

Trinity Certificates in ESOL Skills for Life

Level 2 Syllabus

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Introduction

Welcome to the Trinity ESOL Skills for Life examination suite

The Trinity ESOL Skills for Life information pack is designed to provide details of all aspects of the examination provision, and is divided into separate booklets for each level plus a general introduction to the whole examination suite.

The syllabus is a working document which can be widely used in the classroom as well as in the examination. It is a very important document for teachers and learners.

Guidance is provided which is designed to assist teachers in preparing candidates for the examination and describes how it will be conducted mode by mode.

Additional supporting material is also included in the form of the Trinity video which provides a useful visual aid showing actual examples of the Speaking and Listening examinations at every level.

Thank you for your interest in Trinity examinations and we wish all those who enter them a positive and rewarding experience and, of course, every success.

About this booklet

This booklet contains precise details as to the format and procedures of the examination at Level 2. It also provides candidates and those preparing candidates with comprehensive coverage of the language requirements for this level and details as to how each task relates to the *Adult ESOL Core Curriculum* descriptors and individual component skills, knowledge and understanding.

The booklet is organised per mode as follows:

Candidate profile – describes what the candidate can do at the level. These profiles are taken from the *Adult ESOL Core Curriculum*.

Format – gives the content of the examination and gives details of examination phases and timings where applicable.

Procedure – describes the way in which the examination is conducted.

Assessment – gives general information on assessment and provides the Task-specific mark schemes which are used by the examiner to assess the candidate.

Guidance – offers advice on preparation for the examination including samples of tasks, key language items and communicative functions for this level, and gives actual examples of the kind of language which might be used by the candidate and the examiner.

Speaking and Listening

1. Candidate profile

In order to demonstrate ability at this level, candidates are expected to:

- speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.

2. Format

The examination consists of two components:

- a 15-minute one-to-one interview with a Trinity examiner
- a 20-minute discussion with four learners, with a teacher acting as facilitator, observed by a Trinity examiner.

Component 1 consists of three tasks:

- formal presentation of chosen topic
- informal discussion of presentation
- a role-play – making and responding to complaints and criticism.

Component 2 consists of one task:

- debate of important issue – presenting pros and cons.

3. Procedure

The descriptions below explain how the Speaking and Listening examination at Level 2 is conducted task by task.

Component 1

Task 1 – up to 6 minutes

The examiner and candidate exchange greetings.

The examiner asks the candidate to give a prepared presentation on a subject chosen by the candidate. The examiner asks the candidate for any supporting documentation which he or she may have prepared. The candidate will have had time in the weeks prior to the examination to prepare the presentation. The examiner for most of the presentation listens and gives verbal and non-verbal signs of encouragement. The main emphasis for assessment purposes is on the candidate's ability to speak clearly and to present information and ideas in an evidently logical sequence, including detail and explanations, where appropriate. The examiner should not interrupt the presentation but should make notes on any aspect of the content of the presentation which he or she would like to develop in the discussion phase.

The examiner thanks the candidate and indicates that the second task will now begin.

Task 2 – up to 5 minutes

This can be instigated by either the examiner, who may refer to the notes made during the presentation and ask for further information or clarification on points made, or by the candidate who may ask for feedback or questions about the content of the presentation. The assessment focuses on the candidate's ability to respond to detailed or extended questions on the topic and to give clear and effective clarification and explanations. The interaction should be maintained by both the examiner and candidate.

The examiner indicates when the discussion should come to an end.

Task 3 – up to 4 minutes

The examiner briefly sets up the role-play. This involves the candidate making and responding to complaints and criticism in either a formal or informal context. The possible scenarios may be familiar or unfamiliar to candidates and are likely to involve situations where the candidate is required to respond to criticism and complaints and also to make them. The candidate is responsible for responding appropriately and effectively and for establishing an appropriate forum for the exchange of sensitive feelings and remarks.

Component 2

Task 1 – up to 20 minutes

Wherever possible, four candidates who have already completed the interview with the examiner are asked to meet together to take the second component. They are accompanied by a teacher who acts as a facilitator. The brief for the facilitator is to set up the task and then allow the candidates to begin and maintain the interaction. The facilitator should, if necessary, encourage participation from all candidates and prevent any one candidate from monopolising the discussion. He or she should not participate in the actual discussion but can direct comment or requests for opinions to candidates to ensure equality of opportunity in making contributions to the discussion.

The examiner does not play any part in the interaction. He or she provides the facilitator with the actual discussion prompt immediately prior to the time of the group discussion. The examiner finds a place to sit which is suitable to allow him or her to observe candidate behaviour as well as to listen to the interaction. Active listening can be shown by body language as well as by verbal signalling and the examiner notes this.

At Level 2, the debate centres on a particular issue of national or global importance and the assessment of the candidates' performance focuses on their ability to express views, opinions and feelings and support arguments with evidence. An appropriate issue is selected by the examiner after he or she has interviewed the individual candidates. The issue is selected with the composition of the discussion group in mind.

Possible issues could be:

- crime and punishment
- nationalism
- the destruction of the environment
- the influence of the media
- the importance of space travel
- the role of sport
- how to make the world a happier place
- education for all.

At the end of the debate, the examiner indicates to the facilitator that the time is up. The facilitator closes the debate.

The examiner thanks the candidates and facilitator and ends the examination.

