

Trinity Awards and Certificate in ESOL Skills for Life (QCF) – Level 1

Specifications

Trinity College London
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Introduction

Qualification objective

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

These include:

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

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

About this booklet

This booklet contains precise details of the three award level qualifications making up Trinity's Level 1 Certificate in ESOL Skills for Life (QCF). It also provides candidates and those preparing candidates with comprehensive coverage of the language requirements for this level and details of how each task relates to the Adult ESOL Core Curriculum descriptors and individual component skills, knowledge and understanding.

Additional guidance and support

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

Notes on the Qualifications and Credit Framework (QCF)

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

Reasonable adjustments

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

Please refer to the Centre Best Practice Guidebook and the Trinity website www.trinitycollege.com for more information on access arrangements and our disability policy.

Entry requirements

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

Qualification structure and rules of combination

The full suite of Trinity College London ESOL Skills for Life (QCF) qualifications is listed opposite. Trinity offers individual awards in ESOL Skills for Life – Speaking and Listening, ESOL Skills for Life – Reading and ESOL Skills for Life – Writing, and overarching certificates in ESOL Skills for Life. Learners can achieve an overarching certificate by achieving three awards at that level. These specifications apply to the Level 1 qualifications highlighted opposite.

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

Recognised prior learning and transfer of credits

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

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

Speaking and Listening Award

Trinity Level 1 Award in ESOL Skills for Life (Speaking and Listening) (QCF)

Candidate profile

The assessment maps to the National Literacy Standards for Speaking and Listening, listed below.

At this level, adults can:

- ▶ listen and respond to spoken language, including 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 contribution 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.

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

Unit details

Credit value: 12

Guided learning hours: 120

Level: Level 1

Learning outcomes The learner will	Assessment criteria The learner can
1. Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication on straightforward topics
	1.2 Obtain relevant detail from verbal communication on a straightforward topic
	1.3 Follow verbal instructions correctly for a given purpose
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
	3.3 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 10 minute discussion with three candidates, facilitated by a Trinity examiner.

Component 1 consists of three tasks:

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

Component 2 consists of one task:

- ▶ Task 4 – three candidates discuss unknown topics, making constructive contributions to discussion and 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 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. They may bring in an object or picture to help illustrate the procedure if they wish. The examiner will ask questions throughout this task to aid their understanding of the explanation.

Examples could include (but are not restricted to):

- ▶ 'How to make jewellery' – candidate may wish to bring in a bracelet they have made
- ▶ a photo of their family/friends
- ▶ 'How to change a car tyre' – candidate may wish to bring in a picture of the relevant tools
- ▶ 'How to use the x machine at work' – candidate may wish to bring in a photo of the machine.

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 using 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 manager who needs assistance with a project they are working on. The candidate finds out more about the project and works together with their manager to agree what they need to do and by when.

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

Group discussion (up to 10 minutes)

Task 4 – Group discussion (up to 10 minutes)

Three candidates discuss topics given to them by the examiner. Candidates are not informed of the exact discussion topic in advance, but will be required to discuss possible ways of approaching a problem or situation such as finding a job or preparing for an interview. The discussion at this level must include contributing constructively to discussions, expressing views constructively and planning action with others. The examiner acts as facilitator, guiding the conversation appropriately to ensure the candidates have the opportunity to meet these assessment criteria.

Assessment

The test is externally assessed by a visiting Trinity examiner. Examiners use an abridged form of the assessment criteria amplification (see appendix 4 for the concise amplification) in combination with the generic performance descriptors on pages 17-18 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 (accurately use discourse markers and verb forms, such as past perfect, to indicate sequence)'; and 'give explanations and instructions (use a range of forms and expressions to indicate cause and effect)'. The examiner applies the generic descriptors 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 examination report as shown in appendix 3, and a composite marksheet. The table opposite follows the structure of the composite marksheet and along with the explanations underneath, it demonstrates how scores are aggregated to achieve the final mark. In each task, a mark is awarded out of 4 for the assessment criteria listed. The maximum possible number of marks is 92, and the pass mark is 60. In addition to this, under QCF regulations candidates must also demonstrate their ability to meet each of the assessment criteria at the assessed level by achieving a 2 for each assessment criterion at least once during their exam. Candidates who achieve a 2 in every criterion still need to achieve two-thirds overall (60 out of 92) to pass.

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

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

Table showing which assessment criteria are assessed during each task

Task 1 (One-to-one)	Task 2 (One-to-one)	Task 3 (One-to-one)	Task 4 (Group discussion)
2.1 Use clear pronunciation to convey intended meaning	1.1 Follow the gist of verbal communication on straightforward topics	1.2 Obtain relevant detail from verbal communication on a straightforward topic	1.1 Follow the gist of verbal communication on straightforward topics
2.2 Use appropriate language in context according to formality	1.2 Obtain relevant detail from verbal communication on a straightforward topic	2.2 Use appropriate language in context according to formality	3.1 Present information using an appropriate structure for a given purpose
3.1 Present information using an appropriate structure for a given purpose	2.1 Use clear pronunciation to convey intended meaning	3.3 Convey relevant details during verbal communication on straightforward topics	3.2 Provide a verbal account of relevant information for a given audience
3.2 Provide a verbal account of relevant information for a given audience	4.1 Contribute constructively to discussion on straightforward topics	4.3 Plan action with others for a given task	4.1 Contribute constructively to discussion on straightforward topics
3.3 Convey relevant details during verbal communication on straightforward topics	4.2 Express views constructively during verbal communication on straightforward topics	4.4 Obtain relevant information from others	4.2 Express views constructively during verbal communication on straightforward topics
	4.4 Obtain relevant information from others		4.3 Plan action with others for a given task

