

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

Specifications

Trinity College London
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Introduction

Qualification objective

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

These include:

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

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

About this booklet

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

Additional guidance and support

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

Notes on the Qualifications and Credit Framework (QCF)

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

Reasonable adjustments

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

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

Entry requirements

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

Qualification structure and rules of combination

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

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

Recognised prior learning and transfer of credits

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

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

Speaking and Listening Award

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

Candidate profile

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

At this level, adults can:

- ▶ listen and respond to spoken language, including 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.

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

Unit details

Credit value: 12

Guided learning hours: 120

Level: Entry 1

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

Format

The exam consists of two components:

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

Component 1 consists of two tasks:

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

Component 2 (group discussion) consists of one task:

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

Procedure

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

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

Task 1 (3 minutes)

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

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

Examples could include (but are not restricted to):

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

During this task the examiner will also ask the candidate to spell aloud either their first name, family name or the name of the place where he/she lives.

Task 2 (2 minutes)

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

Examples could include (but are not restricted to):

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

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

Group discussion (up to 5 minutes)

Task 3 – Group discussion (up to 5 minutes)

Three candidates discuss one or more topics given to them by the examiner. The examiner acts as 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 these assessment criteria.

The topics to discuss will be chosen from either list A or list B depending on the focus of the class. List A is especially suitable for dedicated work-related courses such as those provided for Job Centre Plus learners. Centres must inform the examiner which list they have prepared prior to the exam.

List A

Jobs
Daily work routine
Transport to work
Your English class
Computers
Workplaces in your area

List B

Free time
Food and drink
Friends and family
Clothes
Health and fitness
Shopping

Assessment

The test is externally assessed by a visiting Trinity examiner. Examiners use an abridged form of the assessment criteria amplification (see appendix 4 for the concise amplification) in combination with the generic performance descriptors on pages 14-15 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 '*articulate the sounds of English to be comprehensible to a sympathetic native speaker (pronounce phonemes adequately)*'. The examiner applies the generic performance descriptors relevant to that learning outcome such as '*getting the most important aspects of their message across at the appropriate level with support*' (2 marks), or '*able to get their message across clearly and without support*' (4 marks), awarding 0 to 4 marks as appropriate to the performance.

Examiners record marks on an exam report form as shown in appendix 3, and a composite marksheet. The table opposite follows the structure of the composite marksheet and along with the explanations underneath, it demonstrates how scores are aggregated to achieve the final mark. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 76, and the pass mark is 50. In addition to this, under QCF regulations, candidates must also demonstrate their ability to meet each of the assessment criteria at the assessed level by achieving a 2 for each assessment criterion at least once during their exam. Candidates who achieve a 2 in every criterion still need to achieve two-thirds overall (50 out of 76) to pass.

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

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

Table showing which assessment criteria are assessed during each task

Task 1 (One-to-one)	Task 2 (One-to-one)	Task 3 (Group discussion)
<p>1.2 Obtain necessary information from simple verbal communication for a given task</p> <p>2.1 Use pronunciation to convey intended meaning</p> <p>2.2 Use simple language appropriate for context when speaking</p> <p>3.1 Provide a short verbal account for a given task</p> <p>3.2 Convey relevant detail during a simple verbal communication</p> <p>4.2 Express simple views clearly during verbal communication</p>	<p>1.1 Follow the gist of simple verbal communication</p> <p>1.2 Obtain necessary information from simple verbal communication for a given task</p> <p>2.1 Use pronunciation to convey intended meaning</p> <p>4.1 Make relevant contributions to discussions</p> <p>4.3 Make effective verbal requests to obtain information</p>	<p>1.1 Follow the gist of simple verbal communication</p> <p>2.2 Use simple language appropriate for context when speaking</p> <p>3.1 Provide a short verbal account for a given task</p> <p>3.2 Convey relevant detail during a simple verbal communication</p> <p>4.1 Make relevant contributions to discussions</p> <p>4.2 Express simple views clearly during verbal communication</p> <p>4.3 Make effective verbal requests to obtain information</p>

