

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

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 Level 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 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 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 Level 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

Trinity Level 2 Award in ESOL Skills for Life (Speaking and Listening) (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 extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- ▶ speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- ▶ engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic in a wide range of formal and social exchanges.

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: Level 2

Language outcomes The learner will	Assessment criteria The learner can
1. Be able to obtain information from verbal communication	1.1 Follow the gist of extended verbal communication
	1.2 Obtain relevant detail from extended verbal communication
	1.3 Follow multi-step verbal instructions correctly for a given purpose
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information in a logical sequence for a given purpose
	3.2 Provide a verbal account with relevant information confidently for a given audience
	3.3 Convey relevant detail during communication
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion
	4.2 Express views constructively during verbal communication
	4.3 Respond to others constructively to move discussion forward
	4.4 Obtain relevant information from others

Format

The exam consists of two components:

- ▶ Component 1 – a 14 minute one-to-one conversation with a Trinity examiner
- ▶ Component 2 – a 15 minute discussion with three candidates, facilitated by a Trinity examiner.

Component 1 consists of three tasks:

- ▶ Task 1 – Candidate makes a presentation, followed by the candidate and the examiner debating the issues raised in the presentation
- ▶ Task 2 – Candidate listens to the examiner describe a complex process during which the candidate asks questions and makes appropriate comments to demonstrate understanding
- ▶ Task 3 – Candidate makes and responds to complaints and criticism in a work-related role play.

Component 2 consists of one task:

- ▶ Task 4 – Three candidates discuss topics based on an issue of national or global importance.

Procedure

The exam is conducted using language appropriate to the level. See appendices 1 and 2 for language and functions of Level 2.

One-to-one conversation with examiner (14 minutes)

Task 1 (7 minutes)

Candidates should be prepared to make a formal presentation with pros and cons, with the object of persuading the examiner. The presentation should last up to four minutes and is an opportunity for the candidate to demonstrate control of a wide range of grammatical structures and lexis as outlined in the Adult ESOL Core Curriculum at Level 2. Candidates may wish to bring a handout or use brief PowerPoint* slides to illustrate the presentation; however, these must contain notes only and will not be assessed in themselves.

The remainder of this task provides an opportunity for the examiner and candidate to enter into a debate of the issues raised in the presentation. The candidate should expect the examiner to take a different point of view so that they can demonstrate their ability to persuade the examiner and support their opinions and arguments with evidence.

Task 2 (3 minutes)

During this task the examiner explains a complex process to the candidate. The candidate asks questions and makes appropriate comments to demonstrate their ability to follow detailed explanations and multi-step instructions of varying length, adapting their response to the speaker and context. This task provides the candidate with the opportunity to show their understanding of spoken English using a wide range of grammatical structures appropriate to Level 2. At the end of the task the examiner will ask one or two questions to check the candidate has followed the instructions correctly.

Task 3 (4 minutes)

This task will be a role play in which the candidate makes and responds to complaints and criticism in either a formal or informal context 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 15 minutes)

Task 4 – Group discussion (up to 15 minutes)

Three candidates discuss a topic given to them by the examiner. Candidates will be given an issue of national or global importance to discuss and will be expected to propose constructive solutions. The examiner acts as facilitator so they can guide the conversation along appropriately and provide additional topics if necessary.

The discussion at this level must include contributing constructively to discussions, expressing views constructively and responding to others constructively to move discussion forward. At this level, the examiner is not expected to intervene.

*Caution is advised when using technology during the exam as no additional time can be allowed for setting up a computer and candidates must be prepared to speak without the slide in case of technology issues delaying the start 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 16-17 to make their assessments. The amplification specifies what is required to achieve at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the concise amplification for assessment criterion 2.1 – *Use clear pronunciation to convey intended meaning* includes ‘*use stress and intonation to convey meaning and nuances of meaning clearly (use intonation appropriately in grammar, discourse and to indicate attitude)*’. The examiner applies the generic performance descriptors relevant to that learning outcome such as, for example, ‘*able to get their message across clearly and without support using a wide range of language...of the level*’ (4 marks), or ‘*evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful, even with support*’ (1 mark), awarding 0 to 4 marks, as appropriate to the performance.

Examiners record marks on an individual marksheet 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 92, and the pass mark is 60. 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 (60 out of 92) 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.

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 assessment criterion 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 multi-step verbal instruction correctly for a given purpose*, 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)
2.1 Use clear pronunciation to convey intended meaning	1.1 Follow the gist of extended verbal communication	1.2 Obtain relevant detail from extended verbal communication	1.1 Follow the gist of extended verbal communication
2.2 Use appropriate language in context according to formality	1.2 Obtain relevant detail from extended verbal communication	2.2 Use appropriate language in context according to formality	3.2 Provide a verbal account with relevant information confidently for a given audience
3.1 Present information in a logical sequence for a given purpose	2.1 Use clear pronunciation to convey intended meaning	3.1 Present information in a logical sequence for a given purpose	3.3 Convey relevant detail during communication
3.2 Provide a verbal account with relevant information confidently for a given audience	4.1 Contribute constructively to discussion	4.2 Express views constructively during verbal communication	4.1 Contribute constructively to discussion
3.3 Convey relevant detail during communication	4.4 Obtain relevant information from others	4.3 Respond to others constructively to move discussion forward	4.2 Express views constructively during verbal communication
		4.4 Obtain relevant information from others	4.3 Respond to others constructively to move discussion forward

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	2.1 Use clear pronunciation	2.2 Use language in context (formality)	3.1 Present information for purpose	3.2 Provide relevant information	3.3 Convey relevant detail	1.1 Follow gist	1.2 Obtain relevant detail	2.1 Use clear pronunciation	4.1 Contribute constructively	4.4 Obtain relevant information	1.2 Obtain relevant detail	2.2 Use language in context (formality)	3.1 Present information for purpose	4.2 Express views	4.3 Plan action with others	4.4 Obtain relevant information	1.1 Follow gist	3.2 Provide relevant information	3.3 Convey relevant detail	4.1 Contribute constructively	4.2 Express views	4.3 Move discussion forward	
<i>Ali</i>	4	4	3	4	4	4	4	4	3	4	4	2	4	3	3	4	4	4	3	4	4	4	4	85
<i>Nina</i>	4	3	3	3	3	1	4	3	2	3	3	3	3	3	4	4	4	4	3	3	3	3	3	72
<i>Marta</i>	4	2	2	2	2	2	3	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	51
<i>Paulo</i>	4	3	1	3	2	3	3	3	4	3	3	3	1	3	3	3	4	3	3	3	3	3	2	66

Ali: Pass – 85 out of 92. Ali meets every criterion with ease at least once and achieves a strong pass.

