



Pearson



Administrative Support Guide for Teacher-Examiners Conducting Speaking Tests

JETSET ESOL International Qualifications

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Introduction

This booklet provides guidance for centres who will be entering candidates for LCCI JETSET speaking component tests.

This booklet should be used in conjunction with the JETSET speaking test training DVD, including live example speaking tests, and the LCCI Information Manual.

Checklist for teacher-examiners

Preparation

- Try to obtain the **best possible recording conditions and surroundings**. This should ideally be a quiet room, undisturbed by background noise such as people walking into the recording area, telephones ringing or traffic noise.
- If only one microphone is used, ensure that it is closer to the candidate(s) than to the teacher-examiner.
- Ensure that the microphone will not be affected by noises such as hands tapping on the table, knocking against table legs etc.
- Timing devices are necessary but should not be intrusive and distracting to the candidate (for example, loud timers).
- Carefully read through the teacher-examiner instruction booklet 48 hours before the first test.
- Ensure you are familiar with the teacher-examiners role for **all candidates' material and timings**.

When recording

- Check that the recorder and microphone are in good working order prior to conducting the test.
- At the start of each test, record all required details on a separate audio file, which would then either be burned to CD or copied to USB. (As set out in The Conduct of the Test section on page 7).
- Ensure that only candidates for the same level are recorded on any one audio file.
- Ensure that the **time limits for each part are not unduly exceeded** although it is important not to stop a candidate's response in mid-sentence.

After recording

- After each test, **check** each test that the test has been recorded. If not, the candidates must do the test again, **using different material**.
- Ensure that the quality of recording is clear and does not contain continual hums, buzzes, etc.
- Make sure that recordings of previous candidates are not accidentally erased.
- Label the CD/USB box in the same order as the candidates are recorded on the CD/USB; with the same candidate numbers and pairings as on the mark-sheet.
- Enclose the attendance report with the component mark sheet and CDs/USBs.
- Centres **must** keep a copy of the attendance report, component mark sheet and CD/USB for centre records.
- Send the CDs/USBs to Pearson using the address labels provided.

Administrative Instructions

Dates and Times of Tests

The speaking tests should be conducted within two weeks either side of the written papers. **Candidates are tested in pairs**, in a separate room, at a time arranged by the centre. Centres are required to notify Pearson of the dates of the tests.

Teacher-Examiners

Where a local Agent has not provided an examiner it is the responsibility of the Centre to appoint the examiners who will conduct the speaking tests. The examiner must have completed training/familiarisation prior to conducting a session and can do so via the JETSET speaking component training DVD. Teacher-examiners or external examiners may mark the speaking tests. Each candidate's test is recorded for moderation by a Moderator appointed by Pearson.

Materials for the Tests

Pearson provides the marking criteria and assessment material for the test, as well as Part One suggested conversation questions for use by the teacher-examiner; Part Two and Part Three tasks for use by candidates, and teacher-examiner instructions.

The test material (teacher-examiner instructions, part two tasks) may be opened 24 hours before the first speaking test to allow for preparation by the teacher-examiner. It may **not**, however be removed from the centre or shown to candidates before their test.

Centres are responsible for providing:

- a suitable room for the test, as soundproof as local conditions permit;
- a good quality recorder with microphone.
- labelled blank CDs/USBs for recording the tests. (All tests must be recorded digitally and they must be burned onto a CD or copied onto a USB before being sent to Pearson.)

The Test Room

It is important to ensure that the room used for the test is reasonably pleasant to work in. Every effort should be made to ensure that the environment is as quiet as would be expected for a written test. Telephones ringing, interruptions and intrusive classroom noise do not help the concentration of either the candidate or the teacher-examiner. It is recommended that a notice is placed on the door of the test room stating 'Quiet please – examination in progress. No admittance.' All electronic devices must be turned off during the test.

The Recording Equipment

The recording equipment used should be the best the centre has available, with clear recording capabilities, and it is important that the teacher-examiner should be fully familiar with its operation. If possible, an external microphone should be used rather than one that is inbuilt, and it should be placed *on a soft surface* between the teacher-examiner and the candidates. Normally, it will be necessary to place the microphone nearer to the candidate than to the teacher-examiner. Teacher-examiners should do their best to ensure that the microphone does not pick up any extraneous noises such as nervous candidates tapping the table, where possible. **Pearson recommends the use of lapel microphones, which candidates can attach to their clothing.**

Format of the Speaking Component

The Speaking test consists of three parts.

