

Trinity Awards and Certificates in ESOL Skills for Life

Entry 1 | Entry 2 | Entry 3 | Level 1 | Level 2

Specifications from 1 September 2025



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About Trinity College London

Trinity College London, established in 1872, is a leading internationally recognised awarding organisation (exam board), publisher and independent education charity. 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 people progress. We inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real 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.

Keep up to date

Please check trinitycollege.com/SfL to make sure you are using the current version of the specifications and for the latest information about our ESOL Skills for Life exams.

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 all five qualification levels making up Trinity's ESOL Skills for Life: Entry 1, Entry 2, Entry 3, Level 1 and Level 2. 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 for additional support materials including sample candidate answers and videos. The *Centre Best Practice Guidebook*, which can be downloaded from trinitycollege.com/SfL-admin, contains administrative and regulatory information. Email 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.

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 in the [Qualification table](#). 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 the relevant level.

Qualification number	Qualification title*	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

* As it appears on Ofqual's Register of Regulated Qualifications

Recognised prior learning and transfer of awards

The units for these qualifications were developed by nine 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
- ▶ City and Guilds of London Institute
- ▶ English Speaking Board (International) Ltd
- ▶ Gateway Qualifications Limited
- ▶ NOCN
- ▶ OCN London
- ▶ Pearson Education Ltd
- ▶ Skills and Education Group Awards

Trinity Entry Level Awards and Certificate in ESOL Skills for Life

Entry 1

Entry 1

Speaking and Listening Award

Candidate profile

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

At this level, adults can:

- ▶ listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions
- ▶ speak to communicate basic information, feelings and opinions on familiar topics
- ▶ engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles.

Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Entry 1

Learning outcomes

The learner will:

1. Be able to obtain information from simple verbal communication
2. Be able to speak English to communicate
3. Be able to convey information
4. Be able to engage in discussion with others

Assessment criteria

The learner can:

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

Format

The exam consists of two components:

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

Component 1 consists of two tasks:

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

Component 2 (group discussion) consists of one task:

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

Procedure

The exam is conducted using language appropriate to the level. Please see [Appendices 1a](#) and [1b](#) for the language and functions of Entry 1.

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

Task 1 (3 minutes)

Prior to the exam day, the candidate should choose a photo from the Trinity photo bank at trinitycollege.com/SfL-exam-photo-bank that represents an aspect of their current daily life. They should note the photo number.

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

The examiner asks the candidate for the number of their photo. The examiner will display the photo and then asks the candidate simple, straightforward questions about the theme suggested by the photo they have chosen. The questions will all be in the present tense.

Themes include (but are not restricted to):

- ▶ friends and family
- ▶ place of work and study
- ▶ my neighbourhood or town in the UK
- ▶ free time activities and hobbies.

Task 2 (2 minutes)

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

Examples include (but are not restricted to):

- ▶ a person playing a sport
- ▶ a person studying
- ▶ a person playing a musical instrument
- ▶ a person cooking.

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

Group discussion (up to 4 minutes)

Task 3 – Group discussion (up to 4 minutes)

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

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

Subject areas for Entry 1 Group discussion

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

Assessment

The test is externally assessed by a Trinity examiner. Examiners use the [assessment criteria amplification](#) in combination with the [generic performance descriptors](#) to make their assessments. The amplification specifies what is required to achieve each criterion at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 2.1 – *Use pronunciation to convey intended meaning*, includes '*use stress and intonation to make speech comprehensible to a sympathetic native speaker*'. The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 2) such as '*getting the most important aspects of their message across at the appropriate level with support*' (2 marks) or '*able to get their message across clearly and without support*' (4 marks), awarding 0 to 4 marks as appropriate to the performance.

Examiners record marks on an exam report form as shown in [Appendix 6a](#) and on a composite marksheet. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 36, and the pass mark is 24.

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

The table below shows the assessment criteria used in each speaking and listening task.

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

Speaking and Listening assessment criteria amplification

The following table lists in detail the characteristic standards expected for a candidate to achieve the assessment criteria in the Entry 1 Speaking and Listening Award unit. This is unabridged, and not all of the points listed are expected in every task. The notation used is the same as that in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Obtain necessary information from simple verbal communication for a given task	Listen for detail in short narratives and explanations	Lr/E1.2a
	<ul style="list-style-type: none"> Understand and identify key words and phrases in a given context Understand the importance of listening for stressed words 	
	Listen for detail and respond in a face-to-face situation	Lr/E1.2b
	<ul style="list-style-type: none"> Make use of gestures and visual clues to aid understanding Signal they are listening by using markers, eg / see Check back when listening for detail Signal lack of understanding and ask for clarification 	
	Listen for grammatical detail	Lr/E1.2c
	<ul style="list-style-type: none"> Discriminate between different kinds of utterance, eg question, statement or instruction, and respond appropriately 	
2.1 Use pronunciation to convey intended meaning	Listen for phonological detail	Lr/E1.2d
	<ul style="list-style-type: none"> Recognise intonation patterns, understanding that they can indicate politeness and attitude, the difference between statement and question, and that they can vary across cultures Recognise and discriminate between individual sounds 	
	Listen and extract key information	Lr/E1.2e
	<ul style="list-style-type: none"> Know that it is not necessary to understand and remember every word to extract information 	
	Use stress and intonation to make speech comprehensible to a sympathetic native speaker	Sc/E1.1a
	<ul style="list-style-type: none"> Develop awareness of word stress and place stress on the correct syllable in familiar words Approximate appropriate intonation patterns 	
2.1	Articulate the sounds of English to be comprehensible to a sympathetic native speaker	Sc/E1.1b
	<ul style="list-style-type: none"> Pronounce phonemes adequately to be comprehensible and to make meaning clear 	

Assessment criteria	Amplification	AECC ref
2.2 Use simple language appropriate for context when speaking	Make simple statements of fact	Sc/E1.4a
	<ul style="list-style-type: none"> Use verb forms suitable for the level, eg present tense and modal <i>can</i> to express ability Use grammar suitable for the level, to express: <ul style="list-style-type: none"> possession (eg <i>my, mine, your</i>) quantity (eg <i>some, any, many</i>) number (regular/irregular plurals and countable/non-countable nouns) location (prepositions of place) Make statements of fact within an interaction and as a response to questions 	
	Take part in more formal exchanges	Lr/E1.5c
	<ul style="list-style-type: none"> Listen and respond in more formal exchanges, eg to greetings, instructions, offers and requests for information Prepare for routine interactions by predicting what the other person might say 	
	Deal with another person's misunderstanding	Sc/E1.4e
	<ul style="list-style-type: none"> Recognise when there has been misunderstanding and correct it 	
3.1 Provide a short verbal account with relevant detail during simple verbal communication	Give a description	Sc/E1.4d
	<ul style="list-style-type: none"> Know and use some common adjectives and intensifiers to describe people, places and things 	
	Give personal information	Sc/E1.4b
	<ul style="list-style-type: none"> Recognise requests for personal information and understand that there are different ways to respond, eg minimal answer, short form of the verb or a fuller answer Use key lexis linked to own experience and aspirations Know and use very common lexis, such as common lexical sets (eg days of the week, colours), plus other common nouns and adjectives 	
4.1 Make relevant contributions to discussion	Recognise a speaker's feeling and attitude	Lr/E1.5a
	<ul style="list-style-type: none"> Understand simply expressed feelings, by responding to simple common lexical phrases expressing a small range of feelings 	
	Take part in social conversation	Lr/E1.5b
	<ul style="list-style-type: none"> Recognise a speaker's mood and attitude, eg friendliness, expressed through intonation Recognise common fixed expressions and collocations 	

Assessment criteria	Amplification	AECC ref
4.1 Make relevant contributions to discussion (cont)	Follow a simple discussion on a familiar topic <ul style="list-style-type: none"> Understand simply expressed opinions and recognise common phrases for expressing opinion, eg <i>I think</i> Indicate a response, eg agreement or disagreement 	Lr/E1.5d
4.2 Express simple views clearly during verbal communication	Express likes, dislikes, feelings etc <ul style="list-style-type: none"> Use expressions suitable for the level to express: <ul style="list-style-type: none"> likes and dislikes feelings simple views Recognise simply expressed views, likes and dislikes and feelings of another speaker, and indicate broad agreement or disagreement 	Sd/E1.1c
4.3 Make effective verbal requests to obtain information	Make requests – ask for things or action <ul style="list-style-type: none"> Make requests, with or without use of introductory phrases Notice intonation patterns for politeness and approximate them 	Sc/E1.2a
	Make requests – ask permission <ul style="list-style-type: none"> Ask for permission, using modal verb <i>can</i> Use intonation to indicate politeness 	Sc/E1.2b
	Ask for personal details <ul style="list-style-type: none"> Form questions of the <i>wh-</i> type and the <i>yes/no</i> type Approximate a falling intonation in <i>wh-</i> questions and a rising intonation in <i>yes/no</i> questions Use the question form of the simple present tense of common verbs such as <i>to be</i> and <i>have got</i>, using contractions where appropriate, eg <i>what is</i> becomes <i>what's</i> Form questions, using common modal verbs, especially <i>can</i> Know and use some phrases to indicate past and future time, with just enough accuracy for the question to be understood, particularly adverbs and adverbial phrases such as <i>yesterday, last week, tomorrow, next week</i> Know and use a range of question words, eg <i>who, what, where, how much/many?</i> Incorporate questions in conversation, eg following up the other person's answer or asking a reciprocal question 	Sc/E1.3a

Assessment criteria	Amplification	AECC ref
4.3 Make effective verbal requests to obtain information (cont)	Ask for information	Sc/E1.3b
	<ul style="list-style-type: none"> Ask questions, as above Know and use conventional ways of introducing a request for information Understand and follow up a response 	
	Ask for directions and location	Sc/E1.3c
	<ul style="list-style-type: none"> Ask questions, using <i>where</i> Pronounce place names clearly when asking for directions Know the importance of checking back, and do so 	
	Ask for clarification	Sc/E1.3d
	<ul style="list-style-type: none"> Have strategies for dealing with lack of understanding, eg by asking for repetition 	

Generic performance descriptors

These descriptors are used by the examiner to decide 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.

Entry 1

Reading Award

Candidate profile

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

At this level, adults can:

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

Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Entry 1

Learning outcomes

The learner will:

1. Be able to gain meaning from a text
2. Be able to identify the purpose of a text
3. Be able to find information in a text
4. Be able to recognise letters

Assessment criteria

The learner can:

- 1.1 Follow a short text on a familiar topic
- 1.2 Use language features to work out meaning in a short text on a familiar topic
- 2.1 Identify the purpose of a short text on a familiar topic
- 3.1 Obtain relevant information from a short text on a familiar topic
- 3.2 Recognise symbols in text
- 3.3 Recognise words in text
- 3.4 Recognise digits correctly
- 4.1 Identify letters of the alphabet in upper and lower case

Format

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

The three tasks contain 24 test items:

- Task 1 – 8 questions
- Task 2 – 8 questions
- Task 3 – 8 questions

The tables below show what is assessed in each part of the reading exam paper.

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 1			
1. Be able to gain meaning from a text	▶ A simple notice or poster encountered in daily life ▶ 50-60 words ▶ 8 questions	Question 1 Multiple choice question	1.1 Follow a short text on a familiar topic Rt/E1.1a: Follow a short text on a familiar topic or experience
2. Be able to identify the purpose of a text		Questions 2-4 Multiple choice questions	3.1 Obtain relevant information from a short text on a familiar topic Rt/E1.1b: Obtain information from texts
3. Be able to find information in a text		Question 5 Multiple choice question	1.2 Use language features to work out meaning in a short text on a familiar topic Rs/E1.1a: Read and recognise simple sentence structures
4. Be able to recognise letters		Question 6 Multiple choice question	4.1 Identify letters of the alphabet in upper and lower case Rw/E1.3a: Identify the letters of the alphabet in both upper and lower case
		Questions 7-8 Multiple choice questions	3.2 Recognise symbols in text Rw/E1.1a: Recognise a limited number of words, signs and symbols

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria Adult ESOL Core Curriculum descriptor coverage
Task 2			
1. Be able to gain meaning from a text 3. Be able to find information in a text	▶ A short, personal narrative ▶ 60-70 words ▶ 8 questions	Questions 9-11 Multiple matching	1.1 Follow a short text on a familiar topic Rt/E1.1a: Follow a short text on a familiar topic or experience
		Question 12 Multiple choice question	3.1 Obtain relevant information from a short text on a familiar topic Rt/E1.1b: Obtain information from texts
		Questions 13-14 Multiple choice questions	1.2 Use language features to work out meaning in a short text on a familiar topic Rs/E1.1a: Read and recognise simple sentence structures Rs/E1.1b: Use punctuation and capitalisation to aid understanding
		Questions 15-16 Multiple choice questions	3.3 Recognise words in a text Rw/E1.1a: Recognise a limited number of words, signs and symbols

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria Adult ESOL Core Curriculum descriptor coverage
Task 3			
1. Be able to gain meaning from a text	<ul style="list-style-type: none"> 5 thematically linked texts representative of 5 different text types, eg greetings cards, appointment cards, text messages, adverts, forms 70-80 words 8 questions 	Questions 17-19 Multiple matching	2.1 Identify the purpose of a short text on a familiar topic Rt/E1.2a: Recognise that the way a text looks can help predict its purpose
2. Be able to identify the purpose of a text		Question 20 Multiple choice question	1.1 Follow a short text on a familiar topic Rt/E1.1a: Follow a short text on a familiar topic or experience
3. Be able to find information in a text		Question 21 Multiple choice question	3.1 Obtain relevant information from a short text on a familiar topic Rt/E1.1b: Obtain information from texts
		Question 22 Multiple choice question	4.1 Identify letters of the alphabet in upper and lower case Rt/E1.3b: Identify the letters of the alphabet in both upper and lower case
		Questions 23-24 Multiple choice questions	3.4 Recognise digits correctly Rw/E1.3b: Recognise digits

Procedure

Candidates must indicate their answers on the answer sheet provided with the exam paper. Candidates sit the exam at their own registered exam centre, usually their own college or centre. The papers are sent out by Trinity, and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session. Reading papers can be taken in the same exam session as writing papers.

Assessment

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

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

Entry 1

Writing Award

Candidate profile

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

At this level, adults can:

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

Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Entry 1

Learning outcomes

The learner will:

- Be able to produce simple text
- Be able to complete a form

Assessment criteria

The learner can:

- Construct simple complete sentences correctly for an intended audience
 - Use full stops correctly
 - Use capitalisation correctly
 - Spell words correctly
- Record personal details on a simple form correctly

Format

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

	Task 1	Task 2	Task 3
Text type	Form connected with education, training, work or social roles	Email	Simple article
Reader(s)	Person not known to the writer, eg school, college, local authority, potential employer	Friend	Person not known to the writer, eg school, college, local business
Register/tone	Formal	Informal	Neutral
Purpose	To inform	To inform	To inform
Word length	8 fields to complete	20 words	20 words

Procedure

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

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Examiners use the [assessment criteria amplification](#) in combination with the [generic performance descriptors](#) to make their assessments.