Nina: Pass – 72 out of 92. Although in task 1, Nina does not succeed in conveying relevant detail (assessment criterion 3.3), she meets the minimum standard in task 4, and meets all the other assessment criteria with ease.

Marta: Fail – 51 out of 92. Marta has met each criterion, achieving the main communicative purposes of each task with support. However, she has not achieved two-thirds overall, and is not ready to move onto the next level.

Paulo: Fail – 66 out of 92. Although Paulo has achieved two-thirds overall, he has not demonstrated the ability to meet the communicative purposes of the task, even with support, on assessment criterion 2.2 – *Use language in context*, so he 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 Level 2 Speaking and Listening Award. This is unabridged, and not all of the points listed in the amplification 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 used in the Adult ESOL Core Curriculum (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Follow the gist of extended verbal communication	<p>Listen to a narrative or conversation</p> <ul style="list-style-type: none"> ▶ Recognise context, including the register and level of formality, and be aware that it is not necessary to understand every word in order to do so ▶ Know that narratives often follow predictable patterns and use understanding of discourse markers to help to follow the narrative 	Lr/L2.2a
1.2 Obtain relevant detail from extended verbal communication	<p>Extract information from extended explanations and respond</p> <ul style="list-style-type: none"> ▶ Extract information from a range of explanations, recognising the speaker's purpose in explaining, eg to give instructions, to ask for understanding or forgiveness for their actions, or to give background information when telling an anecdote ▶ Respond to these explanations appropriately ▶ Recognise discourse markers used in informal speech, eg while you're at it, on second thoughts ▶ Take a turn, while listening to an extended explanation, using response markers (eg definitely, that's true, typical, I know what you mean), and select these according to the formality of the interaction ▶ Interrupt the speaker, where necessary, to make relevant points or ask questions, and invite the speaker to continue after a digression ▶ Respond to speakers who may explain using any one of a number of varieties of English 	Lr/L2.1b
	<p>Listen for grammatical detail</p> <ul style="list-style-type: none"> ▶ Identify a wide range of grammatical features when used in combination, eg mixed passive and active voice ▶ Identify features of syntax, eg participle phrases ▶ Understand that certain grammatical features are likely to occur in certain spoken genres ▶ Understand that listening to and noting the features of both standard and non-standard grammar can be a useful way to develop knowledge of English 	Lr/L2.2d
	<p>Listen for phonological detail</p> <ul style="list-style-type: none"> ▶ Know that many varieties of English have a stress-timed rhythm, that vowel sounds are often reduced (eg with the schwa) or elided, and notice instances of this ▶ Identify stress within a word, understanding that words of the same family can have different stress patterns, and that words that appear similar, but are of different word classes, can also have different stress ▶ Identify stressed words within a sentence, and know how a change in stress can alter meaning ▶ Recognise that intonation can have different functions, eg to indicate a new topic in discourse, to distinguish between questions and statements in grammar, and to indicate attitude ▶ Understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision ▶ Understand that listening for features of pronunciation, and considering how they affect meaning, can be a useful way to improve pronunciation 	Lr/L2.2e

Assessment criteria	Amplification	AECC ref
1.3 Follow multi-step verbal instructions correctly for a given purpose	<p>Understand spoken instructions</p> <ul style="list-style-type: none"> ▶ Follow complex instructions given in face-to-face interaction ▶ Understand the order of a set of instructions by recognising sequential markers and other grammatical devices, particularly if the instructions are not given in chronological order, eg use of present perfect to show sequence (when you have...) ▶ Recognise a range of ways in which speakers may: <ul style="list-style-type: none"> - give a reason, - state a condition with if or unless, - use discourse markers to emphasise a point, eg <i>most importantly</i> ▶ Understand that instructions may be given indirectly or tentatively, eg <i>If you just...</i> 	Lr/L2.2c
2.1 Use clear pronunciation to convey intended meaning	<p>Use stress and intonation to convey meaning and nuances of meaning clearly</p> <ul style="list-style-type: none"> ▶ Place the stress correctly in a wide range of words, including those where stress differs between words of the same family, and make a clear distinction between stressed and unstressed syllables ▶ Select appropriate words to carry the stress within a sentence, and vary the stress to change emphasis and indicate a different attitude ▶ Know that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and speak quickly, when appropriate, maintaining a suitable rhythm, without losing comprehensibility ▶ Be aware of the various roles of pitch and intonation, and use intonation appropriately: <ul style="list-style-type: none"> - in grammar, eg indicating a question - in discourse, eg indicating a change of topic - in indicating attitude 	Sc/L2.1a
	<p>Articulate the sounds of English in connected speech</p> <ul style="list-style-type: none"> ▶ Be aware of the tendency for sounds to assimilate or elide in connected speech, and use assimilation and elision in speech 	Sc/L2.1b
2.2 Use appropriate language in context according to formality	<p>Express statements of fact</p> <ul style="list-style-type: none"> ▶ Make accurate statements, using a wide range of grammatical forms, including more complex forms such as: <ul style="list-style-type: none"> - past perfect - future perfect - reported speech - a range of conditional forms. - would to express habit in the past ▶ Flexibly use a range of forms in combination ▶ Integrate notions such as possibility and obligation with statements of fact ▶ Use rhythm and intonation effectively to make longer statements comprehensible, and maintain the listener's interest ▶ Demonstrate knowledge of more specific lexis for useful context 	Sc/L2.4a
	<p>Use language appropriate to register and level of formality</p> <ul style="list-style-type: none"> ▶ Select from and use a range of lexical phrases which are appropriate for both formal and informal situations ▶ Know ways in which spoken language may vary, according to the situation and/or the relationship between speakers, and adapt learner's own speech to suit the situation 	Sc/L2.1c

