

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

Good clear instructions from Assessor. Assessors are reminded to speak slowly and clearly, but normally. It is not a dictation.

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.	✓				'My dream full time job is my profession' 2:55
1	1.2	give relevant answer(s) and make relevant contributions throughout the discussion, which shows they are obtaining information.	✓				'What is your dream work?' - 1:54
1	1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				full time.
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.'		✓			'I a shoe designer and I work this 15-16 years' - 3:00 'No. Shoe designer' - 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.		✓			'I don't like work in factory' - 3:50 why? 'It's too hard' - 3:58
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.'			✓		'I like you have to do every day different' - 4:49 'What job you don't like to do?' - 6:19 'What do you do now?' - 7:01
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.			✓		(as above)
4	4.1	ask and answer at least one 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.				✓	(as above)

1.1, 1.2 Excellent level of detail supplied by Assessor.

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4.1 At least one question must be asked of the other candidate and noted by the Assessor.
Nela's Question "What is your dream job?"
Armand's Question "What full time job you like to do?"

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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.