4. Assessment

Examiners make their assessments with reference to the Generic performance descriptors, as stated in the Introduction booklet, in combination with the Task-specific mark scheme provided overleaf. This details the actual performance and competence required for each particular Speaking and Listening task at Level 2. The performance and competences are set out as in the *Adult ESOL Core Curriculum* either as general level descriptors or individual component skills, knowledge and understanding, whichever is more relevant to the actual task.

Component 1: Task 1 – Formal presentation	
1. Speak to communicate	Speak clearly and confidently in a way which suits the situation Express statements clearly giving factual accounts and formal reports, using appropriate structure, style and vocabulary Present information and ideas in a logical sequence
2. Accuracy and range of the key language items <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Word order in complex sentences <i>There could/would/should be</i> Complex noun phrases <i>Could have/would have/should have</i> Prepositions + <i>ing</i> <i>And</i> + noun phrases Fronting and cleft sentences Wide range of conjunctions including <i>on condition that, provided that</i> Complex participial clauses Wide range of tenses, aspect and mood Range of logical and sequence markers
Component 1: Task 2 – Informal discussion of presentation	
1. Speak to communicate	Speak clearly and confidently in a way which suits the situation Make requests and ask questions to obtain detailed information Express clearly statements of fact
2. Listen and respond	Respond to detailed or extended questions on the topic
3. Accuracy and range of the key language items <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Complex embedded questions Statements in Level 2 tenses with question tags Imperative + question tag Wide range of tenses, aspect and mood Modals expressing possibility Rejected conditions Wide range of phrasal verbs with a number of particles
Component 1: Task 3 – Role-play – Making and responding to complaints and criticism	
1. Speak to communicate	Speak clearly and confidently in a way which suits the situation Respond to criticism and criticise constructively
2. Listen and respond	Listen for and extract information from extended explanations Listen to, understand and follow the conversation
3. Accuracy and range of the key language items <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Conditional forms Reported speech, using a range of verb forms Reported questions Imperative + question tag Modals expressing past obligation, possibility, rejected conditions Connotations and emotive strength of adjectives Range of logical markers
Component 2: Group discussion – Debate of important issue presenting pros and cons	
1. Engage in discussion	Make relevant contributions and help to move the discussion forward Adapt contributions 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 including body language Follow and participate in the discussion
2. Accuracy and range of the key language items <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Word order in complex sentences, including choice of order for emphasis A wide range of conjunctions, conditional forms, fronting and cleft sentences for emphasis Reported speech using a range of verb forms Statements with question tags Complex noun phrases Imperative + question tag Modals expressing past obligation, possibility and rejected conditions Wide range of tenses, aspect and mood Wide range of phrasal verbs Connotations and emotive strength of adjectives Range of logical markers

5. Guidance

In order to ensure that candidates are fully prepared to take the examination, those responsible for teaching and preparing learners should ensure that they are fully conversant with the requirements of the examination, in terms of task requirements, the relevant skills and knowledge and the language of the level. Details of these are set out in this section and in the subsequent table.

The particular requirements are summarised below.

Component 1

Task 1 – Formal presentation

Before the examination, the candidate needs to have chosen a topic of personal interest. This can be on any theme the candidate is interested in, knowledgeable about and able to talk readily about. It should also provide the candidate with the opportunity to demonstrate a range of language suitable for the level. Candidates can prepare notes to assist them in the form of handouts and, if they do so, they should provide the examiner with a copy before the start of the presentation. These notes will not be taken into account in the assessment of the task as it is the candidates' oral skills which are being assessed here, not their writing skills. As this is an oral presentation, complete written scripts are not allowed.

During the task, the examiner makes notes on points which he or she wishes to raise in the next task in order to gain clarification or ask for further information. Candidates should prepare sufficient material for a 6-minute presentation and no longer.

Task 2 – Informal discussion of presentation

When preparing the presentation, the candidate should try to anticipate the questions, comments and contributions of the examiner on the presentation in order to provide clarification and further detail, if requested. The candidate is also responsible for drawing the examiner into a discussion by asking him or her questions and entering into an exchange of opinions centred on the topic presented.

Task 3 – Role-play – Making and responding to complaints and criticism

At Level 2, the role-play is less transactional than at previous levels and is of a more interpersonal nature. The area of complaints and criticisms is a highly sensitive area and furthermore has cultural implications. The language required is polite and sensitive. The role-play is two-fold in that it not only requires the candidate to complain or criticise but also to respond to a complaint or criticism in an appropriate, diplomatic manner. Many such exchanges are 'framed' with a lead-in apology or explanation or attention-getting device and followed on with further explanation rather than leaving the complaint bald and so candidates need to be trained to listen carefully to the situation given by the examiner in the first instance in order to make his or her own contributions relevant and appropriate.

Component 2 – Debate of important issue presenting pros and cons

In a small group discussion, as well as functional and linguistic competence, there are many other aspects of note. How are contributions initiated? How do the participants interrelate with each other? What effect does body language have on the discussion? How do participants take and give up turns? Candidates need to practise such small group-work in which the teacher takes a back seat and allows students to build up confidence in relating to each other without always going through the teacher as mediator. At this level, the discussion takes the form of a more formal debate and therefore involves candidates in putting forward opinions and viewpoints which may be in agreement or at variance with the other participants. How to intercede such views will need practice.

