

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

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 Level 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-L1](http://trinitycollege.com/SfL-L1) 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 1 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 Level 1 Award in ESOL Skills for Life (Speaking and Listening)

### 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 information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context
- ▶ speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium
- ▶ engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics in formal exchanges connected with education, training, work and social roles.

### Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Level 1

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain relevant information and detail from verbal communication on a straightforward topic
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 and audience
	3.2 Convey relevant details during verbal communication on straightforward topics
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 – a 10-minute one-to-one conversation with a Trinity examiner
- ▶ Component 2 – a seven-minute discussion with two candidates, facilitated by a Trinity examiner.

Component 1 consists of three tasks:

- ▶ Task 1 – the candidate describes how to do something and answers questions from the examiner
- ▶ Task 2 – the candidate listens to the examiner describing a past event and asks questions to find out more information
- ▶ Task 3 – the candidate and examiner take part in a role play in which they plan a project together.

Component 2 (group discussion) consists of one task:

- ▶ Task 4 – two candidates discuss a topic, exchanging information and ideas, making constructive contributions to discussion and expressing views constructively.

### Procedure

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

### One-to-one conversation with examiner (10 minutes)

#### Task 1 (4 minutes)

Candidates should be prepared to describe how to do something. Prior to the exam day, the candidate may choose a photo from the Trinity photo bank, or bring their own object, to help illustrate the procedure. 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 examiner asks the candidate if they have chosen a photo or object to help illustrate their procedure. If applicable, the examiner displays the chosen photo or asks the candidate to show the object. The examiner asks the candidate to talk about their procedure. The examiner will ask questions throughout this task to aid their understanding of the explanation.

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

- ▶ how to fix something, eg a bicycle tyre puncture
- ▶ how to make something, eg a bracelet
- ▶ how to build something, eg a piece of furniture
- ▶ how to do something, eg plait hair.

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

- ▶ 'how to make jewellery' – candidate may wish to bring in a bracelet they have made
- ▶ 'how to make a vase' – candidate may wish to bring in a small vase they have made.

#### Task 2 (3 minutes)

The examiner tells the candidate about a past event that had interesting personal consequences. The candidate asks questions to find out more information and makes appropriate comments to demonstrate their ability to listen and understand explanations and narratives in the past. This task provides the candidate with the opportunity to show their understanding of spoken English that includes a wide range of grammatical structures appropriate to Level 1.

#### Task 3 (3 minutes)

This task will be a role play in which the examiner plays the part of a person (eg a teacher, neighbour, colleague or friend) who needs assistance with a project they are working on. The candidate finds out more about the project and works together with the examiner to agree what they need to do and by when. After two candidates have participated in their one-to-one exam, they are put together for their group discussion.

### Group discussion (up to 7 minutes)

#### Task 4 (up to 7 minutes)

Two candidates discuss a topic given to them by the examiner. Candidates discuss possible ways of approaching a problem or situation (evaluating options, expressing their views and coming to an agreement about the best way forward). The discussion at this level must include exchanging relevant information, contributing constructively to discussions and expressing views constructively. The examiner acts as a facilitator, guiding 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 10-13 in combination with the generic performance descriptors on page 14 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 3.1 – *Present information using an appropriate structure for a given purpose* includes *'present information and ideas in a logical sequence.'* The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 3) such as, for example, *'able to get their message across clearly and without support using a wide range of language...of the level'* (4 marks), or *'evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful, even with support'* (1 mark), awarding 0 to 4 marks as appropriate to the performance.

Examiners record marks on an 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 maximum possible number of marks is 52, and the pass mark is 35.

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)
<p>2.2 Use appropriate language in context according to formality</p> <p>3.1 Present information using an appropriate structure for a given purpose and audience</p> <p>3.2 Convey relevant details during verbal communication on straightforward topics</p>	<p>1.1 Obtain relevant information and detail from verbal communication on a straightforward topic</p> <p>2.1 Use clear pronunciation to convey intended meaning</p> <p>4.4 Obtain relevant information from others</p>	<p>2.2 Use appropriate language in context according to formality</p> <p>4.2 Express views constructively during verbal communication on straightforward topics</p> <p>4.3 Plan action with others for a given task</p>	<p>1.1 Obtain relevant information and detail from verbal communication on a straightforward topic</p> <p>3.2 Convey relevant details during verbal communication on straightforward topics</p> <p>4.1 Contribute constructively to discussion on straightforward topics</p> <p>4.2 Express views constructively during verbal communication on straightforward topics</p>

