

# Trinity Awards and Certificate in ESOL Skills for Life – Entry 3

Specifications under the Vocational  
Contingency Regulatory Framework (VCRF)  
from 1 December 2020

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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 3 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-E3](http://trinitycollege.com/SfL-E3) 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 Level 3 qualifications highlighted on page 6.

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 3)

### 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 straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone
- ▶ speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone
- ▶ engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics in familiar formal exchanges connected with education, training, work and social roles.

### Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Entry 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain information and relevant supporting detail
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 using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

### Format

The exam consists of two components:

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

Component 1 consists of three tasks:

- ▶ Task 1 – the candidate answers questions about a photo or object which represents a specific experience in the past
- ▶ Task 2 – the candidate asks questions to obtain information about a choice the examiner has to make and demonstrates listening skills by making appropriate comments and suggestions
- ▶ Task 3 – the candidate exchanges information with the examiner in a role play in which they plan a solution to a problem or issue.

Component 2 (group discussion) consists of one task:

- ▶ Task 4 – Two candidates work together to discuss and plan an event, making constructive contributions to the discussion, expressing views constructively and planning action with others.

### **Procedure**

The exam is conducted using language appropriate to the level. Please see appendices 1 and 2 for the language and functions of Entry 3.

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

#### **Task 1 (3 minutes)**

Prior to the exam day, the candidate should choose a photo from the Trinity photo bank, or bring their own object, to act as a stimulus to talk about a specific experience in the past they wish to talk about. If they choose a photo, they should note the photo number. The Trinity photo bank is at [trinitycollege.com/SfL-exam-photo-bank](http://trinitycollege.com/SfL-exam-photo-bank)

The exam begins with greetings to set the candidate at ease.

The examiner asks the candidate which photo or object they have chosen to talk about. The examiner either displays the chosen photo or asks the candidate to show the object. The examiner asks the candidate to talk about their specific experience in the past. This conversation should enable the candidate to demonstrate their ability to use a range of structures to talk about the past, eg *used to*, past continuous, present perfect, and sequence markers.

Examples of the themes of the photos include (but are not restricted to):

- ▶ special occasions and celebrations
- ▶ sporting activities
- ▶ days out and events
- ▶ journeys and holidays
- ▶ study or work events.

Examples of objects include (but are not restricted to):

- ▶ an object from their place of work to help them explain a period of training they have been through
- ▶ a memento of a special occasion they celebrated
- ▶ an object representing an activity they have participated in, eg ski goggles for skiing
- ▶ a souvenir from a trip they will always remember.

#### **Task 2 (2 minutes)**

The candidate is told that the examiner has to make a choice between two jobs, courses of study, places to visit or places to live. The candidate asks questions to find out more information, making appropriate comments to demonstrate their listening abilities and offering advice. This task provides the candidate with the opportunity to express possibility and probability in the future, compare, give advice, state preferences and use a range of modals.

#### **Task 3 (3 minutes)**

This task will be a role play. The candidate has an issue which needs resolving in an everyday situation, such as college, a shop, the workplace or government offices. The candidate and examiner work together to evaluate options and find a solution.

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

### **Group discussion (up to 6 minutes)**

#### **Task 4 (up to 6 minutes)**

Two candidates discuss a topic given to them by the examiner. Candidates are not informed of the exact discussion topic in advance but will be asked to plan an event in a social, work or study-related context. The discussion at this level must include contributing constructively to the discussion, expressing views constructively and planning action with others. The examiner will guide the conversation appropriately to ensure the candidates have the opportunity to meet the assessment criteria.



## Assessment

The test is externally assessed by a Trinity examiner. Examiners use the assessment criteria amplification on pages 10-14 in combination with the generic performance descriptors on page 15 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 amplification for assessment criterion 2.2 – *Use appropriate language in context according to formality* includes ‘*use with some accuracy Entry 3 grammatical forms and collocation*’. The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 2) such as ‘*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 exam report form as shown in appendix 3, and on 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 44, and the pass mark is 29.