Table demonstrating how scores are aggregated to achieve the final mark

All		Task 1						Task 2					Task 3						Total	
	1.3 Follow Instructions	1.2 Obtain necessary information	2.1 Use pronunciation	2.2 Use language in context	3.1 Provide short account	3.2 Convey relevant detail	4.2 Express views	1.1 Follow gist	1.2 Obtain necessary information	2.1 Use pronunciation	4.1 Contribute constructively	4.3 Make requests to obtain information	1.1 Follow gist	2.2 Use language in context	3.1 Provide short account	3.2 Provide relevant information	4.1 Contribute constructively	4.2 Express views	4.3 Make requests to obtain information	
Elsa	4	4	4	4	3	3	4	4	3	3	4	4	3	3	3	3	4	4	4	68
Aziz	4	4	3	2	3	3	2	3	2	3	2	3	4	2	3	3	2	1	3	52
Marco	2	2	3	2	3	3	2	3	2	3	2	3	2	3	3	3	2	2	2	47
Aida	4	1	3	2	3	3	3	3	1	3	3	3	3	3	2	3	3	3	3	53

Elsa: Pass – 68 out of 76. Elsa meets every criterion with ease and achieves a strong pass.

Aziz: Pass – 52 out of 76. Aziz is weak in one area (expressing views), but succeeds in achieving a 2 in task 1, meeting the minimum standard at least once. Together with his strong performance in other areas, he demonstrates that he is ready to move independently to the next level.

Marco: Fail – 47 out of 76. Marco has demonstrated the ability to get by in every criterion (with support), but is not ready to move onto the next level as he has not achieved two-thirds overall.

Aida: Fail – 53 out of 76. Although Aida has achieved two-thirds overall, she has not demonstrated the ability to get by, even with support, on assessment criterion 1.2 – *Obtain necessary information*, in either task 1 or task 2, so she is not ready to move independently onto the next level.

Speaking and Listening Award

Assessment criteria amplification

Speaking and Listening assessment criteria amplification

The following tables list in detail the characteristic standards expected to achieve the assessment criteria in the Entry 1 Speaking and Listening Award unit. This is unabridged, and not all of the points listed are expected in every task. See appendix 4 for a sample of the concise amplification used by examiners. The notation used is the same as that in the Adult ESOL Core Curriculum (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Follow the gist of simple verbal communication	Recognise context and predict general meaning <ul style="list-style-type: none"> Identify the topic of conversation in a variety of simple, everyday exchanges Know that it is not always necessary to understand every word in order to get the general meaning of a spoken text Understand that it is often possible to predict the pattern of an interaction 	Lr/E1.1a
	Listen for gist in short explanations and narratives <ul style="list-style-type: none"> Identify the key words for a given context, eg in the context of travel, key words might be <i>train, single, return</i> Know that it is not always necessary to understand every word in order to get the general meaning of a spoken text Guess the meaning of unknown words using context clues 	Lr/E1.1b
	Listen for gist and respond in a face-to-face situation <ul style="list-style-type: none"> Understand that much of the gist can be understood from context and non-verbal signals by the speaker Signal they are listening by using markers, eg <i>yes, okay</i> Understand that new language can be learned from listening actively and questioning Ask for clarification and repetition in situations where the relationship between speakers makes this possible Respond to listening, eg by clarifying meaning in first language or English 	Lr/E1.1d
1.2 Obtain necessary information from simple verbal communication for a given task	Listen for detail in short narratives and explanations <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 	Lr/E1.2a
	Listen for detail and respond in a face-to-face situation <ul style="list-style-type: none"> Make use of gestures and visual clues to aid understanding Signal they are listening by using markers, eg <i>I see</i> Check back when listening for detail Signal lack of understanding and ask for clarification 	Lr/E1.2b
	Listen for grammatical detail <ul style="list-style-type: none"> Discriminate between different kinds of utterance, eg question, statement or instruction, and respond appropriately Listen for and recognise grammatical forms appropriate for the level, eg <i>wh-</i> question words, prepositions of place, negatives Recognise contracted forms and understand their relationship with the full form usually encountered in writing 	Lr/E1.2c
	Listen for phonological detail <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 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 	Lr/E1.2d
	Listen and extract key information <ul style="list-style-type: none"> Know that it is not necessary to understand and remember every word to extract information 	Lr/E1.2e