The candidate is expected to:

- take part in a group debate, respecting the conventions of turn-taking
- offer appropriate contributions, debating the pros and cons of an important issue
- respond to the contributions of others.

In addition to this booklet, there are various other resources available. See the *Adult ESOL Core Curriculum* Speaking and Listening sections on pages 326–355. Another valuable resource is the DfES ESOL Skills for Life Teacher Reference File. For Level 2, there are three units and an accompanying CD-Rom of relevant practice activities. The Trinity ESOL video supplied to every registered centre gives an example of a genuine examination at each level and will prove invaluable to centres in helping teachers to prepare candidates fully and appropriately.

Speaking and Listening

Example of possible exchanges between examiner and candidate

The sample exchanges below show some ways in which examiners and candidates might express themselves during the different tasks. These are only examples, not models to be learned.

The samples are extracts which have been adapted from the Trinity ESOL Skills for Life video and reflect a below pass performance.

Task 1

Examiner	Candidate
	<i>Today I'm talking about the beauty, the best attractions in my country which is Rwanda. Rwanda is a small country in Central Africa. It's bordered in the north by Uganda and in the east by Tanzania, in the south by Burundi and in the west by the Republic of Congo. Rwanda is a beautiful country because I love it! It used to be called the country of a thousand hills because it's made by hills. It's green vegetation, sunny all day...</i>

Task 2

Examiner	Candidate
<i>Thank you, that's really interesting ... I'll ask you a few questions. I think you said the gorillas came from the north. Why is that? Is that because of the climate or because of the forests where they live or the jungle?</i>	
<i>And do they live wild ... or in safari parks?</i>	<i>Yes, because of the forest, and the climate is humid.</i>
	<i>Yes, in safari parks.</i>

Task 3

Examiner	Candidate
<i>You live in a block of flats. It's midnight and you can't sleep because your neighbour's playing very loud music. I'm the neighbour.</i>	
<i>Hello.</i>	<i>Hello.</i>
<i>I'm fine, thank you.</i>	<i>How are you?</i>
<i>Why?</i>	<i>Can I just ask you to turn a bit down your music please?</i>
<i>Yes, but I've been working. I work in the daytime so ... when I come home, I want to relax and I want to play my music and I like loud music.</i>	<i>Because it's noisy and it's nearly midnight. We need to sleep and we can't sleep for your music.</i>
<i>Conversation continues...</i>	<i>This is ridiculous because all of us are working so this is our time to relax...</i>

Speaking and Listening table

The following table describes what the candidate is expected to do for Level 2. It is linked specifically to the examination tasks. The notation used is the same as that used in the *Adult ESOL Core Curriculum*.

Component 1: Task 1 – Formal presentation of chosen topic				Task coverage of descriptors, component skills and knowledge and understanding
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour	
Sc/L2.1 Speak clearly and confidently in a way which suits the situation	1a use stress and intonation to convey meaning and nuances of meaning clearly	<ul style="list-style-type: none"> – place the stress correctly in a wide range of words, including those where stress differs between words from the same family and make a clear distinction between stressed and unstressed syllable – be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak quickly, as appropriate, without losing comprehensibility 	<i>technology, technological</i>	
	1b articulate the sounds of English in connected speech	<ul style="list-style-type: none"> – be aware of the tendency for sounds to assimilate or elide in connected speech and be able to use assimilation and elision in speech 	<i>It wouldn't've been developed unless...</i>	
	1c use formal language and register where appropriate	<ul style="list-style-type: none"> – select and use a range of structures and vocabulary which are appropriate for ... formal situations 	<i>On condition that... They would ponder for hours over...</i>	
Sc/L2.4 Express clearly statements of fact, explanations, instructions, accounts and descriptions using appropriate structure, style and vocabulary	4a express statements of fact	<ul style="list-style-type: none"> – make accurate statements, using grammatical forms suitable for the level 	e.g. past perfect, future perfect, a range of conditionals, <i>would</i> to express past habit	
	4b give factual accounts	<ul style="list-style-type: none"> – use grammatical forms suitable for the level in order to classify, describe a process, generalise – understand common formats of factual accounts and be able to structure an account 	<i>It is generally recognised that there are two categories...</i>	
		<ul style="list-style-type: none"> – use discourse markers to structure the account – be aware of the features of formal register in giving a factual account 	<i>Consequently, as a consequence My final point...</i>	
	4e give a formal report	<ul style="list-style-type: none"> – understand the importance of summarising the main points at the end of a formal report 	<i>To summarise...</i>	
Sc/L2.5 Present information and ideas in a logical sequence and include detail and provide further detail and development to clarify or confirm understanding	5a present information and ideas in a logical sequence and include detail and provide further detail and development to clarify or confirm understanding	<ul style="list-style-type: none"> – be able to choose a suitable sequence for presenting information and ideas – know some formal markers for making the structure of the discourse clear and be able to elaborate on main points by, e.g. giving examples, explaining cause and effect and purpose, commenting 	<i>So for instance ... my own personal view about this is...</i>	

