

# Trinity Awards and Certificate in ESOL Skills for Life – Entry 2

Specifications from  
1 December 2017

TRINITY  
UK  
ESOL  
EXAM  
AWARD  
EXTERNA  
AUTHENTIC  
CERTIFICATE  
READ ENGLISH  
SKILLS FOR LIFE  
COMMUNICATION  
WRITE ENGLISH INT  
CONFIDENCE LEVEL  
REAL LIFE ASSESSME  
QUALIFICATIONS PERSON  
SPEAKING AND LISTENING  
ENGLISH FOR SPEAKERS OF



# Trinity Awards and Certificate in ESOL Skills for Life – Entry 2

Specifications from  
1 December 2017

Charity number England & Wales | 1014792

Charity number Scotland | SC049143

Patron | HRH The Duke of Kent KG

Chief Executive | Sarah Kemp

Copyright © 2017 Trinity College London

Published by Trinity College London

Third impression, January 2020

## **Keep up to date**

This is the **third impression** of the ESOL Skills for Life – Entry 2 specifications.

Please check [trinitycollege.com/SfL-E2](http://trinitycollege.com/SfL-E2) to make sure you are using the current version of the specifications and for the latest information about our ESOL Skills for Life exams.

## Contents

Introduction .....	5
<b>Speaking and Listening Award</b> .....	7
Candidate profile .....	7
Unit details .....	7
Format .....	7
Procedure .....	8
Assessment .....	9
Speaking and Listening assessment criteria amplification .....	10
Generic performance descriptors .....	14
<b>Reading Award</b> .....	15
Candidate profile .....	15
Unit details .....	15
Format .....	15
Procedure .....	17
Assessment .....	17
<b>Writing Award</b> .....	18
Candidate profile .....	18
Unit details .....	18
Format .....	18
Procedure .....	18
Assessment .....	18
Writing assessment criteria amplification .....	20
Generic performance descriptors .....	22
<b>General guidance and policies</b> .....	23
<b>Appendix 1 – Entry 2 Key language items (Adult ESOL Core Curriculum)</b> .....	24
<b>Appendix 2 – Entry 2 Communicative functions and notions (Adult ESOL Core Curriculum)</b> .....	26
<b>Appendix 3 – Entry 2 Exam report form</b> .....	27

## About Trinity College London

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language. With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress. Our aim is to inspire teachers and candidates through the creation of assessments that are enjoyable to prepare, rewarding to teach and that develop the skills needed in everyday life.

At the heart of Trinity's work is the belief that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all. We exist to promote and foster the best possible communicative and performance skills through assessment, content and training that is innovative, personal and authentic.

## Why choose Trinity?

Teachers and students choose Trinity because:

- ▶ we understand the transformative power of performance
- ▶ our qualifications help ensure candidates make progress by providing carefully levelled stepping stones that build confidence and enjoyment while continuing to extend and challenge
- ▶ we aim to design assessments that have a positive impact on student learning, engagement and achievement
- ▶ we encourage candidates to bring their own choices and interests into our exams – this motivates students and makes the assessment more relevant and enjoyable
- ▶ our flexible exams give candidates the opportunity to perform to their strengths and interests
- ▶ our qualifications are accessible to candidates of all ages and from all cultures
- ▶ our highly qualified and friendly examiners are trained to put candidates at their ease and provide maximum encouragement.

## Introduction

### Qualification objective

Trinity's ESOL Skills for Life qualifications are assessments of speaking, listening, reading and writing, designed to meet the needs of learners who have chosen to make a life in the UK, and for whom English is a second or additional language. They contain strong elements of task-based assessment covering a range of skills needed to settle in the country and get by on a day-to-day basis.

These include:

- ▶ functional tasks such as reading and writing authentic correspondence with banks and other institutions, as well as genuine spoken interaction with an external examiner to help learners make the most of their lives in the UK
- ▶ work-related tasks to help job seekers
- ▶ academic tasks to aid progression to GCSE, Functional Skills or other academic paths.

The qualifications are based on the National Standards for Adult Literacy and are closely aligned to the *Adult ESOL Core Curriculum*.

### About this document

This document contains precise details of the three award level qualifications making up Trinity's Entry 2 Certificate in ESOL Skills for Life. It also provides candidates and those preparing candidates with comprehensive coverage of the language requirements for this level and details of how each task relates to the *Adult ESOL Core Curriculum* descriptors and individual component skills, knowledge and understanding.

### Additional guidance and support

Please see [trinitycollege.com/SfL-E2](http://trinitycollege.com/SfL-E2) for additional support materials including sample candidate answers and videos. The *Centre Best Practice Guidebook*, which can be downloaded from [trinitycollege.com/SfL-admin](http://trinitycollege.com/SfL-admin), contains administrative and regulatory information. Email [UKesol@trinitycollege.co.uk](mailto:UKesol@trinitycollege.co.uk) for further guidance or to arrange a support visit.

### Notes on the Regulated Qualifications Framework

ESOL Skills for Life qualifications are regulated by Ofqual (Office of Qualifications and Examinations Regulation) and listed on the Regulated Qualifications Framework (RQF). Qualifications are based on units which are shared with several awarding organisations. Total qualification time (TQT) and guided learning hours (GLH) are assigned to each unit as a guide for users of the qualifications.

### Duration of study (total qualification time)

All regulated qualifications are assigned a total qualification time. This should be used as guidance only. Total qualification time is an estimate of the average time a candidate spends with a teacher (guided learning hours) added to the average time spent learning independently. The amount of time needed to commit to a qualification varies from learner to learner, and depends on the individual's prior experience and learning.

### Reasonable adjustments

Learners with particular needs can apply to Trinity for reasonable adjustments to be made to their exam. Trinity has agreed to adhere to the same reasonable adjustments as the awarding organisations that share these units. Please refer to the *Centre Best Practice Guidebook* and [trinitycollege.com/language-csn](http://trinitycollege.com/language-csn) for more information on access arrangements and our Disabled Learners Policy.

