

# 3692 Certificate in ESOL Skills for Life Level 2



## Speaking and listening Assessment pack

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# **3692 Certificate in ESOL Skills for Life Level 2**

**Speaking and listening  
Assessment pack**

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## Speaking and Listening Assessment at Level 2

At level 2, the candidate must be assessed taking part in a discussion, explanation or presentation on three occasions in different contexts. These should include formal exchanges connected with education, training, work or social roles. At least one of the occasions must be on the telephone.

In some exchanges it is possible that not all of the national standards will be relevant. This is acceptable as long as each exchange is fit for its purpose and all of the standards are met across the three occasions.

At Level 2 the three occasions will be

- 1 a group discussion (3-5 others) on a complex issue, for example about a television documentary on the National Health Service (15-20 minutes)
- 2 giving a formal report or presentation to a group (3 or more people), for example a report about an accident (10-15 minutes)
- 3 a formal telephone call, for example to the manager of a shop to complain about a delivery not arriving (3-5 minutes)

In order that the communication can achieve its purpose the candidate needs to be aware of both the purpose and the intended audience. Assessors must ensure that candidate understands these as well as the criteria on which they will be assessed before they begin. Guidelines are given for the length of each occasion, though the overriding factor must be fitness for purpose. The larger the group in the discussion, the longer the discussion will need to be for the candidate to demonstrate his/her skills.

If more than one of the participants are being assessed, each must be assessed individually on their own performance and not on that of the group. In some instances one candidate taking part in a discussion will be successful in achieving the requirements whilst another will not.

For each assessment, the assessor will be required to write a report on the candidate's performance. Proformas are provided for this. Assessors will need to compare the candidate's performance with the typical performances described in the marking grid and award 2 or 1 marks for each aspect depending which description best describes the performance. If the performance is below that described for 1 mark, the candidate will get 0 mark for that aspect. The assessor must give examples of performance to justify the marks awarded. In addition, assessors may tape the assessment, but detailed reports will still be required. At least one occasion must be taped and made available to the internal and external verifiers. Where candidate's prepare notes for the exchange, for example as part of a presentation, these should be kept with the assessor's observation report for verification.

Assessors must keep assessment records for candidates who do not achieve as well as for those who do. All records should be made available to the internal and external verifiers.

To successfully achieve the Speaking and Listening unit at Level 2, the candidate must pass all three tasks. The pass mark for each task is 6 out of a possible maximum of 12. 6 represents bare competence at the level, however the marking system is designed to allow strengths in particular areas to compensate for any weaknesses. There is no grading system for achievement above the level of a pass.

Candidates should have practised all of the skills in a range of different contexts before they are ready to be assessed. When they are ready for assessment, candidates will need a degree of preparation for the assessment tasks. For the discussion, they may need to have watched a television programme or a video. For the presentation, they will need to have researched and prepared their contribution. For the telephone call, they will need to have been briefed on the role-play or they will need to explain the purpose to the assessor if it is a real call. It is important that preparation is limited to this and that candidates are not rehearsed in the assessment tasks.

If a candidate is unsuccessful in one or more of the occasions, he/she will need further practice in the relevant skills before being given another opportunity to demonstrate his/her skills at a later date when he/she is ready. The additional assessment should be on a different topic.

As a candidate progresses through the levels, the topics covered should vary.

# Speaking and listening assessment record – Level 2

## Discussion

Candidate's name \_\_\_\_\_

Date of assessment \_\_\_\_\_

Title \_\_\_\_\_

Brief description of the discussion \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Purpose \_\_\_\_\_

Number of others taking part in the discussion \_\_\_\_\_

Aspect	Typical performance features	Marks available
Activity achievement	Candidate performs successfully all the functions required by the activity. All contributions to discussion are relevant and effective.	2
	Candidate performs successfully most of the functions required by the activity. Generally addresses effectively the prescribed topics. Most contributions to discussion are relevant and effective.	(1)
Grammatical accuracy	Maintains a consistent grammatical control of complex language even while expressing complex ideas or negotiating difficult situations.	2
	Consistently maintains a high degree of grammatical accuracy: errors are rare, difficult to spot and generally corrected when they do occur.	(1)
Range	Uses a very wide range of language, with no sign of having to restrict what he/she wants to say. Has a good command of idiomatic expressions and colloquialisms. Conveys finer shades of meaning by using, with reasonable accuracy, a wide range of modification devices. Can make effective use of language to persuade and convince.	2
	Has a good command of a broad range of vocabulary and structures, including idiomatic expressions and colloquialisms. Any gaps are readily overcome with circumlocution. Can select suitable vocabulary to express him/herself on a wide range of general, professional or leisure topics without being restricted. Can use appropriate diplomatic formulations to criticise and deal with socially difficult situations.	(1)

