

## General Marking Guidance Reading

- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place at the beginning, middle and end of the marking window to ensure this takes place.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to candidate performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for ‘any (other) valid response’, the marker should judge the response’s merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the team leader must be sought.

### Assessment Guidance

| Skill Standards  | Coverage and Range   | Task     | Marks allocated |
|--|--|----------|-----------------|
| <b>Reading</b><br>Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions | <ul style="list-style-type: none"> <li>• Select and use different types of texts to obtain and utilise relevant information</li> </ul> | 1, 8     | 2, 1            |
|  | <ul style="list-style-type: none"> <li>• Read and summarise, succinctly, information/ideas from different sources</li> </ul>           | 6        | 6               |
|  | <ul style="list-style-type: none"> <li>• Identify the purposes of texts and comment on how meaning is conveyed</li> </ul>              | 2, 5, 7  | 3, 3, 3         |
|  | <ul style="list-style-type: none"> <li>• Detect point of view, implicit meaning and/or bias</li> </ul>                                 | 3, 4     | 2, 4            |
|  | <ul style="list-style-type: none"> <li>• Analyse texts in relation to audience needs and consider suitable responses</li> </ul>        | 8, 9, 10 | 6, 1, 6         |
|  | In three or more texts   |          |                 |



## Assessment Mark Sheet – Reading

| Reading Tasks |   |                  |                 |
|---------------|---|------------------|-----------------|
| Q             | Acceptable Responses  | Mark Available   | Candidate Marks |
| 1             | <p><b>Any <u>two</u> of the following – one mark for each</b></p> <ul style="list-style-type: none"> <li>• No hassle</li> <li>• No stress</li> <li>• You can reconnect with simpler pleasures</li> <li>• You can rediscover wonderful parts of Britain</li> <li>• You could be in for a pleasant surprise</li> <li>• You can help kickstart economic recovery by spending your money on British goods and services</li> <li>• Bumper takings in July and August could help to save pubs and cafes</li> <li>• Could help small businesses in tourist areas</li> <li>• You would have more disposable income on holiday</li> <li>• Some European countries are very expensive at the moment</li> </ul>  | 2 marks in total |                 |
| 2a            | To persuade (people to holiday in Britain)  | 1 mark           |                 |
| 2b            | <p><b>Any <u>two</u> of the following – one mark for each</b></p> <ul style="list-style-type: none"> <li>• Stresses benefits to the individual</li> <li>• Stresses benefit to business</li> <li>• Points out negatives of holidaying abroad</li> <li>• Points out that we could kick start the economy if we stay in Britain</li> <li>• Gives examples of how sales are booming in some areas – more people are staying in Britain</li> <li>• Uses a quote from someone in the tourism industry to show that more people are staying in the UK</li> <li>• Uses statistics to emphasise large numbers of people staying in the country</li> <li>• Use of positive adjectives to describe the UK – pleasant surprise, wonderful parts</li> </ul> <p><b>Accept any other valid reason.</b></p> | 2 marks maximum  |                 |
| 3             | <p><b>Accept any <u>one</u> of these as use of statistics:</b></p> <ul style="list-style-type: none"> <li>• £43 billion spent on summer holidays</li> <li>• £27 billion to be spent in the UK</li> <li>• 63% of the £43 billion to be spent in the UK</li> <li>• 40% increase in advance bookings for Caravan Club</li> </ul>   | 1 mark           |                 |
|               | <p><b>Accept any <u>one</u> of these as a reason why this use is effective:</b></p> <ul style="list-style-type: none"> <li>• Stating high percentage shows increase in popularity of UK holidays</li> <li>• Stating high amounts of money stresses how important the tourism industry is to the UK</li> </ul> <p><b>Accept any other valid reason</b></p>   | 1 mark           |                 |



