

## Set xx ESOL (QCF) Skills for Life Speaking and Listening Entry 2

<b>Learning Outcome and Unit Achievement Record</b>											
Centre Name: <u>A. COLLEGE</u>											
Centre Number:					1	2	3	4	5		
Candidate Name: <u>ANY CANDIDATE</u>											
Pearson Registration Number:					P	E	5	4	3	2	1
Candidate Signature: <u>A. Candidate</u>						Date: <u>20/11/24</u>					
Assessor Name: <u>A.N. ASSESSOR</u>				Internal Verifier Name: <u>A. VERIFIER</u>							
<b>DECLARATION</b> 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.  If this candidate has had any assistance during this assessment, please state the nature of the assistance and who provided it.											
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: <u>A.N. ASSESSOR</u>						Date: <u>20-11-2024</u>					
Internal Verifier Signature: <u>A. Verifier</u>						Date: <u>25/11/24</u>					
Date Assessment Taken: <u>20-11-2024</u>											
	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/✓								
<b>Learning Outcome 1</b>	✓	✓									
<b>Learning Outcome 2</b>	✓	✓									
<b>Learning Outcome 3</b>	✓	✓									
<b>Learning Outcome 4</b>	✓	✓									
			PEARSON USE ONLY								
Each Assessment Criterion met once in Parts A or B to achieve pass. Delete PASS or FAIL as appropriate.	<u>PASS - FAIL</u>	<u>PASS - FAIL</u>	<b>PASS - FAIL</b>								
<b>SV Name:</b>	<b>SV Signature:</b>					<b>Date:</b>					

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## Mark Scheme for Part A: Listen and Respond To achieve the Assessment Criteria the candidate must:

If the candidate is not successful in meeting 1.1 the gist question, they have another opportunity in Task 2.

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	1.1	follow the text and respond correctly to the question 'What is this text mainly about?' <ul style="list-style-type: none"><li>Ria starting a new job</li><li>Ria's first day at her new job.</li></ul> Accept any reasonable wording of the gist of the text. Do <b>not</b> accept a detailed description.	✓				'This text is about Ria, who is starting a new job' - 3:30
1	1.2	extract detail from the text to give <b>one</b> of the following responses to the question, e.g. <ul style="list-style-type: none"><li>the office is on Grange Road</li><li>it is at the top of the hill</li><li>the office / it is next to the supermarket.</li></ul> <b>Four</b> other details from the text (can include items from the previous question that have not already been given), e.g. <ul style="list-style-type: none"><li>the manager will meet her</li><li>they will meet in the staffroom</li><li>the staffroom is on the third floor</li><li>the manager gives directions</li><li>at station, turn right</li><li>go up the hill</li><li>take lift to third floor</li><li>the staffroom is on the right.</li></ul> Accept any reasonable variations.	✓				'Office is up the hill' - 3:50 'The first day she's manager speak/spoke with she' - 4:10 'tell she how she can reach the office' - 4:40 'I take some directions' - 4:45 'When she leaves bus station she must go right' - 4:55 'and up the hill where is the office' - 5:00 'Office is in 3 <sup>rd</sup> floor' - 5:10 'When she reach office she must take the lift' - 5:25 'staff room is on the right' - 5:30
1	1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				
2	2.1	generally articulate sounds and use stress and intonation correctly so as to be understood.		✓			
2	2.2	generally use appropriate language for the given context.		✓			(as above)
3	3.1	answer questions to present the required information with appropriate detail and register.			✓		(as above)

"up the hill" not the same as the MS but is a reasonable variation.

"manager spoke with she" acceptable variation. Assessor can simply tick these although they should note variations.

1.2 Good level of detail from Assessor, with timings included. This is good practice.

Armands has mentioned 7 other things. If he'd only said "manager spoke with she" "some directions" "up the hill" then this wouldn't have been enough. Assessor needs to use professional judgement.

Assessor has written 'as above', which shows that the responses noted for 1.1, 1.2 are sufficient to meet 2.2, 2.3. This is acceptable.



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### Mark Scheme for Part B: Discussion

To achieve the Assessment Criteria the candidate must:

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/✓	Candidate Responses Assessor Notes
1	1.1	give relevant answers to question(s) and make relevant contributions throughout the discussion to show they follow the gist.	✓				'one full time job which I would like to do is tour guide - 2:10
1	1.2	give relevant answer(s) and make relevant contributions throughout the discussion, which shows they are obtaining information.	✓				'guide because I like travelling.
1	1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				'what full time job is your favourite? - 2:30
2	2.1	generally use clear pronunciation to articulate sounds so as to be understood and correct pronunciation of details, e.g.  'I would like to be a nurse. I like caring for people.'		✓			'And here do you work? - 3:16
2	2.2	generally use appropriate straightforward language when asking a question(s) and during the discussion. Language is generally appropriate to the context and topic.  generally use appropriate intonation, vocabulary and body language to express what they like and dislike in relation to the topic.		✓			'you are a designer for rooms? - 3:20 'only shoe? or clothes? - 3:21 'what you don't like to do? - 3:40
3	3.1	generally present their contributions and information appropriately, e.g. generally use appropriate grammatical forms and appropriate intonation to support their information giving.  provide details, such as:  'I want to do childcare because I have a little brother and I like children.'  'I would not like to work in a shop because I like to be outside.'			✓		'Why you like your professional designer job? - 4:30 'My dream job is tour guide because I like travelling and cross many countries' - 5:00
3	3.2	generally structure and convey the required details, expressing their preferences during the discussion.  generally use stress and intonation to emphasise their main points and use correct grammatical forms.			✓		'There is a lot of very beautiful fish and corals' - 5:20
4	4.1	ask and answer at least <b>one</b> relevant question suitable for the context and use supportive body language.  ask questions, answer questions and make contributions to help develop the discussion, e.g.  'Have you ever worked with children before?'  'No, but my aunt does.'  'What about you? Do you want to do a course?'  generally respect the turn taking rights of others, e.g. use appropriate language/body language to create contribution opportunities for self and the other candidate.				✓	'I don't like to be a doctor because I don't like seeing other people's blood' - 6:20

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**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
4	4.2	generally use vocabulary phrases to indicate likes / dislikes / feelings / wishes / hopes once during the discussion.					(as above)
4	4.3	ask at least one question. The question must be correctly structured, e.g. use correct vocabulary, grammatical forms and intonation.  request information that is relevant to the discussion.					(as above)

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.