

Trinity Awards and Certificate in ESOL Skills for Life (QCF) – Entry 3

Specifications

Trinity College London
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Contents

Introduction	4
Speaking and Listening Award	6
Candidate profile	6
Unit details	6
Procedure	7
Assessment	7
Speaking and Listening assessment criteria amplification	10
Generic performance descriptors	17
Reading Award	19
Candidate profile	19
Unit details	19
Format	19
Procedure	21
Assessment	21
Writing Award	22
Candidate profile	22
Unit details	22
Format	22
Procedure	22
Assessment	23
Writing assessment criteria amplification	25
Generic performance descriptors	28
Appendices	
Appendix 1 – Entry 3 Key language items	30
Appendix 2 – Entry 3 Communicative functions and notions	32
Appendix 3 – Entry 3 Examination report	33
Appendix 4 – Concise Entry 3 Speaking and Listening assessment criteria amplification	34

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 3 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 3 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 3) (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 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

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 3

Learning outcomes The learner will	Assessment criteria The learner can
1. Be able to obtain information from verbal communication	1.1 Follow the gist of straightforward verbal communication
	1.2 Obtain relevant detail from straightforward verbal communication
	1.3 Follow straightforward verbal instructions correctly for a given purpose
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
	3.3 Convey relevant detail during verbal communication
4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

Format

The exam consists of two components:

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

Component 1 consists of three tasks:

- ▶ Task 1 – Candidate answers questions about their own photo which represents a specific experience in the past
- ▶ Task 2 – 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 – Candidate exchanges information with the examiner in a role play in which they plan a solution to a work-related problem.

Component 2 (group discussion) consists of one task:

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

Procedure

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

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

Task 1 (3 minutes)

The exam begins with greetings and the examiner using straightforward instructions such as *'do come in', 'take a seat', 'please could I see your marksheet/ID?'*.

The candidate should bring in a photo or object representing a specific experience in the past. This should enable the candidate to demonstrate their ability to use a range of structures to talk about the past, eg *used to*, past continuous, present perfect, and sequence markers. The examiner will ask questions about the experience.

Examples could include (but are not restricted to):

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

Task 2 (2 minutes)

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

Task 3 (3 minutes)

This task will be a role play. The candidate has a problem at work which they discuss with their colleague/line manager (the examiner), working together to evaluate and plan a solution.

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

Group discussion (up to 8 minutes)

Task 4 (up to 8 minutes)

Three 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 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 these assessment criteria.

Assessment

The test is externally assessed by a visiting Trinity examiner. Examiners use an abridged form of the assessment criteria amplification (see appendix 4 for the concise amplification) in combination with the generic performance descriptors on pages 17-18 to make their assessments. The amplification specifies what is required to achieve at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 2.2 – *Use appropriate language in context according to formality* includes *'express clearly statements of fact (form simple, compound, and complex sentences with one subordinate clause in the appropriate word order; use markers to introduce subordinate clauses; use with some accuracy suitable verb forms and time markers to make clear the time to which a statement of fact refers; use with some accuracy Entry 3 grammatical forms and collocation)'*. The examiner applies the generic performance descriptors

Speaking and Listening Award

relevant to that learning outcome 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 examination report as shown in appendix 3, and a composite marksheet. The table opposite follows the structure of the composite marksheet and along with the explanations underneath, it demonstrates how scores are aggregated to achieve the final mark. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 92, and the pass mark is 60. In addition to this, under QCF regulations candidates must also demonstrate their ability to meet each of the assessment criteria at the assessed level by achieving a 2 for each assessment criterion at least once during their exam. Candidates who achieve a 2 in every criterion still need to achieve two-thirds overall (60 out of 92) to pass. Candidates who achieve two-thirds overall but do not achieve a minimum of 2 for each criterion at least once cannot be awarded a pass.

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 straightforward verbal instructions correctly for a given purpose*, is assessed once only based on performance during the whole exam, as following the examiner's instructions correctly is an integral part of the exam itself.