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 (One-to-one)	Task 4 (Group discussion)
2.2 Use appropriate language in context according to formality	1.1 Obtain information and relevant supporting detail	2.1 Use clear pronunciation to convey intended meaning	1.1 Obtain information and relevant supporting detail
3.1 Present information using an appropriate structure for a given purpose	4.2 Express views constructively during verbal communication on straightforward topics	2.2 Use appropriate language in context according to formality	4.1 Contribute constructively to discussion on straightforward topics
3.2 Provide a verbal account of relevant information for a given audience		4.4 Obtain relevant information from others	4.3 Plan action with others for a given task

### Speaking and Listening assessment criteria amplification

The following tables list in detail the characteristic standards expected to achieve the assessment criteria in the Entry 3 Speaking and Listening Award. This is unabridged, and not all of the points listed are expected in every task. The notation used is the same as that used in the Adult Core Curriculum (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Obtain information and relevant supporting detail	<b>Listen for detail in narratives and explanations</b> <ul style="list-style-type: none"> <li>▶ Understand and identify key words and phrases in a given context</li> <li>▶ Listen for discourse markers and fixed expressions that indicate time, sequence or causality, eg <i>first of all...</i>, <i>before you do that...</i>, <i>the reason I did that is...</i></li> <li>▶ Recognise discourse markers that indicate cause and effect or contrast, eg <i>that's why</i>, <i>on the other hand</i> (informal); <i>as a result of</i>, <i>however</i> (formal)</li> <li>▶ Recognise the meaning and role of idiomatic expression, metaphor and connotation as appropriate to the level</li> </ul>	Lr/E3.2a
	<b>Listen for detail and respond in a face-to-face situation</b> <ul style="list-style-type: none"> <li>▶ Recognise strategies that a speaker might use to draw attention to detail, eg varying speed of utterance, repetition</li> <li>▶ Understand the importance of checking back and confirming understanding, and be able to do so when necessary</li> </ul>	Lr/E3.2b
	<b>Listen for grammatical detail</b> <ul style="list-style-type: none"> <li>▶ Recognise questions, statements and instructions</li> <li>▶ Identify key grammatical features appropriate to the level (eg past continuous, <i>used to</i>) and to genre, and notice the meaning implied by the use of different structures (eg the past continuous is often used to set the scene for the main action)</li> </ul>	Lr/E3.2d
	<b>Listen for phonological detail</b> <ul style="list-style-type: none"> <li>▶ Know that identifying stress within a word can aid recognition and understanding of that word, and that identifying stress within a sentence can help overall understanding</li> <li>▶ Use this knowledge to aid understanding</li> <li>▶ Notice the different stress patterns in words of the same family</li> <li>▶ Recognise and discriminate between specific individual sounds spoken in isolation, and recognise how they might change in connected speech</li> <li>▶ Use phonological clues such as falling intonation to help notice when a speaker is coming to the end of a turn</li> </ul>	Lr/E3.2e
	<b>Clarify and confirm understanding through verbal and non-verbal means</b> <ul style="list-style-type: none"> <li>▶ Use strategies to interrupt a narrative at appropriate points to ask for clarification</li> <li>▶ Summarise key points in order to confirm understanding</li> <li>▶ Know that non-linguistic ways of confirming understanding can vary across cultures, and apply this knowledge, eg nodding of head as opposed to sideways movement of the head</li> <li>▶ Know and use a range of fixed expressions to clarify and confirm understanding</li> </ul>	Lr/E3.4a

Assessment criteria	Amplification	AECC ref
2.1 Use clear pronunciation to convey intended meaning	<b>Use stress, intonation and pronunciation to be understood and to make meaning clear</b> <ul style="list-style-type: none"> <li>▶ Know that many varieties of English have a stress-timed rhythm and that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved</li> <li>▶ Recognise unstressed vowels, eg <i>schwa</i>, and produce the <i>schwa</i> sound on some, if not all, appropriate occasions</li> <li>▶ Develop awareness of where stress falls in multi-syllable words, and place stress appropriately</li> <li>▶ Select appropriate words to carry the stress in a sentence and utter the sentence, making the stress clear</li> <li>▶ Develop awareness that there may be a choice of where to place stress in sentences, and that a change in stress can indicate a change in meaning</li> <li>▶ Notice the role of intonation in indicating feeling and attitude, and apply this</li> <li>▶ Notice the role of pitch and intonation in indicating a change of topic, and apply this</li> </ul>	Sc/E3.1a
	<b>Articulate the sounds of English to make meaning clear</b> <ul style="list-style-type: none"> <li>▶ Distinguish between phonemes, to avoid ambiguity</li> </ul>	Sc/E3.1b
2.2 Use appropriate language in context according to formality	<b>Use context-appropriate language and register</b> <ul style="list-style-type: none"> <li>▶ Be aware of the need to adapt register according to the context of the situation, use appropriate forms of address, and use formal and informal lexis appropriately</li> <li>▶ Know and use appropriate fixed expressions for different situations</li> </ul>	Sc/E3.2a
	<b>Express clearly statements of fact</b> <ul style="list-style-type: none"> <li>▶ Form simple, compound and complex sentences with one subordinate clause in the appropriate word order</li> <li>▶ Use markers such as <i>because</i>, <i>after</i>, <i>even though</i> and <i>since</i> to introduce subordinate clauses</li> <li>▶ Use with some accuracy suitable verb forms to make clear the time to which a statement of fact refers:                             <ul style="list-style-type: none"> <li>- present simple</li> <li>- past simple</li> <li>- present continuous</li> <li>- past continuous</li> <li>- present perfect</li> <li>- future simple</li> </ul>                             and do so using appropriate time markers                         </li> <li>▶ Use the above verb forms with <i>there</i>, eg <i>there has been</i></li> <li>▶ Use with some accuracy other grammatical forms suitable for the level (eg definite and indefinite article) when mentioning an item for the first time, and on subsequent occasions</li> <li>▶ Use collocations accurately, eg <i>interested in</i>, <i>pleased with</i></li> </ul>	Sc/E3.4a
	<b>Take part in more formal interaction</b> <ul style="list-style-type: none"> <li>▶ Know the likely pattern of interaction in a situation and use this knowledge to prepare, eg for a job or Housing Benefit interview</li> <li>▶ Adapt register to suit the formality of the situation</li> <li>▶ Know and use lexis appropriate to more formal situations</li> <li>▶ Develop ability to deal with the unpredictable in formal interactions</li> </ul>	Sd/E3.1b