### Entry requirements

There is no requirement for evidence of formal qualifications for entry to these awards and certificates.

### Qualification structure and rules of combination

The full suite of Trinity College London ESOL Skills for Life qualifications is listed on page 6. Trinity offers individual awards in ESOL Skills for Life – Speaking and Listening, ESOL Skills for Life – Reading and ESOL Skills for Life – Writing, and overarching certificates in ESOL Skills for Life. Learners can achieve an overarching certificate by achieving three awards at that level. These specifications apply to the Entry 2 qualifications highlighted on page 6.

## Introduction

Qualification number	Qualification title as it appears on Ofqual's Register of Regulated Qualifications	Number of units	Guided learning hours	Total qualification time	Ofqual unit reference number
601/5207/2	TCL Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	1	120	130	F/506/1562
601/5210/2	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	1	60	70	D/506/1570
601/5214/X	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	1	90	100	L/506/1628
601/4785/4	TCL Entry Level Certificate in ESOL Skills for Life (Entry 1)	3	270	300	F/506/1562 D/506/1570 L/506/1628
601/5208/4	TCL Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	1	120	130	J/506/15 63
601/5211/4	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	1	60	70	H/506/1571
601/5215/1	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	1	90	100	R/506/1629
601/5204/7	TCL Entry Level Certificate in ESOL Skills for Life (Entry 2)	3	270	300	J/506/1563 H/506/1571 R/506/1629
601/5209/6	TCL Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	1	120	130	L/506/1564
601/5212/6	TCL Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	1	60	70	K/506/1572
601/5216/3	TCL Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	1	90	100	J/506/1630
601/5205/9	TCL Entry Level Certificate in ESOL Skills for Life (Entry 3)	3	270	300	L/506/1564 K/506/1572 J/506/1630
601/5219/9	TCL Level 1 Award in ESOL Skills for Life (Speaking and Listening)	1	120	130	R/506/1565
601/5218/7	TCL Level 1 Award in ESOL Skills for Life (Reading)	1	60	70	M/506/1573
601/5217/5	TCL Level 1 Award in ESOL Skills for Life (Writing)	1	90	100	L/506/1631
601/4786/6	TCL Level 1 Certificate in ESOL Skills for Life	3	270	300	R/506/1565 M/506/1573 L/506/1631
601/5220/5	TCL Level 2 Award in ESOL Skills for Life (Speaking and Listening)	1	120	130	Y/506/1566
601/5221/7	TCL Level 2 Award in ESOL Skills for Life (Reading)	1	60	70	T/506/1574
601/5222/9	TCL Level 2 Award in ESOL Skills for Life (Writing)	1	90	100	R/506/1632
601/5206/0	TCL Level 2 Certificate in ESOL Skills for Life	3	270	300	Y/506/1566 T/506/1574 R/506/1632

### Recognised prior learning and transfer of awards

The units for these qualifications were developed by seven awarding bodies, including Trinity College London. Trinity will accept awards from the organisations listed below towards the achievement of the Trinity Certificates in ESOL Skills for Life.

- ▶ Ascentis
- ▶ Cambridge English Language Assessment
- ▶ EMD (Qualifications) Ltd
- ▶ English Speaking Board (International) Ltd
- ▶ NOCN
- ▶ Pearson Education Ltd

## Speaking and Listening Award

Trinity Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)

### Candidate profile

The unit and assessment map to the National Literacy Standards for Speaking and Listening, and closely reflect the *Adult ESOL Core Curriculum*. At this level, adults can:

- ▶ listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions
- ▶ speak to communicate basic information, feelings and opinions on familiar topics
- ▶ engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles.

### Unit details

Guided learning hours: 120

Total qualification time (hours): 130

Level: Entry 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain necessary information from straightforward verbal communication for a given task
2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use straightforward language appropriate for context when speaking
3. Be able to convey information	3.1 Provide relevant information to others during straightforward verbal communication
	3.2 Provide a verbal account for a given task
4. Be able to engage in discussion with others	4.1 Make appropriate contributions to discussion
	4.2 Express views clearly during verbal communication
	4.3 Obtain specific information from others

### Format

The exam consists of two components:

- ▶ Component 1 – an eight minute one-to-one conversation with a Trinity examiner
- ▶ Component 2 – a seven minute discussion with three candidates, facilitated by a Trinity examiner.

Component 1 consists of three tasks:

- ▶ Task 1 – the candidate answers questions about their own photo or object which represents a past event they wish to talk about
- ▶ Task 2 – the candidate asks questions about the examiner’s picture which relates to a future event, and demonstrates listening skills by making appropriate comments
- ▶ Task 3 – the candidate exchanges information with the examiner in a role play connected with education, training, work or social roles.

Component 2 (group discussion) consists of one task:

- ▶ Task 4 – three candidates discuss a familiar topic, making appropriate contributions to the discussion and expressing their views clearly.

## Speaking and Listening Award

### Procedure

The exam is conducted using language appropriate to the level. Please see appendices 1 and 2 for the language and functions of Entry 2.

### One-to-one conversation with examiner (8 minutes)

#### Task 1 (3 minutes)

The exam begins with greetings and the examiner using straightforward instructions such as 'come in', 'sit down', 'let me see your marksheet/ID', 'can you show me your photo?'.  
The candidate brings in a photo or object which represents a past event they wish to talk about. The examiner will ask them questions to find out about their past event.

Examples include (but are not restricted to):

- ▶ a picture of a training event at work
- ▶ a menu representing a special meal they had recently
- ▶ a souvenir from a tourist place they visited
- ▶ a wedding invitation.

#### Task 2 (2 minutes)

The examiner brings in a photo or picture relating to a future event or plan in their own lives and the candidate asks them questions about it. Candidates need to make appropriate comments to demonstrate their listening abilities.

Examples include (but are not restricted to):

- ▶ a photo of a place in the UK they are planning to visit
- ▶ a picture representing a new job
- ▶ an invitation to a party
- ▶ a picture of a house they are moving into soon.

