

# Trinity Awards and Certificate in ESOL Skills for Life – Entry 1

Specifications from  
1 December 2017

ENGLISH FOR SPEAKERS OF



# Trinity Awards and Certificate in ESOL Skills for Life – Entry 1

Specifications from  
1 December 2017

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## **Keep up to date**

This is the **third impression** of the ESOL Skills for Life – Entry 1 specifications.

Please check [trinitycollege.com/SfL-E1](http://trinitycollege.com/SfL-E1) to make sure you are using the current version of the specifications and for the latest information about our ESOL Skills for Life exams.

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## About Trinity College London

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare, rewarding to teach and that develop the skills needed in everyday life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

## Why choose Trinity?

Teachers and students choose Trinity because:

- ▶ we understand the transformative power of performance
- ▶ our qualifications help ensure candidates make progress by providing carefully levelled stepping stones that build confidence and enjoyment while continuing to extend and challenge
- ▶ we aim to design assessments that have a positive impact on student learning, engagement and achievement
- ▶ we encourage candidates to bring their own choices and interests into our exams – this motivates students and makes the assessment more relevant and enjoyable
- ▶ our flexible exams give candidates the opportunity to perform to their strengths and interests
- ▶ our qualifications are accessible to candidates of all ages and from all cultures
- ▶ our highly qualified and friendly examiners are trained to put candidates at their ease and provide maximum encouragement.

## 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:

- 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
- work-related tasks to help job seekers
- academic tasks to aid progression to GCSE, Functional Skills or other academic paths.

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

### About this document

This document contains precise details of the three award level qualifications making up Trinity's Entry 1 Certificate in ESOL Skills for Life. 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 [trinitycollege.com/SfL-E1](http://trinitycollege.com/SfL-E1) for additional support materials including sample candidate answers and videos. The *Centre Best Practice Guidebook*, which can be downloaded from [trinitycollege.com/SfL-admin](http://trinitycollege.com/SfL-admin), contains administrative and regulatory information. Email [UKesol@trinitycollege.co.uk](mailto:UKesol@trinitycollege.co.uk) for further guidance or to arrange a support visit.

### Notes on the Regulated Qualifications Framework

ESOL Skills for Life qualifications are regulated by Ofqual (Office of Qualifications and Examinations Regulation) and listed on the Regulated Qualifications Framework (RQF). Qualifications are based on units which are shared with several awarding organisations. Total qualification time (TQT) and guided learning hours (GLH) are assigned to each unit as a guide for users of the qualifications.

### Duration of study (total qualification time)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. The amount of time needed to commit to a qualification varies from learner to learner, and depends on the individual's prior experience and learning.

### 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 that share these units. Please refer to the *Centre Best Practice Guidebook* and [trinitycollege.com/language-csn](http://trinitycollege.com/language-csn) for more information on access arrangements and our Disabled Learners 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 qualifications is listed on page 6. 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 1 qualifications highlighted on page 6.

## Introduction

Qualification number	Qualification title as it appears on Ofqual's Register of Regulated Qualifications	Number of units	Guided learning hours	Total qualification time	Ofqual unit reference number
601/5207/2	TCL Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	1	120	130	F/506/1562
601/5210/2	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	1	60	70	D/506/1570
601/5214/X	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	1	90	100	L/506/1628
601/4785/4	TCL Entry Level Certificate in ESOL Skills for Life (Entry 1)	3	270	300	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)	1	120	130	J/506/15 63
601/5211/4	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	1	60	70	H/506/1571
601/5215/1	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	1	90	100	R/506/1629
601/5204/7	TCL Entry Level Certificate in ESOL Skills for Life (Entry 2)	3	270	300	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)	1	120	130	L/506/1564
601/5212/6	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	1	60	70	K/506/1572
601/5216/3	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	1	90	100	J/506/1630
601/5205/9	TCL Entry Level Certificate in ESOL Skills for Life (Entry 3)	3	270	300	L/506/1564 K/506/1572 J/506/1630
601/5219/9	TCL Level 1 Award in ESOL Skills for Life (Speaking and Listening)	1	120	130	R/506/1565
601/5218/7	TCL Level 1 Award in ESOL Skills for Life (Reading)	1	60	70	M/506/1573
601/5217/5	TCL Level 1 Award in ESOL Skills for Life (Writing)	1	90	100	L/506/1631
601/4786/6	TCL Level 1 Certificate in ESOL Skills for Life	3	270	300	R/506/1565 M/506/1573 L/506/1631
601/5220/5	TCL Level 2 Award in ESOL Skills for Life (Speaking and Listening)	1	120	130	Y/506/1566
601/5221/7	TCL Level 2 Award in ESOL Skills for Life (Reading)	1	60	70	T/506/1574
601/5222/9	TCL Level 2 Award in ESOL Skills for Life (Writing)	1	90	100	R/506/1632
601/5206/0	TCL Level 2 Certificate in ESOL Skills for Life	3	270	300	Y/506/1566 T/506/1574 R/506/1632