## Speaking and Listening Award

### Assessment criteria amplification

### Speaking and Listening assessment criteria amplification

The following tables list in detail the characteristic standards expected to achieve the assessment criteria in the Level 1 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 relevant information and detail from verbal communication on a straightforward topic	<b>Extract relevant information from a narrative or explanation</b> <ul style="list-style-type: none"> <li>▶ Recognise that relevance of information will depend on listening purpose, context or task</li> <li>▶ Be aware of a variety of ways of expressing key information</li> <li>▶ Understand words with similar meaning and the differences in register they can indicate, eg work and employment</li> <li>▶ Use a range of markers to indicate that they are listening (eg <i>I see, did he? Have they really? She isn't, is she?</i>), including positive response markers (eg <i>absolutely, exactly</i>)</li> <li>▶ Use these markers with appropriate intonation</li> <li>▶ Notice the way speakers use stress and intonation to structure their narrative or explanation, and use this awareness to help own understanding</li> <li>▶ Recognise the lexis that characterises different varieties and registers</li> <li>▶ Match style and register in responses where appropriate</li> <li>▶ Follow a narrative not presented in a linear fashion, or when the speaker digresses and then returns to the topic</li> <li>▶ Be aware of turn-taking conventions, and apply these in a range of face-to-face situations in order to comment, or ask for clarification or repetition</li> </ul>	Lr/L1.1b
	<b>Listen for grammatical detail</b> <ul style="list-style-type: none"> <li>▶ Notice, when listening, key grammatical features appropriate for the level, eg continuous forms (such as present perfect continuous), conditional forms</li> <li>▶ Notice features that affect meaning</li> </ul>	Lr/L1.2d
	<b>Listen for phonological detail</b> <ul style="list-style-type: none"> <li>▶ Know that many varieties of English have a stress-timed rhythm, and that there are a number of ways in which an unstressed vowel can be indicated, eg the <i>schwa</i>, elision</li> <li>▶ Realise that identifying stress within a word can aid recognition of the word, and apply this understanding when listening</li> <li>▶ Notice where stress varies in words of the same family</li> <li>▶ Know that stress can vary in sentences, and recognise where a change of stress changes meaning</li> <li>▶ Recognise how intonation, pitch and stress can indicate attitude, and notice instances of this</li> <li>▶ Know that intonation and pitch can help to indicate the structure of oral discourse, eg in signalling a change of topic</li> <li>▶ Use this knowledge when listening, to help to follow oral discourse</li> <li>▶ Know that intonation has a grammatical function, eg in distinguishing between a question and a statement</li> <li>▶ Use this knowledge to help with understanding</li> <li>▶ Know that individual sounds can change significantly in connected speech, as a result of assimilation and elision, and notice instances of this</li> </ul>	Lr/L1.2e
	<b>Use strategies to clarify and confirm understanding</b> <ul style="list-style-type: none"> <li>▶ Be aware of turn-taking conventions and conventions related to interrupting</li> <li>▶ Apply these conventions when confirming or querying understanding</li> <li>▶ Use a range of fixed expressions to ask for clarification or repetition appropriate in formal and informal interactions</li> </ul>	Lr/L1.3a

