



**National Qualifications 2012  
Internal Assessment Report  
English for Speakers of Other  
Languages (ESOL)**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# National Courses

Titles/levels of National Courses verified:

C222 12 Higher ESOL: Speaking (Everyday Communication Unit DV34 12)

C222 11 Int 2 ESOL: Speaking (Everyday Communication Unit DV34 11)

## General comments

The information and comments in this section of the report are based on the sample of centres selected for central verification of the Speaking component of Higher and Intermediate 2 Courses in May 2012.

The assessment for the Speaking component of the external examination is the marked version of the Everyday Communication Unit NAB. Some centres submit the version recorded for assessment of the Unit and give this a mark using the Internal Assessment, Descriptions of Performance. Other centres select a different NAB and record an assessment nearer to the time when Speaking marks have to be submitted.

Central verification found that for most of the candidates sampled, standards were appropriate and the centres' judgement of performance in Speaking was Accepted. Many candidates demonstrated excellent skills and use of strategies to maintain and develop the conversations. Candidates who met the national standards and achieved good marks interacted well with each other, engaging in the conversation in a natural way, listening and responding well to their partner, showing interest in the ideas and opinions expressed, asking questions and initiating changes in the direction of the conversation.

This year saw an increase in the number of centres meeting the requirements of the national standards at central verification. There were some cases where the centres' judgements were not in line with national standards and therefore Not Accepted. Those centres undertook an assessment review, either accepting the Speaking marks awarded by External Verifiers or re-assessing candidates.

The following are the main reasons for a Not Accepted result for a centre at central verification:

- ◆ Candidates met the national standards at a higher level than they had been awarded marks
- ◆ Candidates did not meet the national standard and had been awarded marks that were too high.
- ◆ Interactions had been rehearsed and it was not possible to make an assessment judgement
- ◆ Interactions were supported by prompting by a third person
- ◆ Some interactions, which took place with an assessor, were dominated or led by the assessor and it was not possible to make an assessment judgement against some of the Descriptions of Performance.

In some of the centres sampled this year, not enough attention had been paid at Higher or Intermediate 2 to the following in the Description of Performance:

‘...initiate... show sensitivity to the norms of turn-taking...  
maintain/support the development of the interaction.’

‘Contributes effectively and relevantly throughout the interaction.’

‘Communicate with ‘coherence and organisation’

‘...achieves the task ...’

Assessors and Internal Verifiers should refer to the Description of Performance and note that if candidates are unable to meet these points in the descriptions, the highest mark that can be awarded is 12/25.

Some centres had also used an out of date Assessment of Speaking, Descriptions of Performance document to mark candidates speaking. The Descriptions of Performance were revised in August 2008 and are available on the ESOL pages of the SQA website by selecting ‘Support for Centres’ and then going to the document ‘Assessment of Speaking’ or by using the following link [http://www.sqa.org.uk/files\\_ccc/ESOLAssessmentofSpeaking.pdf](http://www.sqa.org.uk/files_ccc/ESOLAssessmentofSpeaking.pdf)

There was evidence of thorough and rigorous internal verification having taken place in some centres, ensuring that standards were met. In other centres, the internal verification system required further development particularly in relation to consistency of assessment decisions, sampling of candidate evidence and the quality of the recordings submitted.

## **Course Arrangements, Unit specifications, instruments of assessment and exemplification materials**

### **Course Arrangements**

Most of the material sampled indicated that centres are familiar with the Course Arrangements documents, but in a few cases centres had sent candidate evidence for other Outcomes of the ESOL Everyday Communication Unit DV34 11 and 12. This demonstrated a lack of understanding of how the Speaking component of the Course assessment contributed to the final mark.

Course Arrangements documents for Higher and Intermediate 2 can be found on the ESOL page of the SQA website or by following links below:

[http://www.sqa.org.uk/files\\_ccc/English\\_for\\_Speakers\\_of\\_Other\\_Languages\\_Intermediate\\_2.pdf](http://www.sqa.org.uk/files_ccc/English_for_Speakers_of_Other_Languages_Intermediate_2.pdf)

[http://www.sqa.org.uk/files\\_ccc/English\\_for\\_Speakers\\_of\\_Other\\_Languages\\_Higher.pdf](http://www.sqa.org.uk/files_ccc/English_for_Speakers_of_Other_Languages_Higher.pdf)

## **Unit specifications**

Candidate evidence sampled generally indicated that centres were familiar with the Unit specifications and had made good use of the information available. Candidates' conversations were natural and reflected personal and social situations that they were likely to encounter. Candidates are required to prepare for the Speaking assessment on their own without support from the assessor or discussion with their partner. The discussion should never be rehearsed. In many cases candidates had made good use of preparation time, as required, and conversations were coherent and well organised using a wide range of specialised vocabulary. Candidates were at ease with being recorded and had had opportunities to record themselves or be recorded using formative assessment tasks and receive feedback on their interactions.

