

| | | | | | | | | | |
|---|-------------|--|---------------------------|-------------|--|---------------------------|-------------|------|--|
| 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 2 with Secure Achievement | | | | | | | | tick | |
| Candidate achieved External Assessment for Speaking/Listening Level 2 with Satisfactory Achievement | | | | | | | | tick | |
| Candidate failed External Assessment for Speaking/Listening Level 2 | | | | | | | | tick | |

Summary Results - Tasks 1, 2 and 3

Assessor's summary of Speaking and Listening for Level 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 (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

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 | 1. What is the main point of this broadcast? (a) to explain the reasons why people are obese | 1 | |
| 1. 1.2 | 2. People spend more time indoors because... (b) there are concerns about safety outdoors | 1 | |
| 1. 1.2 | 3. What has a major influence on how we live our lives? (c) our social environment | 1 | |
| 1. 1.1 | 4. Which two of these have accepted some responsibility for reducing obesity? (a) retailers and the hospitality sector | 1 | |
| | 5. People are overweight if they have a BMI of... (b) 25 to 29 | 1 | |
| | 6. What have longer working hours and deskbound jobs resulted in? (d) inactivity and tiredness | 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 by appropriate verbal response | | | 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 & 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 to that expression | | | 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 a 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 Recognizes English phonemes, blended sounds and silent 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. Recognizes English phonemes, blended sounds 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 asking questions and inaccurate stress on words and phrases. Does not always recognize English phonemes, blended sounds and silent 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 control. 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 and pauses and hesitations, but these do not impede exchange. Recognizes and responds to questions using mostly short answers although able to demonstrate at least one fuller answer demonstrating they have understood. Provides information that is relevant to questions. | | | Expressed 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. | | |
| 3.2 Convey relevant detail for directions or instructions, giving advice, warning, rebuking or persuading | Gives clear directions, information or instructions, uses range of sequence markers. Demonstrates sound grasp of grammar for giving instructions, information 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 for giving instructions or directions, 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 and compare, express likes, dislikes, feelings, hopes, views, opinions | Gives clear descriptive account of place or event using range of adjectives. Provides sufficient detail for interest and demonstrates sound grasp of grammar. Engages in the interaction and questions and contributions 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 impact 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 outline description of a place or event, although may misunderstand the requirements of the task. Uses less than 6 adjectives, and errors in sentence construction. Errors lead to misunderstandings. Unable to express likes, dislikes and 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. Responses use 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. Responses use mainly short answers but with at least one full response. Errors do not affect overall understanding. | | | Frequent errors in the construction of questions and responses and use of 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. | | |

| 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 using appropriate phraseology and appropriateness. | | | Demonstrates some ability to adapt speech according to context but colloquialisms can be used inappropriately although these do not cause offence. 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 colloquialisms 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 control 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 can: |
|---|---|--|---|
| Lr/L2.1a, 1b Lr/2.2a, 2b, Lr/2.2c, 2d, Lr/2.2e,3a Lr/2.4a, 4b Sc/L2.1a,1b Sc/L2.1c Sc/L2.2a Sc/L2.3a,3b Sc/L2.4a 4b Sc/L2.4c 4d Sc/L2.4e, 4f Sc/L2.5a Sd/L2.1a, Sd/L2.2, 2b, Sd/L2.2c 2d Sd/L2.3a Sd/L2.5a This criteria is relevant across all Learning Outcomes at Level 2 | 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. | 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. 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. |
| | 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 | 3. Be able to convey information and make statements of fact. LO3 Be able to make requests and ask questions. (see 5 below) | 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, rebuke. |
| | 3.1 Make requests and ask for information in different contexts and for different purposes. | | 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. | | 3.4 Gives factual accounts and narrates past events Present information and ideas in a logical sequence. |
| | Express views and opinions. 4.4 Contribute to discussion in order to plan action with others. | 4. Be able to engage in discussion with others. LO4 Be able to engage in a discussion. | 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. |
| | 4.5 Use appropriate verbal and non-verbal strategies. | 5. Be able to make requests. | 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.

One in four British adults is obese, according to the UN Food and Agriculture Organisation, labelling the UK the "fat man of Europe". The UK has the highest level of obesity in Western Europe as obesity levels in the UK have more than trebled in the last 30 years and more than half the population could be obese by 2050.

A person is considered overweight if they have a body mass index between 25 to 29, and obese with a BMI of 30 and above. Most people who become obese put on weight gradually between the ages of 20 and 40. The risk of becoming obese starts at an early age as obese parents increases the risk of childhood obesity by 10%.

Studies have shown that the social environment we live in has a major influence on the decisions people make about their lifestyles. Our reliance on cars, the TV, computers, desk jobs and fast food have all contributed to encourage inactivity and overeating. People don't walk as much as they used to and one in five journeys of less than one mile are made by car.

Leisure time is increasingly spent indoors as the incentives for outdoor activities have fallen due to safety concerns and a lack of access to green spaces and sports facilities. Longer working hours and more desk-bound jobs over the past decades have resulted in inactivity and tiredness so less people are inclined to undertake physical activity after work.

Being overweight increases the risk of many serious illnesses, such as type 2 diabetes, high blood pressure, heart disease, stroke, as well as cancer.

What can we do to stop this? Well, the Government wants to help people make healthier choices about what they eat and these include:

- giving people advice on healthier food choices and improving physical activity
- improving labelling on food and drink to help people make healthy choices
- encouraging businesses to include calorie information on their menus
- Food manufacturers, retailers and the hospitality sector have committed to cut down on the amount of fat, sugar and salt they put in popular food products
-

Despite all this, each of us is ultimately responsible for our own health so the message is simple, to lose weight, you need to eat less and move more.

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 Q&A. 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 assignment

Candidates choose ONE of these Selected Topics for Presentation:

The best invention of the 20th / 21st Century

An incredible moment in history

Are robots replacing humans in the workplace?

Is society too dependent on technology?

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 av. 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:
"Plastic Surgery"**

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

- *Types of plastic surgery*
- *Whether plastic surgery should be used to enhance beauty, is it ethical?*
- *The differences between plastic surgery and cosmetic surgery*
- *Whether they would consider either plastic surgery or cosmetic surgery*
- *Should it be free on the NHS?*

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 Level 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 Level 2

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

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.