Table demonstrating how scores are aggregated to achieve the final mark

	All	Task 1						Task 2				Task 3				Task 4			Total					
	1.3 Follow Instructions	2.1 Use clear pronunciation	2.2 Use language in context (formality)	3.1 Present information for purpose	3.2 Provide relevant information	3.3 Convey relevant detail	1.1 Follow gist	1.2 Obtain relevant detail	2.1 Use clear pronunciation	4.1 Contribute constructively	4.2 Express views	4.4 Obtain relevant information	1.2 Obtain relevant detail	2.2 Use language in context (formality)	3.3 Convey relevant details	4.3 Plan action with others	4.4 Obtain relevant information	1.1 Follow gist	3.1 Present information for purpose	3.2 Provide relevant information	4.1 Contribute constructively	4.2 Express views	4.3 Plan action with others	
<i>Jose</i>	4	4	3	4	4	4	4	4	3	4	4	2	4	3	3	4	4	4	3	4	4	4	4	85
<i>Ina</i>	4	1	3	3	3	3	4	3	2	3	3	3	3	3	4	4	4	4	3	3	3	3	3	72
<i>Sabitha</i>	4	2	2	2	2	2	3	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	51
<i>Ashraf</i>	4	3	1	3	2	3	3	3	4	3	3	3	3	1	3	3	4	3	3	3	3	3	2	66

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

Ina: Pass – 72 out of 92. Although Ina’s pronunciation brings her down in task 1, she meets the minimum standard in the following task, and meets all the other assessment criteria with ease.

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

Ashraf: Fail – 66 out of 92. Ashraf has achieved two-thirds overall, but he has not demonstrated the ability to meet the communicative purposes of the task, even with support, on one assessment criterion, 2.2 – *Use language in context*, in either task 1 or task 3, so he is not ready to move independently onto the next level.

Speaking and Listening Award

Assessment criteria amplification

Speaking and Listening assessment criteria amplification

The following tables describe what the candidate is expected to do for each of the assessment criteria in the Level 1 Speaking and Listening 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 Follow the gist of verbal communication on straightforward topics	<p>Listen for gist in a discussion</p> <ul style="list-style-type: none"> ▶ Decide when it is enough to get the gist of a discussion rather than note details, and realise that it is not always necessary to understand all of the interaction to get the gist ▶ Recognise collocations and fixed expressions that help with understanding the gist ▶ Recognise register and use this to help identify the spoken genre, situation and relationship between speakers ▶ Be aware that discussions often follow predictable patterns, and predict and follow the interactive nature of the discussion 	Lr/L1.6a
1.2 Obtain relevant detail from verbal communication on a straightforward topic	<p>Extract relevant information from a narrative or explanation</p> <ul style="list-style-type: none"> ▶ Recognise that relevance of information will depend on listening purpose, context or task ▶ Listen on different occasions to different types of interaction, with awareness of the purpose of listening ▶ Be aware of a variety of ways of expressing key information ▶ Understand words with similar meaning and the differences in register they can indicate, eg work and employment ▶ 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>) ▶ Use these markers with appropriate intonation ▶ Notice the way speakers use stress and intonation to structure their narrative or explanation, and use this awareness to help own understanding ▶ Notice the varying language use of speakers of different age groups or language/dialect backgrounds, and understand a range of people who may have different styles of speaking ▶ Recognise the lexis that characterises different varieties and registers ▶ Match style and register in responses where appropriate ▶ Follow a narrative not presented in a linear fashion, or when the speaker digresses and then returns to the topic ▶ 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 	Lr/L1.1b

Assessment criteria	Amplification	AECC ref
1.2 Obtain relevant detail from verbal communication on a straightforward topic (continued)	Listen for grammatical detail <ul style="list-style-type: none"> ▶ Notice, when listening, key grammatical features appropriate for the level, eg continuous forms (such as present perfect continuous), conditional forms ▶ Be aware that noticing grammatical features can help in identifying register, eg a more formal text may have more passive constructions or relative pronouns ▶ Notice features that affect meaning ▶ Recognise a pedagogical purpose in listening, in that listening to and focusing on grammar can help learners to be more accurate in their own speech ▶ Know that with formal or scripted texts, there may be more similarity to written grammar than with informal speech, and listen on different occasions with appropriate expectations regarding grammar 	Lr/L1.2d
	Listen for phonological detail <ul style="list-style-type: none"> ▶ 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 schwa, elision ▶ Realise that identifying stress within a word can aid recognition of the word, and apply this understanding when listening ▶ Notice where stress varies in words of the same family ▶ Know that stress can vary in sentences, and recognise where a change of stress changes meaning ▶ Recognise how intonation, pitch and stress can indicate attitude, and notice instances of this ▶ Know that intonation and pitch can help to indicate the structure of oral discourse, eg in signalling a change of topic ▶ Use this knowledge when listening, to help to follow oral discourse ▶ Know that intonation has a grammatical function, eg in distinguishing between a question and a statement ▶ Use this knowledge to help with understanding ▶ Know that individual sounds can change significantly in connected speech, as a result of assimilation and elision, and notice instances of this ▶ Recognise a pedagogical purpose in listening, in that listening to and focusing on pronunciation can help learners to develop their own pronunciation of English, as well as developing their understanding 	Lr/L1.2e
	Use strategies to clarify and confirm understanding <ul style="list-style-type: none"> ▶ Be aware of turn-taking conventions and conventions related to interrupting ▶ Apply these conventions when confirming or querying understanding ▶ Use a range of fixed expressions to ask for clarification or repetition appropriate in formal and informal interactions 	Lr/L1.3a
1.3 Follow verbal instructions correctly for a given purpose	Understand spoken instructions <ul style="list-style-type: none"> ▶ Respond to detail in instructions, especially through understanding prepositional phrases ▶ Use knowledge of a variety of sequence markers to help to understand a set of instructions, especially when the instructions are not sequenced chronologically, notice stressed words and use these to focus on the main points of the instructions 	Lr/L1.2c