# Speaking and Listening Award

## Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.1 Present information using an appropriate structure for a given purpose	<p><b>Give an account/narrate events in the past</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the way a narrative is normally structured, with introduction, development and conclusion, and indicate the sequence of events when narrating</li> </ul>	Sc/E3.4c
3.2 Provide a verbal account of relevant information for a given audience	<p><b>Give an explanation</b></p> <ul style="list-style-type: none"> <li>Know when an explanation is required</li> </ul>	Sc/E3.4d
	<p><b>Give a short description and make comparisons</b></p> <ul style="list-style-type: none"> <li>Express, where appropriate, similarity and contrast through the use of markers such as <i>but</i>, <i>however</i>; and comparative structures such as <i>(not) as ... as</i></li> <li>Understand how a description is often structured, eg going from the general to the particular, or from factual description to opinion, and begin to apply this</li> <li>Add, where appropriate, personal opinion to a description, through use of the superlative form of the adjective or use of intensifiers such as <i>too</i> or <i>not enough</i></li> <li>Begin to use lexis for positive or negative effect</li> <li>Begin to use lexis creatively</li> </ul>	Sc/E3.4f
4.1 Contribute constructively to discussion on straightforward topics	<p><b>Take part in social interaction</b></p> <ul style="list-style-type: none"> <li>Vary ways of greeting, introducing, leave-taking, offering, inviting, etc according to the relationship between speakers</li> <li>Know and use some expressions commonly used in social interaction</li> <li>Know which lexis is considered informal, eg <i>kids</i>, <i>ten grand</i> and decide whether to use it or not</li> <li>Notice features common in informal speech, such as ellipsis or vague language, and decide whether to use it</li> </ul>	Sd/E3.1a
	<p><b>Ask about people's feelings and opinions</b></p> <ul style="list-style-type: none"> <li>Form a range of different question types, including alternative questions and tag questions</li> <li>Use appropriate collocation, eg <i>give your opinion on...</i></li> </ul>	Sd/E3.2a
	<p><b>Understand the turn-taking process</b></p> <ul style="list-style-type: none"> <li>Use appropriate phrases to offer a turn to another speaker</li> <li>Recognise suitable points for interruption and use appropriate phrases for interrupting politely</li> </ul>	Sd/E3.2b
	<p><b>Follow and participate in a discussion</b></p> <ul style="list-style-type: none"> <li>Pick out the main points made by one or more speakers, and make contributions relevant to the discussion in general</li> <li>Link own contribution to that of other speakers, either implicitly or explicitly, through the use of discourse markers</li> <li>Recognise the level of formality of the discussion, and match own contributions to that level</li> </ul>	Lr/E3.7c
	<p><b>Relate to other speakers</b></p> <ul style="list-style-type: none"> <li>Recognise the main points made by other speakers, and make a relevant response</li> <li>Use non-verbal signalling to acknowledge other speakers' contributions, and join in the discussion</li> <li>Express agreement, partial agreement, disagreement or uncertainty</li> </ul>	Sd/E3.1g