Table showing which assessment criteria are assessed during each task

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

Table demonstrating how scores are aggregated to achieve the final mark

	All	Task 1						Task 2						Task 3						Task 4						Total
	1.3 Follow Instructions	2.1 Use clear pronunciation	2.2 Use language in context	3.1 Present information for purpose	3.2 Provide relevant information	3.3 Convey relevant detail	1.1 Follow gist	1.2 Obtain relevant detail	2.1 Use clear pronunciation	4.1 Contribute constructively	4.2 Express views	4.4 Obtain relevant information	1.2 Obtain relevant detail	2.2 Use language in context	3.2 Provide relevant information	4.3 Plan action with others	4.4 Obtain relevant information	1.1 Follow gist	3.1 Present information for purpose	3.3 Convey relevant detail	4.1 Contribute constructively	4.2 Express views	4.3 Plan action with others			
Natalia	4	4	3	4	4	4	4	4	3	4	4	2	4	3	3	4	4	4	3	4	4	4	4	85		
Maaza	4	1	3	3	3	3	4	3	2	3	3	3	3	3	4	4	4	4	3	3	3	3	3	72		
Anna	4	2	2	2	2	2	3	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	51		
Yagub	4	3	1	3	2	3	3	3	4	3	3	3	3	1	3	3	4	3	3	3	3	3	2	64		

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

Maaza: Pass – 72 out of 92. Although Maaza does not meet the minimum standard for assessment criterion 2.1 – *Use clear pronunciation to convey intended meaning* in task 1, he meets the minimum standard in the following task, and meets all the other assessment criteria with ease.

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

Yagub: Fail – 64 out of 92. Although Yagub has achieved two-thirds overall, he has not demonstrated the ability to meet the communicative purposes of the task, even with support, on one assessment criterion 2.1 – *Use language in context*, so he is not ready to move independently onto the next level.

Speaking and Listening assessment criteria amplification

The following tables list in detail the characteristic standards expected to achieve the assessment criteria in the Entry 3 Speaking and Listening Award. This is unabridged, and not all of the points listed are expected in every task. See appendix 4 for the concise amplification used by examiners. The notation used is the same as that used in the Adult Core Curriculum (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Follow the gist of straightforward verbal communication	Recognise context and predict meaning in a range of oral interactions <ul style="list-style-type: none"> Know that it is not always necessary to understand all of the interaction to recognise the context Recognise key lexis and register of lexis in order to help identify the context 	Lr/E3.1a
	Listen for the gist of explanations, instructions or narratives in face-to-face interaction <ul style="list-style-type: none"> Use non-linguistic clues, such as the immediate environment or the speaker's body language, to help get the gist or to guess the meaning of unknown words when in a face-to-face situation Understand the need to listen to the speaker's use of stress and intonation, in order to note what the speaker considers important or how the speaker feels about the topic Use informal discourse markers, eg <i>Yeah, hmm</i>, to indicate understanding, agreement, disagreement etc 	Lr/E3.1c
1.2 Obtain relevant detail from straightforward verbal communication	Listen for detail in narratives and explanations <ul style="list-style-type: none"> Understand and identify key words and phrases in a given context Understand that unstressed syllables or words can be difficult to hear, and may need to be guessed at 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); <i>as a result of</i>, <i>however</i> (formal) Recognise the meaning and role of idiomatic expression, metaphor and connotation as appropriate to the level Respond to detailed explanations as appropriate to context, eg by taking action, by making notes 	Lr/E3.2a
	Listen for detail and respond in a face-to-face situation <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 	Lr/E3.2b
	Listen for grammatical detail <ul style="list-style-type: none"> Recognise questions, statements and instructions Know that different kinds of utterance have different kinds of features in terms of phonology and structure, and use this knowledge to help with understanding 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) Identify familiar grammatical structures and understand that they may differ in form from their equivalent in formal writing, eg contracted forms, ellipsis Become aware that listening and noticing grammatical forms – and the way they are used in context – can be a useful way to increase knowledge of grammar, as it is used in spoken English 	Lr/E3.2d

