TRINITY
COLLEGE LONDON

Trinity Awards and Certificate in ESOL Skills for Life – Level 2

Specifications from 1 December 2020

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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 Level 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-L2** for additional support materials including sample candidate answers and videos. The *Centre Best Practice Guidebook*, which can be downloaded from **trinitycollege.com/SfL-admin**, contains administrative and regulatory information. Email **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** 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 Level 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 Level 2 Award in ESOL Skills for Life (Speaking and Listening)

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 extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

◗ 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

◗ 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 in a wide range of formal and social exchanges.

Unit details

Guided learning hours: 120   **Total qualification time (hours)**: 130   **Level**: Level 2

Language outcomes The learner will:	Assessment criteria The learner can:
1. Be able to obtain information from verbal communication	1.1 Obtain relevant detail from extended verbal communication
2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3. Be able to convey information	3.1 Present information in a logical sequence for a given purpose and audience
	3.2 Convey relevant detail during communication
4. Be able to engage in discussion with others	4.1 Contribute to discussion and express views constructively
	4.2 Respond to others constructively to move discussion forward
	4.3 Obtain relevant information from others

Speaking and Listening Award

Format

The exam consists of two components:

◗ Component 1 – a 14-minute one-to-one conversation with a Trinity examiner

◗ Component 2 – an eight-minute discussion with two candidates, facilitated by a Trinity examiner.

Component 1 consists of three tasks:

◗ Task 1 – the candidate makes a formal presentation

◗ Task 2 – the examiner asks questions and makes comments about the content of the presentation, to which the candidate responds

◗ Task 3 – the candidate makes and responds to complaints and criticism in a role play based on one of a wide range of formal or social exchanges.

Component 2 (group discussion) consists of one task:

◗ Task 4 – two candidates discuss topics based on an issue of national or global importance.

Procedure

The exam is conducted using language appropriate to the level. See appendices 1 and 2 for the language and functions of Level 2.

One-to-one conversation with examiner (14 minutes)

Task 1 (6 minutes)

Candidates should be prepared to make a formal presentation with pros and cons, with the object of persuading the examiner. The presentation should last up to six minutes and is an opportunity for the candidate to demonstrate control of a wide range of grammatical structures and lexis as outlined in the *Adult ESOL Core Curriculum* at Level 2.

Candidates may wish to bring a handout using the Trinity template (appendix 3 and also available at **trinitycollege.com/SfL-L2-presentation-notes**) to illustrate the presentation*. However, these must contain notes only and will not be assessed in themselves. If the candidate is doing the Speaking and Listening exam online, then the presentation notes must be shared with the examiner by pasting the presentation notes in the chat box.

Task 2 (4 minutes)

This task provides an opportunity for the examiner and candidate to enter into a debate of the issues raised in the presentation. The candidate should expect the examiner to take a different point of view so that they can demonstrate their ability to persuade the examiner and support their opinions and arguments with evidence.

Task 3 (4 minutes)

This task will be a role play in which the candidate makes and responds to complaints and criticism in a wide range of formal and social exchanges.

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

Group discussion (up to 8 minutes)

Task 4 (up to 8 minutes)

Two candidates discuss a topic given to them by the examiner. Candidates will be given an issue of national or global importance to discuss and will be expected to propose constructive solutions. The examiner acts as a facilitator so they can guide the conversation along appropriately and provide additional topics if necessary.

The discussion at this level must include contributing constructively to discussions, expressing views constructively and responding to others constructively to move the discussion forward. At this level, the examiner is not expected to intervene.

* Please note that no phones, tablets or laptops are permitted in the exam room.

Assessment

The test is externally assessed by a 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 at that level, and the examiner measures the performance of the candidate against the descriptors. For example, the concise amplification for assessment criterion 2.1 – *Use clear pronunciation to convey intended meaning* includes '*use stress and intonation to convey meaning and nuances of meaning clearly*.' The examiner applies the generic performance descriptors relevant to that learning outcome (learning outcome 2), for example, '*able to get their message across clearly and without support using a wide range of language and functions of the level*' (4 marks), or '*evidence of an attempt to meet the assessment criterion using language of the level, but this is not successful, even with support*' (1 mark), awarding 0 to 4 marks, as appropriate to the performance.