The amplification specifies what is required to achieve each criterion at that level, and the marker measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 1.1 – *Construct simple complete sentences correctly for an intended audience*, together with the list of key language items in [Appendix 1a](#) states the level of grammar required to achieve the assessment criterion. The marker applies the generic performance descriptors for learning outcome 1 such as 'a wide range' (4 marks), 'several appropriate features' (3 marks) or 'one or two appropriate examples' (2 marks), awarding 0 to 4 marks as appropriate to the performance.

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

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

The table below shows the assessment criteria used in each writing task.

Task 1	Task 2	Task 3
2.1 Record personal details on a simple form correctly	1.1 Construct simple complete sentences correctly for an intended audience	1.1 Construct simple complete sentences correctly for an intended audience
	1.2 Use full stops correctly	1.2 Use full stops correctly
	1.3 Use capitalisation correctly	1.3 Use capitalisation correctly
	1.4 Spell words correctly	1.4 Spell words correctly

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Construct simple complete sentences correctly for an intended audience	Compose very simple text to communicate ideas or basic information <ul style="list-style-type: none"> Decide what to include in very simple texts Communicate ideas and basic information in very simple texts Identify possible readers, eg self, teacher, official bodies Know and use basic conventions and layout of different kinds of simple written texts, eg use a simple sentence in a narrative, fill in details on a form as short answers, layout of a list, layout of an envelope 	Wt/E1.1a
	Construct a simple sentence using basic word order and verb form <ul style="list-style-type: none"> Understand the concept of a sentence and that sentences can be put together to make text Recognise common patterns for simple statements, questions and instructions, and the fact that this may differ from the word order in their other languages, eg in Turkish the common word order is subject-object-verb Apply the above understanding when writing 	Ws/E1.1a
1.2 Use full stops correctly	Use basic punctuation to aid understanding of where sentences begin and end <ul style="list-style-type: none"> Use full stops at the end of sentences and understand that writers use this to mark off one sentence 'block' from another, which helps the reader follow the text 	Ws/E1.2a
1.3 Use capitalisation correctly	Use basic punctuation to aid understanding of where sentences begin <ul style="list-style-type: none"> Use capital letters at the start of sentences and understand that writers use this to mark off one sentence 'block' from another, which helps the reader follow the text 	Ws/E1.2a
	Use basic punctuation to write about oneself <ul style="list-style-type: none"> Know that the word 'I' is always spelt with a capital and apply this in writing 	Ws/E1.3a

Assessment criteria	Amplification	AECC ref
1.4 Spell words correctly	<p>Use and spell correctly some personal key words and familiar words</p> <ul style="list-style-type: none"> Develop knowledge of context-based personal vocabulary 	Ww/E1.1a
2.1 Record personal details on a simple form correctly	<p>Form the letters of the alphabet using upper and lower case</p> <ul style="list-style-type: none"> Understand when upper and lower case are generally used on a form Space letters and words appropriately and proportion letters in relation to the line <p>Form digits</p> <ul style="list-style-type: none"> Form digits 1 to 9 	<p>Ww/E1.2a</p> <p>Ww/E1.2b</p>

Generic performance descriptors

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

Learning outcome 1 – Produce text

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

Learning outcome 2 – Complete a form

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

* The primary communicative aim will vary according to level.

Trinity Entry Level Awards and Certificate in ESOL Skills for Life

Entry 2

Entry 2

Speaking and Listening Award

Candidate profile

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

At this level, adults can:

- ▶ listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions
- ▶ speak to communicate basic information, feelings and opinions on familiar topics
- ▶ engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles.

Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Entry 2

Learning outcomes

The learner will:

1. Be able to obtain information from verbal communication
2. Be able to speak English to communicate
3. Be able to convey information
4. Be able to engage in discussion with others

Assessment criteria

The learner can:

- 1.1 Obtain necessary information from straightforward verbal communication for a given task
- 2.1 Use pronunciation to convey intended meaning
- 2.2 Use straightforward language appropriate for context when speaking
- 3.1 Provide relevant information to others during straightforward verbal communication
- 3.2 Provide a verbal account for a given task
- 4.1 Make appropriate contributions to discussion
- 4.2 Express views clearly during verbal communication
- 4.3 Obtain specific information from others

Format

The exam consists of two components:

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

Component 1 consists of three tasks:

- ▶ Task 1 – the candidate answers questions about a photo or object which represents a past event they wish to talk about
- ▶ Task 2 – the candidate asks questions about the examiner's picture which relates to a future event and demonstrates listening skills by making appropriate comments
- ▶ Task 3 – the candidate exchanges information with the examiner in a role play connected with education, training, work or social roles.

Component 2 (group discussion) consists of one task:

- ▶ Task 4 – two candidates discuss a familiar topic, making appropriate contributions to the discussion and expressing their views clearly.

Procedure

The exam is conducted using language appropriate to the level. Please see [Appendices 2a](#) and [2b](#) for the language and functions of Entry 2.

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

Task 1 (3 minutes)

Prior to the exam day, the candidate should choose a photo from the Trinity photo bank, or bring their own object, to act as a stimulus to talk about a past event in their life. If they choose a photo, they should note the photo number. The Trinity photo bank is at trinitycollege.com/SfL-exam-photo-bank.

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

The examiner asks the candidate which photo or object they have chosen to talk about. The examiner either displays the chosen photo or asks the candidate to show the object. The examiner asks the candidate to talk about their past event.

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

- ▶ celebrations and special meals
- ▶ days out
- ▶ classes and training.

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

- ▶ a souvenir from a tourist place the candidate visited
- ▶ a wedding invitation.

Task 2 (2 minutes)

The examiner displays a picture representing a future event or plan in their own lives and the candidate asks them questions about it. Candidates need to make appropriate comments to demonstrate their listening abilities.

Examples include (but are not restricted to):

- ▶ a photo of a place in the UK the examiner is planning to visit
- ▶ a picture representing a new job
- ▶ an invitation to a party
- ▶ a picture of a house the examiner is moving into soon.

Task 3 (3 minutes)

This task is a role play in which the candidate exchanges information with the examiner in a setting connected with education, training, work or social roles.

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

Group discussion (up to 5 minutes)**Task 4 (up to 5 minutes)**

Two candidates discuss one or more topics given to them by the examiner. The discussion at this level must include making appropriate contributions to the discussion and expressing views clearly. The examiner will guide the conversation appropriately to ensure the candidates have the opportunity to meet the assessment criteria, providing additional topics if necessary.

Subject areas for Entry 2 Group discussion

- ▶ Interesting places to visit
- ▶ Free time activities
- ▶ Your plans for the future
- ▶ Celebrations and special occasions
- ▶ Interesting jobs
- ▶ Technology
- ▶ Rules and regulations

Assessment

The test is externally assessed by a Trinity examiner. Examiners use the [assessment criteria](#) [amplification](#) in combination with the [generic performance descriptors](#) to make their assessments. The amplification specifies what is required to achieve each criterion at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 1.1 – *Obtain necessary information from straightforward verbal communication for a given task* includes 'listen for detail and respond in face-to-face situations (maintain eye contact and signal understanding; check back and confirm understanding)'. The examiner applies the generic performance descriptors relevant to that

learning outcome (learning outcome 1) such as, *'needs support but provides enough evidence through various responses to demonstrate that they have understood at least half of the conversation'* (2 marks) or *'needing occasional support in places to obtain all of the information provided by the examiner at the level'* (3 marks), awarding 0 to 4 marks as appropriate to the performance.

Examiners record marks on an exam report form as shown in [Appendix 6b](#) and on a composite marksheet. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 44, and the pass mark is 29.

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

The table below shows the assessment criteria used in each speaking and listening task.

Task 1 (One-to-one)	Task 2 (One-to-one)	Task 3 (One-to-one)	Task 4 (Group discussion)
2.2 Use straightforward language appropriate for context when speaking	1.1 Obtain necessary information from straightforward verbal communication for a given task	2.1 Use pronunciation to convey intended meaning	4.1 Make appropriate contributions to discussion
3.1 Provide relevant information to others during straightforward verbal communication	2.2 Use straightforward language appropriate for context when speaking	3.1 Provide relevant information to others during straightforward verbal communication	4.2 Express views clearly during verbal communication
3.2 Provide a verbal account for a given task		4.3 Obtain specific information from others	4.3 Obtain specific information from others

Speaking and Listening assessment criteria amplification

The following table lists in detail the characteristic standards expected for a candidate to achieve the assessment criteria in the Entry 2 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 in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Obtain necessary information from straightforward verbal communication for a given task	Listen for detail in short narratives and explanations	Lr/E2.2a
	<ul style="list-style-type: none"> Understand and identify key words and phrases in a given context and use them to aid listening Listen for and identify stress within words and use this as an aid to recognising words <i>have got</i> and possessives Recognise these structures in their spoken form Respond appropriately to explanations 	
	Listen for detail and respond in face-to-face situations	Lr/E2.2b
	<ul style="list-style-type: none"> Notice that a speaker often repeats and/or stresses important details Maintain eye contact and signal understanding, eg <i>I see, yes</i> Check back and confirm understanding 	
	Listen for grammatical detail	Lr/E2.2c
	<ul style="list-style-type: none"> Recognise different types of utterance, eg questions, statements, instructions, and their function Listen for and identify key grammatical features for the level and use them to aid understanding Recognise the spoken form of grammatical features, eg contractions and <i>-ed</i> endings of verbs 	
	Listen for phonological detail	Lr/E2.2d
	<ul style="list-style-type: none"> Be aware that the meaning of a sentence can be affected by the position of the main stress Identify information or content words and understand that they are normally stressed in sentences – when listening, notice which words carry the main stress Recognise and discriminate between individual sounds 	
	Extract the main points of an explanation in a face-to-face situation and respond	Lr/E2.3b
	<ul style="list-style-type: none"> Ask for clarification and confirm understanding 	

Assessment criteria	Amplification	AECC ref
2.1 Use pronunciation to convey intended meaning	Use stress and intonation adequately to make speech comprehensible and meaning understood	Sc/E2.1a
	<ul style="list-style-type: none"> Know where the stress falls in familiar words and place stress appropriately Notice that, in sentences, the most important content words are often stressed and place stress appropriately Develop awareness that many varieties of English have a stress-timed rhythm and make a distinction between stressed and unstressed syllables in their own words Use intonation appropriately in statements and questions and to indicate attitude, eg politeness 	
	Articulate the sounds of English to make meaning understood	Sc/E2.1b
	<ul style="list-style-type: none"> Distinguish between similar-sounding phonemes, to make meaning clear 	
2.2 Use straightforward language appropriate for context when speaking	Express statements of fact	Sc/E2.3a
	<ul style="list-style-type: none"> Use, with some accuracy, grammatical forms suitable for the level, such as: <ul style="list-style-type: none"> present simple and past simple present continuous (for future) prepositions of place and time indefinite and definite article possessive 's' and possessive pronouns Incorporate statements of fact in a range of oral interactions, such as narrative, social conversation, discussion or formal interview, where appropriate Use an increasing range of lexis to talk about familiar contexts 	
	Take part in more formal interaction	Lr/E2.6c
	<ul style="list-style-type: none"> Recognise and respond to another speaker's opening moves, such as greetings, offers or requests for information Recognise the typical structure of familiar, formal interactions 	
	Take part in more formal interaction	Sd/E2.1b
	<ul style="list-style-type: none"> Know the likely structure of formal interactions learners will take part in and prepare and rehearse the language they will need to use Use body language and eye contact as appropriate to the situation 	

Assessment criteria	Amplification	AECC ref
3.1 Provide relevant information to others during straightforward verbal communication	Give personal information	Sc/E2.3b
	<ul style="list-style-type: none"> Recognise direct requests for information, eg <i>wh-</i> and <i>yes/no</i> questions, as well as less direct requests, eg <i>tell me about...</i>, and respond with: <ul style="list-style-type: none"> minimal response the short form of the verb a longer answer and judge which is appropriate Use grammatical forms suitable for the level to: <ul style="list-style-type: none"> talk about daily routines and habits talk about past events talk about future plans, arrangements and intentions express ability, need and want Link the giving of personal information with asking for information, eg <i>What about you? Where do you live?</i>, and recognise when this is appropriate 	
	Listen and respond to requests for information	Lr/E2.5b
3.2 Provide a verbal account for a given task	<ul style="list-style-type: none"> Recognise questions of the <i>wh-</i> type and the <i>yes/no</i> type and respond with short answers and with more information Recognise when a short answer is appropriate and when a longer answer is expected Recognise and respond to comparative questions 	
	Give a short account	Sc/E2.3c
	<ul style="list-style-type: none"> Sequence an account, to make the meaning clear, and use time markers, eg <i>ago</i>, <i>next week</i>, <i>every day</i>, <i>in the morning</i>, to help in structuring the account 	
	Give an explanation	Sc/E2.3d
	<ul style="list-style-type: none"> Recognise a request for explanation and indicate willingness to explain 	
	Give a short description	Sc/E2.3f
	<ul style="list-style-type: none"> Use the present tense, especially of <i>be</i> and <i>have</i>, to describe a person, place or thing Use a number of descriptive adjectives to add interest to a description 	

Assessment criteria	Amplification	AECC ref
4.1 Make appropriate contributions to discussion	Take part in social interaction	Sd/E2.1a
	<ul style="list-style-type: none"> Know and use different ways of opening and closing a conversation or introducing new topics Use intonation appropriate to friendly social interaction Know how gestures can vary across cultures 	
	Listen to and identify simply expressed feelings and opinions	Lr/E2.6a
	<ul style="list-style-type: none"> Identify common lexical phrases used in expressing different feelings, emotions and opinions 	
	Take part in social interaction	Lr/E2.6b
	<ul style="list-style-type: none"> Recognise and respond appropriately to another speaker's opening move Understand a response to their own opening move and follow up 	
	Follow the gist of discussions	Lr/E2.7a
	<ul style="list-style-type: none"> Recognise the topic and purpose of a discussion and understand that discussions can serve different purposes, eg to make plans, solve a problem or air views Make contributions relevant to the topic under discussion 	
	Follow the main points of discussions	Lr/E2.8a
	<ul style="list-style-type: none"> Pick out the main points made by one or more speakers and make contributions in response to these points Link own contribution to that of other speakers by using discourse markers such as <i>you're right; maybe, but; I'm not sure</i> 	
	Relate to other speakers	Sd/E2.1e
	<ul style="list-style-type: none"> Understand the main points made by other speakers and make contributions relevant to the discussion topic and the points made by other speakers Indicate agreement or disagreement with other speakers Take part in a discussion by inviting contributions from other speakers, using appropriate phrases with appropriate non-verbal signalling Introduce, when appropriate, a new topic of discussion, for example, by asking for opinion, likes and dislikes 	

Assessment criteria	Amplification	AECC ref
4.2 Express views clearly during verbal communication	Express likes and dislikes, feelings, wishes and hopes	Sd/E2.1c
	<ul style="list-style-type: none"> Express degrees of liking/disliking, eg <i>I hate, I quite like</i>, and use intonation to reflect the strength of the feeling expressed Use a range of adjectives to express feelings, with appropriate intonation Express personal wishes and hopes for the future, using forms such as <i>would like</i> and time markers with future reference Elaborate, giving reason or result 	
	Express views and opinions	Sd/E2.1d
	<ul style="list-style-type: none"> Use simple phrases to introduce an opinion Follow up an opinion by giving a reason or expressing a result Use strategies to avoid negative connotation where appropriate 	
4.3 Obtain specific information from others	Ask for personal details	Sc/E2.2c
	<ul style="list-style-type: none"> Form questions of the <i>wh-</i> type and the <i>yes/no</i> type, with appropriate intonation Use the question form of common verbs referring to past, present and future time Have strategies for showing interest in the response given and know how to follow up on the response 	
	Ask for factual information (present, past, future)	Sc/E2.2d
	<ul style="list-style-type: none"> Form questions to refer to past, present and future time, such as: <ul style="list-style-type: none"> regular or daily routines past events or future time Understand the importance of following up the other person's response to a question 	
	Ask for descriptions of people, places and things	Sc/E2.2f
	<ul style="list-style-type: none"> Use question forms involving the preposition <i>like</i> and recognise that this is different from the verb <i>like</i> Form comparative questions 	
	Ask for clarification and explanation	Sc/E2.4a
	<ul style="list-style-type: none"> Signal misunderstanding and ask for explanation Use different question types, including alternative questions, to deal with uncertainty or lack of understanding 	

Generic performance descriptors

These descriptors are used by the examiner to decide 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.