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
2.1 Use clear pronunciation to convey intended meaning	<p>Use stress and intonation, so that meaning is clearly understood</p> <ul style="list-style-type: none"> ▶ Correct stress placement in a range of multi-syllable words, and vary stress placement in words from the same family ▶ Use appropriate stress placement in longer utterances, varying the stress to change emphasis ▶ Realise that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and speak with reasonable speed and rhythm ▶ Speak with a clear distinction between stressed and unstressed syllables ▶ Use intonation and pitch to indicate attitude ▶ Use intonation and pitch to focus attention and add interest in discourse ▶ Use intonation to make meaning clear within discourse 	Sc/L1.1a
	<p>Articulate the sounds of English in connected speech</p> <ul style="list-style-type: none"> ▶ 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> ▶ Approximate this when speaking 	Sc/L1.1b
2.2 Use appropriate language in context according to formality	<p>Express statements of fact</p> <ul style="list-style-type: none"> ▶ Use simple, compound and complex sentences, and other shorter forms common in spoken language, eg minimal responses ▶ Develop use of grammatical forms introduced at Level 1 ▶ Incorporate statements of fact within more complex interactions ▶ Make longer statements comprehensible through appropriate use of rhythm and intonation 	Sc/L1.3a
	<p>Use formal language and register where appropriate</p> <ul style="list-style-type: none"> ▶ Adapt register according to the formality or seriousness of the situation, or the relationship between speakers ▶ Choose between lexical items according to the context and register ▶ Signal emotion, especially in less formal situations, using stress and intonation ▶ Know and use a range of collocations and fixed expressions to signal emotion ▶ Know and use some metaphorical expressions 	Sc/L1.1c
	<p>Take part in more formal interactions</p> <ul style="list-style-type: none"> ▶ Initiate and follow through a more stressful kind of interaction, eg a complaint ▶ Know and use a range of lexical phrases suitable for more formal contexts ▶ Appropriate intonation for politeness or to increase the impact of a warning or apology ▶ 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 ▶ Know that there are often elements of social conversation intermingled with formal interactions, recognise when this happens, and respond appropriately 	Sd/L1.1b
	<p>Listen and respond, adapting to speaker, medium and context</p> <ul style="list-style-type: none"> ▶ Know that the same idea can be expressed in different ways, depending on the level of formality and/or the relationship between speakers ▶ Recognise the level of formality, by using knowledge of the context, and listening to the speaker's use of register, particularly their choice of lexis, and respond appropriately ▶ Use clues of intonation and body language to understand the speaker's attitude, and respond appropriately ▶ Recognise where choice of lexis can give clues to speaker's attitude ▶ Listen and respond to speakers who have a range of regional and social accents, including, but not exclusively, Received Pronunciation ▶ Know some of the ways spoken English differs from written, eg with false starts, vague language, or ellipses ▶ Use this knowledge to help with understanding, and respond with a similar style 	Lr/L1.2b

Assessment criteria	Amplification	AECC ref
3.1 Present information using an appropriate structure for a given purpose	Present information and ideas in a logical sequence <ul style="list-style-type: none"> ▶ 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 ▶ Accurately use discourse markers and verb forms, such as past perfect, to indicate sequence ▶ Use appropriate register and genre conventions regarding organisation when giving a formal presentation 	Sc/L1.4a
	Give explanations and instructions <ul style="list-style-type: none"> ▶ Recognise when an explanation or instruction is required, responding with appropriate register ▶ Use a range of forms and expressions to indicate obligation ▶ Use a range of forms and expressions to indicate cause and effect ▶ Use a range of forms and expressions to indicate purpose ▶ Structure information and make use of connectives (such as sequencing or causal markers), so that the listener can easily follow the explanation or instruction ▶ Highlight new or important information, through the use of stress, intonation and pausing, or through reiteration 	Sc/L1.3d
	Narrate events in the past <ul style="list-style-type: none"> ▶ Use a range of narrative tenses, including past perfect, to give precise information about past time ▶ Use subordinate clauses (as in example above) ▶ Recognise that there is a usual structure for an anecdote or narrative (eg set the scene, describe sequence of events, express own reaction) and organise a narrative accordingly ▶ Use a range of discourse markers and time expressions to structure a narrative eg <i>next, then, afterwards, the day after</i> ▶ Indicate contrast, reason, purpose, consequence and result, using discourse markers, subordinate clauses, etc ▶ Use collocation accurately ▶ Select lexis suitable for context and for register 	Sc/L1.3c
3.2 Provide a verbal account of relevant information for a given audience	Give factual accounts <ul style="list-style-type: none"> ▶ Carry out a range of functions, using appropriate grammatical forms ▶ Sequence actions coherently in a verbal report, using discourse markers as appropriate ▶ Use a range of fixed and semi-fixed expressions for fronting ▶ Use collocation accurately, eg special educational needs ▶ Form questions to check that the listener has understood, and ask for confirmation ▶ Use specialist lexis where appropriate, and know when to use specialist words and when to use everyday expressions 	Sc/L1.3b
3.3 Convey relevant details during verbal communication on straightforward topics	Include detail and develop ideas where appropriate <ul style="list-style-type: none"> ▶ Elaborate on statements, eg by giving reasons or contrasting ideas ▶ Use discourse markers and subordinate clauses ▶ Know and use a range of lexis to give specific detail 	Sc/L1.4b