Examiners record marks on an individual marksheet as shown in appendix 4, and on 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 56, and the pass mark is 37.

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)
2.1 Use clear pronunciation to convey intended meaning 2.2 Use appropriate language in context according to formality 3.1 Present information in a logical sequence for a given purpose and audience	1.1 Obtain relevant detail from extended verbal communication 3.2 Convey relevant detail during communication 4.1 Contribute to discussion and express views constructively	2.1 Use clear pronunciation to convey intended meaning 2.2 Use appropriate language in context according to formality 4.2 Respond to others constructively to move discussion forward 4.3 Obtain relevant information from others	1.1 Obtain relevant detail from extended verbal communication 4.1 Contribute to discussion and express views constructively 4.2 Respond to others constructively to move discussion forward 4.3 Obtain relevant information from others

Speaking and Listening assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Obtain relevant detail from extended verbal communication	**Extract information from extended explanations and respond** ▹ Extract information from a range of explanations, recognising the speaker's purpose in explaining, eg to give instructions, to ask for understanding or forgiveness for their actions, or to give background information when telling an anecdote ▹ Respond to these explanations appropriately ▹ Take a turn, while listening to an extended explanation, using response markers (eg *definitely*, *that's true*, *typical*, *I know what you mean*), and select these according to the formality of the interaction ▹ Interrupt the speaker, where necessary, to make relevant points or ask questions, and invite the speaker to continue after a digression	Lr/L2.1b
	Listen for grammatical detail ▹ Identify a wide range of grammatical features when used in combination, eg mixed passive and active voice ▹ Identify features of syntax, eg participle phrases	Lr/L2.2d
	Listen for phonological detail ▹ Identify stress within a word, understanding that words of the same family can have different stress patterns, and that words that appear similar, but are of different word classes, can also have different stress ▹ Identify stressed words within a sentence, and know how a change in stress can alter meaning ▹ Recognise that intonation can have different functions, eg to indicate a new topic in discourse, to distinguish between questions and statements in grammar, and to indicate attitude ▹ Understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision	Lr/L2.2e
2.1 Use clear pronunciation to convey intended meaning	**Use stress and intonation to convey meaning and nuances of meaning clearly** ▹ Place the stress correctly in a wide range of words, including those where stress differs between words of the same family, and make a clear distinction between stressed and unstressed syllables ▹ Select appropriate words to carry the stress within a sentence, and vary the stress to change emphasis and indicate a different attitude ▹ Know that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and speak quickly, when appropriate, maintaining a suitable rhythm, without losing comprehensibility ▹ Be aware of the various roles of pitch and intonation, and use intonation appropriately: – in grammar, eg indicating a question – in discourse, eg indicating a change of topic – in indicating attitude	Sc/L2.1a
	Articulate the sounds of English in connected speech ▹ Be aware of the tendency for sounds to assimilate or elide in connected speech, and use assimilation and elision in speech	Sc/L2.1b