Part One - the candidate responds to Personal Profile questions based on the topics, functions, and grammar structures indicated in the content of the Specification.

The material for Part One is provided as a list of questions for the teacher-examiner to draw from.

Part Two – both candidates engage in a stimulus based discussion, guided by the teacher-examiner.

Part Three - conversation or extended discussion related to the topic in Part Two and the candidate's own experiences.

Each of the interlocutors has a number of Part Two/Part Three tasks provided by Pearson and the teacher-examiner decides which version to use.

Timing

The following timings apply:

Level Foundation, One, Two, Three and Four: Approximately 5 minutes per candidate, 10 minutes for the complete test

Level Five, Six and Seven: Approximately 8 minutes per candidate, 16 minutes for the complete test

Teacher-examiners should time the length of the conversation (e.g. by using a stopwatch) to avoid overrunning significantly. **Bear in mind that loud and intrusive ticking devices may hamper the concentration of candidates.** If a time signal sounds at the end of the set period the conversation should be brought to a natural conclusion and not stopped abruptly in mid - reply.

These timings must be adhered to out of fairness to candidates and it is down to the teacher-examiner to ensure the timings are followed. The timing of the assessment begins with the student's first utterance in relation to Part 1. Once the maximum stipulated assessment time has passed, the teacher-examiner needs to bring the assessment to a natural end, allowing the student to complete their last sentence. The teacher-examiner will turn off the recording device at that point.

In exceptional circumstances it may be found desirable to curtail the test or part of it, if it is found, for instance, that the candidate is unable to produce any assessable utterances, or has reached the limit of what he/she can say. It should be realised that such a candidate is likely to receive a very low mark.

Centres should be aware that students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

The Conduct of the Test

All candidates' speaking tests must be burned onto CDs or copied to USBs. Please note the following:

- Tests at different levels must not be recorded on the same CD/USB.
- Where there are multiple teacher-examiners, each teacher-examiner must use different CDs/USBs for each centre.
- If centres are submitting multiple orders, they must ensure each order is submitted on a separate CD/USB
- The tests should preferably be conducted in candidate number order.

At the beginning of each CD/USB, the teacher-examiner should record an introduction precisely on the following pattern:.

CD/USB Number
Centre Number and Name
JET SET Level (e.g. JETSET Foundation level)
ASE Code and Version.....(e.g. ASE10203 Version D14)
Date (e.g. Thursday 7 May 2015)
Examiner (e.g. Mrs M Brown)

The number and name of each candidate (surname followed by initials and the name by which the candidate is referred to during the test, candidate A or B) should be **announced and recorded before he/she begins the test.**

After the last candidate on each CD/USB, the teacher-examiner **must** say "end of recording".

Once each candidate's test has started, the recording must be left running continuously on RECORD; it must not be switched off, nor may the PAUSE button be pressed, during the test. Centres must ensure that each recording appears as a **separate track** on the CD/USB.

Teacher-examiners should check after each candidate's test that the test has actually been recorded. Where recordings have failed, are incomplete or unintelligible, the candidate should be given the opportunity to repeat the test using **different Part Two/Part Three tasks.**

Teacher-examiners should ensure that the order of the candidates on the CD/USB corresponds exactly to the order on the tracking list (see below).

Pearson accepts recordings in the following formats:

- .mp3 (at least 192 kbit/s)
- .wav
- .wma

which can be submitted on either a CD or USB memory stick. If centres record the oral assessment in a different digital format (e.g. .m4a), they must convert the recording to one of the accepted formats.

If the CD/USB is not submitted in the required format listed above, i.e. separate tracks, correct audio format, multiple orders on separate CDs/USBs, etc, Pearson cannot complete moderation and a new CD/USB will be requested. If centres cannot supply the material in the required formats, results cannot be released for the speaking component.

