place stress appropriately</li> <li>Develop awareness that many varieties of English have a stress-timed rhythm, and make a distinction between stressed and unstressed syllables in their own words</li> <li>Use intonation appropriately in statements and questions, and to indicate attitude, eg politeness</li> </ul>	Sc/E2.1a
	<b>Articulate the sounds of English to make meaning understood</b> <ul style="list-style-type: none"> <li>Distinguish between similar-sounding phonemes, to make meaning clear</li> </ul>	Sc/E2.1b

## Speaking and Listening Award

### Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
2.2 Use straightforward language appropriate for context when speaking	<b>Express statements of fact</b> <ul style="list-style-type: none"> <li>▶ Use, with some accuracy, grammatical forms suitable for the level such as:               <ul style="list-style-type: none"> <li>- present simple and past simple</li> <li>- present continuous (for future)</li> <li>- prepositions of place and time</li> <li>- indefinite and definite article</li> <li>- possessive 's' and possessive pronouns</li> </ul> </li> <li>▶ Know that, in speech, the contracted form of the verb is normally used, and use it with appropriate pronunciation</li> <li>▶ Make statements of fact with appropriate intonation patterns</li> <li>▶ Incorporate statements of fact in a range of oral interactions, such as narrative, social conversation, discussion or formal interview, where appropriate</li> <li>▶ Use an increasing range of lexis to talk about familiar contexts</li> </ul>	Sc/E2.3a
	<b>Take part in more formal interaction</b> <ul style="list-style-type: none"> <li>▶ Recognise and respond to another speaker's opening moves, such as greetings, offers, or requests for information</li> <li>▶ Recognise the typical structure of familiar, formal interactions</li> </ul>	Lr/E2.6c
	<b>Take part in more formal interaction</b> <ul style="list-style-type: none"> <li>▶ Know the likely structure of formal interactions learners will take part in, and prepare and rehearse the language they will need to use</li> <li>▶ Use body language and eye contact as appropriate to the situation</li> </ul>	Sd/E2.1b
3.1 Provide relevant information to others during straightforward verbal communication	<b>Give personal information</b> <ul style="list-style-type: none"> <li>▶ Recognise direct requests for information, eg <i>wh-</i> and <i>yes/no</i> questions, as well as less direct requests, eg <i>tell me about...</i>, and respond with:               <ul style="list-style-type: none"> <li>- minimal response</li> <li>- the short form of the verb</li> <li>- a longer answer and judge which is appropriate</li> </ul> </li> <li>▶ Know and use discourse markers to introduce information, especially in informal situations</li> <li>▶ Use grammatical forms suitable for the level to:               <ul style="list-style-type: none"> <li>- talk about daily routines and habits</li> <li>- talk about past events</li> <li>- talk about future plans, arrangements and intentions</li> <li>- express ability, need and want</li> </ul> </li> <li>▶ Link the giving of personal information with asking for information, eg <i>What about you? Where do you live?</i>, and recognise when this is appropriate</li> </ul>	Sc/E2.3b
	<b>Listen and respond to requests for information</b> <ul style="list-style-type: none"> <li>▶ Recognise questions of the <i>wh-</i> type and the <i>yes/no</i> type, and respond with short answers and with more information</li> <li>▶ Recognise when a short answer is appropriate and when a longer answer is expected</li> <li>▶ Recognise and respond to comparative questions</li> </ul>	Lr/E2.5b

Assessment criteria	Amplification	AECC ref
3.2 Provide a verbal account for a given task	<b>Give a short account</b> <ul style="list-style-type: none"> <li>Sequence an account, to make the meaning clear, and use time markers, eg <i>ago, next week, every day, in the morning</i>, to help in structuring the account</li> <li>Make use of stress and intonation to emphasise the main point and create interest</li> </ul>	Sc/E2.3c
	<b>Give an explanation</b> <ul style="list-style-type: none"> <li>Recognise a request for explanation and indicate willingness to explain</li> </ul>	Sc/E2.3d
	<b>Give a short description</b> <ul style="list-style-type: none"> <li>Use the present tense, especially of <i>be</i> and <i>have</i>, to describe a person, place or thing</li> <li>Use a number of descriptive adjectives to add interest to a description</li> </ul>	Sc/E2.3f
4.1 Make appropriate contributions to discussion	<b>Take part in social interaction</b> <ul style="list-style-type: none"> <li>Know and use different ways of opening and closing a conversation, or introducing new topics</li> <li>Use intonation appropriate to friendly social interaction</li> <li>Know how gestures can vary across cultures</li> <li>Know in which situations a conversation is likely to be protracted and when it is likely to be brief, and that this can vary across cultures</li> </ul>	Sd/E2.1a
	<b>Listen to and identify simply expressed feelings and opinions</b> <ul style="list-style-type: none"> <li>Identify common lexical phrases used in expressing different feelings, emotions and opinions</li> <li>Recognise how intonation and pitch carry meaning</li> </ul>	Lr/E2.6a
	<b>Take part in social interaction</b> <ul style="list-style-type: none"> <li>Recognise and respond appropriately to another speaker's opening move</li> <li>Understand a response to their own opening move, and follow up</li> </ul>	Lr/E2.6b
	<b>Follow the gist of discussions</b> <ul style="list-style-type: none"> <li>Recognise the topic and purpose of a discussion and understand that discussions can serve different purposes, eg to make plans, solve a problem, or air views</li> <li>Make contributions relevant to the topic under discussion</li> </ul>	Lr/E2.7a
	<b>Follow the main points of discussions</b> <ul style="list-style-type: none"> <li>Pick out the main points made by one or more speakers and make contributions in response to these points</li> <li>Link own contribution to that of other speakers, by using discourse markers such as <i>you're right; maybe, but; I'm not sure</i></li> </ul>	Lr/E2.8a
	<b>Relate to other speakers</b> <ul style="list-style-type: none"> <li>Understand the main points made by other speakers, and make contributions relevant to the discussion topic and the points made by other speakers</li> <li>Indicate agreement or disagreement with other speakers</li> <li>Take part in a discussion by inviting contributions from other speakers, using appropriate phrases with appropriate non-verbal signalling</li> <li>Introduce, when appropriate, a new topic of discussion, for example, by asking for opinion, likes and dislikes</li> </ul>	Sd/E2.1e

