



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

GA Level 1 Certificate in ESOL Skills for Life (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 identify relevant information from explanations and presentations on a range of straightforward topics
- listen for and understand explanations, instructions and narratives on different topics in a range of contexts

Candidates must answer 6 out of 10 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 – Conversation and Presentation

The purpose of this task is to assess the Candidate’s ability to effectively participate in a conversation and present information, ideas and opinions on a given topic, as well as appropriately respond to the presentation given by the other Candidate. Specifically, Candidates are assessed on their ability to:

- speak clearly in a way which suits the situation
- make requests and ask questions to obtain information in familiar and unfamiliar contexts
- express clearly statements of fact, explanations, instructions, accounts and descriptions
- present information and ideas in a logical sequence and include detail and develop ideas where appropriate
- make contributions relevant to the situation and the subject
- provide feedback and confirmation when listening to others
- respond to questions on a range of topics

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.

In this task, Task Achievement Category will be scored separately for the conversation and presentation part as they involve different skills.

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 engage in a discussion on a range of straightforward topics. Specifically, Candidates are assessed on their ability to:

- speak clearly in a way which suits the situation
- make requests and ask questions to obtain information in familiar and unfamiliar contexts
- express clearly statements of fact, explanations, instructions, accounts and descriptions
- follow and contribute to discussions on a range of straightforward topics
- make contributions relevant to the situation and the subject
- respect the turn-taking rights of others during discussions
- use appropriate phrases for interruption
- use strategies to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts

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 Part A	The extent to which the Candidate: can participate in conversation and 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; respects turn taking conventions and responds politely by asking questions; uses their contributions and questions to move a conversation forward.
Task Achievement Part B	The extent to which the Candidate: can present relevant information, explanations or instructions as appropriate to the topic; sequences ideas coherently; adapts speech to the level of formality required; recognises when explanation is required; maintains the interest of the listener; uses appropriate structure, presenting ideas in a logical sequence; provide relevant detail and develop ideas, elaborate, give reasons and contrast ideas where appropriate; makes comments relevant to the presentation they have heard and asks suitable questions.
Fluency and Pronunciation	The extent to which the Candidate: uses stress and intonation and speaks with reasonable rhythm and speed appropriate to the length of the sentences; places stress correctly in multi-syllable words, uses intonation to indicate attitude, emotion and interest; varies stress to change emphasis, be assertive, highlight new information and when correcting mistakes, apologising, exaggerating or warning.
Vocabulary range and control	The extent to which the Candidate: uses a wide range of language appropriate to the topic and task; adapts register according to the formality of the situation; is able to give definitions, classify and use quantifiers, can generalise and give examples; expresses cause and effect, obligation and purpose; controls discourse with the use of discourse markers and subordinate clauses etc.; enriches noun phrases with pre-and post-modifications.
Grammatical range and control	The extent to which the Candidate: uses grammatical forms expected at this level, including a range of narrative tenses, present perfect/present perfect continuous, present simple passive/past simple passive; uses modal verbs in varying forms, e.g. 'would you mind...' 'could I possibly...' etc; uses reported speech, accurately uses articles and other determiners; uses correct question forms including embedded questions, tag question; forms simple, compound and complex sentences accurately.
<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 Level 1 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 Level 1 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 Level 1. 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 Level 1, 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 participate in discussion and 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; adapts speech and content to take account of the listener(s) and medium, including 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.
Fluency and Pronunciation	The extent to which the Candidate: uses stress and intonation and speaks with reasonable rhythm and speed appropriate to the length of the sentences; places stress correctly in multi-syllable words, uses intonation to indicate attitude, emotion and interest; varies stress to change emphasis, be assertive, highlight new information and when correcting mistakes, apologising, exaggerating or warning.
Vocabulary range and control	The extent to which the Candidate: uses a wide range of language appropriate to the topic and task; adapts register according to the formality of the situation; is able to give definitions, classify and use quantifiers, can generalise and give examples; expresses cause and effect, obligation and purpose; controls discourse with the use of discourse markers and subordinate clauses etc.; enriches noun phrases with pre- and post-modifications;
Grammatical range and control	The extent to which the Candidate: uses grammatical forms expected at this level, including a range of narrative tenses, present perfect/present perfect continuous, present simple passive/past simple passive; uses modal verbs in varying forms, e.g. 'would you mind...' 'could I possibly...' etc.; uses reported speech, accurately uses articles and other determiners; uses correct question forms including embedded questions, tag question; forms simple, compound and complex sentences accurately.
<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 Level 1 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 Level 1 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 Level 1. 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 Level 1, can be found in the Unit Specifications provided in the Qualification Specification.</p>	