

Set xx ESOL (QCF) Skills for Life Speaking and Listening Entry 3

Learning Outcome and Unit Achievement Record											
Centre Name: A. COLLEGE											
Centre Number:					1	2	3	4	5		
Candidate Name: ANY CANDIDATE											
Pearson Registration Number:					P	E	5	4	3	2	1
Candidate Signature: A. Candidate					Date: 25/11/24						
Assessor Name: A.N. ASSESSOR					Internal Verifier Name: A. VERIFIER						
DECLARATION I confirm that the assessment was conducted properly and fairly, and that the marks awarded are an accurate reflection of the candidate's performance. If this candidate has had any assistance, please state the nature of the assistance and when it was given. If there are any special circumstances that may have had a negative effect on the candidate's performance in this assessment, please state them.											
Assessor Signature: A.N. ASSESSOR					Date: 20-11-2024						
Internal Verifier Signature: A. Verifier					Date: 25/11/24						
Date Assessment Taken: 20-11-2024											
	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:					

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

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Mark Scheme for Part A: Listen and Respond

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	1.1	state the text is mainly about: <ul style="list-style-type: none"> children getting pocket money ✓ children doing jobs (to earn money). <p>Accept any reasonable variation of the above. Do not accept details.</p>	✓				1. What is this text mainly about? 2.32
1	1.2	give at least two correct details as specified for Question 2. identify two jobs older children do to earn money. e.g. <ul style="list-style-type: none"> deliver newspapers ✓ clean cars ✓ wash dishes (in a cafe) ✓ walk dogs ✓ <p>Do not accept single word answers. Accept any reasonable variation of the above.</p>	✓				2. Tell me two jobs older children do to earn money. 2.42
1	1.2	give at least three correct details as specified for Question 3. identify three jobs that younger children do to earn pocket money. e.g. <ul style="list-style-type: none"> helping around the house clean their room ✓ help with cooking ✓ help with shopping ✓ take the rubbish out ✓ run errands. <p>Do not accept single word answers. Accept any reasonable variation of the above.</p>	✓				3. Tell me three jobs that younger children do to earn pocket money. 2.57
1	1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				
2	2.1	articulate sounds so they are understood. generally use: <ul style="list-style-type: none"> correct grammatical form, e.g. tenses and verb form correct intonation. 		✓			

Gist question can be met in either Task A or Task B. Mark scheme says accept reasonable variations. "About children pocket money" is an acceptable variation.

1.2 Assessor has ticked the relevant responses here, and supplied time references as to where to find the responses given. This is an example of good practice. Learning Outcomes are also ticked. NB Timings on their own, without any supporting evidence would not be acceptable. However, ticks on their own would be sufficient.

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Speaking and Listening Entry 3

A

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	make relevant contributions to the discussion throughout to show they follow the gist.					
1	1.2	show they have listened to the other speaker by making relevant contributions to the discussion, which shows they are obtaining relevant detail from the other speaker. Candidate A says: 'I used to like playing football with my friends in the park.' Candidate B responds: 'I did too. I don't get time to play football now.'					I agree with you. The best way is to show our own example. (6:16)
1	1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	1.3 Good Assessor comments, plus timings. The direct quote from the candidate noted here, shows how 1.2 has been met.				1.3, 2.1, 2.2. The Learning Outcome boxes have not been ticked to show successful completion of the tasks. These must always be ticked.
2	2.1	generally use clear pronunciation to be understood.					
2	2.2	generally use appropriate language for the discussion context, topic and to express their view.					
3	3.1	generally structure their factual account and contributions appropriately.	3.1 "In my childhood I always spent..." Anna responds to Olha's question.				In my childhood I always spent... (4:21)
3	3.2	make relevant statements of fact on the topic. use the correct tense, connect ideas and use appropriate stress and intonation for the audience. The factual account must include how to encourage children to spend more time outside: e.g. 'Parents should limit the time children spend watching television.' 'The council should improve the park.' 'There should be an area just for ball games.' Accept other relevant responses.					In my opinion spending time outside is very important (...) (4:47)
3	3.3	generally use appropriate verbal and non-verbal language, intonation and apply language conventions appropriate for the context. Example during the candidate's factual account: Example during discussion: 'The council should organise some activity days at the park.' 'I agree. I also think that the council should build a skatepark.'					3.2 Good Assessor comments and notes, with timings. However, LO is again not ticked.

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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	4.1	generally make relevant contributions and use language and non-verbal communication conventions and language appropriate for the context to convey their views. Making a suggestion example: <i>'There should be more lighting in the park.'</i> Constructive contribution example: <i>'Yes, especially around the footpaths and tennis court.'</i>					<i>I go to the park after school.</i> (6:32) <div style="background-color: green; color: white; padding: 5px; font-size: 0.8em;">4.1 Non-verbal communication such as nods and the use of 'hmm' etc can be noted here.</div>
4	4.2	generally apply language conventions to express themselves. Examples include giving their ideas or proposals: <i>'I think that activities could be arranged on the school field.'</i> <i>'That's a good idea. They could have rounders matches.'</i>					<i>We go to trips in nature with fresh air.</i> (6:49)
4	4.3	make a suggestion and respond to another candidate's suggestion. Making a suggestion example: <i>'They could buy more play equipment.'</i> <i>'I agree. They need some more equipment for teenagers.'</i> The candidates must agree on one or two things people can do to reduce their stress before exams.					<i>I can suggest (...) organize trips to interesting places.</i> (8:29)
4	4.4	ask at least one question relevant to the discussion. Examples include: <i>'Do you think nature walks would encourage children to spend more time outdoors?'</i> Asking for another's opinion e.g. <i>'Do you think they should have more security cameras in the park?'</i> Accept any questions and responses that are relevant to the text.					<i>How can we encourage to spend more time outside for our children?</i> (5:39)

Note: When carrying out assessment work with candidates, the assessor should ensure that each candidate has a fair opportunity to contribute and is not hindered by, for example, the case, the assessor will ensure that the candidates to ensure

Anna asks the question – "How do you think, how can we encourage...to spend more time outside, our children?"

