

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

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)
TASK 1 - Listening			
	Secure (14-18 marks)	Satisfactory (9-13 marks)	Did Not Achieve (0-8 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

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	Mark	Award
1. 1.1	1. What is the main point of this broadcast? (d) to inform us about a traffic ban in Oxford Street	1	
1. 1.2	2. When will the ban be completed? (c) 2020	1	
	3. How far will the traffic ban go, along Oxford Street? (a) to Marble Arch	1	
1. 1.1	4. How many people visit Oxford Street? (d) 4 million a week	1	
1. 1.2	5. How fast do pedestrians walk on average? (c) 3.1 miles an hour	1	
	6. What does it mean “implement the ban in stages”? (a) start banning traffic in one area first then another area	1	
	TOTAL MARKS	6	

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 ✓
1.3 Follow verbal instructions correctly for a given task.	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.		
1.4 Listen and clarify; recognize fact and opinion; provide feedback and respond to questions	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.		
2.1 Use stress and intonation and accurate pronunciation to convey intended meaning and articulate sounds of English in connected speech	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.		

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 a verbal account for a given task and provide relevant detail using language appropriate for context.	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 prevent 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 prevent 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.		
3.2 Convey relevant detail for directions or instructions, giving advice, warning or persuading	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 prevent understanding.			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 ✓
3.3 Describe, compare and express likes, dislikes, feelings, hopes, views and opinions	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 prevent 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.		
3.4 Gives factual accounts and narrates past events; presents information and ideas logically	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 prevent 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 ✓
4.1 Participate in a social/formal discussion. Plan action with other people and interrupt appropriately.	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.		
5.1 Make effective verbal requests to obtain information.	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 prevents 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 prevent 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	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 recognise an opinion/fact & respond appropriately.
		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. 4.3 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.	4. Be able to engage in discussion with others. LO4 Be able to engage in discussion. 5. Be able to make requests.	3.4 Gives factual accounts and narrates past events Present information and ideas in a logical sequence. 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, this is the BBC News.

All traffic including buses and taxis will be banned from the world famous shopping street, Oxford Street, London, as part of the Lord Mayor, Sadiq Khan's plans to tackle air pollution.

The project will be rolled out in two stages to reduce disruption on the 1.2 mile street and will be completed by 2020. Cars are already banned on most of Oxford Street between 07:00 and 19:00 every day apart from Sunday.

Valerie Shawcross, London's deputy mayor for transport, told the London Assembly on Wednesday, that the plan was to ban all traffic along Oxford Street from Tottenham Court Road as far as Marble Arch. The ban will begin on the Eastern section, between Tottenham Court Road and Oxford Circus, she said.

The project will contribute to the Mayor's aim of improving air quality and make Oxford Street a far safer and more pleasant place to visit. More than four million people visit Oxford Street each week.

The fastest bus journey along the length of Oxford Street is estimated at 4.6mph on weekdays, compared to the walking pace of the average pedestrian at 3.1mph. The policy manager at the London Chambers of Commerce, said: "The huge increase in pedestrians will require clear planning to maximise pedestrian safety and minimise disruption to businesses. Implementing the ban in stages certainly has its advantages as it means trading will continue more easily."

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 (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: "Identity Theft"

It is anticipated that the candidate will be comfortable and familiar with the topic and able to answer a variety of questions. The candidate should deliver a presentation, they could talk about:

- *What is identity theft?*
- *How do we recognise it, what should we look for?*
- *Give examples of some identity theft signs.*
- *What are the effects of identity theft?*
- *How can we avoid it happening?*
- *Give examples of what we can do to protect ourselves from identity theft.*
- *What action can we take if it happens? Give details.*
- *Research cases of identity theft and choose one serious case of identity theft and explain what happened.*

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 them verbatim. 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	Group Discussion	Total Task Time
3 Candidates	10 minutes	15 minutes	25 minutes
4 Candidates	10 minutes	20 minutes	30 minutes
5 Candidates	10 minutes	25 minutes	35 minutes

Candidates should complete this activity together with the Assessor observing.

Topic for Discussion:
“How do we measure success?”

Candidates should express views and opinions on:

- *Having a good education/a good job.*
- *Marriage and/or children.*
- *Being active and fit.*
- *Having a lot of money.*
- *Being good at doing something.*
- *Being happy.*
- *Having a big house and car.*
- *Being able to help others.*

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.

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.