## Speaking and Listening Award

### Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
4.2 Express views clearly during verbal communication	<b>Express likes and dislikes, feelings, wishes and hopes</b> <ul style="list-style-type: none"> <li>▶ Express degrees of liking/disliking, eg <i>I hate, I quite like</i>, and use intonation to reflect the strength of the feeling expressed</li> <li>▶ Use a range of adjectives to express feeling, with appropriate intonation</li> <li>▶ Express personal wishes and hopes for the future, using forms such as <i>would like</i> and time markers with future reference</li> <li>▶ Elaborate, giving reason or result</li> </ul>	Sd/E2.1c
	<b>Express views and opinions</b> <ul style="list-style-type: none"> <li>▶ Use simple phrases to introduce an opinion</li> <li>▶ Follow up an opinion by giving a reason or expressing a result</li> <li>▶ Use strategies to avoid negative connotation where appropriate</li> </ul>	Sd/E2.1d
4.3 Obtain specific information from others	<b>Make requests – ask for things or action</b> <ul style="list-style-type: none"> <li>▶ Use suitable lexical phrases in order to make a polite request</li> <li>▶ Know that the form chosen can depend on the relationship between people and the nature of the request</li> <li>▶ Understand the role of intonation in indicating politeness or rudeness, and make requests with appropriate intonation</li> </ul>	Sc/E2.2a
	<b>Make requests – ask for permission</b> <ul style="list-style-type: none"> <li>▶ Ask for permission using appropriate lexical phrases</li> <li>▶ Preface a request with a ‘warning’ that a request is coming, and follow up with an explanation</li> <li>▶ Have strategies for dealing with a possible negative response</li> </ul>	Sc/E2.2b
	<b>Ask for personal details</b> <ul style="list-style-type: none"> <li>▶ Form questions of the <i>wh-</i> type and the <i>yes/no</i> type, with appropriate intonation</li> <li>▶ Use the question form of common verbs referring to past, present and future time</li> <li>▶ Have strategies for showing interest in the response given, and know how to follow up on the response</li> </ul>	Sc/E2.2c
	<b>Ask for factual information (present, past, future)</b> <ul style="list-style-type: none"> <li>▶ Form questions to refer to past, present and future time, such as:                             <ul style="list-style-type: none"> <li>- regular or daily routines</li> <li>- past events or future time</li> </ul> </li> <li>▶ Understand the importance of following up the other person’s response to a question</li> </ul>	Sc/E2.2d
	<b>Ask for descriptions of people, places and things</b> <ul style="list-style-type: none"> <li>▶ Use question forms involving the preposition <i>like</i>, and recognise that this is different from the verb <i>like</i></li> <li>▶ Form comparative questions</li> </ul>	Sc/E2.2f
	<b>Ask for clarification and explanation</b> <ul style="list-style-type: none"> <li>▶ Signal misunderstanding and ask for explanation</li> <li>▶ Use different question types, including alternative questions, to deal with uncertainty or lack of understanding</li> <li>▶ Know that, in alternative questions, intonation often rises on the first alternative and falls on the second, and apply this in speech</li> </ul>	Sc/E2.4a

### Generic performance descriptors

These descriptors are used by the examiner to decide on which mark to award for each assessment criterion. Please note that these performance descriptors are generic to all levels of assessment. Candidates are expected to use a range of language examples as relevant to the task, so not all of the points in the assessment criteria amplification or key language items will be expected in each task.

### Learning outcome 1 – Obtain information from verbal communication

#### Assessment criteria 1.1 and 1.2 only

Mark	Descriptor
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate might speak but does not appear to understand or respond to anything the examiner says at the relevant level.
1	The candidate displays some listening ability of the level but is not able to demonstrate their ability to obtain information from the examiner even with extensive support.
2	The candidate copes with the listening aspect of the exam to the minimum extent needed to get by. The candidate needs support but provides enough evidence through various responses to demonstrate that they have understood at least half of the conversation. The main communicative purpose of the conversation is achieved.
3	The candidate copes reasonably well with the listening aspect of the exam, needing occasional support in places to obtain all of the information provided by the examiner at the level. They provide evidence through questions, comments and body language that they have understood most of the conversation.
4	The candidate easily obtains all of the information provided by the examiner, making relevant comments, asking relevant questions and making appropriate non-verbal gestures to demonstrate that they have understood the whole conversation. They require no additional support.

