



Ascentis
ESOL Skills for Life

Speaking and Listening
Entry 2
Mark Scheme

SAMPLE

SAMPLE

Task 1a Listening

Adult ESOL Core Curriculum Reference		Assessment Criteria	Answer		Tick if achieved
Lr/E2.1c Lr/E2.1b	Listen for gist in a conversation Listen for gist in a short passage	1.1 Follow the gist of verbal communication	1	b at a job interview	
Lr/E2.2a	Listen for detail in short narratives and explanations	1.2 Obtain necessary detail from straightforward verbal communication for a given task	2	a sold stamps	
Lr/E2.2a	Listen for detail in short narratives and explanations	1.2 Obtain necessary detail from straightforward verbal communication for a given task	3	It closed down	

Task 1b Listening

Adult ESOL Core Curriculum Reference		Assessment Criteria	Answer		Tick if achieved
Lr/E2.1b	Listen for gist in a short passage	1.1 Follow the gist of verbal communication	1	b date for an interview	
Lr/E2.4a	Listen to, follow and respond to explanations, directions and instructions	1.3 Follow straightforward verbal instructions correctly for a given task	2	30 minutes	
Lr/E2.4a	Listen to, follow and respond to explanations, directions and instructions	1.3 Follow straightforward verbal instructions correctly for a given task	3	Miss Brown	

Task 2 – Role Play

Adult ESOL Core Curriculum Reference		Achievement criteria	Assessment Criteria	Tick if achieved
Sc/E2.1a	Use stress and intonation adequately to make speech comprehensible and meaning understood	Speaks with sufficient clarity to convey meaning. Use of stress and intonation patterns is usually consistent. Pronounces sounds in familiar words consistently.	2.1 Use pronunciation to convey intended meaning	
Sc/E2.1b	Articulate the sounds of English to make meaning understood			
Sc/E2.3d	Give an explanation	Uses language appropriate to the level for narrating, explaining, asking for information and making requests, with some errors, e.g. simple past, simple and continuous present tenses, and present continuous for future time, as appropriate. Asks questions using 'Wh-' words and question sentence forms using past and present tenses. Uses mostly correct word order in simple statements. Uses common prepositions, adjectives and intensifiers as appropriate. Uses contracted forms and some use of definite and indefinite articles. Some use of modal and phrasal verbs where appropriate. Mostly consistent use of formal or informal language as appropriate. May make some grammatical errors, and vocabulary is not always appropriate, but errors do not impede communicative purpose.	2.2 Use straightforward language appropriate for context when speaking	
Sc/E2.3e	Give directions and instructions			
Sd/E2.1b	Take part in more formal interaction			
Sd/E2.1c	Express likes and dislikes, feelings, wishes and hopes			
Sd/E2.1d	Express views and opinions			

Sc/E2.3c Sc/E2.3d Sc/E2.3e Sc/E2.2a Sc/E2.2b Sc/E2.2c Sc/E2.2d Sc/E2.2e Sc/E2.2f Lr/E2.1d Lr/E2.2a Sc/E2.1b Sd/E2.1b Sd/E2.1e	Give a short account Give an explanation Give directions and instructions Make requests: ask for things or action	Responds appropriately to others, giving a reasonable amount of relevant information. Replies to questions using 'yes' or 'no', short answers, minimal and some extended responses. Confirms understanding where appropriate.	3.1	Provide relevant information to others during straightforward verbal communication	
	Make requests: ask for permission Ask for personal details Ask for factual information (present, past, future) Ask for directions and instructions Ask for description of people, places and things Listen for gist and respond in face-to-face situations Listen for detail in short narratives and explanations Articulate the sounds of English to make meaning understood Take part in more formal interaction Relate to other speakers	Gives descriptions and explanations using simple present and present continuous tenses and simple past. Successfully achieves purpose of interaction with only minor omissions. Grammatical or lexical errors do not impede communicative purpose.	3.2	Provide a verbal account for a given task	

Lr/E2.8a Lr/E2.5a Lr/E2.5b Sc/E2.3c Sd/E2.1a Sd/E2.1b Sd/E2.1c Sd/E2.1d Sd/E2.1e Sc/E2.2d Sc/E2.3a Lr/E2.6a	Follow the main points of discussions Listen and respond to requests for action / permission Respond to requests for information Give a short account Take part in social interaction Take part in more formal interaction	Follows and understands the main points of a discussion by asking and answering mostly relevant questions and making appropriate statements. Demonstrates understanding of the turn-taking process, recognising suitable points for interruption and doing so politely. Can ask for clarification if required.	4.1	Make appropriate contributions to discussion	
	Express likes and dislikes, feelings, wishes and hopes Express views and opinions Relate to other speakers	Expresses views and opinions and follows up with a reason using appropriate phrases. Responds appropriately to questions, suggestions, feelings and opinions of others.	4.2	Express views clearly during verbal communication	
	Ask for factual information (present, past, future) Express statements of fact Listen to and identify simply expressed feelings and opinions	Asks for information using 'Wh-' words and a variety of question sentence forms in past and present tenses. Asks for clarification if required.	4.3	Obtain specific information from others	