Pronunciation	Individual sounds are consistently accurate and connected utterances easily understood. Stress and intonation patterns are mostly natural and successfully used to highlight, emphasise and modify the message or to express feelings.	2
	Most individual sounds are accurate and connected utterances have natural intonation and stress patterns. Varies intonation pattern to show degree of engagement in discussion or to indicate politeness.	(1)
Fluency/ interaction	Communicates precisely and appropriately, even in complex situations or on abstract topics of a specialist nature. Uses effective logical structures, which helps the listener to remember and notice significant points. If a problem does arise, can repair communication with ease. Manages turn taking smoothly and tactfully using appropriate signals. Expresses him/herself spontaneously at length with a natural colloquial flow. Pauses only to reflect on precisely the right words to express thoughts or find an appropriate example or explanation.	2
	Can produce clear, smoothly flowing, well-structured speech showing controlled use of organisational patterns, connectors and cohesive devices. Occasionally a difficult subject hinders the smooth flow of language. There is little obvious searching for expressions. Initiates and responds readily and appropriately requiring little effort on the part of the interlocutor. Manages turn taking and shift of topic effectively and can interrupt another speaker effectively and politely. Can structure a long term effectively with appropriate introductory remarks and closing summary.	(1)
Comprehension	Understands virtually everything that is said including contributions delivered at speed and on complex, specialist and abstract topics.	2
	Understands the gist of complex arguments and discussions. Recognises a range of informal and colloquial expressions. Recognises the degree of formality of another speaker's contributions and can adjust own contributions accordingly. Can understand what is said even when information is implied and not signalled explicitly. Recognises another speaker's use of exaggeration, understatement, irony etc.	(1)

Marks awarded:		Examples of performance to support marks awarded:
Activity achievement		
Grammatical accuracy		
Range		
Pronunciation		
Fluency/ interaction		
Comprehension		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_

IV's signature \_\_\_\_\_

Date \_\_\_\_\_

# Speaking and listening assessment record – Level 2

## Presentation

Candidate's name \_\_\_\_\_

Date of assessment \_\_\_\_\_

Title \_\_\_\_\_

Brief description of the presentation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Purpose \_\_\_\_\_

Audience (including numbers) \_\_\_\_\_

Aspect	Typical performance features	Marks available
Activity achievement	Candidate performs successfully all the functions required by the activity. All contributions are relevant and effective.	2
	Candidate performs successfully most of the functions required by the activity. Generally addresses effectively the prescribed topics. Most contributions are relevant and effective.	(1)
Grammatical accuracy	Maintains a consistent grammatical control of complex language even while expressing complex ideas or negotiating difficult situations.	2
	Consistently maintains a high degree of grammatical accuracy: errors are rare, difficult to spot and generally corrected when they do occur.	(1)
Range	Uses a very wide range of language, with no sign of having to restrict what he/she wants to say. Has a good command of idiomatic expressions and colloquialisms. Conveys finer shades of meaning by using, with reasonable accuracy, a wide range of modification devices. Can make effective use of language to persuade and convince.	2
	Has a good command of a broad range of vocabulary and structures, including idiomatic expressions and colloquialisms. Any gaps are readily overcome with circumlocution. Can select suitable vocabulary to express him/herself on a wide range of general, professional or leisure topics without being restricted. Can use appropriate diplomatic formulations to criticise and deal with socially difficult situations.	(1)

Pronunciation	Individual sounds are consistently accurate and connected utterances easily understood. Stress and intonation patterns are mostly natural and successfully used to highlight, emphasise and modify the message or to express feelings.	2
	Most individual sounds are accurate and connected utterances have natural intonation and stress patterns. Varies intonation pattern appropriately.	(1)
Fluency/ interaction	Communicates precisely and appropriately, even in complex situations or on abstract topics of a specialist nature. Uses effective logical structures, which helps the listener to remember and notice significant points. If a problem does arise, can repair communication with ease. Manages questions smoothly and tactfully using appropriate signals. Expresses him/herself spontaneously at length with a natural colloquial flow. Pauses only to reflect on precisely the right words to express thoughts or find an appropriate example or explanation.	2
	Can produce clear, smoothly flowing, well-structured speech showing controlled use of organisational patterns, connectors and cohesive devices. Occasionally a difficult subject hinders the smooth flow of language. There is little obvious searching for expressions. Initiates and responds readily and appropriately requiring little effort on the part of the interlocutor. Manages questions and shift of topic effectively and can interrupt another speaker effectively and politely. Can structure a long term effectively with appropriate introductory remarks and closing summary.	(1)
Comprehension	Understands virtually everything that is said including contributions delivered at speed and on complex, specialist and abstract topics.	2
	Understands the gist of complex questions and points of view. Recognises a range of informal and colloquial expressions. Recognises the degree of formality of another speaker's contributions and can adjust own contributions accordingly. Can understand what is said even when information is implied and not signalled explicitly. Recognises another speaker's use of exaggeration, understatement, irony etc.	(1)

