

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 Level 1 with Secure Achievement								tick	
Candidate achieved External Assessment for Speaking/Listening Level 1 with Satisfactory Achievement								tick	
Candidate failed External Assessment for Speaking/Listening Level 1								tick	

### Summary Results - Tasks 1, 2 and 3

Assessor's summary of Speaking and Listening for Level 1 (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 (6 marks)	Satisfactory (3-5 marks)	Did not achieve (0-2 marks)
<b>TASK 1 - Listening</b>			
	Secure (14-18 marks)	Satisfactory (9-13 marks)	Did Not Achieve (0-8 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 Listen for gist in discussions on a range of topics 1.2 Listen for detail (and respond where appropriate)		
Task No. & Assessment Criteria	Question No. and Answer (only mark one from each criteria)	Mark	Award
1. 1.1	<b>1. What is the main point of this broadcast?</b> (d) to inform us about some of London's famous landmarks	1	
1. 1.2	<b>2. Which Queen lived in Buckingham House?</b> (c) Charlotte <b>3. What is the official name for Big Ben?</b> (b) Elizabeth Tower <b>4. What is the Tower of London famous for today?</b> (d) housing the crown jewels <b>5. Which of these does Buckingham Palace have?</b> (b) a chapel	1 1 1 1	
1. 1.1	<b>6. Who would listen to this broadcast?</b> (a) someone interested in history	1	
	<b>TOTAL MARKS</b>	<b>6</b>	

Assessor should apply the mark scheme positively.

**NOCN ESOL Skills for Life**  
**Speaking and Listening**  
**SAMPLE PAPER SET 3 – Level 1**  
**Mark Scheme**

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 verbal instructions correctly for a given task.</b>	Follows instructions correctly, asking for clarification if required; recognizes sequence markers and demonstrates understanding with appropriate verbal responses.			Follows instructions correctly with some errors which do not affect the completion of the task.			Instructions not followed correctly and the task was not completed correctly.		
<b>1.4 Listen and clarify; recognize fact and opinion; provide feedback and respond to questions</b>	Listens, asks for clarification if unsure and clarifies information in return providing feedback and confirmation when listening and responds to questions. Understanding when a speaker is stating a fact or opinion and responds appropriately.			Listens but does not always ask for/give clarification; does not always confirm understanding or recognize a speaker's utterance when giving a fact or opinion but can respond appropriately to questions.			No clarification asked for or given and does not understand the difference between fact and opinion. Does not respond appropriately to questions.		
<b>2.1 Use stress and intonation and accurate pronunciation to convey intended meaning and articulate sounds of English in connected speech</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.			Articulates most words clearly to be understood with one or two areas. Demonstrates some need to vary intonation when making asking questions. Applies stress correctly in most instances. Pronounces English phonemes and blended sounds.			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. Does not always Pronounce English phonemes and blended sounds.		

**NOCN ESOL Skills for Life**  
**Speaking and Listening**  
**SAMPLE PAPER SET 3 – Level 1**  
**Mark Scheme**

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>3.1 Provide a verbal account for a given task and provide relevant detail using language appropriate for context.</b>	Expresses information clearly and accurately within context, demonstrating high grammar accuracy. Maintains speech without pause or hesitation. Recognizes and responds to questions with relevant information and appropriate level of detail in context using short or full answers; elaborating responses where appropriate.			Expresses information but not always clearly with some grammatical errors, pauses and hesitations but these do not impede exchange. Recognizes and responds to questions using mostly short answers although able to give at least one fuller answer demonstrating they have understood. Provides information that is relevant to questions.			Expresses information but meaning is not always clear due to frequent grammatical errors. Hesitations and pauses seriously impede 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.		
<b>3.2 Convey relevant detail for directions or instructions, giving advice, warning or persuading</b>	Gives clear directions, information or instructions; uses range of sequence markers. Demonstrates sound grasp of grammar for giving advice, warning, instructions, information, persuading or directions.			Gives adequately clear directions, information or instructions, uses some sequence markers. Demonstrates sufficient grammar accuracy for giving instructions, information or directions. 1-2 minor errors don't impede understanding.			Gives simple directions, information or instructions but use of sequence markers and grammar is limited. Errors and inaccuracies lead to misunderstandings.		