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.3 Convey relevant details during verbal communication on straightforward topics (continued)	Describe and compare <ul style="list-style-type: none"> Use pre-modification and post-modification (eg participle phrases) to enrich a noun phrase when describing people, places or things Make comparisons, using regular and irregular comparative forms, including <i>fewer</i> and <i>less</i> Incorporate descriptions into various types of discourse, eg narrative, personal information or discussion, indicating what is fact and what is opinion Use adverbs to enhance descriptions Begin to use language creatively, with similes and metaphors 	Sc/L1.3e
	Respond to questions on a range of topics <ul style="list-style-type: none"> Recognise a range of question types, including embedded questions and alternative questions Recognise the type and amount of information required, and give a short or longer answer as appropriate Recognise the register used by the speaker, and match the register in response Recognise the intention of a question and interpret lexis according to this intention 	Lr/L1.5a
4.1 Contribute constructively to discussion on straightforward topics	Take part in social interaction <ul style="list-style-type: none"> Adapt register depending on the relationship between speakers in social interaction, and know and use a range of lexical phrases suitable for different contexts Know that social conversation exemplifies features of informal language use, such as ellipsis, vague language, informal idiomatic expressions, and use some of these features in learners' own speech Use a range of fixed and semi-fixed expressions for fronting Know what kind of lexis is most likely to be used in informal social conversation, and use it appropriately 	Sd/EL1.1a
	Use appropriate phrases for interruption <ul style="list-style-type: none"> Know when it may be considered acceptable to interrupt, and understand that the styles, timings and acceptability of interrupting can vary across cultures 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 Have strategies for dealing with unwelcome interruptions 	Sd/L1.4a
	Follow and participate in a discussion <ul style="list-style-type: none"> Recognise where a speaker is stating a fact or expressing an opinion, and respond appropriately Recognise inference and respond appropriately Recognise the level of formality in a discussion, and match own use of register to that of other speakers Recognise feelings expressed through vocabulary and structures or through intonation and pitch, and respond appropriately Recognise where speakers use exaggerated intonation patterns Recognise some instances of understatement 	Lr/L1.6c
	Involve other people in a discussion <ul style="list-style-type: none"> Adapt register depending on the situation and relationship between speakers, when asking about feelings, opinions, interests, wishes, hopes Use strategies to include people, such as asking for advice and suggestions Use non-verbal signaling, as well as suitable phrases, to invite another person to speak Use intonation patterns likely to encourage, rather than discourage, other speakers 	Sd/L1.3a

Assessment criteria	Amplification	AECC ref
4.2 Express views constructively during verbal communication on straightforward topics	Express likes, dislikes, feelings, hopes, etc <ul style="list-style-type: none"> ▶ Know a wide range of lexical phrases for expressing feelings, and express feelings with register appropriate to the relationship between speakers ▶ Indicate degree of feeling, liking or disliking, through the use of intonation and pitch ▶ Indicate positive and negative feelings ▶ Begin to use expressions with positive or negative connotation, or to use exaggeration, to express own feelings ▶ Incorporate expression of feeling in various types of interaction, ie narrative, explanation or discussion 	Sd/L1.1c
	Express views and opinions <ul style="list-style-type: none"> ▶ Use a range of lexical phrases to introduce an opinion and express a range of ideas within an opinion ▶ Use grammar suitable for the level ▶ Elaborate on and justify an opinion, with examples as appropriate, and incorporate this within a wider interaction ▶ Recognise that conventions for giving opinions can vary across cultures, eg it is not always dependent on giving examples to back up an opinion 	Sd/L1.2a
	Give advice, persuade, warn, etc <ul style="list-style-type: none"> ▶ Understand the concerns expressed by another person and use a range of ways of: <ul style="list-style-type: none"> - making suggestions - making recommendations - giving advice - persuading - warning ▶ Express concepts such as obligation and negative obligation, using verb forms such as <i>need</i> and <i>have to</i> ▶ Follow up advice or recommendations, by giving a reason or explanation where appropriate ▶ Respond, when given advice, by <ul style="list-style-type: none"> - accepting willingly - accepting reluctantly - rejecting politely - expressing doubt or surprise ▶ Choose the appropriate register for the situation 	Sd/L1.2b
4.3 Plan action with others for a given task	Plan action with other people <ul style="list-style-type: none"> ▶ Negotiate a plan with other speakers, and do so on occasions when agreement can not be taken for granted ▶ Use intonation appropriate to negotiation ▶ Select appropriate register when: <ul style="list-style-type: none"> - contrasting ideas - summarising - making suggestions 	Sd/L1.2c

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
4.4 Obtain relevant information from others	Make requests <ul style="list-style-type: none"> ▶ Use a range of modal verbs, eg <i>could</i>, <i>might</i> and also other expressions, such as <i>Would you mind explaining?</i>, in order to ask for something, ask permission, or ask someone to do something ▶ Recognise that with expressions using <i>mind</i>, the appropriate way of agreeing to the request is usually <i>no</i>, rather than <i>yes</i> ▶ Vary register in different situations and relationships ▶ Choose appropriate intonation to indicate, eg politeness or assertiveness ▶ Make requests indirectly, where appropriate, and introduce a request with a pre-request, particularly when a request is for something difficult to ask for 	Sc/L1.2a
	Ask for information <ul style="list-style-type: none"> ▶ Accurately use verb forms appropriate to this level, eg present perfect/present perfect continuous, and present simple passive/past simple passive, in the question form ▶ Form different types of question, including embedded questions and tag questions ▶ Choose an appropriate question type for the situation ▶ Use intonation appropriate for the question type ▶ Ask questions in a range of contexts, for a range of purposes, adapting register to suit the context ▶ 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 	Sc/L1.2b

Generic performance descriptors

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

Learning outcome 1 – Obtain information from verbal communication

Assessment criteria 1.1 and 1.2 only

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

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

Assessment criterion 1.3 – Follow instructions

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

Marks fall only into categories 0, 2 and 4.