Assessment criteria	Amplification	AECC ref
4.2 Express views constructively during verbal communication on straightforward topics	<b>Express feelings, likes and dislikes</b> <ul style="list-style-type: none"> <li>▶ Express degrees of liking and disliking, with stress or intonation signalling liking or disliking</li> <li>▶ Follow up a statement of liking or disliking, where appropriate, with reasons or explanation</li> <li>▶ Use a range of adjectives and intensifiers for expressing feelings, with appropriate stress and intonation</li> </ul>	Sd/E3.1c
	<b>Express views and opinions</b> <ul style="list-style-type: none"> <li>▶ Use some phrases for introducing an opinion, and know that it is not always necessary to use an introductory phrase</li> <li>▶ Use modal verbs and other forms to express:                             <ul style="list-style-type: none"> <li>- obligation (eg <i>should</i>)</li> <li>- future certainty (eg <i>will</i>)</li> <li>- future possibility (eg <i>may, might</i>)</li> </ul> </li> <li>▶ Understand the importance of following up an opinion with reasons and using clauses of reason to do so, where appropriate</li> </ul>	Sd/E3.1d
	<b>Listen to and respond appropriately to other points of view</b> <ul style="list-style-type: none"> <li>▶ Pick out the main point(s) made by another speaker and recognise his or her opinion</li> <li>▶ Listen carefully to points of view which may be similar to or different from learners' own</li> <li>▶ Know how to indicate agreement or disagreement, and add comments to another person's point, where appropriate</li> </ul>	Lr/E3.6b
4.3 Plan action with others for a given task	<b>Make arrangements/make plans with other people</b> <ul style="list-style-type: none"> <li>▶ Ask for and make suggestions, accept and reject suggestions and make offers, using <i>I'll</i></li> <li>▶ Understand and follow a usual structure for this type of discourse, such as:                             <ul style="list-style-type: none"> <li>- make a suggestion</li> <li>- reject with a reason</li> <li>- make an alternative suggestion</li> <li>- reach agreement or compromise</li> <li>- conclude</li> </ul> </li> </ul>	Sd/E3.1f

## Speaking and Listening Award

### Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
4.4 Obtain relevant information from others	<p><b>Make requests</b></p> <ul style="list-style-type: none"> <li>▶ Use a range of expressions, involving modal verbs and other forms, suitable for:               <ul style="list-style-type: none"> <li>- asking for something</li> <li>- requesting action</li> <li>- asking permission</li> </ul> </li> <li>▶ Understand the way register can vary according to the formality of the situation, the relationship between speakers or the type of request, and begin to apply this</li> <li>▶ Know and use various fixed expressions suitable for different situations</li> <li>▶ Understand that it is often important for a pre-request to precede a request (especially if the request is for a big favour), and apply this where appropriate</li> </ul>	Sc/E3.3a
	<p><b>Ask questions to obtain personal or factual information</b></p> <ul style="list-style-type: none"> <li>▶ Use a range of question words, including <i>whose</i></li> <li>▶ Form questions of both the open type and the <i>yes/no</i> type with appropriate intonation, in a range of tenses, for example:               <ul style="list-style-type: none"> <li>- present perfect</li> <li>- present continuous</li> </ul> </li> <li>▶ Form alternative questions, including comparative questions</li> <li>▶ Adapt register to suit the relationship between speakers, eg by using some indirect forms of questioning, such as the use of embedded question forms</li> <li>▶ Understand some of the cultural conventions regarding acceptable questions to ask, eg in Britain it is not usual to ask how much a person earns</li> </ul>	
	<p><b>Ask for directions, instructions or explanation</b></p> <ul style="list-style-type: none"> <li>▶ Use a range of direct and indirect ways of asking questions, including embedded questions</li> <li>▶ Adapt register to suit the situation, and know and use a range of introductory expressions in order to do so</li> </ul>	Sc/E3.3c
	<p><b>Ask for descriptions of people, places and things</b></p> <ul style="list-style-type: none"> <li>▶ Request descriptions through direct questioning and more open ways of asking</li> </ul>	Sc/E3.3d

## 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 participant(s) 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 3)

#### Candidate profile

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

At this level, adults can:

- ▶ read and understand short straightforward texts on familiar topics accurately and independently
- ▶ read and obtain information from everyday sources in texts such as forms, notes, records, emails, narratives, letters, diagrams, simple instructions and short reports.

#### Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Entry 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to gain meaning from text	1.1 Identify the main points of short straightforward text
	1.2 Identify main events in short straightforward text
	1.3 Use language features to identify meaning in short straightforward text
	1.4 Identify the meaning of words and phrases in short straightforward text
2. Be able to distinguish the purpose of text	2.1 Identify the purpose of short straightforward text
3. Be able to find information in text	3.1 Obtain information from short straightforward text
4. Be able to order words alphabetically	4.1 Use first and second placed letters to order words