Entry 2

Reading Award

Candidate profile

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

At this level, adults can:

- ▶ read and understand short, straightforward texts on familiar topics
- ▶ read and obtain information from short documents, familiar sources and signs and symbols in texts such as public signs and notices, lists, forms, notes, records, emails, simple narratives, letters and diagrams.

Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Entry 2

Learning outcomes

The learner will:

1. Be able to gain meaning from a text

2. Be able to identify the purpose of a text

3. Be able to find information in a text

4. Be able to order words alphabetically

Assessment criteria

The learner can:

1.1 Trace main events in a short, straightforward text

1.2 Use language features to work out meaning in a short, straightforward text

1.3 Understand the meaning of words in a short, straightforward text

2.1 Use features of text to identify the purpose of a short, straightforward text

3.1 Obtain relevant information from a short, straightforward text

3.2 Obtain relevant information from an image

4.1 Use first placed letters to order words alphabetically

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 24 test items:

- ▶ Task 1 – 8 questions
- ▶ Task 2 – 8 questions
- ▶ Task 3 – 8 questions

The tables below show what is assessed in each part of the reading exam paper.

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 1			
2. Be able to identify the purpose of a text 3. Be able to find information in a text 4. Be able to order words alphabetically	▶ A simple instructional text encountered in daily life ▶ 100-120 words ▶ 8 questions	Question 1 Multiple choice question	2.1 Use features of texts to identify the purpose of a short, straightforward text Rt/E2.2a: Understand and identify the different purposes of short, straightforward texts
		Questions 2-4 Multiple choice questions	3.1 Obtain relevant information from a short, straightforward text Rt/E2.1b: Obtain information from texts
		Questions 5-6 Multiple choice questions	4.1 Use first placed letters to order words alphabetically Rw/E2.5a: Sequence words using basic alphabetical ordering skills
		Question 7-8 Multiple choice questions	3.2 Obtain relevant information from an image Rt/E2.4a: Obtain information from illustrations, simple maps and diagrams and captions

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 2			
1. Be able to gain meaning from a text 2. Be able to identify the purpose of a text	▶ A chronological text ▶ 140-160 words ▶ 8 questions	Questions 9-11 Multiple matching	2.1 Use features of text to identify the purpose of a short, straightforward text 1.1 Trace main events in a short, straightforward text
			Rt/E2.1b: Obtain information from texts
		Question 12 Multiple choice question	1.2 Use language features to work out meaning in a short, straightforward text
			Rt/E2.1b: Obtain information from texts
		Question 13 Multiple choice question	1.1 Trace main events in a short, straightforward text Rt/E2.1a: Use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts
		Question 14 Multiple choice question	1.2 Use language features to work out meaning in a short, straightforward text Rs/E2.1a: Use grammatical structures that link clauses and help identify sequence
Questions 15-16 Multiple choice questions	1.3 Understand the meaning of words in a short, straightforward text Rw/E2.2a: Recognise a range of familiar words and words with common spelling patterns Rw/E2.3a: Use context and a range of phonic and graphic knowledge to decode words		

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Adult ESOL Core Curriculum descriptor coverage			
Task 3			
1. Be able to gain meaning from a text 2. Be able to identify the purpose of a text 3. Be able to find information in a text	5 thematically linked texts representative of 5 different text types and a range of functions, eg letters, simple newspaper articles, adverts, timetables, simple stories 180-200 words 8 questions	Questions 17-19 Multiple matching	2.1 Use features of text to work out meaning in a short, straightforward text 3.1 Obtain relevant information from a short, straightforward text Rt/E2.1b: Obtain information from texts Rw/E2.1a: Recognise words on forms related to personal information and understand explicit and implicit instructions
		Questions 20-22 Multiple choice questions	1.3 Understand the meaning of words in a short, straightforward text 3.1 Obtain relevant information from a short, straightforward text Rt/E2.1b: Obtain information from texts
		Question 23 Multiple choice question	2.1 Use features of texts to identify the purpose of a short, straightforward text Rt/E2.2a: Understand and identify the different purposes of short, straightforward texts
		Question 24 Multiple choice question	1.2 Use language features to work out meaning in a short, straightforward text Rs/E2.1a: Use grammatical structures that link clauses and help identify sequence Rs/E2.1b: Use knowledge of simple and compound sentence structure to work out meaning Rs/E2.1c: Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words Rs/E2.1d: Use punctuation and capitalisation to aid understanding

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 24. The pass mark is 16.

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

Entry 2

Writing Award

Candidate profile

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

At this level, adults can:

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

Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Entry 2

Learning outcomes

The learner will:

1. Be able to produce simple text for a given audience
2. Be able to complete a form

Assessment criteria

The learner can:

- 1.1 Present information in an appropriate format for the intended audience
- 1.2 Construct simple and compound sentences correctly
- 1.3 Use adjectives correctly
- 1.4 Use punctuation correctly
- 1.5 Use upper and lower case letters correctly
- 1.6 Spell words correctly
- 2.1 Record personal details in a form correctly

Format

The Writing Award takes the form of a formal exam paper lasting 50 minutes. The exam consists of three tasks, all of which must be undertaken.

	Task 1	Task 2	Task 3
Text type	Form with open and closed responses connected with education, training, work or social roles	Email	Simple article
Reader(s)	Person not known to the writer, eg school, college, local authority, potential employer	Friend	Person not known to the writer, eg school, college, local business
Register/tone	Formal	Informal	Neutral
Purpose	To inform	To inform	To inform
Word length	4 fields to complete and 40 words	80 words	80 words

Procedure

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

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Examiners use the **assessment criteria amplification** in combination with the **generic performance descriptors** to make their assessments.

The amplification specifies what is required to achieve each criterion at that level, and the marker measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 1.2 – *Construct simple and compound sentences correctly*, together with the list of key language items in **Appendix 2a** states the level of grammar required to achieve the assessment criterion. The marker applies the generic performance descriptors for learning outcome 1 such as ‘a wide range’ (4 marks), ‘several appropriate features’ (3 marks) or ‘one or two appropriate examples’ (2 marks), awarding 0 to 4 marks as appropriate to the performance.

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.

The table below shows the assessment criteria used in each writing task.

Task 1	Task 2	Task 3
2.1 Record personal details in a form correctly	1.1 Present information in an appropriate format for the intended audience	1.1 Present information in an appropriate format for the intended audience
	1.2 Construct simple and compound sentences correctly	1.2 Construct simple and compound sentences correctly
	1.3 Use adjectives correctly	1.3 Use adjectives correctly
	1.4 Use punctuation correctly	1.4 Use punctuation correctly
	1.5 Use upper and lower case letters correctly	1.5 Use upper and lower case letters correctly
	1.6 Spell words correctly	1.6 Spell words correctly

Writing assessment criteria amplification

The following table describes what the candidate is expected to do for each of the assessment criteria in the Entry 2 Writing Award. The notation used is the same as that used in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Present information in an appropriate format for the intended audience	Compose simple text, selecting appropriate format for the genre and purpose <ul style="list-style-type: none"> Compose and write short texts for different audiences, depending on the learner's needs and context Recognise that texts of the same genre that share a common purpose will also share common features, such as layout, use of headings or sentence type, and begin to apply this understanding Generate ideas for writing, deciding what to include as appropriate to the purpose and audience Understand that basic proofreading, checking through what has been written for errors, is part of the process of writing, and apply this 	Wt/E2.1a
1.2 Construct simple and compound sentences correctly	Construct simple and compound sentences using common conjunctions to connect two clauses <ul style="list-style-type: none"> Combine simple sentences to make compound sentences by using conjunctions such as <i>and</i>, <i>but</i>, <i>or</i> Use appropriate word order in simple and compound sentences Use basic verb forms appropriately to signify past, present or future time and use adverbial time references appropriately Use noun phrases, including articles and other determiners, as well as adverbs and prepositional phrases as appropriate 	Ws/E2.1a
1.3 Use adjectives correctly	Use adjectives <ul style="list-style-type: none"> Understand how adjectives can be used to extend information, convey attitude and detail about a noun, and apply in writing Know and use some common adjectives to describe people, places, feelings or objects Understand word order regarding the use of adjectives in simple sentences and use it appropriately Know and use the comparative form of adjectives 	Ws/E2.2a

Assessment criteria	Amplification	AECC ref
1.4 Use punctuation correctly	<p>Use punctuation correctly, eg capital letters, full stops and question marks</p> <ul style="list-style-type: none"> Apply understanding that full stops are sentence boundary markers Understand that a question mark indicates that a question is being asked Use commas correctly in a list 	Ws/E2.3a
1.5 Use upper and lower case letters correctly	<p>Use punctuation correctly, eg capital letters, full stops and question marks</p> <ul style="list-style-type: none"> Apply understanding that capital letters are sentence boundary markers <p>Use a capital letter for proper nouns</p> <ul style="list-style-type: none"> Understand when capital letters are used, eg for days, months, names of people and places, and apply this in writing 	Ws/E2.3a Ws/E2.4a
1.6 Spell words correctly	<p>Spell correctly the majority of personal details and familiar common words</p> <ul style="list-style-type: none"> Develop knowledge of, and spell correctly, lexis related to learner's context and need to write 	Ww/E2.1a
2.1 Record personal details in a form correctly	<p>Record information on forms</p> <ul style="list-style-type: none"> Understand and apply form-filling conventions, including the practice of stated and unstated instructions, eg forms sometimes require you to circle or delete information, such as Mrs/Miss/Ms 	Wt/E2.1b

Notes:

- Learning outcome 1 – *Be able to produce text for a given audience*. Please refer to [Appendix 2b](#) for the list of communicative functions and language range expected at this level.
- 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/E2.1b – *Use their knowledge of sound-symbol relationships and phonological patterns to help work out spellings* and Ww/E2.1c – *Use strategies to aid accurate spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 1.6.

Generic performance descriptors

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

Learning outcome 1 – Produce text

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

Learning outcome 2 – Complete a form

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

* The primary communicative aim will vary according to level.

Trinity Entry Level Awards and Certificate in ESOL Skills for Life

Entry 3

Entry 3

Speaking and Listening Award

Candidate profile

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

At this level, adults can:

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

Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Entry 3

Learning outcomes

The learner will:

1. Be able to obtain information from verbal communication
2. Be able to speak English to communicate
3. Be able to convey information
4. Be able to engage in discussion with others

Assessment criteria

The learner can:

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

Format

The exam consists of two components:

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

Component 1 consists of three tasks:

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

Component 2 (group discussion) consists of one task:

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

Procedure

The exam is conducted using language appropriate to the level. Please see [Appendices 3a](#) and [3b](#) for the language and functions of Entry 3.

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

Task 1 (3 minutes)

Prior to the exam day, the candidate should choose a photo from the Trinity photo bank, or bring their own object, to act as a stimulus to talk about a past event in their life. If they choose a photo, they should note the photo number. The Trinity photo bank is at trinitycollege.com/SfL-exam-photo-bank.

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

The examiner asks the candidate which photo or object they have chosen to talk about. The examiner either displays the chosen photo or asks the candidate to show the object. The examiner asks the candidate to talk about their past event.

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

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

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

- ▶ an object from the candidate's place of work
- ▶ a memento of a special occasion
- ▶ an object relating to an activity, eg ski goggles
- ▶ a souvenir from a trip.

Task 2 (2 minutes)

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

Task 3 (3 minutes)

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

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

Group discussion (up to 6 minutes)**Task 4 (up to 6 minutes)**

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

Assessment

The test is externally assessed by a Trinity examiner. Examiners use the [assessment criteria amplification](#) in combination with the [generic performance descriptors](#) to make their assessments. The amplification specifies what is required to achieve at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 2.2 – *Use appropriate language in context according to formality* includes 'use with some accuracy Entry 3 grammatical forms and collocation'. The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 2) such as 'able to get their message across clearly and without support using a wide range of language...of the level' (4 marks) or 'evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful, even with support' (1 mark), awarding 0 to 4 marks as appropriate to the performance.

Examiners record marks on an exam report form as shown in [Appendix 6c](#), and on a composite marksheet. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 44, and the pass mark is 29.

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

The table below shows the assessment criteria used in each speaking and listening task.