Assessment criteria	Amplification	AECC ref
1.2 Obtain relevant detail from straightforward verbal communication (continued)	Listen for phonological detail <ul style="list-style-type: none"> Understand that many varieties of English have a stress-timed rhythm, and that many syllables include an unstressed vowel, ie the schwa, and notice this when listening 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 Understand that listening in detail to how speakers pronounce English can be a useful way to improve learners' own pronunciation 	Lr/E3.2e
	Listen for relevant and new information in face-to-face situations <ul style="list-style-type: none"> Notice ways in which new information can be signalled through the use of stress and intonation Understand the importance of knowing what information one wants to get from listening, and focus listening in relation to this Understand the need to register new information in order to decide whether it is relevant or not Know that significant points are often repeated or summarised at the end of an explanation or presentation Develop a range of receptive lexis to include less familiar contexts Understand how body language can be used to emphasise a point, and how this can vary across cultures Ask for clarification where necessary and confirm understanding 	Lr/E3.3a
	Listen for relevant and new information in face-to-face situations <ul style="list-style-type: none"> Know some of the linguistic devices that speakers can use to draw attention to their main point in informal interaction Understand how body language can be used to emphasise a point and how this can vary across cultures Ask for clarification where necessary and confirm understanding 	Lr/E3.3b
	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 the head as opposed to a sideways movement of the head Know and use a range of fixed expressions to clarify and confirm understanding 	Lr/E3.4a
1.3 Follow straightforward verbal instructions correctly for a given purpose	Listen for detailed instructions <ul style="list-style-type: none"> Recognise sequence markers such as <i>firstly</i>, <i>finally</i> (formal), <i>to start with</i> (informal), and use them to aid understanding of instructions In face-to-face interaction, recognise deictic markers, eg <i>this</i>, <i>that</i>, <i>here</i>, <i>there</i>, and understand what they refer to Respond to detailed instructions by taking appropriate action, and respond in face-to-face interaction by asking for clarification Recognise collocations, including phrasal verbs, such as <i>plug in</i>, <i>switch off</i>, <i>click on</i> 	Lr/E3.2c
	Respond to requests for action <ul style="list-style-type: none"> Know a range of appropriate phrases to indicate willingness to carry out an action or to explain why an action cannot be carried out, and use these with the appropriate register 	Lr/E3.5a

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
2.1 Use clear 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 schwa, and produce the schwa 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 Be aware of the need to adapt register according to the relationship between speakers, and do so Be aware of the need to adapt register according to the gravity of the situation (eg when apologising), and do so Know and use appropriate fixed expressions for different situations 	Sc/E3.2a
	Express clearly statements of fact <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 because, after, even though and since 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</i>, <i>pleased with</i> Use intonation in a way in which it is commonly used in statements, bearing in mind differences in variety, both regional and in terms of age groups 	Sc/E3.4a
	Take part in more formal interaction <ul style="list-style-type: none"> Take part in relatively straightforward interactions, and also begin to deal with more stressful situations such as making a complaint 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 	Sd/E3.1b