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
2.2 Use appropriate language in context according to formality (continued)	Take part in more formal interaction <ul style="list-style-type: none"> ▶ Deal with formal interaction that is particularly difficult or stressful, eg <ul style="list-style-type: none"> - complaining - warning and threatening - insisting and persuading - negotiating ▶ Select from a range of ways to do this, depending on factors such as who learners are speaking to and how polite they want to be ▶ Recognise nuance in difficult interactions (eg the difference between a veiled threat and an open threat, or between a complaint that is polite on the surface and an openly rude complaint), and be able to make choices accordingly ▶ Understand that formal interactions often follow predictable patterns, and prepare for them ▶ Switch register, where appropriate, between formal transaction and social interaction 	Sd/L2.2b
	Listen and respond, adapting to speaker, medium and context <ul style="list-style-type: none"> ▶ Recognise where the same idea is expressed in different ways, and infer meaning that is not stated overtly ▶ Recognise the register and level of formality of the interaction, and match the interlocutor's register in the response ▶ Recognise the speaker's feelings and attitude, expressed overtly and/or through pitch, stress and intonation, and respond appropriately ▶ Know that the way people speak can vary according to age group, geographical origins, etc ▶ Recognise instances of this and decide whether it is appropriate to adapt own speech accordingly 	
3.1 Present information in a logical sequence for a given purpose	Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding <ul style="list-style-type: none"> ▶ Understand that what is considered a logical sequence can vary across cultures, and choose a suitable sequence for presenting information and ideas in a given situation ▶ Know some formal markers for making the structure of a discourse clear, and elaborate on main points by giving examples, explaining cause and effect and purpose, and commenting ▶ Stop at appropriate points to check listeners' understanding, and select from a range of expressions suitable for the situation and number of listeners 	Sc/L2.5a
	Give a formal report <ul style="list-style-type: none"> ▶ Understand that the grammar of a formal report is likely to differ considerably from that of an informal spoken narrative (eg with the use of passive), and apply this ▶ Understand the importance of summarising the main points at the end of a formal report, and do so 	
	Give explanations and instructions <ul style="list-style-type: none"> ▶ Select from and use a range of ways of indicating sequence, reason and purpose, condition and obligation ▶ Vary register according to the relationship between speakers, and use stress and intonation as appropriate ▶ Incorporate instructions within a wider interaction 	Sc/L2.4d

Assessment criteria	Amplification	AECC ref
3.1 Present information in a logical sequence for a given purpose (continued)	<p>Narrate events in the past</p> <ul style="list-style-type: none"> Use a range of past tenses, time and sequence markers, conjunctions and subordinate clauses to make time relationships in a narrative clear Understand that people often use the dramatic present, and use it, in a limited way Understand that there are various ways to structure a narrative, and that these can vary across cultures; choose an appropriate structure for learner's own narrative Be aware of the role of pitch and intonation in maintaining the listeners' interest and conveying feelings, and apply this Incorporate narrative within wider interactions, and move easily between the narrative mode and other interactional modes 	Sc/L2.4c
3.2 Provide a verbal account with relevant information confidently for a given audience	<p>Give factual accounts</p> <ul style="list-style-type: none"> Select from and use a range of sentence types and grammatical forms to express precise meaning, where appropriate Incorporate into accounts, where appropriate, functions such as classifying, generalising and describing a process Know about common formats of factual accounts and structure an account appropriately, eg a general statement, followed by a specific point and an example. Use discourse markers to help to structure an account, eg <i>as a result, consequently, subsequently</i> Be aware of and use the features of formal register in giving a factual account 	Sc/L2.4b
	<p>Describe and compare</p> <ul style="list-style-type: none"> Know a range of adjectives and intensifiers, and select them as appropriate for formal and informal descriptions (including idiomatic use) Recognise the connotation attached to certain lexical items in certain contexts, and make use of connotation when describing Be aware of the tendency to use simile, exaggeration and understatement, and use this on occasions, if appropriate Use extensive pre- and post-modification of the noun phrase, and subordinate clauses (eg relative clauses) Give general descriptions (eg with zero article) as well as more specific descriptions Structure a longer description, eg by going from the general to the particular, and then on to a comparison with something else 	Sc/L2.4f
3.3 Convey relevant detail during verbal communication	<p>Respond to detailed or extended questions on a range of topics</p> <ul style="list-style-type: none"> Respond to a range of question types, including questions that are not asked directly, but implied Recognise the register in a question, and match the register in the response Understand that some questions require the responder to address more than one sub-question or to give an extended answer that covers several points Construct coherent answers and keep track of the main thread with this type of question, and knowing some discourse markers to do this 	Lr/L2.3a
	<p>Take part in social interaction</p> <ul style="list-style-type: none"> Initiate and sustain social interaction, using features that are common in informal speech such as ellipsis, vague language and informal expressions Switch, where appropriate, between social interaction and more formal transactions 	Sd/L2.2a

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
4.1 Contribute constructively to discussion	Use appropriate phrases for interruption and change of topic <ul style="list-style-type: none"> ▶ Use appropriate phrases, adapting register according to the situation and the topic ▶ Understand that intonation often starts high on a change of topic, and apply this, eg <i>If we can move on to...</i> 	Sd/L2.3a
	Follow and participate in a discussion or conversation <ul style="list-style-type: none"> ▶ Recognise where a speaker is stating a fact or expressing an opinion, including instances where the speaker expresses an opinion as if it were fact, and respond appropriately ▶ Know that meaning is not always stated overtly, but may have to be inferred ▶ Know that inference has a cultural context and often depends on shared knowledge and experience and apply this knowledge ▶ Recognise a range of informal expressions used in social conversation and discussion (eg fed up, gutted), and know when it is appropriate to use them ▶ Identify a wide range of lexis, idiomatic expressions and intonation patterns used in expressing feelings, and respond appropriately ▶ Listen to stress and intonation to help to recognise a speaker's use of exaggeration, understatement, irony, etc 	Lr/L2.4a
	Express views, opinions, feelings, wishes <ul style="list-style-type: none"> ▶ Express opinions, agreement and disagreement, using a range of lexical phrases and different registers to suit a range of situations ▶ Select from a range of forms to express: <ul style="list-style-type: none"> - future possibility - hypothetical meaning - obligation (past, present, future) ▶ Use a range of grammatical forms with ease ▶ Use a range of modal verbs, eg <i>should have</i> (to express regret or recrimination), <i>must, might, must've</i> (to speculate and make deductions) ▶ Know a range of formal and informal vocabulary for expressing feelings, making a suitable choice of vocabulary for a situation, and uttering the words with appropriate pitch, stress and intonation ▶ Use exaggeration and understatement as appropriate in informal situations, using appropriate stress and intonation patterns ▶ Understand the impact of connotation in lexical choices 	Sd/L2.2c
	Persuade, warn, rebuke, etc <ul style="list-style-type: none"> ▶ Understand the concerns of another person and respond by: <ul style="list-style-type: none"> - persuading - warning - rebuking - sympathising ▶ Select from and use a range of lexical phrases, and choose the appropriate register for the situation 	Sd/L2.2d

