

Set xx ESOL (QCF) Skills for Life

Speaking and Listening Level 1

Learning Outcome and Unit Achievement Record										
Centre Name: <u>A. COLLEGE</u>										
Centre Number:						1	2	3	4	5
Candidate Name: <u>ANY CANDIDATE</u>										
Pearson Registration Number:						P	E	5	4	3
Candidate Signature: <u>A. Candidate</u>						Date: <u>20/11/24</u>				
Assessor Name: <u>A.N. ASSESSOR</u>						Internal Verifier Name: <u>A. VERIFIER</u>				
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: <u>A.N. ASSESSOR</u>						Date: <u>20-11-2024</u>				
Internal Verifier Signature: <u>A. Verifier</u>						Date: <u>28/11/24</u>				
Date Assessment Taken: <u>20-11-2024</u>										
	ASSESSOR EACH ASSESSMENT CRITERION MET ONCE IN PARTS A, B or C X/✓	IV EACH ASSESSMENT CRITERION MET ONCE IN Parts A, B or C X/✓	SV EACH ASSESSMENT CRITERION MET ONCE IN PARTS A, B or C X/✓							
Learning Outcome 1	✓	✓								
Learning Outcome 2	✓	✓								
Learning Outcome 3	✓	✓								
Learning Outcome 4	✓	✓								
				PEARSON USE ONLY						
Each Assessment Criterion met once in Parts A, B or C to achieve pass. Delete PASS or FAIL as appropriate.	<u>PASS - FAIL</u>	<u>PASS - FAIL</u>								
SV Name:	SV Signature:						Date:			

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Speaking and Listening Level 1

Learning Outcome and Unit Achievement Record							
Centre Name:							
Centre Number:							
Candidate Name: <u>Kokeryna</u>							
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 IN PARTS A, B or C X/✓	IV EACH ASSESSMENT CRITERION MET ONCE IN Parts A, B or C X/✓	SV EACH ASSESSMENT CRITERION MET ONCE IN PARTS A, B or C X/✓				
Learning Outcome 1							
Learning Outcome 2							
Learning Outcome 3							
Learning Outcome 4							
	Learning Outcomes not ticked by Assessor. These MUST be ticked to show achievement.		PEARSON USE ONLY				
Each Assessment Criterion met once in Parts A, B or C to achieve pass. Delete PASS or FAIL as appropriate.	PASS – FAIL	PASS – FAIL	PASS – FAIL				
SV Name:	SV Signature:		Date:				

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Speaking and Listening Level 1

Mark Scheme for Part A: Presentation

To achieve the Assessment Criteria the candidate must:

(K)

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	ask relevant questions to each of the group members to show that they followed the gist.	✓				
1	1.2	ask at least one direct question and respond to questions from others.	✓				1.1, 1.2 Needs at least one question to be noted here.
1	1.3	follow the assessor instructions for the task.	✓				
2	2.1	use clear pronunciation to be understood when delivering their talk or answering questions.		✓			3.2 3 relevant details – can be 3 facts stated in the Talk / Presentation.
2	2.2	use appropriate language for the context during the talk, when answering questions and when asking questions of others.		✓			
3	3.1	structure the talk, including the facts and opinions to be conveyed.					Q&A at end of Talk / Presentation is crucial for candidate to meet 1.2, 2.2, 4.2. And for the other candidate to meet 1.1.
3	3.2	include a minimum of three relevant details in their account.			✓		(5-30) • A.I. - negative • Personal & professional • Children.
3	3.3	use appropriate verbal and non-verbal language and conventions to convey the relevant details.			✓		
4	4.2	convey opinions and ideas during the talk and when responding to questions.				✓	
4	4.4	ask a question on the other group members' talks.				✓	What is the best tool to help save the planet?

Note: When carrying out assessment, candidates working in groups, 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 candidates. 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.

4.4 Kateryna asked "What is the best tool to help save the planet?"

04.20 Assessor prompted candidate watching the Talk to ask a question. This is acceptable if it doesn't look like it is going to happen without prompting. The prompt is required here because the candidates are having a discussion, when this should be a talk, followed by Q&A. The onus is on the centre here to ensure there is a clear distinction between the 2 Tasks. One is a Talk / Presentation followed by related Q&A. The second activity is an interactive discussion between 2 or 3 people. Both Kateryna and Wioletta's Talks / Presentations are more like discussions. Needs to be a Talk / Presentation (for a minimum of 3 minutes) followed by Q&A. Level 1 candidates need to acquire this skill now as it will be further assessed at Level 2.

→ 4:20 - Stepped in to remind learner to ask a question.