Assessment criteria	Amplification	AECC ref
2.2 Use appropriate language in context according to formality	**Express statements of fact** ▷ Make accurate statements, using a wide range of grammatical forms, including more complex forms such as: - past perfect - future perfect - reported speech - a range of conditional forms - *would* to express habit in the past ▷ Flexibly use a range of forms in combination ▷ Integrate notions such as possibility and obligation with statements of fact ▷ Demonstrate knowledge of more specific lexis for useful context	Sc/L2.4a
	Use language appropriate to register and level of formality ▷ Select from and use a range of lexical phrases which are appropriate for both formal and informal situations ▷ Know ways in which spoken language may vary, according to the situation and/or the relationship between speakers, and adapt learner's own speech to suit the situation	Sc/L2.1c
	Take part in more formal interaction ▷ Deal with formal interaction that is particularly difficult or stressful, eg - complaining - warning and threatening - insisting and persuading - negotiating ▷ Select from a range of ways to do this, depending on factors such as who learners are speaking to and how polite they want to be ▷ Recognise nuance in difficult interactions (eg the difference between a veiled threat and an open threat, or between a complaint that is polite on the surface and an openly rude complaint), and be able to make choices accordingly ▷ Understand that formal interactions often follow predictable patterns, and prepare for them ▷ Switch register, where appropriate, between formal transaction and social interaction	Sd/L2.2b
3.1 Present information in a logical sequence for a given purpose and audience	**Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding** ▷ Choose a suitable sequence for presenting information and ideas in a given situation ▷ Know some formal markers for making the structure of a discourse clear, and elaborate on main points by giving examples, explaining cause and effect and purpose, and commenting	Sc/L2.5a
	Give explanations and instructions ▷ Select from and use a range of ways of indicating sequence, reason and purpose, condition and obligation	Sc/L2.4d

Speaking and Listening Award

Assessment criteria amplification

Assessment criteria	Amplification	AECC ref
3.1 Present information in a logical sequence for a given purpose and audience (continued)	**Give factual accounts** ▷ Incorporate into accounts, where appropriate, functions such as classifying, generalising and describing a process ▷ Know about common formats of factual accounts and structure an account appropriately, eg a general statement, followed by a specific point and an example ▷ Use discourse markers to help to structure an account, eg *as a result*, *consequently*, *subsequently* ▷ Be aware of and use the features of formal register in giving a factual account	Sc/L2.4b
	Describe, compare and persuade ▷ Structure a longer description, eg by going from the general to the particular, and then on to a comparison with something else	Sc/L2.4f
3.2 Convey relevant detail during communication	**Respond to detailed or extended questions on a range of topics** ▷ Respond to a range of question types, including questions that are not asked directly, but implied ▷ Recognise the register in a question, and match the register in the response ▷ Understand that some questions require the responder to address more than one sub-question or to give an extended answer that covers several points ▷ Construct coherent answers and keep track of the main thread with this type of question, and knowing some discourse markers to do this	Lr/L2.3a
4.1 Contribute to discussion and express views constructively	**Use appropriate phrases for interruption and change of topic** ▷ Use appropriate phrases, adapting register according to the situation and the topic	Sd/L2.3a
	Follow and participate in a discussion or conversation ▷ Recognise where a speaker is stating a fact or expressing an opinion, including instances where the speaker expresses an opinion as if it were fact, and respond appropriately ▷ Know that meaning is not always stated overtly, but may have to be inferred	Lr/L2.4a
	Express views, opinions, feelings, wishes ▷ Express opinions, agreement and disagreement, using a range of lexical phrases and different registers to suit a range of situations ▷ Select from a range of forms to express: - future possibility - hypothetical meaning - obligation (past, present, future)	Sd/L2.2c
	Support opinions and arguments with evidence ▷ Know how to research information for a discussion, and apply this ▷ Use appropriate phrases for introducing evidence into a discussion	Sd/L2.4a

Assessment criteria	Amplification	AECC ref
4.2 Respond to others constructively to move discussion forward	**Make relevant contributions and help to move discussions forward** ▷ 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 (eg *of course* – to concede ground; *even so* – for counter-argument), and use a range of lexical phrases to indicate subtle degrees of agreement and disagreement ▷ Make suggestions, in order to move a discussion forward	Sd/L2.1a
	Use strategies intended to reassure, eg body language and appropriate phraseology ▷ Understand that direct disagreement is uncommon in discussions in English, and use more tentative forms of disagreement	Sd/L2.5a
	Respond to critical opinion and offer critical opinion constructively ▷ 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, and use register-appropriate lexical phrases in order to do this ▷ Know a range of ways to make and respond to constructive suggestions, and apply this when appropriate	Sc/L2.2a
4.3 Obtain relevant information from others	**Make requests** ▷ Varying register to cover a wide range of formal and informal situations and relationships ▷ Preface a request with a 'softener', eg *I wonder* or *I was wondering*	Sc/L2.3a
	Ask for information ▷ Use a range of question types (eg tag questions, embedded questions), and choose appropriate forms to suit a range of situations and relationships ▷ Realise that some questions may be seen as delicate, and preface these with appropriate introductory phrases	Sc/L2.3b

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 participant(s) 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 Level 2 Award in ESOL Skills for Life (Reading)

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 a range of texts of varying complexity accurately and independently

◗ read and obtain information of varying length and detail from different sources in a wide range of text types.