|   |   |  |  |
|---|---|--|--|
| 4 | <p><b>Any <u>two</u> of the following examples of humour/sarcasm – one mark for each</b><br/> <b>Accept any valid reason for effectiveness of use of humour/sarcasm – one mark for each</b></p> <ul style="list-style-type: none"> <li>• ‘an awning that requires a degree in origami’ – emphasises how complicated an awning can be to put up</li> <li>• ‘Bongo Boys on tour’ – using a metaphor to liken the man and his son to pop stars on the road – alliteration used to good effect</li> <li>• ‘you live and learn in this game’ – obviously had been a noisy place to stay and they had learnt their lesson that you have to pay in some way for what seemed to be a good deal</li> <li>• ‘a dark green van that shares its name with a set of drums’ – playing on words – seems to indicate that the camper is not ‘cool’</li> <li>• ‘despite friends’ concern about my ability to differentiate between a donkey and a decent runner’ – stresses his lack of knowledge about motor vehicles</li> <li>• ‘he directed me to the Bongo Fury website – no I didn’t know it existed either’ – using an aside to speak directly to the reader, showing a link to what the reader is thinking</li> <li>• ‘Now call me unadventurous if you like...’ – again, directly addressing the reader to draw them into the thought processes of the writer</li> </ul> | <p>1 mark for each example of humour/sarcasm (2 max)</p> <p>One mark for each reason for effective use (2 max)</p> |  |
| 5 | <p><b>Identifies one fact</b></p> <ul style="list-style-type: none"> <li>• ‘no wider than the average car’</li> <li>• ‘built by Japanese’</li> <li>• ‘can cruise at 80mph’</li> <li>• ‘shares its name with a set of drums’</li> <li>• There is a Bongo Fury website</li> <li>• It is dark green</li> <li>• ‘the roof leaked’</li> <li>• ‘the windows were draughty’</li> </ul> <p><b>Accept any other valid example <u>from the text</u>.</b></p> <p><b>Identifies one opinion:</b></p> <ul style="list-style-type: none"> <li>• ‘go on forever’</li> <li>• ‘has an awning that requires a degree in origami’</li> <li>• ‘the van looked fantastic’</li> <li>• ‘the van felt like home’</li> </ul> <p><b>Accept any other valid answer <u>from the text</u>.</b></p> <p><b>Gives a valid reason why the information would either persuade or dissuade from buying the camper.</b></p>  | <p>1 mark</p> <p>1 mark</p> <p>1 mark</p>  |  |
| 6 | <p><b>Any <u>three</u> advantages for tourists – one mark for each</b></p> <ul style="list-style-type: none"> <li>• If you don’t go abroad you will have more disposable income for your UK holiday</li> <li>• Air travel in summer is ‘sheer energy sapping misery’ – better to travel by road in UK</li> <li>• Some European countries are very expensive – will have more money to spend in UK</li> <li>• You can build up family relationships by sharing simpler</li> </ul>  | <p>1 mark for each advantage (3 marks max)</p>   |  |



|   |  |   |  |
|---|--|---|--|
|   | <p>pleasures</p> <ul style="list-style-type: none"> <li>You can rediscover parts of Britain that you had forgotten about</li> <li>You could get a pleasant surprise by what UK has to offer</li> </ul> <p><b>Accept any other valid response <u>from the text.</u></b></p> <p><b>Any <u>three</u> advantages for tourism industry– one mark for each</b></p> <ul style="list-style-type: none"> <li>Increase in sales of camper vans</li> <li>Market for static caravans is booming</li> <li>£27 billion will be spent on UK holidays</li> <li>Bumper takings in July and August could give pubs and cafes a stay of execution</li> <li>Consumers could help to kick start the economic recovery by spending money on British goods and services</li> <li>Money will be spent in small businesses in tourist areas</li> </ul> <p><b>Accept any other valid response <u>from the text.</u></b></p>  | 1 mark for each advantage (3 marks max) |  |
| 7 | <b>Information (about how to use the countryside properly)</b>   | 1 mark                                  |  |
|   | <p><b>Accept <u>two</u> of the following: one mark for each</b></p> <ul style="list-style-type: none"> <li>Use of bold formatting</li> <li>Use of bullet pointed lists</li> <li>Use of subheadings</li> <li>Summarises information, e.g. Countryside Code</li> </ul>   | 2 marks maximum                         |  |
| 8 | <b>One mark – using information from both documents 2 and 3</b>  | 1 mark                                  |  |
|   | <p><b>Six marks available for valid reasons for example:</b></p> <p><b>From Doc 2</b></p> <ul style="list-style-type: none"> <li>It is less hassle to stay in this country than go abroad</li> <li>It is cheap holiday</li> <li>More and more people are buying tents</li> <li>An opportunity to try something different</li> <li>Re-connect with simple pleasures</li> <li>Rediscover parts of Britain you had forgotten had existed</li> <li>It could end up feeling like an adventure</li> </ul> <p><b>From Doc 3</b></p> <ul style="list-style-type: none"> <li>There are lots of walks, trails and routes to choose from</li> <li>There are 15 National Trails in England and Wales</li> <li>There are 4 Long Distance (or National Trails) in Scotland</li> <li>There are lots of activities that you can do</li> <li><b>(accept examples of activities: running, hiking, climbing, watching wildlife, horse riding, cycling)</b></li> <li>There are over 2500 miles of footpaths, bridleways and minor roads</li> <li>There are 118,000 miles that you can use for leisure</li> </ul> <p>Accept any other valid reasons</p> | 6 marks available                       |  |
| 9 | <p><b>One mark available</b></p> <p><b>Accept any <u>one</u>:</b></p> <ul style="list-style-type: none"> <li>Visit Outdoor Access Scotland website</li> <li>Find out more about the four National Trails (long distance routes)</li> <li>Find out about where there are public access areas in Scotland</li> </ul>   | 1 mark                                  |  |