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

Speaking and Listening Award

Generic performance descriptors

Learning Outcome 2 – Speak English to communicate

Learning Outcome 3 – Convey information

Learning Outcome 4 – Engage in discussion with others

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

Reading Award

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

Candidate profile

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

At this level, adults can:

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

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

Unit details

Credit Value: 6

Guided Learning Hours: 60

Level: Level 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 – 6 questions

Task 2 – 10 questions

Task 3 – 14 questions

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

Reading Award

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

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of questions	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
Task 1 1. Be able to gain meaning from text	<ul style="list-style-type: none"> ▶ Persuasive, descriptive or report ▶ 300 words (+/- 5%) ▶ 6 questions 	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
Task 2 Learning Outcome covered: 1. Be able to gain meaning from text	<ul style="list-style-type: none"> ▶ Descriptive, explanatory or persuasive ▶ 400 words (+/- 5%) ▶ 10 questions 	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
Task 3 1. Be able to gain meaning from text 2. Be able to distinguish the purpose of text 3. Be able to find information in text	<ul style="list-style-type: none"> ▶ 5 thematically linked, work-related texts ▶ 750 words (+/- 5%) ▶ 14 questions 	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 for this specific test. Candidates sit the exam at their own registered exam centre. The papers are sent out by Trinity’s central office and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session. Reading papers can be taken in the same session as writing papers.

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity’s central office. Each item is awarded one mark. Therefore, the maximum possible number of marks is 30. The pass mark is 20. Under QCF regulations, candidates must also demonstrate the ability to meet each of the assessment criteria, so candidates must get at least one question right in the group of three or six questions relating to each criterion to be awarded a pass. For example, assessment criterion 1.3 is assessed in both task 1 and task 2, assessment criterion 1.4 is assessed in tasks 2 and 3, and assessment criteria 2.1 and 3.1 are both assessed twice in task 3. The learner therefore has six opportunities to achieve these criteria in this assessment.

Writing

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

Candidate profile

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

At this level, adults can:

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

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

Unit details

Credit value: 9

Guided learning hours: 90

Level: Level 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
Text type	Work-related form	Report or article	Letter or email	Text message
Reader(s)	Employer	Teacher	Business contact/supplier	Friend
Register/tone	Formal	Neutral	Formal	Informal
Purpose	To inform and persuade	To describe, report and recommend	To explain and request	To explain and suggest
Word length	200 words	250 words	150 words	30 words

Procedure

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

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity's central office. Examiners use the assessment criteria amplification on pages 25-27 in combination with the generic performance descriptors on page 29 to make their assessments.

The amplification specifies what is required to achieve at that level, and the marker measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 2.4 – *Use grammar correctly*, together with the list of key language items in appendix 1, states the level of grammar required to achieve the assessment criterion. The marker applies the generic descriptors such as 'a wide range', 'several consistent features' or 'one or two examples', awarding the mark appropriate to the performance.

The maximum possible number of marks is 88, and the pass mark is 59. In addition to this, under QCF regulations candidates must also demonstrate their ability to meet each of the assessment criteria at the assessed level by achieving a 2 for each assessment criterion at least once during their exam. Candidates who achieve a 2 in every criterion still need to achieve two-thirds overall (59 out of 88) to be awarded a pass.

Candidates who achieve two-thirds overall but do not achieve a minimum of 2 for each criterion at least once cannot be awarded a pass. For this reason, each assessment criterion is assessed in at least two different tasks to ensure the candidate has ample opportunity to demonstrate their ability to meet the criterion, apart from assessment criterion 3.1 – *Complete a form with open and closed responses correctly*, as there are several fields within one task, and assessment criterion 1.1 – *Plan text for the intended audience*, which is assessed once only in the planning task.

Table showing which assessment criteria are assessed during each task

	Task 1	Task 2	Task 3	Task 4
Assessment criteria assessed	<p>2.1 Produce content appropriate to purpose</p> <p>2.2 Use appropriate language for a given task</p> <p>2.3 Structure text in a logical sequence for purpose</p> <p>2.4 Use grammar correctly</p> <p>2.5 Use punctuation correctly</p> <p>2.6 Spell words accurately</p> <p>3.1 Complete a form with open and closed responses correctly</p>	<p>2.1 Produce content appropriate to purpose</p> <p>2.2 Use appropriate language for a given task</p> <p>2.3 Structure text in a logical sequence for purpose</p> <p>2.4 Use grammar correctly</p> <p>2.5 Use punctuation correctly</p> <p>2.6 Spell words accurately</p>	<p>2.1 Produce content appropriate to purpose</p> <p>2.2 Use appropriate language for a given task</p> <p>2.3 Structure text in a logical sequence for purpose</p> <p>2.4 Use grammar correctly</p> <p>2.5 Use punctuation correctly</p> <p>2.6 Spell words accurately</p>	<p>2.1 Produce content appropriate to purpose</p> <p>2.2 Use appropriate language for a given task</p>