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

Speaking and Listening assessment criteria amplification

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

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

Assessment criteria	Amplification	AECC ref
1.1 Obtain information and relevant supporting detail (<i>cont</i>)	Clarify and confirm understanding through verbal and non-verbal means <ul style="list-style-type: none"> Use strategies to interrupt a narrative at appropriate points to ask for clarification Summarise key points in order to confirm understanding Know that non-linguistic ways of confirming understanding can vary across cultures and apply this knowledge, eg nodding of head as opposed to sideways movement of the head Know and use a range of fixed expressions to clarify and confirm understanding 	Lr/E3.4a
2.1 Use pronunciation to convey intended meaning	Use stress, intonation and pronunciation to be understood and to make meaning clear <ul style="list-style-type: none"> Know that many varieties of English have a stress-timed rhythm and that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved Recognise unstressed vowels, eg <i>schwa</i>, and produce the <i>schwa</i> sound on some, if not all, appropriate occasions Develop awareness of where stress falls in multi-syllable words, and place stress appropriately Select appropriate words to carry the stress in a sentence and utter the sentence, making the stress clear Develop awareness that there may be a choice of where to place stress in sentences, and that a change in stress can indicate a change in meaning Notice the role of intonation in indicating feeling and attitude, and apply this Notice the role of pitch and intonation in indicating a change of topic, and apply this 	Sc/E3.1a
	Articulate the sounds of English to make meaning clear <ul style="list-style-type: none"> Distinguish between phonemes, to avoid ambiguity 	Sc/E3.1b
2.2 Use appropriate language in context according to formality	Use context-appropriate language and register <ul style="list-style-type: none"> Be aware of the need to adapt register according to the context of the situation, use appropriate forms of address, and use formal and informal lexis appropriately Know and use appropriate fixed expressions for different situations 	Sc/E3.2a

Assessment criteria	Amplification	AECC ref
2.2 Use appropriate language in context according to formality (cont)	<p>Express clearly statements of fact</p> <ul style="list-style-type: none"> Form simple, compound and complex sentences with one subordinate clause in the appropriate word order Use markers such as <i>because, after, even though</i> and <i>since</i> to introduce subordinate clauses Use with some accuracy suitable verb forms to make clear the time to which a statement of fact refers: <ul style="list-style-type: none"> present simple past simple present continuous past continuous present perfect future simple and do so using appropriate time markers Use the above verb forms with <i>there</i>, eg <i>there has been</i> Use with some accuracy other grammatical forms suitable for the level (eg definite and indefinite article) when mentioning an item for the first time and on subsequent occasions Use collocations accurately, eg <i>interested in, pleased with</i> <p>Take part in more formal interaction</p> <ul style="list-style-type: none"> Know the likely pattern of interaction in a situation and use this knowledge to prepare, eg for a job or Housing Benefit interview Adapt register to suit the formality of the situation Know and use lexis appropriate to more formal situations Develop ability to deal with the unpredictable in formal interactions 	Sc/E3.4a
3.1 Present information using an appropriate structure for a given purpose	<p>Give an account/narrate events in the past</p> <ul style="list-style-type: none"> Develop an understanding of the way a narrative is normally structured, with introduction, development and conclusion, and indicate the sequence of events when narrating 	Sc/E3.4c
3.2 Provide a verbal account of relevant information for a given audience	<p>Give an explanation</p> <ul style="list-style-type: none"> Know when an explanation is required 	Sc/E3.4d

[illegible]

Assessment criteria	Amplification	AECC ref
4.1 Contribute constructively to discussion on straightforward topics (cont)	Relate to other speakers <ul style="list-style-type: none"> Recognise the main points made by other speakers and make a relevant response Use non-verbal signalling to acknowledge other speakers' contributions and join in the discussion Express agreement, partial agreement, disagreement or uncertainty 	Sd/E3.1g
4.2 Express views constructively during verbal communication on straightforward topics	Express feelings, likes and dislikes <ul style="list-style-type: none"> Express degrees of liking and disliking, with stress or intonation signalling liking or disliking Follow up a statement of liking or disliking, where appropriate, with reasons or explanation Use a range of adjectives and intensifiers for expressing feelings, with appropriate stress and intonation 	Sd/E3.1c
	Express views and opinions <ul style="list-style-type: none"> Use some phrases for introducing an opinion and know that it is not always necessary to use an introductory phrase Use modal verbs and other forms to express: <ul style="list-style-type: none"> obligation (eg <i>should</i>) future certainty (eg <i>will</i>) future possibility (eg <i>may, might</i>) Understand the importance of following up an opinion with reasons and using clauses of reason to do so, where appropriate 	Sd/E3.1d
	Listen to and respond appropriately to other points of view <ul style="list-style-type: none"> Pick out the main point(s) made by another speaker and recognise his or her opinion Listen carefully to points of view which may be similar to or different from learners' own Know how to indicate agreement or disagreement and add comments to another person's point, where appropriate 	Lr/E3.6b

Assessment criteria	Amplification	AECC ref
4.3 Plan action with others for a given task	Make arrangements/plans with other people <ul style="list-style-type: none"> Ask for and make suggestions, accept and reject suggestions and make offers, using <i>I'll</i> Understand and follow a usual structure for this type of discourse, such as: <ul style="list-style-type: none"> make a suggestion reject with a reason make an alternative suggestion reach agreement or compromise conclude 	Sd/E3.1f
4.4 Obtain relevant information from others	Make requests <ul style="list-style-type: none"> Use a range of expressions, involving modal verbs and other forms, suitable for: <ul style="list-style-type: none"> asking for something requesting action asking permission Understand the way register can vary according to the formality of the situation, the relationship between speakers or the type of request, and begin to apply this Know and use various fixed expressions suitable for different situations Understand that it is often important for a pre-request to precede a request (especially if the request is for a big favour), and apply this where appropriate 	Sc/E3.3a
	Ask questions to obtain personal or factual information <ul style="list-style-type: none"> Use a range of question words, including <i>whose</i> Form questions of both the open type and the <i>yes/no</i> type with appropriate intonation, in a range of tenses, for example: <ul style="list-style-type: none"> present perfect present continuous Form alternative questions, including comparative questions Adapt register to suit the relationship between speakers, eg by using some indirect forms of questioning, such as the use of embedded question forms Understand some of the cultural conventions regarding acceptable questions to ask, eg in Britain it is not usual to ask how much a person earns 	Sc/E3.3b

Assessment criteria	Amplification	AECC ref
4.4 Obtain relevant information from others (cont)	Ask for directions, instructions or explanation	Sc/E3.3c
	<ul style="list-style-type: none"> Use a range of direct and indirect ways of asking questions, including embedded questions Adapt register to suit the situation and know and use a range of introductory expressions in order to do so 	
	Ask for descriptions of people, places and things	Sc/E3.3d
	<ul style="list-style-type: none"> Request descriptions through direct questioning and more open ways of asking 	

Generic performance descriptors

These descriptors are used by the examiner to decide 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.

Entry 3

Reading Award

Candidate profile

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

At this level, adults can:

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

Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Entry 3

Learning outcomes

The learner will:

1. Be able to gain meaning from a text
2. Be able to identify the purpose of a text
3. Be able to find information in a text

Assessment criteria

The learner can:

- 1.1 Identify the main points of a short, straightforward text
- 1.2 Identify main events in a short, straightforward text
- 1.3 Use language features to identify meaning in a short, straightforward text
- 1.4 Identify the meaning of words and phrases in a short, straightforward text
- 2.1 Identify the purpose of a short, straightforward text
- 3.1 Obtain information from a short, 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 27 test items:

- ▶ Task 1 – 9 questions
- ▶ Task 2 – 9 questions
- ▶ Task 3 – 9 questions

The tables below show what is assessed in each part of the reading exam paper.

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Adult ESOL Core Curriculum descriptor coverage			
Task 1			
1. Be able to gain meaning from a text 2. Be able to distinguish the purpose of a text 3. Be able to find information in a text	▶ An informative article or a report ▶ 230-260 words ▶ 9 questions	Questions 1-3 Multiple matching	1.1 Identify the main points of a short, straightforward text 2.1 Identify the purpose of a short, straightforward text Rt/E3.6a: Skim read key textual features for different purposes Rt/E3.7a: Scan different parts of texts to locate information
		Questions 4-6 Multiple choice questions	2.1 Identify the purpose of a short, straightforward text 3.1 Obtain information from a short, straightforward text Rt/E3.3a: Identify the key organisational features of instructional texts Rt/E3.4a: Extract the main points and ideas and predict words from context Rt/E3.5a: Locate organisational features, such as contents, index, menus, and understand their purpose Rt/E3.8a: Read every word to obtain specific information

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 1 (cont)	(cont)		
1. Be able to gain meaning from a text	<ul style="list-style-type: none"> ▶ An informative article or a report 	Question 7 Multiple choice question	1.3 Use language features to identify meaning in a short, straightforward text Rs/E3.1a: Recognise the generic features of language of instructional texts Rs/E3.2a: Recognise the function of certain punctuation to aid understanding
2. Be able to distinguish the purpose of a text	<ul style="list-style-type: none"> ▶ 230-260 words ▶ 9 questions 		
3. Be able to find information in a text		Question 8-9 Multiple choice questions	1.2 Identify main events in a short, straightforward text 3.1 Obtain information from a short, straightforward text Rt/E3.9a: Relate an image to print and use it to obtain meaning

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Task 2			Adult ESOL Core Curriculum descriptor coverage
1. Be able to gain meaning from a text 2. Be able to distinguish the purpose of a text 3. Be able to find information in a text	<ul style="list-style-type: none"> ▶ A chronological, continuous descriptive or explanatory text ▶ 290-320 words ▶ 9 questions 	Questions 10-12 Multiple choice questions Questions 13-16 Multiple choice questions Questions 17-18 Multiple choice questions	1.2 Identify main events in a short, straightforward text Rt/E3.1a: Understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph, in a range of genres 2.1 Identify the purpose of a short, straightforward text 1.3 Use language features to identify meaning in a short, straightforward text 3.1 Obtain information from a short, straightforward text Rt/E3.3a: Identify the key organisational features of instructional texts Rt/E3.4a: Extract the main points and ideas and predict words from context Rt/E3.5a: Locate organisational features, such as contents, index, menus, and understand their purpose Rt/E3.8a: Read every word to obtain specific information 1.4 Identify the meaning of words and phrases in a short, straightforward text Rw/E3.1a: Recognise and understand relevant specialist key words Rw/E3.5a: Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Task 3			Adult ESOL Core Curriculum descriptor coverage
<ol style="list-style-type: none"> 1. Be able to gain meaning from a text 2. Be able to identify the purpose of a text 3. Be able to find information in a text 	<ul style="list-style-type: none"> 5 thematically linked texts representative of 5 different text types and a range of functions, eg magazine articles, short reports, formal letters, simple instructions, posters 350-380 words 9 questions 	Questions 19-21 Multiple matching	2.1 Identify the purpose of a short, straightforward text Rt/E3.2a: Understand and distinguish the different purposes of texts at this level
		Questions 22-23 Multiple choice questions	3.1 Obtain information from a short, straightforward text Rt/E3.7a: Scan different parts of texts to locate information
		Questions 24-26 Multiple choice questions	1.1 Identify the main points of a short, straightforward text Rt/E3.3a: Identify the key organisational features of instructional texts Rt/E3.4a: Extract the main points and ideas and predict words from context Rt/E3.5a: Locate organisational features, such as contents, index, menus, and understand their purpose Rt/E3.8a: Read every word to obtain specific information
		Questions 27 Multiple choice question	1.4 Identify the meaning of words and phrases in a short, straightforward text Rt/E3.1a: Recognise and understand relevant specialist key words Rt/E3.5a: Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

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 session as writing papers.

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Each item is awarded one mark. Therefore, the maximum possible number of marks is 27. The pass mark is 18.

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

Entry 3

Writing Award

Candidate profile

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

At this level, adults can:

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

Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Entry 3

Learning outcomes

The learner will:

- Be able to plan text for a given audience
- Be able to produce text for a given audience
- Be able to complete a form

Assessment criteria

The learner can:

- Plan text for the intended audience
 - Produce content for the intended audience
 - Structure main points in short paragraphs
 - Sequence text chronologically
 - Use grammar correctly
 - Use punctuation correctly
 - Spell words correctly
- Complete a form with open responses correctly

Format

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

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

Procedure

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

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Examiners use the [assessment criteria amplification](#) in combination with the [generic performance descriptors](#) 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 3a](#), states the level of grammar required to achieve the assessment criterion. The marker applies the generic performance descriptors for learning outcome 2 such as '*a wide range*' (4 marks), '*several appropriate features*' (3 marks) or '*one or two appropriate examples*' (2 marks), awarding 0 to 4 marks as appropriate to the performance.

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

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

The table below shows the assessment criteria used in each writing task.

Task 1		Task 2		Task 3	
1.1		Plan text for the intended audience			
2.1	Produce content for the intended audience	2.1	Produce content for the intended audience	2.1	Produce content for the intended audience
2.5	Use punctuation correctly	2.4	Use grammar correctly	2.2	Structure main points in short paragraphs
2.6	Spell words correctly	2.5	Use punctuation correctly	2.3	Sequence text chronologically
3.1	Complete a form with open responses correctly			2.4	Use grammar correctly
				2.5	Use punctuation correctly
				2.6	Spell words correctly

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Plan text for the intended audience	Recognise the process of planning and drafting when writing certain types of text*	Wt/E3.1a
	<ul style="list-style-type: none"> Show awareness that there are different ways of planning (eg as a spider diagram, listing, making notes), but all involve getting, selecting and ordering ideas, and deciding which process works best for different learners Show awareness that not all types of writing need formal planning but others do, eg important letters, college assignments 	
	Make notes as part of the planning process	Wt/E3.1b
	<ul style="list-style-type: none"> Know there are different ways of making notes and understand key features of note-making, eg noting key words and phrases, using abbreviations or symbols; numbering; listing; using graphics to help plan 	
2.1 Produce content for the intended audience	Recognise the process of planning and drafting when writing certain types of text*	Wt/E3.1a
	<ul style="list-style-type: none"> Decide what and how much to include Use different formats and features of layout for different text type, eg paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points and graphics Identify appropriate register for task and audience, showing awareness of the main differences between spoken and written English 	
	Write using complex sentences	Ws/E3.1a
	<ul style="list-style-type: none"> Develop awareness that sentences in more formal texts are likely to be constructed differently from those in less formal ones, eg informal texts are likely to use ellipses, and more formal texts are likely to have more complex sentences Develop the ability to use different linguistic features appropriately for a range of written genres, depending on learners' interests and need to write 	

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

Assessment criteria	Amplification	AECC ref
2.2 Structure main points in short paragraphs	Structure main points of writing in short paragraphs <ul style="list-style-type: none"> Understand the concept of paragraphing, eg as a way of grouping main points Show awareness that paragraphs normally consist of more than one sentence Show awareness that paragraphs can be arranged under headings in certain sorts of text, eg reports Make links between paragraphs clear, both through the way they are sequenced and through the use of key words and phrases, eg <i>in the first place, in addition, however, finally</i> Show awareness of key aspects of basic paragraphing structure, eg topic sentence or general statement followed by expansion or explanation and/or examples Organise writing without the use of paragraph structure, where appropriate 	Wt/E3.2a
2.3 Sequence text chronologically	Show sequence through the use of discourse markers and conjunctions <ul style="list-style-type: none"> Write narrative texts with a clear indication of sequence of events Understand the use of: <ul style="list-style-type: none"> discourse markers that show sequence, eg use of time words to join sentences and paragraphs, or to describe time periods conjunctions such as <i>before, when, after, while</i> connectives such as <i>then, and then, next, finally</i> and apply this in learners' own writing	Wt/E3.3a
2.4 Use grammar correctly	Write using complex sentences <ul style="list-style-type: none"> Understand that the most basic form of complex sentence consists of a main clause and one subordinate clause and use this kind of sentence, where appropriate, in learners' own writing Use common conjunctions to introduce subordinate clauses, expressing time, reason, condition, concession, eg <i>although</i> Use a pronoun such as <i>who, which, where, when</i>, to introduce a relative clause Understand that sentences can be amplified by expanding the information around the noun and apply this, where appropriate, in learners' own writing 	Ws/E3.1a