**NOCN ESOL Skills for Life**  
**Speaking and Listening**  
**SAMPLE PAPER SET 3 – Level 1**  
**Mark Scheme**

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>3.3 Describe, compare and express likes, dislikes, feelings, hopes, views and opinions</b>	Gives clear descriptive account of a place or event using a range of adjectives. Provides sufficient detail for interest and demonstrates sound grasp of grammar. Engages in the interaction and questions and contributions are relevant to the topic. Demonstrates range of lexis expressing degrees of likes/dislikes, feelings, opinions. Listens and responds to feelings/views expressed by others, indicating agreement or disagreement.			Gives descriptive account of a place/event; uses 5-6 adjectives. Provides some detail and accuracy in sentence construction. One or two errors do not impede on understanding. Adequate range of lexis to express degrees of likes, dislikes, feelings or opinions. Listens and responds to feelings/ views expressed by others; indicating agreement or disagreement.			Gives simple description of a place or event although may misunderstand the requirements of the task. Uses less than 5-6 adjectives, and errors in sentence construction. Errors lead to misunderstandings. Unable to express likes, dislikes or opinions. Some difficulty following the discussion and understanding feelings/ views expressed by others.		
<b>3.4 Gives factual accounts and narrates past events; presents information and ideas logically</b>	Demonstrates good control of grammatical sentence structure, verb forms and level of detail when forming questions and responses using the past, present and future tense forms. Responds with short and full answers and can use a range of interrogatives. Uses discourse markers and able to present information logically.			Demonstrates sufficient control of grammatical sentence structure and verb forms in the past, present and future tense with one or two minor errors. Responds with mainly short answers but with at least one full response. Errors do not affect overall understanding.			Frequent errors in questions, responses and verb forms. Inaccuracies and errors create difficulty for the listener and may impede communication. Needs questions and requests repeated. Responses are generally short and fail to provide the level of detail required without prompting.		

**NOCN ESOL Skills for Life**  
**Speaking and Listening**  
**SAMPLE PAPER SET 3 – Level 1**  
**Mark Scheme**

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 Participate in a social/formal discussion. Plan action with other people and interrupt appropriately.</b>	Demonstrates ability to adapt speech according to context, and able to interrupt others with accurate and appropriate lexis and syntax.			Demonstrates some ability to adapt speech according to context but popular expressions can be used inappropriately although these do not cause misunderstanding. Tends to interrupt but doesn't always use appropriate phrases or level of politeness.			Does not demonstrate the need to adapt speech according to context, uses inappropriate popular phrases and interrupts without using appropriate phrases and level of politeness.		
<b>5.1 Make effective verbal requests to obtain information.</b>	Makes 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. Makes a polite request for directions/instructions/information using an appropriate form. Asks further questions to seek clarification and request additional information where necessary.			Makes simple requests using a limited range of interrogatives. Sufficient accuracy using contractions. One or two errors but questions are sufficiently accurate to obtain specific information. Some use of modal verbs. Makes a polite request for directions/instructions using an appropriate form. Asks some questions to seek clarification and request additional information where necessary.			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. Makes a simple request for directions/instructions using an appropriate form. May ask simple questions to seek clarification or request additional information, but inaccuracies and errors impede communication.		

