

Edexcel ESOL Skills for Life

Speaking & Listening Entry 3

Sample Assessment Material

March 2012

Maximum time allowed per candidate for this test is: 15 minutes

Part 1 – 4 minutes

Part 2a – 5 minutes

Part 2b – 6 minutes

Turn over ►

CANDIDATE REGISTRATION AND MARKS FOR CANDIDATE A

THE FOLLOWING SECTIONS MUST BE COMPLETED BY THE ASSESSOR

Centre Name:							Assessor Name:		
Centre Number:							Signature:		
							Date test taken:		

Candidate's Name:						
Registration Number:						

DECLARATION

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.

Assessor Signature _____

If this candidate has had any assistance during this test 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 test please give details.

--

If internally verified:

Internal Verifier's Name:
Signature:
Date:

Specific requirements for this paper:

A video recording is required to support the written record of a candidate's responses.

PART NO	MARKS AVAILABLE	ASSESSOR MARKS	IV MARKS
1	8		
2 (a)	8		
2 (b)	8		
Total	24		
Pass mark: 16 Delete pass or fail as appropriate		PASS – FAIL	PASS – FAIL

CANDIDATE REGISTRATION AND MARKS FOR CANDIDATE B

THE FOLLOWING SECTIONS MUST BE COMPLETED BY THE ASSESSOR

Centre Name:							Assessor Name:		
Centre Number:							Signature:		
							Date test taken:		
Candidate's Name:									
Registration Number:									

DECLARATION

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.

Assessor Signature _____

If this candidate has had any assistance during this test 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 test please give details.

If internally verified:

Internal Verifier's Name:
Signature:
Date:

Specific requirements for this paper:

A video recording is required to support the written record of a candidate's responses.

PART NO	MARKS AVAILABLE	ASSESSOR MARKS	IV MARKS
1	8		
2 (a)	8		
2 (b)	8		
Total	24		
Pass mark: 16 Delete pass or fail as appropriate		PASS – FAIL	PASS – FAIL

INSTRUCTIONS TO ASSESSORS AND RECORD SHEET

This record sheet can be used to help you record your judgements during the test.

Remember to transfer the marks to the Personal Details and Marks for Each Candidate page.

In the test text appearing in bold should be read out exactly as written.

Instructions to you on how to conduct the test are in italics.

PART 1

Candidate A	Candidate A	Comments
1 (a) Gist	1	
1 (b) Detail	1 2	
1 (c) Remembers text	1 2 3	
1 (c) Speaks clearly	1 2	
Mark for Part 1 (8)		

Candidate B	Candidate B	Comments
1 (a) Gist	1	
1 (b) Detail	1 2	
1 (c) Remembers text	1 2 3	
1 (c) Speaks clearly	1 2	
Mark for Part 1 (8)		

INSTRUCTIONS TO ASSESSORS AND RECORD SHEET

PART 2 (a)

	Candidate A	Candidate B
2 (a) Follows guidance (Introduction/opinion/answer)	1	1
2 (a) (uses formal register)	1	1
2 (a) (Asks questions/ makes requests)	1 2 3	1 2 3
2 (a) (Speaks clearly in responses)	1 2 3	1 2 3
Comments		
Mark for 2 (a) (8)		

PART 2 (b)

	Candidate A	Candidate B
Takes part in discussion correctly following gist	1 2 3	1 2 3
Makes requests	1	1
Responds to opinions	1	1
Answers questions clearly	1	1
Makes statements clearly	1 2	1 2
Comments		
Mark for 2 (b) (8)		

PART 1

Text 1 (for Candidate A)

[Marks Available: 8]
4 minutes

I am going to read something to you. Please listen carefully. I will ask you to tell me in your own words what this text is mainly about.

The Assessor should read the text below slowly, with a clear pause at the end of each sentence.

In Britain, children often get pocket money and they spend it on a variety of things. Younger children may spend it all on sweets and snacks. Older children like to spend their money on mobile phones, music downloads, clothes and trips to the cinema. Many older children between the ages of 13 and 17 look for extra jobs to earn more money. They might take newspaper delivery jobs, clean cars, baby sit or mow lawns. In other words, children spend their money in different ways.

The Assessor then asks this question:

1 (a)

Is this mainly about what children like to buy, what children like to eat or children going to the cinema?

ANSWER: What children like to buy

I am going to read this again. You may make notes. Then I will ask you a question about what you hear. (Read the text again.)