Assessment criteria	Amplification	AECC ref
1.3 Follow single step verbal instructions correctly for a given task	Follow single-step instructions <ul style="list-style-type: none"> Recognise and understand lexical phrases commonly used in instructions Understand key grammatical forms, eg imperative and negative imperative, prepositions and markers of place, <i>this, that, here, there</i> Ask for repetition or clarification, and confirm understanding Demonstrate understanding by taking appropriate action 	Lr/E1.3a
	Listen and respond to requests for action <ul style="list-style-type: none"> Recognise requests for action and respond by taking action Indicate willingness or inability to carry out an action 	Lr/E1.4a
2.1 Use pronunciation to convey intended meaning	Use stress and intonation to make speech comprehensible to a sympathetic native speaker <ul style="list-style-type: none"> Develop awareness of word stress and place stress on the correct syllable in familiar words Develop ability to place stress on key words in utterances Know that English has many unstressed vowels, and approximate the sound of the schwa, as in <i>at</i> and the first syllable of <i>o'clock</i> Approximate appropriate intonation patterns 	Sc/E1.1a
	Articulate the sounds of English to be comprehensible to a sympathetic native speaker <ul style="list-style-type: none"> Pronounce phonemes adequately to be comprehensible and to make meaning clear 	Sc/E1.1b
2.2 Use simple language appropriate for context when speaking	Make simple statements of fact <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) Know that statements of fact are usually spoken with falling intonation, and approximate this Make statements of fact within an interaction, and as a response to questions Know and use some phrases that indicate past and future time, with just enough accuracy to be understood, eg adverbials such as <i>yesterday, next week</i>, and common phrases such as <i>I was born in...</i> 	Sc/E1.4a
	Take part in more formal exchanges <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 	Lr/E1.5c
	Take part in more formal interaction <ul style="list-style-type: none"> Have strategies to help deal with misunderstanding, eg asking for repetition, asking for a written leaflet Be aware of local norms regarding body language, eg proximity of speakers or eye contact in formal situations, and understand that these can vary across cultures 	Sd/E1.1b
	Deal with another person's misunderstanding <ul style="list-style-type: none"> Recognise when there has been misunderstanding and correct it Understand the importance of stress in making meaning clear 	Sc/E1.4e

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.1 Provide a short verbal account for a given task	Give a description <ul style="list-style-type: none"> Use grammar suitable for the level, eg <i>there is/are</i>, prepositional phrases, indefinite article Know and use some common adjectives and intensifiers to describe people, places and things 	Sc/E1.4d
3.2 Convey relevant detail during a simple verbal communication	Give personal information <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 contracted forms of the verb Know how to spell words out loud, and when it is necessary to do so, eg spell the name of a street, but not the word street Incorporate the giving of information into an interaction, eg when introducing oneself 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 	Sc/E1.4b
	Listen and respond to requests for personal information <ul style="list-style-type: none"> Discriminate between different <i>wh</i>- question words, eg <i>when, where</i>, and respond appropriately Discriminate between <i>wh</i>- questions and <i>yes/no</i> questions, and respond appropriately Answer either type of question with a minimal response, a short form of the verb, or fuller answers, as appropriate to the situation 	Lr/E1.4b
4.1 Make relevant contributions to discussions	Recognise a speaker's feeling and attitude <ul style="list-style-type: none"> Understand simply expressed feelings, by responding to simple common lexical phrases expressing a small range of feelings Recognise how intonation can carry meaning and identify feeling and attitude expressed mainly through intonation 	Lr/E1.5a
	Take part in social conversation <ul style="list-style-type: none"> Listen and respond in familiar social situations, eg to greetings, introductions, offers and invitations Recognise speaker's mood and attitude, eg friendliness, expressed through intonation Recognise common fixed expressions and collocations 	Lr/E1.5b
	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

