

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 3 with Secure Achievement.								tick
Candidate achieved External Assessment for Speaking/Listening Entry 3 with Satisfactory Achievement.								tick
Candidate failed External Assessment for Speaking/Listening Entry 3.								tick

### Summary Results

Assessor's summary of Speaking and Listening for Entry 3 (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)
<b>TASK 1 - Listening</b>			
	Secure (12-16 marks)	Satisfactory (8-11 marks)	Did Not Achieve (0-7 marks)
<b>TASK 2</b>			
<b>TASK 3</b>			
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 straightforward verbal communication for a given task.		
Task No. & Assessment Criteria	Question No. and Answer	Mark	Award
1. 1.1	1. <b>What is the broadcast talking about?</b> C older musicians should be able to play their old songs	1	
	2. <b>What does the broadcast suggest?</b> D we need older musicians to continue to play music	1	
1. 1.2	3. <b>What does Nick Lowe believe about older musicians playing their old music?</b> A he believes it's horrible	1	
	4. <b>Why do older pop stars get paid a lot of money?</b> C because people pay money to see them play music	1	
	<b>TOTAL MARKS</b>	<b>4</b>	

**Assessor should apply the mark scheme positively.**

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 ✓
<b>1.3 Follow detailed instructions</b>	Follows instructions correctly; asking for clarification if required. Recognizes sequence markers and demonstrates understanding by appropriate verbal responses.			Follows instructions correctly on most occasions, asks for clarification and demonstrates understanding by appropriate verbal responses.			Instructions not followed correctly and the task was not completed correctly.		
<b>2.1 Use clear pronunciation to convey intended meaning.</b>	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. Pronounces English phonemes and blended sounds and does not pronounce silent sounds.			Articulates most words clearly to be understood with 2-3 errors. Does not always vary intonation when asking questions. Applies stress correctly in most instances. Pronounces English phonemes, blended and silent sounds.			Articulates some words clearly but overall speech lacks clarity and is difficult to understand. Inconsistent/lack of intonation when making requests and inaccurate stress on words and phrases. Does not always pronounce English phonemes, blended and silent sounds.		
<b>3.1 Convey relevant detail during a simple verbal communication and express statements of fact including personal information, directions and instructions.</b>	Gives clear directions, information and instructions. Uses range of sequence markers. Demonstrates sound grasp of grammar for giving instructions, information or directions. Gives a clear account of a place or event. Provides sufficient detail for interest and demonstrates sound grasp of grammar in sentence construction. Uses range of lexis with few pauses.			Gives adequately clear directions, information or instructions. Uses some sequence markers. Demonstrates sufficient grammatical accuracy giving instructions, information or directions. 2-3 minor errors do not prevent understanding. Uses limited range of which lexis causes some confusion but task is met.			Gives simple directions, information or instructions but use of sequence markers and grammar is limited. Errors and inaccuracies lead to misunderstandings.		

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 ✓
<b>3.2</b> Give explanations, accounts and narrates events in the past, using conventional narrative structural patterns of speech.	Gives full explanations and accounts using a range of tenses; present, past and future forms with a high level of grammatical control using compound and complex speech structures, with minimum pause. Able to narrate using time/ discourse markers.			Gives explanations and accounts using mostly simple tense forms; present, past and future. Some pause and some ability to narrate using time/ discourse markers. 2-3 errors at this level. Errors do not prevent communication or meaning. Little pause in speech but this does not deter understanding.			Unable to fully provide explanations or accounts without grammatical error or pause/hesitation. Errors prevent communication and flow of speech. Lacks sufficient grammatical knowledge to meet task objective.		
<b>3.3</b> Give a short description and make comparisons and express feelings and opinions.	Gives full descriptions using more than 5 adjectives and adverbs and able to use comparative phrases. Gives views and opinions on likes and dislikes and recognizes appropriate turn-taking for exchange of opinions. Asks for clarification and can clarify own opinions. Little pause in speech and accurate use of grammar. Able to use compound and complex structures. Utilizes appropriate interruption strategies.			Gives descriptions but uses minimal adjectives, adverbs and comparative phrases. Can offer views/ opinions on likes and dislikes. Recognizes turn-taking but has some pause in speech. High level of grammatical knowledge with only 2-3 grammatical errors when using more complex structures. Utilizes appropriate interruption strategies.			Unable to give full descriptions and does not utilize adjectives, adverbs or comparative phrases sufficiently to describe or maintain interest of the listener. Offers views and opinions on likes/dislikes but does not always recognize turn-taking and tends to interrupt without using appropriate interruption strategies. Pauses in speech. Poor grammatical accuracy throughout.		