### Recognised prior learning and transfer of awards

The units for these qualifications were developed by seven awarding bodies, including Trinity College London. Trinity will accept awards from the organisations listed below towards the achievement of the Trinity Certificates in ESOL Skills for Life.

- ▮ 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 1)

### Candidate profile

The unit and assessment map to the National Literacy Standards for Speaking and Listening, and closely reflect the *Adult ESOL Core Curriculum*.

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.

### Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Entry 1

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to obtain information from simple verbal communication	1.1 Obtain necessary information from simple verbal communication for a given task
2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use simple language appropriate for context when speaking
3. Be able to convey information	3.1 Provide a short verbal account with relevant detail during simple verbal communication
4. Be able to engage in discussion with others	4.1 Make relevant contributions to discussion
	4.2 Express simple views clearly during verbal communication
	4.3 Make effective verbal requests to obtain information

### Format

The exam consists of two components:

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

Component 1 consists of two tasks:

- ▶ Task 1 – the candidate answers questions about their own photo or picture which represents an aspect of their daily life
- ▶ Task 2 – the candidate asks questions about the examiner’s photo which shows someone doing something, and demonstrates listening skills by making appropriate comments.

Component 2 (group discussion) consists of one task:

- ▶ Task 3 – three candidates discuss a familiar topic and express simple views.

### Procedure

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

### One-to-one conversation with examiner (5 minutes)

#### Task 1 (3 minutes)

The exam begins with greetings, and the examiner using simple instructions such as *'come in'*, *'sit down'*, *'please give me your marksheet/ID'*, *'please show me your photo'*.

The candidate should bring in a photo or picture that represents an aspect of their current daily life. The examiner will then ask them simple, straightforward questions about their photo or picture. The questions will all be in the present tense.

Examples include (but are not restricted to):

- ▶ a picture of their place of work/study
- ▶ a photo of their family/friends
- ▶ a photo of their neighbourhood/town in the UK
- ▶ a picture from the internet of their free time activities/hobbies.

#### Task 2 (2 minutes)

The examiner brings in a photo of someone doing something and the candidate needs to ask them questions about it. Candidates need to make appropriate comments to demonstrate their listening abilities.

Examples include (but are not restricted to):

- ▶ a person playing a sport
- ▶ a person cooking
- ▶ a person working in a factory
- ▶ a person studying.

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

### Group discussion (up to 5 minutes)

#### Task 3 – Group discussion (up to 5 minutes)

Three candidates discuss one or more topics given to them by the examiner. The examiner acts as a facilitator to guide the conversation appropriately and provide additional topics if necessary.

The discussion at this level must include making relevant contributions to the discussion and expressing simple views clearly. The examiner will guide the conversation appropriately to ensure the candidates have the opportunity to meet the assessment criteria, providing additional topics if necessary.

