

Centre No.			Centre Name					
Candidate Name			Candidate Run No.					
Date of Assessment			Start Time of Assessment			End Time		
Overall Result for TASK 1	PASS / FAIL		Overall Result for TASK 2	PASS / FAIL		Overall Result for TASK 3	PASS / FAIL	
Candidate achieved External Assessment for Speaking/Listening Entry 2 with Secure Achievement								tick
Candidate achieved External Assessment for Speaking/Listening Entry 2 with Satisfactory Achievement								tick
Candidate failed External Assessment for Speaking/Listening Entry 2								tick

Summary Results - Tasks 1, 2 and 3

Assessor's summary of Speaking and Listening for Entry 2 (please tick or complete grade in the table below). The candidate must achieve a Satisfactory or Secure pass in Tasks One, Two and Three in order to meet the full criteria.

MARK RECORD			
	Secure (4 marks)	Satisfactory (2-3 marks)	Did not achieve (0-1 marks)
TASK 1 - Listening			
	Secure (12-16 marks)	Satisfactory (8-11 marks)	Did Not Achieve (0-7 marks)
TASK 2			
TASK 3			
Assessor's Name	Assessor's Signature		Date of Assessment
*Internal Quality Assurer's Name:	*IQA Signature		IQA Date
*External Quality Assurer Name:	*EQA Signature		EQA Date

NB * Internal and External Quality Assurer signatures only required if sampled

Mark Record

To achieve the unit learners must achieve all assessment criteria at Secure or Satisfactory level.

For an overall Secure Achievement the learner must have ticks for all Secure Achievement boxes.

For an overall Satisfactory Achievement the learner may have ticks for a combination of Secure and Satisfactory Achievement boxes.

Task 1 – Listening Task

Assessment Criteria	1.1 Follow the gist of simple verbal communication. 1.2 Obtain necessary information from simple verbal communication for a given task.		
Task No. & Assessment Criteria	Question No. and Answer (only mark one from each criteria)	Mark	Award
1. 1.1	1. What are they celebrating? B A birthday / mums birthday / their mums birthday	1	
	2. Where are they? C At home	1	
1. 1.2	3. What are they going to put next to the cake? A birthday cards	1	
	4. Tick one thing they need to buy from the shop? B rice	1	
	TOTAL MARKS	4	

Assessor should apply the mark scheme positively. Learners should be awarded marks as per the accepted responses or, where indicated, accept any other reasonable response.

Assessment Criteria	Secure Achievement (2 marks)	Task 2 ✓	Task 3 ✓	Satisfactory Achievement (1 mark)	Task 2 ✓	Task 3 ✓	Did not Achieve (0 marks)	Task 2 ✓	Task 3 ✓
1.3 Follow straight-forward verbal instructions correctly for a given task.	Follows instructions correctly; asking for clarification if required. Recognizes simple sequence markers and demonstrates understanding by appropriate verbal response.			Follows instructions correctly with 2-3 errors but errors do not affect the completion of the task.			Instructions not followed correctly and the task was not completed correctly.		
1.4 Listen for grammatical and phonological detail in order to respond appropriately.	Can recognize English phonemes and respond appropriately to speech accurately. Understands some sounds are silent or blended and can use syllables accurately. Comprehends grammatical tense forms and responds appropriately using same tense.			Can recognize English phonemes and responds appropriately to speech. Understands blended sounds and silent sounds with 2-3 errors. Comprehends grammatical tense forms and responds with 2-3 errors.			Does not recognize some individual phonemes and silent letters, numerous syllabic errors and unable to respond with appropriate grammatical tense.		
2.1 Use accurate stress, intonation and pronunciation to convey meaning using language appropriate for context.	Articulates words clearly to be understood and demonstrates use of appropriate intonation when making requests and asking questions. Applies stress correctly to words and phrases shows understanding of the meaning in the answer given using simple language appropriate to context. Little pause in speech.			Articulates most words clearly to be understood with 2-3 errors. Demonstrates some need to vary intonation when asking questions and applies stress correctly in most instances. Is able to articulate meaning using simple contextual language.			Articulates some words clearly but overall speech lacks clarity and is difficult to understand. Inconsistent/lack of intonation when making requests and asking questions and inaccurate stress on words and phrases. Unable to articulate meaning.		