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 ✓
<b>4.1 Express views, make suggestions, give advice, ask about feelings and opinions, and make plans and arrangements.</b>	Expresses views clearly during discussions, making suggestions and giving advice. Can recognize others' feelings and responds politely and appropriately to others' views and opinions indicating agreement/disagreement. Asks for clarification and can clarify own opinions. Demonstrates ability to negotiate plans and arrangements. Little pause in speech and high knowledge of grammar using compound and complex structures.			Demonstrates sufficient accuracy of grammatical sentence structure and verb forms when forming questions and responses in the present and future tense, with 2-3 errors in complex grammatical structures. Questions and comments are sufficiently accurate to be understood. Responds using mainly short answers but with at least one full response. Responds occasionally to others views. Errors do not affect overall understanding. Asks questions to clarify understanding.			Frequent errors in the construction of questions and responses and use of verb forms, particularly in the future tense. Inaccuracies and errors create difficulty for the listener and may prevent communication. Recognizes and responds to simpler questions but difficulty recognizing questions using past or future tenses. No comprehension of others viewpoints. Questions and requests need repeating. Responses are generally short and fail to provide the level of detail required without prompting. Poor grammatical control and pauses in speech interrupt flow.		

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 ✓
<b>4.2</b> <b>Take part in formal and social interactions, and respect turn-taking.</b>	Understands the differences between social and formal interaction and actively engages with others, keeping questions and contributions relevant to the topic. Respects turn-taking and can interrupt by applying appropriate interruption strategies and levels of politeness. Maintains high level of grammatical accuracy and speaks with little pause.			Recognises the differences between social and formal interaction and engages in discussions but can hold back at times. Makes some relevant contributions. Demonstrates turn-taking and can interrupt, although not always appropriately. Grammatical errors are limited to complex structures. Speaks with minimum pause.			Does not recognize the differences between social and formal interaction so does not adjust speech correctly. Some participation in the interaction, contributions are short and may not be relevant owing to misunderstanding. Some difficulty following the discussion and understanding feelings/ views expressed by others. Does not interrupt others appropriately with several pauses in speech.		
<b>5.1</b> <b>Make verbal requests to obtain information, ask for directions, instructions, explanations and descriptions.</b>	Makes requests to obtain specific information, using a range of interrogatives and modal verbs, indirect and direct questioning techniques. Forms the questions correctly and uses contracted forms where appropriate. Maintains high level of grammatical accuracy and speaks with little pause.			Makes simple requests, using a limited range of interrogatives. Sufficient accuracy using contractions. One or two grammatical errors but questions are sufficiently accurate to obtain specific information. Some use of modal verbs. Speaks with minimum pause.			Makes simple requests and asks simple questions, but use of interrogatives is limited and there are frequent grammatical errors which prevent communication. Attempts some use of modal verbs which may be used inaccurately or insufficiently for meaning.		

## 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/E3.1a,1b, Lr/E3.1c, 1d Lr/E3.2a,2b, Lr/E3.2c,2d, Lr/E3.2e 3a, Lr/E3.3b, 3c Lr/E3.4a 5a, Lr/E3.5b 6a, Lr/E3.6b, 6c Lr/E3.7a,7b, Lr/E3.7c, 7d Lr/E3.8a Sc/E3.1a,1b Sd/E3.1b, Sd/E3.1c,1d, Sd/E3.1e, Sd/E3.1f, 1g Sd/E3.2a Sc/E3.2d Sc/E3.3a, Sc/E3.3b,3c, Sc/E3.3d, Sc/E3.3e, 3f Sc/E3.2a,2b, Sc/E3.2c,2d, Sc/E3.2e, 2f Sc/E3.4a,4b, Sc/E3.4c,4d, Sc/E3.4e, 4f  This criteria is relevant across all Learning Outcomes at Entry 3	1.1. Listen for gist in straightforward spoken sources. 1.2. Listen for detail and pick out main points in straightforward spoken sources, including detailed instructions.	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 verbal communication and discussions and respond where/if appropriate 1.2 Listen for relevant and new information and respond where/if appropriate, eg TV, radio, chat 1.3 Follow and respond to detailed instructions and listen and respond to a range of requests
	2.1 Express clearly straightforward information and short descriptions including comparisons. 2.2 Give a simple account/narrate events in the past.	2. Be able to speak English clearly to be understood.  LO2 Be able to speak to communicate.	2.1 Use stress, intonation, accurate pronunciation and articulation to convey intended meaning and use language appropriate for context and register when speaking..
	2.3 Give simple directions and instructions and explanations. 2.4 Use stress, intonation and pronunciation to be understood and to make meaning clear.	3. Be able to give detail, facts, accounts, explanations and opinions using accurate grammar and patterns of speech  LO3 Be able to ask questions and make requests.	3.1 Convey relevant detail during a simple verbal communication and express statements of fact including personal information, directions and instructions 3.2 Give , explanations, accounts and narrate events in the past, and use conventional narrative structural patterns of speech 3.3 Give a short description and make comparisons of people, places and things and express feelings, likes, dislikes, views and opinions
	3.1 Ask straightforward questions and make requests to obtain personal or factual information, descriptions, directions, instructions and explanations.	4. Be able to engage in discussion with others.  LO4 Be able to engage in discussion.	4.1 Express views clearly during a discussion and make suggestions , give advice, ask about feelings and opinions and make plans and arrangements 4.2 Take part in a formal and social interaction, and respect turn-taking
	4.1 Take part in social and more formal contexts. 4.2 Use formal and informal language and register as appropriate. 4.3 Express and respond to simple feelings, opinions and points of view. 4.4 Ask and respond to questions, including asking for and making suggestions or advice as appropriate.	5. Be able to make requests  <i>This applies to all learning outcomes</i>	5.1 Make effective verbal requests to obtain information, ask for directions, instructions and explanations, descriptions of people, places , things <i>Clarify and confirm understanding through verbal/non-verbal means, recognize feelings and views , responding appropriately and use direct and indirect ways of asking for clarification</i>