Speaking and Listening

Task coverage of descriptors, component skills and knowledge and understanding

Component 1: Task 2 – Informal discussion of presentation of topic				
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour	
Sc/L2.3 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts	3b ask for information	<ul style="list-style-type: none">– form questions using a wide range of verb forms– use a range of question tags	I believe there was a similar incident here, wasn't there?	
Sc/L2.4 Express clearly statements of fact, explanations... using appropriate structure, style and vocabulary	4d give explanations	<ul style="list-style-type: none">– give explanations ... with clear indicators, as appropriate, of sequence, reason and purpose, condition	It was necessary in order to prevent...	
Lr/L2.3 Respond to detailed or extended questions on a range of topics	3a respond to detailed or extended questions on a range of topics	<ul style="list-style-type: none">– respond to a range of question types– recognise the register in a question, and be able to match the register in the response	What was public reaction to that? There was a general outcry.	
Component 1: Task 3 – Role-play – Making and responding to complaints and criticism				
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour	
Sc/L2.2 Respond to criticism and criticise constructively	2a respond to criticism and criticise constructively	<ul style="list-style-type: none">– understand that successful co-operation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution– know a range of ways to make and respond to constructive suggestions– be able to choose from a range of modal verbs and conditional forms to criticise action and make positive suggestions	It might have been better, don't you think, to... Yes, that's a possibility... should, could, should have, might have, it might be better if...	
Lr/L2.1 Listen for and identify relevant information from extended explanations or presentations on a range of topics	1b extract information from extended explanations face-to-face ... and respond	<ul style="list-style-type: none">– extract information for a range of purposes and understand that relevance of information will depend on the purpose of listening– take a turn, whilst listening, by the use of response markers– interrupt the speaker, where necessary, to make relevant points or ask questions, and be able to invite the speaker to continue, after a digression	That's true, I know. Yes, but you need to be aware that ... but you were saying?	
Lr/L2.2 Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts	2a listen to a narrative or conversation 2b listen and respond, adapting to speaker, medium and context	<ul style="list-style-type: none">– recognise context, including the level of formality– recognise the speaker's feelings and attitude, expressed overtly and/or through pitch, stress and intonation and be able to respond appropriately	You're saying, aren't you, that that was the wrong thing to do on that occasion.	

Component 2: Group discussion – Debate of important issue presenting pros and cons			
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour
Sd/L2.1 Make relevant contributions and help to move discussions forward	1a make relevant contributions and help to move discussions forward	<ul style="list-style-type: none"> – understand that, to be productive, discussion needs to progress towards agreed decisions, proposals and solutions – use discourse markers to link contributions to those of other speakers, to concede ground, for counter-argument, and be able to indicate agreement and disagreement 	<i>I see what you mean and agree up to a point but...</i>
Sd/L2.2 Adapt contributions to discussions to suit audience, context, purpose and situation	2c express views, opinions, feelings and wishes	<ul style="list-style-type: none"> – express opinions, agreement and disagreement, using different register to suit a range of situations – speculate and make deductions using modal verbs 	<i>I do agree that's a distinct advantage.</i> <i>It must've been successful at the time.</i>
Sd/L2.3 Use appropriate phrases for interruption and change of topic	3a use appropriate phrases for interruption and change of topic	<ul style="list-style-type: none"> – use appropriate phrases, adapting register according to the situation and topic 	<i>Excuse me – may I make a point?</i>
Sd/L2.4 Support opinions and arguments with evidence	4a support opinions and arguments with evidence	<ul style="list-style-type: none"> – use appropriate phrases for introducing evidence into a discussion 	<i>I read an article which claimed that...</i>
Sd/L2.5 Use strategies intended to reassure	5a use strategies intended to reassure, e.g. body language and appropriate phraseology	<ul style="list-style-type: none"> – understand that direct disagreement is uncommon in discussions in English and be able to use more tentative forms of disagreement – use intonation to indicate reassurance 	body language – facial gestures, nodding, etc. <i>That might be the case, yes. However...</i>
Lr/L2.4 Make relevant contributions and help to move discussions forward	4a follow and participate in a discussion or conversation	<ul style="list-style-type: none"> – recognise where a speaker is stating a fact or expressing an opinion, and be able to respond appropriately – identify a wide range of structures, vocabulary and intonation patterns used in expressing feelings, and be able to respond appropriately 	

Reading

1. Candidate profile

In order to demonstrate ability at this level, candidates are expected to:

- read and understand a range of texts of varying complexity accurately and independently
- read and obtain information of varying length and detail from different sources.

2. Format

The examination lasts 60 minutes.

The Reading mode takes the form of the National Literacy test which comprises 40 items.

3. Procedure

Candidates must indicate their answers on the answer sheet provided for this specific test.

Candidates sit the examination at their own registered Trinity ESOL Skills for Life centre.

The papers are selected from a bank provided by QCA. Security and tracking systems are in place to ensure that centres do not receive the same paper twice. The papers are sent out by Trinity's Head Office and centres administer this test in the same way as all other Trinity papers, i.e. the test is taken under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session.

The National Literacy test can be taken at the same session as the Writing papers.

4. Assessment

Test papers are returned to Trinity and are marked at Trinity's Head Office. Each item is awarded one mark. The pass mark for each paper is set by the test developer (i.e. not Trinity) and can change according to the paper selected. Unsuccessful candidates are notified of the questions which they have failed in an attempt to provide useful feedback for future attempts at the test.

5. Guidance

In order to prepare candidates for the National Literacy test, teachers are directed to the following website which provides information and sample tests:

www.dfes.gov.uk/readwriteplus/learning

In addition, the relevant section of the *Adult ESOL Core Curriculum* is to be found on pages 356–371. The DfES Skills for Life Teacher Reference File also provides help with preparing candidates for the test.