Assessment criteria	Amplification	AECC ref
4.2 Express views constructively during verbal communication	Support opinions and arguments with evidence <ul style="list-style-type: none"> Know how to research information for a discussion, and apply this Use appropriate phrases for introducing evidence into a discussion 	Sd/L2.4a
	Make relevant contributions and help to move discussions forward <ul style="list-style-type: none"> Understand that, to be productive, discussion needs to progress towards agreed decisions, proposals and solutions Use discourse markers to link contributions to those of other speakers (eg <i>of course</i> – to concede ground; <i>even so</i> – for counter-argument), and use a range of lexical phrases to indicate subtle degrees of agreement and disagreement Make suggestions, in order to move a discussion forward 	Sd/L2.1a
	Use strategies intended to reassure, eg body language and appropriate phraseology <ul style="list-style-type: none"> Understand that direct disagreement is uncommon in discussions in English, and use more tentative forms of disagreement Use intonation to indicate assurance 	Sd/L2.5a
4.3 Respond to others constructively to move discussion forward	Respond to critical opinion and offer critical opinion constructively <ul style="list-style-type: none"> Understand that successful co-operation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution, and use register-appropriate lexical phrases in order to do this Know a range of ways to make and respond to constructive suggestions, and apply this when appropriate Choose from a range of modal verbs and conditional forms to criticise action and make positive suggestions, eg <i>should</i>, <i>could</i>, <i>should have</i>, <i>might have</i>, <i>could have</i>, <i>it might be better if you...</i> 	Sc/L2.2a
4.4 Obtain relevant information from others	Make requests <ul style="list-style-type: none"> Use a range of modal verbs and other forms (eg conditional clauses and tag questions), and select the most appropriate form, bearing in mind the type of request, situation and participants Varying register to cover a wide range of formal and informal situations and relationships Choose appropriate stress and intonation to indicate a variety of attitudes, eg friendly banter, sincerity, sarcasm, as well as politeness Preface a request with a 'softener', eg <i>I wonder</i> or <i>I was wondering</i> 	Sc/L2.3a
	Ask for information <ul style="list-style-type: none"> Form questions, using a wide range of verb forms Use a range of question types (eg tag questions, embedded questions), and choose appropriate forms to suit a range of situations and relationships Use intonation appropriate for the question type Realise that some questions may be seen as delicate, and preface these with appropriate introductory phrases 	Sc/L2.3b

Speaking and Listening 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 – 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.

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

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

Candidate profile

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

At this level, adults can:

- ▶ read and understand a range of texts of varying complexity accurately and independently
- ▶ read and obtain information of varying length and detail from different sources in a wide range of text types

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: Level 2

Language outcomes The learner will	Assessment criteria The learner can
1. Be able to gain meaning from text	1.1 Identify the main points of text
	1.2 Identify the main events of text
	1.3 Use language features to identify meaning in text
	1.4 Identify the meaning of vocabulary in text
2. Be able to distinguish the purpose of text	2.1 Identify the purpose of text
3. Be able to find information in text	3.1 Obtain specific information from text
	3.2 Evaluate information from different sources

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 30 test items:

Task 1 – 6 questions

Task 2 – 10 questions

Task 3 – 14 questions

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
Task 1 1. Be able to gain meaning from text 3. Be able to find information in text	▶ Wide range of text types ▶ 350 words (+/- 5%) ▶ 6 questions	Questions 1-4 Purpose of paragraph	1.1 Identify the main points of text	Rt/L2.3a: Identify the main points and specific detail as they occur in a range of different types of text of varying length and detail
		Questions 5-6 Multiple choice	3.1 Obtain specific information from text	Rt/L2.7a: Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading Rt/L2.6a: Use organisational features and systems to locate texts and information

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
Task 2 1. Be able to gain meaning from text	<ul style="list-style-type: none"> ▶ Descriptive, explanatory or persuasive ▶ 450 words (+/- 5%) ▶ 10 questions 	Questions 7-10 Missing sentences	1.2 Identify the main events of text	Rt/L2.1a: Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying genres
		Questions 11-13 Multiple choice	1.3 Use language features to identify meaning in text	Rs/L2.1a: Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text Rs/L2.2a: Use punctuation to help interpret meaning and purpose of texts
		Questions 14-16 Multiple choice – vocab	1.4 Identify the meaning of vocabulary in text	Rw/L2.1a: Read and understand technical vocabulary Rw/L2.3a: Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose
Task 3 1. Be able to gain meaning from text 2. Be able to distinguish the purpose of text 3. Be able to find information in text	<ul style="list-style-type: none"> ▶ 5 thematically linked, work-related texts ▶ 1,000 words (+/- 5%) ▶ 14 questions 	Questions 17-19 Text matching – purpose of text	2.1 Identify the purpose of text	Rt/L2.2a: Identify the purposes of a wide range of texts, whether inferred or explicitly stated
		Questions 20-22 Multiple choice	3.2 Evaluate information from different sources	Rt/L2.5a: Read critically to evaluate information, and compare information, ideas and opinions from different sources Rt/L2.4a: Understand and identify how written arguments are structured
		Questions 23-27 Paragraph heading matching and multiple choice	3.1 Obtain specific information from text	Rt/L2.7a: Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading Rt/L2.6a: Use organisational features and systems to locate texts and information
		Questions 28-30 Multiple choice – vocab	1.4 Identify the meaning of vocabulary in text	Rw/L2.1a: Read and understand technical vocabulary Rw/L2.3a: Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose

Reading Award

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 30. The pass mark is 20. 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 questions relating to each criterion to be awarded a pass. For example, assessment criterion 1.1 is tested four times in task 1, assessment criterion 1.4 is assessed in both task 2 and task 3 (six questions), and assessment criterion 3.1 is assessed in task 1 and task 3 (seven questions). The learner therefore has more than three opportunities to achieve these criteria in this assessment.