Unit details

Guided learning hours: 60   **Total qualification time (hours):** 70   **Level:** Level 2

Language outcomes The learner will:	Assessment criteria The learner can:
1. Be able to gain meaning from text	**1.1** Identify the main points of text
	1.2 Identify the main events of text
	1.3 Use language features to identify meaning in text
	1.4 Identify the meaning of vocabulary in text
2. Be able to distinguish the purpose of text	**2.1** Identify the purpose of text
3. Be able to find information in text	**3.1** Obtain specific information from text
	3.2 Evaluate information from different sources

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 30 test items:

Task 1 – six questions

Task 2 – 10 questions

Task 3– 14 questions

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
Task 1 **1.** Be able to gain meaning from text **3.** Be able to find information in text	◗ Wide range of text types ◗ 350 words (+/- 5%) ◗ 6 questions	Questions 1-4 Purpose of paragraph	**1.1** Identify the main points of text	Rt/L2.3a: Identify the main points and specific detail as they occur in a range of different types of text of varying length and detail
		Questions 5-6 Multiple choice	**3.1** Obtain specific information from text	Rt/L2.7a: Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading Rt/L2.6a: Use organisational features and systems to locate texts and information

Reading Award

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
Task 2 1. Be able to gain meaning from text	▶ Descriptive, explanatory or persuasive ▶ 450 words (+/- 5%) ▶ 10 questions	Questions 7-10 Missing sentences	**1.2** Identify the main events of text	Rt/L2.1a: Understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying genres
		Questions 11-13 Multiple choice	**1.3** Use language features to identify meaning in text	Rs/L2.1a: Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text Rs/L2.2a: Use punctuation to help interpret meaning and purpose of texts
		Questions 14-16 Multiple choice – vocab	**1.4** Identify the meaning of vocabulary in text	Rw/L2.1a: Read and understand technical vocabulary Rw/L2.3a: Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose
Task 3 1. Be able to gain meaning from text 2. Be able to distinguish the purpose of text 3. Be able to find information in text	▶ 5 thematically linked texts from a wide range of formal and social contexts ▶ 1,000 words (+/- 5%) ▶ 14 questions	Questions 17-19 Text matching – purpose of text	**2.1** Identify the purpose of text	Rt/L2.2a: Identify the purposes of a wide range of texts, whether inferred or explicitly stated
		Questions 20-22 Multiple choice	**3.2** Evaluate information from different sources	Rt/L2.5a: Read critically to evaluate information, and compare information, ideas and opinions from different sources Rt/L2.4a: Understand and identify how written arguments are structured
		Questions 23-27 Paragraph heading matching and multiple choice	**3.1** Obtain specific information from text	Rt/L2.7a: Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading Rt/L2.6a: Use organisational features and systems to locate texts and information
		Questions 28-30 Multiple choice – vocab	**1.4** Identify the meaning of vocabulary in text	Rw/L2.1a: Read and understand technical vocabulary Rw/L2.3a: Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose

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 30. The pass mark is 20.

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.

Please note that *'Summarise information from longer documents'* is a National Literacy Standard and learners should be able to do this, although they cannot be assessed on this as it requires demonstrating writing or speaking skills. However, they are required to locate information through skimming, scanning and detailed reading as well as distinguishing the main points and supporting detail of a document during the assessment. Learners should practise summarising during their classroom preparation for the assessment.

Writing Award

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

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, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience in a wide range of documents.