In a few cases it was not clear that centres had made use of information in the Support Notes, Guidance on Approaches to Assessment, Outcome 1 (DV34 12 page 10 and DV34 11 page 9 and 10). Conversations were contrived and in a few cases sounded rehearsed. Preparation time had not been used effectively, interactions were repetitive and candidates did not develop topics within the conversations effectively or demonstrate a range of specialised vocabulary. Some candidates did not seem to be accustomed to being recorded and as a result did not perform as well as they might have, given practice.

The Unit specifications are contained within the Course Arrangements documents and can be referred to by following the links above.

## **Instruments of assessment**

All centres had made use of the instruments of assessment for Outcome 1 in the NAB packs DV34 11 and DV34 12. External verification was greatly facilitated when centres had also sent the task undertaken by the candidates.

In a few cases, out-of-date National Assessment tasks from April 2006 were used. The NABs have been amended on a number of occasions in response to feedback from centres. At the beginning of each session centres should check for any amended versions on the SQA secure website to ensure that the most up-to-date NAB is being used.

Centres should comply with the requirement for the two conversations to be contained within one task and for both to take place during one recording. Candidates should manage the transition from Part 1 of the conversation to Part 2 without interruption or the recording being paused. Part 1 is intended to be an informal exchange of information and Part 2 a detailed discussion of a topic which allows candidates to fully demonstrate their spoken English language skills.

Centres should ensure that candidates are aware that Part 1 of the conversation should not exceed the recommended 2 minutes and that the transition is made to the topic in Part 2 of the assessment.

In the Intermediate 2 Everyday Communication NAB Task B, both speakers should contribute equally on their choice of film/TV programme to allow both candidates to fully demonstrate the ability to initiate and respond throughout the conversation.

### **Exemplification materials**

The majority of centres have made use of the Exemplification of Speaking videos and commentaries which are available for all NQ ESOL Units on the SQA secure website. However, there was some evidence that assessors and Internal Verifiers may not be familiar with these materials, in terms of inconsistent marks being allocated within centres.

The exemplification for Everyday Communication Units DV34 11 and DV43 12 includes marks allocated for the Speaking component of the Course and these should be used in standardisation meetings and when assessing and internally verifying the Speaking assessments submitted for central verification.

### **Evidence Requirements**

The Evidence Requirements contained within the Unit specifications were met by the majority of centres. This was assisted by centres using the current NABs. A number of recordings received either exceeded the time limit or were too short. Information was provided about this in the reports to the centres. Assessors should ensure that candidates are aware of the time limits and adhere to them as closely as possible.

### **Administration of assessments**

There was evidence that, in many cases, candidates had prepared well for the assessment. They understood the two parts and how to move from Part 1 to Part 2. They also demonstrated a clear understanding of the topic of the interaction and had identified and made use of a good range of appropriate subject-specific vocabulary.

There were also a number of examples of candidates who did not have this understanding and had not made good use of preparation time as required, ie on their own without support from the assessor or discussion with their partner. In these recordings candidates were not able to fully demonstrate their skills in spoken English. In some cases, it was difficult to distinguish between the two parts of the task. Internal Verifiers should ask for candidates to be re-assessed when the first part is too long or it is difficult to distinguish between the first and second part of the task.

Where the candidate's name, Unit and task were clearly stated at the beginning of the recording this greatly facilitated the verification process.

Internal verification in centres should reflect the process of external verification with sampling of candidate evidence. There was good evidence of internal verification from some centres. These centres had included documented

evidence of Internal Verifier sampling with comments, and in some cases marks for candidates had been adjusted appropriately.

In a few cases, there was no evidence of internal verification having taken place and this resulted in the following:

- ◆ inconsistent marks from within a centre
- ◆ use of out-of-date NABs and Assessment of Speaking, Descriptions of Performance
- ◆ faulty recordings
- ◆ incorrect timings of Part 1 and 2
- ◆ conversations which were too short or too long
- ◆ conversations which did not achieve the task

## **Areas of good practice**

### **Pairing of candidates**

For many centres, the candidate evidence sampled illustrated that candidates had been well paired with both candidates demonstrating the requirement in the Description of Performance *'to initiate and show ... sensitivity to the norms of turn-taking.'* These candidates clearly understood the importance of supporting the interaction and conducting a balanced and natural conversation.

The verification process was greatly facilitated when candidates were paired with a different language group or gender and referred to each other by name at the beginning of and during the interaction, as well as stating their full name before the interaction began. In one case, where it was difficult to identify candidates, the centre had provided a very helpful 'Voice Recognition' sheet highlighting different phrases used by candidates.