Information on Writing overleaf

Writing

1. Candidate profile

In order to demonstrate ability at this level, candidates are expected to:

- write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose, content and audience.

2. Format

The Writing mode takes the form of a formal examination paper lasting 100 minutes.

The examination consists of three tasks, all of which must be undertaken.

Task 1

consists of writing a detailed factual account. The text required will be one of the following:

- report
- account
- essay.

Task 2

consists of corresponding with businesses, offices, government/council departments. The text required will be one of the following:

- email
- letter.

Task 3

consists of writing a creative or imaginative narrative. The text required will be:

- extended prose.

Task summary chart

	Task 1	Task 2	Task 3
Text type	report, account essay	email, letter	extended prose
Reader/s	work colleagues, line-managers, solicitors	companies, council employees, customer services	self, friends, special interest groups, popular magazine readers
Register	formal	formal	informal
Tone/style	factual, direct, informative	direct, succinct, polite but firm	descriptive, narrative, imaginative, creative
Purpose	to analyse, review, explain, inform	to explain, complain and ask for redress, persuade, summarise	to provide enjoyment from reading texts, to express feelings, ideas, hopes and aspirations
Word length	approx. 400 words	approx. 150 words	approx. 200 words

3. Procedure

Candidates must write their answers on the examination paper itself in the space/s indicated. Candidates sit the examination at their own registered Trinity ESOL Skills for Life centre. The papers are sent out by Trinity's Head Office and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session. Writing papers can be taken in the same session as Reading papers.

4. Assessment

Examiners make their assessments with reference to the Generic performance descriptors, as stated in the Introduction booklet, in combination with the Task-specific mark scheme provided opposite. This details the actual performance and competence required for each particular Writing task at Level 2. The performance and competences are set out as in the *Adult ESOL Core Curriculum* either as general level descriptors or individual component skills, knowledge and understanding, whichever is more relevant to the actual task. Completed papers are sent back to Trinity's Head Office and marked.

Task 1 – Write a detailed factual account	
1. Text focus: writing composition	Plan and draft the account clearly and effectively, acting upon knowledge of the purpose, context, audience and required outcome as specified in the rubric including a consideration of the reader's knowledge and expectation Use format, style and register suitable for a formal account Produce an account which fulfils the communicative requirements of the rubric in terms of content, breadth and length Show awareness of the importance of proof-reading for meaning as well as for spelling, punctuation and layout Produce a cohesive, coherent text which informs with clarity
2. Sentence focus: grammar and punctuation <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Use a mixture of simple, compound and complex sentences effectively Use a variety of tenses including aspect and voice appropriately and consistently Use sentence grammar consistently and with accuracy Use advanced sentence grammar such as fronting, cleft sentences for emphasis Use pronouns to lessen repetition and improve the clarity of writing Use pronoun accurately so that the reader is clear as to what and whom they refer Use a range of punctuation to achieve clarity in simple and complex sentences and texts, e.g. full stops, commas, colons, semi-colons, bullet points, dashes
3. Word focus: spelling and handwriting	Spell correctly words used most often in work, studies and daily life, including familiar technical words Spell words with a range of spelling patterns accurately and consistently Use knowledge of a wide range of word roots, origins, prefixes and suffixes to support spelling, including the spelling of technical words Use a range of appropriate vocabulary for task type and content Produce clear, consistent handwriting
Task 2 – Correspond with businesses, offices, government/council departments	
1. Text focus: writing composition	Judge correctly how much to write and the level of detail to include Present information and ideas in a logical or persuasive sequence Use format and structure to organise writing appropriately Judge the appropriate formal register and tone for the purpose and audience accurately Use key features of formal register with consistency Present effective arguments, using appropriate paragraphing structure
2. Sentence focus: grammar and punctuation <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Use a mixture of simple, compound and complex sentences effectively Use a variety of tenses including aspect and voice appropriately and consistently Use sentence grammar consistently and with accuracy Use a full range of modal verbs where appropriate Use advanced sentence grammar such as fronting, cleft sentences for emphasis Use pronouns to lessen repetition and improve the clarity of writing Use pronoun accurately so that the reader is clear as to what and whom they refer Use a range of punctuation to achieve clarity in simple and complex sentences
3. Word focus: spelling and handwriting	Spell correctly words used most often in daily life Understand the importance of producing an accurate text in order to achieve the text's communicative purpose Apply knowledge of vocabulary to aid spelling Apply knowledge of appropriate special-interest vocabulary, including related technical words Use a range of appropriate vocabulary for task type and content Produce clear, consistent handwriting
Task 3 – Write a creative or imaginative narrative	
1. Text focus: writing composition	Use appropriate informal register for expressing thoughts, ideas and feelings Use a range of phrasal verbs and idiomatic expressions Show awareness of how stylistic devices can be used to achieve desired purpose, e.g. similes and metaphors Understand relative strength of emotive language Understand the different connotations of words and expressions and their effect on the readership
2. Sentence focus: grammar and punctuation <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Use a mixture of simple, compound and complex sentences as well as in complete sentences where appropriate to produce the required effect Use punctuation effectively and imaginatively to achieve desired purpose
3. Word focus: spelling and handwriting	Show knowledge of a wide range of common collocations, idioms & colloquialisms Use words creatively – select adjectives for emotive strength Produce clear, consistent handwriting