Assessment criteria	Amplification	AECC ref
2.1 Use clear pronunciation to convey intended meaning	<b>Use stress and intonation, so that meaning is clearly understood</b> <ul style="list-style-type: none"> <li>▶ Correct stress placement in a range of multi-syllable words, and vary stress placement in words from the same family</li> <li>▶ Use appropriate stress placement in longer utterances, varying the stress to change emphasis</li> <li>▶ Realise that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and speak with reasonable speed and rhythm</li> <li>▶ Speak with a clear distinction between stressed and unstressed syllables</li> <li>▶ Use intonation and pitch to indicate attitude</li> <li>▶ Use intonation and pitch to focus attention and add interest in discourse</li> <li>▶ Use intonation to make meaning clear within discourse</li> </ul>	Sc/L1.1a
	<b>Articulate the sounds of English in connected speech</b> <ul style="list-style-type: none"> <li>▶ Notice the tendency for sounds to assimilate or elide in connected speech, eg <i>ten pounds</i> can sound like <i>tempounds</i>, and <i>next time</i> like <i>nextime</i></li> <li>▶ Approximate this when speaking</li> </ul>	Sc/L1.1b
2.2 Use appropriate language in context according to formality	<b>Express statements of fact</b> <ul style="list-style-type: none"> <li>▶ Use simple, compound and complex sentences, and other shorter forms common in spoken language, eg minimal responses</li> <li>▶ Develop use of grammatical forms introduced at Level 1</li> <li>▶ Incorporate statements of fact within more complex interactions</li> </ul>	Sc/L1.3a
	<b>Use formal language and register where appropriate</b> <ul style="list-style-type: none"> <li>▶ Adapt register according to the formality or seriousness of the situation, or the relationship between speakers</li> <li>▶ Choose between lexical items according to the context and register</li> <li>▶ Know and use a range of collocations and fixed expressions to signal emotion</li> <li>▶ Know and use some metaphorical expressions</li> </ul>	Sc/L1.1c
	<b>Take part in more formal interactions</b> <ul style="list-style-type: none"> <li>▶ Initiate and follow through a more stressful kind of interaction, eg a complaint</li> <li>▶ Know and use a range of lexical phrases suitable for more formal contexts</li> <li>▶ Recognise predictable patterns of interaction within a range of formal situations, recognise when there is deviation from a predicted sequence of exchanges, and use this to respond appropriately</li> <li>▶ Know that there are often elements of social conversation intermingled with formal interactions, recognise when this happens, and respond appropriately</li> </ul>	

# Speaking and Listening Award

## Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.1 Present information using an appropriate structure for a given purpose and audience	<b>Present information and ideas in a logical sequence</b> <ul style="list-style-type: none"> <li>Recognise that ideas and information can be sequenced in different ways, eg chronologically or with the most important idea first, and that conventions can vary across cultures</li> <li>Accurately use discourse markers and verb forms, such as past perfect, to indicate sequence</li> </ul>	Sc/L1.4a
	<b>Give explanations and instructions</b> <ul style="list-style-type: none"> <li>Recognise when an explanation or instruction is required, responding with appropriate register</li> <li>Use a range of forms and expressions to indicate obligation</li> <li>Use a range of forms and expressions to indicate cause and effect</li> <li>Use a range of forms and expressions to indicate purpose</li> <li>Structure information and make use of connectives (such as sequencing or causal markers), so that the listener can easily follow the explanation or instruction</li> <li>Highlight new or important information, through the use of stress, intonation and pausing, or through reiteration</li> </ul>	Sc/L1.3d
3.2 Convey relevant details during verbal communication on straightforward topics	<b>Include detail and develop ideas where appropriate</b> <ul style="list-style-type: none"> <li>Elaborate on statements, eg by giving reasons or contrasting ideas</li> <li>Know and use a range of lexis to give specific detail</li> </ul>	Sc/L1.4b
	<b>Respond to questions on a range of topics</b> <ul style="list-style-type: none"> <li>Recognise a range of question types, including embedded questions and alternative questions</li> <li>Recognise the type and amount of information required, and give a short or longer answer as appropriate</li> <li>Recognise the register used by the speaker, and match the register in response</li> </ul>	Lr/L1.5a
4.1 Contribute constructively to discussion on straightforward topics	<b>Use appropriate phrases for interruption</b> <ul style="list-style-type: none"> <li>Know when it may be considered acceptable to interrupt, and understand that the styles, timings and acceptability of interrupting can vary across cultures</li> <li>Know that the way interrupting can be done will depend on the size of the gathering and the formality of the situation, and use appropriate strategies and phrases for interrupting</li> <li>Have strategies for dealing with unwelcome interruptions</li> </ul>	Sd/L1.4a
	<b>Follow and participate in a discussion</b> <ul style="list-style-type: none"> <li>Recognise where a speaker is stating a fact or expressing an opinion, and respond appropriately</li> <li>Recognise inference and respond appropriately</li> <li>Recognise feelings expressed through vocabulary and structures or through intonation and pitch, and respond appropriately</li> </ul>	Lr/L1.6c
	<b>Involve other people in a discussion</b> <ul style="list-style-type: none"> <li>Use strategies to include people, such as asking for advice and suggestions</li> <li>Use non-verbal signalling, as well as suitable phrases, to invite another person to speak</li> <li>Use intonation patterns likely to encourage, rather than discourage, other speakers</li> </ul>	Sd/L1.3a