Unit details

Guided learning hours: 90   **Total qualification time (hours):** 100   **Level:** Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to plan text for a given task	**1.1** Plan text for a specific purpose
2. Be able to produce text for different tasks	**2.1** Produce content which meets the purpose effectively
	2.2 Use language effectively
	2.3 Structure text coherently for purpose
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
	2.6 Spell words accurately
3. Be able to complete a form	**3.1** Complete a form with complex features correctly

Format

The writing award takes the form of a formal exam paper lasting 110 minutes. The exam consists of four tasks, all of which must be undertaken.

	Task 1	Task 2	Task 3	Task 4
Text type	Form from a wide range of formal contexts	Review or article	Letter or email	Email or online message
Reader/s	Person not known to the writer, eg school, college, local authority, potential employer	Interested public	Business contact/ supplier	Friend
Register/tone	Formal	Neutral	Formal	Informal
Purpose	To inform, justify, request or persuade	To inform and entertain	To narrate, request, complain, criticise or warn	To speculate, persuade, request, reassure or ask about past events or for advice
Word length	200 words	250 words	200 words	100 words

Procedure

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 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.

Assessment

The test is externally assessed. Test papers are returned to Trinity and are marked by Trinity. Examiners use the assessment criteria amplification on pages 20-22 in combination with the generic performance descriptors on page 24 to make their assessments.

The amplification specifies what is required to achieve at that level, and the marker measures the performance of the candidate against the descriptors. For example, the amplification for assessment criterion 2.4 – *Use grammar 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 2 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 84, and the pass mark is 56.

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	Task 4
Assessment criteria assessed	**1.1** Plan text for a specific purpose			
	2.1 Produce content which meets the purpose effectively	**2.1** Produce content which meets the purpose effectively	**2.1** Produce content which meets the purpose effectively	**2.1** Produce content which meets the purpose effectively
	2.2 Use language effectively	**2.2** Use language effectively	**2.2** Use language effectively	**2.2** Use language effectively
	2.4 Use grammar correctly	**2.3** Structure text coherently for purpose	**2.3** Structure text coherently for purpose	
	2.5 Use punctuation correctly	**2.4** Use grammar correctly	**2.4** Use grammar correctly	
	2.6 Spell words accurately	**2.5** Use punctuation correctly	**2.5** Use punctuation correctly	
	3.1 Complete a form with complex features correctly	**2.6** Spell words accurately	**2.6** Spell words accurately	

Writing assessment criteria amplification

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

Assessment criteria	Amplification	AECC ref
1.1 Plan text for a specific purpose	**Apply genre-specific planning strategies as appropriate** ◗ Plan and draft a text clearly and effectively, acting upon knowledge of genre, the purpose for writing, context and audience, including the reader's knowledge and expectations ◗ Plan and draft writing as part of a generic process that involves choice at every stage and includes generating and selecting ideas, choosing how to plan, selecting the most appropriate format and layout, ordering ideas, choosing vocabulary and structures, and drafting and redrafting	Wt/L2.1a
	Make notes as part of the planning process where appropriate ◗ Make and take notes effectively, using key features of note-taking, choosing note-taking formats for different purposes and genres, eg a flow chart to describe a process, a tree diagram for organisation, and do so according to the writer's own preferences	Wt/L2.1b
2.1 Produce content which meets the purpose effectively	**Select the level of detail to include in a range of texts and how much to write** ◗ Know that the length of text and the level of detail depend on the nature of the content and on the purpose and audience, and apply this knowledge to a wide range of text types	Wt/L2.2a
	Select the level of detail to include in genre-specific summaries (eg reports or academic writing) ◗ Know: - how general statements can cover several points - how nouns and adjectives can replace clauses - that unimportant detail and repeated information can be deleted - that important detail should be included and apply this when writing summaries	Wt/L2.2b
2.2 Use language effectively	Choose appropriate register of language for genre, purpose and audience ◗ Judge the appropriate register for genre, purpose and audience accurately, eg a formal letter or work experience report, as opposed to a text or personal diary entry ◗ Select language features according to the register of the text, such as: - type of lexis and collocation - use of idiomatic expressions - modes of address - sentence type - grammatical forms (such as passive in formal text, contractions in informal text) ◗ Understand and consistently use an increasing range of lexis specific to genre and context	