Assessment criteria	Amplification	AECC ref
2.4 Use grammar correctly (cont)	<p>Use basic sentence grammar accurately</p> <ul style="list-style-type: none"> Know the form of, and understand the concept expressed by, a variety of tenses in statement, negative and question form, and apply this in writing Understand that a verb and its subject must agree in terms of number, and apply this in their own writing Develop accuracy in non-verb grammar, eg use of articles, comparative form of the adjective Use pronouns to show links between different parts of a text, making it clear what the pronouns refer to 	Ws/E3.2a
2.5 Use punctuation correctly	<p>Use punctuation to aid clarity in relation to beginnings and ends of sentences</p> <ul style="list-style-type: none"> Use full stops and capital letters to mark sentence boundaries and commas within sentences, for various purposes Understand how exclamation marks and question marks can affect meaning and act as the equivalent of intonation in spoken language, eg <i>I got home at midnight!</i> – the use of the exclamation mark implies that this is late or unusual Understand how punctuation varies with formality, eg use of exclamation marks in more informal texts, fewer requirements for accuracy in punctuation in email than in letters Understand that capital letters, full stops, question marks and exclamation marks are the complete family of sentence boundary markers used in continuous text written in complete sentences 	Ws/E3.3a

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

Notes:

- Assessment criterion 1.1 – *Plan text for the intended audience*. This criterion is assessed only once for the whole test, in order to ascertain a candidate's ability to judge which text types are appropriate to plan for. A box is provided before each task and candidates should use this space to plan the appropriate task(s).
- Learning outcome 2 – *Be able to produce text for a given audience*. Please refer to [Appendix 3b](#) for the list of communicative functions and language range expected at this level.
- Proofread and correct writing for grammar and spelling*. This is a National Literacy Standard and is implicit within all of the assessment criteria in learning outcome 2. Candidates should check their work thoroughly and amend accordingly to ensure it meets each of these criteria.
- Produce legible text*. This is a National Literacy Standard and is expected to be met. However, if the candidate's text is illegible, the script cannot be assessed at all so this is considered to be met if the script is marked.
- Ww/E3.1b – *Apply knowledge of strategies to aid with spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 2.6.

Generic performance descriptors

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

Learning outcome 1 – Plan text

Mark	Descriptor
4	The candidate has made fairly detailed and highly relevant plans for one, two or three tasks depending on appropriacy to question tasks set (not the email).
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 email.
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 email are awarded 0 as they have not demonstrated the ability to decide when it is appropriate to make a plan.

This criterion is assessed only once per test paper, in the planning section.

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

Learning outcome 2 – Produce text

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

Learning outcome 3 – Complete a form

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

* The primary communicative aim will vary according to level.

Trinity Entry Level Awards and Certificate in ESOL Skills for Life

Level 1

Level 1

Speaking and Listening Award

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:

1. Be able to obtain information from verbal communication
2. Be able to speak English to communicate
3. Be able to convey information
4. Be able to engage in discussion with others

Assessment criteria

The learner can:

- 1.1 Obtain relevant information and detail from verbal communication on a straightforward topic
- 2.1 Use clear pronunciation to convey intended meaning
- 2.2 Use appropriate language in context according to formality
- 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
- 4.1 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 4a](#) and [4b](#) 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.

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):

- ▶ an object the candidate has made, eg a bracelet
- ▶ an object that has been repaired, eg a clock.

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 is 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. 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** in combination with the **generic performance descriptors** 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 6d**, 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.

The table below shows the assessment criteria used in each speaking and listening task.

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

Speaking and Listening assessment criteria amplification

The following table lists in detail the characteristic standards expected for a candidate 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 in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Obtain relevant information and detail from verbal communication on a straightforward topic	Extract relevant information from a narrative or explanation <ul style="list-style-type: none"> Recognise that relevance of information will depend on listening purpose, context or task 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 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
	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 Notice features that affect meaning 	Lr/L1.2d

Assessment criteria	Amplification	AECC ref
1.1 Obtain relevant information and detail from verbal communication on a straightforward topic (cont)	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 <i>schwa</i>, 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 	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

Assessment criteria	Amplification	AECC ref
2.1 Use clear pronunciation to convey intended meaning	Use stress and intonation, so that meaning is clearly understood	Sc/L1.1a
	<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 	
	Articulate the sounds of English in connected speech	Sc/L1.1b
	<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 	
2.2 Use appropriate language in context according to formality	Express statements of fact	Sc/L1.3a
	<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 	
	Use formal language and register where appropriate	Sc/L1.1c
	<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 Know and use a range of collocations and fixed expressions to signal emotion Know and use some metaphorical expressions 	

Assessment criteria	Amplification	AECC ref
2.2 Use appropriate language in context according to formality (cont)	Take part in more formal interaction <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 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
3.1 Present information using an appropriate structure for a given purpose and audience	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 	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
3.2 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 Know and use a range of lexis to give specific detail 	Sc/L1.4b

Assessment criteria	Amplification	AECC ref
3.2 Convey relevant details during verbal communication on straightforward topics (cont)	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 	Lr/L1.5a
4.1 Contribute constructively to discussion on straightforward topics	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 feelings expressed through vocabulary and structures or through intonation and pitch and respond appropriately 	Lr/L1.6c
	Involve other people in a discussion <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 Use intonation patterns likely to encourage, rather than discourage, other speakers 	Sd/L1.3a
	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 positive and negative feelings 	Sd/L1.1c
4.2 Express views constructively during verbal communication on straightforward topics		

Assessment criteria	Amplification	AECC ref
4.2 Express views constructively during verbal communication on straightforward topics (cont)	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 Elaborate on and justify an opinion, with examples as appropriate, and incorporate this within a wider interaction 	Sd/L1.2a
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 cannot be taken for granted Select appropriate register when: <ul style="list-style-type: none"> contrasting ideas summarising making suggestions 	Sd/L1.2c
4.4 Obtain relevant information from others	Ask for information <ul style="list-style-type: none"> Form different types of question, including embedded questions and tag questions Choose an appropriate question type for the situation 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 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.

Level 1

Reading Award

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:

1. Be able to gain meaning from a text

2. Be able to distinguish the purpose of a text

3. Be able to find information in a text

Assessment criteria

The learner can:

1.1 Identify the main points of a straightforward text

1.2 Identify main events in a straightforward text

1.3 Use language features to identify meaning in a straightforward text

1.4 Identify the meaning of words and phrases in a straightforward text

2.1 Identify the purpose of a straightforward text

3.1 Obtain relevant, specific information from a 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 – 10 questions
- ▶ Task 2 – 10 questions
- ▶ Task 3 – 10 questions

The tables below show what is assessed in each part of the reading exam paper.

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 1			
1. Be able to gain meaning from a text 2. Be able to distinguish the purpose of a text 3. Be able to find information in a text	▶ A persuasive or descriptive text or a report ▶ 410-440 words ▶ 10 questions	Questions 1-3 Multiple choice questions	2.1 Identify the purpose of a straightforward text 3.1 Obtain relevant, specific information from a 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 Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different reasons
		Questions 4-8 Multiple choice questions	3.1 Obtain relevant, specific information from a straightforward text 1.1 Identify the main points of a straightforward text 1.2 Identify main events in a straightforward text 1.3 Use language features to identify meaning in a straightforward text Rt/L1.4a: Use organisational and structural features to locate information, eg contents, index, menus, subheading, paragraphs Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different reasons

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Task 1 (cont)	(cont)		Adult ESOL Core Curriculum descriptor coverage
<ol style="list-style-type: none"> 1. Be able to gain meaning from a text 2. Be able to distinguish the purpose of a text 3. Be able to find information in a text 	<ul style="list-style-type: none"> ▶ A persuasive or descriptive text or a report ▶ 410-440 words ▶ 10 questions 	<p>Question 9 Multiple choice question</p> <p>Question 10 Multiple choice question</p>	<p>1.3 Use language features to identify meaning in a straightforward text</p> <p>Rs/L1.1a: Use implicit and explicit grammatical knowledge, along with own knowledge and experience, to predict meaning, try out plausible meaning and to read and check for sense</p> <p>Rs/L1.2a: Use punctuation to help understanding</p> <p>3.1 Obtain relevant, specific information from a straightforward text</p> <p>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</p>

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 2			
1. Be able to gain meaning from a text	<ul style="list-style-type: none"> ▶ A persuasive, descriptive or discursive text ▶ 470–500 words ▶ 10 questions 	Questions 11–13 Multiple matching	<p>1.2 Identify the main events in a straightforward text</p> <p>Rt/L1.1a: Understand and identify the different ways in which meaning is built up in a paragraph text in a range of genres</p>
3. Be able to find information in a text		Questions 14–18 Multiple choice questions	<p>3.1 Obtain relevant, specific information from a straightforward text</p> <p>1.1 Identify the main points of a straightforward text</p> <p>1.2 Identify main events in a straightforward text</p> <p>1.3 Use language features to identify meaning in a straightforward text</p> <p>Rt/L1.1a: Understand and identify the different ways in which meaning is built up in paragraphed texts in a range of genres</p> <p>Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different purposes</p>
		Questions 19–20 Multiple choice questions	<p>1.4 Identify the meaning of words and phrases in a straightforward text</p> <p>Rw/L1.2a: Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning</p> <p>Rw/L1.3a: Recognise and understand an increasing range of vocabulary applying knowledge of word structure, related words, word roots, derivations and borrowings</p>

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 3			
1. Be able to gain meaning from a text	<ul style="list-style-type: none"> 5 thematically linked texts representative of 5 different text types and a range of functions, eg magazine articles, newspaper articles, reports, websites, forums 530–560 words 10 questions 	Questions 21–23 Multiple matching	2.1 Identify the purpose of a straightforward text Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different purposes
2. Be able to distinguish the purpose of a text		Question 24 Multiple choice question	1.3 Use language features to identify meaning in a straightforward text
3. Be able to find information in a text		Questions 25–28 Multiple choice questions	Rt/L1.2a: Distinguish how language and other textual features are used to achieve different purposes
		Questions 29–30 Multiple choice questions	3.1 Obtain relevant, specific information from a straightforward text 1.1 Identify the main points of a straightforward text 1.2 Identify main events in a straightforward text Rt/L1.4a: Use organisational and structural features to locate information, eg contents, index, menus, subheading, paragraphs Rt/L1.5a: Use skimming, scanning and detailed reading in different ways for different reasons 1.4 Identify the meaning of words in a 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 an increasing range of vocabulary applying knowledge of word structure, related words, word roots, derivations and borrowings

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.

Level 1

Writing Award

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:

- Be able to plan text for a given task
- Be able to produce text for different tasks
- Be able to complete a form

Assessment criteria

The learner can:

- Plan text for a specific purpose
 - Produce content appropriate to purpose
 - Use appropriate language for a given task
 - Structure text in a logical sequence for purpose
 - Use grammar correctly
 - Use punctuation correctly
 - Spell words accurately
- Complete a form with open responses correctly

Format

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

	Task 1	Task 2	Task 3
Text type	Form connected with education, training, work or social roles	Letter or email	Report or article
Reader(s)	Person not known to the writer, eg school, college, local authority, potential employer	Official contact connected with education, training, work and social roles	Person not known to the writer, eg school, college, local business
Register/tone	Formal	Formal	Neutral
Purpose	To inform and persuade	To explain and request	To describe, report and recommend
Word length	150 words	150 words	250 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](#) in combination with the [generic performance descriptors](#) 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 4a](#), 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 72, and the pass mark is 48.

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.

The table below shows the assessment criteria used in each writing task.

Task 1		Task 2		Task 3	
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
2.4	Use grammar correctly	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 responses correctly	2.5	Use punctuation correctly	2.5	Use punctuation correctly
		2.6	Spell words accurately	2.6	Spell words correctly

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 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 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; understand when material is ready for presentation 	Wt/L1.1a
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 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 ▶ 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> – 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 ▶ Make use of pre-set and outline formats, where appropriate, eg time sheets, accident report forms, email headings 	Wt/L1.5a

Assessment criteria	Amplification	AECC ref
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; use ellipses; use 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
	<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 perfect 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

Assessment criteria	Amplification	AECC ref
2.5 Use punctuation correctly	Use punctuation to aid clarity and meaning <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	Apply knowledge about vocabulary to aid accurate spelling <ul style="list-style-type: none"> Develop knowledge of special-interest lexis 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</i>, <i>-ism</i>, <i>-ic</i>) and prefixes (eg <i>hyper-</i>, <i>anti-</i>, <i>pre-</i>, <i>ex-</i>) to build word families and extend the range of words learners can spell accurately 	Ww/L1.1a
3.1 Complete a form with open responses correctly	Complete forms with some complex features, eg open responses, constructed responses, additional comments <ul style="list-style-type: none"> 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

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 4b](#) 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 which mark to award for each assessment criterion. Please note that these performance descriptors are generic to all levels of assessment. Candidates are expected to use a range of language examples as relevant to the task, so not all of the points in the assessment criteria amplification or key language items will be expected in each task.

Learning outcome 1 – Plan text

Mark	Descriptor
4	The candidate has made fairly detailed and highly relevant plans for one, two or three tasks depending on appropriacy to question tasks set.
2	There is at least some evidence of a plan relating to one or more tasks.
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.

This criterion is assessed only once per test paper, in the planning section.

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

Learning outcome 2 – Produce text

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

Learning outcome 3 – Complete a form

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

* The primary communicative aim will vary according to level.

Trinity Entry Level Awards and Certificate in ESOL Skills for Life

Level 2

Level 2

Speaking and Listening Award

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

Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Level 2

Learning outcomes

The learner will:

1. Be able to obtain information from verbal communication
2. Be able to speak English to communicate
3. Be able to convey information
4. Be able to engage in discussion with others

Assessment criteria

The learner can:

- 1.1 Obtain relevant detail from extended verbal communication
- 2.1 Use clear pronunciation to convey intended meaning
- 2.2 Use appropriate language in context according to formality
- 3.1 Present information in a logical sequence for a given purpose and audience
- 3.2 Convey relevant detail during communication
- 4.1 Contribute to discussion and express views constructively
- 4.2 Respond to others constructively to move discussion forward
- 4.3 Obtain relevant information from others

Format

The exam consists of two components:

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

Component 1 consists of three tasks:

- ▶ Task 1 – the candidate makes a formal presentation
- ▶ Task 2 – the examiner asks questions and makes comments about the content of the presentation, to which the candidate responds
- ▶ Task 3 – the candidate makes and responds to complaints and criticism in a role play based on one of a wide range of formal or social exchanges.