Centres must ensure that all recordings are **clearly** labelled so that the centre and candidates can be easily identified. Centres must also provide track listings in 'Word or 'Excel' using the format below for all digital recordings. The track listings need to include, the number and name of each candidate (including the name by which they are referred to during the test) in the order in which their tests are recorded. Pearson have provided a template of a track list which can be used by centres if they cannot produce their own. This can be found on qualifications.pearson.com.

Example

Order number: 2401200 Centre number: BAH12345 Unit number: ASE10203D14

Track listing	Candidate number	Candidate Name	Centre Mark
<i>1</i>	<i>0012</i>	<i>Joe Bloggs</i>	<i>32</i>

Centres **must** retain a 'back up' copy of all submitted recordings. If a moderator requests a replacement, you will be required to send a further copy of the relevant assessment, Pearson will be unable to release results without a replacement copy.

CD Case labels

The following information must be clearly detailed on the label on each CD cover:

- JETSET
- the level of test and test code, i.e. Level 2 ASE10153J
- the date of the test
- the centre number and name

Security

At all times during the test, assessment materials must be kept under conditions of security similar to those in force for test materials in a written test. The assessment tasks may not be communicated to the candidates in advance of their test. **Centres send CDs to Pearson before they are dispatched to an external examiner for marking.** The teacher-examiner is responsible for dispatching completed CDs to Pearson.

The following section **MUST** be read for the correct application of the JETSET Speaking Test

The Format of the Test

- All JETSET speaking tests must be conducted in pairs.
- In any instances where there is an odd number of candidates entered for a particular level, it is the centre's responsibility to arrange a 'dummy' candidate, with a suitable level of language, who will not be assessed.
- The Assessor cannot be the 'dummy' candidate.
- Tests involving 'dummy' candidates must be the final tests recorded for that particular level.
- Tests which require the use of a 'dummy' candidate but do not use one are automatically invalid and results cannot be released.
- Tests received late or incorrectly completed, may result in their delay or possible rejection.

JETSET Level Foundation **5 minutes per candidate (10 minutes total)**

20 marks

The Speaking test consists of three parts and should last about **five minutes per candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, the candidates respond to two or three Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working with the Assessor, take part in a two minute structured interchange, describing people or a scene, their location/ its contents. The material for Part Two takes the form of pictures of scenes/people. Each candidate has a variant of the same material.

Part Three takes the form of a simple conversation extended from the topic in Part Two and should last for approximately two minutes.

JETSET Level One **5 minutes per candidate (10 minutes total)**

20 marks

The Speaking test consists of three parts and should last about **five minutes for each candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, the candidates respond to Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material.

Part Three takes the form of a two minute simple conversation extended from the topic in Part Two and related to the candidates' own experiences.

JETSET Level Two **5 minutes per candidate (10 minutes total)**

20 marks

The Speaking test consists of three parts and should last about **five minutes for each candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two** the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material.

Part Three takes the form of a two minute conversation extended from the topic in Part Two and related to the candidates' own experiences.

JETSET Level Three

5 minutes per candidate (10 minutes total)

20 marks

The Speaking test consists of three parts and should last about **five minutes for each candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two** the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a narrative based on a picture sequence. Each candidate has a variant of the same material.

Part Three takes the form of a two minute conversation extended from the topic in Part Two and related to the candidates' own experiences.

JETSET Level Four

5 minutes per candidate (10 minutes total)

20 marks

The Speaking test consists of three parts and should last about **five minutes for each candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. This part of the test should last for approximately one minute. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, take part in a two minute structured Interchange with the assessor. The material for Part Two takes the form of a picture depicting an incident. Each candidate has a variant of the same material.

In **Part Three** takes the form of a two minute discussion extended from the topic in Part Two and related to the candidates' own experiences.

JETSET Level Five

8 minutes per candidate (16 minutes total)

40 marks

The Speaking test consists of three parts and should last about **eight minutes for each candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, which should last for approximately three to four minutes, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. The Assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, engage in a five-minute interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating and decision-making.

The material for Part Two can take the form of

Either: a list requiring selection of a finite number of items and then comparing and discussing the choices made by the partner;

Or: comparing two sets of information and then discussing and agreeing on a day and time to do something with the partner.

In **Part Three** takes the form of a five minute extended discussion from the topic in Part Two and related to the candidates' own experiences and knowledge.