#### 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 27 test items:

Task 1 – nine questions

Task 2 – nine questions

Task 3 – nine 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
<b>Task 1</b> 1. Be able to gain meaning from text	<ul style="list-style-type: none"> <li>▶ Chronological, continuous descriptive or explanatory</li> <li>▶ 250 words (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 1-3 Missing sentences	<b>1.2</b> Identify main events in short straightforward text	Rt/E3.1a: Understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph, in a range of genres
		Questions 4-6 Multiple choice – vocab	<b>1.4</b> Identify the meaning of words and phrases in short straightforward text	Rw/E3.5a: Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words
		Questions 7-9 Multiple choice	<b>1.3</b> Use language features to identify meaning in short straightforward text	Rs/E3.1b: Use knowledge of syntax and grammar, to work out meaning and confirm understanding Rs/E3.2a: Recognise the function of certain punctuation to aid understanding
<b>Task 2</b> 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"> <li>▶ 5 thematically linked texts connected with education, training, work or social roles</li> <li>▶ 250 words (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 10-12 Text matching – purpose of text	<b>2.1</b> Identify the purpose of short straightforward text	Rt/E3.2a: Understand and distinguish the different purposes of texts at this level Rs/E3.1a: Recognise the generic features of language of instructional texts
		Questions 13-15 Multiple choice	<b>1.4</b> Identify the meaning of words and phrases in short straightforward text	Rw/E3.1a: Recognise and understand relevant specialist key words Rw/E3.2a: Read and understand words and phrases commonly used on forms
		Questions 16-18 Multiple choice	<b>3.1</b> Obtain information from short straightforward text	Rt/E3.3a: Identify the key organisational features of instructional texts Rt/E3.5a: Locate organisational features, such as contents, index, menus, and understand their purpose Rt/E3.8a: Read every word to obtain specific information

## Reading Award

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 3</b> 1. Be able to gain meaning from text 3. Be able to find information in text 4. Be able to order words alphabetically	<ul style="list-style-type: none"> <li>▶ Informative article or report</li> <li>▶ 200 words + a graph (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 19-21 Purpose of paragraph	<b>1.1</b> Identify the main points of short straightforward text	Rt/E3.4a: Extract the main points and ideas, and predict words from context
		Questions 22-24 Multiple choice	<b>3.1</b> Obtain information from short straightforward text	Rt/E3.6a: Skim read key textual features (title, heading and illustrations) for different purposes Rt/E3.7a: Scan different parts of texts to locate information Rt/E3.9a: Relate an image to print and use it to obtain meaning
		Questions 25-27 Word placement	<b>4.1</b> Use first and second placed letters to order words	Rw/E3.4a: Use first- and second-place letters to find and sequence words in alphabetical order

### 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 item is awarded one mark. Therefore, the maximum possible number of marks is 27. The pass mark is 18.

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 3)

#### 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 and opinions with some adaptation to the intended audience in documents such as forms, notes, records, emails, letters, narratives, simple instructions and short reports.

#### Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Entry 3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan text for a given audience	1.1 Plan text for the intended audience
2. Be able to produce text for a given audience	2.1 Produce content for the intended audience
	2.2 Structure main points in short paragraphs
	2.3 Sequence text chronologically
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
3. Be able to complete a form	2.6 Spell words correctly
	3.1 Complete a form with open and closed responses correctly

#### Format

The Writing Award takes the form of a formal exam paper lasting 70 minutes. The exam consists of three tasks, all of which must be undertaken.

	Task 1	Task 2	Task 3
Text type	Form with open and closed responses connected with education, training, work or social roles	Simple article (eg for class project)	Message, email or letter
Reader(s)	Person not known to the writer, eg school, college, local authority, potential employer	Teacher	Friend
Register/tone	Formal	Neutral	Informal
Purpose	To inform	To describe and explain	To explain, request or suggest
Word length	120 words	150 words	80 words

### Procedure

Candidates must write their answers on the exam paper itself in the space(s) indicated. Candidates sit the exam at their own registered exam centre, 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 pages 21-23 in combination with the generic performance descriptors on page 24 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 performance descriptors for learning outcome 2 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.

The maximum possible number of marks is 56, and the pass mark is 37.

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>	1.1 Plan text for the intended audience		
	2.1 Produce content for the intended audience	2.1 Produce content for the intended audience	2.1 Produce content for the intended audience
	2.5 Use punctuation correctly	2.2 Structure main points in short paragraphs	2.4 Use grammar correctly
	2.6 Spell words correctly	2.3 Sequence text chronologically	2.5 Use punctuation correctly
	3.1 Complete a form with open and closed responses correctly	2.4 Use grammar correctly 2.5 Use punctuation correctly 2.6 Spell words correctly	

