

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

### 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  'you are a designer for rooms? - 3:20
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.		✓			'only shoe? or clothes? - 3:31  '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
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.			✓		'Cross many countries' - 5:00  '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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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.