#### Subject areas for Entry 1 Group discussion

Free time  
Food and drink  
Healthy living  
Shopping  
Transport  
Your English class

## Assessment

The test is externally assessed by a visiting Trinity examiner. Examiners use the assessment criteria amplification on pages 10-12 in combination with the generic performance descriptors on page 13 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 2.1 – *Use pronunciation to convey intended meaning*, includes 'use stress and intonation to make speech comprehensible to a sympathetic native speaker'. The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 2) such as 'getting the most important aspects of their message across at the appropriate level with support' (2 marks), or 'able to get their message across clearly and without support' (4 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. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 36, and the pass mark is 24.

Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

Table showing which assessment criteria are assessed during each task

Task 1 (One-to-one)	Task 2 (One-to-one)	Task 3 (Group discussion)
2.1 Use pronunciation to convey intended meaning	1.1 Obtain necessary information from simple verbal communication for a given task	4.1 Make relevant contributions to discussion
2.2 Use simple language appropriate for context when speaking	2.2 Use simple language appropriate for context when speaking	4.2 Express simple views clearly during verbal communication
3.1 Provide a short verbal account with relevant detail during simple verbal communication	4.3 Make effective verbal requests to obtain information	4.3 Make effective verbal requests to obtain information

## 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 1 Speaking and Listening Award unit. This is unabridged, and not all of the points listed are expected in every task. The notation used is the same as that in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Obtain necessary information from simple 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</li> <li>Understand the importance of listening for stressed words</li> </ul>	Lr/E1.2a
	<b>Listen for detail and respond in a face-to-face situation</b> <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, eg <i>I see</i></li> <li>Check back when listening for detail</li> <li>Signal lack of understanding and ask for clarification</li> </ul>	Lr/E1.2b
	<b>Listen for grammatical detail</b> <ul style="list-style-type: none"> <li>Discriminate between different kinds of utterance, eg question, statement or instruction, and respond appropriately</li> </ul>	Lr/E1.2c
	<b>Listen for phonological detail</b> <ul style="list-style-type: none"> <li>Recognise intonation patterns, understanding that they can indicate politeness and attitude, the difference between statement and question, and that they can vary across cultures</li> <li>Recognise and discriminate between individual sounds</li> </ul>	Lr/E1.2d
	<b>Listen and extract key information</b> <ul style="list-style-type: none"> <li>Know that it is not necessary to understand and remember every word to extract information</li> </ul>	Lr/E1.2e
2.1 Use pronunciation to convey intended meaning	<b>Use stress and intonation to make speech comprehensible to a sympathetic native speaker</b> <ul style="list-style-type: none"> <li>Develop awareness of word stress and place stress on the correct syllable in familiar words</li> <li>Approximate appropriate intonation patterns</li> </ul>	Sc/E1.1a
	<b>Articulate the sounds of English to be comprehensible to a sympathetic native speaker</b> <ul style="list-style-type: none"> <li>Pronounce phonemes adequately to be comprehensible and to make meaning clear</li> </ul>	Sc/E1.1b
2.2 Use simple language appropriate for context when speaking	<b>Make simple statements of fact</b> <ul style="list-style-type: none"> <li>Use verb forms suitable for the level, eg present tense and modal <i>can</i>, to express ability</li> <li>Use grammar suitable for the level, to express:               <ul style="list-style-type: none"> <li>possession (eg <i>my, mine, your</i>)</li> <li>quantity (eg <i>some, any, many</i>)</li> <li>number (regular/irregular plurals and countable/non-countable nouns)</li> <li>location (prepositions of place)</li> </ul> </li> <li>Make statements of fact within an interaction, and as a response to questions</li> </ul>	Sc/E1.4a
	<b>Take part in more formal exchanges</b> <ul style="list-style-type: none"> <li>Listen and respond in more formal exchanges, eg to greetings, instructions, offers, and requests for information</li> <li>Prepare for routine interactions by predicting what the other person might say</li> </ul>	Lr/E1.5c
	<b>Deal with another person's misunderstanding</b> <ul style="list-style-type: none"> <li>Recognise when there has been misunderstanding and correct it</li> </ul>	Sc/E1.4e