Assessment criteria	Amplification	AECC ref
4.2 Express views constructively during verbal communication on straightforward topics	<b>Express likes, dislikes, feelings, hopes, etc</b> <ul style="list-style-type: none"> <li>▶ Know a wide range of lexical phrases for expressing feelings, and express feelings with register appropriate to the relationship between speakers</li> <li>▶ Indicate positive and negative feelings</li> </ul>	Sd/L1.1c
	<b>Express views and opinions</b> <ul style="list-style-type: none"> <li>▶ Use a range of lexical phrases to introduce an opinion and express a range of ideas within an opinion</li> <li>▶ Elaborate on and justify an opinion, with examples as appropriate, and incorporate this within a wider interaction</li> </ul>	Sd/L1.2a
4.3 Plan action with others for a given task	<b>Plan action with other people</b> <ul style="list-style-type: none"> <li>▶ Negotiate a plan with other speakers, and do so on occasions when agreement cannot be taken for granted</li> <li>▶ Select appropriate register when:                             <ul style="list-style-type: none"> <li>- contrasting ideas</li> <li>- summarising</li> <li>- making suggestions</li> </ul> </li> </ul>	Sd/L1.2c
4.4 Obtain relevant information from others	<b>Ask for information</b> <ul style="list-style-type: none"> <li>▶ Form different types of question, including embedded questions and tag questions</li> <li>▶ Choose an appropriate question type for the situation</li> <li>▶ Ask questions in a range of contexts, for a range of purposes, adapting register to suit the context</li> <li>▶ Know which questions are considered appropriate to ask in certain contexts, eg in a job interview, or when talking to someone of a different status in a work situation</li> </ul>	Sc/L1.2b

## Speaking and Listening Award

### Generic performance descriptors

#### Generic performance descriptors

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

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

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 Level 1 Award in ESOL Skills for Life (Reading)

### 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 straightforward texts of varying lengths on a variety of topics accurately and independently
- ▶ read and obtain information from different sources in reports, and instructional, explanatory and persuasive texts.

### Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Level 1

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to gain meaning from text	1.1 Identify the main points in straightforward text
	1.2 Identify the main events in straightforward text
	1.3 Use language features to identify meaning in straightforward text
	1.4 Identify the meaning of words in straightforward text
2. Be able to distinguish the purpose of text	2.1 Identify the purpose of straightforward text
3. Be able to find information in text	3.1 Obtain relevant specific information from straightforward text

### Format

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

The three tasks contain 30 test items:

Task 1 – six questions

Task 2 – 10 questions

Task 3 – 14 questions

## Reading Award

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

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of questions	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
<b>Task 1</b> 1. Be able to gain meaning from text	<ul style="list-style-type: none"> <li>▶ Persuasive, descriptive or report</li> <li>▶ 300 words (+/- 5%)</li> <li>▶ 6 questions</li> </ul>	Questions 1-4 Purpose of paragraph	1.1 Identify the main points in straightforward text	Rt/L1.3a: Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text  Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different purposes
		Questions 5-6 Multiple choice	1.3 Use language features to identify meaning in straightforward text	Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different purposes  Rs/L1.1a: Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense
<b>Task 2</b> 1. Be able to gain meaning from text	<ul style="list-style-type: none"> <li>▶ Descriptive, explanatory or persuasive</li> <li>▶ 400 words (+/- 5%)</li> <li>▶ 10 questions</li> </ul>	Questions 7-10 Missing sentences	1.2 Identify the main events in straightforward text	Rt/L1.1a: Understand and identify the different ways in which meaning is built up in paragraphed texts in a range of genres
		Questions 11-13 Multiple choice	1.3 Use language features to identify meaning in straightforward text	Rs/L1.1a: Use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense  Rs/L1.2a: Use punctuation to help understanding
		Questions 14-16 Multiple choice – vocab	1.4 Identify the meaning of words in straightforward text	Rw/L1.2a: Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning  Rw/L1.3a: Recognise and understand vocabulary associated with different types of text, using appropriate strategies to work out meaning



