

GUIDANCE FOR ASSESSORS-ESOL FOR WORK (SPEAKING AND LISTENING LEVEL 1)

The test paper is designed to test a candidate's ability to meet the criteria for ESOL FOR WORK based on the standards set out for Speaking and Listening in the ESOL Core Curriculum. It is essential that assessors read **the paper, the mark scheme and the guidelines** thoroughly and that they are familiar with the standard described in the curriculum before administering this Speaking and Listening test.

Administration of the test

1. The question paper is for the use of assessors only and should not be seen by the candidate. Candidates should be instructed that if they wish, personal information discussed in the actual test can be fictitious.
2. The optional, unmarked 'warm-up' (Section 1) may be valuable in situations where candidates are nervous or not known to the assessor or centre.
3. Assessors should offer encouragement and reassurance during the test but should not comment on their ongoing evaluation of a candidate's performance.
4. Though guidance to possible responses is given for Part 2 and Part 3 there is **no requirement** for the candidate **to reproduce vocabulary used in sample responses**; these possibilities are a guide only and not exhaustive or prescriptive. Assessors **should ensure understanding of gist** and detail in Section 2 but should use their discretion and give consideration to all responses, questions and conversation prompted by situations in Section 3.
5. It is considered that Section 2 and Section 3 can be completed in a **maximum** of 10 minutes. There is no requirement for assessors to insist that candidates continue to talk once the assessor is convinced that the candidate is (or is not) speaking and listening at the required level.
6. It is assumed that the assessor will take the role of interlocutor. It is required that the interlocutor (or an assistant scribe if required), makes a short, simultaneous written record of a candidate's responses. In Part 2 this should confirm clearly **whether or not** gist has been understood and detail the additional responses given. In Part 3, the record need not be verbatim but should provide the gist of responses where more complex answers are given or discussion takes place.
7. Assessors (interlocutors or scribes) must make a written record on the examination paper and to make an audio or video recording of the test. If a candidate is selected for external verification sampling it is necessary for the verifier to have access to the notes taken during the test and the recording made. **It is the responsibility of the centre to ensure that the recording is of good quality.** Assessors are therefore advised to test equipment before use to ensure that candidate voices are recorded and identified (by a counter) clearly.
8. Emboldened text in Part 2 (if a monologue) can be read by the assessor or if a dialogue) by the assessor and an assistant (to the candidate). Alternatively a recording of the text can be played.
9. Assessors may give prompts but these should be as an aid to understanding only and not be phrased to lead a candidate to a correct response, which could affect the outcome of the assessment decision. Extensive prompting or rephrasing of questions should be recorded on the front of the test paper and should be taken into account when awarding marks for the assessment task.
10. It is permissible to allow the candidates to take short notes when the passage is read again **after the gist question has been answered** but all responses must be given orally.

Marking of the test

1. Assessors should award marks for each part of the test according to the information in the mark scheme.
2. Marks awarded should be entered in the mark grid at the front of the test paper. .
3. The boxes on the paper are designed to receive a written record of candidates' responses and there is no necessity for assessors to record marks here.
4. Assessors can, if they wish, award and record all marks after the assessment has concluded based on the record of candidate responses.
5. The maximum number of marks for the test is 30. The pass mark is 21 (70%).
6. If a candidate achieves a border-line mark the assessor should review the responses of the candidate and check if there is justifiable and demonstrable evidence to enable the assessor to pass the candidate.
7. **If gist has not been understood the candidate cannot pass the paper.**
8. Assessors should use their professional judgment and expertise when applying the Mark Scheme. In addition to the guidance notes, sample answers and distribution of marks outlined, **assessors should refer to the guidance and amplification given under the relevant curriculum elements in the ESOL Core Curriculum** to determine whether candidates' responses merit the allocation of marks available in the Mark Scheme.
9. Assessors should ensure that personal details entered on the front of the test paper are correct.
10. Assessors must sign and date the record of the candidate's answers to the test paper on the front page and make a note of any unusual circumstances that may be useful to the external verifier.
11. Formative assessment should be offered to those learners who do not pass the test. This does not necessitate showing any candidate a test paper. Assessors should ensure that they are aware of which questions the candidate did not pass, and the criteria covered by those questions. The candidate can then be given information on which skills need more work before another test can be taken.

Specific requirements for this paper:

An audio or video recording is required to support the written record of a candidate's responses.