Assessment criteria	Amplification	AECC ref
3.1 Provide a short verbal account with relevant detail during simple verbal communication	<b>Give a description</b> <ul style="list-style-type: none"> <li>Know and use some common adjectives and intensifiers to describe people, places and things</li> </ul>	Sc./E1.4d
	<b>Give personal information</b> <ul style="list-style-type: none"> <li>Recognise requests for personal information and understand that there are different ways to respond, eg minimal answer, short form of the verb, or a fuller answer</li> <li>Use key lexis linked to own experience and aspirations</li> <li>Know and use very common lexis, such as common lexical sets (eg days of the week, colours), plus other common nouns and adjectives</li> </ul>	Sc/E1.4b
4.1 Make relevant contributions to discussion	<b>Recognise a speaker's feeling and attitude</b> <ul style="list-style-type: none"> <li>Understand simply expressed feelings, by responding to simple common lexical phrases expressing a small range of feelings</li> </ul>	Lr/E1.5a
	<b>Take part in social conversation</b> <ul style="list-style-type: none"> <li>Recognise speaker's mood and attitude, eg friendliness, expressed through intonation</li> <li>Recognise common fixed expressions and collocations</li> </ul>	Lr/E1.5b
	<b>Follow a simple discussion on a familiar topic</b> <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 agreement or disagreement</li> </ul>	Lr/E1.5d
4.2 Express simple views clearly during verbal communication	<b>Express likes, dislikes, feelings etc</b> <ul style="list-style-type: none"> <li>Use expressions suitable for the level to express: <ul style="list-style-type: none"> <li>- likes and dislikes</li> <li>- feelings</li> <li>- simple views</li> </ul> </li> <li>Recognise simply expressed views, likes and dislikes and feelings of another speaker, and indicate broad agreement or disagreement</li> </ul>	Sd/E1.1c

## Speaking and Listening Award

### Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
4.3 Make effective verbal requests to obtain information	<b>Make requests – ask for things or action</b> <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> </ul>	Sc/E1.2a
	<b>Make requests – ask permission</b> <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>	Sc/E1.2b
	<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</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 such as <i>to be</i> and <i>have got</i>, using contractions where appropriate, eg <i>what is</i> becomes <i>what's</i></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, particularly adverbs and adverbial phrases such as <i>yesterday, last week, tomorrow, next week</i></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, eg following up the other person's answer or asking a reciprocal question</li> </ul>	Sc/E1.3a
	<b>Ask for information</b> <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>	Sc/E1.3b
	<b>Ask for directions and location</b> <ul style="list-style-type: none"> <li>▶ Ask questions, using <i>where</i></li> <li>▶ Pronounce place names clearly when asking for directions</li> <li>▶ Know the importance of checking back, and do so</li> </ul>	Sc/E1.3c
	<b>Ask for clarification</b> <ul style="list-style-type: none"> <li>▶ Have strategies for dealing with lack of understanding, eg by asking for repetition</li> </ul>	Sc/E1.3d

## 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

Mark	Descriptor
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.
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.
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.
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.
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.

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

### Learning outcome 2 – Speak English to communicate

### Learning outcome 3 – Convey information

### Learning outcome 4 – Engage in discussion with others

Mark	Descriptor
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.
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.
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.
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.
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate says almost nothing at the relevant level.

### Reading Award

Trinity Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)

#### Candidate profile

The unit and assessment map to the National Literacy Standards for Reading, and closely reflect the *Adult ESOL Core Curriculum*.

At this level, adults can:

- ▶ read and understand short texts with repeated language patterns on familiar topics
- ▶ read and obtain information from common signs and symbols in texts such as public signs and notices, lists, forms, notes, records and simple narratives.

#### Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Entry 1

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to gain meaning from text	1.1 Follow a short text on a familiar topic
	1.2 Use language features to work out meaning in short text on a familiar topic
2. Be able to identify the purpose of text	2.1 Identify the purpose of short text on a familiar topic
3. Be able to find information in text	3.1 Obtain relevant information from short text on a familiar topic
	3.2 Recognise symbols in text
	3.3 Recognise words in text
	3.4 Recognise digits correctly
4. Be able to recognise letters	4.1 Identify letters of the alphabet in upper and lower case correctly

#### Format

The Reading Award takes the form of a formal exam paper lasting 45 minutes. The exam consists of three tasks, all of which must be undertaken.