## Writing assessment criteria amplification

The following tables describe what the candidate is expected to do for each of the assessment criteria in the Entry 3 Writing Award unit. The notation used is the same as that in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Plan text for the intended audience	<p><b>Recognise the process of planning and drafting when writing certain types of text*</b></p> <ul style="list-style-type: none"> <li>▶ Show awareness that there are different ways of planning (eg as a spider diagram, listing, making notes), but all involve getting, selecting and ordering ideas, and deciding which process works best for different learners</li> <li>▶ Show awareness that not all types of writing need formal planning but others do, eg important letters, college assignments</li> </ul>	Wt/E3.1a
	<p><b>Make notes as part of the planning process</b></p> <ul style="list-style-type: none"> <li>▶ Know there are different ways of making notes, and understand key features of note-making, eg noting key words and phrases, using abbreviations or symbols; numbering; listing; using graphics to help plan</li> </ul>	Wt/E3.1b
2.1 Produce content for the intended audience	<p><b>Recognise the process of planning and drafting when writing certain types of text*</b></p> <ul style="list-style-type: none"> <li>▶ Decide what and how much to include</li> <li>▶ Use different formats and features of layout for different text type, eg paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points and graphics</li> <li>▶ Identify appropriate register for task and audience, showing awareness of the main differences between spoken and written English</li> </ul>	Wt/E3.1a
	<p><b>Write using complex sentences</b></p> <ul style="list-style-type: none"> <li>▶ Develop awareness that sentences in more formal texts are likely to be constructed differently from those in less formal ones, eg informal texts are likely to use ellipses, and more formal texts are likely to have more complex sentences</li> <li>▶ Develop the ability to use different linguistic features appropriately for a range of written genres, depending on learners' interests and need to write</li> </ul>	Ws/E3.1a
2.2 Structure main points in short paragraphs	<p><b>Structure main points of writing in short paragraphs</b></p> <ul style="list-style-type: none"> <li>▶ Understand the concept of paragraphing, eg as a way of grouping main points</li> <li>▶ Show awareness that paragraphs normally consist of more than one sentence</li> <li>▶ Show awareness that paragraphs can be arranged under headings in certain sorts of text, eg reports</li> <li>▶ Make links between paragraphs clear, both through the way they are sequenced and through the use of key words and phrases, eg <i>in the first place, in addition, however, finally</i></li> <li>▶ Show awareness of key aspects of basic paragraphing structure, eg topic sentence or general statement followed by expansion or explanation and/or examples</li> <li>▶ Organise writing without the use of paragraph structure, where appropriate</li> </ul>	Wt/E3.2a

\* Please note that even where a written plan is not appropriate, candidates are still assessed here on their ability to judge what and how much to include, use different formats and identify the appropriate register, as outlined in the detail of this section.

## Writing Award

### Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
2.3 Sequence text chronologically	<p><b>Show sequence through the use of discourse markers and conjunctions</b></p> <ul style="list-style-type: none"> <li>▶ Write narrative texts with a clear indication of sequence of events</li> <li>▶ Understand the use of:               <ul style="list-style-type: none"> <li>- discourse markers that show sequence, eg use of time words to join sentences and paragraphs, or to describe time periods</li> <li>- conjunctions such as <i>before, when, after, while</i></li> <li>- connectives such as <i>then, and then, next, finally</i></li> </ul> </li> </ul> <p>and apply this in learners' own writing</p>	Wt/E3.3a
2.4 Use grammar correctly	<p><b>Write using complex sentences</b></p> <ul style="list-style-type: none"> <li>▶ Understand that the most basic form of complex sentence consists of a main clause and one subordinate clause, and use this kind of sentence, where appropriate, in learners' own writing</li> <li>▶ Use common conjunctions to introduce subordinate clauses, expressing time, reason, condition, concession (eg <i>although</i>)</li> <li>▶ Use a pronoun such as <i>who, which, where, when</i>, to introduce a relative clause</li> <li>▶ Understand that sentences can be amplified by expanding the information around the noun, and apply this, where appropriate, in learners' own writing</li> </ul>	Ws/E3.1a
	<p><b>Use basic sentence grammar accurately</b></p> <ul style="list-style-type: none"> <li>▶ Know the form of, and understand the concept expressed by, a variety of tenses in statement, negative and question form, and apply this in writing</li> <li>▶ Understand that a verb and its subject must agree in terms of number, and apply this in their own writing</li> <li>▶ Develop accuracy in non-verb grammar, eg use of articles, comparative form of the adjective</li> <li>▶ Use pronouns to show links between different parts of a text, making it clear what the pronouns refer to</li> </ul>	Ws/E3.2a
2.5 Use punctuation correctly	<p><b>Use punctuation to aid clarity in relation to beginnings and ends of sentences</b></p> <ul style="list-style-type: none"> <li>▶ Use full stops and capital letters to mark sentence boundaries, and commas within sentences, for various purposes</li> <li>▶ Understand how exclamation marks and question marks can affect meaning, and act as the equivalent of intonation in spoken language, eg <i>I got home at midnight!</i> – the use of the exclamation mark implies that this is late or unusual</li> <li>▶ Understand how punctuation varies with formality, eg use of exclamation marks in more informal texts, fewer requirements for accuracy in punctuation in email than in letters</li> <li>▶ Understand that capital letters, full stops, question marks and exclamation marks are the complete family of sentence boundary markers used in continuous text written in complete sentences</li> </ul>	Ws/E3.3a