Please note that '*Summarise information from longer documents*' is a National Literacy Standard and learners should be able to do this, although they cannot be assessed on this as it requires demonstrating writing or speaking skills. However, they are required to locate information through skimming, scanning and detailed reading as well as distinguishing the main points and supporting detail of a document during the assessment. Learners should practise summarising during their classroom preparation for the assessment.

Writing

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

Candidate profile

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

At this level, adults can:

- write to communicate information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience in a wide range of documents.

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: 9

Guided Learning Hours: 90

Level: Level 2

Language outcomes The learner will	Assessment criteria The learner can
1. Be able to plan text for a given task	1.1 Plan text for a specific purpose
2. Be able to produce text for different tasks	2.1 Produce content which meets the purpose effectively
	2.2 Use language effectively
	2.3 Structure text coherently for purpose
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
3. Be able to complete a form	2.6 Spell words accurately
	3.1 Complete a form with complex features correctly

Format

The writing award takes the form of a formal exam paper lasting 110 minutes. The exam consists of three tasks, all of which must be undertaken.

	Task 1	Task 2	Task 3	Task 4
Text type	Work-related form	Review or article	Letter or email	Email or online message
Reader/s	Employer	Interested public	Business contact/ supplier	Friend
Register/tone	Formal	Neutral	Formal	Informal
Purpose	To inform and explain	To inform and entertain	To narrate and request	To speculate, persuade, request, reassure or ask about past events or for advice
Word length	250 words	250 words	200 words	50 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 pages 24-26 in combination with the generic performance descriptors on pages 28-29 to make their assessments.

The Amplification specifies what is required to achieve at that level, and the marker measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 2.4 – *Use grammar 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 0 to 4 marks as appropriate to the performance.

The maximum possible number of marks is 88, and the pass mark is 59. 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 (59 out of 88) to be awarded a 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 to meet the criterion, apart from assessment criterion 3.1 – *Complete a form*, with open and closed responses correctly, as there are several fields within one task, and assessment criterion 1.1 – *Plan text for the intended audience*, which is assessed once only in the planning task.

Table showing which assessment criteria are assessed during each task

	Task 1	Task 2	Task 3	Task 4
Assessment criteria assessed	<p>2.1 Produce content which meets the purpose effectively</p> <p>2.2 Use language effectively</p> <p>2.3 Structure text coherently for purpose</p> <p>2.4 Use grammar correctly</p> <p>2.5 Use punctuation correctly</p> <p>2.6 Spell words accurately</p> <p>3.1 Complete a form with complex features correctly</p>	<p>2.1 Produce content which meets the purpose effectively</p> <p>2.2 Use language effectively</p> <p>2.3 Structure text coherently for purpose</p> <p>2.4 Use grammar correctly</p> <p>2.5 Use punctuation correctly</p> <p>2.6 Spell words accurately</p>	<p>2.1 Produce content which meets the purpose effectively</p> <p>2.2 Use language effectively</p> <p>2.3 Structure text coherently for purpose</p> <p>2.4 Use grammar correctly</p> <p>2.5 Use punctuation correctly</p> <p>2.6 Spell words accurately</p>	<p>2.1 Produce content which meets the purpose effectively</p> <p>2.2 Use language effectively</p>

Table demonstrating how scores are aggregated to achieve the final mark

	All	Task 1							Task 2						Task 3				Task 4		Total		
	1.1 Plan text for a specific purpose	2.1 Produce content	2.2 Use language	2.3 Structure text	2.4 Use grammar	2.5 Use punctuation	2.6 Spell words accurately	3.1 Complete a form	2.1 Produce content	2.2 Use language	2.3 Structure text	2.4 Use grammar	2.5 Use punctuation	2.6 Spell words accurately	2.1 Produce content	2.2 Use language	2.3 Structure text	2.4 Use grammar	2.5 Use punctuation	2.6 Spell words accurately	2.1 Produce content	2.2 Use language	
<i>Sharif</i>	4	4	3	4	3	4	4	4	3	3	3	3	3	4	3	4	3	3	3	3	3	4	75
<i>Lucia</i>	4	3	3	3	2	4	4	3	3	4	2	1	4	3	3	4	3	2	4	4	3	3	69
<i>Albert</i>	4	2	4	3	2	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	4	55
<i>Una</i>	4	4	3	4	2	1	3	3	3	3	2	3	1	2	3	3	3	3	1	4	4	4	63

Sharif: Pass – 75 out of 88. Sharif meets every criterion with ease and achieves a strong pass.

Lucia: Pass – 69 out of 88. Lucia is weaker in one area (assessment criterion 2.4 – *Use grammar*), but she meets the minimum standard at least once, and performs well in the other areas, so she is ready to move onto the next level.

Albert: Fail – 55 out of 88. Albert has met each criterion at the minimum standard, but he has not achieved two-thirds overall.

Una: Fail – 63 out of 88. Although Una has achieved two-thirds overall, she has not demonstrated assessment criterion 2.5 – *Use punctuation* to the minimum level, in tasks 1, 2 or 3, and so does not pass at Level 2.

Writing Award

Assessment criteria amplification

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Plan text for a specific purpose	Apply genre-specific planning strategies as appropriate <ul style="list-style-type: none"> ▶ Plan and draft a text clearly and effectively, acting upon knowledge of genre, the purpose for writing, context and audience, including the reader's knowledge and expectations ▶ Plan and draft writing as part of a generic process that involves choice at every stage and includes generating and selecting ideas, choosing how to plan, selecting the most appropriate format and layout, ordering ideas, choosing vocabulary and structures, and drafting and redrafting 	Wt/L2.1a
	Make notes as part of the planning process where appropriate <ul style="list-style-type: none"> ▶ Make and take notes effectively, using key features of note-taking, choosing note-taking formats for different purposes and genres, eg a flow chart to describe a process, a tree diagram for organisation, and do so according to the writer's own preferences 	Wt/L2.1b
2.1 Produce content which meets the purpose effectively	Select the level of detail to include in a range of texts and how much to write <ul style="list-style-type: none"> ▶ Know that the length of text and the level of detail depend on the nature of the content and on the purpose and audience, and apply this knowledge to a wide range of text types ▶ Know some conventions and expectations regarding length and amount of detail, especially with regard to formal and academic genres, and make relevant decisions when planning and drafting, as well as later in the writing process 	Wt/L2.2a
	Select the level of detail to include in genre-specific summaries (eg reports or academic writing) <ul style="list-style-type: none"> ▶ Know: <ul style="list-style-type: none"> - how general statements can cover several points - how nouns and adjectives can replace clauses, - that unimportant detail and repeated information can be deleted - that important detail should be included and apply this when writing summaries 	Wt/L2.2b
2.2 Use language effectively	Choose appropriate register of language for genre, purpose and audience <ul style="list-style-type: none"> ▶ Judge the appropriate register for genre, purpose and audience accurately, eg a formal letter or work experience report, as opposed to a text or personal diary entry ▶ Select language features according to the register of the text, such as: <ul style="list-style-type: none"> - type of lexis and collocation - use of idiomatic expressions - modes of address - sentence type - grammatical forms (such as passive in formal text, contractions in informal text) ▶ Understand and consistently use an increasing range of lexis specific to genre and context 	