Note: 'Examiner' also refers to participants in the group discussion.

#### Assessment criterion 1.3 – Follow instructions

This criterion is assessed only once per exam, as candidates are given several instructions by the examiner throughout the exam in order to fulfil all other requirements. If they are unable to follow these overall they are unlikely to be able to carry out the rest of the exam.

Marks fall only into categories 0, 2 and 4.

Mark	Descriptor
0	Few instructions given at the level were followed; it is likely that the exam could not be carried out.
2	The candidate was able to follow the instructions given at the level but not always with ease or without additional support; all parts of the exam took place.
4	The candidate followed all of the examiner's instructions with relative ease and conducted all parts of the exam as requested without additional support.

## Speaking and Listening Award

### Generic performance descriptors

**Learning Outcome 2 – Speak English to communicate**

**Learning Outcome 3 – Convey information**

**Learning Outcome 4 – Engage in discussion with others**

Mark	Descriptor
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate says almost nothing at the relevant level.
1	There is evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful, even with support from the examiner. Attempts to meet the criterion may be incomplete or inappropriate for the level.
2	The candidate demonstrates their ability to meet the relevant criterion at a minimum level. They achieve the communicative aim by getting the most important aspects of their message across at the appropriate level with support from the examiner.
3	The candidate communicates reasonably well at the appropriate level. They may need occasional support from the examiner to meet the assessment criterion but they do not show real signs of difficulty in getting their message across.
4	The candidate communicates with ease and confidence. They are able to get their message across clearly and without support using a wide range of language and functions of the level, meeting many of the features noted in the amplification section of the assessment criteria.

## Reading Award

Trinity Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) (QCF)

### Candidate profile

The assessment maps to the National Literacy Standards for Reading, listed below.

At this level, adults can:

- ▶ read and understand short straightforward texts on familiar topics
- ▶ read and obtain information from short documents, familiar sources and signs and symbols in texts such as public signs and notices, lists, forms, notes, records, emails, simple narratives, letters and diagrams.

This Qualifications and Credit Framework (QCF) unit has been written to map to these standards and closely reflects the Adult ESOL Core Curriculum.

### Unit details

Credit value: 6

Guided learning hours: 60

Level: Entry 2

Learning outcomes The learner will	Assessment criteria The learner can
1. Be able to gain meaning from text	1.1 Trace main events in short straightforward text
	1.2 Use language features to work out meaning in short straightforward text
	1.3 Understand the meaning of words in short straightforward text
2. Be able to identify the purpose of text	2.1 Use features of text to identify the purpose of short straightforward text
3. Be able to find information in text	3.1 Obtain relevant information from short straightforward text
	3.2 Obtain relevant information from an image
4. Be able to order words alphabetically	4.1 Use first placed letters to order words alphabetically

### Format

The Reading Award takes the form of a formal exam paper lasting 60 minutes. The exam consists of three tasks, all of which must be undertaken.

The three tasks contain 24 test items:

- ▶ Task 1 – 9 questions
- ▶ Task 2 – 9 questions
- ▶ Task 3 – 6 questions

The assessment also maps directly to the Adult ESOL Core Curriculum at text, sentence and word level.

## Reading Award

Tables showing what will be assessed in each part of the reading exam paper

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of questions	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
<b>Task 1</b> 1. Be able to gain meaning from text	<ul style="list-style-type: none"> <li>▶ Chronological or Instructional text</li> <li>▶ 160 words (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 1-3 Sentence Completion	<b>1.1</b> Trace main events in short straightforward text	Rt/E2.1a: Use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts
		Questions 4-6 Multiple choice	<b>1.3</b> Understand the meaning of words in short straightforward text	Rw/E2.2a: Recognise a range of familiar words and words with common spelling patterns Rw/E2.3a: Use context and a range of phonic and graphic knowledge to decode words
		Questions 7-9 Multiple choice	<b>1.2</b> Use language features to work out meaning in short straightforward text	Rs/E2.1a: Use grammatical structures that link clauses and help identify sequence Rs/E2.1b: Use knowledge of simple and compound sentence structure to work out meaning Rs/E2.1c: Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words Rs/E2.1d: Use punctuation and capitalisation to aid understanding
<b>Task 2</b> 1. Be able to gain meaning from text 2. Be able to identify the purpose of text	<ul style="list-style-type: none"> <li>▶ 5 thematically linked, work-related texts (including two images)</li> <li>▶ 150 words (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 10-12 Text matching – purpose of text	<b>2.1</b> Use features of text to identify the purpose of short straightforward text	Rt/E2.2a: Understand and identify the different purposes of short, straightforward texts
		Questions 13-15 Multiple choice	<b>1.3</b> Understand the meaning of words in short straightforward text	Rw/E2.1a: Recognise words on forms related to personal information and understand explicit and implicit instructions Rw/E2.2a: Recognise a range of familiar words and words with common spelling patterns Rw/E2.3a: Use context and a range of phonic and graphic knowledge to decode words
		Questions 16-18 Multiple choice	<b>3.2</b> Obtain relevant information from an image	Rt/E2.4a: Obtain information from illustrations, simple maps and diagrams and captions

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
Task 3 3. Be able to find information in text 4. Be able to order words alphabetically	<ul style="list-style-type: none"> <li>▶ Informative text</li> <li>▶ 150 words (+/- 5%)</li> <li>▶ 6 questions</li> </ul>	Questions 19-21 Multiple choice	<b>3.1</b> Obtain relevant information from short straightforward text	Rt/E2.1b: Obtain information from texts
		Questions 22-24 Word placement	<b>4.1</b> Use first placed letters to order words alphabetically	Rw/E2.5a: Sequence words using basic alphabetical ordering skills

### Procedure

Candidates must indicate their answers on the answer sheet provided for this specific test. Candidates sit the exam at their own registered exam centre. The papers are sent out by Trinity's central office and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session. Reading papers can be taken in the same session as writing papers.

### Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity's central office. Each item is awarded one mark. Therefore, the maximum possible number of marks is 24. The pass mark is 16. Under QCF regulations, candidates must also demonstrate the ability to meet each of the assessment criteria, so candidates must get at least one question right in the group of three or six questions relating to each criterion to be awarded a pass. For example, assessment criterion 1.3 is assessed in both task 1 and task 2. The learner therefore has six opportunities to achieve this criterion in the assessment.

### Writing Award

Trinity Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) (QCF)

#### Candidate profile

The assessment maps to the National Literacy Standards for Writing, listed below.

At this level, adults can:

- write to communicate information with some awareness of the intended audience in documents such as forms, lists, messages, notes, records, emails, simple narratives.

This Qualifications and Credit Framework (QCF) unit has been written to map to these standards and closely reflect the Adult ESOL Core Curriculum.

#### Unit details

Credit value: 9

Guided learning hours: 90

Level: Entry 2

Learning outcomes The learner will	Assessment criteria The learner can
1. Be able to produce simple text for a given audience	1.1 Present information in an appropriate format for the intended audience
	1.2 Construct simple and compound sentences correctly
	1.3 Use adjectives correctly
	1.4 Use punctuation correctly
	1.5 Use upper and lower case letters correctly
	1.6 Spell words correctly
2. Be able to complete a form	2.1 Record personal details in a form correctly

#### Format

The Writing Award takes the form of a formal exam paper lasting 50 minutes. The exam consists of three tasks, all of which must be undertaken.

	Task 1	Task 2	Task 3
Text type	Work-related form	Simple article (eg for class project)	Email, message, postcard
Reader(s)	Employer	Teacher	Friend
Register/tone	Formal	Neutral	Informal
Purpose	To inform	To inform	To inform
Word length	12 fields to complete	80 words	80 words

#### Procedure

Candidates must write their answers on the exam paper itself in the space(s) indicated. Candidates sit the exam at their own registered exam centre. The papers are sent out by Trinity's central office and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session. Writing papers can be taken in the same session as reading papers.

#### Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity's central office. Examiners use the assessment criteria amplification on page 22 in combination with the generic performance descriptors on page 24 to make their assessments. The amplification specifies what is required to achieve each criterion at that level, and the marker measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 1.2 – *Construct simple and compound sentences correctly*, together with the list of key language items in appendix 1,

states the level of grammar required to achieve the assessment criterion. The marker applies the generic descriptors such as 'a wide range', 'several consistent features' or 'one or two examples', awarding the mark appropriate to the performance.

The maximum possible number of marks is 52, and the pass mark is 34. In addition to this, under QCF regulations candidates must also demonstrate their ability to meet each of the assessment criteria at the assessed level by achieving a 2 for each assessment criterion at least once during their exam. Candidates who achieve a 2 in every criterion still need to achieve two-thirds overall (34 out of 52) to pass.

Candidates who achieve two-thirds overall but do not achieve a minimum of 2 for each criterion at least once cannot be awarded a pass. For this reason, each assessment criterion is assessed in at least two different tasks to ensure the candidate has ample opportunity to demonstrate their ability in the area (except assessment criterion 2.1 – *Record personal details in a form correctly*) as there are already several fields given within one task.

Table showing which assessment criteria are assessed during each task

	Task 1	Task 2	Task 3
<b>Assessment criteria assessed</b>	2.1 Record personal details in a form correctly	1.1 Present information in an appropriate format for the intended audience 1.2 Construct simple and compound sentences correctly 1.3 Use adjectives correctly 1.4 Use punctuation correctly 1.5 Use upper and lower case letters correctly 1.6 Spell words correctly	1.1 Present information in an appropriate format for the intended audience 1.2 Construct simple and compound sentences correctly 1.3 Use adjectives correctly 1.4 Use punctuation correctly 1.5 Use upper and lower case letters correctly 1.6 Spell words correctly

Table demonstrating how scores are aggregated to achieve the final mark

	Task 1	Task 2						Task 3						Total
	2.1 Record details in a form	1.1 Use appropriate format	1.2 Construct sentences	1.3 Use adjectives	1.4 Use punctuation	1.5 Use upper/lower case	1.6 Spell words correctly	1.1 Use appropriate format	1.2 Construct sentences	1.3 Use adjectives	1.4 Use punctuation	1.5 Use upper/lower case	1.6 Spell words correctly	
<i>Bettania</i>	4	4	3	2	3	4	2	3	3	1	4	4	3	40
<i>Moussa</i>	4	3	3	3	4	4	4	4	4	4	4	4	3	48
<i>Rohan</i>	2	2	2	2	3	3	2	2	2	2	3	3	2	30
<i>Cristina</i>	4	4	3	3	3	4	1	3	3	3	4	4	1	40

**Bettania: Pass – 40 out of 52.** Although Bettania is weaker in one area, (assessment criterion 1.3 – *Use adjectives*), she has demonstrated the ability to meet the minimum standard and is very strong in other areas so she is ready to move independently onto the next level.