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 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 and social roles</li> <li>▶ 750 words (+/- 5%)</li> <li>▶ 14 questions</li> </ul>	Questions 17-19 Text matching – purpose of text	2.1 Identify the purpose of straightforward text	Rt/L1.2a: Distinguish how language and other textual features are used to achieve different purposes
		Questions 20-21 Multiple choice	2.1 Identify the purpose of straightforward text	Rt/L1.2a: Distinguish how language and other textual features are used to achieve different purposes
		Questions 22-27 Multiple choice	3.1 Obtain relevant specific information from straightforward text	Rt/L1.3a: Understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text Rt/L1.4a: Use organisational and structural features to locate information, eg contents, index, menus, subheadings, paragraphs Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different purposes
		Questions 28-30 Multiple choice – vocab	1.4 Identify the meaning of words in straightforward text	Rw/L1.2a: Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning Rw/L1.3a: Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

### 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 30. The pass mark is 20.

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 Level 1 Award in ESOL Skills for Life (Writing)

#### 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, ideas and opinions clearly using length, format and style appropriate to purpose and audience in documents such as forms, records, emails, letters, narratives, instructions, reports and explanations.

#### Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Level 1

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan text for a given task	1.1 Plan text for a specific purpose
2. Be able to produce text for different tasks	2.1 Produce content appropriate to purpose
	2.2 Use appropriate language for a given task
	2.3 Structure text in a logical sequence for purpose
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
3. Be able to complete a form	2.6 Spell words accurately
	3.1 Complete a form with open and closed responses correctly

#### Format

The Writing Award takes the form of a formal exam paper lasting 110 minutes. The exam consists of four tasks, all of which must be undertaken.

	Task 1	Task 2	Task 3	Task 4
<b>Text type</b>	Form connected with education, training, work and social roles	Report or article	Letter or email	Email
<b>Reader(s)</b>	Person not known to the writer, eg school, college, local authority, potential employer	Teacher	Official contact connected with education, training, work and social roles	Friend
<b>Register/tone</b>	Formal	Neutral	Formal	Informal
<b>Purpose</b>	To inform and persuade	To describe, report and recommend	To explain and request	To explain, request, suggest or ask for advice
<b>Word length</b>	150 words	250 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 the guidelines issued by Trinity, and using one or more invigilators to monitor the session. Writing papers can be taken in the same session as reading papers.

## Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Examiners use the assessment criteria amplification on pages 20-22 in combination with the generic performance descriptors on page 23 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.

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 80, and the pass mark is 53.

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	Task 4
<b>Assessment criteria assessed</b>	1.1 Plan text for a specific purpose			
	2.1 Produce content appropriate to purpose	2.1 Produce content appropriate to purpose	2.1 Produce content appropriate to purpose	2.1 Produce content appropriate to purpose
	2.4 Use grammar correctly	2.2 Use appropriate language for a given task	2.2 Use appropriate language for a given task	2.2 Use appropriate language for a given task
	2.5 Use punctuation correctly	2.3 Structure text in a logical sequence for purpose	2.3 Structure text in a logical sequence for purpose	
	2.6 Spell words accurately	2.4 Use grammar correctly	2.4 Use grammar correctly	
	3.1 Complete a form with open and closed responses correctly	2.5 Use punctuation correctly	2.5 Use punctuation correctly	
		2.6 Spell words accurately	2.6 Spell words accurately	