Assessment criteria	Amplification	AECC ref
2.2 Use language effectively (continued)	<p>Choose different styles of writing for different purposes and genres</p> <ul style="list-style-type: none"> ▶ Understand that the style of writing involves choice of vocabulary, sentence length and structure, as well as how the text is organised ▶ Know that what is appropriate style depends on genre, purpose, audience, context and desired outcome ▶ Construct effective arguments, eg in an academic essay or a letter to a newspaper, and use appropriate paragraphing structure, eg a statement of argument followed by points to support it and examples ▶ Be aware of the power of stylistic devices to achieve a desired purpose, eg similes and metaphors ▶ Understand the different connotations of words and expressions, eg <i>ally</i> or <i>supporter</i> as opposed to <i>crony</i>, and applying this understanding when writing ▶ Understand the relative strength and appropriateness of emotive language, eg <i>rabble</i>, <i>scandalous</i>, and apply this understanding when writing ▶ In some genres, such as academic writing, develop a personalised, critical, writing style and voice, as well as observe expected norms such as backing up claims with evidence 	Wt/L2.6a
2.3 Structure text coherently for purpose	<p>Choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence</p> <ul style="list-style-type: none"> ▶ Use different ways of ordering and sequencing according to content and purpose of writing ▶ In explanations, consider whether the reader needs to understand certain points before they can understand others, eg in explaining how something works ▶ In persuasive texts, sequence information, ideas and argumentation in a way appropriate to genre and likely to convince, eg persuading someone about the benefits of certain foods ▶ Use different types of paragraphing structure effectively, understanding how conventions of written discourse in English may differ from written conventions in other languages, in terms of ordering and sequencing information ▶ As writing becomes more formal and complex, apply knowledge of a range of key linguistic features that help to make the text cohesive, eg use of connectives such as <i>in spite of the fact that</i>, <i>whereas</i>, <i>nevertheless</i>, <i>by this means</i>, and use of discourse markers such as <i>subsequently</i>, <i>accordingly</i>, <i>scarcely</i> 	Wt/L2.3a
	<p>Choose format and structure to organise writing for different purposes and genres</p> <ul style="list-style-type: none"> ▶ Decide which format, structure and layout are best for which genre and purpose, eg a table to organise information for reference or comparison, numbered points to separate stages in a process, or paragraphs to develop an argument ▶ Know that some forms of writing follow standard formats and structures, eg memos, business letters, agendas, minutes of meetings, and use these structures appropriately ▶ Choose the appropriate format and structure for creative writing 	Wt/L2.4a
2.4 Use grammar correctly	<p>Use a range of sentence structure which is fit for purpose</p> <ul style="list-style-type: none"> ▶ Understand that effective writing often uses a mixture of simple, compound and complex sentences, and applying this, as appropriate to the context ▶ Understand and use a full range of embedded and relative clauses, noun and participle constructions, and conditional clauses ▶ Understand that simple or compound sentences are often preferable for certain types of writing, eg instructions or directions ▶ Understand that complex sentences have more variety of structure than simple and compound sentences, and that this can make the writing sound more idiomatic and interesting ▶ Use appropriate structures for formal texts, eg use of the passive in official documents or reports, third person in factual texts, formulaic language in letters 	Ws/L2.1a

Writing Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
2.4 Use grammar correctly (continued)	<p>Use sentence grammar consistently and with accuracy</p> <ul style="list-style-type: none"> Take care over different aspects of sentence grammar that can affect the accuracy, cohesion and fluency of writing, especially: <ul style="list-style-type: none"> subject-verb agreement in complex sentences form and use of a range of tenses word order in subordinate clauses Understand that when writing longer texts, good writers keep checking back in the course of writing, and check for consistency of tense as well as other grammatical forms, repetition and syntax Understand and use a full range of modal verbs where appropriate, eg in describing a hypothetical situation in the past or future 	Ws/L2.2a
	<p>Use pronouns and lexical substitution to lessen repetition and improve the clarity of writing</p> <ul style="list-style-type: none"> Know the term <i>pronoun</i> and identify personal and relative pronouns, eg <i>I, me, we, us, who, which</i> Apply the knowledge that pronouns are used to replace and refer to nouns, to avoid repetition Know that when using pronouns, it must be clear to what or whom they refer, and checking this when proofreading Know that pronouns can be over-used, leading to confusion and repetitiveness, and that there are other linguistic strategies that can be employed to avoid this, eg referring to a person by name or title, using the former/the latter, alternating these with the pronoun, using substitution, and applying all this knowledge when writing Know an increasing range of words with apparently similar meanings, and use these to avoid excessive repetition and enhance text cohesion 	Ws/L2.3a
2.5 Use punctuation correctly	<p>Use a range of punctuation to achieve clarity in simple and complex sentences</p> <ul style="list-style-type: none"> Use the full range of punctuation marks effectively, including commas for listing items in connected prose, between clauses in complex sentences, and after connectives like <i>however</i> apostrophes for possession and omission inverted commas for direct speech and to indicate a quotation Understand the effect on style of using full or contracted forms 	Ws/L2.4a
2.6 Spell words accurately	<p>Apply knowledge of vocabulary to aid accurate spelling</p> <ul style="list-style-type: none"> Apply knowledge of appropriate special-interest vocabulary, including related technical words Develop knowledge of a wide range of common collocations, idioms and colloquialisms for use with different audiences and genres Spell words with a wide range of spelling patterns accurately and consistently Understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words 	Ww/L2.1a
3.1 Complete a form with complex features correctly	<p>Complete forms with complex features</p> <ul style="list-style-type: none"> Be aware of expectations and conventions of presentation in complex forms Be aware of the need to act on complex instructions, which may be presented in a separate guide, in order to complete certain types of form correctly, eg benefit claims, application for housing transfer Give very clear accounts without ambiguity, where forms require continuous prose accounts, eg supporting statements in job applications 	Wt/L2.7a