JETSET Level Six

8 minutes per candidate (16 minutes total)

40 marks

The Speaking test consists of three parts and should last about **eight minutes for each candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, which should last for approximately three to four minutes, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of the specification. The Assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, take part in a five minute structured interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating, decision-making. The material for Part Two can take the form of

Either: choosing items from a list, establishing own choices in order of priority and comparing and contrasting choices in discussion with the partner;

or: from a list of possible items or activities, discuss preferences and make a choice for an item or an outing with the partner.

In **Part Three** takes the form of a five minute extended discussion from the topic in Part Two and related to the candidates' own experiences and knowledge.

JETSET Level Seven**8 minutes per candidate (16 minutes total)**

40 marks

The Speaking Test consists of three parts and should last about **8 minutes for each candidate**. The tests are conducted by an internal assessor and all parts are based on material externally set by Pearson. The Assessor is provided with sufficient material to ensure a reasonable rotation of task across the group(s) of candidates being examined. Two candidates take the test together in the following format:

In **Part One**, which should last for approximately 2/3 minutes, the candidates respond to Personal Profile questions, based on the topics, functions and vocabulary prescribed in the content of the specification. The material for Part One is provided as a list of questions for the Assessor to draw from.

Part Two of the test will be approximately 6 minutes long.

Candidate A will be given a brief prompt card to study for about 30 seconds. Candidate A will give their opinion on the subject for about 1 minute. Candidate B will then be invited to comment for a further minute.

Candidate B will then be given a brief prompt card to study for about 30 seconds. Candidate B will give their opinion for about 1 minute. Candidate A will then be invited to comment for a further minute.

The prompt cards will both be on a broadly related topic.

Part Three of the test will be approximately 6 minutes long.

The Assessor will expand the topic further with both candidates, and engage in a 3-way discussion.

Test Technique

The Teacher-Examiner

Candidates must be given every opportunity to show what they can do; consequently, it is essential for candidates to be as relaxed as the situation allows. It must be noted that nothing is to be gained by making the test more difficult or stressful than need be. The manner of the teacher-examiner plays a big part in this, the teacher-examiner who is thoroughly prepared gives off an air of confidence which is transmitted to the candidate and plays a part in setting the candidate at ease.

When the candidate first enters, the teacher-examiner should make one or two comments, or ask one or two simple questions, in English, to ensure that the candidates are at ease.

In all parts of the test the teacher-examiner is to play the part of a 'sympathetic native speaker'. This means that:

- the teacher-examiner will make an effort to understand and make himself/herself understood in order to help the process of the communication along. The teacher-examiner will not be deliberately obstructive
- the teacher-examiner must try to forget what he/she already knows about the candidate. The formal or informal form of address should be used, as appropriate.

If the candidate is in difficulty it should be remembered that in reality a sympathetic native speaker would try and help out and would not simply ignore what was said if it was not clear. To clarify what the candidate has said, the teacher-examiner may need to pose a question which does not give away any of the required vocabulary. The teacher-examiner should bear in mind the implications of this for marking. **Too much prompting on the part of the teacher-examiner which offers the candidate the necessary vocabulary will result in the candidate losing marks because he/she has not produced the utterance independently.**

The teacher-examiner should ensure that prompting does not happen so frequently that the conversation is interminably long. (There may very well come a time, with some candidates, when the teacher-examiner simply has to stop trying to elicit the information in order to complete the remainder of the test. Long silences, while waiting for the candidate to respond, are to be avoided.)

Conversation

Teacher-examiners should ensure that they are familiar with the speaking component material. They should always be aware, when asking a question, what possible answers could be given, and ensure that they do not expect candidates to answer questions which involve specialised knowledge and/or structures which are beyond the level being tested.

Teacher-examiners should never correct candidates during the course of the conversation. A well-prepared, patient and encouraging approach will produce the best response.

Bear in mind this is a test of language competence, **NOT** of content knowledge.

Advice for 'Best Practice' when examining JETSET

Try to grade the construction of questions and the level of language appropriately. The candidates' passive knowledge of the language can sometimes be somewhat in advance of active knowledge. Prepare a selection of possible (2/3) questions with which you feel comfortable; remember, however, to listen to the candidates' responses, as these may lead more naturally to other lines of conversation. (See separate information for suggested questions and structures.)