Assessment Criteria	Secure Achievement (2 marks)	Task 2 ✓	Task 3 ✓	Satisfactory Achievement (1 mark)	Task 2 ✓	Task 3 ✓	Did not Achieve (0 marks)	Task 2 ✓	Task 3 ✓
3.1 Provide relevant information to others during straight-forward verbal speech.	Expresses personal information clearly and accurately, demonstrating use of correct grammar. Maintains speech with little pause or hesitation. Language is appropriate to the context. Recognizes and responds to questions with relevant information and appropriate level of detail, elaborating responses where appropriate. Little pause in speech.			Can give personal details accurately when asked and make simple statements of fact with 2-3 grammatical errors but meaning is clear. Errors do not impede communication. Responds to questions with short answers but able to give at least one fuller answer. Provides relevant information to questions. Some pause in speech.			Responds to questions but has difficulty providing sufficient relevant detail. May need prompting and questions may need repetition and responses are minimal and short. Information provided may not be relevant to the questions. Hesitations and pauses seriously impede speech. Unable to respond appropriately to questions.		
3.2 Provide a short verbal account for a given task, instructions, and directions.	Gives clear directions, information and instructions. Uses a range of sequence markers. Demonstrates sound grasp of grammar for giving instructions, information or directions. Little pause or hesitation. Can self-correct.			Is adequately clear and grammatically correct (in most instances) when giving directions, information or instructions. Uses some sequence markers. 2-3 errors do not impede understanding. Little pause or hesitation. Where pauses occur they do not impede understanding. Can self-correct.			Gives simple directions, information or instructions but use of sequence markers and grammar is limited. Errors and inaccuracies lead to misunderstandings. Pauses and hesitations interfere with flow and meaning of speech. No evidence of self-correction.		

Assessment Criteria	Secure Achievement (2 marks)	Task 2 ✓	Task 3 ✓	Satisfactory Achievement (1 mark)	Task 2 ✓	Task 3 ✓	Did not Achieve (0 marks)	Task 2 ✓	Task 3 ✓
3.3 Provide a verbal account giving a description of people, places, and things.	Gives a clear descriptive account of a place or event using a range of adjectives and some adverbs. Provides sufficient detail for interest and demonstrates correct use of grammar with little pause or hesitation.			Gives a descriptive account of a place or event using 2-3 adjectives. Provides some detail and level of accuracy in grammar with 2-3 errors which do not impact on understanding and can maintain the interest of the listener. May be some pause or hesitation in narrative.			Gives outline account of a place or event, but may misunderstand the task. Demonstrates limited use of adjectives and makes frequent grammatical errors. Errors and inaccuracies lead to misunderstandings. Pauses and hesitations interfere with flow of speech.		
4.1 Make relevant contributions to a discussion and Express simple views clearly during verbal speech.	Actively engages in a discussion and expresses views of likes/dislikes. Demonstrates correct use of grammar using present, simple future and attempts past tense verb forms. Uses range of common interrogatives and exhibits a high level of detail when forming questions, ensuring questions and contributions are relevant to the topic. Listens and responds appropriately to feelings and views expressed by others, and can indicate agreement or disagreement. Can self-correct any errors and asks questions to clarify understanding where necessary.			Participates in a discussion making some relevant contributions expressing views of likes/dislikes. Demonstrates sufficient use of grammar with 2-3 errors in sentence structure and verb forms. Forms questions with no self-correction, but errors do not impede overall understanding. May use past tense forms. Uses common interrogatives, and can listen and respond to others' feelings and views, indicating agreement or disagreement. Asks some questions to clarify understanding.			Some participation in the discussion. Contributions are short and not relevant due to misunderstanding of what is said. Range of language to express likes/dislikes and opinions is limited. Some difficulty following the discussion and understanding feelings/views expressed by others. Poor grammatical use and use of verb forms so inaccuracies and errors impede communication. Needs questions and requests repeated. Responses are generally short and fail to provide the level of detail required without prompting.		

