

# Set xx ESOL (QCF) Skills for Life Speaking and Listening Entry 1

Learning Outcome and Unit Achievement Record				
Centre Name:				
Centre Number:				
Candidate Name: <i>Yulia</i>				
Pearson Registration Number:				
Candidate Signature:			Date:	
Assessor Name:		Internal Verifier Name:		
<p><b>DECLARATION</b></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>				
<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.</p>				
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:	

## Set xx ESOL (QCF) Skills for Life Speaking and Listening Entry 1

### 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	<b>Part A</b> Task 1 1.2	include at least <b>one</b> 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"> <li>My name is ...</li> <li>I live in ...</li> <li>I am ... years old.</li> </ul> Accept any reasonable response to the questions asked.	✓				My name is Yulia. I live in Evesham -1 Year I study in Evesham Colleg- great teacher Boogie.
1	Task 1 1.3	answer at least <b>three</b> 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 <b>two</b> questions.			✓		
3	Task 1 3.2	use correct intonation and structure their response to relay:  <ul style="list-style-type: none"> <li>at least <b>one</b> relevant detail about themselves.</li> </ul>			✓		

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## Mark Scheme for Part A: Task 2

### Listen and Respond

To achieve the Assessment Criteria the candidate must:

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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	Task 2 1.1	state that the text is about <b>one</b> of the following: <ul style="list-style-type: none"> <li>Frank / he goes to town.</li> <li>Frank's / his day.</li> </ul> Accept any reasonable variation of the gist. Do not accept exact details of what they did.					About his day, Frank
1	Task 2 1.2	identify <b>four</b> facts from the text: <ul style="list-style-type: none"> <li>(In the morning), Frank/he goes to the bank ✓</li> <li>(Next), Frank/he goes shopping ✓</li> <li>Frank/He buys a (new) shirt ✓</li> <li>The shirt/It is yellow ✓</li> <li>(In the afternoon), Frank/he meets his sister ✓</li> <li>Frank and his sister/They go to a cafe ✓</li> <li>Frank and his sister/They eat cake</li> <li>Frank and his sister/They drink tea</li> <li>(At four o'clock), Frank/he goes home</li> <li>Frank/He is tired</li> <li>Frank/He is happy.</li> </ul> Do not accept responses that Do not accept responses that are not drawn from the text.					learner referred to Frank as she and he.
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.			✓		

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### Mark Scheme for Part B: 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/✓	Assessor Notes
1	<b>Part B</b> Task 1 1.2	extract the required details and their responses include all of the following: <ul style="list-style-type: none"> <li><b>two</b> things they like doing</li> <li><b>two</b> things that the other candidate likes doing.</li> </ul>	✓				I like reading books I like to talk to my friends
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"> <li>correct pronunciation</li> <li>details of the other candidate</li> <li>correct grammatical form, such as tenses and verb forms</li> <li>correct intonation.</li> </ul>		✓			
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"> <li><b>two</b> things they like doing</li> <li><b>two</b> things that the other candidate likes doing.</li> </ul>			✓		
3	Task 1 3.2	generally use correct intonation and structure their responses to relay: <ul style="list-style-type: none"> <li><b>two</b> things they like doing</li> <li><b>two</b> things that the other candidate likes doing.</li> </ul>			✓		

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## Speaking and Listening Entry 1

### Mark Scheme for Part B: Task 2

#### Engage in Discussion

To achieve the Assessment Criteria the candidate must:

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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	<b>Part B</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 <b>one</b> 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.				✓	Sometimes I like going on my own, Sometimes with my daughter. Because I am a woman.
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.					What about you? You prefer a big mall? Or charity Shop?

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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