## Writing Award

### Assessment criteria amplification

#### Writing assessment criteria amplification

The following tables describe what the candidate is expected to do for each of the assessment criteria in the Level 1 Writing Award unit. The notation used is the same as that used in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Plan text for a specific purpose	<p><b>Apply genre-specific planning strategies as appropriate</b></p> <ul style="list-style-type: none"> <li>▶ Take account of the purpose, context, audience and outcome of a piece of writing when planning it</li> <li>▶ Know and select from a range of techniques for planning writing, eg brainstorm, notes, lists, diagrams, flow charts, using own language and/or English</li> <li>▶ Decide when planning and drafting are appropriate, and when it is necessary to write something without much planning</li> <li>▶ Draft and redraft where appropriate, and produce final legible version of text, word-processed or handwritten; understanding when material is ready for presentation</li> </ul>	Wt/L1.1a
2.1 Produce content appropriate to purpose	<p><b>Select how much to write and the level of detail to include</b></p> <ul style="list-style-type: none"> <li>▶ Make decisions about length of text and level of detail required, depending on content, purpose and audience, eg when planning and writing a short presentation to be delivered to the class on a subject of their choice, or when writing a personal statement to accompany a job application</li> </ul>	Wt/L1.2a
2.2 Use appropriate language for a given task	<p><b>Choose language suitable for genre, purpose and audience</b></p> <ul style="list-style-type: none"> <li>▶ Identify the appropriate register for genre, audience and form of communication, and use appropriate lexis, mode of address and type of structures suitable for the situation</li> <li>▶ Use lexis appropriate for the genre and the audience</li> <li>▶ Recognise the need to be more explicit in written English than in speech, to compensate for being unable to point, show, etc</li> </ul>	Wt/L1.4a
2.3 Structure text in a logical sequence for purpose	<p><b>Structure texts sequentially and coherently according to genre</b></p> <ul style="list-style-type: none"> <li>▶ Make decisions about whether to use paragraphs, and if so, what type of paragraph structure to use, and whether to use headings, bullet points, etc</li> <li>▶ Apply understanding of key features of written discourse in English, when ordering and sequencing information in certain types of text, eg: <ul style="list-style-type: none"> <li>- the opening usually signals the subject and/or purpose to the reader</li> <li>- points are usually elaborated in a particular order</li> <li>- it is usually clear how one point relates to the other</li> <li>- the ending usually summarises previous points or signals the writer's desired outcome</li> </ul> </li> <li>▶ Consider different types of paragraph structure, and use a structure which helps the reader to understand the text, eg: <ul style="list-style-type: none"> <li>- general sentence followed by an expansion</li> <li>- chronologically sequential points about a single topic or cluster of topics</li> <li>- statement of argument followed by points for and against</li> </ul> </li> <li>▶ Indicate logical arrangement and the relationship between ideas through use of: <ul style="list-style-type: none"> <li>- markers</li> <li>- lexical phrases, eg <i>accordingly, as a result, for this reason, therefore</i></li> <li>- a range of verb forms</li> </ul> </li> </ul>	Wt/L1.3a
	<p><b>Select format and appropriate structure for different purposes and genres</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate format and accompanying features of layout for different text types, eg paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics</li> <li>▶ Make use of pre-set and outline formats, where appropriate, eg time sheets, accident report forms, email headings</li> </ul>	Wt/L1.5a

Assessment criteria	Amplification	AECC ref
2.4 Use grammar correctly	<p><b>Write using sentences consisting of a main clause and one or more subordinate clauses</b></p> <ul style="list-style-type: none"> <li>Use a range of connectives (eg <i>as, if, unless, so, as a result of that, even though</i>) to express contrast, reason, purpose, condition, consequence; using ellipses; using prepositional, adjectival and adverbial phrases to show time, manner, degree, extent, frequency and probability</li> <li>Use conditional sentences</li> <li>Understand and apply conventions of reported speech</li> <li>Understand that complete sentences should not be strung together with commas to make longer ‘sentences’, but should be either left as separate sentences or correctly joined, eg with a conjunction</li> <li>Recognise the importance of word order and punctuation in complex sentences, and use this understanding to avoid ambiguity</li> <li>Select a sentence structure suitable for the text, eg know that informal texts are likely to use a contracted form of the verb and include colloquial expressions; more formal ones are likely to have verbs written out in full, include more nouns and noun phrases, more complex modal phrases and more use of passive</li> </ul>	Ws/L1.1a
	<p><b>Use sentence grammar accurately to achieve purpose</b></p> <ul style="list-style-type: none"> <li>Use different linguistic features appropriately for a range of different written genres, to suit learners’ needs and interests</li> <li>Check for accuracy, eg the way countable and uncountable nouns agree with the verb; use of articles and zero article</li> <li>Know the form of, and understand, the concept expressed by a variety of tenses, with continuous and perfect aspects, and apply this knowledge and understanding when composing sentences</li> <li>Understand that it is easy to change tenses unintentionally while writing, that this can affect meaning, so it is important to check for consistency</li> <li>Make connections between sentences and parts of sentences clear, eg: <ul style="list-style-type: none"> <li>using connectives such as <i>however, as a result</i></li> <li>using pronouns and making it clear who or what they refer to</li> <li>using substitutions such as <i>one</i>, eg: <i>I expected him to buy a second-hand car, but he bought a brand new one.</i></li> </ul> </li> </ul>	Ws/L1.2a
2.5 Use punctuation correctly	<p><b>Use punctuation to aid clarity and meaning</b></p> <ul style="list-style-type: none"> <li>Know all the punctuation markers for the beginning and ends of sentences, and knowing when to use each one</li> <li>Understand the use of commas and use them appropriately, eg for listing items in connected prose, between clauses in complex sentences, after connectives like <i>however</i></li> <li>Understand the use of apostrophes for possession and omission, and use them appropriately</li> <li>Understand that in writing that is not in sentences, other punctuation can be used to make the meaning clear, eg bullet points for a set of instructions when word-processing, dashes in a handwritten vertical list, and use these punctuation marks accordingly</li> </ul>	Ws/L1.3a
2.6 Spell words accurately	<p><b>Apply knowledge about vocabulary to aid accurate spelling</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of special-interest lexis</li> <li>Spell words with a wide range of spelling patterns accurately, with some consistency</li> <li>Understand that the spelling of homophones is related to meaning and grammar, and use this knowledge to aid spelling</li> <li>Use suffixes (eg <i>-ette, -ism, -ic</i>) and prefixes (eg <i>hyper-, anti-, pre-, ex-</i>) to build word families, and extend the range of words learners can spell accurately</li> </ul>	Ww/L1.1a

