

# **GATEHOUSE**



## **AWARDS**

**GA Entry Level Award in ESOL Skills for Life  
(Entry 1) (Speaking and Listening) (RQF)**

**GA Entry Level Certificate in ESOL Skills for Life  
(Entry 1) (RQF)**

**UNIT: SPEAKING and LISTENING**

**MARK SCHEME & GUIDANCE ON ASSESSMENT**

## Guidance for Assessors: Overview of the Assessment

### Task 1 – Listening

The purpose of this task is to assess the Candidate’s ability to obtain information from verbal communication. Specifically, Candidates are assessed on their ability to:

- listen for the gist of short explanations (Lr/E1.1)
- listen for detail using key words to extract some specific information (Lr/E1.2)
- follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary (Lr/E1.3)

**Candidates must answer 4 out of 6 questions correctly to achieve in this task.**

**An answer sheet is provided for each version of the assessment, which contains the acceptable responses to each question.**

**Assessors should record the marks and the outcome by completing the Assessment Decision Record in the Candidate’s Booklet for Speaking & Listening.**

### Task 2 – Role-Play

The purpose of this task is to assess the Candidate’s ability to speak English to communicate in conversation and to convey information to others. Specifically, Candidates are assessed on their ability to:

- follow single-step instructions in a familiar context, asking for repetition if necessary (Lr/E1.3)
- listen and respond to requests for personal information (Lr/E1.4)
- speak and listen in simple exchanges and everyday contexts (Lr/E1.5)
- speak clearly to be heard and understood in simple exchanges (Sc/E1.1)
- make requests using appropriate terms (Sc/E1.2)
- ask questions to obtain specific information (Sc/E1.3)
- make statements of fact clearly (Sc/E1.4)
- speak and listen in simple exchanges and everyday contexts (Sd/E1.1)

**The Candidate will be scored at 2, 1 or 0 in the categories of Task Achievement, Fluency and Pronunciation, Vocabulary Range and Control, and Grammatical Range and Control according to their performance. Guidance for Assessors is provided below.**

**Candidates need to score a minimum of 1 in each category in order to achieve in this task.**

**A candidate scoring ‘0’ in any area will not be awarded a ‘Pass’.**

**Assessors should record the outcome by completing the Assessment Decision Record in the Candidate’s Booklet for Speaking & Listening.**

### Task 3 – Discussion

The purpose of this task is to assess the Candidate’s ability to present their ideas on a given topic, and engage in a simple discussion with at least one other person. Specifically, Candidates are assessed on their ability to:

- listen to gist and respond in a face to face situation (Lr/E1.1)
- recognise a speaker’s feelings and attitude (Lr/E1.5)
- speak and listen in simple exchanges and everyday contexts (Lr/E1.5)
- speak clearly to be heard and understood in simple exchanges (Sc/E1.1)
- ask questions to obtain specific information (Sc/E1.3)
- make statements of fact clearly (Sc/E1.4)
- speak and listen in simple exchanges and everyday contexts (Sd/E1.1)

**The Candidate will be scored at 2, 1 or 0 in the categories of Task Achievement, Fluency and Pronunciation, Vocabulary Range and Control, and Grammatical Range and Control according to their performance. Guidance for Assessors is provided below.**

Candidates need to score a minimum of 1 in each category in order to achieve in this task.

A candidate scoring ‘0’ in any area will not be awarded a ‘Pass’.

Assessors should record the outcome by completing the Assessment Decision Record in the Candidate’s Booklet for Speaking & Listening,