Writing Award

Table demonstrating how scores are aggregated to achieve the final mark

	All	Task 1							Task 2						Task 3					Task 4	Total			
	1.1 Plan text for purpose	2.1 Produce content	2.2 Use language	2.3 Structure text	2.4 Use grammar	2.5 Use punctuation	2.6 Spell words accurately	3.1 Complete a form	2.1 Produce content	2.2 Use language	2.3 Structure text	2.4 Use grammar	2.5 Use punctuation	2.6 Spell words accurately	2.1 Produce content	2.2 Use language	2.3 Structure text	2.4 Use grammar	2.5 Use punctuation	2.6 Spell words accurately	2.1 Produce content	2.2 Use language		
<i>Sara</i>	4	3	4	3	4	4	4	3	3	3	3	3	4	3	4	3	3	3	3	3	4	4		75
<i>Hussein</i>	4	3	3	2	4	4	3	3	4	2	1	4	3	3	4	3	1	4	4	3	3	3		68
<i>Diana</i>	2	4	3	2	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	4	4		55
<i>Max</i>	4	3	4	1	2	3	3	3	3	2	1	3	2	3	3	3	1	3	4	4	4	4		63

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

Hussein: Pass – 68 out of 88. Hussein is weak in one area (assessment criterion 2.3 – *Structure text*) but he meets the minimum standard at least once, in task 2, and performs well in the other areas, so he is ready to move onto the next level.

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

Max: Fail – 63 out of 88. Although Max has achieved two-thirds overall, he has not demonstrated assessment criterion 2.3 – *Structure text* in a logical sequence for purpose to the minimum level, in any of the three tasks, and so does not achieve a pass.

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	Apply genre-specific planning strategies as appropriate <ul style="list-style-type: none"> ▶ Take account of the purpose, context, audience and outcome of a piece of writing when planning it, eg college assignments, letters to a local councillor, postcards, emails to friends and colleagues, an accident report at work ▶ Know and select from a range of techniques for planning writing, eg brainstorm, notes, lists, diagrams, flow charts, using own language and/or English ▶ Decide when planning and drafting are appropriate, and when it is necessary to write something without much planning ▶ Draft and redraft where appropriate, and produce final legible version of text, word-processed or handwritten; understanding when material is ready for presentation 	Wt/L1.1a
	Make notes to aid planning <ul style="list-style-type: none"> ▶ Make notes, using key features of note-taking (eg abbreviations, symbols, numbering, listing, graphics), and adopt a style of note-taking that suits the individual learner ▶ Choose an appropriate note-taking format for the text, as suits the learner, eg noting key words for instructions in a list, but using a mind-map for ideas from a lecture 	Wt/L1.1b
2.1 Produce content appropriate to purpose	Select how much to write and the level of detail to include <ul style="list-style-type: none"> ▶ 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 	Wt/L1.2a
2.2 Use appropriate language for a given task	Choose language suitable for genre, purpose and audience <ul style="list-style-type: none"> ▶ 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 ▶ Use lexis appropriate for the genre and the audience ▶ Consider register and begin to consider the connotation of lexis when selecting from words of similar meaning ▶ Recognise the need to be more explicit in written English than in speech, to compensate for being unable to point, show, etc 	Wt/L1.4a

Assessment criteria	Amplification	AECC ref
2.3 Structure text in a logical sequence for purpose	<p>Structure texts sequentially and coherently according to genre</p> <ul style="list-style-type: none"> ▶ 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 ▶ 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"> - the opening usually signals the subject and or purpose to the reader - points are usually elaborated in a particular order - it is usually clear how one point relates to the other - the ending usually summarises previous points or signals the writer's desired outcome ▶ 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"> - general sentence followed by an expansion - chronologically sequential points about a single topic or cluster of topics - statement of argument followed by points for and against ▶ Recognise where conventions of written discourse in English may differ from written conventions in other languages, in terms of ordering and sequencing information ▶ Indicate logical arrangement and the relationship between ideas through use of: <ul style="list-style-type: none"> - markers - lexical phrases, eg <i>accordingly, as a result, for this reason, therefore</i> - rate use of a range of verb forms 	Wt/L1.3a
	<p>Select format and appropriate structure for different purposes and genres</p> <ul style="list-style-type: none"> ▶ 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 ▶ Select the best format and structure for a particular purpose in learner's own writing, eg writing minutes of a meeting, or producing PowerPoint slides for a presentation to the class ▶ Use diagrams, sketches or drawings alongside writing where appropriate, to make meaning clearer, eg instructions ▶ Make use of pre-set and outline formats, where appropriate, eg time sheets, accident report forms, email headings 	Wt/L1.5a
2.4 Use grammar correctly	<p>Write using sentences consisting of a main clause and one or more subordinate clauses</p> <ul style="list-style-type: none"> ▶ 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 ▶ Use conditional sentences ▶ Understand and apply conventions of reported speech ▶ 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 ▶ Recognise the importance of word order and punctuation in complex sentences, and use this understanding to avoid ambiguity ▶ 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 	Ws/L1.1a