Component 2 (group discussion) consists of one task:

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

Procedure

The exam is conducted using language appropriate to the level. See [Appendices 5a](#) and [5b](#) for the language and functions of Level 2.

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

Task 1 (6 minutes)

Candidates should be prepared to make a formal presentation with pros and cons, with the object of persuading the examiner. The presentation should last up to six minutes and is an opportunity for the candidate to demonstrate control of a wide range of grammatical structures and lexis as outlined in the Adult ESOL Core Curriculum at Level 2.

Candidates may wish to bring a handout using the Trinity template ([Appendix 7](#) and also available at trinitycollege.com/SfL-L2-presentation-notes) to illustrate the presentation.* However, these must contain notes only and will not be assessed in themselves. If the candidate is doing the Speaking and Listening exam online, then the presentation notes must be shared with the examiner by pasting the presentation notes in the chat box.

Task 2 (4 minutes)

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

Task 3 (4 minutes)

This task is a role play in which the candidate makes and responds to complaints and criticism in a wide range of formal and social exchanges.

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

* Please note that no phones, tablets or laptops are permitted in the exam room.

Group discussion (up to 8 minutes)

Task 4 (up to 8 minutes)

Two candidates discuss a topic given to them by the examiner. Candidates will be given an issue of national or global importance to discuss and will be expected to propose constructive solutions.

The examiner acts as a facilitator so they can guide the conversation along appropriately and provide additional topics if necessary.

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

Assessment

The test is externally assessed by a Trinity examiner. Examiners use the **assessment criteria amplification** in combination with the **generic performance descriptors** to make their assessments. The amplification specifies what is required to achieve at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the concise amplification for assessment criterion 2.1 – *Use clear pronunciation to convey intended meaning* includes *'use stress and intonation to convey meaning and nuances of meaning clearly'*. The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 2), for example, *'able to get their message across clearly and without support using a wide range of language and functions of the level'* (4 marks) or *'evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful, even with support'* (1 mark), awarding 0 to 4 marks, as appropriate to the performance.

Examiners record marks on an individual marksheet as shown in **Appendix 6e** and on a composite marksheet. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 56, and the pass mark is 37.

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

The table below shows the assessment criteria used in each speaking and listening 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 Obtain relevant detail from extended verbal communication	2.1 Use clear pronunciation to convey intended meaning	1.1 Obtain relevant detail from extended verbal communication
2.2 Use appropriate language in context according to formality	3.2 Convey relevant detail during communication	2.2 Use appropriate language in context according to formality	4.1 Contribute to discussion and express views constructively
3.1 Present information in a logical sequence for a given purpose and audience	4.1 Contribute to discussion and express views constructively	4.2 Respond to others constructively to move discussion forward	4.2 Respond to others constructively to move discussion forward
		4.3 Obtain relevant information from others	4.3 Obtain relevant information from others

Speaking and Listening assessment criteria amplification

The following table lists in detail the characteristic standards expected for a candidate to achieve the assessment criteria in the Level 2 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 in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Obtain relevant detail from extended verbal communication	Extract information from extended explanations and respond <ul style="list-style-type: none"> Extract information from a range of explanations, recognising the speaker's purpose in explaining, eg to give instructions, to ask for understanding or forgiveness for their actions or to give background information when telling an anecdote Respond to these explanations appropriately Take a turn, while listening to an extended explanation, using response markers (eg <i>definitely</i>, <i>that's true</i>, <i>typical</i>, <i>I know what you mean</i>), and select these according to the formality of the interaction Interrupt the speaker, where necessary, to make relevant points or ask questions and invite the speaker to continue after a digression 	Lr/L2.1b
	Listen for grammatical detail <ul style="list-style-type: none"> Identify a wide range of grammatical features when used in combination, eg mixed passive and active voice Identify features of syntax, eg participle phrases 	Lr/L2.2d
	Listen for phonological detail <ul style="list-style-type: none"> Identify stress within a word, understanding that words of the same family can have different stress patterns, and that words that appear similar, but are of different word classes, can also have different stress Identify stressed words within a sentence and know how a change in stress can alter meaning Recognise that intonation can have different functions, eg to indicate a new topic in discourse, to distinguish between questions and statements in grammar and to indicate attitude Understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision 	Lr/L2.2e

Assessment criteria	Amplification	AECC ref
2.1 Use clear pronunciation to convey intended meaning	Use stress and intonation to convey meaning and nuances of meaning clearly	Sc/L2.1a
	<ul style="list-style-type: none"> Place the stress correctly in a wide range of words, including those where stress differs between words of the same family and make a clear distinction between stressed and unstressed syllables Select appropriate words to carry the stress within a sentence, and vary the stress to change emphasis and indicate a different attitude Know that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and speak quickly, when appropriate, maintaining a suitable rhythm, without losing comprehensibility Be aware of the various roles of pitch and intonation and use intonation appropriately: <ul style="list-style-type: none"> in grammar, eg indicating a question in discourse, eg indicating a change of topic in indicating attitude 	
	Articulate the sounds of English in connected speech	Sc/L2.1b
	<ul style="list-style-type: none"> Be aware of the tendency for sounds to assimilate or elide in connected speech and use assimilation and elision in speech 	
2.2 Use appropriate language in context according to formality	Express statements of fact	Sc/L2.4a
	<ul style="list-style-type: none"> Make accurate statements, using a wide range of grammatical forms, including more complex forms, such as: <ul style="list-style-type: none"> past perfect future perfect reported speech a range of conditional forms <i>would</i> to express habit in the past Flexibly use a range of forms in combination Integrate notions such as possibility and obligation with statements of fact Demonstrate knowledge of more specific lexis for useful context 	

Assessment criteria	Amplification	AECC ref
2.2 Use appropriate language in context according to formality (cont)	Use language appropriate to register and level of formality <ul style="list-style-type: none"> ▶ Select from and use a range of lexical phrases which are appropriate for both formal and informal situations ▶ Know ways in which spoken language may vary, according to the situation and/or the relationship between speakers, and adapt learner's own speech to suit the situation 	Sc/L2.1c
	Take part in more formal interaction <ul style="list-style-type: none"> ▶ Deal with formal interaction that is particularly difficult or stressful, eg <ul style="list-style-type: none"> – complaining – warning and threatening – insisting and persuading – negotiating ▶ Select from a range of ways to do this, depending on factors such as who learners are speaking to and how polite they want to be ▶ Recognise nuance in difficult interactions, eg the difference between a veiled threat and an open threat or between a complaint that is polite on the surface and an openly rude complaint, and be able to make choices accordingly ▶ Understand that formal interactions often follow predictable patterns, and prepare for them ▶ Switch register, where appropriate, between formal transaction and social interaction 	Sd/L2.2b
3.1 Present information in a logical sequence for a given purpose and audience	Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding <ul style="list-style-type: none"> ▶ Choose a suitable sequence for presenting information and ideas in a given situation ▶ Know some formal markers for making the structure of a discourse clear and elaborate on main points by giving examples, explaining cause and effect and purpose, and commenting 	Sc/L2.5a
	Give explanations and instructions <ul style="list-style-type: none"> ▶ Select from and use a range of ways of indicating sequence, reason and purpose, condition and obligation 	Sc/L2.4d

Assessment criteria	Amplification	AECC ref
3.1 Present information in a logical sequence for a given purpose and audience (cont)	Give factual accounts <ul style="list-style-type: none"> ▶ Incorporate into accounts, where appropriate, functions such as classifying, generalising and describing a process ▶ Know about common formats of factual accounts and structure an account appropriately, eg a general statement, followed by a specific point and an example ▶ Use discourse markers to help to structure an account, eg <i>as a result, consequently, subsequently</i> ▶ Be aware of and use the features of formal register in giving a factual account 	Sc/L2.4b
	Describe, compare and persuade <ul style="list-style-type: none"> ▶ Structure a longer description, eg by going from the general to the particular, and then on to a comparison with something else 	Sc/L2.4f
3.2 Convey relevant detail during communication	Respond to detailed or extended questions on a range of topics <ul style="list-style-type: none"> ▶ Respond to a range of question types, including questions that are not asked directly, but implied ▶ Recognise the register in a question and match the register in the response ▶ Understand that some questions require the responder to address more than one sub-question or to give an extended answer that covers several points ▶ Construct coherent answers and keep track of the main thread with this type of question and knowing some discourse markers to do this 	Lr/L2.3a
4.1 Contribute to discussion and express views constructively	Use appropriate phrases for interruption and change of topic <ul style="list-style-type: none"> ▶ Use appropriate phrases, adapting register according to the situation and the topic 	Sd/L2.3a
	Follow and participate in a discussion or conversation <ul style="list-style-type: none"> ▶ Recognise where a speaker is stating a fact or expressing an opinion, including instances where the speaker expresses an opinion as if it were fact, and respond appropriately ▶ Know that meaning is not always stated overtly but may have to be inferred 	Lr/L2.4a

Assessment criteria	Amplification	AECC ref
4.1 Contribute to discussion and express views constructively (cont)	Express views, opinions, feelings, wishes	Sd/L2.2c
	<ul style="list-style-type: none"> Express opinions, agreement and disagreement, using a range of lexical phrases and different registers to suit a range of situations Select from a range of forms to express: <ul style="list-style-type: none"> future possibility hypothetical meaning obligation (past, present, future) 	
	Support opinions and arguments with evidence	Sd/L2.4a
	<ul style="list-style-type: none"> Know how to research information for a discussion and apply this Use appropriate phrases for introducing evidence into a discussion 	
4.2 Respond to others constructively to move discussion forward	Make relevant contributions and help to move discussions forward	Sd/L2.1a
	<ul style="list-style-type: none"> Understand that, to be productive, discussion needs to progress towards agreed decisions, proposals and solutions Use discourse markers to link contributions to those of other speakers, eg <i>of course</i> – to concede ground; <i>even so</i> – for counter-argument, and use a range of lexical phrases to indicate subtle degrees of agreement and disagreement Make suggestions, in order to move a discussion forward 	
	Use strategies intended to reassure, eg body language and appropriate phraseology	Sd/L2.5a
	<ul style="list-style-type: none"> Understand that direct disagreement is uncommon in discussions in English and use more tentative forms of disagreement 	
	Respond to critical opinion and offer critical opinion constructively	Sc/L2.2a
	<ul style="list-style-type: none"> Understand that successful co-operation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution, and use register-appropriate lexical phrases in order to do this Know a range of ways to make and respond to constructive suggestions, and apply this when appropriate 	

Assessment criteria	Amplification	AECC ref
4.3 Obtain relevant information from others	Make requests <ul style="list-style-type: none"> ▶ Varying register to cover a wide range of formal and informal situations and relationships ▶ Preface a request with a 'softener', eg <i>I wonder or I was wondering</i> 	Sc/L2.3a
	Ask for information <ul style="list-style-type: none"> ▶ Use a range of question types, eg tag questions, embedded questions, and choose appropriate forms to suit a range of situations and relationships ▶ Realise that some questions may be seen as delicate, and preface these with appropriate introductory phrases 	Sc/L2.3b

Generic performance descriptors

These descriptors are used by the examiner to decide 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.

Level 2

Reading Award

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

Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Level 2

Learning outcomes

The learner will:

1. Be able to gain meaning from a text
2. Be able to distinguish the purpose of a text
3. Be able to find information in a text

Assessment criteria

The learner can:

- 1.1 Identify the main points of a text
- 1.2 Identify the main events of a text
- 1.3 Use language features to identify meaning in a text
- 1.4 Identify the meaning of vocabulary in a text
- 2.1 Identify the purpose of a text
- 3.1 Obtain specific information from a text
- 3.2 Evaluate information from different sources

Format

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

The three tasks contain 30 test items:

- ▶ Task 1 – 10 questions
- ▶ Task 2 – 10 questions
- ▶ Task 3 – 10 questions

The tables below show what is assessed in each part of the reading exam paper.

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
			Adult ESOL Core Curriculum descriptor coverage
Task 1			
1. Be able to gain meaning from a text	▶ A wide range of text types ▶ 590-620 words	Questions 1-3 Multiple choice questions	2.1 Identify the purpose of the text 3.1 Obtain specific information from a text
2. Be able to distinguish the purpose of a text	▶ 10 questions		Rt/L2.1a: Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying genres Rt/L2.3a: Identify the main points and specific detail as they occur in a range of different types of text of varying length and detail
3. Be able to find information in a text		Questions 4-8 Multiple choice questions	3.1 Obtain relevant specific information from a straightforward text 1.1 Identify the main points of a text 1.2 Identify the main events of a text 1.3 Use language features to identify meaning in a text Rt/L2.1a: Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying genres Rt/L2.7a: Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Task 1 (cont)	(cont)		Adult ESOL Core Curriculum descriptor coverage
<ol style="list-style-type: none"> 1. Be able to gain meaning from a text 2. Be able to distinguish the purpose of a text 3. Be able to find information in a text 	<ul style="list-style-type: none"> ▶ A wide range of text types ▶ 590-620 words ▶ 10 questions 	<p>Question 9 Multiple choice question</p> <hr/> <p>Question 10 Multiple choice question</p>	<p>1.3 Use language features to identify meaning in a text</p> <p>Rt/L2.4a: Understand and identify how written arguments are structured</p> <p>3.1 Obtain relevant specific information from a straightforward text</p> <p>Rt/L2.6a: Use organisational features and systems to locate texts and information</p>

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Task 2			Adult ESOL Core Curriculum descriptor coverage
1. Be able to gain meaning from a text 2. Be able to distinguish the purpose of a text 3. Be able to find information in a text	► A persuasive, descriptive or discursive text ► 650-680 words ► 10 questions	Questions 11-13 Multiple matching	1.2 Identify the main events of a text Rt/L2.1a: Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying genres
		Questions 14-18 Multiple choice questions	3.1 Obtain relevant specific information from a straightforward text 1.1 Identify the main points of a text 1.2 Identify the main events of a text 1.3 Use language features to identify meaning in a text
		Questions 19-20 Multiple choice questions	Rt/L2.1a: Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying genres Rt/L2.7a: Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading 1.4 Identify the meaning of vocabulary in a text Rw/L2.1a: Read and understand technical vocabulary Rw/L2.3a: Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose

Task number and learning outcomes covered	Text type, length and number of questions	Task type of questions	Assessment criteria
Adult ESOL Core Curriculum descriptor coverage			
Task 3			
1. Be able to gain meaning from a text 2. Be able to distinguish the purpose of a text 3. Be able to find information in a text	<ul style="list-style-type: none"> ▶ 5 thematically linked texts representative of 5 different text types and a range of functions, eg magazine articles, newspaper articles, reports, websites, forums ▶ 710-740 words ▶ 10 questions 	<p>Questions 21-23 Multiple matching</p> <hr/> <p>Question 24 Multiple choice question</p> <hr/> <p>Questions 25-28 Multiple choice questions</p> <hr/> <p>Questions 29-30 Multiple choice questions</p>	<p>2.1 Identify the purpose of a text</p> <p>Rt/L2.2a: Identify the purposes of a wide range of texts, whether inferred or explicitly stated</p> <p>1.3 Use language features to identify meaning in a text</p> <p>Rs/L2.1a: Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text</p> <p>Rs/L2.2a: Use punctuation to help interpret meaning and purpose of texts</p> <p>3.2 Evaluate information from different sources</p> <p>Rt/L2.5a: Read critically to evaluate information, and compare information, ideas and opinions from different sources</p> <p>Rt/L2.7a: Use different reading strategies to find and obtain information, e.g. skimming, scanning, detailed reading</p> <p>1.4 Identify the meaning of vocabulary in a text</p> <p>Rw/L2.1a: Read and understand technical vocabulary</p> <p>Rw/L2.3a: Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose</p>

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 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.

