

Set xx ESOL (QCF) Skills for Life

Speaking and Listening Entry 1

Learning Outcome and Unit Achievement Record												
Centre Name: A. COLLEGE												
Centre Number:						1	2	3	4	5		
Candidate Name: CANDIDATE												
Pearson Registration Number:						P	E	5	4	3	2	1
Candidate Signature: A. Candidate						Date: 20/11/24						
Assessor Name: A.N. ASSESSOR				Internal Verifier Name: A. VERIFIER								
DECLARATION I confirm that the assessment was conducted properly and fairly, and that the marks awarded are an accurate reflection of the candidate's performance. If this candidate has had any special circumstances, please state the nature of the assistance and why it was necessary. If there are any special circumstances that have had a negative effect on the candidate's performance in the assessment, please state the nature of the assistance and why it was necessary.												
Assessor Signature: A.N. ASSESSOR						Date: 20-11-2024						
Internal Verifier Signature: A. Verifier						Date: 25/11/24						
Date Assessment Taken: 20-11-2024												
	ASSESSOR EACH ASSESSMENT CRITERION MET ONCE ACROSS PARTS A or B X/✓	IV EACH ASSESSMENT CRITERION MET ONCE ACROSS PARTS A or B X/✓	SV EACH ASSESSMENT CRITERION MET ONCE ACROSS PARTS A or B X/✓									
Learning Outcome 1	✓	✓										
Learning Outcome 2	✓	✓										
Learning Outcome 3	✓	✓										
Learning Outcome 4	✓	✓										
			PEARSON USE ONLY									
Each Assessment Criterion met once in Parts A or B to achieve pass. Delete PASS or FAIL as appropriate.	PASS - FAIL	PASS - FAIL	PASS - FAIL									
SV Name:	SV Signature:						Date:					

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Learning Outcome and Unit Achievement Record				
Centre Name:				
Centre Number:				
Candidate Name: Maryna				
Pearson Registration Number:				
Candidate Signature:			Date:	
Assessor Name:		Internal Verifier Name:		
<p>DECLARATION</p> <p>I confirm that the assessment was conducted properly and fairly, and that the marks awarded are an accurate reflection of the performance of the candidate.</p> <p>If this candidate has had any assistance during this assessment, please state the nature of the assistance and who provided it.</p>				
If there are any special circumstances that may have had a negative effect on the candidate's performance in this assessment, please give details.				
Assessor Signature:			Date:	
Internal Verifier Signature:			Date:	
Date Assessment Taken:				
	ASSESSOR EACH ASSESSMENT CRITERION MET ONCE ACROSS PARTS A or B X/✓	IV EACH ASSESSMENT CRITERION MET ONCE ACROSS PARTS A or B X/✓	SV EACH ASSESSMENT CRITERION MET ONCE ACROSS PARTS A or B X/✓	
Learning Outcome 1	✓			
Learning Outcome 2	✓			
Learning Outcome 3	✓			
Learning Outcome 4	✓			
			PEARSON USE ONLY	
Each Assessment Criterion met once in Parts A or B to achieve pass. Delete PASS or FAIL as appropriate.	PASS - FAIL	PASS - FAIL	PASS - FAIL	
SV Name:	SV Signature:		Date:	

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Mark Scheme for Part A: Task 1

Speaking

To achieve the Assessment Criteria the candidate must:

LO	AC	Notes for Assessment	LO 1 AC Met X/✓	LO 2 AC Met X/✓	LO 3 AC Met X/✓	LO 4 AC Met X/✓	Candidate Responses Assessor Notes
1	Part A Task 1 1.2	include at least one relevant detail about themselves, such as: their name, where they live, their family, their nationality, where they study English, etc. <ul style="list-style-type: none"> My name is ... I live in ... I am ... years old. Accept any reasonable response to the questions asked.	✓				I Likan Evesham. I am from Ukraine I have a husband he lives in Ukraine
1	Task 1 1.3	answer at least three questions.	✓				
2	Task 1 2.1	generally articulate sounds and use stress and intonation correctly, so as to be understood.		✓			
2	Task 1 2.2	generally use appropriate language for the given context.		✓			
3	Task 1 3.1	convey personal information by answering two questions.					
3	Task 1 3.2	use correct intonation and structure their response to relay: <ul style="list-style-type: none"> at least one relevant detail about themselves. 			✓		

Assessors need to be aware of the candidate's background and the potential for difficult issues arising from questions about family in their home country. Assessors can maybe ask about family with them in the UK, or where they study etc.

The answers given show the questions that were asked. This is acceptable. Questions can also be listed and this can be helpful.

Any of the answers stated would meet the requirements for 1.2 and also 3.1 if intelligible. 3 questions need to be answered to meet 1.3 here. However, there are further opportunities to meet 3.1 in later tasks.