Assessment criteria	Amplification	AECC ref
2.2 Use language effectively (continued)	**Choose different styles of writing for different purposes and genres** ◗ Understand that the style of writing involves choice of vocabulary, sentence length and structure, as well as how the text is organised ◗ Know that what is appropriate style depends on genre, purpose, audience, context and desired outcome ◗ Construct effective arguments, eg in an academic essay or a letter to a newspaper, and use appropriate paragraphing structure, eg a statement of argument followed by points to support it and examples ◗ Be aware of the power of stylistic devices to achieve a desired purpose, eg similes and metaphors ◗ Understand the different connotations of words and expressions, eg *ally* or *supporter* as opposed to *crony*, and applying this understanding when writing ◗ Understand the relative strength and appropriateness of emotive language, eg *rabble*, *scandalous*, and apply this understanding when writing ◗ In some genres, such as academic writing, develop a personalised, critical, writing style and voice, as well as observe expected norms such as backing up claims with evidence	Wt/L2.6a
2.3 Structure text coherently for purpose	**Choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence** ◗ Use different ways of ordering and sequencing according to content and purpose of writing ◗ In explanations, consider whether the reader needs to understand certain points before they can understand others, eg in explaining how something works ◗ In persuasive texts, sequence information, ideas and argumentation in a way appropriate to genre and likely to convince, eg persuading someone about the benefits of certain foods ◗ Use different types of paragraphing structure effectively, understanding how conventions of written discourse in English may differ from written conventions in other languages, in terms of ordering and sequencing information ◗ As writing becomes more formal and complex, apply knowledge of a range of key linguistic features that help to make the text cohesive, eg use of connectives such as *in spite of the fact that*, *whereas*, *nevertheless*, *by this means*, and use of discourse markers such as *subsequently*, *accordingly*, *scarcely*	Wt/L2.3a
	Choose format and structure to organise writing for different purposes and genres ◗ Decide which format, structure and layout are best for which genre and purpose, eg a table to organise information for reference or comparison, numbered points to separate stages in a process, or paragraphs to develop an argument ◗ Know that some forms of writing follow standard formats and structures, eg memos, business letters, agendas, minutes of meetings, and use these structures appropriately ◗ Choose the appropriate format and structure for creative writing	Wt/L2.4a
2.4 Use grammar correctly	**Use a range of sentence structure which is fit for purpose** ◗ Understand that effective writing often uses a mixture of simple, compound and complex sentences, and applying this, as appropriate to the context ◗ Understand and use a full range of embedded and relative clauses, noun and participle constructions, and conditional clauses ◗ Understand that simple or compound sentences are often preferable for certain types of writing, eg instructions or directions ◗ Understand that complex sentences have more variety of structure than simple and compound sentences, and that this can make the writing sound more idiomatic and interesting ◗ Use appropriate structures for formal texts, eg use of the passive in official documents or reports, third person in factual texts, formulaic language in letters	Ws/L2.1a