The three tasks contain 24 questions:

- ▶ Task 1 – six questions
- ▶ Task 2 – nine questions
- ▶ Task 3 – nine questions

Table 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>▶ Short narrative</li> <li>▶ 100 words (+/- 5%)</li> <li>▶ 6 questions</li> </ul>	Questions 1-3 Multiple choice questions	1.1 Follow a short text on a familiar topic	Rt/E1.1a: Follow a short narrative on a familiar topic or experience
		Questions 4-6 Sentence completion	1.2 Use language features to work out meaning in short text on a familiar topic	Rs/E1.1a: Read and recognise simple sentence structures Rs/E1.1b: Use punctuation and capitalisation to aid understanding
<b>Task 2</b> 2. Be able to identify the purpose of text 3. Be able to find information in text	<ul style="list-style-type: none"> <li>▶ Wide range of very short text types, eg greetings card, appointment slip, text message, bill, advert, form</li> <li>▶ 5 texts</li> <li>▶ 75 words in total (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 7-9 Text matching – purpose of text	2.1 Identify the purpose of short text on a familiar topic	Rt/E1.2a: Recognise that the way a text looks can help predict its purpose
		Questions 10-12 Multiple matching	3.4 Recognise digits correctly	Rw/E1.3b: Recognise digits
		Questions 13-15 Multiple matching	3.3 Recognise words in text	Rw/E1.1a (basic literacy): Recognise a limited number of words, signs and symbols
<b>Task 3</b> 3. Be able to find information in text 4. Be able to recognise letters	<ul style="list-style-type: none"> <li>▶ Wide range of signs, symbols and notices encountered in daily life</li> <li>▶ 40 words (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 16-18 Multiple choice questions	3.1 Obtain relevant information from short text on a familiar topic	Rt/E1.1b: Obtain information from texts
		Questions 19-21 Text matching	4.1 Identify letters of the alphabet in upper and lower case correctly	Rw/E1.3a: Identify the letters of the alphabet in both upper and lower case
		Questions 22-24 Text matching	3.2 Recognise symbols in text	Rw/E1.1a (basic literacy): Recognise a limited number of words, signs and symbols

## Procedure

Candidates must indicate their answers on the answer sheet provided with the exam paper. Candidates sit the exam at their own registered exam centre, usually their own college or centre. The papers are sent out by Trinity, 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 exam session as writing papers.

## Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Each question is awarded one mark. Therefore, the maximum possible number of marks is 24. The pass mark is 16.

Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

### Writing Award

Trinity Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)

#### Candidate profile

The unit and assessment map to the National Literacy Standards for Writing, and closely reflect the *Adult ESOL Core Curriculum*.

At this level, adults can:

- write to communicate information to an intended audience in documents such as forms, lists, messages, notes and records.

#### Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Entry 1

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to produce simple text	1.1 Construct simple complete sentences correctly for an intended audience
	1.2 Use full stops correctly
	1.3 Use capitalisation correctly
	1.4 Spell words correctly
2. Be able to complete a form	2.1 Record personal details on a simple form correctly

#### Format

The Writing Award takes the form of a formal exam paper lasting 30 minutes. The exam consists of three tasks, all of which must be undertaken.

	Task 1	Task 2	Task 3
Text type	Form connected with education, training, work or social roles	Email, message, postcard	Simple article, eg for class project
Reader(s)	Person not known to the writer, eg school, college, local authority, potential employer	Friend	Teacher
Register/tone	Formal	Informal	Neutral
Purpose	To inform	To inform	To inform
Word length	8 fields to complete	30 words	30 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, usually their own college or centre. The papers are sent out by Trinity, and centres administer the test under secure test conditions, according to 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 by Trinity. Examiners use the assessment criteria amplification on page 18 in combination with the generic performance descriptors on page 19 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 1.1 – *Construct simple complete sentences correctly for an intended audience*,

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 performance descriptors for learning outcome 1 such as 'a wide range' (4 marks), 'several appropriate features' (3 marks) or 'one or two appropriate examples' (2 marks), awarding 0 to 4 marks as appropriate to the performance.