## 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.

**This is Radio M. Today's question is..."Do musicians get better with age?"**

Many musicians today refuse to retire. For example, Paul Simon, now 74 years old, is still making music, and he's not alone. Nick Lowe, punk-pop singer, started singing in the 1950s and created 1970s punk-pop. Now at 67 years old, he sings love songs.

Nick believes that many older pop stars who make the same music without changing their styles are "thinning-haired, old men, who still do the same performance they did when they were young and beautiful. It's horrible and rather tragic."

If musicians are to be taken seriously, should they change their music styles when they get older? A lot of older pop stars release new music yet still get paid a lot of money for touring round countries, playing their old music. Some of these musicians include the Rolling Stones, Fleetwood Mac, and AC/DC. If they did change their music, they would disappoint their fans. Their fans still pay money to watch them perform on stage and some of these fans are young people, not just old people. It's their music that is loved.

People are living longer lives today and it's not fair to take away their music, so we need older musicians. We all need music in our lives and if older musicians are still able to work then we should let them do it for their fans.

Explain to the candidates:

1. *You will hear a radio broadcast.*
2. *Before listening, read the questions.*
3. *Listen to the broadcast.*
4. *You will hear the recording again.*
5. *Circle the correct answer.*
6. *You not must speak during the listening exam.*



## **Task 2 (15 minutes with preparation time)**

This task is for paired communication with the assessor. Two Entry 3 candidates should complete this activity together and talk to the assessor about music they like.

**Assessor Instructions** - Explain to the candidates:

*We are going to talk about music. Discuss what you think and share your ideas together.  
You must ask me questions.*

*We will speak for 10 minutes.*

*You could talk about....*

- *The kinds of music you like to listen to. Why?*
- *The kinds of music you don't like. Why you don't like it?*
- *The kinds of music you like. Why do you like it?*
- *How do you listen to music; CDs, MP3s, radio, TV, computer.*
- *How often do you play music? Do you have a lot of music?*
- *Who is your favourite singer or musician? Why?*
- *Do you sing? How often do you sing? Where do you sing?*
- *Do you dance? The best music to dance to. Where do you dance?*

*Remember to take turns and speak clearly, give your opinions, ask and answer questions and listen carefully to the information and questions*  
Give the candidates five 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 know more about ... ? What do you want to know?"*

**Each candidate must ask at least three questions independently and participate in three exchanges. They should introduce themselves at the start of the task.**

**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	5 minutes	4 minutes	7 minutes	20 minutes
3 Candidates	5 minutes	4 minutes	7-8 minutes	25 minutes
4 Candidates	5 minutes	4 minutes	9-10 minutes	30 minutes

Candidates should complete this activity together with the Assessor observing.

Explain to the candidates.

- *You will speak about the influence of music.*
- *You must speak, listen, ask questions and say what you think.*
- *You have up to 5 minutes to prepare what you are going to say.*

*You could talk about these things....*

- How many different styles of music do you know?
- What is your favourite kind of music?
- What is the first thing you notice about a singer or musician; their voice, their appearance, their age?
- Who do you think is the best singer or musician?
- Are singers or musicians good role models for young people?
- Do you think music influences people? (think about behaviour and fashion)
- Which music do you think is unsuitable for young people?
- What do you think about people playing loud music on the bus or in a car?

**Give candidates five minutes to think about what they are going to say.**

**Each candidate must engage in at least three exchanges giving information and asking questions independently. Each candidate 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 3 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 3**

This unit assesses the skills and knowledge required to meet the national standards at Entry 3 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 3. 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.