Notes

- ▶ Assessment criterion 1.1 – *Plan text for a specific purpose*. This criterion is assessed only once for the whole test, in order to ascertain candidate's ability to judge which text types are appropriate to plan for. A box is provided on the first page and candidates should use this space to plan the appropriate task(s).
- ▶ Assessment criterion 2.1 – *Produce content which meets the purpose effectively*. The candidate's final answer is judged to be their draft, which they should have proofread to ensure it meets the purpose.
- ▶ Learning outcome 2 – *Be able to produce text for different tasks*. Please refer to appendices 1 and 2 for the list of communicative functions and language range expected at this level.
- ▶ *Proofread and revise writing for accuracy and meaning*. This is a National Literacy Standard and is implicit within all of the assessment criteria in learning outcome 2. Candidates should check their work thoroughly and amend accordingly to ensure it meets each of these criteria. See also note above regarding assessment criterion 2.1.
- ▶ *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/L2.1b – *Develop strategies to aid accurate spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 2.6.

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 1 is awarded.

Learning outcome 3 – Plan text

This criterion is assessed only once per test paper, in the planning section. Marks of 1 or 3 are inappropriate as planning is a very individual activity which may have been done inadequately, adequately or well, but beyond this evidence of appropriate planning to suit individual needs will be more evident from the grade awarded in assessment criterion 2.1.

Plans must be written in English for the purpose of the assessment.

Mark	Descriptor
0	<p>There is little or no evidence of an attempt to meet the assessment criterion. Either no plan has been made at all or just a few words have been noted which bear little or no relation to any of the actual tasks.</p> <p>Candidates who plan ONLY the text message are awarded 0 as they have not demonstrated the ability to decide when it is appropriate to make a plan.</p>
2	<p>There is at least some evidence of a plan relating to one or more tasks. If only one task has been planned, it is not the text message.</p>
4	<p>The candidate has made fairly detailed and highly relevant plans for one, two or three tasks depending on appropriacy to question tasks set (not the text message).</p>

Appendix 1 – Level 2 key language items (Adult ESOL Core Curriculum)

Simple, compound and complex sentences, with a wide range of subordinate clauses

- ▶ word order in complex sentences, including choice of order for emphasis, eg
 - *You have to put the disk here to save/To save you have to put the disk here.*
 - *Although the Prime Minister said that the environment was important in his election campaign, he has done very little to improve it since he came to office.*
- ▶ *there could be/would be/should be*
- ▶ *could have/would have/should have*
- ▶ a wide range of conjunctions, including *on condition that, provided that*
- ▶ conditional forms, using *had + would/could/should have*, eg *They would have paid the bill for you if you had explained what had happened*
- ▶ comparative clauses, eg *The faster he talked, the less I understood*
- ▶ more complex participial clauses with *-ing* and *-ed*, eg *I left a note explaining what had happened*
- ▶ fronting and cleft sentences for emphasis, eg *The reason we do that is because of safety... It was John who told me*
- ▶ reported speech, using a range of verb forms, eg *She explained that we didn't have to attend every day*
- ▶ more complex embedded questions, eg *I'd be grateful if you could explain what happened*
- ▶ reported questions, using a range of verb forms, eg *He said he had been waiting for hours before a train came*
- ▶ statements with question tags, using Level 2 verbs and tenses, eg *He could've told us he wasn't coming, couldn't he?*
- ▶ imperative + question tag, eg *Pass me the book, will you?*

Noun phrase

- ▶ noun phrases of increasing complexity, eg *Wide streets with lots of shops on each side which were brightly lit*
- ▶ use of zero article with a wide range of countable and uncountable nouns in a range of constructions eg *Colleges say that they will struggle to provide citizenship training for refugees unless significant resources are pumped in*

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

- ▶ use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive, eg *Investigations have been carried out into the activities of the men who were involved*
- ▶ *would* expressing habit in the past, eg *He would visit us regularly every week*
- ▶ use of *had + would/could/should have* in conditional sentences, eg *I would have contacted you if I had known you needed help to complete your work*
- ▶ modals expressing past obligation, possibility, rejected conditions, eg
 - *should have*
 - *might have*
 - *could have*
 - *must have*
 - *can't have*
- ▶ a wide range of phrasal verbs with a number of particles, eg *to get round to, to carry on with*

Adjectives

- ▶ connotations and emotive strength of adjectives, eg *interesting, shocking, scandalous, shameful, wicked*
- ▶ collocation of a range of adjectives + prepositions, eg *ashamed of, certain of, particular about*

Adverbs and prepositional phrases

- ▶ prepositions + *-ing* form, eg *After having talked to us, he changed his mind*
- ▶ prepositions followed by noun phrases, eg *in spite of the fact that...*

Discourse

- ▶ a range of logical markers, eg *in this respect, by this means, accordingly, therefore, thus*
- ▶ sequence markers, eg *subsequently*

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

- ▶ greet and sustain social interaction
- ▶ give personal information
- ▶ ask for personal information
- ▶ describe self/others
- ▶ ask for descriptions of people
- ▶ give general and specific descriptions of things and places
- ▶ ask for descriptions of things, places
- ▶ narrate
- ▶ ask about past events
- ▶ give factual accounts – define within explanations
- ▶ ask for definitions
- ▶ give factual accounts – give examples
- ▶ give factual accounts – classify
- ▶ generalise and compare/contrast
- ▶ give factual accounts – describe a complex process
- ▶ ask about processes
- ▶ express obligation in the past
- ▶ express definite and tentative arrangements in the future
- ▶ report
- ▶ explain and give reasons
- ▶ give instructions
- ▶ summarise
- ▶ hypothesise
- ▶ speculate
- ▶ give views, opinions and justification
- ▶ ask for advice
- ▶ respond to requests for confirmation
- ▶ ask for confirmation
- ▶ clarify
- ▶ rephrase for clarification or emphasis
- ▶ check back
- ▶ express feelings, likes and dislikes, wishes
- ▶ ask about people's feelings, opinions, interests, wishes, hopes
- ▶ make requests in informal and formal situations – ask for something
- ▶ make requests in informal and formal situations – ask someone to do something
- ▶ make requests in informal and formal situations – ask for permission
- ▶ criticise, rebuke
- ▶ give reassurance and praise
- ▶ negotiate
- ▶ persuade
- ▶ complain
- ▶ warn and threaten
- ▶ interrupt
- ▶ disagree
- ▶ change the topic
- ▶ take leave