Assessment criteria	Amplification	AECC ref
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 Where appropriate, prepare the listener for a request 	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</i>, <i>last week</i>, <i>tomorrow</i>, <i>next week</i> Know and use a range of question words, eg <i>who</i>, <i>what</i>, <i>where</i>, <i>how much/many?</i> Incorporate questions in conversation, eg following up the other person's answer or asking a reciprocal question 	Sc/E1.3a
	Ask for information <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 	Sc/E1.3b
	Ask for directions and location <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 	Sc/E1.3c
	Ask for clarification <ul style="list-style-type: none"> Have strategies for dealing with lack of understanding, eg by asking for repetition 	Sc/E1.3d

Speaking and Listening Award

Generic performance descriptors

Generic performance descriptors

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

Learning outcome 1 – Obtain information from verbal communication

Assessment criteria 1.1 and 1.2 only

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

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

Assessment criterion 1.3 – Follow instructions

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

Marks fall only into categories 0, 2 and 4.

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

Learning Outcome 2 – Speak English to communicate

Learning Outcome 3 – Convey information

Learning Outcome 4 – Engage in discussion with others

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

Reading

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

Candidate profile

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

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, simple narratives.

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

Unit details

Credit value: 6

Guided learning hours: 60

Level: Entry 1

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

Format

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

The three tasks contain 24 test items:

- ▮ Task 1 – 6 questions
- ▮ Task 2 – 9 questions
- ▮ Task 3 – 9 questions.

The assessment also maps directly to the Adult ESOL Core Curriculum at text, sentence and word level. The test as a whole will contain signs, symbols and texts which the candidate may encounter in a work-related environment.

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

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of questions	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
Task 1 1. Be able to gain meaning from text	▶ Short narrative ▶ 100 words (+/- 5%) ▶ 6 questions	Questions 1-3 Multiple choice questions	1.1 Follow a short text on a familiar topic	Rt/E1.1a: Follow a short narrative on a familiar topic or experience
		Questions 4-6 Sentence completion	1.2 Use language features to work out meaning in 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
Task 2 2. Be able to identify the purpose of text 3. Be able to find information in text	▶ Wide range of very short text types, eg greetings card, appointment slip, text message, bill, advert, form ▶ 5 texts ▶ 75 words in total (+/- 5%) ▶ 9 questions	Questions 7-9 Text matching – purpose of text	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
		Questions 10-12 Multiple matching	3.4 Recognise digits correctly	Rw/E1.3.b: Recognise digits
		Questions 13-15 Multiple matching	3.3 Recognise words in text	Rw/E1.1a (basic literacy): Recognise a limited number of words, signs and symbols
Task 3 3. Be able to find information in text 4. Be able to recognise letters	▶ Wide range of signs, symbols and notices encountered in daily life ▶ 40 words (+/- 5%) ▶ 9 questions	Questions 16-18 Multiple choice questions	3.1 Obtain relevant information from a short text on a familiar topic	Rt/E1.1b: Obtain information from texts
		Questions 19-21 Text matching	4.1 Identify letters of the alphabet in upper and lower case correctly	Rw/E1.3a: Identify the letters of the alphabet in both upper and lower case
		Questions 22-24 Text matching	3.2 Recognise symbols in text	Rw/E1.1a (basic literacy): Recognise a limited number of words, signs and symbols

Procedure

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

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity's central office. Each item is awarded one mark. Therefore, the maximum possible number of marks is 24. The pass mark is 16. Under QCF regulations, candidates must also demonstrate the ability to meet each of the assessment criteria, so candidates must get at least one question right in every section relating to each criterion to be awarded a pass.