In each task, a mark is awarded out of 4 for the assessment criteria listed in the table below. The maximum possible number of marks is 36, and the pass mark is 24.

Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

**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 on a simple form correctly	1.1 Construct simple complete sentences correctly for an intended audience 1.2 Use full stops correctly 1.3 Use capitalisation correctly 1.4 Spell words correctly	1.1 Construct simple complete sentences correctly for an intended audience 1.2 Use full stops correctly 1.3 Use capitalisation correctly 1.4 Spell words correctly

## 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 Entry 1 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 Construct simple complete sentences correctly for an intended audience	<b>Compose very simple text to communicate ideas or basic information</b> <ul style="list-style-type: none"> <li>▸ Decide what to include in very simple texts</li> <li>▸ Communicate ideas and basic information in very simple texts</li> <li>▸ Identify possible readers, eg self, teacher, official bodies</li> <li>▸ Know and use basic conventions and layout of different kinds of simple written texts, eg use a simple sentence in a narrative, fill in details on a form as short answers, layout of a list, layout of an envelope</li> </ul>	Wt/E1.1a
	<b>Construct a simple sentence using basic word order and verb form</b> <ul style="list-style-type: none"> <li>▸ Understand the concept of a sentence and that sentences can be put together to make text</li> <li>▸ Recognise common patterns for simple statements, questions and instructions, and the fact that this may differ from the word order in their other languages, eg in Turkish the common word order is subject-object-verb</li> <li>▸ Apply the above understanding when writing</li> </ul>	Ws/E1.1
1.2 Use full stops correctly	<b>Use basic punctuation to aid understanding of where sentences begin and end</b> <ul style="list-style-type: none"> <li>▸ Use full stops at the end of sentences, and understand that writers use this to mark off one sentence 'block' from another, which helps the reader follow the text</li> </ul>	Ws/E1.2a
1.3 Use capitalisation correctly	<b>Use basic punctuation to aid understanding of where sentences begin</b> <ul style="list-style-type: none"> <li>▸ Use capital letters at the start of sentences, and understand that writers use this to mark off one sentence 'block' from another, which helps the reader follow the text</li> </ul>	Ws/E1.2a
	<b>Use basic punctuation to write about oneself</b> <ul style="list-style-type: none"> <li>▸ Know that the word 'I' is always spelt with a capital, and apply this in writing</li> </ul>	Ws/E1.3a
1.4 Spell words correctly	<b>Use and spell correctly some personal key words and familiar words</b> <ul style="list-style-type: none"> <li>▸ Develop knowledge of context-based personal vocabulary</li> </ul>	Ww/E1.1a
2.1 Record personal details on a simple form correctly	<b>Form the letters of the alphabet using upper and lower case</b> <ul style="list-style-type: none"> <li>▸ Understand when lower and upper case are generally used on a form</li> <li>▸ Space letters and words appropriately and proportion letters in relation to the line</li> </ul>	Ww/E1.2a
	<b>Form digits:</b> <ul style="list-style-type: none"> <li>▸ Form digits 1 to 9</li> </ul>	Ww/E1.2b

## 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
4	A wide range of the features of the amplification can be identified at the level with consistency and comprehensive control.
3	Several appropriate features of the amplification can be identified at the level. These are fairly consistent.
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.
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.
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate writes almost nothing at the relevant level.

### Learning outcome 2 – Complete a form

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

\* 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.

### General guidance and policies

#### Safeguarding and child protection

Trinity College London is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

#### Equal opportunities

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

#### Reasonable adjustment

Trinity College London is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from [trinitycollege.com/language-csn](http://trinitycollege.com/language-csn). For enquiries please contact [language-csn@trinitycollege.com](mailto:language-csn@trinitycollege.com)

#### Data protection

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see [trinitycollege.com/data-protection](http://trinitycollege.com/data-protection) for the most up-to-date information about data protection procedures and policies. You can write to the Data Protection Officer at Trinity's central office for further information.