|  |  |   |  |
|--|--|---|--|
| 10   | <p><b>Six marks available – one for each bullet point highlighted</b></p> <ul style="list-style-type: none"> <li>Slide 1 – try camping on the moors</li> <li>Slide 1 – Make sure you keep to the paths</li> <li>Slide 2 – Bridleways have yellow arrows</li> <li>Slide 2 – Open to horse riders only</li> <li>Slide 3 – There are five National Trails in Scotland</li> <li>Slide 3 – They are marked with an arrow symbol.</li> </ul> | <p>1 mark<br/>         1 mark<br/>         1 mark<br/>         1 mark<br/>         1 mark<br/>         1 mark</p> |  |
| <p><b>Total marks for Reading Activities – 37 marks</b><br/> <b>Pass mark – 24 out of 37</b></p> |  |   |  |



## General Marking Guidance Writing

- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place at the beginning, middle and end of the marking window to ensure this takes place.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
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- Where the mark scheme allows a mark for ‘any (other) valid response’, the marker should judge the response’s merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the team leader must be sought.

### Assessment Guidance

| Skill Standards   | Coverage and Range  | Task    |
|---|---|---------|
| <b>Writing</b><br>Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively | <ul style="list-style-type: none"> <li>• Present information/ideas concisely, logically and persuasively</li> </ul>   | 2, 3    |
|   | <ul style="list-style-type: none"> <li>• Present information on complex subjects clearly and concisely</li> </ul>   | 2       |
|   | <ul style="list-style-type: none"> <li>• Use a range of writing styles for different purposes</li> </ul>  | 1, 2, 3 |
|   | <ul style="list-style-type: none"> <li>• Use a range of sentence structures, including complex sentences and paragraphs to organised written communication effectively</li> </ul>               | 1, 2, 3 |
|   | <ul style="list-style-type: none"> <li>• Punctuate written text using commas, apostrophes and inverted commas accurately</li> </ul>   | 1, 2, 3 |
|   | <ul style="list-style-type: none"> <li>• Ensure written work is fit for purpose and audience with accurate spelling and grammar that support clear meaning in a range of text types.</li> </ul> | 1, 2, 3 |