Assessment criteria	Amplification	AECC ref
3.1 Present information using an appropriate structure for a given purpose	Give an account/narrate events in the past <ul style="list-style-type: none"> Use a range of verb forms, suitable for the level, together with appropriate time markers Use some subordinate clauses, especially clauses of time, and relative clauses with <i>who</i>, <i>which</i>, <i>where</i> Develop an understanding of the way a narrative is normally structured, with introduction, development and conclusion, and indicate the sequence of events when narrating Develop understanding of the way that intonation can rise to indicate that a narrative continues, and fall to indicate that it is complete, understand that intonation can start high when a new topic is introduced, and begin to apply this Use a range of lexis and some collocations accurately Use varying intonation in a spoken account or narrative to create interest and keep the listener's attention 	Sc/E3.4c
3.2 Provide a verbal account of relevant information for a given audience	Give an explanation <ul style="list-style-type: none"> Know when an explanation is required Use verb forms referring to past, present or future time, including the forms <i>have to</i> or <i>need to</i> in present and past, in order to express obligation Use a range of ways of connecting ideas, particularly subordinate clauses of cause and effect, result and purpose, including infinitives of purpose 	Sc/E3.4d
	Give directions and instructions <ul style="list-style-type: none"> Use simple, compound, and some complex sentences, eg with <i>when</i> or <i>if</i> Use grammatical forms suitable for the level: <ul style="list-style-type: none"> modal verbs <i>should</i>, <i>shouldn't</i>, <i>must</i>, <i>mustn't</i> (to express obligation) imperative and negative imperative forms conditional (present and future) Sequence information comprehensibly, knowing and using appropriate sequencing markers such as <i>first</i>, <i>then</i>, <i>after that</i> Understand the importance of placing the stress on key words, and do so Know and use lexis suitable for the topic, using specialist language where appropriate 	Sc/E3.4e
	Give a short description and make comparisons <ul style="list-style-type: none"> Use grammatical forms suitable for the level such as prepositional phrases Know and use a number of adjectives, with their antonyms, together with the comparative and superlative form of the adjective, to convey detail, interest and attitude in a description Express, where appropriate, similarity and contrast through the use of markers such as <i>but</i>, <i>however</i>; and comparative structures such as <i>(not) as... as</i> Understand how a description is often structured, ie going from the general to the particular, or from factual description to opinion, and begin to apply this Add, where appropriate, personal opinion to a description, through use of the superlative form of the adjective or use of intensifiers such as <i>too</i> or <i>not enough</i> Begin to use lexis for positive or negative effect Begin to use lexis creatively 	Sc/E3.4f

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.3 Convey relevant detail during verbal communication	Give personal information <ul style="list-style-type: none"> Recognise direct and indirect requests for personal information, understand the type and amount of detail required, and respond appropriately Use verb forms and time markers suitable for the level to give information about past, present and future: <ul style="list-style-type: none"> present perfect with <i>for/since, ever/never</i> present continuous used to Give specific information about time and place, using prepositional phrases and subordinate clauses Respond to a question and follow up the response, where appropriate, with further relevant information or comment, or with a reciprocal question Increase the range of lexis for talking about oneself, eg words for expressing feelings 	Sc/E3.4b
	Respond to requests for information <ul style="list-style-type: none"> Recognise a number of question types (eg embedded questions) and understand the type and amount of detail expected in different contexts Recognise verb forms and time markers appropriate for the level, and respond appropriately 	Lr/E3.5b
4.1 Contribute constructively to discussion on straightforward topics	Take part in social interaction <ul style="list-style-type: none"> Vary ways of greeting, introducing, leave-taking, offering, inviting, etc according to the relationship between speakers Offer help Vary intonation to indicate different attitudes, eg sympathy, interest Know and use some expressions commonly used in social interaction Know which lexis is considered informal, eg <i>kids, ten grand</i> and decide whether to use it or not Notice features common in informal speech, such as ellipsis or vague language, and decide whether to use it 	Sd/E3.1a
	Ask about people's feelings and opinions <ul style="list-style-type: none"> Form a range of different question types, including alternative questions and tag questions Use appropriate collocation, eg <i>give your opinion on...</i> Use appropriate intonation patterns in a range of question types 	Sd/E3.2a
	Recognise a variety of feelings expressed by another speaker <ul style="list-style-type: none"> Identify common structures and vocabulary used in expressing a variety of feelings and emotions Recognise the role of intonation, stress and pitch in indicating feeling Identify feelings expressed through intonation and corresponding words, and feelings expressed mainly through intonation Understand the tendency to exaggerate in informal situations, and the intonation patterns accompanying exaggeration Respond appropriately to a range of feelings in the other person, using appropriate intonation Understand the role of connotation and the implied meaning in statements 	Lr/E3.6a
	Understand the turn-taking process <ul style="list-style-type: none"> Use appropriate phrases to offer a turn to another speaker Recognise suitable points for interruption and use appropriate phrases for interrupting politely 	Sd/E3.2b