#### Customer service

Trinity College London is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at [trinitycollege.com/customer-service](http://trinitycollege.com/customer-service)

#### Malpractice

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered centre status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

#### Results review and appeals procedure

Anyone who wishes to question their exam result should refer to [trinitycollege.com/results-enquiry](http://trinitycollege.com/results-enquiry) for full details of our results review and appeals process.

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

### Simple sentences

- ▶ word order in simple statements:  
subject-verb-object, eg *She likes apples*  
subject-verb-adverb, eg *He speaks slowly*  
subject-verb-adjective, eg *My bag is heavy*  
subject-verb-prepositional phrase, eg *He lives in London*
- ▶ word order in instructions, eg *Keep left*
- ▶ *there is/are* + noun (+ prepositional phrase)
- ▶ *yes/no* questions – *Do you know the address?*
- ▶ *wh-* questions – *What time is it?*
- ▶ question words – *what/who/where/how much/how many?*
- ▶ contracted form of auxiliary
- ▶ imperatives and negative imperatives, eg *Stop! Don't touch!*

### Noun phrase

- ▶ regular and common irregular plurals of nouns, eg *days, books, men, women*
- ▶ very common uncountable nouns, eg *weather, traffic*
- ▶ personal pronouns
- ▶ demonstratives, eg *this/that/these/those*
- ▶ determiners of quantity, eg *some/a lot of*
- ▶ indefinite article *a/an* with singular countable nouns, eg *an apple, a pen*
- ▶ definite article *the*, eg *the floor, the door*
- ▶ possessives, eg *my/your/his/her*

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

- ▶ simple present tense of *be/have/do* and common regular verbs, eg *I am from Zaire. He works in the evening. Do you like music?*
- ▶ *have got* – indicating possession, eg *I've got a car*
- ▶ present continuous of common regular verbs, eg *He's watching TV*
- ▶ contracted forms of subject and auxiliary, eg *They're having lunch* and auxiliary and negative, eg *We don't eat meat*
- ▶ modals:  
- *can* + bare infinitive to express ability, eg *He can drive*  
- *would* + *like* for requests, eg *She'd like some tea*
- ▶ use of *on, off, in, out*, eg *Switch the light off, Way out*

### Adjectives

- ▶ common adjectives after *be*, eg *hot/cold/young/new/old/good/bad*

### Adverbs and prepositional phrases

- ▶ common prepositions and prepositional phrases of place, eg *at home, on the left, on the table*
- ▶ simple adverbs of place, manner and time, eg *here, there, now, slowly*
- ▶ use of intensifier *very*

### Discourse

- ▶ sentence connectives, eg *then, next*

## **Appendix 2 – Entry 1 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 1 Exam report form

**TRINITY**  
COLLEGE LONDON

## Examination report

SfL Speaking & Listening Entry 1

Centre: Exam centre 1

Examiner number: .....

Candidate number: .....

Examination date: .....

ID seen

GDT

### C1 Task 1: Candidate's photo

1	2.1 Use pronunciation to convey intended meaning	4	3	2	1	0
2	2.2 Use simple language appropriate for context when speaking	4	3	2	1	0
3	3.1 Provide a short verbal account with relevant detail	4	3	2	1	0

### C1 Task 2: Examiner's photo

4	1.1 Obtain necessary information from simple verbal communication	4	3	2	1	0
5	2.2 Use simple language appropriate for context when speaking	4	3	2	1	0
6	4.3 Make effective verbal requests to obtain information	4	3	2	1	0

### C2 Task 3: Group discussion

7	4.1 Make relevant contributions to discussion	4	3	2	1	0
8	4.2 Express simple views clearly	4	3	2	1	0
9	4.3 Make effective verbal requests to obtain information	4	3	2	1	0

