

Pearson Edexcel Level 1 Award in Speaking and Listening (QCF) Sample Assessment Materials (SAMs)

First teaching January 2014

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ISBN 9781446909096

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Introduction

Sample assessment materials (SAMs) provide learners and centres with specimen questions and mark schemes. These are used as the benchmark to develop the external assessment learners will take.

Speaking and Listening

The SAM for this unit has been provided for the following qualification:

- Pearson Edexcel Level 1 Award in Speaking and Listening (QCF).

Speaking and Listening – Sample assessment test and mark scheme

This sample assessment test and mark scheme is for the following qualification:

- Pearson Edexcel Level 1 Award in Speaking and Listening (QCF).

General Guidance

Preparation for Assessment

Candidates should have the opportunity to develop their skills and practice speaking, listening and communication activities throughout their learning programme. Centres must ensure that the candidates understands, and is fully prepared, for the requirements of the controlled assessment.

Assessor Guidance and Mark Scheme

The purpose of the test paper is to assess the candidate's ability to meet the requirements of the Pearson Edexcel Level 1 Award in Speaking and Listening. Assessors should be familiar with the contents of the paper before they administer the assessment to candidates.

Assessment of the Pearson Edexcel Level 1 Award in Speaking and Listening

1. The time allowed for this paper is 1 hour 15 mins (total time for the completion of all tasks excluding time taken for the assessor to read out task instructions and task texts).
2. Candidates must be offered the opportunity to attempt every task.
3. To meet the differing needs of assessment centres, assessors may wish to deliver tasks A, B and C of the test paper on different occasions. Tasks may be delivered in the order best suited to the circumstances that prevail. All records relating to those tasks must be completed during the assessment session and stored securely.
4. Assessors should ensure that candidate personal, centre and registration details are entered accurately and fully on the Individual Assessment Record Sheets.
5. Assessors must sign and date the Individual Summative Assessment Record Front Sheet when all tasks have been assessed.
6. Assessors must record the candidate's responses to the tasks on applicable Individual Assessment Record Sheet.
7. For Task C Assessors must record the candidate's responses to the questions on the relevant Individual Assessment Record Sheet.
8. If assessors have provided any assistance to any candidate during this test, then details of the support given must be recorded on the individual candidate Summative Assessment Record Sheet and the Individual Assessment Record recording documents for each task.
9. Arrangements for special consideration should be in accordance with the procedures outlined in Edexcel's Code of Practice.
10. Assessment of each task should be decided according to the Mark Scheme and the Individual Assessment Record Sheet.
11. To achieve the Pearson Edexcel Level 1 Award in Speaking and Listening overall the candidate should meet each of the given Level 1 assessment criteria for each task.
12. Assessors should use their professional judgement and expertise when applying the Mark Scheme.

Additional guidance for Speaking and Listening

- A group of three candidates are to be assessed together for Tasks A and B. At the discretion of the centre either two or four candidates may be present with the assessor for Tasks A and B
- Only **one** candidate should be present with an assessor during the assessment of Task C.
- Each section of the test paper has a short scenario to give a context to the assessment task. This scenario should be read to the candidates and it should be repeated once.
- The assessor is to familiarise the candidates with the instructions for the task prior to their test. Candidates are not assessed on the instructions.
- Items in italics are guidance to an assessor and should not be read out. Items in bold text are to be read by the assessor to the candidate.
- Responses must be given orally by candidates.
- 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

Criteria, and 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.

Recording candidate responses:

Assessors must make a written record of candidates' responses on the candidate's individual copies of the Individual Assessment Record Sheet for the task during or shortly after the candidates undertake the test. This written evidence must be provided for internal and external verification purposes.

Centres are required to make audio or video recordings of all candidate tasks to be presented with the completed candidate's Mark Scheme and Individual Assessment Record Sheet documentation for external verification purposes.