## 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 is able to:
Lr/L1.6a,6b, Lr/L1.6c, 6d Lr/L1.1a,1b, Lr/L1.2a,2b, Lr/L1.2c,2d, Lr/L1.2e Lr/L1.3a,4a, 5a, 6b, 6c Sc/L1.1a,1b, 1c, 2a, 2b Sc/L1.3a,3b, 3c, 3d, 3e Sc/L1.4a, 4b Sd/L1.1a,1b, 1c, 2a,2b,2c Sd/L1.3a, 4a  This criteria is relevant across all Learning Outcomes at Level 1	1.1. Extract relevant spoken information relating to straightforward topics in a range of contexts. 1.2. Listen to and demonstrate understanding of explanations and instructions on different straightforward topics in a range of contexts.  2.1 Communicate in speech for different purposes. 2.2 Present information and ideas in a logical sequence, including detail and developing ideas where appropriate. 2.3 Adapt speech according to context. 2.4 Articulate the sounds of English using stress and intonation so that meaning is clearly understood. 2.5 Use language which includes simple, complex and compound sentences, using appropriate tenses and verb forms.	1. Be able to obtain information from simple verbal communication.  LO1 Be able to obtain information from spoken sources.	1.1 Listen for gist in discussions on a range of topics. 1.2 Listen for detail and respond where appropriate. 1.3 Follow verbal instructions for a given task. 1.4 Listen and clarify, providing feedback and confirmation when listening, respond to questions and recognize an opinion/fact & respond appropriately.
	2.1 Communicate in speech for different purposes. 2.2 Present information and ideas in a logical sequence, including detail and developing ideas where appropriate. 2.3 Adapt speech according to context. 2.4 Articulate the sounds of English using stress and intonation so that meaning is clearly understood. 2.5 Use language which includes simple, complex and compound sentences, using appropriate tenses and verb forms.	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 articulate sounds of English in connected speech.
	3.1 Make requests and ask for information in different contexts and for different purposes.	3. Be able to convey information and make statements of fact.  LO3 Be able to make requests and ask questions.	3.1 Provide a short verbal account and convey relevant detail appropriate for context when speaking, using formal language and register where appropriate during verbal communication. 3.2 Give explanations and instructions, advice, persuade, warn. 3.3 Describe and compare, express likes, dislikes, feelings, hopes, views, opinions.
	4.1 Follow and participate in a discussion on straightforward topics. 4.2 Make relevant contributions and respond appropriately to contributions from others.	4. Be able to engage in discussion with others.  LO4 Be able to engage in discussion.	3.4 Gives factual accounts and narrates past events Present information and ideas in a logical sequence.
	4.3 Express views and opinions. 4.4 Contribute to discussion in order to plan action with others. 4.5 Use appropriate verbal and non-verbal strategies.	5. Be able to make requests.	4.1 Take part in social interaction and formal interaction and Plan action with other people Involve other people in a discussion and use appropriate phrases for interruption. 5.1 Make effective verbal requests to obtain information.

## **Assessor Instructions**

Dictionaries are not allowed and each task is timed

### **Task 1 (up to 20 minutes)**

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

Good morning. Welcome to News for You. This morning I'm going to talk about three of London's most powerful landmarks.

London encapsulates a 2000 year history that is rich in power, innovation and culture and a real must see for history buffs. Some of this can be seen in the majesty of Buckingham Palace, Westminster and Big Ben and the Tower of London.

Originally known as Buckingham House, Buckingham Palace today used to be a grand London townhouse built for the Duke of Buckingham in 1703. In 1761, George III turned it into a private residence for Queen Charlotte, which became known as 'The Queen's House'. Over the years Buckingham House was reshaped and became Buckingham Palace we know today with the famous balcony on which Queen Elizabeth and the Royal Family stand and wave to the crowds below. There are 775 rooms in total in the Palace and these include 19 State Rooms, 52 Royal and guest bedrooms, 188 staff bedrooms, 92 offices and 78 bathrooms. Buckingham Palace has its own chapel, post office, swimming pool, staff cafeteria, doctor's surgery and cinema.

The Houses of Parliament, also known as the Palace of Westminster, were home to English Monarchs from 1265 to 1547 when it became the House of Commons. In 1605 the infamous plot to kill King James I and blow up Parliament was uncovered when Guy Fawkes was caught in the cellars with barrels of gunpowder on November 5<sup>th</sup>. He was taken to the Tower of London where he was tortured and killed under the law of treason, along with other friends who were also involved in the plot. Despite surviving this catastrophe, in 1834 most of the building was destroyed by fire and so had to be redesigned in 1835. The new design took 30 years to build.