Assessment criteria	Amplification	AECC ref
2.4 Use grammar correctly (continued)	**Use sentence grammar consistently and with accuracy** ▷ Take care over different aspects of sentence grammar that can affect the accuracy, cohesion and fluency of writing, especially: - subject-verb agreement in complex sentences - form and use of a range of tenses - word order in subordinate clauses ▷ Understand that when writing longer texts, good writers keep checking back in the course of writing, and check for consistency of tense as well as other grammatical forms, repetition and syntax ▷ Understand and use a full range of modal verbs where appropriate, eg in describing a hypothetical situation in the past or future	Ws/L2.2a
	Use pronouns and lexical substitution to lessen repetition and improve the clarity of writing ▷ Know the term *pronoun* and identify personal and relative pronouns, eg *I*, *me*, *we*, *us*, *who*, *which* ▷ Apply the knowledge 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 whom they refer, and checking this when proofreading ▷ Know that pronouns can be over-used, leading to confusion and repetitiveness, and that there are other linguistic strategies that can be employed to avoid this, eg referring to a person by name or title, using the former/the latter, alternating these with the pronoun, using substitution, and applying all this knowledge when writing ▷ Know an increasing range of words with apparently similar meanings, and use these to avoid excessive repetition and enhance text cohesion	Ws/L2.3a
2.5 Use punctuation correctly	**Use a range of punctuation to achieve clarity in simple and complex sentences** ▷ Use the full range of punctuation marks effectively, including commas for listing items in connected prose, between clauses in complex sentences, and after connectives like *however* ▷ Apostrophes for possession and omission ▷ Inverted commas for direct speech and to indicate a quotation ▷ Understand the effect on style of using full or contracted forms	Ws/L2.4a
2.6 Spell words accurately	**Apply knowledge of vocabulary to aid accurate spelling** ▷ Apply knowledge of appropriate special-interest vocabulary, including related technical words ▷ Develop knowledge of a wide range of common collocations, idioms and colloquialisms for use with different audiences and genres ▷ Spell words with a wide range of spelling patterns accurately and consistently ▷ Understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words	Ww/L2.1a
3.1 Complete a form with complex features correctly	**Complete forms with complex features** ▷ Be aware of expectations and conventions of presentation in complex forms ▷ Be aware of the need to act on complex instructions, which may be presented in a separate guide, in order to complete certain types of form correctly, eg benefit claims, application for housing transfer ▷ Give very clear accounts without ambiguity, where forms require continuous prose accounts, eg supporting statements in job applications	Wt/L2.7a

Notes

- Assessment criterion 1.1 – *Plan text for a specific purpose*. This criterion is assessed only once for the whole test, in order to ascertain a candidate's ability to judge which text types are appropriate to plan for. A box is provided on the first page and candidates should use this space to plan the appropriate task(s).

- Assessment criterion 2.1 – *Produce content which meets the purpose effectively*. The candidate's final answer is judged to be their draft, which they should have proofread to ensure it meets the purpose.

- Learning outcome 2 – *Be able to produce text for different tasks*. Please refer to appendices 1 and 2 for the list of communicative functions and language range expected at this level.

- *Proofread and revise writing for accuracy and meaning*. This is a National Literacy Standard and is implicit within all of the assessment criteria in learning outcome 2. Candidates should check their work thoroughly and amend accordingly to ensure it meets each of these criteria. See also note above regarding assessment criterion 2.1.

- *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/L2.1b – *Develop strategies to aid accurate spelling*. Learners are advised to use these strategies to aid them in demonstrating the ability to meet assessment criterion 2.6.

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 – Plan text

This criterion is assessed once per test paper, in the planning section. Plans must be written in English for the purpose of the assessment.

Mark	Descriptor
4	The candidate has made fairly detailed and highly relevant plans for one, two or three tasks depending on appropriacy to question tasks set (not the informal message, email or letter).
2	There is at least some evidence of a plan relating to one or more tasks. If only one task has been planned, it is not the informal message, email or letter.
0	There is little or no evidence of an attempt to meet the assessment criterion. Either no plan has been made at all or just a few words have been noted which bear little or no relation to any of the actual tasks. Candidates who plan ONLY the informal message, email or letter are awarded 0 as they have not demonstrated the ability to decide when it is appropriate to make a plan.

Learning outcome 2 – 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 3 – 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 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**. For enquiries please contact **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** 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**

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** for full details of our results review and appeals process.

