

GATEHOUSE



AWARDS

**GA Entry Level Award in ESOL Skills for Life
(Entry 3) (Speaking and Listening) (RQF)**

**GA Entry Level Certificate in ESOL Skills for Life
(Entry 3) (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 in different contexts (Lr/E3.1)
- listen for detail in explanations, instructions and narratives in different contexts (Lr/E3.2)
- listen for and identify relevant information and new information from discussions, explanations and presentations (Lr/E3.3)
- respond to a range of questions about familiar topics (Lr/E3.5)
- follow and understand the main points of discussions on different topics (Lr/E3.7)

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:

- use strategies to clarify and confirm understanding, e.g. facial expressions or gestures (Lr/E3.4)
- respond to a range of questions about familiar topics (Lr/E3.5)
- listen to and respond appropriately to other points of view (Lr/E3.6)
- follow and understand the main points of discussions on different topics (Lr/E3.7)
- speak clearly to be heard and understood using appropriate clarity, speed and phrasing (Sc/E3.1)
- use formal language and register when appropriate (Sc/E3.2)
- make requests and ask questions to obtain information in familiar and unfamiliar contexts (Sc/E3.3)
- express clearly statements of fact and give short explanations, accounts and descriptions (Sc/E3.4)
- make contributions to discussions that are relevant to the subject (Sd/E3.1)
- respect the turn-taking rights of others (Sd/E3.2)

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:

- use strategies to clarify and confirm understanding, e.g. facial expressions or gestures (Lr/E3.4)
- respond to a range of questions about familiar topics (Lr/E3.5)
- listen to and respond appropriately to other points of view (Lr/E3.6)
- follow and understand the main points of discussions on different topics (Lr/E3.7)
- speak clearly to be heard and understood using appropriate clarity, speed and phrasing (Sc/E3.1)
- use formal language and register when appropriate (Sc/E3.2)
- make requests and ask questions to obtain information in familiar and unfamiliar contexts (Sc/E3.3)
- express clearly statements of fact and give short explanations, accounts and descriptions (Sc/E3.4)
- make contributions to discussions that are relevant to the subject (Sd/E3.1)
- respect the turn-taking rights of others (Sd/E3.2)

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	The extent to which the Candidate: can make contributions which are relevant to the context and level of formality, relating to other speaker(s); judges the amount of detail required given the situation and expresses an appropriate level of interest and attitude; takes part in social and more formal interactions, including those in less familiar or even unpredictable contexts; varies their contribution according to the relationship between speakers; respects turn taking conventions and responds politely by asking questions; uses their contributions and questions to move a conversation forward.
Fluency and Pronunciation	The extent to which the Candidate: uses stress, intonation and pronunciation to be understood; articulates the sounds of English to make meaning clear; uses stress-timed rhythms appropriately in multi-syllable words; uses stress to change the meaning of a sentence; varies intonation and uses register according to the level of formality or the relationship between the speakers; uses intonation to express a feeling or attitude, to avoid ambiguity, or to indicate a change in topic.
Vocabulary range and control	The extent to which the Candidate: uses formal language and register where appropriate; uses an appropriate form of address for greeting, introductions and leave taking, inviting, offering or apologising; uses a range of vocabulary to make requests, ask questions and express statements of fact where appropriate to the context; expresses degrees of liking or disliking through lexical choices. Any lexical errors should not be systematic, or should only occur when attempting to use specialist or technical language above the level.
Grammatical range and control	The extent to which the Candidate: uses, with some accuracy, grammatical forms suitable for the level, for example, present simple and past simple, present continuous, present perfect and future simple, indefinite and definite articles, prepositional phrases and subordinate clauses, as required within the context of the task; uses some complex sentences with 'when' or 'if'; uses a range of adjectives and intensifiers and modal verbs to express obligation, future certainty and future possibility; forms a range of question types, including alternative questions and tag questions. Any grammatical errors should not be systematic, or should only occur when attempting to use complex sentences or in structures expected above the level.
<ul style="list-style-type: none"> • A score of '2' 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 3 consistently throughout the task. • A score of '1' in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Entry Level 3 throughout most of the task, although some areas may be in need of some refinement. • A score of '0' in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Entry Level 3. The Candidate has only been able to display the required knowledge, skills and understanding to a very limited degree or not at all. 	
<p>Additional Guidance for Assessors, including Key Language for Entry Level 3, can be found in the Unit Specifications provided in the Qualification Specification.</p>	

Task 3: Guidance for Assessors

Category	Guidance
Task Achievement	The extent to which the Candidate: can make contributions to the discussion which are relevant to the context and level of formality, relating to other speaker(s); judges the amount of detail required given the situation and expresses an appropriate level of interest and attitude; takes part in social and more formal interactions, including those in less familiar or even unpredictable contexts; varies their contribution according to the relationship between speakers; respects turn taking conventions and responds politely by asking questions; uses their contributions and questions to move a discussion forward; makes comparisons and adapts an account to consist of factual information on which they can offer a personal opinion.
Fluency and Pronunciation	The extent to which the Candidate: uses stress, intonation and pronunciation to be understood; articulates the sounds of English to make meaning clear; uses stress-timed rhythms appropriately in multi-syllable words; uses stress to change the meaning of a sentence; varies intonation and uses register according to the level of formality or the relationship between the speakers; uses intonation to express a feeling or attitude, to avoid ambiguity, or to indicate a change in topic.
Vocabulary range and control	The extent to which the Candidate: uses formal language and register where appropriate; uses an appropriate form of address for greeting, introductions and leave taking, inviting, offering or apologising; uses a range of vocabulary to make requests, ask questions and express statements of fact where appropriate to the context; expresses degrees of liking or disliking through lexical choices. Any lexical errors should not be systematic, or should only occur when attempting to use specialist or technical language above the level.
Grammatical range and control	The extent to which the Candidate: uses, with some accuracy, grammatical forms suitable for the level, for example, present simple and past simple, present continuous, present perfect and future simple, indefinite and definite articles, prepositional phrases and subordinate clauses, as required within the context of the task; uses some complex sentences with 'when' or 'if'; uses a range of adjectives and intensifiers and modal verbs to express obligation, future certainty and future possibility; forms a range of question types, including alternative questions and tag questions. Any grammatical errors should not be systematic, or should only occur when attempting to use complex sentences or in structures expected above the level.
<ul style="list-style-type: none"> • A score of '2' 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 3 consistently throughout the task. • A score of '1' in any given category in this task: indicates that the candidate has displayed the knowledge, skills and understanding expected at Entry Level 3 throughout most of the task, although some areas may be in need of some refinement. • A score of '0' in any given category in this task: indicates that the candidate does not have the ability, knowledge, skills and understanding expected at Entry Level 3. The Candidate has only been able to display the required knowledge, skills and understanding to a very limited degree or not at all. 	
<p>Additional Guidance for Assessors, including Key Language for Entry Level 3, can be found in the Unit Specifications provided in the Qualification Specification.</p>	