5. Guidance

In order to prepare candidates for the Writing paper, teachers are directed to the relevant section of the *Adult ESOL Core Curriculum*, pages 372–387 and to the DfES ESOL Skills for Life Teacher Reference File. The Trinity website also contains sample papers for teachers and candidates to see exactly what to expect and to gain useful practice. Go to the main website at trinitycollege.co.uk and follow the links to ESOL and then ESOL Skills for Life, then Sample Papers and then Level 2 Writing. Extracts taken from one sample of a Task 1 can be found below which illustrates a secure pass performance at Level 2 and following that, a table summarising task coverage. Each task is linked to specific component skill, knowledge and understanding items in the *Adult ESOL Core Curriculum*, thus ensuring complete coverage of all the standards. Candidates, therefore, need writing practice with a focus on word, sentence and text level.

Sample of Writing paper – Task 1

The table below shows how people in Wales spent their weekly income in the year 2001–2002.

Using the information provided:

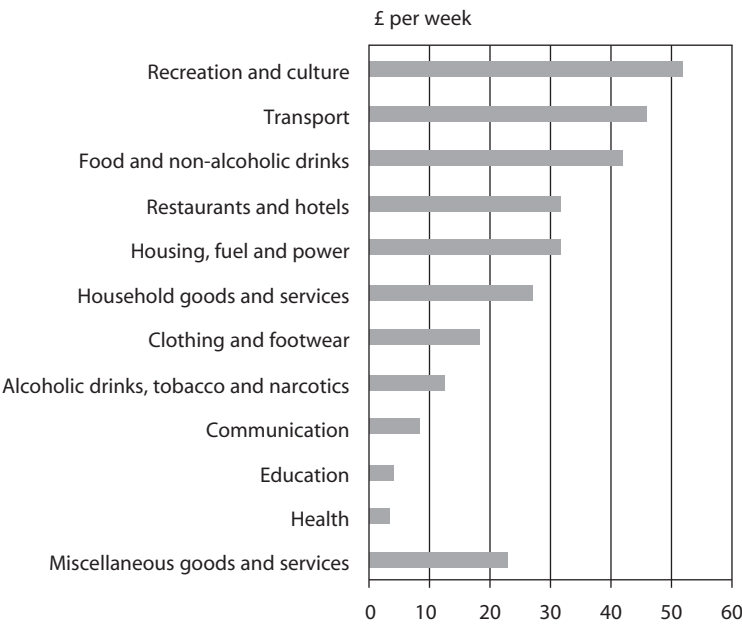
- 1. Write a factual report summarising the information, describing the most significant trends and comparing expenditure on the different items.
- 2. Write a paragraph giving your reactions to the information provided.

(about 400 words in total)

You will need to show evidence of planning by writing notes and selecting suitable material to be included. You will then need to draft your report. When you are satisfied that your work is correct then you should write the final version. You must show all evidence of the planning you have done.

Weekly income and expenditure in the year 2001/02 per household in Wales

The total average household income in Wales was £313 per week.
Expenditure is shown in the chart below.



1. The total average household income in Wales was £313 per week.

Expenditure is shown in the chart below.

The total average household income in Wales was £313 per week in the year 2001/02 according to the information given...

The highest expenditure is recreation and culture which was just over £50.

Second one is transport which was roughly £45 ... about £18 for clothing and footwear and most surprisingly they spend just over £10 for alcoholic drinks, tobacco and narcotics...

2. The chart shows that most of the people lives in Wales spend their money on recreation and culture rather than on alcoholic drinks and tobacco. That's the surprising point because Wales must be populated by mid-age or older people if you take the factual figures from young populated countries. If the study was made in England the longest stick in the chart would have been alcoholic drinks and narcotics and secondly it would be food and restaurants.

Sadly, the chart shows only small amount of money went for the education which is artery of human life.

Writing

Writing table

The following table describes what the candidate is expected to do for Level 2. It is linked specifically to the examination tasks. The notation used is the same as that used in the *Adult ESOL Core Curriculum*.