Appendix 1 – Level 2 Key language items (*Adult ESOL Core Curriculum*)

Simple, compound and complex sentences, with a wide range of subordinate clauses

◗ word order in complex sentences, including choice of order for emphasis, eg
  - *You have to put the disk here to save/To save you have to put the disk here.*
  - *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.*

◗ *there could be/would be/should be*

◗ *could have/would have/should have*

◗ a wide range of conjunctions, including on *condition that, provided that*

◗ conditional forms, using *had + would/could/should have*, eg *They would have paid the bill for you if you had explained what had happened*

◗ comparative clauses, eg *The faster he talked, the less I understood*

◗ more complex participle clauses with *-ing* and *-ed*, eg *I left a note explaining what had happened*

◗ fronting and cleft sentences for emphasis, eg *The reason we do that is because of safety, It was John who told me*

◗ reported speech, using a range of verb forms, eg *She explained that we didn't have to attend every day*

◗ more complex embedded questions, eg *I'd be grateful if you could explain what happened*

◗ reported questions, using a range of verb forms, eg *He said he had been waiting for hours before a train came*

◗ statements with question tags, using Level 2 verbs and tenses, eg *He could've told us he wasn't coming, couldn't he?*

◗ imperative + question tag, eg *Pass me the book, will you?*

Noun phrase

◗ noun phrases of increasing complexity, eg *Wide streets with lots of shops on each side which were brightly lit*

◗ use of zero article with a wide range of countable and uncountable nouns in a range of constructions, eg *Colleges say that they will struggle to provide citizenship training for refugees unless significant resources are pumped in*

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, eg *Investigations have been carried out into the activities of the men who were involved*

◗ *would* expressing habit in the past, eg *He would visit us regularly every week*

◗ use of *had + would/could/should* have in conditional sentences, eg *I would have contacted you if I had known you needed help to complete your work*

◗ modals expressing past obligation, possibility, rejected conditions, eg
  - *should have*
  - *might have*
  - *could have*
  - *must have*
  - *can't have*

◗ a wide range of phrasal verbs with a number of particles, eg *to get round to, to carry on with*

Adjectives

◗ connotations and emotive strength of adjectives, eg *interesting, shocking, scandalous, shameful, wicked*

◗ collocation of a range of adjectives + prepositions, eg *ashamed of, certain of, particular about*

Adverbs and prepositional phrases

◗ prepositions + *-ing* form, eg *After having talked to us, he changed his mind*

◗ prepositions followed by noun phrases, eg *in spite of the fact that…*

Discourse

◗ a range of logical markers, eg *in this respect, by this means, accordingly, therefore, thus*

◗ sequence markers, eg *subsequently*

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

Appendix 3 – Presentation notes template

TRINITY
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ESOL Skills for Life

Level 2 Presentation notes

Candidate name:

First name:

Last name:

Presentation title:

Presentation key points:

1.

2.

3.

4.

5.

6.

7.

8.

Appendix 4 – Level 2 Exam report form

TRINITY
COLLEGE LONDON

Examination report

Examiner number: ....

SfL Speaking & Listening Level 2

Centre: Exam Centre 1

Candidate number: ....

Examination date: ....

ID seen			RPT			GDT	

C1 Task 1: Candidate's presentation					
1	**2.1** Use clear pronunciation to convey intended meaning	4	3	2	1	0
2	**2.2** Use appropriate language in context according to formality	4	3	2	1	0
3	**3.1** Present information in a logical sequence for a given purpose and audience	4	3	2	1	0
C1 Task 2: Examiner and candidate's discussion					
4	**1.1** Obtain relevant detail from extended verbal communication	4	3	2	1	0
5	**3.2** Convey relevant detail during communication	4	3	2	1	0
6	**4.1** Contribute to discussion and express views constructively	4	3	2	1	0
C1 Task 3: Role play					
7	**2.1** Use clear pronunciation to convey intended meaning	4	3	2	1	0
8	**2.2** Use appropriate language in context according to formality	4	3	2	1	0
9	**4.2** Respond to others constructively to move discussion forward	4	3	2	1	0
10	**4.3** Obtain relevant information from others	4	3	2	1	0
C2 Task 4: Group discussion					
11	**1.1** Obtain relevant detail from extended verbal communication	4	3	2	1	0
12	**4.1** Contribute to discussion and express views constructively	4	3	2	1	0
13	**4.2** Respond to others constructively to move discussion forward	4	3	2	1	0
14	**4.3** Obtain relevant information from others	4	3	2	1	0

Notes

Notes