#### Task 3 (3 minutes)

This task will be a role play in which the candidate exchanges information with the examiner in a setting connected with education, training, work or social roles

After three candidates have participated in their one-to-one exam, they are put together for their group discussion.

### Group discussion (up to 7 minutes)

#### Task 4 (up to 7 minutes)

Three candidates discuss one or more topics given to them by the examiner. The discussion at this level must include making appropriate contributions to the discussion and expressing views clearly. The examiner will guide the conversation appropriately to ensure the candidates have the opportunity to meet the assessment criteria, providing additional topics if necessary.

#### Subject areas for Entry 2 Group discussion

Interesting places to visit  
Free time activities  
Your plans for the future  
Celebrations and special occasions  
Interesting jobs  
Technology  
Rules and regulations

**Assessment**

The test is externally assessed by a visiting Trinity examiner. Examiners use the assessment criteria amplification on pages 10-13 in combination with the generic performance descriptors on page 14 to make their assessments. The amplification specifies what is required to achieve each criterion at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 1.1 – *Obtain necessary information from straightforward verbal communication for a given task* includes 'listen for detail and respond in face-to-face situations (maintain eye contact and signal understanding; check back and confirm understanding)'. The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 1) such as, 'needs support but provides enough evidence through various responses to demonstrate that they have understood at least half of the conversation' (2 marks), or 'needing occasional support in places to obtain all of the information provided by the examiner at the level' (3 marks), awarding 0 to 4 marks as appropriate to the performance.

Examiners record marks on an exam report form as shown in appendix 3, and a composite marksheet. In each task, a mark is awarded out of 4 for the assessment criteria listed. The total maximum possible number of marks is 44, and the pass mark is 29.

Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

Table showing which assessment criteria are assessed during each task

Task 1 (One-to-one)	Task 2 (One-to-one)	Task 3 (One-to-one)	Task 4 (Group discussion)
<p>2.2 Use straightforward language appropriate for context when speaking</p> <p>3.1 Provide relevant information to others during straightforward verbal communication</p> <p>3.2 Provide a verbal account for a given task</p>	<p>1.1 Obtain necessary information from straightforward verbal communication for a given task</p> <p>2.2 Use straightforward language appropriate for context when speaking</p>	<p>2.1 Use pronunciation to convey intended meaning</p> <p>3.1 Provide relevant information to others during straightforward verbal communication</p> <p>4.3 Obtain specific information from others</p>	<p>4.1 Make appropriate contributions to discussion</p> <p>4.2 Express views clearly during verbal communication</p> <p>4.3 Obtain specific information from others</p>

## Speaking and Listening Award

### Assessment criteria amplification

#### Speaking and Listening assessment criteria amplification

The following tables list in detail the characteristic standards expected to achieve the assessment criteria in the Entry 2 Speaking and Listening Award. This is unabridged, and not all of the points listed are expected in every task. The notation used is the same as that in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Obtain necessary information from straightforward verbal communication for a given task	<b>Listen for detail in short narratives and explanations</b> <ul style="list-style-type: none"> <li>▶ Understand and identify key words and phrases in a given context, and use them to aid listening</li> <li>▶ Listen for and identify stress within words, and use this as an aid to recognising words</li> <li>▶ <i>have got</i> and possessives</li> <li>▶ Recognise these structures in their spoken form</li> <li>▶ Respond appropriately to explanations</li> </ul>	Lr/E2.2a
	<b>Listen for detail and respond in face-to-face situations</b> <ul style="list-style-type: none"> <li>▶ Notice that a speaker often repeats and/or stresses important details</li> <li>▶ Maintain eye contact and signal understanding, eg <i>I see, yes</i></li> <li>▶ Check back and confirm understanding</li> </ul>	Lr/E2.2b
	<b>Listen for grammatical detail</b> <ul style="list-style-type: none"> <li>▶ Recognise different types of utterance, eg questions, statements, instructions, and their function</li> <li>▶ Listen for and identify key grammatical features for the level, and use them to aid understanding</li> <li>▶ Recognise the spoken form of grammatical features, eg contractions and <i>-ed</i> endings of verbs</li> </ul>	Lr/E2.2c
	<b>Listen for phonological detail</b> <ul style="list-style-type: none"> <li>▶ Be aware that the meaning of a sentence can be affected by the position of the main stress</li> <li>▶ Identify information or content words and understand that they are normally stressed in sentences – when listening, notice which words carry the main stress</li> <li>▶ Recognise and discriminate between individual sounds</li> </ul>	Lr/E2.2d
	<b>Extract the main points of an explanation in a face-to-face situation, and respond</b> <ul style="list-style-type: none"> <li>▶ Ask for clarification and confirm understanding</li> </ul>	Lr/E2.3b
2.1 Use pronunciation to convey intended meaning	<b>Use stress and intonation adequately to make speech comprehensible and meaning understood</b> <ul style="list-style-type: none"> <li>▶ Know where the stress falls in familiar words, and place stress appropriately</li> <li>▶ Notice that, in sentences, the most important content words are often stressed, and place stress appropriately</li> <li>▶ Develop awareness that many varieties of English have a stress-timed rhythm, and make a distinction between stressed and unstressed syllables in their own words</li> <li>▶ Use intonation appropriately in statements and questions, and to indicate attitude, eg politeness</li> </ul>	Sc/E2.1a
	<b>Articulate the sounds of English to make meaning understood</b> <ul style="list-style-type: none"> <li>▶ Distinguish between similar-sounding phonemes, to make meaning clear</li> </ul>	Sc/E2.1b