Assessment Criteria	Secure Achievement (2 marks)	Task 2 ✓	Task 3 ✓	Satisfactory Achievement (1 mark)	Task 2 ✓	Task 3 ✓	Did not Achieve (0 marks)	Task 2 ✓	Task 3 ✓
5.1 Make effective verbal requests to obtain information.	Makes polite, simple requests to obtain specific information using a range of interrogatives. Forms the questions correctly and uses contracted forms where appropriate. Can use modal verbs for questioning. Seeks clarification and requests additional information where necessary.			Makes simple requests, using a limited range of interrogatives. Sufficient use of contractions. 2-3 errors but questions are sufficiently accurate to obtain specific information. Some use of modal verbs. Seeks clarification and requests additional information where necessary although not in all instances.			Makes simple requests and asks simple questions, but use of interrogatives is limited and there are frequent errors which impede communication. Attempts some use of modal verbs which may be used inaccurately or insufficiently for meaning. Does not seek clarification or seek additional information.		

Learning Outcomes and Assessment Criteria

Mapped to ESOL Core Curriculum

CC Ref Mapped to the ESOL Core Curriculum.	Qualification Specification Assessment Criteria	Learning Outcomes The candidate will:	Examination Assessment Criteria The candidate can:
Lr/E2.1a,1b, Lr/E2.1c, 1d Lr/E2.2a,2b, Lr/E2.2c,2d Lr/E2.3a,3b, Lr/E2.3c, 4a Lr/E2.5a, 5b Lr/E2.6a,6b, Lr/E2.6c, 7a Lr/E2.8a Sc/E2.1a,1b Sd/E2.1b,1c, Sc/E2.1d,1e,2 d Sc/E2.3a, 3b, Sc/E2.3c, 3d, Sc/E2.3e, 3f Sc/E2.2a, 2b, Sc/E2.2c, 2d, 2e Sc/E2.2f, 4a This criteria is relevant across all Learning Outcomes at Entry 2	1.1 Listen for gist, detail and main points from short familiar spoken sources with different purposes. 1.2. Identify simply expressed feelings and opinions in spoken sources. 1.3. Follow instructions, directions, and explanations.	1. Be able to obtain information from simple verbal communication. LO1 Be able to obtain information from spoken sources.	1.1 Follow the gist of simple verbal communication. 1.2 Obtain necessary information from simple verbal communication for a given task. 1.3 Follow straight forward verbal instructions correctly for a given task. 1.4 Listen for grammatical and phonological detail (in order to respond appropriately)
	2.1. Provide straight-forward information and descriptions that are sufficiently grammatically accurate to be understood. 2.2. Use stress and intonation to make speech comprehensible and meaning understood. 2.3 Give a short account, instruction/explanation, sequencing information.	2. Be able to speak English clearly to be understood. LO2 Be able to speak to communicate.	2.1 Use stress and intonation and accurate pronunciation to convey intended meaning and can articulate meaning using simple language appropriate for context when speaking.
	3.1 Use different kinds of basic questions and requests to ask for things, actions and factual information including personal details, descriptions, directions and instructions.	3. Be able to convey information and make simple statements of fact. LO3 Be able to make requests and ask questions.	3.1 Provide relevant information to others during straightforward verbal communication. 3.2 Provide a short verbal account for a given task, instructions, directions 3.3 Provide a verbal account giving a description of people, places, things
	4.1 Follow the gist and main points of discussions. 4.2 Take part in discussion, responding to contributions of others with short, relevant statements, answers or questions. 4.3 Express simple views, opinions and feelings.	4. Be able to engage in discussion with others. LO4 Be able to take part in discussion.	4.1 Make relevant contributions to a discussion and Express simple views clearly during verbal communication.
		5. Be able to make requests	5.1 Make effective verbal requests to obtain information.

Assessor Instructions

Dictionaries are not allowed
Each task is timed

Task 1 (up to 10 minutes)

The text below must be recorded by Centres prior to the exam.

Jamila - Hi Reza, you're really late!

Reza - Hi Jamila, yes I know, I'm so sorry. The train was late.

Jamila - Well we need to work hard because mum is arriving home at 3 o'clock.

Reza - Okay, what can I do?

Jamila - Can you put the big gifts in the living room under the balloons near the window?

Reza - What shall I do with the small gifts?

Jamila - The smaller gifts can go on the table for mum to open first then we can put the cake in the middle and I can put her birthday cards there as well.

Jamila - Great idea! Did you buy the samosas?