During Task A, candidates will be assessed on:

- expressing themselves, e.g. providing facts, opinions, explanations, instructions, accounts or descriptions (ac 2.2, ac 2.3, ac 3.1, ac 3.2)
- expressing themselves logically (ac 2.3, ac 2.2, ac 3.2, ac 3.3)
- speaking clearly and appropriately (ac 2.2, ac 3.1, ac 3.2, ac 3.3)
- asking questions to check their understanding and/or obtain information (ac 1.2, ac 1.3)
- responding to questions from others (ac 2.1, ac 3.1, ac 3.3)
- identifying the main points of the talk in order to ask a relevant question (ac 1.1)
- asking a relevant question to check your understanding and/or obtain information (ac 1.2, ac 1.3)
- making relevant contributions (ac 3.1, ac 3.3)
- providing relevant feedback to others (ac 2.2, ac 2.4).

During Task B, candidates will be assessed on:

- using language and detail appropriate to the discussion (ac 2.1, ac 2.2, ac 2.3, ac 2.4)
- expressing themselves giving explanations, instructions, accounts and descriptions (ac 3.1, ac 3.2, ac 3.3)
- actively joining in and moving the discussion forward (ac 1.1, ac 1.2, ac 1.3, ac 2.2, ac 2.3)
- allowing others to give their opinions (ac 3.2, ac 3.3)
- making relevant contributions to the discussion (ac 3.1, ac 3.2, ac 3.3).

During Task C, candidates will be assessed on:

- expressing themselves giving facts and descriptions (ac 2.2, ac 2.3, ac 3.1, ac 3.2, ac 3.3)
- identifying the main points from the text (ac 1.1, ac 2.1)
- responding appropriately to verbal questions (ac 2.2)
- providing feedback when listening to others (ac 2.2, ac 2.4).

A record of the outcomes of the speaking assessments must be made. Centres must provide the following:

- All Individual Candidate Assessment Record Sheets detailing the candidate's performance
- Attendance list
- A copy of the assessor guidance for the assessment used
- DVD or CDROM of work for internal quality assurance purposes and external verification.

Pearson Edexcel

Award in Speaking and Listening (QCF) Level 1

Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference
XXX/XX

Turn over ►

Task A: Presentation task - formal context

Total time allowed for task: 25 minutes

The time available for this task excludes that required for the assessor to read out the instructions, the text and completion of Individual Assessment Records.

Please listen carefully to what I am going to read to you. I will read this twice. You can make notes. I will then ask you to prepare and give a talk to a group of other candidates.

The assessor reads the text below to the group.

It is proposed that your local park is going to close in order for new housing to be built. The park is used by many people in your community but your town needs new homes. You will give a short talk to a group of **two** others arguing for or against the closure of the park.

The assessor to read the text to candidates one further time.

Now prepare and give a talk to a group of two others.

You will have:

- **10 minutes to prepare your talk**
- **2 minutes to give your talk**
- **13 minutes for questions and responses.**

Following your talk each of the other group members will ask you one question which you must answer.

The assessor provides the following instruction to the group of candidates:

You will listen to the other presenters. You may find it helpful to note the main points from their talk. You will need to prepare to ask each presenter one question after they have finished. You must ask each presenter a different question.

The assessor must ensure that no candidate is unfairly hindered in their achievement of all assessment criteria, for example by the poor performance of other group members. 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. At the discretion of the assessor, additional time may be allowed to ensure that each candidate has the time they need to ask and respond to questions.

Task B: Discussion – informal context

Total time allowed for task: 25 minutes

The time available for this task excludes that required for the assessor to read out the instructions, the text and completion of Individual Assessment Records.

Please listen carefully to what I am going to read to you. I will read this twice. I will then ask you to take part in a discussion with others.

The assessor should read the text below to the group.

Your manager has told you that there is some money available to spend on either a gym, a staff social event or updating the canteen. They have asked your group to discuss these ideas and to make a recommendation on the group's preferred option.

You will prepare for the discussion by deciding on what you think the money should be spent, take part in a discussion with others and make a **group** decision.