The iconic Big Ben is Westminster's clock which is the largest four-faced clock. Officially named Elizabeth Tower, it was finished in 1858, standing 96 metres above the city, its nickname 'Big Ben' is the name of the main bell, located deep inside the tower. A light at the top of Big Ben is illuminated when Parliament is having a night time debate.

The Tower of London has a long and bloody history and dates back to William the Conqueror in 1066 making it a 900 year old castle. The White Tower stands 27 metres high and its walls are 4 ½ metres thick at the bottom which taper to approximately 3 ½ metres thick at the top. Many important monarchs have resided there, some as prisoners, and it was most famously known as a place of execution. Queens, princes, spies and many influential people over the years found themselves incarcerated, tortured and executed in the Tower. Of course, this does not happen today. Instead, if you visit the Tower you can see the Crown Jewels, for which it is most notable, and you can visit its museum and become familiar with the Black Ravens and Beef Eaters who guard the Tower. It is believed that if the ravens ever leave the Tower of London, it will fall. Let's hope they don't!



## **Task 1 - Assessor Instructions**

### **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.*

## Task 2 (up to 30 minutes)

The candidate will deliver a presentation to at least 3 learners at the same level or above, and will be assessed on their ability to convey information to a group. It is recommended to ensure that larger groups than this do not disadvantage the candidate. The group should be encouraged to ask questions. **Candidates are expected to answer at least 6 questions fully at the end of the presentation.**

**The candidate's spoken contribution should last 10-15 minutes.** The activity can last for up to 30 minutes including setup, delivery and question and answer. Prior planning and preparation by the candidate is encouraged and is not included in the allotted time. To enable the candidate to effectively prepare for the assessment **the activity can be shared with him/her up to two weeks prior to the assessment date** so they can prepare suitable notes, equipment, power point etc. Candidates must not read directly from their notes, it is expected they will refer to these to initiate their thought process.

**Candidates can have up to two weeks to prepare for this task**

Topic for Presentation: "One of my favourite places to visit"

It is anticipated that the candidate will be comfortable and familiar with the topic and able to answer a variety of questions, for example....

*Where it is, how much it costs to visit, when it is open, what we can do there, the age groups it is appropriate for, how we can get there, if we need any ideal clothes or equipment to make our visit more enjoyable.*

**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 – Small Group Discussion (not a formal presentation) – up to 40 mins**

Candidates take part in a discussion between a small group of 3-5 people. The task can last up to 40 minutes depending upon the number of candidates. Planning and preparation time is included. The aim is to assess the candidate's ability to take part in a discussion, ask and respond to questions, demonstrate coping with interruptions and using appropriate interruption strategies, seeking agreement and expressing agreement or disagreement in an appropriate manner. Each candidate must contribute and be given as much time to speak as the others and give at least three exchanges independently.

This is not a presentation so it is assumed all candidates will be speaking alternately, offering up their views and opinions. Each candidate must introduce themselves at the start of the task and one candidate needs to begin and close the task (acting Chair). Candidates can make notes but must not read directly from them. They must give all notes to the Assessor at the end of the task.

**Timings including preparation time:** (based on an average of 5 minutes speaking time per person)

No. of Candidates	Total Preparation Time	Discussion
3 Candidates	10 minutes	15 minutes
4 Candidates	10 minutes	20 minutes
5 Candidates	10 minutes	25 minutes

Candidates should complete this activity together with the Assessor observing.

**Topic for Discussion:**  
**“Are Charities are a good idea?”**

*Candidates should express views and opinions on these....*

- *The Charities they know about*
- *Whether they donate to charities or have done so in the past*
- *Why they believe they are a good / bad idea (giving their reasons why)*
- *The things that some Charities do*
- *Whether they shop in Charity shops*
- *What Charities would they recommend people to donate to.*

**record sheets to show the level of achievement.**

## **Assessment Guidance**

At Level 1 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 Level 1**

This unit assesses the skills and knowledge required to meet the national standards at Level 1 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 Level 1. 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**

**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.