Assessment criteria	Amplification	AECC ref
2.2 Use straightforward language appropriate for context when speaking	<b>Express statements of fact</b> <ul style="list-style-type: none"> <li>▶ Use, with some accuracy, grammatical forms suitable for the level such as:               <ul style="list-style-type: none"> <li>- present simple and past simple</li> <li>- present continuous (for future)</li> <li>- prepositions of place and time</li> <li>- indefinite and definite article</li> <li>- possessive 's' and possessive pronouns</li> </ul> </li> <li>▶ Incorporate statements of fact in a range of oral interactions, such as narrative, social conversation, discussion or formal interview, where appropriate</li> <li>▶ Use an increasing range of lexis to talk about familiar contexts</li> </ul>	Sc/E2.3a
	<b>Take part in more formal interaction</b> <ul style="list-style-type: none"> <li>▶ Recognise and respond to another speaker's opening moves, such as greetings, offers, or requests for information</li> <li>▶ Recognise the typical structure of familiar, formal interactions</li> </ul>	Lr/E2.6c
	<b>Take part in more formal interaction</b> <ul style="list-style-type: none"> <li>▶ Know the likely structure of formal interactions learners will take part in, and prepare and rehearse the language they will need to use</li> <li>▶ Use body language and eye contact as appropriate to the situation</li> </ul>	Sd/E2.1b
3.1 Provide relevant information to others during straightforward verbal communication	<b>Give personal information</b> <ul style="list-style-type: none"> <li>▶ Recognise direct requests for information, eg <i>wh-</i> and <i>yes/no</i> questions, as well as less direct requests, eg <i>tell me about...</i>, and respond with:               <ul style="list-style-type: none"> <li>- minimal response</li> <li>- the short form of the verb</li> <li>- a longer answer</li> </ul>               and judge which is appropriate             </li> <li>▶ Use grammatical forms suitable for the level to:               <ul style="list-style-type: none"> <li>- talk about daily routines and habits</li> <li>- talk about past events</li> <li>- talk about future plans, arrangements and intentions</li> <li>- express ability, need and want</li> </ul> </li> <li>▶ Link the giving of personal information with asking for information, eg <i>What about you? Where do you live?</i>, and recognise when this is appropriate</li> </ul>	Sc/E2.3b
	<b>Listen and respond to requests for information</b> <ul style="list-style-type: none"> <li>▶ Recognise questions of the <i>wh-</i> type and the <i>yes/no</i> type, and respond with short answers and with more information</li> <li>▶ Recognise when a short answer is appropriate and when a longer answer is expected</li> <li>▶ Recognise and respond to comparative questions</li> </ul>	Lr/E2.5b

## Speaking and Listening Award

### Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.2 Provide a verbal account for a given task	<b>Give a short account</b> <ul style="list-style-type: none"> <li>Sequence an account, to make the meaning clear, and use time markers, eg <i>ago, next week, every day, in the morning</i>, to help in structuring the account</li> </ul>	Sc/E2.3c
	<b>Give an explanation</b> <ul style="list-style-type: none"> <li>Recognise a request for explanation and indicate willingness to explain</li> </ul>	Sc/E2.3d
	<b>Give a short description</b> <ul style="list-style-type: none"> <li>Use the present tense, especially of <i>be</i> and <i>have</i>, to describe a person, place or thing</li> <li>Use a number of descriptive adjectives to add interest to a description</li> </ul>	Sc/E2.3f
4.1 Make appropriate contributions to discussion	<b>Take part in social interaction</b> <ul style="list-style-type: none"> <li>Know and use different ways of opening and closing a conversation, or introducing new topics</li> <li>Use intonation appropriate to friendly social interaction</li> <li>Know how gestures can vary across cultures</li> </ul>	Sd/E2.1a
	<b>Listen to and identify simply expressed feelings and opinions</b> <ul style="list-style-type: none"> <li>Identify common lexical phrases used in expressing different feelings, emotions and opinions</li> </ul>	Lr/E2.6a
	<b>Take part in social interaction</b> <ul style="list-style-type: none"> <li>Recognise and respond appropriately to another speaker's opening move</li> <li>Understand a response to their own opening move, and follow up</li> </ul>	Lr/E2.6b
	<b>Follow the gist of discussions</b> <ul style="list-style-type: none"> <li>Recognise the topic and purpose of a discussion and understand that discussions can serve different purposes, eg to make plans, solve a problem or air views</li> <li>Make contributions relevant to the topic under discussion</li> </ul>	Lr/E2.7a
	<b>Follow the main points of discussions</b> <ul style="list-style-type: none"> <li>Pick out the main points made by one or more speakers and make contributions in response to these points</li> <li>Link own contribution to that of other speakers by using discourse markers such as <i>you're right; maybe, but; I'm not sure</i></li> </ul>	Lr/E2.8a
	<b>Relate to other speakers</b> <ul style="list-style-type: none"> <li>Understand the main points made by other speakers, and make contributions relevant to the discussion topic and the points made by other speakers</li> <li>Indicate agreement or disagreement with other speakers</li> <li>Take part in a discussion by inviting contributions from other speakers, using appropriate phrases with appropriate non-verbal signalling</li> <li>Introduce, when appropriate, a new topic of discussion, for example, by asking for opinion, likes and dislikes</li> </ul>	Sd/E2.1e