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

Level 2

Writing Award

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 and effectively using length, format and style appropriate to purpose, content and audience in a wide range of documents.

Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Level 2

Learning outcomes

The learner will:

- Be able to plan text for a given task
- Be able to produce text for different tasks
- Be able to complete a form

Assessment criteria

The learner can:

- Plan text for a specific purpose
 - Produce content which meets the purpose effectively
 - Use language effectively
 - Structure texts coherently for a purpose
 - Use grammar correctly
 - Use punctuation correctly
 - Spell words accurately
- Complete a form with complex features correctly

Format

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

	Task 1	Task 2	Task 3
Text type	Form from a wide range of formal contexts	Letter or email	Review or article
Reader(s)	Person not known to the writer, eg school, college, local authority, potential employer	Person not known to the writer, eg school, college, local business	Person not known to the writer, eg school, college, local business
Register/tone	Formal	Formal	Neutral
Purpose	To inform, justify, request or persuade	To narrate, request, complain, criticise or warn	To inform and entertain
Word length	200 words	200 words	250 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** in combination with the **generic performance descriptors** 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 5a**, states the level of grammar required to achieve the assessment criterion. The marker applies the generic performance descriptors for learning outcome 2 such as '*a wide range*' (4 marks), '*several appropriate features*' (3 marks) or '*one or two appropriate examples*' (2 marks), awarding 0 to 4 marks as appropriate to the performance.

The maximum possible number of marks is 76, and the pass mark is 50.

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.

The table below shows the assessment criteria used in each writing task.

Task 1		Task 2		Task 3	
1.1		Plan text for a specific purpose			
2.1	Produce content which meets the purpose effectively	2.1	Produce content which meets the purpose effectively	2.1	Produce content which meets the purpose effectively
2.2	Use language effectively	2.2	Use language effectively	2.2	Use language effectively
2.4	Use grammar correctly	2.3	Structure text coherently for purpose	2.3	Structure text coherently for purpose
2.5	Use punctuation correctly	2.4	Use grammar correctly	2.4	Use grammar correctly
2.6	Spell words accurately	2.5	Use punctuation correctly	2.5	Use punctuation correctly
3.1	Complete a form with complex features correctly	2.6	Spell words accurately	2.6	Spell words accurately

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Plan text for a specific purpose	Apply genre-specific planning strategies as appropriate	Wt/L2.1a
	<ul style="list-style-type: none"> Plan and draft a text clearly and effectively, acting upon knowledge of genre, the purpose for writing, context and audience, including the reader's knowledge and expectations Plan and draft writing as part of a generic process that involves choice at every stage and includes generating and selecting ideas, choosing how to plan, selecting the most appropriate format and layout, ordering ideas, choosing vocabulary and structures, and drafting and redrafting 	
	Make notes as part of the planning process where appropriate	Wt/L2.1b
	<ul style="list-style-type: none"> Make and take notes effectively, using key features of note-taking, choosing note-taking formats for different purposes and genres, eg a flow chart to describe a process, a tree diagram for organisation, and do so according to the writer's own preferences 	
2.1 Produce content which meets the purpose effectively	Select the level of detail to include in a range of texts and how much to write	Wt/L2.2a
	<ul style="list-style-type: none"> Know that the length of text and the level of detail depend on the nature of the content and on the purpose and audience, and apply this knowledge to a wide range of text types 	
	Select the level of detail to include in genre-specific summaries (eg reports or academic writing)	Wt/L2.2b
	<ul style="list-style-type: none"> Know: <ul style="list-style-type: none"> how general statements can cover several points how nouns and adjectives can replace clauses that unimportant detail and repeated information can be deleted that important detail should be included and apply this when writing summaries 	

Assessment criteria	Amplification	AECC ref
2.2 Use language effectively	Choose appropriate register of language for genre, purpose and audience <ul style="list-style-type: none"> ▶ Judge the appropriate register for genre, purpose and audience accurately, eg a formal letter or work experience report, as opposed to a text or personal diary entry ▶ Select language features according to the register of the text, such as: <ul style="list-style-type: none"> – type of lexis and collocation – use of idiomatic expressions – modes of address – sentence type – grammatical forms (such as passive in formal text, contractions in informal text) ▶ Understand and consistently use an increasing range of lexis specific to genre and context 	Wt/L2.5a
	Choose different styles of writing for different purposes and genres <ul style="list-style-type: none"> ▶ Understand that the style of writing involves choice of vocabulary, sentence length and structure, as well as how the text is organised ▶ Know that what is appropriate style depends on genre, purpose, audience, context and desired outcome ▶ Construct effective arguments, eg in an academic essay or a letter to a newspaper, and use appropriate paragraphing structure, eg a statement of argument followed by points to support it and examples ▶ Be aware of the power of stylistic devices to achieve a desired purpose, eg similes and metaphors ▶ Understand the different connotations of words and expressions, eg <i>ally</i> or <i>supporter</i> as opposed to <i>crony</i>, and apply this understanding when writing ▶ Understand the relative strength and appropriateness of emotive language, eg <i>rabble</i>, <i>scandalous</i>, and apply this understanding when writing ▶ In some genres, such as academic writing, develop a personalised, critical, writing style and voice, as well as observe expected norms such as backing up claims with evidence 	Wt/L2.6a

Assessment criteria	Amplification	AECC ref
2.3 Structure text coherently for purpose	<p>Choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence</p> <ul style="list-style-type: none"> Use different ways of ordering and sequencing according to content and purpose of writing In explanations, consider whether the reader needs to understand certain points before they can understand others, eg in explaining how something works In persuasive texts, sequence information, ideas and argumentation in a way appropriate to genre and likely to convince, eg persuading someone about the benefits of certain foods Use different types of paragraphing structure effectively, understanding how conventions of written discourse in English may differ from written conventions in other languages, in terms of ordering and sequencing information As writing becomes more formal and complex, apply knowledge of a range of key linguistic features that help to make the text cohesive, eg use of connectives such as <i>in spite of the fact that</i>, <i>whereas</i>, <i>nevertheless</i>, <i>by this means</i>, and use of discourse markers such as <i>subsequently</i>, <i>accordingly</i>, <i>scarcely</i> 	Wt/L2.3a
	<p>Choose format and structure to organise writing for different purposes and genres</p> <ul style="list-style-type: none"> Decide which format, structure and layout are best for which genre and purpose, eg a table to organise information for reference or comparison, numbered points to separate stages in a process or paragraphs to develop an argument Know that some forms of writing follow standard formats and structures, eg memos, business letters, agendas, minutes of meetings, and use these structures appropriately Choose the appropriate format and structure for creative writing 	Wt/L2.4a

Assessment criteria	Amplification	AECC ref
2.4 Use grammar correctly	Use a range of sentence structure which is fit for purpose <ul style="list-style-type: none"> Understand that effective writing often uses a mixture of simple, compound and complex sentences, and apply this, as appropriate to the context Understand and use a full range of embedded and relative clauses, noun and participle constructions and conditional clauses Understand that simple or compound sentences are often preferable for certain types of writing, eg instructions or directions Understand that complex sentences have more variety of structure than simple and compound sentences and that this can make the writing sound more idiomatic and interesting Use appropriate structures for formal texts, eg use of the passive in official documents or reports, third person in factual texts, formulaic language in letters 	Ws/L2.1a
	Use sentence grammar consistently and with accuracy <ul style="list-style-type: none"> Take care over different aspects of sentence grammar that can affect the accuracy, cohesion and fluency of writing, especially: <ul style="list-style-type: none"> subject-verb agreement in complex sentences form and use of a range of tenses word order in subordinate clauses Understand that when writing longer texts, good writers keep checking back in the course of writing, and check for consistency of tense as well as other grammatical forms, repetition and syntax Understand and use a full range of modal verbs where appropriate, eg in describing a hypothetical situation in the past or future 	Ws/L2.2a

Assessment criteria	Amplification	AECC ref
2.4 Use grammar correctly (cont)	<p>Use pronouns and lexical substitution to lessen repetition and improve the clarity of writing</p> <ul style="list-style-type: none"> Know the term pronoun and identify personal and relative pronouns, eg <i>I, me, we, us, who, which</i> Apply the knowledge that pronouns are used to replace and refer to nouns, to avoid repetition Know that when using pronouns, it must be clear to what or whom they refer, and check this when proofreading Know that pronouns can be over-used, leading to confusion and repetitiveness, and that there are other linguistic strategies that can be employed to avoid this, eg referring to a person by name or title, using the former/ the latter, alternating these with the pronoun, using substitution, and apply all this knowledge when writing Know an increasing range of words with apparently similar meanings and use these to avoid excessive repetition and enhance text cohesion 	Ws/L2.3a
2.5 Use punctuation correctly	<p>Use a range of punctuation to achieve clarity in simple and complex sentences</p> <ul style="list-style-type: none"> Use the full range of punctuation marks effectively, including commas for listing items in connected prose, between clauses in complex sentences and after connectives like <i>however</i> Apostrophes for possession and omission Inverted commas for direct speech and to indicate a quotation Understand the effect on style of using full or contracted forms 	Ws/L2.4a
2.6 Spell words accurately	<p>Apply knowledge of vocabulary to aid accurate spelling</p> <ul style="list-style-type: none"> Apply knowledge of appropriate special-interest vocabulary, including related technical words Develop knowledge of a wide range of common collocations, idioms and colloquialisms for use with different audiences and genres Spell words with a wide range of spelling patterns accurately and consistently Understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words 	Ww/L2.1a

Assessment criteria	Amplification	AECC ref
3.1 Complete a form with complex features correctly	Complete forms with complex features <ul style="list-style-type: none"> Be aware of expectations and conventions of presentation in complex forms Be aware of the need to act on complex instructions, which may be presented in a separate guide, in order to complete certain types of form correctly, eg benefit claims, application for housing transfer Give very clear accounts without ambiguity where forms require continuous prose accounts, eg supporting statements in job applications 	Wt/L2.7a

Notes:

- Assessment criterion 1.1 – *Plan text for a specific purpose*. This criterion is assessed only once for the whole test, in order to ascertain a candidate's ability to judge which text types are appropriate to plan for. A box is provided before each task and candidates should use this space to plan the appropriate task(s).
- Assessment criterion 2.1 – *Produce content which meets the purpose effectively*. The candidate's final answer is judged to be their draft, which they should have proofread to ensure it meets the purpose.
- Learning outcome 2 – *Be able to produce text for different tasks*. Please refer to [Appendices 5a](#) and [5b](#) for the list of communicative functions and language range expected at this level.
- Proofread and revise writing for accuracy and meaning*. This is a National Literacy Standard and is implicit within all of the assessment criteria in learning outcome 2. Candidates should check their work thoroughly and amend accordingly to ensure it meets each of these criteria. See also note above regarding assessment criterion 2.1.
- Produce legible text*. This is a National Literacy Standard and is expected to be met. However, if the candidate's text is illegible, the script cannot be assessed at all so this is considered to be met if the script is marked.
- Ww/L2.1b – *Develop strategies to aid accurate spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 2.6.

Generic performance descriptors

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

Learning outcome 1 – Plan text

Mark	Descriptor
4	The candidate has made fairly detailed and highly relevant plans for one, two or three tasks depending on appropriacy to question tasks set.
2	There is at least some evidence of a plan relating to one or more tasks.
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.

This criterion is assessed only once per test paper, in the planning section.

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

Learning outcome 2 – Produce text

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

Learning outcome 3 – Complete a form

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

* The primary communicative aim will vary according to level.

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 equality of access to exams. This commitment applies to all candidates, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status or employment status. Trinity endeavours to provide exams for candidates with special needs, but owing to the nature of the exam, some special needs, such as an inability to speak, will prevent the candidate from fulfilling the requirements of the exams.

Trinity seeks to ensure that:

- ▶ the content and assessment of its exams are non-discriminatory and are appropriate to the knowledge and skills specified
- ▶ the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes
- ▶ its markers apply a fair and just process.

Candidates with special needs

Trinity 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 person 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 special needs requests are treated on an individual basis: should you need to discuss any candidate requirements please visit trinitycollege.com/language-special-needs.

Reasonable adjustments

In order to support access to our qualifications, we will make changes where practical to the way we do things in order to remove any unnecessary barriers. This is called making 'reasonable adjustments'. We will take reasonable steps to prevent a person who has special needs from suffering a substantial disadvantage compared with a person who does not.

Further information can be found in our Reasonable Adjustments policy, available at trinitycollege.com/policies.

Requesting special provision

All requests for reasonable adjustments must be made using the appropriate application form.

Further guidance on how to complete the application form, as well as information about the types of provision that can be made, can also be obtained by emailing language-csn@trinitycollege.com.

The form must be completed and submitted to Trinity at least 28 days prior to the exam date.

Supporting evidence

In certain cases, the application must be supported by appropriate documentary evidence. Further details on the type of evidence that can be supplied and when it is necessary to supply this can be obtained by contacting language-csn@trinitycollege.com. Details of medical and psychological reports are not disclosed to anyone, including examiners. If the original evidence is in a language other than English, it must be accompanied by a full English translation. Trinity reserves the right to turn down requests for provision if sufficient information is not submitted in time.

Access arrangements

If candidates have any particular access requirements on the day of their exam, you should advise them on the accessibility features of your centre or venue ahead of the exam day.

Special consideration policy

Special consideration may be given to candidates who are ill, injured or suffering from other adverse circumstances at or near the time of the assessment or moderation. Such cases are covered under Trinity's Special Consideration policy at trinitycollege.com/policies. Please email specialconsiderations@trinitycollege.com if you believe a candidate has needs that require special consideration.

Absence through sickness

If a candidate is sick on the day of the exam, they must contact their local or national representative. A discounted replacement exam may be offered, but this is at Trinity's discretion.