2.6 Spell words correctly	<p><b>Apply knowledge of spelling to a wide range of common words and special-interest vocabulary</b></p> <ul style="list-style-type: none"> <li>▶ Develop knowledge of personalised special-interest vocabulary</li> <li>▶ Develop range of lexis and collocations for contexts needed in various aspects of learners' lives</li> <li>▶ Develop awareness of the complexity of the sound-symbol relationship in English spelling, eg words with silent letters <i>knife, lamb</i></li> <li>▶ Understand that some words sound the same but are spelt differently (homophones), eg <i>red, read</i></li> <li>▶ Develop knowledge of common spelling patterns, eg <i>walk, talk, could, would</i>, silent 'e' and, where appropriate to the learner, develop knowledge of rules that may help them analyse regularities</li> <li>▶ Understand how word families are built up through addition of prefixes and suffixes, eg suffixes for adjectives and adverbs (<i>-er, -est, -ful/ly</i>), and for nouns (<i>-ment, -ability, -ness, -er</i>); prefixes: <i>un-, dis-, re-, ir-</i></li> </ul>	Ww/E3.1a
3.1 Complete a form with open and closed responses correctly	<p><b>Complete forms with some complex features, eg open responses, constructed responses, additional comments</b></p> <ul style="list-style-type: none"> <li>▶ Develop awareness of the cultural conventions that underpin certain types of question in certain types of form, eg expectations of the reader of an application form for a job, or a student questionnaire in a college</li> </ul>	Wt/E3.5a

### Notes

- ▶ Assessment criterion 1.1 – *Plan text for the intended audience*. This criterion is assessed only once for the whole test, in order to ascertain a 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).
- ▶ Learning outcome 2 – *Be able to produce text for a given audience*. Please refer to appendix 2 for the list of communicative functions and language range expected at this level.
- ▶ *Proofread and correct writing for grammar and spelling*. 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.
- ▶ *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/E3.1b – *Apply knowledge of strategies to aid with spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 2.6.

#### 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 – Plan text

Mark	Descriptor
4	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 informal message, email or letter).
2	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 informal message, email or letter.
0	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.  Candidates who plan ONLY the informal message, email or letter are awarded 0 as they have not demonstrated the ability to decide when it is appropriate to make a plan.

This criterion is assessed only once per test paper, in the planning section. Plans must be written in English for the purpose of the assessment.

#### Learning outcome 2 – 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 3 – 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 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 3 Key language items (Adult ESOL Core Curriculum)

### Simple, compound and complex sentences

- ▮ variations in word order, eg *To the east is...*
- ▮ word order in complex sentences, eg *Divali is a Hindu festival which takes place in autumn*
- ▮ *there has/have been; there will be/there was going to be*
- ▮ complex sentences with one subordinate clause:
  - of time, eg *When the red light goes out, you press the button*
  - of reason, eg *I didn't go to the doctor's yesterday because I was too ill*
  - of result, eg *They didn't have an appointment this week so I had to make one for next week*
  - of condition, eg *If it rains, I'll stay at home*
  - of concession, eg *Although she can't swim, she loves the seaside*
- ▮ defining relative clauses using *who, which, that*, eg *The car that I bought is quite old*
- ▮ a range of verbs + *-ing* form, eg *I enjoy swimming*
- ▮ verbs + infinitive, with and without *to*, eg *We saw the police arrive*
- ▮ infinitive to express purpose, eg *He went to France to learn French*
- ▮ simple reported statements, eg *She says she wants to study English*
- ▮ a wide range of *wh-* questions, eg *Which colour do you prefer?*
- ▮ simple embedded questions, eg *Do you know where the library is?*
- ▮ question words including *whose*, eg *Whose bag is this?*
- ▮ statements with question tags using Entry 3 tenses, eg *You've got your documents back, haven't you?*

### Noun phrase

- ▮ noun phrases with pre- and post-modification eg *fair-haired people with sensitive skin*
- ▮ a range of determiners, eg *all the, most, a few*
- ▮ use of articles including:
  - definite article with post-modification, eg *The present you gave me...*
  - use of indefinite article to indicate an example, eg *This is a perfect cheese...*
  - use of indefinite articles in definitions, eg *An architect is a person who designs buildings*