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Mark Scheme for Part B: Discussion

To achieve the Assessment Criteria the candidate must:

(K)

(12.20)

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 show that they follow the gist.	✓				
1	1.2	generally make relevant contributions to show that they are obtaining detail.	✓				
1	1.3	correctly follow the assessor instructions for the task.	✓				
2	2.1	generally use clear pronunciation to be understood.		✓			
2	2.2	use appropriate language for the discussion context and topic.		✓			
3	3.1	generally structure their contributions to the discussion to present information appropriately.			✓		
3	3.2	include in their account the option they support with relevant reasons.			✓		
3	3.3	generally use appropriate verbal and non-verbal language and apply conventions appropriate for the context.			✓		
4	4.1	generally use language and non-verbal communication conventions appropriate to the context. They must also make contributions that develop the discussions, using appropriate interrupting techniques to take the discussion forward on one occasion.					I agree ✓ this is the best option.
4	4.2	generally use strategies to create opportunities to convey their views at least twice during the discussion, i.e. their initial view plus an expression of their view during the discussion.					✓ In my opinion could put together Fancy dress
4	4.3	use strategies to negotiate an outcome, including the correct use of intonation and register to support a group decision to be made.					✓ Show off.
4	4.4	ask relevant questions based on what they have heard group members say.					X No direct question asked.

1.1, 1.2, 2.2 are all ticked but not examples have been given. However, the comments noted for 4.1, 4.2 demonstrate that 1.1, 1.2, 2.2 have all been met.

Note: When carrying out assessment work with candidates working in groups, 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 other candidates. 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.

4.4 is not awarded as no direct question was asked. However, 4.4 was met during Part A.

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Mark Scheme for Part C: 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	follow the main points to make some reference to making scrambled eggs when answering questions.	✓				
1	1.2	identify the required detailed information to answer questions. Allow one incorrect response from questions in Task C.	✓				
1	1.3	correctly follow the assessor instructions for the task.	✓				
1	1.3	follow the text instructions and respond appropriately to the instructions to answer questions.	✓				
2	2.1	generally use clear pronunciation so they can be understood when answering questions.		✓			
2	2.2	generally use appropriate language and content to answer questions.		✓			
3	3.1	answer questions to present the required information with appropriate detail and register.			✓		

1.2, 2.2, 3.1. One incorrect response allowed here. Assessors are reminded that 2.1 may have already been met in Part A or Part B.

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Speaking and Listening Level 1

Mark Scheme for Part C: Listen and Respond

(5:42)

Questions and Sample Responses	Candidate Responses Assessor Comments
<p>1. What ingredients are the eggs mixed with to make scrambled eggs?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • butter • milk 	<p>1.</p> <p>✓ 1 tablespoon butter 4 tablespoon milk.</p>
<p>2. How can you stop the mixture from sticking to the pan?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • stir with a wooden spoon • stir the mixture continuously • keep stirring until it thickens. 	<p>2.</p> <p>✓ non stick pan. Stir until it thickens.</p>
<p>3. What two things can be added to the scrambled eggs when cooked but before serving?</p> <ul style="list-style-type: none"> • salt ✓ • pepper ✓ • (chopped) parsley ✓ • chives. ✓ 	<p>3.</p> <p>✓</p>
<p>4. What can the cooked scrambled eggs be served with?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • (hot / buttered) toast • muffin • (grilled) tomatoes ✓ • mushrooms. ✓ 	<p>4.</p> <p>✓</p>
<p>5. Give one other detail from the text that was read out to you.</p> <p>Accept one of the following:</p> <ul style="list-style-type: none"> • serves two people • you need four eggs • break eggs (carefully) into a bowl • use a fork to whisk together • put butter in a pan • put pan on hob / low heat • use a non-stick pan • put back on heat (if you want them cooked more) • a quick / healthy snack. <p>Accept any of the responses from Questions 1-4 not previously used.</p> <p>Accept any reasonable variations for any of the above questions.</p> <p>Do not accept responses that are not drawn from the task.</p>	<p>5.</p> <p>✓ texture which we like.</p>

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Set xx ESOL (QCF) Skills for Life Speaking and Listening Level 1

Learning Outcome and Unit Achievement Record			
Centre Name:			
Centre Number:			
Candidate Name: <i>Wioletta</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 IN PARTS A, B or C X/✓	IV EACH ASSESSMENT CRITERION MET ONCE IN Parts A, B or C X/✓	SV EACH ASSESSMENT CRITERION MET ONCE IN PARTS A, B or C X/✓
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			
Learning Outcome 4			
			PEARSON USE ONLY
Each Assessment Criterion met once in Parts A, B or C to achieve pass. Delete PASS or FAIL as appropriate.	PASS – FAIL	PASS – FAIL	PASS – FAIL
SV Name:	SV Signature:		Date:

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Assessor allows the candidate time to pause and collect her thoughts. This is good practice.

Mark Scheme for Part A: Presentation

To achieve the Assessment Criteria the candidate must:

(W)

(0.43)

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	ask relevant questions to each of the group members to show that they followed the gist.	✓				
1	1.2	ask at least one direct question and respond to questions from others.	✓				
1	1.3	follow the assessor instructions for the task.	✓				
2	2.1	use clear pronunciation to be understood when delivering their talk or answering questions.		✓			don't buy want you don't need.
2	2.2	use appropriate language for the context during the talk, when answering questions and when asking questions of others.		✓			
3	3.1	structure the talk, including the facts and opinions to be conveyed.			X		
3	3.2	include a minimum of three relevant details in their account.			✓		• changing climate • Improve planet • The weather.
3	3.3	use appropriate verbal and non-verbal language and conventions to convey the relevant details.			✓		
4	4.2	convey opinions and ideas during the talk and when responding to questions.				✓	
4	4.4	ask a question on the other group members' talks.				✓	How can it help in future?