**Moussa: Pass – 48 out of 52 Pass.** Moussa meets every criterion with ease and achieves a strong pass.

**Rohan: Fail – 30 out of 52.** Rohan has demonstrated the ability to get by in each criterion at a minimal standard, but is not ready to move independently onto the next level as he has not achieved two-thirds overall.

**Cristina: Fail – 40 out of 52.** Cristina has achieved two-thirds overall, but she has not demonstrated the ability to get by on one assessment criteria, 1.6 – *Spell words correctly*, in either task 2 or task 3, and she is not ready to move independently onto the next level.

### Writing assessment criteria amplification

The following tables describe what the candidate is expected to do for each of the assessment criteria in the Entry 2 Writing Award. The notation used is the same as that used in the Adult ESOL Core Curriculum (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Present information in an appropriate format for the intended audience	<p><b>Compose simple text, selecting appropriate format for the genre and purpose</b></p> <ul style="list-style-type: none"> <li>Compose and write short texts for different audiences, depending on the learner's needs and context</li> <li>Develop understanding of the concepts of genre, purpose and audience</li> <li>Recognise that texts of the same genre that share a common purpose will also share common features, such as layout, use of headings or sentence type, and begin to apply this understanding</li> <li>Generate ideas for writing, decide what to include as appropriate to the purpose and audience</li> <li>Understand that basic proofreading, checking through what has been written for errors, is part of the process of writing, and apply this</li> </ul>	Wt/E2.1a
1.2. Construct simple and compound sentences correctly	<p><b>Construct simple and compound sentences using common conjunctions to connect two clauses</b></p> <ul style="list-style-type: none"> <li>Combine simple sentences to make compound sentences by using conjunctions such as <i>and, but, or</i></li> <li>Use appropriate word order in simple and compound sentences</li> <li>Use basic verb forms appropriately to signify past, present or future time, and use adverbial time references appropriately</li> <li>Use noun phrases, including articles and other determiners, as well as adverbs and prepositional phrases as appropriate</li> <li>Apply understanding of where it is and where it is not necessary to write in full sentences</li> </ul>	Ws/E2.1a
1.3. Use adjectives correctly	<p><b>Use adjectives</b></p> <ul style="list-style-type: none"> <li>Understand how adjectives can be used to extend information, convey attitude and detail about a noun, and apply in writing</li> <li>Know and use some common adjectives to describe people, places, feelings or objects</li> <li>Understand word order regarding the use of adjectives in simple sentences, and use it appropriately</li> <li>Know and use the comparative form of adjectives</li> </ul>	Ws/E2.2a
1.4. Use punctuation correctly	<p><b>Use punctuation correctly, eg capital letters, full stops and question marks</b></p> <ul style="list-style-type: none"> <li>Apply understanding that full stops are sentence boundary markers</li> <li>Understand that a question mark indicates that a question is being asked</li> <li>Use commas correctly in a list</li> </ul>	Ws/E2.3a
1.5. Use upper and lower case letters correctly	<p><b>Use punctuation correctly, eg capital letters, full stops and question marks</b></p> <ul style="list-style-type: none"> <li>Apply understanding that capital letters are sentence boundary markers</li> </ul>	Ws/E2.3a
	<p><b>Use a capital letter for proper nouns</b></p> <ul style="list-style-type: none"> <li>Understand when capital letters are used, eg for days, months, names of people and places, and apply this in writing</li> </ul>	Ws/E2.4a
1.6. Spell words correctly	<p><b>Spell correctly the majority of personal details and familiar common words</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of, and spell correctly, lexis related to learner's context and need to write</li> </ul>	Ww/E2.1a
2.1 Record personal details in a form correctly	<p><b>Record information on forms</b></p> <ul style="list-style-type: none"> <li>Understand and apply form-filling conventions, including the practice of stated and unstated instructions, eg forms sometimes require you to circle or delete information, such as Mrs/Miss/Ms</li> </ul>	Wt/E2.1b

#### Notes

- ▶ Learning outcome 1 – *Be able to produce text for a given audience*. Please refer to appendix 2 for the list of communicative functions and language range expected at this level.
- ▶ Produce legible text. This is a National Literacy Standard and is expected to be met. However, if the candidate's text is illegible, the script cannot be assessed at all so this is considered to be met if the script is marked.
- ▶ Ww/E2.1b – *Use their knowledge of sound-symbol relationships and phonological patterns to help work out spellings* and Ww/E2.1c – *Use strategies to aid accurate spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 1.6.

## Writing Award

### Generic performance descriptors

#### Generic performance descriptors

These descriptors are used by the examiner to decide on which mark to award for each assessment criterion. Please note that these performance descriptors are generic to all levels of assessment. Candidates are expected to use a range of language examples as relevant to the task, so not all of the points in the assessment criteria amplification or key language items will be expected in each task.