Reza - Oh no! I forgot about them.

Jamila - Okay, I'll go to the local shop now and buy some. We also need rice for the fish curry.

Reza - Can we buy mum some flowers as well?

Jamila - I bought some yesterday. They're in the kitchen.

Reza - Have we got a vase?

Jamila - There should be one in the cupboard under the sink. Can you put the flowers in water?

Reza - Okay but hurry back because it's half past one and mum will be home in an hour and a half.

Jamila - All right, I won't be long.

Explain to the candidates:

1. *You will hear two people speaking.*
2. *Before listening, read the questions*
3. *Listen to the people speaking.*
4. *You will hear the recording again.*
5. *Choose the best answer*
6. *Do not speak*

Task 2 (8-10 minutes with preparation time)

This task is for paired communication with the assessor.

Two Entry 2 candidates should complete this activity together and talk to the assessor about healthy diet.

Assessor Instructions - Explain to the candidates:

I work in a health centre. You want to lose weight and you want some information about exercise, healthy food and how you can change your diet.

You must ask me questions about healthy eating, diet and exercise.

We will speak for 5-6 minutes.

You could talk about:

- *why you want to lose weight or put weight on*
- *if your diet is healthy or unhealthy*
- *why it is good to eat a healthy diet*
- *your favourite food and drink*
- *how much fast food you eat*
- *who cooks the food at the home*
- *what exercise you can do*
- *what exercise you like and don't like.*

Ask the candidates to look at the information and images and give them two minutes to think about what they are going to say.

N.B. *The assessor is allowed to help where needed. (If the candidate is struggling to communicate a new idea, ask: "Would you like to learn more about ... ? What do you want to know?"*

Each candidate must ask at least two questions independently.

Recordings of speech must be made and notes on each candidate's performance are to be completed on the assessment record sheets to show the level of achievement.

Task 3 – Paired/Small Group Discussion (not a formal presentation)

Timings include preparation time:

No. of Candidates	Total Preparation Time	Individual Speaking	Q/A, Discussion	Total Task Time
2 Candidates	4 minutes	3 minutes	5 minutes	15 minutes
3 Candidates	4 minutes	3 minutes	5 minutes	20 minutes
4 Candidates	4 minutes	3 minutes	5 minutes	25 minutes

Candidates should complete this activity together with the Assessor observing.

Explain to the candidates.

- *You will speak about public transport*
- *You must speak, listen, ask at least 2 questions and say what you think.*
- *You have up to 5 minutes to prepare what you are going to say.*

You could talk about:

- How you travel - train, bus, tram, tube, taxi
- What you think about transport....is it cheap or expensive, comfortable and safe?
- Is there a problem with transport?
- What are the problems?
- Why are there any problems?
- How can you help make travelling better?

Ask the candidates to look at the information and images and give them two minutes to think about what they are going to say.

Each candidate must engage in at least two exchanges independently.

They must introduce themselves at the start of the task.

N.B. The assessor is allowed to help where needed. (If candidates are struggling to communicate a new idea, ask: "Would you like to talk more about ... ?" "Can you tell us about.....?")

Recordings of speech must be made and notes on each candidate's performance are to be completed on the assessment record sheets to show the level of achievement.

Assessor - Make notes to record the key points of the candidate's input and complete the assessment record sheets to show the level of achievement.

Assessment Guidance

At Entry 2 the candidate will complete three tasks. The ESOL Speaking and Listening standards will be met in full across all three pieces of work, although each piece may not meet all the standards.

A record of each candidate's performance must be made on individual mark sheets and each task must be passed to achieve an overall pass at the level. Where a candidate fails a task, a different version of the task must be completed. Any tasks which have already been passed do not need to be repeated. At least an additional two weeks' teaching must be completed before attempting a new assessment task.

The tasks must be completed under controlled conditions. Assessors may not comment on planning of assessment tasks. The evidence produced must be the candidate's own unaided work.

Centres may design their own assessments, but these must be submitted to NOCN for standardisation no less than 15 working days before the first planned assessment date. The NOCN mark scheme must still be used.

The assessment tasks may take place on different days to help centre management of the assessments but the total amount of time available to candidates must not exceed the permitted duration of the assessment. Assessments can take place in the classroom, although candidates should not be disadvantaged by the environment.

