



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

GA Level 2 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 extended verbal communication. Specifically, Candidates are assessed on their ability to:

- listen for and identify relevant information from extended explanations or presentations on a range of topics
- listen to, understand and follow lengthy or multistep instructions and narratives on a range of topics and in a range of contexts

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

An answer sheet for Assessor use 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 and confidently in a way which suits the situation
- respond to criticism and criticise constructively
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
- express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary
- present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
- support opinions and arguments with evidence and provide feedback and confirmation when listening to others
- use strategies intended to reassure, e.g. body language and appropriate phraseology
- respond to detailed or extended 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, the 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 and confidently in a way which suits the situation
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
- make relevant contributions and help to move discussions forward
- follow and contribute to discussions on a range of straightforward topics
- adapt contributions to discussions to suit audience, context, purpose and situation
- use appropriate phrases for interruption and change of topic
- support opinions and arguments with evidence
- use strategies intended to reassure, e.g. body language and appropriate phraseology

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 initiate and sustain a conversation; 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 and medium, including in less familiar or even unpredictable contexts; varies their contribution according to the relationship between speakers; acknowledges and links participants' contributions in the conversation; 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: presents information and communicates detailed information, supported with evidence; supports opinions and arguments with reasons, can speculate, hypothesise and introduce information and ideas in a logical sequence that holds the listener's interest; stops at appropriate points to check listener's understanding.
Fluency and Pronunciation	The extent to which the Candidate: uses stress and intonation to make meaning clear, including nuances of meaning; pronounces words with clear distinction between stressed and unstressed syllables; uses assimilation and elision in speech; adapts intonation to suit the situation, e.g. to convey feelings, communicate banter, sincerity or sarcasm, exaggeration and understatement; uses rhythm and speed to make longer statements comprehensible and maintain the listener's interest.
Vocabulary range and control	The extent to which the Candidate: uses a wide range of vocabulary and able to select vocabulary and structures appropriate to the level of formality; chooses from a wide range of verbs and forms to make subtle meaning clear; can preface 'delicate' subjects with introductory phrases and 'softeners'; chooses accurate discourse markers to structure speech, e.g. 'as a result...', 'consequently...'; can generalise, summarise; can express future possibility, hypothetical meaning and obligation.
Grammatical range and control	The extent to which the Candidate: uses a wide range of grammatical forms at this level, e.g. past perfect, future perfect, a range of conditional forms; incorporate structures to include notions of possibility, certainty, obligation; uses defining and non-defining relative clauses; use passive e.g. to describe a process; uses adjectives and intensifiers in formal and informal ways, including in idiomatic use; extensive pre- and post-modification of noun phrases and subordinate clauses, e.g. relative clauses.
<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 2 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 2 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 2. The Candidate has only been able to display the required knowledge, skills and understanding to a very limited degree or not at all. 	
Additional Guidance for Assessors, including Key Language for Level 2, can be found in the Unit Specifications provided in the Qualification Specification.	

Task 3: Guidance for Assessors	
Category	Guidance
Task Achievement	The extent to which the Candidate: can initiate and sustain a discussion; 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 and medium, including in less familiar or even unpredictable contexts; varies their contribution according to the relationship between speakers; can use tentative forms of disagreement, can reassure, criticise and respond appropriately to disagreements; acknowledges and links participants' contributions in the conversation; respects turn taking conventions and responds politely by asking questions; uses their contributions and questions to move a discussion forward towards a solution or decision.
Fluency and Pronunciation	The extent to which the Candidate: presents information and communicates detailed information, supported with evidence; supports opinions and arguments with reasons, can speculate, hypothesise and introduce information and ideas in a logical sequence that holds the listener's interest; stops at appropriate points to check listener's understanding.
Vocabulary range and control	The extent to which the Candidate: uses a wide range of vocabulary and able to select vocabulary and structures appropriate to the level of formality; chooses from a wide range of verbs and forms to make subtle meaning clear; can preface 'delicate' subjects with introductory phrases and 'softeners'; chooses accurate discourse markers to structure speech, e.g. 'as a result...', 'consequently...'; can generalise, summarise; can express future possibility, hypothetical meaning and obligation.
Grammatical range and control	The extent to which the Candidate: uses a wide range of grammatical forms at this level, e.g. past perfect, future perfect, a range of conditional forms; incorporate structures to include notions of possibility, certainty, obligation; uses defining and non-defining relative clauses; use passive e.g. to describe a process; uses adjectives and intensifiers in formal and informal ways, including in idiomatic use; extensive pre- and post-modification of noun phrases and subordinate clauses, e.g. relative clauses.
<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 2 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 2 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 2. The Candidate has only been able to display the required knowledge, skills and understanding to a very limited degree or not at all. 	
Additional Guidance for Assessors, including Key Language for Level 2, can be found in the Unit Specifications provided in the Qualification Specification.	