## Assessment Mark Sheet – Writing

| Writing Task One |   |                 |  |
|------------------|---|-----------------|--|
|                  | <p><b>Content</b><br/> <b>3 marks</b><br/>           Contains relevant information covering all the required elements of the task with appropriate reasons given in support of opinions/ideas. A wide range of vocabulary used which has been chosen to effectively to create effect or convey meaning.</p> <p><b>2 marks</b><br/>           Contains some relevant information but not covering all the required elements of the task in detail. Although some appropriate reasons are given in support of opinions and ideas, these are not always totally coherent or succinct. Some range of vocabulary has been used, and sometimes selected specifically and effectively to convey meaning or to create an effect. However this shows some inconsistency.</p> <p><b>1 marks</b><br/>           Contains some relevant information but not covering all the required elements of the task and not in detail. Ideas and opinions are not fully explored and sometimes are not coherent. A limited range of vocabulary is used with little variation of word choice for meaning or effect.</p> | 3 marks maximum |  |
|                  | <p><b>Presentation and style</b><br/> <b>3 marks</b><br/>           Writing presented clearly and concisely throughout in a format that is suitable for the purpose and audience. Paragraphs, where required, are used effectively to structure the writing. Shows a clear understanding of the audience and uses a format relevant to the activity, e.g. appropriate level of formality.</p> <p><b>2 marks</b><br/>           Writing presented clearly and concisely most of the time. Paragraphs, where required, are used to sequence writing into some logical order some of the time. Some awareness has been shown of the audience and the appropriate level of formality is used most of the time.</p> <p><b>1 mark</b><br/>           Writing is presented inconsistently with paragraphs, where required, sometimes used incorrectly. Inconsistent application of level of formality with significant errors.</p>   | 3 marks maximum |  |



|   |                        |  |
|---|------------------------|--|
| <p><b>Sentence Structures</b><br/> <b>3 marks</b><br/>         A range of sentence structures, including complex sentences are used throughout.</p> <p><b>2 marks</b><br/>         Variety in sentence structure is evident most of the time although there is limited use of complex sentences.</p> <p><b>1 mark</b><br/>         Some variety in sentence structure is shown but sentences are predominantly simple in structure occasionally using conjunctions such as 'and' and 'so' to join sentences together.</p> | <p>3 marks maximum</p> |  |
| <p><b>Grammar and punctuation</b></p> <p><b>3 marks</b><br/>         Accurate grammar and punctuation including subject/verb agreement, correct use of tense and correct use of apostrophes, commas and inverted commas.</p> <p><b>2 marks</b><br/>         Grammar and punctuation is accurate most of the time but with some significant errors in one aspect</p> <p><b>1 mark</b><br/>         Grammar and punctuation is inconsistent and has significant errors in more than one aspect</p>                          | <p>3 marks maximum</p> |  |
| <p><b>Fit for purpose including accurate spelling:</b></p> <p><b>3 marks</b><br/>         Spelling including that of irregular words, is accurate throughout with only minor errors which do not impact on meaning</p> <p><b>2 marks</b><br/>         Spelling of simple and regular words is accurate most of the time</p> <p><b>1 mark</b><br/>         Spelling is inconsistent and some errors impact on meaning</p>  | <p>3 marks maximum</p> |  |
| <p><b>Writing Activity One Total Marks</b></p>  | <p>15 marks</p>        |  |



| Writing Activity Two |  |                        |  |
|----------------------|--|------------------------|--|
|                      | <p><b>Content</b><br/> <b>3 marks</b><br/>           Contains relevant information covering all the required elements of a complex subject with appropriate reasons given in support of opinions/ideas. A wide range of vocabulary used which has been chosen to effectively to create effect or convey meaning.</p> <p><b>2 marks</b><br/>           Contains some relevant information but not covering all the required elements of the task in detail. Although some appropriate reasons are given in support of opinions and ideas, these are not always totally coherent or succinct. Some range of vocabulary has been used, and sometimes selected specifically and effectively to convey meaning or to create an effect. However this shows some inconsistency.</p> <p><b>1 marks</b><br/>           Contains some relevant information but not covering all the required elements of the task and not in detail. Ideas and opinions are not fully explored and sometimes are not coherent. A limited range of vocabulary is used with little variation of word choice for meaning or effect.</p>                                       | <p>3 marks maximum</p> |  |
|                      | <p><b>Presentation and style</b><br/> <b>3 marks</b><br/>           Writing presented clearly and concisely throughout in a format that is suitable for the purpose and audience. A range of features are used relevant to the activity, e.g. title, sub headings, bullet points. Paragraphs are used effectively to structure the writing. Shows a clear understanding of the audience and uses a format relevant to the activity, e.g. appropriate level of formality.</p> <p><b>2 marks</b><br/>           Writing presented clearly and concisely most of the time. Paragraphs are used to sequence writing into some logical order some of the time. A limited number of features have been used to adapt the style to the purpose, e.g. title and sub headings. Some awareness has been shown of the audience and the appropriate level of formality is used most of the time.</p> <p><b>1 mark</b><br/>           Writing is presented inconsistently with paragraphs sometimes used incorrectly and little application of features relevant to the activity. Inconsistent application of level of formality with significant errors.</p> | <p>3 marks maximum</p> |  |