The assessor to read the text to candidates one further time.

The assessor provides the following instruction to the group of candidates.

You now have:

- **10 minutes on your own to prepare for the task. You may write down a few ideas**
- **12 minutes with your group members to discuss how to spend the money**
- **3 minutes to agree and confirm the group decision.**

Remember! You MUST consider all options and make a decision.

The assessor must monitor the discussion to ensure that no candidate is unfairly hindered in their achievement of all assessment criteria, for example the poor performance of other group members. 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.

Task C – Listen and Respond

Total time allowed for task: 25 minutes

The time available for this task excludes that required for the assessor to read out the instructions, the text and completion of Individual Assessment Records.

*The assessor should read the text below to **one** candidate then ask the five questions.*

I am going to read an article to you. Please listen carefully. When I have finished I will read it again to you once more. I will then ask you five questions about what I have read to you.

You may make notes.

Recycling has many environmental benefits. Recycling waste products means that less waste goes into land fill sites. Land fill sites pollute the environment. As a country we are running out of suitable places to use as land fill sites.

Using recycled materials to make new things uses a lot less energy than making them from new raw materials. For example, recycling an aluminium can to make a new one uses up to 95% less energy.

Most of us recycle paper, card and plastic at home. However, not many people recycle waste in the work place. Some companies are introducing their own recycling system.

One local company, by recycling paper, saves on average 187kg of paper from going into land fill sites each week. That's over 7 tonnes a year.

Recycling saves companies money as they have to pay to have their waste removed. Using a recycling system at work can save companies up to £1,300 a year and reduce the number of bins needed for general waste.

Many materials used at work can be recycled. Setting up a recycling scheme at work is quick and easy. Putting posters up in the work place can help staff get to know how it works.

All you need to do is sort your waste into different coloured bins. Use a black bin for general waste, a green bin for food waste, a blue bin for waste paper and a grey bin for cans. It's a simple system to introduce and can be very cost effective.

I am now going to ask you five questions about what I read to you.

The assessor to ask the candidate five questions and record their responses using audio or video recording.

END OF ASSESSMENT

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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 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:

TASK	ASSESSOR – ALL CRITERIA MET FOR TASK	IV – ALL CRITERIA MET FOR TASK
A		
B		
C		
All criteria for all tasks met to achieve pass. Delete pass or fail as appropriate.	PASS – FAIL	PASS – FAIL

Task A: Individual Assessment Record Sheet: Presentation task – formal context

To achieve a Level 1 overall a candidate should have met each of the Level 1 assessment criteria for each task at least once (use a separate record sheet for each candidate).

Candidate name:	Registration number:	Centre number:
Presentation task – formal context	Date:	

Please use the space below to note in detail how the activity was organised, any candidate support provided (if provided) and how the candidate met the criteria.

Assessment Criteria	Assessment criterion met? (Insert X/✓)
1.1 Identify detail when obtaining information and ideas.	
1.2 Use strategies to clarify and confirm understanding.	
1.3 Make verbal requests to obtain information.	
2.1 Identify relevant detail from spoken communication with others.	
2.2 Convey meaning during verbal communication.	
2.3 State facts and opinions during verbal communication.	
2.4 Provide feedback when listening to others.	
3.1 Present information and ideas verbally.	
3.2 Communicate facts and opinions verbally.	
3.3 Use strategies to support verbal communication during discussion.	

