

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

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	S	4	3	2	1
Candidate Signature: A. Candidate					Date: 20/11/24						
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 performance of the candidate. If this candidate has been assessed in a previous assessment, please state the nature of the assistance given.											
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: 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 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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Learning Outcome and Unit Achievement Record			
Centre Name:			
Centre Number:			
Candidate Name: <u>Anna</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	✓		
			PEARSON USE ONLY
Each Assessment Criterion met once in Parts A, B or C to achieve pass. Delete PASS or FAIL as appropriate.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">PASS</div> - FAIL	PASS - FAIL	PASS - FAIL
SV Name:	SV Signature:		Date:

General Marking Guidance

- All candidates must receive the same treatment. Assessors must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Assessors should mark according to the mark scheme.
- All marks on the mark scheme should be used appropriately.
- All marks on the mark scheme are designed to be awarded. Assessors should always award full marks if deserved, i.e. if the answer matches the mark scheme. Assessors should also be prepared to award zero marks if a candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When assessors are in doubt about applying the mark scheme to a candidate's response, the centre's internal verifier must be consulted.

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Speaking and Listening Level 2

Mark Scheme for Part A: Presentation

To achieve the Assessment Criteria the candidate must:

(A)

40

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.	✓				would you go back to being an accountant (16.40)
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.		✓			
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.			✓		How to save money & spend less • lists (1.41) • check website (2.14) • Take shower not bath (3.42)
3	3.2	include a minimum of three relevant details in their account.			✓		
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.				✓	I give my son pocket money Will you stay here. (9.02)
4	4.4	ask a question on the other group members' talks.				✓	

Note: When carrying out assessment working in groups, the assessor should ensure that each candidate has the 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.

3.1, 3.2, 3.3, 4.2 all have direct quotes for examples. This is good practice.
Another question could have been recorded. "If you get the opportunity, and your knowledge of English is better, are you going to go back to accountancy job?"

4.4 Question asked "Will you stay here?" Timing also given to show where to find this question.

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Mark Scheme for Part B: Discussion

To achieve the Assessment Criteria the candidate must:

A

10:26

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.	Shows how gist met. Comments for 4.1, 4.2, 4.3, 4.4 show this.				
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.				✓	Not working in a Super market.
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.				✓	Introduced topic We need the best 14.15
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.				✓	No - he doesn't work now 12.14
4	4.4	ask relevant questions based on what they have heard group members say.					Why?

Keep camera rolling for the full 10 minutes of note taking. Assessor reminds Maria to prepare notes, and not to start talking straightaway. This is acceptable. Good interaction between the 2 candidates. Take turns. Polite. Make sure candidates are of a similar level if at all possible. These 2 are very good candidates and achieved the tasks well.

No ass ear with candidates working in groups, the has a fair opportunity to be heard by, for example other candidates. If this is the case, the assessor will need to take on the role of one of the candidates to ensure fairness of

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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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 cooking stuffed peppers when answering questions.	✓	Assessor has only ticked boxes, no comments offered. One example of a question answered is expected here. These can be ticked on the QP to show candidate has responded appropriately. This evidence should accompany the LO & UAR.			
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.			✓		

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Mark Scheme for Part C: Listen and Respond

Questions and Sample Responses	Candidate Responses Assessor Comments
<p>1. What is the next step after putting the peppers onto a greased baking tray?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • <i>bake the peppers</i> • <i>cook at 200c, gas mark 60</i> • <i>cook for 25-30 minutes.</i> 	<p>1. 8.49.</p> <p>Put for 200c and gas mark 6 for 25-30 minutes</p>
<p>2. What indicates that the onion and garlic are cooked perfectly?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • <i>soft</i> • <i>see-through</i> • <i>not brown.</i> 	<p>2.</p> <p>Soft, not brown.</p>
<p>3. Identify two ingredients that should be added to the rice and walnut mixture.</p> <ul style="list-style-type: none"> • <i>(chopped) basil</i> • <i>parsley</i> • <i>seasoning.</i> 	<p>3.</p> <p>Basil & Parsley</p>
<p>4. What two things indicate that the peppers are cooked?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • <i>soft</i> • <i>brown around the edges.</i> 	<p>4.</p> <p>Soft brown round the edge</p>
<p>5. From the text, give two ways that the stuffed peppers can be served to make a more filling meal.</p> <p>Accept one of the following:</p> <ul style="list-style-type: none"> • <i>(grilled) fish</i> • <i>(roasted) chicken.</i> 	<p>5.</p> <p>grilled fish roast chicken.</p>
<p>6. Why must the pre-cooked rice be stored in a refrigerator?</p> <ul style="list-style-type: none"> • <i>prevent / stop / kill spores</i> • <i>prevent food poisoning.</i> 	<p>Prevent spore. food poisoning</p>

7. Give two other pieces of information from the text that was read to you.

- 'Dish of the day'
- ✓ serves four (people)
- ingredients: 4 red peppers / 1 small onion / 1 clove of garlic / 100 grams of pre-cooked rice / 50 grams of chopped walnuts / olive oil
- peel / chop onion / garlic
- ✓ wash the peppers / clean safe to eat
- slice top off each
- remove seeds
- use a tablespoon to push in rice mixture
- put tops back on
- spray with olive oil
- ensure rice is piping hot
- serve as a light lunch
- serve with (warm crusty) bread / green salad.

Accept any of the responses from Questions 1-4 not previously used.

Accept any reasonable variations for any of the above questions.