|   |                        |  |
|---|------------------------|--|
| <p><b>Sentence Structures</b><br/> <b>3 marks</b><br/> A range of sentence structures, including complex sentences are used throughout.</p> <p><b>2 marks</b><br/> Variety in sentence structure is evident most of the time although there is limited use of complex sentences.</p> <p><b>1 mark</b><br/> Some variety in sentence structure is shown but sentences are predominantly simple in structure occasionally using conjunctions such as 'and' and 'so' to join sentences together.</p> | <p>3 marks maximum</p> |  |
| <p><b>Writes extended documents</b><br/> <b>1 mark</b><br/> Activity is of an appropriate length.</p>   | <p>1 mark</p>          |  |
| <p><b>Grammar and punctuation</b><br/> <b>4 marks</b><br/> Accurate grammar and punctuation including subject/verb agreement, correct use of tense and correct use of apostrophes, commas and inverted commas.</p> <p><b>2 marks</b><br/> Grammar and punctuation is accurate most of the time but with some significant errors in one or more aspect</p>   | <p>4 marks maximum</p> |  |
| <p><b>Fit for purpose including accurate spelling:</b><br/> <b>3 marks</b><br/> Spelling including that of irregular words, is accurate throughout with only minor errors which do not impact on meaning</p> <p><b>2 marks</b><br/> Spelling of simple and regular words is accurate most of the time</p> <p><b>1 mark</b><br/> Spelling is inconsistent and some errors impact on meaning</p>  | <p>3 marks maximum</p> |  |
| <p><b>Writing Activity Two Total Marks</b></p>  | <p>17 marks</p>        |  |



| Writing Task Three |  |                        |  |
|--------------------|--|------------------------|--|
|                    | <p><b>Content</b><br/> <b>3 marks</b><br/>           Contains relevant information covering all the required elements of the task with appropriate reasons given in support of opinions/ideas. A wide range of vocabulary used which has been chosen to effectively to create effect or convey meaning.</p> <p><b>2 marks</b><br/>           Contains some relevant information but not covering all the required elements of the task in detail. Although some appropriate reasons are given in support of opinions and ideas, these are not always totally coherent or succinct. Some range of vocabulary has been used, and sometimes selected specifically and effectively to convey meaning or to create an effect. However this shows some inconsistency.</p> <p><b>1 mark</b><br/>           Contains some relevant information but not covering all the required elements of the task and not in detail. Ideas and opinions are not fully explored and sometimes are not coherent. A limited range of vocabulary is used with little variation of word choice for meaning or effect.</p> | <p>3 marks maximum</p> |  |
|                    | <p><b>Presentation and style</b><br/> <b>3 marks</b><br/>           Writing presented clearly and concisely throughout in a format that is suitable for the purpose and audience. Paragraphs, where required, are used effectively to structure the writing. Shows a clear understanding of the audience and uses a format relevant to the activity, e.g. appropriate level of formality and appropriate salutations and letter writing conventions.</p> <p><b>2 marks</b><br/>           Writing presented clearly and concisely most of the time. Paragraphs, where required, are used to sequence writing into some logical order some of the time. Some awareness has been shown of the audience and the appropriate level of formality is used most of the time. Letter writing format is mostly accurate.</p> <p><b>1 mark</b><br/>           Writing is presented inconsistently with paragraphs, where required, sometimes used incorrectly. Inconsistent application of level of formality with significant errors. Inconsistent application of letter writing format.</p>              | <p>3 marks maximum</p> |  |