Assessment criteria	Amplification	AECC ref
2.4 Use grammar correctly (continued)	<p>Use sentence grammar accurately to achieve purpose</p> <ul style="list-style-type: none"> ▶ Use different linguistic features appropriately for a range of different written genres, to suit learners' needs and interests ▶ Check for accuracy, eg the way countable and uncountable nouns agree with the verb; use of articles and zero article ▶ Know the form of, and understand, the concept expressed by a variety of tenses, with continuous and perfective aspects, and apply this knowledge and understanding when composing sentences ▶ Understand that it is easy to change tenses unintentionally while writing, that this can affect meaning, so it is important to check for consistency ▶ Make connections between sentences and parts of sentences clear, eg: <ul style="list-style-type: none"> - using connectives such as <i>however, as a result</i> - using pronouns and making it clear who or what they refer to - 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> 	Ws/L1.2a
2.5 Use punctuation correctly	<p>Use punctuation to aid clarity and meaning</p> <ul style="list-style-type: none"> ▶ Know all the punctuation markers for the beginning and ends of sentences, and knowing when to use each one ▶ 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> ▶ Understand the use of apostrophes for possession and omission, and use them appropriately ▶ 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 	Ws/L1.3a
2.6 Spell words accurately	<p>Apply knowledge about vocabulary to aid accurate spelling</p> <ul style="list-style-type: none"> ▶ Develop knowledge of special-interest lexis ▶ Develop awareness of what lexis is appropriate for which subject and which audience, and apply this in writing ▶ Develop awareness of a range of common collocations, and use them accurately in writing ▶ Spell words with a wide range of spelling patterns accurately, with some consistency ▶ Understand that the spelling of homophones is related to meaning and grammar, and use this knowledge to aid spelling ▶ 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 ▶ Develop knowledge and use of spelling rules if this approach suits the learning style of the learner ▶ Use knowledge of word families to help to see similarities in form 	Ww/L1.1a
3.1 Complete a form with open and closed responses correctly	<p>Complete forms with some complex features, eg open responses, constructed responses, additional comments</p> <ul style="list-style-type: none"> ▶ Draft and redraft parts of complex forms before writing a final version, if necessary, eg filling in a Record of Work form or an insurance claim following a car accident ▶ 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 ▶ Give clear accounts without ambiguity, and with examples if appropriate 	Wt/L1.6a

Writing Award

Assessment criteria amplification

Notes

- ▶ Assessment criterion 1.1 – *Plan text for a specific purpose*. This criterion is assessed only once for the whole test, in order to ascertain candidate's ability to judge which text types are appropriate to plan for. A box is provided on the first page and candidates should use this space to plan the appropriate task(s).
- ▶ Assessment criterion 2.1 – *Produce content appropriate to purpose*. The candidate's final answer is judged to be their draft, which they should have proofread to ensure it meets the purpose.
- ▶ Learning outcome 2 – *Be able to produce text for different tasks*. Please refer to 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. See also note above regarding assessment criterion 2.1.
- ▶ Produce legible text. This is a National Literacy Standard and is expected to be met. However, if the candidate's text is illegible, the script cannot be assessed at all so this is considered to be met if the script is marked.
- ▶ Ww/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 – Produce text

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

Learning outcome 2 – Complete a form

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

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

Learning outcome 3 – Plan text

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

Mark	Descriptor
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 text message are awarded 0 as they have not demonstrated the ability to decide when it is appropriate to make a plan.
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 text message.
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 text message).

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*

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 Examination report

TRINITY
COLLEGE LONDON

Examination report

Skills for Life (QCF) Speaking and Listening – Level 1

Candidate name: Candidate number:

Centre name (number): Exam date:

Examiner name: Examiner number:

ID seen

GDT

Component 1: Task 1 – Candidate description						
1	2.1 Use clear pronunciation to convey intended meaning	0	1	2	3	4
2	2.2 Use appropriate language in context according to formality	0	1	2	3	4
3	3.1 Present information using an appropriate structure for a given purpose	0	1	2	3	4
4	3.2 Provide a verbal account of relevant information for a given audience	0	1	2	3	4
5	3.3 Convey relevant detail during verbal communication on straightforward topics	0	1	2	3	4
Component 1: Task 2 – Examiner past event						
6	1.1 Follow the gist of verbal communication on straightforward topics	0	1	2	3	4
7	1.2 Obtain relevant detail from verbal communication on a straightforward topic	0	1	2	3	4
8	2.1 Use clear pronunciation to convey intended meaning	0	1	2	3	4
9	4.1 Contribute constructively to discussion on straightforward topics	0	1	2	3	4
10	4.2 Express views constructively during verbal communication on straightforward topics	0	1	2	3	4
11	4.4 Obtain relevant information from others	0	1	2	3	4
Component 1: Task 3 – Role play						
12	1.2 Obtain relevant detail from verbal communication on a straightforward topic	0	1	2	3	4
13	2.2 Use appropriate language in context according to formality	0	1	2	3	4
14	3.3 Convey relevant details during verbal communication on straightforward topics	0	1	2	3	4
15	4.3 Plan action with others for a given task	0	1	2	3	4
16	4.4 Obtain relevant information from others	0	1	2	3	4
Component 2: Task 4 – Group discussion						
17	1.1 Follow the gist of verbal communication on straightforward topics	0	1	2	3	4
18	3.1 Present information using an appropriate structure for a given purpose	0	1	2	3	4
19	3.2 Provide a verbal account of relevant information for a given audience	0	1	2	3	4
20	4.1 Contribute constructively to discussion on straightforward topics	0	1	2	3	4
21	4.2 Express views constructively during verbal communication on straightforward topics	0	1	2	3	4
22	4.3 Plan action with others for a given task	0	1	2	3	4
Whole exam						
23	1.3 Follow verbal instructions correctly for a given purpose	0	-	2	-	4

Appendix 4 – Concise Level 1 Speaking and Listening assessment criteria amplification