Assessment criteria	Amplification	AECC ref
4.1 Contribute constructively to discussion on straightforward topics	Listen for the gist of a discussion <ul style="list-style-type: none"> Recognise the context of a discussion, ie the situation, the speakers, the topic, and the purpose of the discussion Recognise the relationship between speakers, by noting the register, and the level of formality of the lexis Tune in to a discussion that has already started and recognise what it is about Understand that discussions can serve different purposes (eg to share views, plan a task, solve a problem, clear the air), and recognising the purpose of a discussion 	Lr/E3.7a
	Follow and participate in a discussion <ul style="list-style-type: none"> Pick out the main points made by one or more speakers, and make contributions relevant to the discussion in general Link own contribution to that of other speakers, either implicitly or explicitly, through the use of discourse markers Recognise the level of formality of the discussion, and match own contributions to that level 	Lr/E3.7c
	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"> Use the gerund (-ing form) as object of verbs expressing a liking 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
	Make suggestions, give advice <ul style="list-style-type: none"> Use suitable phrases for: <ul style="list-style-type: none"> making suggestions, either inclusive or exclusive of the speaker giving advice asking for advice and suggestions accepting and rejecting advice and suggestions Be aware of the importance of polite intonation with all of the above, and apply this Know that, in rejecting advice and suggestions, it is often necessary to give a reason, and do so, where appropriate 	Sd/E3.1e
	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

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
4.3 Plan action with others for a given task	Make arrangements/make 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 Use suitable phrases for making requests in a telephone situation, and know that it is often necessary to rehearse what to say on the phone 	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, with awareness of the tendency for intonation to rise on the first alternative and fall on the second Adapt register to suit the relationship between speakers, ie 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 	
	Ask for directions, instructions or explanation <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 	Sc/E3.3c
	Ask for descriptions of people, places and things <ul style="list-style-type: none"> Request descriptions through direct questioning and more open ways of asking 	Sc/E3.3d

Generic performance descriptors

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

Learning outcome 1 – Obtain information from verbal communication

Assessment criteria 1.1 and 1.2 only

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

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

Assessment criterion 1.3 – Follow instructions

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

Marks fall only into categories 0, 2 and 4.

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

Speaking and Listening Award

Generic performance descriptors

Learning Outcome 2 – Speak English to communicate

Learning Outcome 3 – Convey information

Learning Outcome 4 – Engage in discussion with others

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

Reading Award

Trinity Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) (QCF)

Candidate profile

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

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, short reports

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

Unit details

Credit value: 6

Guided learning hours: 60

Level: Entry 3

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

Format

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

The three tasks contain 27 test items:

Task 1 – 9 questions

Task 2 – 9 questions

Task 3 – 9 questions

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

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

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

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of questions	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
Task 3 1. Be able to gain meaning from text 3. Be able to find information in text 4. Be able to order words alphabetically	► Informative article or report ► 200 words + a graph (+/- 5%) ► 9 questions	Questions 19-21 Purpose of paragraph	1.1 Identify the main points of short straightforward text	Rt/E3.4a: Extract the main points and ideas, and predict words from context
		Questions 22-24 Multiple choice	3.1 Obtain information from short straightforward text	Rt/E3.6a: Skim read key textual features (title, heading and illustrations) for different purposes Rt/E3.7a: Scan different parts of texts to locate information Rt/E3.9a: Relate an image to print and use it to obtain meaning
		Questions 25-27 Word placement	4.1 Use first and second placed letters to order words	Rw/E3.4a: Use first- and second-place letters to find and sequence words in alphabetical order

Procedure

Candidates must indicate their answers on the answer sheet provided for this specific test. Candidates sit the exam at their own registered Trinity 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 27. The pass mark is 18. Under QCF regulations, candidates must also demonstrate the ability to meet each of the assessment criteria, so candidates must get at least one question right in the group of three or six questions relating to each criterion to be awarded a pass. For example, assessment criterion 1.4 is assessed in both task 1 and task 2, and assessment criterion 3.1 is assessed in tasks 2 and 3. The learner therefore has six opportunities to achieve these criteria in this assessment.