## Writing Award

### Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.1 Complete a form with open and closed responses correctly	<b>Complete forms with some complex features, eg open responses, constructed responses, additional comments</b> <ul style="list-style-type: none"><li>Apply awareness of the cultural conventions that underpin certain types of question in forms, eg when filling in 'previous education' section on a course application form</li><li>Give clear accounts without ambiguity, and with examples if appropriate</li></ul>	Wt/L1.6a

#### Notes

- Assessment criterion 1.1 – *Plan text for a specific purpose*. This criterion is assessed 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 different tasks*. Please refer to appendix 2 for the list of communicative functions and language range expected at this level.
- Proofread and revise writing for accuracy and meaning*. This is a National Literacy Standard and is implicit within all of the assessment criteria in learning outcome 2. Candidates should check their work thoroughly and amend accordingly to ensure it meets each of these criteria.
- 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/L1.1b – *Use strategies to aid accurate spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 2.6.

## 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

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

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.

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

### Simple, compound and complex sentences, with more than one subordinate clause

- ▶ word order in sentences with more than one subordinate clause, eg *Since the ozone layer has been affected by pollution, people have had to be more careful when they sunbathe*
- ▶ *there had been*
- ▶ a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession
- ▶ conditional forms, using *if* and *unless* with past and use of *would*, eg *He wouldn't go unless I went*
- ▶ non-defining relative clauses, eg *The Rio de la Plata, which flows down from Brazil, is used for transport...*
- ▶ defining relative clauses with *where* or *whose*, eg *The village where I grew up*
- ▶ participial clauses to describe accompanying actions with *-ing*, eg *My brother ran all the way, carrying her on his back*
- ▶ clause as subject or object, eg *Can you believe what happened?*
- ▶ reported speech with a range of tenses, including use of *would* and *had*, eg *He said that he would come if he had time*
- ▶ a range of embedded questions using *if* and *whether*, eg *Do you know whether he was intending to visit her in hospital or not?*
- ▶ reported questions with *if* and *whether*, eg *He asked if my friend was coming*
- ▶ use of *had* and *would* in reported questions, eg *He asked if we had understood, She wanted to know if they would agree*
- ▶ reported requests, eg *He asked me to help him*
- ▶ statements with question tags using Level 1 tenses, eg *You would prefer coffee, wouldn't you?*
- ▶ reported instructions, eg *He told me to come*

### Noun phrase

- ▶ more complex noun phrases with pre- and post-modification, eg *a tall man wearing dark glasses*
- ▶ word order of determiners, eg *all my books*
- ▶ use of definite, indefinite and zero article with a wide range of nouns in a range of uses, eg *The increase in the use of additives in food...*
- ▶ range of expressions to indicate possession, eg *that book of yours*