Do not accept responses that are not drawn from the task.

recipe is for 4 people

wash the pepper
to safe for eating

Inaccurate grammar "That is mean that food not must been poisoning."

Acceptable as question is clearly answered despite the grammar errors.

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Learning Outcome and Unit Achievement Record				
Centre Name:				
Centre Number:				
Candidate Name: <i>Mariia</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:	

General Marking Guidance

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- All marks on the mark scheme should be used appropriately.
- All marks on the mark scheme are designed to be awarded. Assessors should always award full marks if deserved, i.e. if the answer matches the mark scheme. Assessors should also be prepared to award zero marks if a candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When assessors are in doubt about applying the mark scheme to a candidate's response, the centre's internal verifier must be consulted.

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Mark Scheme for Part A: Presentation

To achieve the Assessment Criteria the candidate must:

(m)

9:12.

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.	✓				If You have a choice to (8.15)
1	1.2	ask at least one direct question and respond to questions from others.	✓				Save money do you limit yourself
1	1.3	follow the assessor instructions for the task.	✓				or son.
2	2.1	use clear pronunciation to be understood when delivering their talk or answering questions.		✓			
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.			✓		moving from Ukraine.
3	3.2	include a minimum of three relevant details in their account.			✓		• moving to UK • lovely host family
3	3.3	use appropriate verbal and non-verbal language and conventions to convey the relevant details.			✓		• English lessons
4	4.2	convey opinions and ideas during the talk and when responding to questions.				✓	Working with Children now
4	4.4	ask a question on the other group members' talks.				✓	

Note: When carrying out assessment work with candidates working in groups, the assessor should ensure that each candidate is assessed against each assessment criterion, and is assessed against the performance of the other candidates. If this is the case, the assessor should take on the role of observer and, if necessary, take on the role of observer.

Asks Anna question about choices and limits, shows gist

Maria talks about life before in Ukraine. Centres need to be aware of potentially difficult and emotional topics and how candidates might react to these.

4.2 (13.43) worried about my daughter
(14.50) my daughter teaches me

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Mark Scheme for Part B: Discussion

To achieve the Assessment Criteria the candidate must:

(m)

10:26

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.	✓	Shows how gist met. Comments for 4.1, 4.2, 4.3, 4.4 show this.			
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 candidate is Jenny. 13:15 job for a Sunday
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.					20 - Sorry 12 Years experience
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.				✓	I agree with you 16:15
4	4.4	ask relevant questions based on what they have heard group members say.				✓	what/who do you suggest. why not

Keep camera rolling for the full 10 minutes of note taking. Assessor reminds Maria to prepare notes, and not to start talking straightaway. This is acceptable. Good interaction between the 2 candidates. Take turns. Polite. Make sure candidates are of a similar level if at all possible. These 2 are very good candidates and achieved the tasks well.

with candidates working in groups, the has a fair opportunity to be assessed against ed by, for example, the poor performance of assessor will need ensure fairness

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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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 cooking stuffed peppers 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.			✓		

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Mark Scheme for Part C: Listen and Respond

Questions and Sample Responses	Candidate Responses Assessor Comments
<p>1. What is the next step after putting the peppers onto a greased baking tray?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • <i>bake the peppers</i> • <i>cook at 200c, gas mark 60</i> • <i>cook for 25-30 minutes.</i> 	<p>1. 8:46.</p> <p>Turn oven to 200c, gas mark 6 for 25-30 minutes.</p>
<p>2. What indicates that the onion and garlic are cooked perfectly?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • <i>soft</i> • <i>see-through</i> • <i>not brown.</i> 	<p>2.</p> <p>Soft, see through but not brown.</p>
<p>3. Identify two ingredients that should be added to the rice and walnut mixture.</p> <ul style="list-style-type: none"> • <i>(chopped) basil</i> • <i>parsley</i> • <i>seasoning.</i> 	<p>3.</p> <p>chopped basil and parsley</p>
<p>4. What two things indicate that the peppers are cooked?</p> <p>Accept any one of the following:</p> <ul style="list-style-type: none"> • <i>soft</i> • <i>brown around the edges.</i> 	<p>4.</p> <p>Soft and start to get brown around the edges.</p>
<p>5. From the text, give two ways that the stuffed peppers can be served to make a more filling meal.</p> <p>Accept one of the following:</p> <ul style="list-style-type: none"> • <i>(grilled) fish</i> • <i>(roasted) chicken.</i> 	<p>5.</p> <p>Serve with grilled fish or roasted chicken.</p>
<p>6. Why must the pre-cooked rice be stored in a refrigerator?</p> <ul style="list-style-type: none"> • <i>prevent / stop / kill spores</i> • <i>prevent food poisoning.</i> 	<p>Prevent Spores, not killed during boiling Prevent poisoning</p>

7. Give two other pieces of information from the text that was read to you.

- 'Dish of the day'
- serves four (people)
- ingredients: 4 red peppers / 1 small onion / 1 clove of garlic / 100 grams of pre-cooked rice / 50 grams of chopped walnuts / olive oil
- peel / chop onion / garlic
- ✓ wash the peppers / clean safe to eat
- slice top off each
- remove seeds
- use a tablespoon to push in rice mixture
- put tops back on
- spray with olive oil
- ensure rice is piping hot
- serve as a light lunch
- serve with (warm crusty) bread / green salad.

Accept any of the responses from Questions 1-4 not previously used.

Accept any reasonable variations for any of the above questions.

Do not accept responses that are not drawn from the task.

To ensure the peppers are clean

use the stuffed peppers as a light lunch, with warm crusty bread.

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