#### Learning outcome 1 – Produce text

Mark	Descriptor
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate writes almost nothing at the relevant level.
1	There is evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful. Attempts to meet the criterion may be incomplete or inappropriate.
2	One or two appropriate examples of the amplification can be identified at the level. These are not consistent but the candidate demonstrates their ability to meet the relevant criterion, albeit minimally.
3	Several appropriate features of the amplification can be identified at the level. These are fairly consistent.
4	A wide range of the features of the amplification can be identified at the level with consistency and comprehensive control.

#### Learning outcome 2 – Complete a form

Mark	Descriptor
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate writes nothing or almost nothing at all.
1	The communicative purpose is not fulfilled because key information is missing or inappropriately completed. Fields may be incomplete or inappropriately answered.
2	At least half of the form is completed appropriately, with enough information provided to enable the form to achieve its primary communicative aim*.
3	Around two-thirds of the form is completed appropriately. Answers may occasionally be incomplete or inappropriate but the form achieves its main communicative aims.
4	All or almost all of the form is completed with a high level of appropriacy. All communicative aims of the form are achieved.

\*The primary communicative aim will vary according to level. For example, at Entry 1 if a name, house number and postcode are present the applicant could still be contacted. However, if half of the form is completed accurately but vital information such as name and main contact details are missing the primary communicative aim is not achieved, so a mark of 1 is awarded.

## Appendix 1 – Entry 2 Key language items (Adult ESOL Core Curriculum)

### Simple and compound sentences

- ▶ word order in compound sentences  
eg subject-verb-(object) + *and/but* + subject-verb-(object)  
*I work in a shop but my friend works in an office*
- ▶ *there was/were/there is going to be*
- ▶ clauses joined with conjunctions *and/but/or*
- ▶ a limited range of common verbs + *-ing* form
- ▶ verb + infinitive with and without *to*, eg *We went shopping yesterday, I want to buy some fruit, I heard him come in*
- ▶ *wh-* questions
- ▶ comparative questions
- ▶ alternative questions
- ▶ question words *when, what time, how often, why, how* and expressions,  
eg *Can you tell me...*
- ▶ statements with question tags, using Entry 1 and Entry 2 tenses  
eg *You arrived last year, didn't you?*

### Noun phrase

- ▶ countable and uncountable nouns  
eg *roads, trees, houses; happiness, water, information*
- ▶ simple noun phrases eg *a large red box*
- ▶ object and reflexive pronouns eg *I gave him my book, We enjoyed ourselves very much*
- ▶ determiners of quantity – *any, many*, eg *Have you any oranges? We haven't many left*
- ▶ use of articles including definite article and zero article with uncountable nouns  
eg *Water is important for life, The traffic is bad today*
- ▶ definite article with superlatives, eg *the best example*
- ▶ possessive 's' and possessive pronouns, eg *mine, yours*

### Verb forms and time markers in statements, interrogatives, negatives and short forms

- ▶ simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases, eg *The children often eat apples, They always go to school, I see her every day*
- ▶ simple past tense of regular and common irregular verbs with time markers such as *ago*,  
eg *We went to the cinema yesterday, I saw her two weeks ago*
- ▶ future time using:
  - present continuous, eg *We are meeting him at 6 o'clock*
  - *going to, will*, eg *I'm going to wash my hair tonight*
  - time markers, eg *next week, in two days' time*
- ▶ modals and forms with similar meaning:
  - *must* to express obligation
  - *mustn't* to express prohibition
  - *have to, had to* to express need
  - *could* to make requests, eg *Could you?*
  - *couldn't* to express impossibility
- ▶ use of simple modal adverbs *possibly, probably, perhaps*
- ▶ very common phrasal verbs, eg *get on/off/up/down*

### Adjectives

- ▶ adjectives and adjective word order, eg *a large black horse, a new red coat*
- ▶ comparatives, regular and common irregular forms, eg *good, better, wet, wetter, dark, darker*

## Appendix 1

### Adverbs and prepositional phrases

- ▶ prepositions and prepositional phrases of place and time, eg *until tomorrow, by next week, by the river, at midnight, at once*
- ▶ adverbs and simple adverbial phrases including:
  - sequencing – *after that*
  - of time and place – *in the morning, at the bus stop*
  - of frequency – *always, sometimes*
  - of manner – *carefully, quickly*
- ▶ word order with adverbs and adverbial phrases, eg *he always brought food to our house early in the morning*
- ▶ use of intensifiers, eg *really, quite, so*

### Discourse

- ▶ adverbs to indicate sequence – *first, finally*
- ▶ use of substitution, eg *I think so, I hope so*
- ▶ markers to structure spoken discourse, eg *Right. Well.*

## Appendix 2 – Entry 2 Communicative functions and notions (Adult ESOL Core Curriculum)

- ▶ give personal information
- ▶ ask for personal information
- ▶ introduce family and close friends
- ▶ tell the time/day, etc
- ▶ ask the time/day
- ▶ express ability
- ▶ enquire about ability
- ▶ say when you do not understand
- ▶ ask for clarification
- ▶ check back
- ▶ correct
- ▶ spell words aloud
- ▶ describe places and things
- ▶ give information, as part of a simple explanation
- ▶ give single-step directions and instructions
- ▶ make requests – ask for directions
- ▶ enquire about prices and quantities
- ▶ make requests – ask for something
- ▶ make requests – ask someone to do something
- ▶ respond to a request
- ▶ express likes and dislikes
- ▶ express feelings
- ▶ express wishes
- ▶ express views
- ▶ agree and disagree
- ▶ apologise
- ▶ express a preference
- ▶ express thanks
- ▶ greet
- ▶ respond to greetings
- ▶ describe health and symptoms
- ▶ invite and offer
- ▶ accept
- ▶ decline
- ▶ take leave

## Appendix 3 – Entry 2 Examination report

**TRINITY**  
COLLEGE LONDON

## Examination report

Skills for Life (QCF) Speaking and Listening – Entry 2

Candidate name: ..... Candidate number: .....