Assessment criteria	Amplification	AECC ref
4.2 Express views clearly during verbal communication	<b>Express likes and dislikes, feelings, wishes and hopes</b> <ul style="list-style-type: none"> <li>▶ Express degrees of liking/disliking, eg <i>I hate, I quite like</i>, and use intonation to reflect the strength of the feeling expressed</li> <li>▶ Use a range of adjectives to express feelings, with appropriate intonation</li> <li>▶ Express personal wishes and hopes for the future, using forms such as <i>would like</i> and time markers with future reference</li> <li>▶ Elaborate, giving reason or result</li> </ul>	Sd/E2.1c
	<b>Express views and opinions</b> <ul style="list-style-type: none"> <li>▶ Use simple phrases to introduce an opinion</li> <li>▶ Follow up an opinion by giving a reason or expressing a result</li> <li>▶ Use strategies to avoid negative connotation where appropriate</li> </ul>	Sd/E2.1d
4.3 Obtain specific information from others	<b>Ask for personal details</b> <ul style="list-style-type: none"> <li>▶ Form questions of the <i>wh-</i> type and the <i>yes/no</i> type, with appropriate intonation</li> <li>▶ Use the question form of common verbs referring to past, present and future time</li> <li>▶ Have strategies for showing interest in the response given, and know how to follow up on the response</li> </ul>	Sc/E2.2c
	<b>Ask for factual information (present, past, future)</b> <ul style="list-style-type: none"> <li>▶ Form questions to refer to past, present and future time, such as:                             <ul style="list-style-type: none"> <li>- regular or daily routines</li> <li>- past events or future time</li> </ul> </li> <li>▶ Understand the importance of following up the other person's response to a question</li> </ul>	Sc/E2.2d
	<b>Ask for descriptions of people, places and things</b> <ul style="list-style-type: none"> <li>▶ Use question forms involving the preposition <i>like</i>, and recognise that this is different from the verb <i>like</i></li> <li>▶ Form comparative questions</li> </ul>	Sc/E2.2f
	<b>Ask for clarification and explanation</b> <ul style="list-style-type: none"> <li>▶ Signal misunderstanding and ask for explanation</li> <li>▶ Use different question types, including alternative questions, to deal with uncertainty or lack of understanding</li> </ul>	Sc/E2.4a

## Speaking and Listening Award

### Generic performance descriptors

#### Generic performance descriptors

These descriptors are used by the examiner to decide on which mark to award for each assessment criterion. Please note that these performance descriptors are generic to all levels of assessment. Candidates are expected to use a range of language examples as relevant to the task, so not all of the points in the assessment criteria amplification or key language items will be expected in each task.

#### Learning outcome 1 – Obtain information from verbal communication

Mark	Descriptor
4	The candidate easily obtains all of the information provided by the examiner, making relevant comments, asking relevant questions and making appropriate non-verbal gestures to demonstrate that they have understood the whole conversation. They require no additional support.
3	The candidate copes reasonably well with the listening aspect of the exam, needing occasional support in places to obtain all of the information provided by the examiner at the level. They provide evidence through questions, comments and body language that they have understood most of the conversation.
2	The candidate copes with the listening aspect of the exam to the minimum extent needed to get by. The candidate needs support but provides enough evidence through various responses to demonstrate that they have understood at least half of the conversation. The main communicative purpose of the conversation is achieved.
1	The candidate displays some listening ability of the level but is not able to demonstrate their ability to obtain information from the examiner even with extensive support.
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate might speak but does not appear to understand or respond to anything the examiner says at the relevant level.

Note: 'Examiner' also refers to participants in the group discussion.

#### Learning outcome 2 – Speak English to communicate

#### Learning outcome 3 – Convey information

#### Learning outcome 4 – Engage in discussion with others

Mark	Descriptor
4	The candidate communicates with ease and confidence. They are able to get their message across clearly and without support using a wide range of language and functions of the level, meeting many of the features noted in the amplification section of the assessment criteria.
3	The candidate communicates reasonably well at the appropriate level. They may need occasional support from the examiner to meet the assessment criterion but they do not show real signs of difficulty in getting their message across.
2	The candidate demonstrates their ability to meet the relevant criterion at a minimum level. They achieve the communicative aim by getting the most important aspects of their message across at the appropriate level with support from the examiner.
1	There is evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful, even with support from the examiner. Attempts to meet the criterion may be incomplete or inappropriate for the level.
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate says almost nothing at the relevant level.

## Reading Award

### Trinity Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)

#### Candidate profile

The unit and assessment map to the National Literacy Standards for Reading, and closely reflect the *Adult ESOL Core Curriculum*.

At this level, adults can:

- ▶ read and understand short straightforward texts on familiar topics
- ▶ read and obtain information from short documents, familiar sources and signs and symbols in texts such as public signs and notices, lists, forms, notes, records, emails, simple narratives, letters and diagrams.

#### Unit details

Guided learning hours: 60

Total qualification time (hours): 70

Level: Entry 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to gain meaning from text	1.1 Trace main events in a short straightforward text
	1.2 Use language features to work out meaning in short straightforward text
	1.3 Understand the meaning of words in short straightforward text
2. Be able to identify the purpose of text	2.1 Use features of text to identify the purpose of short straightforward text
3. Be able to find information in text	3.1 Obtain relevant information from short straightforward text
	3.2 Obtain relevant information from an image
4. Be able to order words alphabetically	4.1 Use first placed letters to order words alphabetically

#### Format

The Reading Award takes the form of a formal exam paper lasting 60 minutes. The exam consists of three tasks, all of which must be undertaken.

The three tasks contain 24 test items:

- ▶ Task 1 – nine questions
- ▶ Task 2 – nine questions
- ▶ Task 3 – six questions

## Reading Award

Tables showing what will be assessed in each part of the reading exam paper

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of questions	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
<b>Task 1</b> 1. Be able to gain meaning from text	<ul style="list-style-type: none"> <li>▶ Chronological or instructional text</li> <li>▶ 160 words (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 1-3 Sentence Completion	<b>1.1</b> Trace main events in short straightforward text	Rt/E2.1a: Use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts
		Questions 4-6 Multiple choice	<b>1.3</b> Understand the meaning of words in short straightforward text	Rw/E2.2a: Recognise a range of familiar words and words with common spelling patterns Rw/E2.3a: Use context and a range of phonic and graphic knowledge to decode words
		Questions 7-9 Multiple choice	<b>1.2</b> Use language features to work out meaning in short straightforward text	Rs/E2.1a: Use grammatical structures that link clauses and help identify sequence Rs/E2.1b: Use knowledge of simple and compound sentence structure to work out meaning Rs/E2.1c: Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words Rs/E2.1d: Use punctuation and capitalisation to aid understanding
<b>Task 2</b> 1. Be able to gain meaning from text 2. Be able to identify the purpose of text	<ul style="list-style-type: none"> <li>▶ 5 thematically linked texts (including two images) connected with education, training, work or social roles</li> <li>▶ 150 words (+/- 5%)</li> <li>▶ 9 questions</li> </ul>	Questions 10-12 Text matching – purpose of text	<b>2.1</b> Use features of text to identify the purpose of short straightforward text	Rt/E2.2a: Understand and identify the different purposes of short, straightforward texts
		Questions 13-15 Multiple choice	<b>1.3</b> Understand the meaning of words in short straightforward text	Rw/E2.1a: Recognise words on forms related to personal information and understand explicit and implicit instructions Rw/E2.2a: Recognise a range of familiar words and words with common spelling patterns Rw/E2.3a: Use context and a range of phonic and graphic knowledge to decode words
		Questions 16-18 Multiple choice	<b>3.2</b> Obtain relevant information from an image	Rt/E2.4a: Obtain information from illustrations, simple maps and diagrams and captions