Assessor name:	Assessor signature:	Date:
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Mark Scheme for Task A: Presentation – formal context

Assessment Criteria	Sources of evidence	Notes
1.1 Identify detail when obtaining information and ideas.	Short talk – formal situation.	The language used must be appropriate to the situation and context.
1.2 Use strategies to clarify and confirm understanding.	Questions after the short talk.	Candidate must ask at least one direct question.
1.3 Make verbal requests to obtain information.	Short talk and questions after the short talk.	Candidate must make at least one request.
2.1 Identify relevant detail from spoken communication with others.	Short talk and questions after the short talk.	Candidate must identify relevant detail on at least one occasion when delivering the short talk or answering questions.
2.2 Convey meaning during verbal communication.	Short talk and questions after the short talk.	Candidate must speak with clarity on most occasions during the short talk and when answering questions.
2.3 State facts and opinions during verbal communication.	Short talk and questions after the short talk.	Candidate must state facts and opinions on at least one occasion during the short talk and when answering questions.
2.4 Provide feedback when listening to others.	Short talk and questions after the short talk.	In listening to talks delivered by others, the candidate takes the opportunity to provide verbal and non-verbal feedback.
3.1 Present information and ideas verbally.	Short talk – formal situation.	Candidate must present information and ideas during the short talk.
3.2 Communicate facts and opinions verbally.	Short talk and questions after the short talk.	Candidate language choice appropriate for the audience and context.
3.3 Use strategies to support verbal communication during discussion.	Questions after the short talk.	In responding to questions, the candidate takes the opportunity to develop ideas and main points

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 Criteria, and 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.

Task B: Individual Assessment Record Sheet: Discussion – informal context

To achieve a Level 1 overall a candidate should have met each of the given Level 1 assessment criteria at least once for each task (a separate record sheet for each candidate).

Candidate name:	Registration number:	Centre number:
Presentation task – informal context	Date:	

Please use the space below to note in detail how the activity was organised, any candidate support provided (if provided) and how the candidate met the criteria.

Assessment Criteria	Assessment criterion met? (Insert X/✓)
1.1 Identify detail when obtaining information and ideas.	
1.2 Use strategies to clarify and confirm understanding.	
1.3 Make verbal requests to obtain information.	
2.1 Identify relevant detail from spoken communication with others.	
2.2 Convey meaning during verbal communication.	
2.3 State facts and opinions during verbal communication.	
2.4 Provide feedback when listening to others.	
3.1 Present information and ideas verbally.	
3.2 Communicate facts and opinions verbally.	
3.3 Use strategies to support verbal communication during discussion.	

Assessor name:	Assessor signature:	Date:
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Mark scheme for Task B: Discussion – informal context

Assessment Criteria	Sources of evidence	Notes
1.1 Identify detail when obtaining information and ideas.	Discussion – informal situation.	Candidate language used must be appropriate to the situation and context.
1.2 Use strategies to clarify and confirm understanding.	Discussion – informal situation. Asking questions to clarify and confirm understanding during the discussion.	Candidate must ask at least one direct question during the discussion.
1.3 Make verbal requests to obtain information.	Requesting information and clarification during the discussion.	Candidate must make at least one request.
2.1 Identify relevant detail from spoken communication with others.	Contribution to discussion.	Candidate must use techniques to sustain and influence the discussion on at least one occasion.
2.2 Convey meaning during verbal communication.	Contribution to discussion. Explaining, describing view and giving instructions during the discussion.	Candidate must speak with clarity on most occasions. Candidates must ask questions and make contributions to move the discussion forward on at least one occasion.
2.3 State facts and opinions during verbal communication.	Respect for others during the discussion.	Candidate must respect others contributions on at least one occasion.
2.4 Provide feedback when listening to others.	Contribution to discussion.	Lea Candidate rner takes the opportunity to provide verbal and none verbal feedback.
3.1 Present information and ideas verbally.	Display politeness to others during the discussion.	Candidate must use techniques for interruption on at least one occasion.
3.2 Communicate facts and opinions verbally.	Contribution to discussion.	Candidate language choice appropriate for the audience and context.
3.2 Use strategies to support spoken language.	Contribution to discussion.	Candidate must use strategies to create opportunities to make contributions at least once during the discussion.

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 Criteria, and not hindered by, for example, the poor performance of other candidate's. If this is the case, the assessor will need to intervene and, if necessary, take on the role of one of the learners to ensure fairness of assessment opportunity.

Task C: Individual Assessment Record Sheet: Listen and respond.