Task coverage of descriptors, component skills and knowledge and understanding

Task 1 – Write a detailed factual account			
Basic skills standards descriptor	Component skills	Knowledge and understanding	
Wt/L2.1 Plan and draft writing	1a apply appropriate planning strategies	<ul style="list-style-type: none"> – plan and draft a text clearly and effectively, acting upon knowledge of the purpose, context, audience and outcome of writing, including the reader's knowledge and expectations 	
Wt/L2.4 Use format and structure to organise writing for different purposes	4a choose format and structure to organise writing for different purposes	<ul style="list-style-type: none"> – understand which format, structure and layout are best for which sort of task – understand that some forms of writing follow standard formats and structures 	
Wt/L2.6 Use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence	6a choose different styles of writing for different purposes	<ul style="list-style-type: none"> – understand that the style of writing involves choice of vocabulary, sentence length and structure, as well as how the text is organised – understand that what is appropriate style depends on genre, purpose audience, context and desired outcome 	
Wt/L2.8 Proof-read and revise writing for accuracy and meaning	8a use proof-reading to revise writing for accuracy, meaning, content and expression	<ul style="list-style-type: none"> – be aware that proof-reading enables the writer to edit for ambiguity, repetition and compression – be able to proof-read consistently for meaning as well as for spelling, punctuation and layout 	
Ws/L2.1 Construct complex sentences	1a use a range of sentence structure which is fit for purpose	<ul style="list-style-type: none"> – understand that effective writing often uses a mixture of simple, compound and complex sentences – understand and use a full range of embedded and relative clauses, noun and participle constructions, conditional clauses – use appropriate structures for formal texts 	
Ws/L2.2 Use correct grammar e.g. subject-verb agreement, correct and consistent use of tense	2a use sentence grammar consistently and with accuracy	<ul style="list-style-type: none"> – take care over different aspects of sentence grammar, e.g. agreement in complex sentences – understand that in longer texts, the writer needs to keep checking back for consistency of tense 	
Ws/L2.3 Use pronouns so that their meaning is clear	3a use pronouns to lessen repetition and improve the clarity of writing	<ul style="list-style-type: none"> – understand that pronouns are used to replace and refer to nouns, to avoid repetition – know that when using pronouns it must be clear to what or to whom they refer 	
Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately	4a use a range of punctuation to achieve clarity in simple and complex sentences	<ul style="list-style-type: none"> – understand and use commas effectively, for listing items, between clauses and after connectives – understand and use apostrophes effectively for possession and omission – understand and use inverted commas effectively for direct speech 	
Ww/L2.1 Spell correctly words used most often in work, studies and daily life, including familiar technical words	1a apply knowledge of vocabulary to aid accurate spelling	<ul style="list-style-type: none"> – apply knowledge of appropriate special-interest vocabulary, including related technical words – understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words 	
Ww/L2.2 Produce legible text	2a produce clear, consistent handwriting	<ul style="list-style-type: none"> – have a critical awareness of personal features of own handwriting 	

Task 2 – Correspond with businesses, offices, government/council departments

Basic skills standards descriptor	Component skills	Knowledge and understanding
Wt/L2.2 Judge how much to write, and the level of detail to include	2a select the level of detail to include in a range of texts and how much to write	<ul style="list-style-type: none"> – understand that the length of text and the level of detail depend on the nature of the content and on the purpose and audience
Wt/L2.3 Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate	3a choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence	<ul style="list-style-type: none"> – use different ordering and sequencing according to content and purpose of writing, e.g. explanations, persuasive texts – use different kinds of paragraphing structure effectively – as writing becomes more formal and complex, apply knowledge of a range of key linguistic features that show sequence
Wt/L2.4 Use format and structure to organise writing for different purposes	4a choose format and structure to organise writing for different purposes	<ul style="list-style-type: none"> – understand which format, structure and layout are best for which sort of task – understand that some forms of writing follow standard formats and structures
Wt/L2.5 Use formal ... language appropriate to purpose and audience	5a choose formal ... language appropriate to purpose and audience	<ul style="list-style-type: none"> – judge the appropriate formal register for purpose and audience accurately – use key features of formal register with consistency
Wt/L2.6 Use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence	6a choose different styles of writing for different purposes	<ul style="list-style-type: none"> – understand that what is appropriate style depends on genre, purpose audience, context and desired outcome – construct effective arguments, using appropriate paragraphing structure – use appropriate structures for formal texts
Ws/L2.2 Use correct grammar e.g. subject-verb agreement, correct and consistent use of tense	2a use sentence grammar consistently and with accuracy	<ul style="list-style-type: none"> – take care over different aspects of sentence grammar, e.g. agreement in complex sentences – understand and use a full range of modal verbs where appropriate
Ws/L2.3 Use pronouns so that their meaning is clear	3a use pronouns to lessen repetition and improve the clarity of writing	<ul style="list-style-type: none"> – understand that pronouns are used to replace and refer to nouns, to avoid repetition – know that when using pronouns it must be clear to what or to whom they refer
Ww/L2.1 Spell correctly words used most often in work, studies & daily life	1a apply knowledge of vocabulary to aid accurate spelling	<ul style="list-style-type: none"> – spell words with a wide range of spelling patterns accurately and consistently
Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately	4a use a range of punctuation to achieve clarity in simple and complex sentences	<ul style="list-style-type: none"> – understand and use commas effectively, for listing items, between clauses and after connectives – understand and use apostrophes effectively for possession and omission
Ww/L2.2 Produce legible text	2a produce clear, consistent handwriting	<ul style="list-style-type: none"> – have a critical awareness of personal features of own handwriting

Writing

Task coverage of descriptors, component skills and knowledge and understanding

Task 3 – Write a creative or imaginative narrative		
Basic skills standards descriptor	Component skills	Knowledge and understanding
Wt/L2.5 Use informal language appropriate to purpose and audience	5a choose informal language appropriate to purpose and audience	<ul style="list-style-type: none"> – judge the appropriate informal register for purpose and audience accurately – understand and use a range of phrasal verbs and idiomatic expressions
Wt/L2.6 Use different styles of writing for different purposes	6a choose different styles of writing for different purposes	<ul style="list-style-type: none"> – be aware of the power of stylistic devices to achieve desired purpose, e.g. similes and metaphors – understand the different connotations of words and expressions, e.g. <i>skinny</i> versus <i>slim</i> – understand relative strength of emotive language
Ws/L2.1	1a use a range of sentence structure which is fit for purpose	<ul style="list-style-type: none"> – understand that effective writing often uses a mixture of simple, compound and complex sentences
Ww/L2.1	1a apply knowledge of vocabulary to aid accurate spelling	<ul style="list-style-type: none"> – show knowledge of a wide range of common collocations, idioms and colloquialisms for use with different genres
Ww/L2.2 Produce legible text	2a produce clear, consistent handwriting	<ul style="list-style-type: none"> – have a critical awareness of personal features of own handwriting