This needs an Assessor note to show how met. Assessors need to employ their professional judgement as to whether a Candidate's statements and responses have met the various criteria.

These must be discussions. Centres should take care to set up the Tasks in an appropriate way. The Discussion should not be 2 individuals talking separately about a topic and then answering a couple of questions. It should also not be a Q&A session. It should demonstrate interaction between 2 or 3 people. Taking turns, asking and answering questions related to the topic, respecting other points of view. Centres / Assessors need to be careful with the pairs they use. Try to ensure the candidates are of a similar level, and that one doesn't dominate and even intimidate the other. If using a non assessed participant, again be careful to choose someone of a similar level. In the event that a member of staff is used, then they need to remember they are playing a role. It can become very easy for a candidate to simply defer to the member of staff and not show their true Speaking & Listening level.

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

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Olha introduces the topic and makes good points. Gives a relevant example from her childhood. Asks a good question – "How did you spend your free time as a child?"

Mark Scheme for Part A: Listen and Respond
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	1.1	state the text is mainly about: <ul style="list-style-type: none"> children getting pocket money ✓ children doing jobs (to earn money). Accept any reasonable variation of the above. Do not accept details.	✓				1. What is this text mainly about? 2:20
1	1.2	give at least two correct details as specified for Question 2. identify two jobs older children do to earn money. e.g. <ul style="list-style-type: none"> deliver newspapers clean cars ✓ wash dishes (in a cafe) walk dogs ✓ Do not accept single word answers. Accept any reasonable variation of the above.	✓				2. Tell me two jobs older children do to earn money. 2:32
1	1.2	give at least three correct details as specified for Question 3. identify three jobs that younger children do to earn pocket money. e.g. <ul style="list-style-type: none"> helping around the house ✓ clean their room ✓ help with cooking ✓ help with shopping ✓ take the rubbish out ✓ run errands. Do not accept single word answers. Accept any reasonable variation of the above.	✓				3. Tell me three jobs that younger children do to earn pocket money. 2:46
1	1.3	respond to complete the task after the assessor has read out the instructions as given in the paper.	✓				
2	2.1	articulate sounds so they are understood. generally use: <ul style="list-style-type: none"> correct grammatical form, e.g. tenses and verb form correct intonation. 		✓			

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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	make relevant contributions to the discussion throughout to show they follow the gist.	✓				Yes, I agree with you.	9:02
1	1.2	show they have listened to the other speaker by making relevant contributions to the discussion, which shows they are obtaining relevant detail from the other speaker. Candidate A says: 'I used to like playing football with my friends in the park.' Candidate B responds: 'I did too. I don't get time to play football now.'	✓				The best way to encourage children to spend time outside is an example	9:05
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 use clear pronunciation to be understood.		✓				
2	2.2	generally use appropriate language for the discussion context, topic and to express their view.		✓				
3	3.1	generally structure their factual account and contributions appropriately.			✓			
3	3.2	make relevant statements of fact on the topic. use the correct tense, connect ideas and use appropriate stress and intonation for the audience. The factual account must include how to encourage children to spend more time outside: e.g. 'Parents should limit the time children spend watching television.' 'The council should improve the park.' 'There should be an area just for ball games.' Accept other relevant responses.			✓		I think the best way is our example. Adults should put away their gadgets and spend time with the children. Walk in the park; organise a picnic	5:40 5:55
3	3.3	generally use appropriate verbal and non-verbal language, intonation and apply language conventions appropriate for the context. Example during the candidate's factual account: Example during discussion: 'The council should organise some activity days at the park.' 'I agree. I also think that the council should build a skatepark.'						

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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	4.1	generally make relevant contributions and use language and non-verbal communication conventions and language appropriate for the context to convey their views. Making a suggestion example: <i>'There should be more lighting in the park.'</i> Constructive contribution example: <i>'Yes, especially around the footpaths and tennis court.'</i>				✓	More events and more trips 8:42
4	4.2	generally apply language conventions to express themselves. Examples include giving their ideas or proposals: <i>'I think that activities could be arranged on the school field.'</i> <i>'That's a good idea. They could have rounders matches.'</i>				✓	
4	4.3	make a suggestion and respond to another candidate's suggestion. Making a suggestion example: <i>'They could buy more play equipment.'</i> <i>'I agree. They need some more equipment for teenagers.'</i> The candidates must agree on one or two things people can do to reduce their stress before exams				✓	I think council should help to solve this problem (...) organise some events 7:29
4	4.4	ask at least one question relevant to the discussion. Examples include: <i>'Do you think nature walks would encourage children to spend more time outdoors?'</i> Asking for another's opinion e.g. <i>'Do you think they should have more security cameras in the park?'</i> Accept any questions and responses that are relevant to the text.	9.30 Assessor reminds candidates that they need to agree on one suggestion to take to the council to encourage children to spend more time outside.				How did you spend free time as a child? 4:18
			4.4 Questions are relevant to the discussion. At least one question should be noted by the Assessor here.				

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.