Writing Award

Trinity Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) (QCF)

Candidate profile

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

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, short reports.

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

Unit details

Credit value: 9

Guided learning hours: 90

Level: Entry 3

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

Format

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

	Task 1	Task 2	Task 3
Text type	Work-related form	Simple article (eg for class project)	Text message
Reader(s)	Employer	Teacher	Friend
Register/tone	Formal	Neutral	Informal
Purpose	To describe	To inform	To inform
Word length	120 words	200 words	30 words

Procedure

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

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked at Trinity's central office. Examiners use the assessment criteria amplification on pages 25-27 in combination with the generic performance descriptors on pages 28-29 to make their assessments.

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

The maximum possible number of marks is 60, and the pass mark is 40. 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 (40 out of 60) 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 to meet the criterion, apart from assessment criterion 3.1 – *Complete a form with open and closed responses correctly*, as there are several fields within one task, and assessment criterion 1.1 – *Plan text for the intended audience*, which is assessed once only in the planning task.

Table showing which assessment criteria are assessed during each task

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

Table demonstrating how scores are aggregated to achieve the final mark

	All	Task 1							Task 2						Task 3	Total
	1.1 Plan text for audience	2.1 Produce content for audience	2.2 Structure main points	2.3 sequence text	2.4 use grammar	2.5 use punctuation	2.6 spell words correctly	3.1 complete a form	2.1 Produce content for audience	2.2 Structure main points	2.3 sequence text	2.4 use grammar	2.5 use punctuation	2.6 spell words correctly	2.1 Produce content for audience	
Marta	4	4	4	4	3	4	4	4	3	3	3	3	4	4	4	55
Ali	4	4	3	4	3	1	3	4	3	3	3	3	2	3	3	46
Mina	2	2	2	2	3	3	2	2	2	2	2	2	3	2	2	33
David	2	1	3	3	3	4	4	4	1	2	3	3	4	4	1	42

Marta: Pass – 55 out of 60. Marta meets every criterion with ease and achieves a strong pass.

Ali: Pass – 46 out of 60. Ali is weak in one area – assessment criterion 2.5 – *Use punctuation correctly* – but he meets the minimum standard at least once, and performs well in the other areas, so he is ready to move onto the next level.

Mina: Fail – 33 out of 60. Mina has met each criterion at the minimum standard, but she has not achieved two-thirds overall.

David: Fail – 42 out of 60. Although David has achieved two-thirds overall, he has not demonstrated the ability to use the correct register and produce content for the intended audience (assessment criterion 2.1) to the minimum level, in any of three tasks, and so does not achieve a pass at Entry 3.

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Plan text for the intended audience	Recognise the process of planning and drafting when writing certain types of text* <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 	Wt/E3.1a
	Make notes as part of the planning process <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 	Wt/E3.1b
2.1 Produce content for the intended audience	Recognise the process of planning and drafting when writing certain types of text* <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, graphics Identify appropriate register for task and audience, showing awareness of the main differences between spoken and written English 	Wt/E3.1a
	Write using complex sentences <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 	Ws/E3.1a
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

*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
2.3 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
	Use basic sentence grammar accurately <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 Know that the range and usage of tenses and aspect does not always correspond directly with the range in learners' other languages, eg in Chinese there are no verb changes to express the concept of time Understand that a verb and its subject must agree in terms of number, and apply this in their own writing Understand that the use of tenses or subject-verb agreement in written standard English is not always the same as those in spoken varieties of English, and recognise the effect of this upon register, eg <i>he done it</i> (London variety of English), <i>I were right pleased</i> (Yorkshire variety of English) 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	Use punctuation to aid clarity in relation to beginnings and ends of sentences <ul style="list-style-type: none"> Use full stops and capital letters to mark sentence boundaries, and commas within sentences, for various purposes Recognise that English punctuation may be different from punctuation conventions in learners' other languages, eg in Farsi a comma is inverted before the beginning of a question, in addition to the question mark used after it 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, 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 are spelt the same but said differently (homograph), eg <i>read</i> (present) <i>read</i> (past) 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 (-er, -est, -ful/ly), and for nouns (-ment, -ability, -ness, -er); prefixes: un-, dis-, re-, ir- 	Ww/E3.1a
3.1 Complete a form with open and closed responses correctly	<p>Complete forms with some complex features, eg open responses, constructed responses, additional comments</p> <ul style="list-style-type: none"> 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 on the first page and candidates should use this space to plan the appropriate task(s).
- Assessment criterion 2.1 – *Produce content for the intended audience*. 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 a given audience*. Please refer to appendix 2 for the list of communicative functions and language range expected at this level.
- Proofread and correct writing for grammar and spelling*. This is a National Literacy Standard and is implicit within all of the assessment criteria in learning outcome 2. Candidates should check their work thoroughly and amend accordingly to ensure it meets each of these criteria. 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/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.