|   |                        |  |
|---|------------------------|--|
| <p><b>Sentence Structures</b><br/> <b>3 marks</b><br/>         A range of sentence structures, including complex sentences are used throughout.</p> <p><b>2 marks</b><br/>         Variety in sentence structure is evident most of the time although there is limited use of complex sentences.</p> <p><b>1 mark</b><br/>         Some variety in sentence structure is shown but sentences are predominantly simple in structure occasionally using conjunctions such as 'and' and 'so' to join sentences together.</p> | <p>3 marks maximum</p> |  |
| <p><b>Grammar and punctuation</b><br/> <b>3 marks</b><br/>         Accurate grammar and punctuation including subject/verb agreement, correct use of tense and correct use of apostrophes, commas and inverted commas.</p> <p><b>2 marks</b><br/>         Grammar and punctuation is accurate most of the time but with some significant errors in one aspect</p> <p><b>1 mark</b><br/>         Grammar and punctuation is inconsistent and has significant errors in more than one aspect</p>                            | <p>3 marks maximum</p> |  |
| <p><b>Fit for purpose including accurate spelling:</b><br/> <b>3 marks</b><br/>         Spelling including that of irregular words, is accurate throughout with only minor errors which do not impact on meaning</p> <p><b>2 marks</b><br/>         Spelling of simple and regular words is accurate most of the time</p> <p><b>1 mark</b><br/>         Spelling is inconsistent and some errors impact on meaning</p>  | <p>3 marks maximum</p> |  |
| <p><b>Writing Activity Three Total Marks</b></p>  | <p>15 marks</p>        |  |
| <p>Total marks for Writing Tasks – 47 marks</p>   |                        |  |
| <p>Pass mark for Writing Tasks – 31 marks</p>   |                        |  |



# General Assessment Guidance for Functional English Assessments and Speaking, Listening and Communication Mark Scheme



## **Conduct of Assessment Reading and Writing**

- All Functional English tests are summative assessments and should only be undertaken when the assessor is confident that the candidate is ready to sit them
- Tests should take place under supervised conditions
- Tests should not be taken away by the candidate
- Candidates may use a dictionary
- Work may be word processed but the time limit remains the same as for handwritten work. If word processed, spell checkers may be used.
- If word processed, no printing should be completed until the end of the allocated test time.

## **Assessment of activities**

The following information summarises what is meant by the terms 'most of the time' or 'some of the time'.

### **Most of the time**

The work is generally accurate with just occasional errors. However, the document or speaking, listening and communication contribution is still fit for purpose. For example, the candidate usually uses the correct tense, but occasionally lapses into dialect such as 'we was'. The candidate may usually use capital letters correctly but may occasionally slip up, for example, not using an upper case letter at the beginning of a proper noun. Ideas and information given are generally accurate and clearly presented with minor or occasional errors which do not generally detract from the point being made.

### **Some of the time**

The document or speaking, listening and communication contribution remains fit for purpose but there are some significant errors. The candidate shows some understanding of the use of, for example, capital letters but this is inconsistent, for example not always using capital letters at the beginning of a sentence or for some proper nouns, and not for I when referring to him or herself. Similarly use of tense shows some understanding but may fluctuate between present and past where past should be used throughout or some use of dialect may trigger errors in verb structure. Ideas and information may occasionally drift away from the main purpose and further clarification may be needed on some points made.



**Assessment Guidance**

| Skill Standards  | Coverage and Range  | Task   |
|--|---|--|
| <p><b>Speaking, Listening and Communication</b><br/>           Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.</p> | <ul style="list-style-type: none"> <li>• Consider complex information and give a relevant cogent response in appropriate language</li> <li>• Present information and ideas clearly and persuasively to others</li> <li>• Adapt contributions to suit audience, purpose and situation</li> <li>• Make significant contributions to discussions, taking a range of roles and helping to move the discussion forward.</li> </ul> | <p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>2</p> |



## Assessment Mark Sheet – Speaking and Listening

Please complete the assessment sheets giving actual examples from the discussion or presentation to show how the criteria have been met.