Centre name (number): ..... Exam date: .....

Examiner name: ..... Examiner number: .....

ID seen

GDT

Component 1: Task 1 – Candidate photo						
1	2.2 Use straightforward language appropriate for context when speaking	0	1	2	3	4
2	3.1 Provide relevant information to others during straightforward verbal communication	0	1	2	3	4
3	3.2 Provide a verbal account for a given task	0	1	2	3	4
4	4.2 Express views clearly during verbal communication	0	1	2	3	4
Component 1: Task 2 – Examiner photo						
5	1.1 Follow the gist of simple verbal communication	0	1	2	3	4
6	1.2 Obtain necessary information from straightforward verbal communication for a given task	0	1	2	3	4
7	2.1 Use pronunciation to convey intended meaning	0	1	2	3	4
8	4.1 Make appropriate contributions to discussions	0	1	2	3	4
9	4.3 Obtain specific information from others	0	1	2	3	4
Component 1: Task 3 – Role play						
10	1.2 Obtain necessary information from straightforward verbal communication for a given task	0	1	2	3	4
11	2.1 Use pronunciation to convey intended meaning	0	1	2	3	4
12	2.2 Use straightforward language appropriate for context when speaking	0	1	2	3	4
13	3.1 Provide relevant information to others during straightforward verbal communication	0	1	2	3	4
14	4.3 Obtain specific information from others	0	1	2	3	4
Component 2: Task 4 – Group discussion						
15	1.1 Follow the gist of verbal communication	0	1	2	3	4
16	3.2 Provide a verbal account for a given task	0	1	2	3	4
17	4.1 Make appropriate contributions to discussion	0	1	2	3	4
18	4.2 Express views clearly during verbal communication	0	1	2	3	4
Whole exam						
19	1.3 Follow straightforward verbal instructions correctly for a given task	0	-	2	-	4

## Appendix 4 – Concise Entry 2 Speaking and Listening assessment criteria amplification

Assessment criteria	Amplification
1.1 Follow the gist of simple verbal communication	<p><b>Recognise context and predict general meaning</b></p> <ul style="list-style-type: none"> <li>Identify the topic of conversation in a variety of simple, everyday exchanges</li> </ul> <p><b>Listen for gist in short explanations and narratives</b></p> <ul style="list-style-type: none"> <li>Identify the key words for a given context</li> </ul> <p><b>Listen for gist and respond in a face-to-face situation</b></p> <ul style="list-style-type: none"> <li>Signal they are listening, by using markers</li> <li>Ask for clarification and repetition</li> <li>Respond to listening</li> </ul>
1.2 Obtain necessary information from simple verbal communication for a given task	<p><b>Listen for detail in short narratives and explanations</b></p> <ul style="list-style-type: none"> <li>Understand and identify key words and phrases in a given context</li> <li>Understand the importance of listening for stressed words</li> </ul> <p><b>Listen for detail and respond in a face-to-face situation</b></p> <ul style="list-style-type: none"> <li>Make use of gestures and visual clues to aid understanding</li> <li>Signal they are listening, by using markers</li> <li>Check back when listening for detail</li> <li>Signal lack of understanding and ask for clarification</li> </ul> <p><b>Listen for grammatical detail</b></p> <ul style="list-style-type: none"> <li>Discriminate between different kinds of utterance, eg question, statement or instruction, and respond appropriately.</li> </ul> <p><b>Listen for phonological detail</b></p> <ul style="list-style-type: none"> <li>Recognise intonation patterns and the difference between statement and question, and that they can vary across cultures</li> <li>Recognise and discriminate between individual sounds</li> </ul> <p><b>Listen and extract key information</b></p>
2.1 Use pronunciation to convey intended meaning	<p><b>Use stress and intonation to make speech comprehensible to a sympathetic native speaker</b></p> <ul style="list-style-type: none"> <li>Develop awareness of word stress and place stress on the correct syllable in familiar words</li> <li>Know that English has many unstressed vowels, and approximate the sound of the schwa</li> <li>Approximate appropriate intonation patterns</li> </ul> <p><b>Articulate the sounds of English to be comprehensible to a sympathetic native speaker</b></p> <ul style="list-style-type: none"> <li>Pronounce phonemes adequately</li> </ul>