Appendix 3 – Level 2 Individual marksheet

TRINITY
COLLEGE LONDON

Individual marksheet

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

Candidate name: Candidate number:

Centre name (number): Exam date:

Examiner name: Examiner number:

ID seen

GDT

Component 1: Task 1 – Candidate presentation						
1	2.1 Use clear pronunciation to convey intended meaning	0	1	2	3	4
2	2.2 Use appropriate language in context according to formality	0	1	2	3	4
3	3.1 Present information in a logical sequence for a given purpose	0	1	2	3	4
4	3.2 Provide a verbal account with relevant information confidently for a given audience	0	1	2	3	4
5	3.3 Convey relevant detail during communication	0	1	2	3	4
Component 1: Task 2 – Examiner photo						
6	1.1 Follow the gist of extended verbal communication	0	1	2	3	4
7	1.2 Obtain relevant detail from extended verbal communication	0	1	2	3	4
8	2.1 Use clear pronunciation to convey intended meaning	0	1	2	3	4
9	4.1 Contribute constructively to discussion	0	1	2	3	4
10	4.4 Obtain relevant information from others	0	1	2	3	4
Component 1: Task 3 – Role play						
11	1.2 Obtain relevant detail from extended verbal communication	0	1	2	3	4
12	2.2 Use appropriate language in context according to formality	0	1	2	3	4
13	3.1 Present information in a logical sequence for a given purpose	0	1	2	3	4
14	4.2 Express views constructively during verbal communication	0	1	2	3	4
15	4.3 Respond to others constructively to move discussion forward	0	1	2	3	4
16	4.4 Obtain relevant information from others	0	1	2	3	4
Component 2: Task 4 – Group discussion						
17	1.1 Follow the gist of extended verbal communication	0	1	2	3	4
18	3.2 Provide a verbal account with relevant information confidently for a given audience	0	1	2	3	4
19	3.3 Convey relevant detail during communication	0	1	2	3	4
20	4.1 Contribute constructively to discussion	0	1	2	3	4
21	4.2 Express views constructively during verbal communication	0	1	2	3	4
22	4.3 Respond to others constructively to move discussion forward	0	1	2	3	4
Whole exam						
23	1.3 Follow verbal instructions correctly for a given purpose	0	–	2	–	4

Appendix 4 – Concise Level 2 Speaking and Listening assessment criteria amplification

Assessment criteria	Amplification
1.1 Follow the gist of extended verbal communication	<p>Listen to a narrative or conversation</p> <ul style="list-style-type: none"> Use understanding of discourse markers to help to follow the narrative
1.2 Obtain relevant detail from extended verbal communication	<p>Extract information from extended explanations and respond</p> <ul style="list-style-type: none"> Take a turn, while listening to an extended explanation, using response markers Make relevant points or ask questions, and invite the speaker to continue <p>Listen for grammatical detail</p> <ul style="list-style-type: none"> Identify a wide range of grammatical features when used in combination <p>Listen for phonological detail</p> <ul style="list-style-type: none"> Recognise that intonation can have different functions
2.1 Use clear pronunciation to convey intended meaning	<p>Use stress and intonation to convey meaning and nuances of meaning clearly</p> <ul style="list-style-type: none"> Place stress correctly in a wide range of words Select appropriate words to carry the stress within a sentence Use intonation appropriately in grammar, discourse and to indicate attitude
2.2 Use appropriate language in context according to formality	<p>Express statements of fact</p> <ul style="list-style-type: none"> Flexibly use a wide range of complex grammatical forms <p>Use language appropriate to register and level of formality</p> <ul style="list-style-type: none"> Use a range of appropriate lexical phrases <p>Take part in more formal interaction</p> <ul style="list-style-type: none"> Understand that formal interactions often follow predictable patterns and prepare for them <p>Listen and respond, adapting to speaker, medium and context</p> <ul style="list-style-type: none"> Recognise the register and level of formality Recognise the speaker's feelings and attitude
3.1 Present information in a logical sequence for a given purpose	<p>Present information and ideas in a logical sequence</p> <ul style="list-style-type: none"> Provide detail and development to clarify or confirm understanding Make structure of discourse clear and elaborate on main points <p>Give a formal report</p> <p>Give explanations</p> <p>Narrate events in the past</p> <ul style="list-style-type: none"> Use a range of language to make time relationships clear
3.2 Provide a verbal account of relevant information confidently for a given audience	<p>Give factual accounts</p> <ul style="list-style-type: none"> Use a range of sentence types and grammatical forms Structure an account appropriately <p>Describe and compare</p> <ul style="list-style-type: none"> Select and use a range of adjectives, intensifiers, noun phrases and subordinate clauses
3.3 Convey relevant detail during communication	<p>Respond to detailed or extended questions</p> <ul style="list-style-type: none"> Construct coherent extended answers covering more than one point, using discourse markers
4.1 Contribute constructively to discussion	<p>Use appropriate phrases for interruption and change of topic</p> <p>Follow and participate in a discussion or conversation</p> <p>Express views, opinions, feelings, wishes</p> <ul style="list-style-type: none"> Including agreement and disagreement

Appendix 4

Assessment criteria	Amplification
4.2 Express views constructively during verbal communication	Support opinions and arguments with evidence Make relevant contributions and help to move discussions forwards <ul style="list-style-type: none">▶ Link contributions to other speakers▶ Make suggestions
4.3 Respond to others constructively to move discussion forward	Respond to critical opinion and offer critical opinion constructively <ul style="list-style-type: none">▶ Deal with and offer criticism constructively in order to agree the best solution
4.4 Obtain relevant information from others	Make requests and ask for information <ul style="list-style-type: none">▶ Phrase requests and questions appropriately for situation and participants, using a range of language, appropriate stress and intonation, and introductory phrases or softeners
1.3 Follow multi-step instructions correctly for a given purpose	Understand spoken instructions <ul style="list-style-type: none">▶ Follow complex instructions