### Activity One – Presentation

Summary of the key points of the presentation:

| Mark allocation and criteria   | How candidate met criteria (give examples) | Total marks available   | Candidate marks |
|--|--|-------------------------|-----------------|
| <p><b>Presents information and ideas clearly and persuasively</b><br/> <b>6 marks</b><br/>           Presents main ideas clearly using persuasive techniques and coherent reasons for choice of ideas with supporting evidence throughout</p> <p><b>4 marks</b><br/>           Presents main ideas clearly most of the time, with some reasons for choice of ideas, although these are not always thoroughly developed</p> <p><b>2 marks</b><br/>           Presents main ideas clearly some of the time but does not give clear evidence to support information consistently.</p> |  | <b>6 marks in total</b> |                 |
| <p><b>Adapt contributions to suit audience, purpose and situation</b><br/> <b>3 marks</b><br/>           Throughout the presentation</p> <p><b>2 marks</b><br/>           Most of the time</p> <p><b>1 mark</b><br/>           Some of the time</p>  |  | <b>3 marks in total</b> |                 |



|   |  |                                |  |
|---|--|--------------------------------|--|
| <p><b>Consider complex information and give a relevant cogent response in appropriate language</b></p> <p><b>3 marks</b><br/>         Uses appropriate vocabulary and explains any technical terms throughout. Information is relevant to the presentation and explained thoroughly.</p> <p><b>2 marks</b><br/>         Most of the time</p> <p><b>1 mark</b><br/>         Some of the time</p> |  | <p><b>3 marks in total</b></p> |  |
| <p><b>Total Marks for Presentation</b></p>  |  | <p><b>12 marks</b></p>         |  |



**Activity Two Discussion**

Theme of discussion:

Context:

Participants:

Length of discussion:

| Mark allocation and criteria   | How candidate met criteria (give examples) | Total marks available  | Candidate marks |
|--|--|------------------------|-----------------|
| <p><b>Presents information and ideas clearly and persuasively</b><br/> <b>3 marks</b><br/>           Presents main ideas clearly using persuasive techniques and coherent reasons for choice of ideas with supporting evidence throughout</p> <p><b>2 marks</b><br/>           Presents main ideas clearly most of the time, with some reasons for choice of ideas, although these are not always thoroughly developed</p> <p><b>1 marks</b><br/>           Presents main ideas clearly some of the time but does not give clear evidence to support information consistently.</p> |  | <b>3 marks maximum</b> |                 |
| <p><b>Adapt contributions to suit audience, purpose and situation</b><br/> <b>3 marks</b><br/>           Throughout the presentation</p> <p><b>2 marks</b><br/>           Most of the time</p> <p><b>1 mark</b><br/>           Some of the time</p>  |  | <b>3 marks maximum</b> |                 |



|   |  |                               |  |
|---|--|-------------------------------|--|
| <p><b>Consider complex information and give a relevant cogent response in appropriate language</b></p> <p><b>3 marks</b><br/>         Uses appropriate vocabulary and explains any technical terms throughout. Information is relevant to the presentation and explained thoroughly.</p> <p><b>2 marks</b><br/>         Most of the time</p> <p><b>1 mark</b><br/>         Some of the time</p> |  | <p><b>3 marks maximum</b></p> |  |
| <p><b>Makes significant contributions to the discussion and helps to move the discussion forward</b></p> <p><b>3 marks</b><br/>         Significant contributions made throughout the discussion</p> <p><b>2 marks</b><br/>         Regularly through the discussion</p> <p><b>1 mark</b><br/>         Some of the time</p>   |  | <p><b>3 marks maximum</b></p> |  |
| <p><b>Takes on at least 3 of these roles during the discussion (1 mark for each)</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Listening</li> <li>• Responding</li> <li>• Encouraging</li> <li>• Supporting</li> <li>• Re-enforcing</li> </ul> <p><b>Maximum 3 marks</b></p>  |  | <p><b>3 marks maximum</b></p> |  |
| <p><b>Total Marks for Activity 2</b></p>  |  | <p><b>15 marks</b></p>        |  |
| <p><b>Total Marks for Speaking and Listening Activities – 27 marks</b></p>  |  |                               |  |
| <p><b>Marks needed to pass – 18 marks</b></p>   |  |                               |  |

Assessor Name \_\_\_\_\_  
 Assessor Signature \_\_\_\_\_

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_  
 Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_