Assessment criteria	Amplification
1.1 Follow the gist of verbal communication on straightforward topics	<p>Listen for gist in a discussion</p> <ul style="list-style-type: none"> ▶ Recognise collocations, fixed expressions and register ▶ Predict and follow the interactive nature of the discussion
1.2 Obtain relevant detail from verbal communication on a straightforward topic	<p>Extract relevant information from a narrative or explanation</p> <ul style="list-style-type: none"> ▶ Use a range of markers to indicate that they are listening, with appropriate intonation ▶ Match style and register in responses where appropriate ▶ Be aware of turn-taking conventions, and apply these to comment, or ask for clarification or repetition <p>Listen for grammatical detail</p> <p>Listen for phonological detail</p> <p>Use strategies to clarify and confirm understanding</p> <ul style="list-style-type: none"> ▶ Use a range of fixed expressions to ask for clarification or repetition in formal and informal interactions
2.1 Use clear pronunciation to convey intended meaning	<p>Use stress and intonation, so that meaning is clearly understood</p> <ul style="list-style-type: none"> ▶ Use appropriate stress placement in longer utterances ▶ Speak with a clear distinction between stressed and unstressed syllables ▶ Use intonation and pitch to indicate attitude, to focus attention and add interest ▶ Use intonation to make meaning clear <p>Articulate the sounds of English in connected speech</p>
2.2 Use appropriate language in context according to formality	<p>Express statements of fact</p> <ul style="list-style-type: none"> ▶ Use simple, compound and complex sentences, and other shorter forms common in spoken language <p>Use formal language and register where appropriate</p> <ul style="list-style-type: none"> ▶ Choose between lexical items according to context and register ▶ Signal emotion using stress and intonation ▶ Know and use a range of collocations, fixed expressions and metaphorical expressions to signal emotion <p>Take part in more formal interactions</p> <ul style="list-style-type: none"> ▶ Know and use a range of lexical phrases in formal contexts <p>Listen and respond, adapting to speaker, medium and context</p>
3.1 Present information using an appropriate structure for a given purpose	<p>Present information and ideas in a logical sequence</p> <p>Give explanations and instructions</p> <ul style="list-style-type: none"> ▶ Use a range of forms and expressions to indicate obligation, cause and effect and purpose ▶ Structure information and make use of connectives ▶ Use specialist lexis where appropriate ▶ Highlight new or important information <p>Narrate events in the past</p> <ul style="list-style-type: none"> ▶ Organise and structure a narrative, using a range of discourse markers and time expressions ▶ Indicate contrast, reason, purpose, consequence and result ▶ Use collocation accurately

Assessment criteria	Amplification
3.2 Provide a verbal account of relevant information for a given audience	<p>Give factual accounts</p> <ul style="list-style-type: none"> ▶ Carry out a range of functions, using appropriate forms ▶ Sequence actions coherently using discourse markers ▶ Use a range of fixed and semi-fixed expressions for fronting ▶ Use collocation accurately ▶ Form questions to check understanding
3.3 Convey relevant details during verbal communication on straightforward topics	<p>Include detail and develop ideas where appropriate</p> <ul style="list-style-type: none"> ▶ Elaborate on statements <p>Describe and compare</p> <ul style="list-style-type: none"> ▶ Use pre-modification and post-modification and make comparisons, using regular and irregular comparative forms, including <i>fewer</i> and <i>less</i> ▶ Incorporate descriptions into various types of discourse, indicating what is fact and what is opinion ▶ Use adverbs, similes, metaphors to enhance descriptions <p>Respond to questions on a range of topics</p> <ul style="list-style-type: none"> ▶ Recognise the type and amount of information required, and give a short or longer answer as appropriate ▶ Match the register used by the speaker
4.1 Contribute constructively to discussion on straightforward topics	<p>Take part in social interaction</p> <ul style="list-style-type: none"> ▶ Adapt register and use a range of lexical phrases suitable for different contexts ▶ Use a range of fixed and semi-fixed expressions for fronting <p>Use appropriate strategies and phrases for interruption</p> <p>Follow and participate in a discussion</p> <ul style="list-style-type: none"> ▶ Recognise where a speaker is stating a fact or expressing an opinion, and respond appropriately ▶ Recognise inference and feelings expressed through vocabulary and structures or through intonation and pitch, and respond appropriately <p>Involve other people in a discussion</p> <ul style="list-style-type: none"> ▶ Use strategies to include people, such as asking for advice and suggestions ▶ Use non-verbal signalling, as well as suitable phrases, to invite another person to speak
4.2 Express views constructively during verbal communication on straightforward topics	<p>Express likes, dislikes, feelings, hopes, etc</p> <ul style="list-style-type: none"> ▶ Know a wide range of lexical phrases for expressing feelings <p>Express views and opinions</p> <ul style="list-style-type: none"> ▶ Elaborate on and justify an opinion, with examples as appropriate, and incorporate this within a wider interaction <p>Give advice, persuade, warn, etc</p> <ul style="list-style-type: none"> ▶ Use a range of ways of making suggestions, recommendations, giving advice, persuading and warning ▶ Follow up advice or recommendations
4.3 Plan action with others for a given task	<p>Plan action with other people</p> <ul style="list-style-type: none"> ▶ Negotiate a plan with other speakers ▶ Use intonation appropriate to negotiation, contrasting ideas and summarising <p>Make suggestions</p>
4.4 Obtain relevant information from others	<p>Make requests</p> <ul style="list-style-type: none"> ▶ Choose appropriate intonation ▶ Make requests indirectly, where appropriate, and introduce a request with a pre-request <p>Ask for information</p> <p>Form different types of question and use intonation appropriate for the question type</p>
1.3 Follow verbal instructions correctly for a given purpose	<p>Understand spoken instructions</p> <ul style="list-style-type: none"> ▶ Respond to detail in instructions, especially through understanding prepositional phrases