1 (b)

Can you tell me two jobs older children may do?

ANSWER:

- Mow the lawn
- Baby-sit
- Clean car
- Newspaper round

Award valid answers for 1(b) and 1(c) provided they are not duplicated.

1 (c)

Can you tell me three other things you remember?

Candidate needs to recall three things as given in the list below or other similar answers. Assessor may prompt using: 'Anything else?'

CANDIDATE A - POSSIBLE RESPONSES

- Children spend money on a variety of things
- Younger children buy sweets and snacks
- Older children look for extra jobs
- Older children spend their money on mobile phones
- Older children spend their money on music
- Older children are aged between 13 and 17

PART 1

Text 2 (for Candidate B)

[Marks Available: 8]
4 minutes

I am going to read something to you. Please listen carefully. I will ask you to tell me what this text is mainly about.

The Assessor should read the text below slowly, with a clear pause at the end of each sentence.

A recent report says that in Britain about half a million children aged five to nine now own a mobile telephone. This number has doubled over the last few years. Features such as touch screens, built in cameras, musical ring-tones and computer games in mobile phones make them very popular with children. A lot of parents buy their children mobile phones so that they can contact them at any time. Parents need to limit how much money children use for making mobile calls and sending texts.

The Assessor then asks this question:

1 (a)

Is this mainly about children's safety, children and computer games or children and mobile phones?

ANSWER: Children and mobile phones

I am now going to read this again. You may make notes. Then I will ask you a question about what you have heard. (*Read the text again.*)

1 (b)

Can you tell me two features of mobile phones that make them popular with children?

ANSWER:

- Touch screens
- Built-in cameras
- Musical ringtones
- Computer games

Award valid answers for both 1(b) and 1(c) provided they are not duplicated.

1 (c)

Can you tell me what other things you remember?

Candidate needs to recall three things as given in the list below or other similar answers. Assessor may prompt using: 'Anything else?'

CANDIDATE B - POSSIBLE RESPONSES

- Children aged 5 to 9 often have mobiles/phones
- In Britain half a million young children have mobiles/phones
- Number of children with mobiles/phones has doubled
- Parents buy children mobiles/phones
- Parents want to be able to contact children at any time
- Parents need to limit money spent

PART 2 (a)

[Marks Available: 8]
5 minutes

In Britain we are worried that young people are not spending enough time outside.

Your local council has organised a public meeting to discuss the introduction of a lower speed limit in your area. This is to make it safer for children to play outside but some people are unhappy about the idea.

(Candidate A & B) you are both attending this meeting. You each need to introduce yourself formally at the meeting.

(Candidate A) give your opinion on the idea of introducing a lower speed limit in your area.

(Candidate B) please ask (Candidate A) more about what he/she said.

Candidate A should answer the question.

(Candidate B) give your opinion on the idea of introducing a lower speed limit in your area.

(Candidate A) please ask (Candidate B) more about what he/she said.

Candidate B should answer the question.

PART 2 (a)

[Marks Available: 8]
6 minutes

*The assessor now needs to develop a discussion between Candidate A and Candidate B.
This should include:*

- candidates asking and answering questions
- candidates making requests
- candidates taking turns and responding appropriately to other points of view
- candidates making statements of fact.

It is important that the assessor does not participate in the discussion between the candidates, beyond providing prompts to facilitate the discussion. If one candidate is not contributing enough you may prompt, e.g. Candidate B, Can you say more about ...?

You will now discuss what is the best way for children to spend their free time. How did you like to spend your time as a child? Do children grow up too fast?

The discussion may include the following points:

Requests:

- Can you say something more about that?
- Would you like to suggest a way to encourage children to play more?

Questions:

- What do you think about children having mobile phones?
- What games did you play as a child?
- Do children today have too much money?

Responding to opinions and turn taking:

- I understand what you mean about children reading, but I think computers are important too.
- I think that children should earn their pocket money and not spend it all on sweets. What do you think?

Statements:

- Children may play in different ways but it is all about learning and having fun.
- Children do not enjoy themselves as much today.
- I really enjoyed playing street games as a child.
- Children are not safe playing in the street but they often have gardens to play in.
- I prefer to see children being active as it is healthy for them.

At the end of the discussion close the test.

Thank you both very much.

THIS IS THE END OF THE TEST FOR (Candidate A) and (Candidate B)