Task number and learning outcomes covered	Text type, length and number of questions (1 mark per question)	Task type of	Assessment criteria	Adult ESOL Core Curriculum descriptor coverage
<b>Task 3</b> 3. Be able to find information in text 4. Be able to order words alphabetically	<ul style="list-style-type: none"> <li>▶ Informative text</li> <li>▶ 150 words (+/- 5%)</li> <li>▶ 6 questions</li> </ul>	Questions 19-21 Multiple choice	<b>3.1</b> Obtain relevant information from short straightforward text	Rt/E2.1b: Obtain information from texts
		Questions 22-24 Word placement	<b>4.1</b> Use first placed letters to order words alphabetically	Rw/E2.5a: Sequence words using basic alphabetical ordering skills

### Procedure

Candidates must indicate their answers on the answer sheet provided with the exam paper. Candidates sit the exam at their own registered exam centre, usually their own college or centre. The papers are sent out by Trinity 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. Reading papers can be taken in the same session as writing papers.

### Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Each item is awarded one mark. Therefore, the maximum possible number of marks is 24. The pass mark is 16.

Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

### Writing Award

#### Trinity Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)

#### Candidate profile

The unit and assessment map to the National Literacy Standards for Writing, and closely reflect the *Adult ESOL Core Curriculum*.

At this level, adults can:

- write to communicate information with some awareness of the intended audience in documents such as forms, lists, messages, notes, records, emails and simple narratives.

#### Unit details

Guided learning hours: 90

Total qualification time (hours): 100

Level: Entry 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to produce simple text for a given audience	1.1 Present information in an appropriate format for the intended audience
	1.2 Construct simple and compound sentences correctly
	1.3 Use adjectives correctly
	1.4 Use punctuation correctly
	1.5 Use upper and lower case letters correctly
	1.6 Spell words correctly
2. Be able to complete a form	2.1 Record personal details in a form correctly

#### Format

The Writing Award takes the form of a formal exam paper lasting 50 minutes. The exam consists of three tasks, all of which must be undertaken.

#### Procedure

	Task 1	Task 2	Task 3
Text type	Form connected with education, training, work or social roles	Simple article (eg for class project)	Email, message, postcard
Reader(s)	Person not known to the writer, eg school, college, local authority, potential employer	Teacher	Friend
Register/tone	Formal	Neutral	Informal
Purpose	To inform	To inform	To inform
Word length	12 fields to complete	80 words	80 words

Candidates must write their answers on the exam paper itself in the space(s) indicated. Candidates sit the exam at their own registered exam centre, usually their own college or centre. The papers are sent out by Trinity and centres administer the test under secure test conditions, according to 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.

#### Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Examiners use the assessment criteria amplification on page 20 in combination with the generic performance descriptors on page 22 to make their assessments.

The amplification specifies what is required to achieve each criterion at that level, and the marker measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 1.2 – *Construct simple and compound sentences correctly*, together with the list of key language items in appendix 1, states the level of grammar required to achieve the assessment criterion. The marker applies the generic performance descriptors for learning outcome 1 such as ‘a wide range’ (4 marks), ‘several appropriate features’ (3 marks) or ‘one or two appropriate examples’ (2 marks), awarding 0 to 4 marks as appropriate to the performance.

The maximum possible number of marks is 52, and the pass mark is 35.

Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

**Table showing which assessment criteria are assessed during each task**

	Task 1	Task 2	Task 3
<b>Assessment criteria assessed</b>	2.1 Record personal details in a form correctly	1.1 Present information in an appropriate format for the intended audience 1.2 Construct simple and compound sentences correctly 1.3 Use adjectives correctly 1.4 Use punctuation correctly 1.5 Use upper and lower case letters correctly 1.6 Spell words correctly	1.1 Present information in an appropriate format for the intended audience 1.2 Construct simple and compound sentences correctly 1.3 Use adjectives correctly 1.4 Use punctuation correctly 1.5 Use upper and lower case letters correctly 1.6 Spell words correctly

## Writing Award

### Assessment criteria amplification

#### Writing assessment criteria amplification

The following tables describe what the candidate is expected to do for each of the assessment criteria in the Entry 2 Writing Award. The notation used is the same as that used in the *Adult ESOL Core Curriculum* (AECC).