To successfully pass the Speaking and Listening assessment, the candidate must achieve a pass in all tasks. Centres must retain records of failed assessments as well as those which are passes.

Assessors must sign and date the completed Assessment Mark Sheet.

Introduction – Speaking and Listening Entry 2

This unit assesses the skills and knowledge required to meet the national standards at Entry 2 for **Speaking and Listening**. At this level, candidates can:

- listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions
- speak to communicate basic information, feelings and opinions on familiar topics
- engage in discussion with a person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles.

Assessors will need to teach Speaking and Listening using methods that are inclusive and appropriate and which take account of the cultural and learning experiences of candidates. Guidance on appropriate activities with examples of application and level can be found in the ESOL Core Curriculum. Candidates should be provided with appropriate support throughout. Opportunities for candidates to discuss progress should be provided at all stages of the learning process. The context and mode of delivery is flexible and should reflect the needs of the candidates and the context in which they are learning.

Unit Assessment

The unit of assessment includes the learning outcomes and assessment criteria and is mapped to the national standards and component skills and knowledge in the ESOL Core Curriculum. This unit is assessed through externally set tasks that are internally marked, internally quality assured and externally quality assured. These are available at the end of this External Assessment Pack. Candidates not achieving the unit can be reassessed provided a different set of external assessment tasks are used. These will be provided by NOCN. A two-week period must have elapsed from the candidate's previous attempt.

Quality Assurance

The ESOL Assessor should mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally quality assured by an internal quality assurer. This should be a minimum of 10% of all the assessments ensuring that the sample includes all Assessors. A further 10% of assessments must be observed by an Internal Quality Assurer (IQA) who must complete an Observation of Performance report.

Assessor and IQA Observation Records must be clear and well-presented and indicate how the assessment decisions have been made. Assessor records must contain notes on non-verbal signs used by the candidate to attract attention, seek clarification or reinforce meaning. Following internal quality assurance, the centre should request an external quality assurance visit to agree the assessment decisions and to recommend that the achievements are certificated.

Assessment Mark Sheet and Performance Descriptors

The Assessment Mark Sheet is mapped to the learning outcomes and assessment criteria from the unit of assessment and enables the recording of candidate achievement for the external assessment. The performance descriptors for Speaking and Listening take account of differential performance of candidates at Entry 2. They also identify the qualities of a performance that may fall just below the required level. These bands are provided to assist Assessors in making a final judgement when faced with the range of achievement demonstrated by candidates at this level. The bands are not identified on the candidate's certificate but may assist feedback to the candidate.

Satisfactory Achievement is the minimum a candidate must demonstrate at this level to gain credits for Speaking and Listening. To achieve an overall Satisfactory, the candidate must achieve Satisfactory or above for each task. To achieve an overall Secure, the candidate must achieve Secure for each task.

Instructions for Assessors on Support, Guidance and Assessment Evidence

The assessor should ensure that:

- **The learner has sufficient information to complete the task before commencing.**
- **The learner has sufficient time to prepare for the task.**
- **The learner understands the task.**
- **Tasks 2 and 3 should be digitally recorded.**

Each recording should be clearly labelled with:

- **the name of the candidate**
- **the name of the Assessor**
- **the date of the assessment**

On the recording of each activity:

- **the candidate should state their name**
- **the candidate should state their candidate number**

The assessor must explain the nature of the task and should read out the questions, but they must not help the learners with any part of the listening element of the tasks.

Learners must form and express their spoken responses to any part of the assessment task itself without assistance, input or intervention of the assessor. Assessors can encourage responses by asking open questions where candidates are struggling. Where assessors are participating in the task, it is recommended that these particular tasks are recorded to enable the assessor to listen again and confirm their judgments against the Assessment Mark Sheets.

If a learner does not achieve the task, they must be given another assessment. The context and/or situation must be changed to ensure the task is not simply repeated.

The assessor must ensure that where learners are being assessed in pairs or groups for a task, that each learner has a fair opportunity to be assessed on all parts of the task. If necessary, the assessor may need to intervene and take on a role within a task to ensure equal opportunity for assessment. Where assessors take on a role, they can encourage responses by asking open questions where candidates are struggling as a natural part of the discussion.