Writing Award

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

Candidate profile

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

At this level, adults can:

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

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

Unit structure

Credit value: 9

Guided learning hours: 90

Level: Entry 1

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

Format

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

	Task 1	Task 2	Task 3
Text type	Work-related form	Email, message, postcard	Simple article (eg for class project)
Reader(s)	Employer	Friend	Teacher
Register/tone	Formal	Informal	Neutral
Purpose	To inform	To inform	To inform
Word length	8 fields to complete	30 words	30 words

Procedure

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

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity's central office. Examiners use the assessment criteria amplification on page 20 in combination with the generic performance descriptors on page 21 to make their assessments.

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

In each task, a mark is awarded out of 4 for the assessment criteria listed in the table on page 20. The maximum possible number of marks is 36, and the pass mark is 24. In addition to this, under QCF regulations, candidates must also demonstrate their ability to meet each of the assessment criteria at the assessed level by achieving a 2 for each assessment criterion at least once during their exam. Candidates who achieve a 2 in every criterion still need to achieve two-thirds overall (24 out of 36) to pass.

Candidates who achieve two-thirds overall but do not achieve a minimum of 2 for each criterion at least once cannot be awarded a pass. For this reason, each assessment criterion is assessed in at least two different tasks to ensure the candidate has ample opportunity to demonstrate their ability in the area (except assessment criterion 2.1 – *Record personal details correctly*, as there are already eight fields within one task).

Table showing which assessment criteria are assessed during each task

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

Table demonstrating how scores are aggregated to achieve the final mark

Task 1		Task 2				Task 3				Total
	2.1 Record details in a form	1.1 Construct sentences	1.2 Use full stops	1.3 Use capitalisation	1.4 Spell words correctly	1.1 Construct sentences	1.2 Use full stops	1.3 use capitalisation	1.4 spell words correctly	
Fumi	4	3	4	4	3	4	4	3	3	32
Bishnu	4	3	3	2	3	3	3	1	3	25
Alex	2	2	2	2	3	2	2	3	2	20
Lina	4	1	3	3	4	1	3	3	3	25

Fumi: Pass – 32 out of 36. Fumi meets every criterion with ease and achieves a strong pass.

Bishnu: Pass – 25 out of 36. Although Bishnu is weak in one area (assessment criterion 1.3 – *Use capitalisation*), she demonstrates the ability to meet the minimum standard once and achieves well enough in the other areas to move onto the next level.

Alex: Fail – 20 out of 36. Alex can get by at a minimum standard in each criterion, but has not achieved two-thirds overall and is not ready to move to the next level.

Lina: Fail – 25 out of 36. Although Lina has achieved two-thirds overall, she has not demonstrated the ability to get by in assessment criterion 1.1 – *Construct sentences*, in either task 2 or task 3, and so cannot show that she is ready to move independently to the next level.

Writing Award

Assessment criteria amplification

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Construct simple complete sentences correctly for an intended audience	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/E1.1
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
1.4 Spell words correctly	Use and spell correctly some personal key words and familiar words <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	Form the letters of the alphabet using upper and lower case <ul style="list-style-type: none"> Understand when lower and upper case are generally used on a form Space letters and words appropriately and proportion letters in relation to the line 	Ww/E1.2a
	Form digits: <ul style="list-style-type: none"> Form digits 1 to 9 	Ww/E1.2b

*Note: Knowledge of Ww/E1.1b and Ww/E1.1c are assumed in order to reach this point but are not directly assessable in themselves.