Marks awarded:		Examples of performance to support marks awarded:
Activity achievement		
Grammatical accuracy		
Range		
Pronunciation		
Fluency/ interaction		
Comprehension		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_

IV's signature \_\_\_\_\_

Date \_\_\_\_\_

# Speaking and listening assessment record – Level 2

## Telephone call

Candidate's name \_\_\_\_\_ Date of assessment \_\_\_\_\_

Title \_\_\_\_\_

Brief description of the telephone call \_\_\_\_\_

\_\_\_\_\_

Purpose \_\_\_\_\_

Audience \_\_\_\_\_

Aspect	Typical performance features	Marks available
Activity achievement	Candidate performs successfully all the functions required by the activity. All contributions are relevant and effective.	2
	Candidate performs successfully most of the functions required by the activity. Generally addresses effectively the prescribed topics. Most contributions are relevant and effective.	(1)
Grammatical accuracy	Maintains a consistent grammatical control of complex language even while expressing complex ideas or negotiating difficult situations.	2
	Consistently maintains a high degree of grammatical accuracy: errors are rare, difficult to spot and generally corrected when they do occur.	(1)
Range	Uses a very wide range of language, with no sign of having to restrict what he/she wants to say. Has a good command of idiomatic expressions and colloquialisms. Conveys finer shades of meaning by using, with reasonable accuracy, a wide range of modification devices. Can make effective use of language to persuade and convince.	2
	Has a good command of a broad range of vocabulary and structures, including idiomatic expressions and colloquialisms. Any gaps are readily overcome with circumlocution. Can select suitable vocabulary express him/herself on a wide range of general, professional or leisure topics without being restricted. Can use appropriate diplomatic formulations to criticise and deal with socially difficult situations.	(1)

Pronunciation	Individual sounds are consistently accurate and connected utterances easily understood. Stress and intonation patterns are mostly natural and successfully used to highlight, emphasise and modify the message or to express feelings.	2
	Most individual sounds are accurate and connected utterances have natural intonation and stress patterns. Varies intonation pattern to show degree of engagement in discussion or to indicate politeness.	(1)
Fluency/ interaction	Communicates precisely and appropriately, even in complex situations or on abstract topics of a specialist nature. Uses effective logical structures, which helps the listener to remember and notice significant points. If a problem does arise, can repair communication with ease. Manages turn taking smoothly and tactfully using appropriate signals. Expresses him/herself spontaneously at length with a natural colloquial flow. Pauses only to reflect on precisely the right words to express thoughts or find an appropriate example or explanation.	2
	Can produce clear, smoothly flowing, well-structured speech showing controlled use of organisational patterns, connectors and cohesive devices. Occasionally a difficult subject hinders the smooth flow of language. There is little obvious searching for expressions. Initiates and responds readily and appropriately requiring little effort on the part of the interlocutor. Manages turn taking and shift of topic effectively and can interrupt the other speaker effectively and politely. Can structure a long term effectively with appropriate introductory remarks and closing summary.	(1)
Comprehension	Understands virtually everything that is said including contributions delivered at speed and on complex, specialist and abstract topics.	2
	Understands the gist of complex arguments and discussions. Recognises a range of informal and colloquial expressions. Recognises the degree of formality of the other speaker's contributions and can adjust own contributions accordingly. Can understand what is said even when information is implied and not signalled explicitly. Recognises the other speaker's use of exaggeration, understatement, irony etc.	(1)

Marks awarded:		Examples of performance to support marks awarded:
Activity achievement		
Grammatical accuracy		
Range		
Pronunciation		
Fluency/ interaction		
Comprehension		
Total marks awarded 6/12 required for success		

Assessor's name \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

Internal Verifier's name \_\_\_\_\_

IV's signature \_\_\_\_\_

Date \_\_\_\_\_

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