Writing 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 – Plan text

Mark	Descriptor
0	<p>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.</p> <p>Candidates who plan ONLY the text message are awarded 0 as they have not demonstrated the ability to decide when it is appropriate to make a plan.</p>
2	<p>There is at least some evidence of a plan relating to one or more tasks. If only one task has been planned, it is not the text message.</p>
4	<p>The candidate has made fairly detailed and highly relevant plans for one, two or three tasks depending on appropriacy to question tasks set (not the text message).</p>

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

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

Learning outcome 1 – Produce text

Mark	Descriptor
0	<p>There is little or no evidence of an attempt to meet the assessment criterion. The candidate writes almost nothing at the relevant level.</p>
1	<p>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.</p>
2	<p>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.</p>
3	<p>Several appropriate features of the amplification can be identified at the level. These are fairly consistent.</p>
4	<p>A wide range of the features of the amplification can be identified at the level with consistency and comprehensive control.</p>

Learning outcome 2 – Complete a form

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

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

Appendix 1 – Entry 3 Key language items (Adult ESOL Core Curriculum)

Simple, compound and complex sentences

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

Noun phrase

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

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

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

Adjectives

- ▮ comparative and superlative adjectives
- ▮ comparative structures, eg *a... 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 un/certainty – *possibly, perhaps, definitely*
- more complex adverbial phrases of time, place, frequency, manner eg *as soon as possible*
- a range of intensifiers, including *too, enough*

Discourse

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

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

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

Appendix 3 – Entry 3 Examination report



Examination report

Skills for Life (QCF) Speaking and Listening – Entry 3

Candidate name: Candidate number:

Centre name (number): Exam date:

Examiner name: Examiner number:

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

Appendix 4 – Concise Entry 3 Speaking and Listening assessment criteria amplification

Assessment criteria	Amplification
1.1 Follow the gist of straightforward verbal communication	<p>Recognise context and predict meaning in a range of oral interactions</p> <ul style="list-style-type: none"> Recognise key lexis and register of lexis <p>Listen for the gist of explanations, instructions or narratives</p> <ul style="list-style-type: none"> Note what the speaker considers important or how the speaker feels about the topic Use informal discourse markers, eg <i>Yeah, hmm, to indicate understanding, agreement, disagreement</i> etc
1.2 Obtain relevant detail from straightforward verbal communication	<p>Listen for detail in narratives and explanations</p> <ul style="list-style-type: none"> Identify key words and phrases, discourse markers and fixed expressions that indicate time, sequence or causality Recognise discourse markers that indicate cause and effect or contrast Recognise idiomatic expression, metaphor and connotation as appropriate to the level Check back and confirm understanding <p>Listen for grammatical detail</p> <ul style="list-style-type: none"> Recognise questions, statements and instructions Identify key grammatical features appropriate to the level <p>Listen for phonological detail</p> <ul style="list-style-type: none"> Use phonological clues eg falling intonation to notice the end of a turn <p>Listen for relevant and new information in face-to-face situations</p> <ul style="list-style-type: none"> Ask for clarification where necessary and confirm understanding <p>Clarify and confirm understanding through verbal and non-verbal means</p>
2.1 Use clear pronunciation to convey intended meaning	<p>Use stress, intonation and pronunciation to be understood and to make meaning clear</p> <ul style="list-style-type: none"> Recognise unstressed vowels and produce the schwa Place stress appropriately in multi-syllable words Select appropriate words to carry the stress in a sentence <p>Articulate the sounds of English to make meaning clear</p>
2.2 Use appropriate language in context according to formality	<p>Use context-appropriate language and register</p> <ul style="list-style-type: none"> Express clearly statements of fact Form simple, compound, and complex sentences with one subordinate clause in the appropriate word order Use markers to introduce subordinate clauses Use with some accuracy suitable verb forms and time markers to make clear the time to which a statement of fact refers Use with some accuracy Entry 3 grammatical forms and collocation Take part in more formal interaction Know and use lexis appropriate to more formal situations