Generic performance descriptors

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

Learning outcome 1 – Produce text

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

Learning outcome 2 – Complete a form

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

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

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

Simple sentences

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

Noun phrase

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

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

- simple present tense of – *be/have/do* and common regular verbs
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*
– auxiliary and negative, eg *We don't eat meat*
- modals:
 - can + bare infinitive to express ability, eg *He can drive*
 - would + like for requests, eg *She'd like some tea.*
- use of *on, off, in, out*, eg *Switch the light off, Way out*

Adjectives

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

Adverbs and prepositional phrases

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

Discourse

- sentence connectives, eg *then, next*

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

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

Appendix 3 – Entry 1 Examination report

TRINITY
COLLEGE LONDON

Examination report

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

Candidate name: Candidate number:

Centre name (number): Exam date:

Examiner name: Examiner number:

ID seen ☐

GDT ☐

Component 1: Task 1 – Candidate photo						
1	1.2 Obtain necessary information from simple verbal communication for a given task	0	1	2	3	4
2	2.1 Use pronunciation to convey intended meaning	0	1	2	3	4
3	2.2 Use simple language appropriate for context when speaking	0	1	2	3	4
4	3.1 Provide a short verbal account for a given task	0	1	2	3	4
5	3.2 Convey relevant detail during a simple verbal communication	0	1	2	3	4
6	4.2 Express simple views clearly during verbal communication	0	1	2	3	4
Component 1: Task 2 – Examiner photo						
7	1.1 Follow the gist of simple verbal communication	0	1	2	3	4
8	1.2 Obtain necessary information from simple verbal communication for a given task	0	1	2	3	4
9	2.1 Use pronunciation to convey intended meaning	0	1	2	3	4
10	4.1 Make relevant contributions to discussions	0	1	2	3	4
11	4.3 Make effective verbal requests to obtain information	0	1	2	3	4
Component 1: Task 3 – Group discussion						
12	1.1 Follow the gist of simple verbal communication	0	1	2	3	4
13	2.2 Use simple language appropriate for context when speaking	0	1	2	3	4
14	3.1 Provide a short verbal account for a given task	0	1	2	3	4
15	3.2 Convey relevant detail during a simple verbal communication	0	1	2	3	4
16	4.1 Make relevant contributions to discussions	0	1	2	3	4
17	4.2 Express simple views clearly during verbal communication	0	1	2	3	4
18	4.3 Make effective verbal requests to obtain information	0	1	2	3	4
Whole exam						
19	1.3 Follow straightforward verbal instructions correctly for a given task	0	–	2	–	4

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

Assessment criteria	Amplification
1.1 Follow the gist of simple verbal communication	<p>Recognise context and predict general meaning</p> <ul style="list-style-type: none"> Identify the topic of conversation in a variety of simple, everyday exchanges <p>Listen for gist in short explanations and narratives</p> <ul style="list-style-type: none"> Identify the key words for a given context <p>Listen for gist and respond in a face-to-face situation</p> <ul style="list-style-type: none"> Signal they are listening by using markers Ask for clarification and repetition Respond to listening
1.2 Obtain necessary information from simple verbal communication for a given task	<p>Listen for detail in short narratives and explanations</p> <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 <p>Listen for detail and respond in a face-to-face situation</p> <ul style="list-style-type: none"> Make use of gestures and visual clues to aid understanding Signal they are listening by using markers Check back when listening for detail Signal lack of understanding and ask for clarification <p>Listen for grammatical detail</p> <ul style="list-style-type: none"> Discriminate between different kinds of utterance, eg question, statement or instruction, and respond appropriately. <p>Listen for phonological detail</p> <ul style="list-style-type: none"> Recognise intonation patterns and the difference between statement and question, and that they can vary across cultures Recognise and discriminate between individual sounds <p>Listen and extract key information</p> <ul style="list-style-type: none"> Know that it is not necessary to understand and remember every word to extract information
2.1 Use pronunciation to convey intended meaning	<p>Use stress and intonation to make speech comprehensible to a sympathetic native speaker</p> <ul style="list-style-type: none"> Develop awareness of word stress and place stress on the correct syllable in familiar words Know that English has many unstressed vowels, and approximate the sound of the schwa Approximate appropriate intonation patterns <p>Articulate the sounds of English to be comprehensible to a sympathetic native speaker</p> <ul style="list-style-type: none"> Pronounce phonemes adequately