Assessment criteria	Amplification	AECC ref
1.1 Present information in an appropriate format for the intended audience	<p><b>Compose simple text, selecting appropriate format for the genre and purpose</b></p> <ul style="list-style-type: none"> <li>Compose and write short texts for different audiences, depending on the learner's needs and context</li> <li>Recognise that texts of the same genre that share a common purpose will also share common features, such as layout, use of headings or sentence type, and begin to apply this understanding</li> <li>Generate ideas for writing, deciding what to include as appropriate to the purpose and audience</li> <li>Understand that basic proofreading, checking through what has been written for errors, is part of the process of writing, and apply this</li> </ul>	Wt/E2.1a
1.2. Construct simple and compound sentences correctly	<p><b>Construct simple and compound sentences using common conjunctions to connect two clauses</b></p> <ul style="list-style-type: none"> <li>Combine simple sentences to make compound sentences by using conjunctions such as <i>and, but, or</i></li> <li>Use appropriate word order in simple and compound sentences</li> <li>Use basic verb forms appropriately to signify past, present or future time, and use adverbial time references appropriately</li> <li>Use noun phrases, including articles and other determiners, as well as adverbs and prepositional phrases as appropriate</li> </ul>	Ws/E2.1a
1.3. Use adjectives correctly	<p><b>Use adjectives</b></p> <ul style="list-style-type: none"> <li>Understand how adjectives can be used to extend information, convey attitude and detail about a noun, and apply in writing</li> <li>Know and use some common adjectives to describe people, places, feelings or objects</li> <li>Understand word order regarding the use of adjectives in simple sentences, and use it appropriately</li> <li>Know and use the comparative form of adjectives</li> </ul>	Ws/E2.2a
1.4. Use punctuation correctly	<p><b>Use punctuation correctly, eg capital letters, full stops and question marks</b></p> <ul style="list-style-type: none"> <li>Apply understanding that full stops are sentence boundary markers</li> <li>Understand that a question mark indicates that a question is being asked</li> <li>Use commas correctly in a list</li> </ul>	Ws/E2.3a
1.5. Use upper and lower case letters correctly	<p><b>Use punctuation correctly, eg capital letters, full stops and question marks</b></p> <ul style="list-style-type: none"> <li>Apply understanding that capital letters are sentence boundary markers</li> </ul>	Ws/E2.3a
	<p><b>Use a capital letter for proper nouns</b></p> <ul style="list-style-type: none"> <li>Understand when capital letters are used, eg for days, months, names of people and places, and apply this in writing</li> </ul>	Ws/E2.4a
1.6. Spell words correctly	<p><b>Spell correctly the majority of personal details and familiar common words</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of, and spell correctly, lexis related to learner's context and need to write</li> </ul>	Ww/E2.1a
2.1 Record personal details in a form correctly	<p><b>Record information on forms</b></p> <ul style="list-style-type: none"> <li>Understand and apply form-filling conventions, including the practice of stated and unstated instructions, eg forms sometimes require you to circle or delete information, such as Mrs/Miss/Ms</li> </ul>	Wt/E2.1b

#### Notes

- ▶ Learning outcome 1 – *Be able to produce text for a given audience*. Please refer to appendix 2 for the list of communicative functions and language range expected at this level.
- ▶ Produce legible text. This is a National Literacy Standard and is expected to be met. However, if the candidate's text is illegible, the script cannot be assessed at all so this is considered to be met if the script is marked.
- ▶ Ww/E2.1b – *Use their knowledge of sound-symbol relationships and phonological patterns to help work out spellings* and Ww/E2.1c – *Use strategies to aid accurate spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 1.6.

## Writing Award

### Generic performance descriptors

#### Generic performance descriptors

These descriptors are used by the examiner to decide on which mark to award for each assessment criterion. Please note that these performance descriptors are generic to all levels of assessment. Candidates are expected to use a range of language examples as relevant to the task, so not all of the points in the assessment criteria amplification or key language items will be expected in each task.

#### Learning outcome 1 – Produce text

Mark	Descriptor
4	A wide range of the features of the amplification can be identified at the level with consistency and comprehensive control.
3	Several appropriate features of the amplification can be identified at the level. These are fairly consistent.
2	One or two appropriate examples of the amplification can be identified at the level. These are not consistent but the candidate demonstrates their ability to meet the relevant criterion, albeit minimally.
1	There is evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful. Attempts to meet the criterion may be incomplete or inappropriate.
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate writes almost nothing at the relevant level.

#### Learning outcome 2 – Complete a form

Mark	Descriptor
4	All or almost all of the form is completed with a high level of appropriacy. All communicative aims of the form are achieved.
3	Around two-thirds of the form is completed appropriately. Answers may occasionally be incomplete or inappropriate but the form achieves its main communicative aims.
2	At least half of the form is completed appropriately, with enough information provided to enable the form to achieve its primary communicative aim.*
1	The communicative purpose is not fulfilled because key information is missing or inappropriately completed. Fields may be incomplete or inappropriately answered.
0	There is little or no evidence of an attempt to meet the assessment criterion. The candidate writes nothing or almost nothing at all.

\* The primary communicative aim will vary according to level. For example, at Entry 1 if a name, house number and postcode are present the applicant could still be contacted. However, if half of the form is completed accurately but vital information such as name and main contact details are missing the primary communicative aim is not achieved, so a mark of 1 is awarded.

## General guidance and policies

### Safeguarding and child protection

Trinity College London is fully committed to safeguarding and protecting the candidates that we work with. All posts, including examiners, are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Our safeguarding policies and procedures are regularly reviewed and promote safeguarding and safer working practice across all parts of our work.

### Equal opportunities

Trinity is committed to providing equality of opportunity and treatment for all, and will not unlawfully or unfairly discriminate directly or indirectly on the basis of any characteristic.

### Reasonable adjustment

Trinity College London is committed to creating an inclusive environment where candidates with special needs are able to demonstrate their skills and feel welcomed. We aim to make our exams accessible to all. We treat each learner individually when considering how we can achieve this aim, recognising that requirements vary. Candidates can be assured that we do not compromise on the standard of marking or allow the quality of exams to be affected in any way.

All provision is tailored to the particular needs of each candidate. In order to be most beneficial, as full an explanation as possible of the required provision should be given. The need and request for provision should be made on the appropriate form available to download from [trinitycollege.com/language-csn](http://trinitycollege.com/language-csn). For enquiries please contact [language-csn@trinitycollege.com](mailto:language-csn@trinitycollege.com)

### Data protection

Trinity College London is registered as a Data Controller with the Information Commissioner's Office in the United Kingdom under data protection legislation. Please see [trinitycollege.com/data-protection](http://trinitycollege.com/data-protection) for the most up-to-date information about data protection procedures and policies. You can write to the Data Protection Officer at Trinity's central office for further information.