Appendix 1 overleaf

Appendix 1

Level 2 Key language items

(Adult ESOL Core Curriculum)

Simple, compound and complex sentences, with a wide range of subordinate clauses	
<ul style="list-style-type: none"> word order in complex sentences, including choice of order for emphasis 	<p><i>You have to put the disk here to save</i></p> <p><i>To save you have to put the disk here</i></p> <p><i>Although the Prime Minister said that the environment was important in his election campaign, he has done very little to improve it since he came to office</i></p>
<ul style="list-style-type: none"> <i>there could be/would be/should be</i> <i>could have/would have/should have</i> 	
<ul style="list-style-type: none"> a wide range of conjunctions conditional forms, using <i>had</i> + <i>would/could/should have</i> comparative clauses more complex participial clauses with <i>-ing</i> and <i>-ed</i> fronting and cleft sentences for emphasis 	<p><i>On condition that, provided that</i></p> <p><i>They would have paid the bill for you if you had explained what had happened</i></p> <p><i>The faster he talked, the less I understood</i></p> <p><i>I left a note explaining what had happened</i></p> <p><i>The reason we do that is because of safety...</i></p> <p><i>It was John who told me</i></p>
<ul style="list-style-type: none"> reported speech, using a range of verb forms 	<p><i>She explained that we didn't have to attend every day</i></p>
<ul style="list-style-type: none"> more complex embedded questions 	<p><i>I'd be grateful if you could explain what happened</i></p>
<ul style="list-style-type: none"> reported questions, using a range of verb forms 	<p><i>He said he had been waiting for hours before a train came</i></p>
<ul style="list-style-type: none"> statements with question tags, using Level 2 verbs and tenses 	<p><i>He could've told us he wasn't coming, couldn't he?</i></p>
<ul style="list-style-type: none"> imperative + question tag 	<p><i>Pass me the book, will you?</i></p>
Noun phrase	
<ul style="list-style-type: none"> noun phrases of increasing complexity 	<p><i>Wide streets with lots of shops on each side which were brightly lit</i></p>
<ul style="list-style-type: none"> use of zero article with a wide range of countable and uncountable nouns in a range of constructions 	<p><i>Colleges say that they will struggle to provide citizenship training for refugees unless significant resources are pumped in</i></p>

Verb forms and time markers in statements, interrogatives, negatives and short forms

- | | |
|--|---|
| • use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive | <i>Investigations have been carried out into the activities of the men who were involved</i> |
| • would expressing habit in the past | <i>He would visit us regularly every week</i> |
| • use of <i>had</i> + <i>would/could/should have</i> in conditional sentences | <i>I would have contacted you if I had known you needed help to complete your work</i> |
| • modals expressing past obligation, possibility, rejected conditions | <ul style="list-style-type: none"> – <i>should have</i> – <i>might have</i> – <i>could have</i> – <i>must have</i> – <i>can't have</i> |
| • a wide range of phrasal verbs with a number of particles | <i>To get round to, to carry on with</i> |

Adjectives

- | | |
|---|--|
| • connotations and emotive strength of adjectives | <i>Interesting, shocking, scandalous, shameful, wicked</i> |
| • collocation of a range of adjectives + prepositions | <i>Ashamed of, certain of, particular about</i> |

Adverbs and prepositional phrases

- | | |
|---|---|
| • prepositions + <i>-ing</i> form | <i>After having talked to us, he changed his mind</i> |
| • prepositions followed by noun phrases | <i>In spite of the fact that...</i> |

Discourse

- | | |
|------------------------------|---|
| • a range of logical markers | <i>In this respect, by this means, accordingly, therefore, thus</i> |
| • sequence markers | <i>Subsequently</i> |

Appendix 2

Level 2 Communicative functions and notions

(Adult ESOL Core Curriculum)

- greet and sustain social interaction
- give personal information
- ask for personal information
- describe self/others
- ask for descriptions of people
- give general and specific descriptions of things and places
- ask for descriptions of things, places
- narrate
- ask about past events
- give factual accounts – define within explanations
- ask for definitions
- give factual accounts – give examples
- give factual accounts – classify
- generalise and compare/contrast
- give factual accounts – describe a complex process
- ask about processes
- express obligation in the past
- express definite and tentative arrangements in the future
- report
- explain and give reasons
- give instructions
- summarise
- hypothesise
- speculate
- give views, opinions and justification
- ask for advice
- respond to requests for confirmation
- ask for confirmation
- clarify
- rephrase for clarification or emphasis
- check back
- express feelings, likes and dislikes, wishes
- ask about people's feelings, opinions, interests, wishes, hopes
- make requests in informal and formal situations – ask for something
- make requests in informal and formal situations – ask someone to do something
- make requests in informal and formal situations – ask for permission
- criticise, rebuke
- give reassurance and praise
- negotiate
- persuade
- complain
- warn and threaten
- interrupt
- disagree
- change the topic
- take leave