Appendix 4

Assessment criteria	Amplification
2.2 Use simple language appropriate for context when speaking	<p>Make simple statements of fact</p> <ul style="list-style-type: none"> Use verb forms suitable for the level <p>Use grammar suitable for the level, to express</p> <ul style="list-style-type: none"> Possession, quantity, number, location Know and use some phrases that indicate past and future time, with just enough accuracy to be understood <p>Take part in more formal exchanges</p> <ul style="list-style-type: none"> Listen and respond in more formal exchanges, eg to greetings, instructions, offers, and requests for information <p>Take part in more formal interaction</p> <ul style="list-style-type: none"> Have strategies to help deal with misunderstanding <p>Deal with another person's misunderstanding</p> <ul style="list-style-type: none"> Recognise when there has been misunderstanding and correct it
3.1 Provide a short verbal account for a given task	<p>Give a description</p> <ul style="list-style-type: none"> Use grammar suitable for the level Know and use some common adjectives and intensifiers to describe people, places and things
3.2 Convey relevant detail during a simple verbal communication	<p>Give personal information</p> <ul style="list-style-type: none"> Use contracted forms of the verb Know how to spell words out loud Incorporate the giving of information into an interaction Use key lexis linked to own experience and aspirations and very common lexis <p>Listen and respond to requests for personal information</p> <ul style="list-style-type: none"> Discriminate between different <i>wh</i>- questions and <i>yes/no</i> questions, and respond appropriately Answer either type of question with a minimal response, a short form of the verb, or fuller answers, as appropriate to the situation
4.1 Make relevant contributions to discussions	<p>Recognise a speaker's feeling and attitude</p> <ul style="list-style-type: none"> Respond to simple common lexical phrases expressing a small range of feelings Identify feeling and attitude expressed mainly through intonation <p>Take part in social conversation</p> <ul style="list-style-type: none"> Listen and respond in familiar social situations Recognise speaker's mood and attitude expressed through intonation Recognise common fixed expressions and collocations <p>Follow a simple discussion on a familiar topic</p> <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
4.2 Express simple views clearly during verbal communication	<p>Express likes, eg dislikes, feelings</p> <ul style="list-style-type: none"> Use expressions suitable for the level to express likes and dislikes, feelings and simple views Recognise simply expressed views, likes and dislikes and feelings of another speaker, and indicate broad agreement or disagreement

Assessment criteria	Amplification
4.3 Make effective verbal requests to obtain information	<p>Make requests – ask for things or action</p> <ul style="list-style-type: none"> Make requests, with or without use of introductory phrases Notice intonation patterns for politeness, and approximate them Where appropriate, prepare the listener for a request <p>Make requests – ask permission</p> <ul style="list-style-type: none"> Ask for permission, using modal verb <i>can</i> Use intonation to indicate politeness <p>Ask for personal details</p> <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 using contractions where appropriate 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 Know and use a range of question words, eg <i>who, what, where, how much/many?</i> Incorporate questions in conversation <p>Ask for information</p> <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 <p>Ask for clarification</p> <ul style="list-style-type: none"> Have strategies for dealing with lack of understanding
1.3 Follow single step verbal instructions correctly for a given task	<p>Follow single-step instructions</p> <ul style="list-style-type: none"> Recognise and understand lexical phrases commonly used in instructions Understand key grammatical forms used in instructions Ask for repetition or clarification, and confirm understanding Demonstrate understanding by taking appropriate action <p>Listen and respond to requests for action</p> <ul style="list-style-type: none"> Recognise requests for action and respond by taking action