Trinity reserves the right to consider other special cases for absence on their individual merits. Such cases may be covered under Trinity's Special Consideration policy at trinitycollege.com/policies.

Exceptional circumstances

If a candidate wishes to postpone an exam, the original fee will not be refunded. There are, however, special arrangements in the case of genuinely exceptional circumstances. For further information please see Trinity's Special Consideration policy at trinitycollege.com/policies.

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 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.

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.

Feedback

Trinity is always keen to receive feedback from its centres and candidates so we can improve our services. We need to know what we're doing well and what we could improve on. Following an exam session, all centres are sent an invitation to complete an online customer feedback survey.

We would be grateful if you could take the time to complete this when you receive it.

Results review, re-mark service and appeals

Trinity has a two-stage process for handling academic investigations. For candidates wishing to challenge the outcome of their exam results, the first stage is our results review service (for speaking and listening exams) or re-mark service (for reading and writing exams).

Information about these services is available at trinitycollege.com/help/customer-services/enquiries-about-results.

If candidates are unhappy with the outcome of the results review or re-mark, they may appeal the decision. More information on the process can be found at trinitycollege.com/appeals.

Finally, candidates who remain dissatisfied following the appeal may refer to one of our regulators. Trinity is externally regulated by Ofqual in England, CCEA Regulation in Northern Ireland and Qualifications Wales. Candidates outside of the UK can refer their complaint to Ofqual.

The regulator will conduct a review of the process followed to ascertain if we have followed our published procedures. They do not form any judgement about the results awarded. You can find more information via the following links:

- gov.uk/government/organisations/ofqual/about/complaints-procedure
- ccea.org.uk/regulation/about-ccea-regulation/complaint
- qualificationswales.org/about/complaints/

Complaints

We strive to ensure that all our candidates and centres have a positive exam experience. However, we recognise that occasionally things do not always run as smoothly as you would like. If you are unhappy with any aspect of Trinity's service, please raise your concern with your Trinity contact in the first instance, who will either be able to solve the problem or advise you how to take your complaint further. Alternatively, you can contact Trinity's complaints department – our complaints procedure can be found in our policy section on our website at trinitycollege.com/policies.

Please note that requests to review exam results must be submitted via the results review or re-mark service and not the complaints procedure.

We ask that you help us in any investigation into your concerns by cooperating fully and providing all necessary information. Please note that a copy of digital exam scripts, digital exam submissions and/or exam recordings will not be made available to centres or to candidates as these are exempted from the candidate's right of access under data protection law.

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Appendix 1a >

Entry 1 Key language items

(Adult ESOL Core Curriculum)

Simple sentences

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

Noun phrase

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

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

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

Adjectives

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

Adverbs and prepositional phrases

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

Discourse

- sentence connectives, eg *then, next*

Appendix 1b >

Entry 1 Communicative functions and notions

(Adult ESOL Core Curriculum)

- ▶ give personal information
- ▶ ask for personal information
- ▶ introduce family and close friends
- ▶ tell the time/day, etc
- ▶ ask the time/day
- ▶ express ability
- ▶ enquire about ability
- ▶ say when you do not understand
- ▶ ask for clarification
- ▶ check back
- ▶ correct
- ▶ spell words aloud
- ▶ describe places and things
- ▶ give information as part of a simple explanation
- ▶ give single-step directions and instructions
- ▶ make requests – ask for directions
- ▶ enquire about prices and quantities
- ▶ make requests – ask for something
- ▶ make requests – ask someone to do something
- ▶ respond to a request
- ▶ express likes and dislikes
- ▶ express feelings
- ▶ express wishes
- ▶ express views
- ▶ agree and disagree
- ▶ apologise
- ▶ express a preference
- ▶ express thanks
- ▶ greet
- ▶ respond to greetings
- ▶ describe health and symptoms
- ▶ invite and offer
- ▶ accept
- ▶ decline
- ▶ take leave

Appendix 2a >

Entry 2 Key language items

(Adult ESOL Core Curriculum)

Simple and compound sentences

- word order in compound sentences
eg subject-verb-(object) + *and/but* + subject-verb-(object)
I work in a shop, but my friend works in an office
- *there was/were/there is going to be*
- clauses joined with conjunctions *and/but/or*
- a limited range of common verbs + *-ing* form
- verb + infinitive, with and without *to*, eg *We went shopping yesterday, I want to buy some fruit, I heard him come in*
- *wh-* questions
- comparative questions
- alternative questions
- question words when, what time, how often, why, how and expressions,
eg *Can you tell me...*
- statements with question tags, using Entry 1 and Entry 2 tenses,
eg *You arrived last year, didn't you?*

Noun phrase

- countable and uncountable nouns, eg *roads, trees, houses; happiness, water, information*
- simple noun phrases, eg *a large red box*
- object and reflexive pronouns, eg *I gave him my book, We enjoyed ourselves very much*
- determiners of quantity – *any, many*, eg *Have you any oranges? We haven't many left*
- use of articles including definite article and zero article with uncountable nouns,
eg *Water is important for life, The traffic is bad today*
- definite article with superlatives, eg *the best example*
- possessive 's' and possessive pronouns, eg *mine, yours*

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

- simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases, eg *The children often eat apples, They always go to school, I see her every day*
- simple past tense of regular and common irregular verbs with time markers such as *ago*,
eg *We went to the cinema yesterday, I saw her two weeks ago*
- future time using:
 - present continuous, eg *We are meeting him at 6 o'clock*
 - *going to, will*, eg *I'm going to wash my hair tonight*
 - time markers, eg *next week, in two days' time*

- modals and forms with similar meaning:
 - must to express obligation
 - *mustn't* to express prohibition
 - *have to, had to* to express need
 - *could* to make requests, eg *Could you?*
 - *couldn't* to express impossibility
- use of simple modal *adverbs possibly, probably, perhaps*
- very common phrasal verbs, eg *get on/off/up/down*

Adjectives

- adjectives and adjective word order, eg *a large black horse, a new red coat*
- comparatives, regular and common irregular forms, eg *good, better, wet, wetter, dark, darker*

Adverbs and prepositional phrases

- prepositions and prepositional phrases of place and time, eg *until tomorrow, by next week, by the river, at midnight, at once*
- adverbs and simple adverbial phrases including:
 - sequencing – *after that*
 - of time and place – *in the morning, at the bus stop*
 - of frequency – *always, sometimes*
 - of manner – *carefully, quickly*
- word order with adverbs and adverbial phrases, eg *he always brought food to our house early in the morning*
- use of intensifiers, eg *really, quite, so*

Discourse

- adverbs to indicate sequence, eg *first, finally*
- use of substitution, eg *I think so, I hope so*
- markers to structure spoken discourse, eg *Right. Well.*

Appendix 2b >

Entry 2 Communicative functions and notions

(Adult ESOL Core Curriculum)

- ▶ give personal information
- ▶ ask for personal information
- ▶ introduce family and close friends
- ▶ tell the time/day, etc
- ▶ ask the time/day
- ▶ express ability
- ▶ enquire about ability
- ▶ say when you do not understand
- ▶ ask for clarification
- ▶ check back
- ▶ correct
- ▶ spell words aloud
- ▶ describe places and things
- ▶ give information, as part of a simple explanation
- ▶ give single-step directions and instructions
- ▶ make requests – ask for directions
- ▶ enquire about prices and quantities
- ▶ make requests – ask for something
- ▶ make requests – ask someone to do something
- ▶ respond to a request
- ▶ express likes and dislikes
- ▶ express feelings
- ▶ express wishes
- ▶ express views
- ▶ agree and disagree
- ▶ apologise
- ▶ express a preference
- ▶ express thanks
- ▶ greet
- ▶ respond to greetings
- ▶ describe health and symptoms
- ▶ invite and offer
- ▶ accept
- ▶ decline
- ▶ take leave

Appendix 3a >

Entry 3 Key language items

(Adult ESOL Core Curriculum)

Simple and compound sentences

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

Noun phrase

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

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

- ▶ present perfect with *since/for, ever/never, yet/already*
- ▶ *used to* for regular actions in the past, eg *I used to go to Italy for my holidays*
- ▶ past continuous, eg *She was working in a bank when that happened*
- ▶ future simple verb forms, eg *I'll see you tomorrow*

- modals and forms with similar meaning:
 - positive and negative, eg *you should/shouldn't to express obligation*
 - *might, may, will probably* to express possibility and probability in the future
 - *would/should* for advice
 - *need to* for obligation
 - *will definitely* to express certainty in the future
 - *May I?* asking for permission
 - *I'd rather* stating preference
- common phrasal verbs and position of object pronouns, eg *I looked it up, She looked after them*

Adjectives

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

Adverbs and prepositional phrases

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

Discourse

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

Appendix 3b >

Entry 3 Communicative functions and notions

(Adult ESOL Core Curriculum)

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

Appendix 4a >

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 4b >

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 5a >

Level 2 Key language items

(Adult ESOL Core Curriculum)

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

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

Noun phrase

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

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

- use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive, eg *Investigations have been carried out into the activities of the men who were involved*
- *would* expressing habit in the past, eg *He would visit us regularly every week*
- use of *had + would/could/should have* in conditional sentences, eg *I would have contacted you if*

I had known you needed help to complete your work

- modals expressing past obligation, possibility, rejected conditions, eg
 - *should have*
 - *might have*
 - *could have*
 - *must have*
 - *can't have*
- a wide range of phrasal verbs with a number of particles, eg *to get round to*, *to carry on with*

Adjectives

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

Adverbs and prepositional phrases

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

Discourse

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

Appendix 5b >

Level 2 Communicative functions and notions

(Adult ESOL Core Curriculum)

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

Appendix 6a Entry 1 Exam report form



Examination report

Examiner number:

SfL Speaking and Listening Entry 1

Candidate number:

Centre: Exam Centre 1

Examiner date:

ID seen	
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GDT	
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C1 Task 1: Candidate's photo						
1	2.1	Use pronunciation to convey intended meaning	4	3	2	1 0
2	2.2	Use simple language appropriate for context when speaking	4	3	2	1 0
3	3.1	Provide a short verbal account with relevant detail	4	3	2	1 0
C1 Task 2: Examiner's photo						
4	1.1	Obtain necessary information from simple verbal communication	4	3	2	1 0
5	2.2	Use simple language appropriate for context when speaking	4	3	2	1 0
6	4.3	Make effective verbal requests to obtain information	4	3	2	1 0
C1 Task 3: Group discussion						
7	4.1	Make relevant contributions to discussion	4	3	2	1 0
8	4.2	Express simple views clearly	4	3	2	1 0
9	4.3	Make effective verbal requests to obtain information	4	3	2	1 0

Appendix 6b Entry 2 Exam report form



Examination report

Examiner number:

SfL Speaking and Listening Entry 2

Candidate number:

Centre: Exam Centre 1

Examiner date:

ID seen	
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EPT	
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RPT	
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GDT	
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C1 Task 1: Candidate's photo or object							
1	2.2	Use straightforward language appropriate for context	4	3	2	1	0
2	3.1	Provide relevant information to others	4	3	2	1	0
3	3.2	Provide a verbal account for a given task	4	3	2	1	0
C1 Task 2: Examiner's photo							
4	1.1	Obtain necessary information from straightforward verbal communication	4	3	2	1	0
5	2.2	Use straightforward language appropriate for context	4	3	2	1	0
C1 Task 3: Role play							
6	2.1	Use pronunciation to convey intended meaning	4	3	2	1	0
7	3.1	Provide relevant information to others	4	3	2	1	0
8	4.3	Obtain specific information from others	4	3	2	1	0
C1 Task 4: Group discussion							
9	1.1	Make appropriate contributions to discussion	4	3	2	1	0
10	4.1	Express views clearly	4	3	2	1	0
11	4.3	Obtain specific information from others	4	3	2	1	0

Appendix 6c Entry 3 Exam report form



Examination report

Examiner number:

SfL Speaking and Listening Entry 3

Candidate number:

Centre: Exam Centre 1

Examiner date:

ID seen	
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EPT	
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RPT	
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GDT	
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C1 Task 1: Candidate's photo or object						
1	2.2	Use appropriate language in context according to formality	4	3	2	1 0
2	3.1	Present information using an appropriate structure for a given purpose	4	3	2	1 0
3	3.2	Provide a verbal account of relevant information for a given audience	4	3	2	1 0
C1 Task 2: Examiner's choice						
4	1.1	Obtain information and relevant supporting detail	4	3	2	1 0
5	4.2	Express views constructively	4	3	2	1 0
C1 Task 3: Role play						
6	2.1	Use clear pronunciation to convey intended meaning	4	3	2	1 0
7	2.2	Use appropriate language in context according to formality	4	3	2	1 0
8	4.4	Obtain relevant information from others	4	3	2	1 0
C2 Task 4: Group discussion						
9	1.1	Obtain information and relevant supporting detail	4	3	2	1 0
10	4.1	Contribute constructively to discussion on straightforward topics	4	3	2	1 0
11	4.3	Plan action with others for a given task	4	3	2	1 0

Appendix 6d Level 1 Exam report form



Examination report

Examiner number:

SfL Speaking and Listening Level 1

Candidate number:

Centre: Exam Centre 1

Examiner date:

ID seen	
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EPT	
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RPT	
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GDT	
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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

Appendix 6e Level 2 Exam report form



Examination report

Examiner number:

SfL Speaking and Listening Level 2

Candidate number:

Centre: Exam Centre 1

Examiner date:

ID seen	
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RPT	
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GDT	
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C1 Task 1: Candidate's presentation							
1	2.1	Use clear pronunciation to convey intended meaning	4	3	2	1	0
2	2.2	Use appropriate language in context according to formality	4	3	2	1	0
3	3.1	Present information in a logical sequence for a given purpose and audience	4	3	2	1	0
C1 Task 2: Examiner and candidate's discussion							
4	1.1	Obtain relevant detail from extended verbal communication	4	3	2	1	0
5	3.2	Convey relevant detail during communication	4	3	2	1	0
6	4.1	Contribute to discussion and express views constructively	4	3	2	1	0
C1 Task 3: Role play							
7	2.1	Use clear pronunciation to convey intended meaning	4	3	2	1	0
8	2.2	Use appropriate language in context according to formality	4	3	2	1	0
9	4.2	Respond to others constructively to move discussion forward	4	3	2	1	0
10	4.3	Obtain relevant information from others	4	3	2	1	0
C2 Task 4: Group discussion							
11	1.1	Obtain relevant detail from extended verbal communication	4	3	2	1	0
12	4.1	Contribute to discussion and express views constructively	4	3	2	1	0
13	4.2	Respond to others constructively to move discussion forward	4	3	2	1	0
14	4.3	Obtain relevant information from others	4	3	2	1	0

Appendix 7 Presentation notes template



ESOL Skills for Life **Level 2 Presentation notes**

Candidate name:

First name:

Last name:

Presentation title:

Presentation key points:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.