## Appendix 4

Assessment criteria	Amplification
2.2 Use simple language appropriate for context when speaking	<p><b>Make simple statements of fact</b></p> <ul style="list-style-type: none"> <li>Use verb forms suitable for the level</li> </ul> <p><b>Use grammar suitable for the level, to express</b></p> <ul style="list-style-type: none"> <li>Possession, quantity, number, location</li> <li>Use falling intonation for statements of fact</li> <li>Know and use some phrases that indicate past and future time, with just enough accuracy to be understood</li> </ul> <p><b>Take part in more formal exchanges</b></p> <ul style="list-style-type: none"> <li>Listen and respond in more formal exchanges, eg to greetings, instructions, offers, and requests for information</li> </ul> <p><b>Take part in more formal interaction</b></p> <ul style="list-style-type: none"> <li>Have strategies to help deal with misunderstanding</li> </ul> <p><b>Deal with another person's misunderstanding</b></p> <ul style="list-style-type: none"> <li>Recognise when there has been misunderstanding and correct it</li> <li>Understand the importance of stress in making meaning clear</li> </ul>
3.1 Provide a short verbal account for a given task	<p><b>Give a description</b></p> <ul style="list-style-type: none"> <li>Use grammar suitable for the level</li> <li>Know and use some common adjectives and intensifiers to describe people, places and things</li> </ul>
3.2 Convey relevant detail during a simple verbal communication	<p><b>Give personal information</b></p> <ul style="list-style-type: none"> <li>Use contracted forms of the verb</li> <li>Know how to spell words out loud</li> <li>Incorporate the giving of information into an interaction</li> <li>Use key lexis linked to own experience and aspirations and very common lexis</li> </ul> <p><b>Listen and respond to requests for personal information</b></p> <ul style="list-style-type: none"> <li>Discriminate between different <i>wh-</i> questions and <i>yes/no</i> questions, and respond appropriately</li> <li>Answer either type of question with a minimal response, a short form of the verb, or fuller answers, as appropriate to the situation</li> </ul>
4.1 Make relevant contributions to discussions	<p><b>Recognise a speaker's feeling and attitude</b></p> <ul style="list-style-type: none"> <li>Respond to simple common lexical phrases expressing a small range of feelings</li> <li>Identify feeling and attitude expressed mainly through intonation</li> </ul> <p><b>Take part in social conversation</b></p> <ul style="list-style-type: none"> <li>Listen and respond in familiar social situations</li> <li>Recognise speaker's mood and attitude expressed through intonation</li> <li>Recognise common fixed expressions and collocations</li> </ul> <p><b>Follow a simple discussion on a familiar topic</b></p> <ul style="list-style-type: none"> <li>Understand simply expressed opinions, and recognise common phrases for expressing opinion, eg <i>I think</i></li> <li>Indicate a response, eg <i>agreement</i> or <i>disagreement</i></li> </ul>
4.2 Express simple views clearly during verbal communication	<p><b>Express likes, eg dislikes, feelings</b></p> <ul style="list-style-type: none"> <li>Use expressions suitable for the level to express likes and dislikes, feelings and simple views</li> <li>Recognise simply expressed views, likes and dislikes and feelings of another speaker, and indicate broad agreement or disagreement</li> </ul>

Assessment criteria	Amplification
<p><b>4.3</b> Make effective verbal requests to obtain information</p>	<p><b>Make requests – ask for things or action</b></p> <ul style="list-style-type: none"> <li>▶ Make requests, with or without use of introductory phrases</li> <li>▶ Notice intonation patterns for politeness, and approximate them</li> <li>▶ Where appropriate, prepare the listener for a request</li> </ul> <p><b>Make requests – ask permission</b></p> <ul style="list-style-type: none"> <li>▶ Ask for permission, using modal verb <i>can</i></li> <li>▶ Use intonation to indicate politeness</li> </ul> <p><b>Ask for personal details</b></p> <ul style="list-style-type: none"> <li>▶ Form questions of the <i>wh-</i> type and the <i>yes/no</i> type</li> <li>▶ Approximate a falling intonation in <i>wh-</i> questions, and a rising intonation in <i>yes/no</i> questions</li> <li>▶ Use the question form of the simple present tense of common verbs using contractions where appropriate</li> <li>▶ Form questions, using common modal verbs, especially <i>can</i></li> <li>▶ Know and use some phrases to indicate past and future time, with just enough accuracy for the question to be understood</li> <li>▶ Know and use a range of question words, eg <i>who, what, where, how much/many?</i></li> <li>▶ Incorporate questions in conversation</li> </ul> <p><b>Ask for information</b></p> <ul style="list-style-type: none"> <li>▶ Ask questions, as above</li> <li>▶ Know and use conventional ways of introducing a request for information</li> <li>▶ Understand and follow up a response</li> </ul> <p><b>Ask for clarification</b></p> <ul style="list-style-type: none"> <li>▶ Have strategies for dealing with lack of understanding</li> </ul>
<p><b>1.3</b> Follow single step verbal instructions correctly for a given task</p>	<p><b>Follow single-step instructions</b></p> <ul style="list-style-type: none"> <li>▶ Recognise and understand lexical phrases commonly used in instructions</li> <li>▶ Understand key grammatical forms</li> <li>▶ Ask for repetition or clarification, and confirm understanding</li> <li>▶ Demonstrate understanding by taking appropriate action</li> </ul> <p><b>Listen and respond to requests for action</b></p> <ul style="list-style-type: none"> <li>▶ Recognise requests for action and respond by taking action</li> </ul>