Assessment criteria	Amplification
3.1 Present information using an appropriate structure for a given purpose	Give an account/narrate events in the past <ul style="list-style-type: none"> Structure a narrative with introduction, development and conclusion, and indicate the sequence of events Use varying intonation in a spoken account or narrative to create interest and keep the listener's attention
3.2 Provide a verbal account of relevant information for a given audience	Give an explanation, direction and instructions <ul style="list-style-type: none"> Sequence information comprehensibly Use lexis suitable for the topic Give a short description and make comparisons Express, where appropriate, similarity and contrast Structure description appropriately, ie going from the general to the particular, or from factual description to opinion Add, where appropriate, personal opinion to a description Begin to use lexis creatively for positive or negative effect
3.3 Convey relevant detail during verbal communication	Give personal information <ul style="list-style-type: none"> Give specific information about time and place Respond to a question and follow up the response with further relevant information or comment, or with a reciprocal question Use a range of lexis for talking about oneself Respond to requests for information <ul style="list-style-type: none"> Recognise a number of question types (eg embedded questions) and understand the type and amount of detail expected in different contexts
4.1 Contribute constructively to discussion on straightforward topics	Take part in social interaction <ul style="list-style-type: none"> Vary intonation to indicate different attitudes Know and use some expressions commonly used in social interaction Ask about people's feelings and opinions <ul style="list-style-type: none"> Form a range of different question types and use appropriate intonation Recognise a variety of feelings expressed by another speaker <ul style="list-style-type: none"> Respond appropriately to a range of feelings in the other person, using appropriate intonation Understand the turn-taking process <ul style="list-style-type: none"> Use appropriate phrases to offer a turn to another speaker Recognise suitable points for interruption and use appropriate phrases for interrupting politely Follow and participate in a discussion <ul style="list-style-type: none"> Identify the main points made by one or more speakers, and make contributions Link own contribution to that of other speakers Respond with appropriate formality Relate to other speakers Recognise the main points and make a relevant response Use non-verbal signalling to acknowledge other speakers' contributions Express agreement, partial agreement, disagreement or uncertainty
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 Follow up a statement of liking or disliking with reasons or explanation Use a range of adjectives and intensifiers for expressing feelings, with appropriate stress and intonation Express views and opinions <ul style="list-style-type: none"> Use some phrases for introducing an opinion Express obligation, future certainty, future possibility Make suggestions, give advice Listen to and respond appropriately to other points of view <ul style="list-style-type: none"> Indicate agreement or disagreement, and add comments

Appendix 4

Assessment criteria	Amplification
4.3 Plan action with others for a given task	Make arrangements/make 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>Follow a usual structure for this type of discourse
4.4 Obtain relevant information from others	Make requests <ul style="list-style-type: none">Use a range of expressions for asking for something, requesting action and asking permissionKnow and use various fixed expressions suitable for different situationsUse a pre-request to precede a request Ask questions to obtain personal or factual information <ul style="list-style-type: none">Form open, <i>yes/no</i>, alternative and comparative questions with appropriate intonationAdapt register to suit the relationship between speakersAsk for directions, instructions or explanationAsk for descriptions of people, places and things
1.3 Follow verbal instructions correctly for a given purpose	Listen for detailed instructions <ul style="list-style-type: none">Respond to requests for action