Make sure to give equal time to each candidate, with an equal number of questions and time to answer for each candidate.

Do not compare the candidates with each other, but only with the given criteria of the test at the level for which they are entered. **Make a note* in the 'comments' section of the mark sheet if you think a candidate has been entered at the wrong level.**

**There is no need to make a comment on the mark sheet if no problems are encountered.*

At SET level, try to broaden the area of discussion to more general and global issues – however, this does NOT mean contentious or sensitive issues, such as politics, women's rights, religion and so on.

Try to ensure that the questions asked are likely to be appropriate for the candidates: JETSET is a test of achievement in language, NOT a test of knowledge.

Questions are provided at all levels for all parts of JETSET tests.

Along with the criteria given, training and standardisation, Pearson relies on your professional expertise and judgment when examining. This includes any dealings with the centres, interactions with students and personnel, as well as conduct of the tests.

Please remember that the criteria should be used as 'best fit'. Do not use + or -.

In case of difficulty, please make a note in the 'comments' section of the mark sheet.

Please make sure that the layout of the room is comfortable – there is no reason why the assessor cannot sit opposite to the candidates at a desk or table. Make sure the atmosphere in the room is welcoming and put the candidates at ease with 2-3 questions in Part One of their test. (Please make sure that you check **the overall length of the test** and keep to this timing.)

Marking Guidelines for Speaking Component

Guidelines for Foundation Level and Levels 1, 2, 3 and 4

Marking Descriptors

Descriptor	Definition
Accuracy	in use of grammar and vocabulary
Appropriacy	and range of grammar and vocabulary
Achievement	through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)

Marking Scale and interpretations

Mark	Interpretation
1	can provide <i>restricted</i> evidence of accuracy, appropriacy and achievement, and restricted content in tasks
2	can provide <i>sufficient</i> evidence of accuracy, appropriacy and achievement, and sufficient content in tasks
3	can provide <i>extensive</i> evidence of <i>sustained</i> accuracy, appropriacy and achievement, and extensive and sustained content in tasks

Give 0 when the task is not attempted

Allocation of Marks

DESCRIPTORS	Part One	Part Two	Part Three
Accuracy		1 2 3	1 2 3
Appropriacy		1 2 3	1 2 3
Achievement	1 2	1 2 3	1 2 3
TOTALS			
GRAND TOTAL		/20	

Example of Marks

DESCRIPTORS	Part One	Part Two	Part Three
Accuracy		1 (2) 3	1 2 (3)
Appropriacy		1 (2) 3	1 2 (3)
Achievement	1 (2)	(1) 2 3	1 2 (3)
TOTALS	2	5	9
GRAND TOTAL		16/20	

Guidelines for Levels 5, 6 and 7

Marking Descriptors

Descriptor	Definition
Accuracy	in use of grammar and vocabulary
Appropriacy	and range of grammar and vocabulary
Achievement	through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)

Marking Scale and interpretations

Mark	Interpretation
1-2	can provide <i>restricted</i> evidence of accuracy, appropriacy and achievement, and restricted content in tasks
3-4	can provide <i>sufficient</i> evidence of accuracy, appropriacy and achievement, and sufficient content in tasks
5-6	can provide <i>extensive</i> evidence of <i>sustained</i> accuracy, appropriacy and achievement, and extensive and sustained content in tasks.

Give 0 when the task is not attempted

Allocation of Marks

DESCRIPTORS	Part One	Part Two	Part Three
Accuracy		1-2 3-4 5-6	1-2 3-4 5-6
Appropriacy		1-2 3-4 5-6	1-2 3-4 5-6
Achievement	1-2 3-4	1-2 3-4 5-6	1-2 3-4 5-6
TOTALS			
GRAND TOTAL	/40		

Example of Marks

DESCRIPTORS	Part One	Part Two	Part Three
Accuracy		1-2 3-4 <u>5</u> -6	1-2 3-4 5- <u>6</u>
Appropriacy		1-2 3-4 <u>5</u> -6	1-2 3-4 <u>5</u> -6
Achievement	1-2 <u>3</u> -4	1-2 3- <u>4</u> 5-6	1-2 3- <u>4</u> 5-6
TOTALS	3	14	15
GRAND TOTAL	32/40		

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