Task 3 – Presentation and Discussion

Adult ESOL Core Curriculum Reference		Achievement criteria	Assessment Criteria	Tick if achieved
Sc/E2.1a Sc/E2.1b	<p>Use stress and intonation adequately to make speech comprehensible and meaning understood</p> <p>Articulate the sounds of English to make meaning understood</p>	<p>Speaks with sufficient clarity to convey meaning. Use of stress and intonation patterns is usually consistent. Pronounces sounds in familiar words consistently.</p>	2.1 Use pronunciation to convey intended meaning	
Sc/E2.3d Sc/E2.3e Sd/E2.1b Sd/E2.1c Sd/E2.1d	<p>Give an explanation</p> <p>Give directions and instructions</p> <p>Take part in more formal interaction</p> <p>Express likes and dislikes, feelings, wishes and hopes</p> <p>Express views and opinions</p>	<p>Uses language appropriate to the level for narrating, explaining, asking for information and making requests, with some errors, e.g. simple past, simple and continuous present tenses, and present continuous for future time, as appropriate. Asks questions using 'Wh-' words and question sentence forms using past and present tenses. Uses mostly correct word order in simple statements. Uses common prepositions, adjectives and intensifiers as appropriate. Uses contracted forms and some use of definite and indefinite articles. Some use of modal and phrasal verbs where appropriate. Mostly consistent use of formal or informal language as appropriate. May make some grammatical errors, and vocabulary is not always appropriate, but errors do not impede communicative purpose.</p>	2.2 Use straightforward language appropriate for context when speaking	

Sc/E2.3c Sc/E2.3d Sc/E2.3e Sc/E2.2a Sc/E2.2b Sc/E2.2c Sc/E2.2d Sc/E2.2e Sc/E2.2f Lr/E2.1d Lr/E2.2a Sc/E2.1b Sd/E2.1b Sd/E2.1e	Give a short account Give an explanation Give directions and instructions Make requests: ask for things or action	Responds appropriately to others giving a reasonable amount of relevant information. Replies to questions using 'yes' or 'no', short answers, minimal and some extended responses. Confirms understanding where appropriate.	3.1	Provide relevant information to others during straightforward verbal communication	
	Make requests: ask for permission Ask for personal details Ask for factual information (present, past, future) Ask for directions and instructions Ask for description of people, places and things Listen for gist and respond in face-to-face situations Listen for detail in short narratives and explanations Articulate the sounds of English to make meaning understood Take part in more formal interaction Relate to other speakers	Gives descriptions and explanations using simple present and present continuous tenses and simple past. Successfully achieves purpose of interaction with only minor omissions. Grammatical or lexical errors do not impede communicative purpose.	3.2	Provide a verbal account for a given task	

Lr/E2.8a Lr/E2.5a Lr/E2.5b Sc/E2.3c Sd/E2.1a Sd/E2.1b Sd/E2.1c Sd/E2.1d Sd/E2.1e Sc/E2.2d Sc/E2.3a Lr/E2.6a	Follow the main points of discussions Listen and respond to requests for action / permission Respond to requests for information Give a short account Take part in social interaction	Follows and understands the main points of a discussion by asking and answering mostly relevant questions and making appropriate statements. Demonstrates understanding of the turn-taking process, recognising suitable points for interruption and doing so politely. Can ask for clarification if required.	4.1	Make appropriate contributions to discussion	
	Take part in more formal interaction Express likes and dislikes, feelings, wishes and hopes Express views and opinions Relate to other speakers	Expresses views and opinions using a wide range of modal verbs and other verb forms. Follows up with reasons using responses appropriate to the questions, suggestions, feelings and opinions of others.	4.2	Express views clearly during verbal communication	
	Ask for factual information (present, past, future) Express statements of fact Listen to and identify simply expressed feelings and opinions	Asks for information using 'Wh-' words and a variety of question sentence forms in past and present tenses. Asks for clarification if required.	4.3	Obtain specific information from others	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Achievement Opportunity			
		Task 1		Task 2	Task 3
		Listening 1a	Listening 1b	R-P	P+D
1 Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication	Q1	Q1		
	1.2 Obtain necessary detail from straightforward verbal communication for a given task	Q2 Q3			
	1.3 Follow straightforward verbal instructions correctly for a given task		Q2 Q3		
2 Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning			R-P	P+D
	2.2 Use straightforward language appropriate for context when speaking			R-P	P+D
3 Be able to convey information	3.1 Provide relevant information to others during straightforward verbal communication			R-P	P+D
	3.2 Provide a verbal account for a given task			R-P	P+D
4 Be able to engage in discussion with others	4.1 Make appropriate contributions to discussions			R-P	P+D
	4.2 Express views clearly during verbal communication			R-P	P+D
	4.3 Obtain specific information from others			R-P	P+D



Ofqual Accreditation Number

Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 2) (QCF) - 601/4080/X

Ascentis Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (QCF) - 601/4267/4