To achieve a Level 1 overall a candidate should have met each of the given Level 1 assessment criteria at least once for each task (use a separate record sheet for each candidate).

Candidate name:	Registration number:	Centre number:
Activity: Listen and respond	Date:	

Please use the space below to note in detail how the activity was organised and any candidate support provided (if provided).

Assessment Criteria	Assessment criterion met? (Insert X/✓)
1.1 Identify detail when obtaining information and ideas.	
2.1 Identify relevant detail from spoken communication with others.	
2.2 Convey meaning during verbal communication.	
2.3 State facts and opinions during verbal communication.	
2.4 Provide feedback when listening to others.	
3.1 Present information and ideas verbally.	
3.2 Communicate facts and opinions verbally.	
3.3 Use strategies to support verbal communication during discussion.	

Task C: Listen and respond individual assessment record sheet (continued)

Please note candidate response to the questions in the table (use a separate record sheet for each candidate).

Candidate name:	Registration number:	Centre number:
	QUESTION	CANDIDATE RESPONSE
1	Explain how companies can save money by recycling.	
2	How would you identify where different items of waste should be placed?	
3	Why is it important to reduce the amount of waste going into landfill sites?	
4	Give one fact from the text that you have heard.	
5	Why should we recycle? Explain your reasons (minimum of two reasons drawn from the text)	
Assessor name:		Assessor signature:
		Date:

Example Responses for Task C

	QUESTION	EXAMPLE RESPONSES
1	Explain how companies can save money by recycling.	<ul style="list-style-type: none"> To reduce the number of bins needed by the company for general waste. Companies do not have to pay as much money to have their waste removed.
2	How would you identify where different items of waste should be placed?	<ul style="list-style-type: none"> Use the bin colour code system. Use black bin for general waste, green bin for food, blue bin for paper, grey bin for cans. Read the posters.
3	Why is it important to reduce the amount of waste going into landfill sites?	<ul style="list-style-type: none"> Landfill sites pollute the environment. We are running out of space to use as landfill sites.
4	Give one fact from the text that you have heard.	<ul style="list-style-type: none"> Setting up recycling at work is quick, easy and simple. Recycling saves companies money up to £1 300 a year. Recycling aluminium cans to make a new one uses up to 95% less energy. A local company saves on average 187kg of paper a year from going into landfill sites by recycling. A local company saves 7 tonnes a year going from going into landfill sites by recycling. Companies can put up posters to help staff get to know the recycling system.
5	Why should we recycle? State your reasons (minimum of two reasons drawn from the text).	<ul style="list-style-type: none"> Save energy. Less pollution. Save companies money. It is good for the environment. Stops us filling up landfill sites. A recycling system is quick and easy to set up.

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

Mark scheme for Task C: Listen and Respond

Assessment Criteria	Answer – sources of evidence	Notes
1.1 Identify detail when obtaining information and ideas.	Answering questions.	Candidate identifies all the main points when answering questions.
1.2 Use strategies to clarify and confirm understanding.	Not assessed through this task.	
1.3 Make verbal requests to obtain information.	Not assessed through this task.	
2.1 Identify relevant detail from spoken communication with others.	Answering questions.	Candidate identifies the relevant detail when answering questions.
2.2 Convey meaning during verbal communication.	Answering questions.	Candidate must speak with clarity on most occasions. Candidates must answer questions clearly and correctly on most occasions.
2.3 State facts and opinions during verbal communication.	Answering questions.	Candidate must present facts from the text.
2.4 Provide feedback when listening to others.	Answering questions.	Candidate takes the opportunity to provide verbal and none verbal feedback.
3.1 Present information and ideas verbally.	Answering questions.	Candidate must use techniques for interruption on at least one occasion.
3.2 Communicate facts and opinion verbally.	Answering questions.	Candidate must present facts from the text.
3.2 Use strategies to support spoken language.	Answering questions.	Candidate must use strategies to present facts from the text.

ISBN 9781446909096 October 2013

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Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121