## Task 2: Guidance for Assessors

| Category   | Guidance   |
|--|--|
| Task Achievement   | <b>The extent to which the Candidate:</b><br>speaks and listens in a <i>simple exchange of communication</i> in a face to face everyday context, e.g. in a social interaction or more formal interaction; is able to recognise requests for information and provide relevant information and responses within the exchange; is able to follow simple instructions or directions, make requests, ask questions and make statements of fact as appropriate to the situation. |
| Fluency and Pronunciation  | <b>The extent to which the Candidate:</b><br>uses stress and intonation; articulates the sounds of English to be comprehensible to a sympathetic native speaker; makes appropriate use of full sentence answers, replies to 'yes/no' questions, short answers and minimal responses without impeding communication; applies strategies to help with dealing with misunderstanding, for example, asking for repetition or clarification, where this is appropriate.         |
| Vocabulary range and control   | <b>The extent to which the Candidate:</b><br>uses words and phrases appropriate to the situation; uses appropriate words and phrases to e.g. introduce themselves, give personal information, state a problem or make a request, provide simple instructions, express likes or dislikes and feelings; uses simple language appropriate for context when speaking.  |
| Grammatical range and control  | <b>The extent to which the Candidate:</b><br>uses a simple range of language, e.g. accurate word order in simple sentences, present simple and continuous tenses, modal verbs 'can' and 'would', imperatives, contracted forms of auxiliaries, common adjectives, common prepositions and prepositional phrases, simple adverbs and sentence connectives as appropriate in the task.   |
| <ul style="list-style-type: none"> <li>• <b>A score of '2'</b> in any given category in this task: indicates that the candidate has fully met the requirements and has displayed the level of knowledge, skills and understanding expected at Entry Level 1 <b>consistently throughout the task</b>.</li> <li>• <b>A score of '1'</b> in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Entry Level 1 <b>throughout most of the task</b>, although some areas may be in need of some refinement.</li> <li>• <b>A score of '0'</b> in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Entry Level 1. The Candidate has only been able to display the required knowledge, skills and understanding <b>to a very limited degree or not at all</b>.</li> </ul> |  |
| <p><b>Additional Guidance for Assessors, including Key Language for Entry Level 1, can be found in the Unit Specifications provided in the Qualification Specification.</b></p>  |  |

### Task 3: Guidance for Assessors

| Category   | Guidance   |
|--|--|
| Task Achievement   | <b>The extent to which the Candidate:</b><br>speaks and listens to effectively take part <i>in a simple discussion</i> in a face to face everyday context, e.g. in a social interaction or more formal interaction; is able to recognise requests for information and provide relevant information, descriptions and responses within the discussion; is able to follow the discussion, make requests, ask questions and make statements of fact as appropriate to the situation.                                |
| Fluency and Pronunciation  | <b>The extent to which the Candidate:</b><br>uses stress and intonation; articulates the sounds of English to be comprehensible to a sympathetic native speaker; makes appropriate use of full sentences, replies to 'yes/no' questions, short answers and minimal responses without impeding communication; applies strategies to help with dealing with misunderstanding, for example, asking for repetition or clarification, where this is appropriate, and can deal with another person's misunderstanding. |
| Vocabulary range and control   | <b>The extent to which the Candidate:</b><br>uses words and phrases appropriate to the situation; uses appropriate words and phrases to e.g. introduce themselves, give personal information, state a problem or make a request, provide simple instructions, express likes or dislikes and feelings; uses simple language appropriate for context when speaking.  |
| Grammatical range and control  | <b>The extent to which the Candidate:</b><br>uses a simple range of language, e.g. accurate word order in simple sentences, present simple and continuous tenses, modal verbs 'can' and 'would', imperatives, contracted forms of auxiliaries, common adjectives, common prepositions and prepositional phrases, simple adverbs and sentence connectives as appropriate in the task.   |
| <ul style="list-style-type: none"> <li>• <b>A score of '2'</b> in any given category in this task: indicates that the candidate has fully met the requirements and has displayed the level of knowledge, skills and understanding expected at Entry Level 1 <b>consistently throughout the task</b>.</li> <li>• <b>A score of '1'</b> in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Entry Level 1 <b>throughout most of the task</b>, although some areas may be in need of some refinement.</li> <li>• <b>A score of '0'</b> in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Entry Level 1. The Candidate has only been able to display the required knowledge, skills and understanding <b>to a very limited degree or not at all</b>.</li> </ul> |  |
| <p><b>Additional Guidance for Assessors, including Key Language for Entry Level 1, can be found in the Unit Specifications provided in the Qualification Specification.</b></p>  |  |