

# 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.

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

**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: #90EE90; padding: 5px; border: 1px solid black;">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, assessors 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.