3.2 3 details stated.

4.4 Example of question given.

Note: When carrying out assessment work with candidates working in groups, 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 candidates. 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.

2.1, 3.3, 4.3
Pronunciation. Assessors need to use professional judgement based on Parts A, B & C to determine whether the candidate has met these criteria.

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Mark Scheme for Part B: Discussion

To achieve the Assessment Criteria the candidate must:

(W)
(12.20)

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 show that they follow the gist.	✓				
1	1.2	generally make relevant contributions to show that they are obtaining detail.	✓				
1	1.3	correctly follow the assessor instructions for the task.	✓				
2	2.1	generally use clear pronunciation to be understood.		✓			
2	2.2	use appropriate language for the discussion context and topic.		✓			
3	3.1	generally structure their contributions to the discussion to present information appropriately.			✓		
3	3.2	include in their account the option they support with relevant reasons.			✓		
3	3.3	generally use appropriate verbal and non-verbal language and apply conventions appropriate for the context.			✓		
4	4.1	generally use language and non-verbal communication conventions appropriate to the context. They must also make contributions that develop the discussions, using appropriate interrupting techniques to take the discussion forward on one occasion.				✓	Best Family Funday Weather? What about dinner dance
4	4.2	generally use strategies to create opportunities to convey their views at least twice during the discussion, i.e. their initial view plus an expression of their view during the discussion.				✓	Yes, I Think
4	4.3	use strategies to negotiate an outcome, including the correct use of intonation and register to support a group decision to be made.				✓	
4	4.4	ask relevant questions based on what they have heard group members say.				✓	What games could you play?

4.1, 4.2 show how
1.1, 1.2, 2.2 have
been met.

Note: When carrying out assessment work with candidates working in groups, 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 other candidates. 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.

It is important to keep the camera rolling for the 10 minutes of making notes. It clearly shows that no interference has taken place in the Assessment. These notes should be collected in.

4.4 awarded here, and in Part A.

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Mark Scheme for Part C: 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	follow the main points to make some reference to making scrambled eggs when answering questions.	✓				
1	1.2	identify the required detailed information to answer questions. Allow one incorrect response from questions in Task C.	✓				
1	1.3	correctly follow the assessor instructions for the task.	✓				
1	1.3	follow the text instructions and respond appropriately to the instructions to answer questions.	✓				
2	2.1	generally use clear pronunciation so they can be understood when answering questions.		✓			
2	2.2	generally use appropriate language and content to answer questions.		✓			
3	3.1	answer questions to present the required information with appropriate detail and register.			✓		

Set xx ESOL (QCF) Skills for Life

Speaking and Listening Level 1

Mark Scheme for Part C: Listen and Respond

(5.43)

Questions and Sample Responses	Candidate Responses Assessor Comments
<p>1. What ingredients are the eggs mixed with to make scrambled eggs?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • butter ✓ • milk ✓ <p>2. How can you stop the mixture from sticking to the pan?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • stir with a wooden spoon • stir the mixture continuously • keep stirring until it thickens. <p>3. What two things can be added to the scrambled eggs when cooked but before serving?</p> <ul style="list-style-type: none"> • salt • pepper • (chopped) parsley ✓ • chives. ✓ <p>4. What can the cooked scrambled eggs be served with?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • (hot / buttered) toast ✓ • muffin ✓ • (grilled) tomatoes • mushrooms. <p>5. Give one other detail from the text that was read out to you.</p> <p>Accept one of the following:</p> <ul style="list-style-type: none"> • serves two people • you need four eggs • break eggs (carefully) into a bowl • use a fork to whisk together • put butter in a pan • put pan on hob / low heat • use a non-stick pan • put back on heat (if you want them cooked more) • a quick / healthy snack. <p>Accept any of the responses from Questions 1-4 not previously used.</p> <p>Accept any reasonable variations for any of the above questions.</p> <p>Do not accept responses that are not drawn from the task.</p>	<p>1.</p> <p>2.</p> <p>use a wooden spoon and stir constantly.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>Serves two people use 4 eggs.</p> <div> <p>Assessor has only ticked boxes, no comments offered. One example of a question answered is expected here about making scrambled eggs. These can be ticked on the QP to show candidate has responded appropriately. This evidence should accompany the LO&UAR.</p> </div>

Some incorrect grammar at times from both. Tenses and lack of articles, occasional wrong choice of word. Assessors should remember that S&L is about fluency and getting main ideas across, and understanding them. Therefore, do not penalise grammar too harshly, unless it affects understanding.

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