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

- ▶ present perfect continuous, eg *He's been working nights for years*
- ▶ past perfect, eg *He had worked as a fisherman before that*
- ▶ present and past simple passive, eg *Rice was grown in many parts of the country but many fields were destroyed in the war*
- ▶ use of *would* in conditional sentences, eg *It would be better if he came later*
- ▶ causative use of *have* and *get*, eg *I had/got the car repaired last week*
- ▶ modals:
  - *ought* to express obligation, eg *I ought to see the doctor*
  - negative of *need* and *have to* to express absence of obligation
  - *would* to express hypotheses, eg *What would you do if...*
  - use of forms, eg *be able to* to refer to future
  - *would like* + object + infinitive, eg *would like you to*
- ▶ a range of phrasal verbs, eg *to give way, to hold out, to run into*

### Adjectives

- ▶ comparisons, using *fewer* and *less*
- ▶ collocation of adjective + preposition eg *interested in, aware of*

### Adverbs and prepositional phrases

- ▶ prepositions to express concession eg *in spite of, despite*
- ▶ collocations of:
  - verbs + prepositions, eg *to attend to, point at*
  - nouns + prepositions, eg *to have an interest in*
- ▶ a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability
- ▶ comparative and superlative forms of adverbs, eg *She worked harder than me*
- ▶ a wide range of intensifiers, eg *extremely, entirely, completely*

## Appendix 1

### Discourse

- ▶ a range of discourse markers expressing:
  - addition
  - cause and effect
  - contrast, eg *however*
  - sequence and time, eg *at a later date*
- ▶ markers to structure spoken discourse, eg *as I was saying*
- ▶ use of ellipsis in informal speech and writing, eg *Sounds good*

## Appendix 2 – Level 1 Communicative functions and notions (Adult ESOL Core Curriculum)

- ▶ give personal information
- ▶ introduce others
- ▶ ask for personal information
- ▶ describe self/others
- ▶ ask for descriptions of people
- ▶ describe places and things
- ▶ ask for descriptions of things, places
- ▶ compare people, places, things
- ▶ make comparative questions
- ▶ narrate events in the past
- ▶ ask about past events
- ▶ give factual accounts – define
- ▶ ask for definitions
- ▶ give factual accounts – classify
- ▶ give factual accounts – describe a simple process
- ▶ ask about processes
- ▶ generalise
- ▶ give examples
- ▶ express obligation and reasons
- ▶ express absence of obligation
- ▶ report information
- ▶ make requests in informal and formal situations – ask for something
- ▶ make requests in informal and formal situations – ask someone to do something for you
- ▶ make requests in informal and formal situations – ask for permission
- ▶ ask for confirmation
- ▶ respond to request for confirmation
- ▶ check back
- ▶ give views and opinions
- ▶ hypothesise
- ▶ explain, and give reasons
- ▶ show contrast, reason, purpose, consequence, result
- ▶ express feeling, likes and dislikes, hopes
- ▶ ask about people’s feelings, opinions, interests, wishes, hopes
- ▶ ask for advice and suggestions
- ▶ make suggestions and give advice
- ▶ make recommendations
- ▶ respond to request for instructions
- ▶ interrupt
- ▶ praise and compliment
- ▶ persuade
- ▶ complain
- ▶ warn
- ▶ take leave

## Appendix 3 – Level 1 Exam report form

**TRINITY**  
COLLEGE LONDON

## Examination report

SfL Speaking &amp; Listening Level 1

Centre: Exam Centre 1

Examiner number: .....

Candidate number: .....

Examination date: .....

ID seen EPT RPT GDT **C1 Task 1: Candidate's description of a process**

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 and audience	4	3	2	1	0
3	3.2 Convey relevant details on straightforward topics	4	3	2	1	0

**C1 Task 2: Examiner's past event**

4	1.1 Obtain relevant information and detail on a straightforward topic	4	3	2	1	0
5	2.1 Use clear pronunciation to convey intended meaning	4	3	2	1	0
6	4.4 Obtain relevant information from others	4	3	2	1	0

**C1 Task 3: Role play**

7	2.2 Use appropriate language in context according to formality	4	3	2	1	0
8	4.2 Express views constructively on straightforward topics	4	3	2	1	0
9	4.3 Plan action with others for a given task	4	3	2	1	0

**C2 Task 4: Group discussion**

10	1.1 Obtain relevant information and detail on a straightforward topic	4	3	2	1	0
11	3.2 Convey relevant details on straightforward topics	4	3	2	1	0
12	4.1 Contribute constructively to discussion on straightforward topics	4	3	2	1	0
13	4.2 Express views constructively on straightforward topics	4	3	2	1	0