### Customer service

Trinity College London is committed to providing a high-quality service for all our users from initial enquiry through to certification. Full details of our customer service commitment can be found at [trinitycollege.com/customer-service](http://trinitycollege.com/customer-service)

### Malpractice

Trinity requires its registered exam centres to report any suspected malpractice by candidates, teachers or examiners. In situations where a centre is found to be inadequate or to be guilty of malpractice, either in terms of provision of facilities or in administration, the exam centre may be required to suspend all of its activities relating to Trinity exams until the cause of the problem is identified and rectified, if appropriate. In extreme circumstances, the centre may have its registered centre status withdrawn.

In the very rare cases or circumstances where a centre or individual may be suspected of malpractice, Trinity will aim to minimise any inconvenience caused to any affected candidate, and would like to thank candidates, teachers and centre staff for their kind co-operation in reporting any suspected incident of cheating, thereby assisting Trinity in upholding the quality and integrity of its exam process.

### Results review and appeals procedure

Anyone who wishes to question their exam result should refer to [trinitycollege.com/results-enquiry](http://trinitycollege.com/results-enquiry) for full details of our results review and appeals process.

## Appendix 1 – Entry 2 Key language items (Adult ESOL Core Curriculum)

### Simple and compound sentences

- word order in compound sentences  
eg subject-verb-(object) + *and/but* + subject-verb-(object)  
*I work in a shop but my friend works in an office*
- there was/were/there is going to be*
- clauses joined with conjunctions *and/but/or*
- a limited range of common verbs + *-ing* form
- verb + infinitive with and without *to*, eg *We went shopping yesterday, I want to buy some fruit, I heard him come in*
- wh-* questions
- comparative questions
- alternative questions
- question words *when, what time, how often, why, how* and expressions,  
eg *Can you tell me...*
- statements with question tags, using Entry 1 and Entry 2 tenses,  
eg *You arrived last year, didn't you?*

### Noun phrase

- countable and uncountable nouns, eg *roads, trees, houses; happiness, water, information*
- simple noun phrases, eg *a large red box*
- object and reflexive pronouns, eg *I gave him my book, We enjoyed ourselves very much*
- determiners of quantity – *any, many*, eg *Have you any oranges? We haven't many left*
- use of articles including definite article and zero article with uncountable nouns,  
eg *Water is important for life, The traffic is bad today*
- definite article with superlatives, eg *the best example*
- possessive '*s*' and possessive pronouns, eg *mine, yours*

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

- simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases, eg *The children often eat apples, They always go to school, I see her every day*
- simple past tense of regular and common irregular verbs with time markers such as *ago*,  
eg *We went to the cinema yesterday, I saw her two weeks ago*
- future time using:
  - present continuous, eg *We are meeting him at 6 o'clock*
  - *going to, will*, eg *I'm going to wash my hair tonight*
  - time markers, eg *next week, in two days' time*
- modals and forms with similar meaning:
  - *must* to express obligation
  - *mustn't* to express prohibition
  - *have to, had to* to express need
  - *could* to make requests, eg *Could you?*
  - *couldn't* to express impossibility
- use of simple modal adverbs *possibly, probably, perhaps*
- very common phrasal verbs, eg *get on/off/up/down*

### Adjectives

- adjectives and adjective word order, eg *a large black horse, a new red coat*
- comparatives, regular and common irregular forms, eg *good, better, wet, wetter, dark, darker*

### Adverbs and prepositional phrases

- ▶ prepositions and prepositional phrases of place and time, eg *until tomorrow, by next week, by the river, at midnight, at once*
- ▶ adverbs and simple adverbial phrases including:
  - sequencing – *after that*
  - of time and place – *in the morning, at the bus stop*
  - of frequency – *always, sometimes*
  - of manner – *carefully, quickly*
- ▶ word order with adverbs and adverbial phrases, eg *he always brought food to our house early in the morning*
- ▶ use of intensifiers, eg *really, quite, so*

### Discourse

- ▶ adverbs to indicate sequence – *first, finally*
- ▶ use of substitution, eg *I think so, I hope so*
- ▶ markers to structure spoken discourse, eg *Right. Well.*

## **Appendix 2 – Entry 2 Communicative functions and notions (Adult ESOL Core Curriculum)**

- give personal information
- ask for personal information
- introduce family and close friends
- tell the time/day, etc
- ask the time/day
- express ability
- enquire about ability
- say when you do not understand
- ask for clarification
- check back
- correct
- spell words aloud
- describe places and things
- give information, as part of a simple explanation
- give single-step directions and instructions
- make requests – ask for directions
- enquire about prices and quantities
- make requests – ask for something
- make requests – ask someone to do something
- respond to a request
- express likes and dislikes
- express feelings
- express wishes
- express views
- agree and disagree
- apologise
- express a preference
- express thanks
- greet
- respond to greetings
- describe health and symptoms
- invite and offer
- accept
- decline
- take leave

## Appendix 3 – Entry 2 Exam report form

**TRINITY**  
COLLEGE LONDON

## Examination report

SfL Speaking &amp; Listening Entry 2

Centre: Exam Centre 1

Examiner number: .....

Candidate number: .....

Examination date: .....

ID seen EPT RPT GDT **C1 Task 1: Candidate's photo or object**

1	2.2 Use straightforward language appropriate for context	4	3	2	1	0
2	3.1 Provide relevant information to others	4	3	2	1	0
3	3.2 Provide a verbal account for a given task	4	3	2	1	0

**C1 Task 2: Examiner's photo**

4	1.1 Obtain necessary information from straightforward verbal communication	4	3	2	1	0
5	2.2 Use straightforward language appropriate for context	4	3	2	1	0

**C1 Task 3: Role play**

6	2.1 Use pronunciation to convey intended meaning	4	3	2	1	0
7	3.1 Provide relevant information to others	4	3	2	1	0
8	4.3 Obtain specific information from others	4	3	2	1	0

**C2 Task 4: Group discussion**

9	4.1 Make appropriate contributions to discussion	4	3	2	1	0
10	4.2 Express views clearly	4	3	2	1	0
11	4.3 Obtain specific information from others	4	3	2	1	0