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

- ▮ present perfect with *since/for, ever/never, yet/already*
- ▮ *used to* for regular actions in the past, eg *I used to go to Italy for my holidays*
- ▮ past continuous, eg *She was working in a bank when that happened*
- ▮ future simple verb forms, eg *I'll see you tomorrow*
- ▮ modals and forms with similar meaning:
  - positive and negative, eg *you should/shouldn't* to express obligation
  - *might, may, will probably* to express possibility and probability in the future
  - *would/should* for advice
  - *need to* for obligation
  - *will definitely* to express certainty in the future
  - *May I?* asking for permission
  - *I'd rather* stating preference
- ▮ common phrasal verbs and position of object pronouns, eg *I looked it up, She looked after them*

### Adjectives

- ▮ comparative and superlative adjectives
- ▮ comparative structures, eg *as ... as, the same as, not so ... as ..., looks/is like*

### Adverbs and prepositional phrases

- ▶ wider range of prepositions and prepositional phrases, eg *in her twenties, of average height*
- ▶ a wide range of adverbial uses, eg to express possibility and certainty/uncertainty – *possibly, perhaps, definitely*
- ▶ more complex adverbial phrases of time, place, frequency, manner, eg *as soon as possible*
- ▶ a range of intensifiers, including *too, enough*

### Discourse

- ▶ markers to indicate:
  - addition, eg *also*
  - sequence, eg *in the first place*
  - contrast, eg *on the other hand*
- ▶ markers to structure spoken discourse, eg *anyway, by the way*
- ▶ use of ellipsis in informal situations, eg *got to go*
- ▶ use of vague language, eg *I think, you know*

### Appendix 2 – Entry 3 Communicative functions and notions (Adult ESOL Core Curriculum)

- ▶ greet
- ▶ take leave
- ▶ give personal information
- ▶ introduce others
- ▶ ask for personal information
- ▶ describe self/others
- ▶ describe places and things
- ▶ ask for descriptions of people, places and things
- ▶ compare people, places, things
- ▶ make comparative questions
- ▶ narrate events in the past
- ▶ give factual accounts
- ▶ ask about past events
- ▶ express certainty about the future
- ▶ ask about future events
- ▶ express opinions about future possibilities
- ▶ express obligation
- ▶ offer help
- ▶ make arrangements
- ▶ make requests on the phone, in formal and informal situations
- ▶ make requests – ask someone to do something in formal and informal situations
- ▶ make requests – ask for directions
- ▶ respond to request for directions
- ▶ respond to request for instructions
- ▶ respond to request for an explanation
- ▶ make requests – ask for permission formally
- ▶ express feelings, likes and dislikes, with reasons, cause and effect
- ▶ ask about people’s feelings, opinions, interests, wishes, hopes
- ▶ express views and opinions
- ▶ apologise in formal and informal situations
- ▶ explain and give reasons
- ▶ show contrast, cause, reason, purpose
- ▶ ask for clarification and explanation
- ▶ confirm information
- ▶ check back and ask for confirmation
- ▶ ask for advice and suggestions
- ▶ respond to suggestions
- ▶ respond to advice
- ▶ make suggestions and give advice
- ▶ suggest action with other people
- ▶ praise and compliment others
- ▶ complain
- ▶ warn and prohibit

## Appendix 3 – Entry 3 Exam report form

**TRINITY**  
COLLEGE LONDON

## Examination report

SfL Speaking &amp; Listening Entry 3

Centre: Exam Centre 1

Examiner number: .....

Candidate number: .....

Examination date: .....

ID seen EPT RPT GDT **C1 Task 1: Candidate's photo or object**

1	2.2 Use appropriate language in context according to formality	4	3	2	1	0
2	3.1 Present information using an appropriate structure for a given purpose	4	3	2	1	0
3	3.2 Provide a verbal account of relevant information for a given audience	4	3	2	1	0

**C1 Task 2: Examiner's choice**

4	1.1 Obtain information and relevant supporting detail	4	3	2	1	0
5	4.2 Express views constructively	4	3	2	1	0

**C1 Task 3: Role play**

6	2.1 Use clear pronunciation to convey intended meaning	4	3	2	1	0
7	2.2 Use appropriate language in context according to formality	4	3	2	1	0
8	4.4 Obtain relevant information from others	4	3	2	1	0

**C2 Task 4: Group discussion**

9	1.1 Obtain information and relevant supporting detail	4	3	2	1	0
10	4.1 Contribute constructively to discussion on straightforward topics	4	3	2	1	0
11	4.3 Plan action with others for a given task	4	3	2	1	0