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Mark Scheme for Part A: Task 2 Listen and Respond

To achieve the Assessment Criteria the candidate must:

1:58

LO	A C	Notes for Assessment	LO 1 AC Met X/	LO 2 AC Met X/	LO 3 AC Met X/	LO 4 AC Met X/	Assessor Notes
1	Task 2 1.1	state that the text is about one of the following: <ul style="list-style-type: none">• Frank / he goes to town.• Frank's / his day. Accept any reasonable variation of the gist. Do not accept exact details of what they did.	✓				one of his days.
1	Task 2 1.2	identify four facts from the text: <ul style="list-style-type: none">• (In the morning), Frank/he goes to the bank ✓• (Next), Frank/he goes shopping ✓• Frank/He buys a (new) shirt ✓• The shirt/It is yellow• (In the afternoon), Frank/he meets his sister• Frank and his sister/They go to a cafe• Frank and his sister/They eat cake• Frank and his sister/They drink tea• (At four o'clock), Frank/he goes home• Frank/He is tired• Frank/He is happy. Do not accept responses that Do not accept responses that are not drawn from the text.	✓				
1	Task 2 1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				
3	Task 2 3.2	respond to questions, structuring their response, and use suitable intonation.			✓		

This is an acceptable response to the gist question, despite not mentioning Frank by name.

Assessor ticks 4 facts identified by Maryna. This is acceptable and avoids having to write down all statements.
The Assessor could also have ticked: yellow, tea, cake, tired and happy.

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Mark Scheme for Part B: Task 1 Speaking

To achieve the Assessment Criteria the candidate must:

(m)

LO	AC	Notes for Assessment	LO 1 AC Met X/✓	LO 2 AC Met X/✓	LO 3 AC Met X/✓	LO 4 AC Met X/✓	Assessor Notes
1	Part B Task 1 1.2	extract the required details and their responses include all of the following: <ul style="list-style-type: none">• two things they like doing• two things that the other candidate likes doing.	✓				I like listening to music I like watching TV
1	Task 1 1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				
2	Task 1 2.1	articulate sounds so as to be understood. generally use: <ul style="list-style-type: none">• correct pronunciation• details of the other candidate• correct grammatical form, such as tenses and verb forms• correct intonation.		✓			
2	Task 1 2.2	generally use appropriate language and intonation for the given context.		✓			
3	Task 1 3.1	<ul style="list-style-type: none">• two things they like doing• two things that the other candidate likes doing.			✓		
3	Task 1 3.2	generally use correct intonation and structure their responses to relay: <ul style="list-style-type: none">• two things they like doing• two things that the other candidate likes doing.			✓		

Maryna states 3 things she likes doing, including 'walking with my son.'. All would be acceptable answers. Only 2 are required to meet 1.2 here.

Maryna states 3 things that Yulia likes doing (spending time with her daughter, reading books, speaking to friends on the phone) and therefore meets 1.2 and 1.3 here. However, the Assessor should make a note of these responses.

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Mark Scheme for Part B: Task 2

Engage in Discussion

To achieve the Assessment Criteria the candidate must:

(M)
(1.44)

LO	AC	Notes for Assessment	LO 1 AC Met X/✓	LO 2 AC Met X/✓	LO 3 AC Met X/✓	LO 4 AC Met X/✓	Assessor Notes
1	Part B Task 2 1.1	give relevant answers to the question(s) and make relevant contributions throughout the discussion to show they follow the gist.	✓				
1	Task 2 1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				
4	Task 2 4.1	convey information and ask one question that is relevant to the topic, e.g. <i>'I go clothes shopping in town. I go with my family. I like to go clothes shopping in the evening. I do not like to go shopping on Saturdays. It is too busy. What about you?'</i> use language suitable for the context. use appropriate signalling / questions to clarify / confirm understanding.					I like to go to go with my friend, not 3on. I like different cities. way cheaper
4	Task 2 4.2	generally use phrases to denote likes / dislikes using suitable grammatical forms, e.g. nouns / adjectives / verb forms / and intonation.				✓	
4	Task 2 4.3	use an appropriate question to obtain information. e.g. <i>'Do you ever go shopping for clothes on Saturdays?'</i> <i>'How do you go shopping?'</i> generally use appropriate grammatical form, intonation and pronunciation to be understood.				✓	How about you? what colour you like? How often you go clothes shopping

Part B Task 2 provides a second opportunity to meet the gist question for 1.1.

The 2 candidates here are very strong E1. Yulia is very talkative and this could have been a problem if Maryna wasn't able to keep up and respond appropriately. Assessors need to consider the respective level of the candidates they pair together for these tasks. Try and avoid the potential for one candidate to dominate and even intimidate the other.

Maryna responds to Yulia's statements about shopping well. She also mentions liking dresses and shoes. She likes the bigger shops in cities. The 'way cheaper' comment recorded by the Assessor refers to her buying a dress in a charity shop. The Assessor could have added these comments. However, the use of a time listing shows the IV/SV where this section can be found.

Maryna's questions are in response to Yulia's and are acceptable and keep the discussion moving.

Note: When carrying out assessment work with candidates working in pairs, the assessor should ensure that each candidate has a fair opportunity to be assessed against each assessment criterion, and is not hindered by, for example, the poor performance of the other candidate. If this is the case, the assessor will need to intervene and, if necessary, take on the role of one of the candidates to ensure fairness of assessment opportunity.

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