



**GA Entry Level Award in ESOL Skills for Life  
(Entry 2) (Speaking and Listening) (RQF)**

**GA Entry Level Certificate in ESOL Skills for Life  
(Entry 2) (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 and follow the gist of explanations, instructions and narratives (Lr/E2.1)
- listen for detail in short explanations, instructions and narratives (Lr/E2.2)
- listen for and identify the main points of short explanations or presentations (Lr/E2.3)
- listen to and follow short, straightforward explanations and instructions (Lr/E2.4)
- respond to straightforward questions (Lr/E2.5)

**Candidates must answer 6 out of 10 questions correctly to achieve in this task.**

**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:

- listen for and follow the gist of explanations, instructions and narratives (Lr/E2.1)
- listen for detail in short explanations, instructions and narratives (Lr/E2.2)
- respond to straightforward questions (Lr/E2.5)
- listen to and identify simply expressed feelings and opinions (Lr/E2.6)
- follow the main points and make appropriate contributions to the discussion (Lr/E2.8)
- speak clearly to be heard and understood in straightforward exchanges (Sc/E2.1)
- make requests and ask questions to obtain information in everyday contexts (Sc/E2.2)
- express clearly statements of fact and short accounts and descriptions (Sc/E2.3)
- follow the main points and make appropriate contributions to the discussion (Sd/E2.1)

**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:

- speak clearly to be heard and understood in straightforward exchanges (Sc/E2.1)
- make requests and ask questions to obtain information in everyday contexts (Sc/E2.2)
- express clearly statements of fact and short accounts and descriptions (Sc/E2.3)
- follow the main points and make appropriate contributions to the discussion (Sd/E2.1)
- listen for and follow the gist of explanations, instructions and narratives (Lr/E2.1)
- listen for detail in short explanations, instructions and narratives (Lr/E2.2)
- follow the main points and make appropriate contributions to the discussion (Lr/E2.8)
- respond to straightforward questions (Lr/E2.5)
- listen to and identify simply expressed feelings and opinions (Lr/E2.6)

**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
<b>Task Achievement</b>	<b>The extent to which the Candidate:</b> speaks and listens appropriately in a face-to-face exchange of communication in an everyday context, e.g. social or more formal interactions, respecting turn-taking conventions; makes simple statements of fact, giving personal information, directions or instructions or giving a description; responds to 'yes/no' closed questions and open questions with an appropriate amount of detail, showing a willingness to explain further, where appropriate; uses their contributions and questions to move the conversation forward .
<b>Fluency and Pronunciation</b>	<b>The extent to which the Candidate:</b> uses stress and intonation adequately to make speech comprehensible and meaning understood; articulates the sounds of English, placing word stress appropriately in familiar words and using intonation to indicate attitude or when asking questions; uses intonation to reflect the feeling expressed.
<b>Vocabulary range and control</b>	<b>The extent to which the Candidate:</b> uses vocabulary and grammar to communicate, showing a willingness to explain, where appropriate to the context; indicates agreement or disagreement and expressing their views and opinions via the use of simple phrases e.g. 'I think...' and be able to follow up their statement with a reason. Degrees of liking or disliking may be expressed, e.g. 'I hate', 'I quite like', 'I would like', with a range of adjectives. The candidate may make some lexical errors but these will not impede communication.
<b>Grammatical range and control</b>	<b>The extent to which the Candidate:</b> uses, with some accuracy, grammatical forms suitable for the level, for example, present simple and past simple, present continuous for future, prepositions of place and time, indefinite and definite article, possessive 's' and possessive pronouns, imperatives, comparative adjectives and use different question types. The candidate may make some grammatical errors but these will not impede communication.
<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 2 <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 2 <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 2. 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 2, 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> speaks and listens appropriately in a face-to-face discussion in an everyday context, e.g. social or more formal interactions, respecting turn-taking conventions; makes simple statements of fact, giving personal information, directions or instructions or giving a description; responds to 'yes/no' closed questions and open questions with an appropriate amount of detail, showing a willingness to explain further, where appropriate; uses their contributions and questions to move the conversation forward .
Fluency and Pronunciation	<b>The extent to which the Candidate:</b> uses stress and intonation adequately to make speech comprehensible and meaning understood; articulates the sounds of English, placing word stress appropriately in familiar words and using intonation to indicate attitude or when asking questions; uses intonation to reflect the feeling expressed.
Vocabulary range and control	<b>The extent to which the Candidate:</b> uses vocabulary and grammar to communicate, showing a willingness to explain, where appropriate to the context; indicates agreement or disagreement and expressing their views and opinions via the use of simple phrases e.g. 'I think...' and be able to follow up their statement with a reason. Degrees of liking or disliking may be expressed, e.g. 'I hate', 'I quite like', 'I would like', with a range of adjectives. The candidate may make some lexical errors but these will not impede communication.
Grammatical range and control	<b>The extent to which the Candidate:</b> uses, with some accuracy, grammatical forms suitable for the level, for example, present simple and past simple, present continuous for future, prepositions of place and time, indefinite and definite article, possessive 's' and possessive pronouns, imperatives, comparative adjectives and use different question types. The candidate may make some grammatical errors but these will not impede communication.
<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 2 <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 2 <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 2. 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 2, can be found in the Unit Specifications provided in the Qualification Specification</b></p>	