There were a few good examples of candidates being paired with the assessor or another interlocutor who effectively participated in the conversation/discussion without dominating or leading.

### **Candidate preparation**

There was clear evidence that in some centres the preparation time was put to good use by candidates who were at ease with the format and had an obvious commitment to the effort required. They had a clear grasp of the discussion points in the task and made good use of the opportunity to develop points in the conversations/discussions achieving the task within the specified times.

Many candidates were very comfortable with the process of being recorded and had clearly been familiarised with this prior to being assessed.

## **Candidate evidence**

Some centres submitted a detailed assessment checklist for each candidate. This was extremely helpful and enabled the verifiers to see the assessor's comments on each of the Performance Criteria and how they related to the mark given from the Description of Performance and the candidate's performance.

## **Specific areas for improvement**

Centres should read and apply the *Guidance on Assessment of Speaking* documents. These may be fine-tuned each year and therefore may contain changes from the previous year. It is therefore extremely important that the assessors are familiar with the new documents when they become available in the autumn.

In a few cases centres had not sent marks or had completed the form with percentages. Centres should assign the candidate a Speaking mark out of 25 on the Verification Sample form.

Centres should ensure that it is possible to distinguish candidates' names and to identify candidates. This should be checked by the assessor and Internal Verifier before the candidate evidence is sent to SQA and, if there is any doubt, additional information to assist identification should be provided. It is also helpful if candidates refer to each other by name at the beginning of and during the interaction.

Some candidate evidence was not clearly introduced on the recording. Centres should ensure that the following information is stated clearly at the beginning of the recording to assist with identification of candidates:

- ◆ Level: Higher or Intermediate 2
- ◆ Unit Title: Everyday Communication
- ◆ Task
- ◆ Candidates' names

It is strongly recommended that candidates be encouraged to develop their own responses to the task to allow them to produce natural-sounding conversation.

Candidates should try to avoid ending the interaction abruptly and should aim to close the conversation in as natural a way as possible.

Candidates should sustain their engagement in a fully interactive conversation throughout both parts of the selected task.

# National Qualifications (NQ) Units

Titles/levels of NQ Units verified:

DV34 08 ESOL: Everyday Communication	Access 2
F1AD 08 ESOL: Transactional Contexts	Access 2
F1AE 08 ESOL: Work and Study-related Contexts	Access 2
DV34 09 ESOL: Everyday Communication	Access 3
F1AD 09 ESOL: Transactional Contexts	Access 3
F1AE 09 ESOL: Work and Study-related Contexts	Access 3
DV34 10 ESOL: Everyday Communication	Intermediate 1
F1AD 10 ESOL: Transactional Contexts	Intermediate 1
F1AE 10 ESOL: Work and Study-related Contexts	Intermediate 1
DV34 11 ESOL: Everyday Communication	Intermediate 2
DV36 11 ESOL: Study-related contexts	Intermediate 2
DV34 12 ESOL: Everyday Communication	Higher
DV36 12 ESOL: Study-related contexts	Higher

## General comments

In 2011–12 candidates from centres including colleges, schools, community learning centres, voluntary organisations and training providers have been entered for the NQ ESOL Units from Access 2 to Higher and candidates have gained recognition of their English language skills.

Understanding of assessment requirements, processes and practices in centres was generally good and this was reflected in most centres in the quality of candidate evidence and assessor judgements. However, there were still a few centres where External Verifiers encountered similar issues to those in previous years and therefore some of the comments in this year's report are similar to those in last year's report.

Visiting verification was carried out and candidate evidence sampled has been of an appropriate standard in the majority of centres. There are still a few new centres offering NQ ESOL Units for the first time and the external verification process has been helpful in identifying both examples of good practice and areas where guidelines require to be more carefully followed for successful internal assessment and verification.

Implementation of internal verification policies and procedures still varies across centres with some demonstrating a clear understanding of the importance of the process and others where there is little understanding of the role internal verification plays in internal assessment and the meeting of national standards.

A few centres have produced their own assessment materials demonstrating a clear understanding of the standards. These assessments are generally contextualised for specific purposes to suit the candidates undertaking the Units or to update the current National Assessment Bank (NAB) materials.

Assessments have been developed for Outcome 1, Speaking, and Outcome 2, Writing, for school candidates to link to other subjects in schools. The development and use of e-assessment is also underway in some centres for Outcome 3, Listening, and Outcome 4, Reading. Centres have sent these assessments to SQA to take advantage of the opportunity for prior verification. Prior verification is strongly recommended for centre-devised assessments.

There were examples of positive and constructive feedback to candidates on their performance in Speaking and Writing, but in some centres this process could be further developed. The constructive use of the formative checklists contained within the NABs for Speaking and Writing has been evident in some centres and supports the maintenance of standards.

The new exemplars for Speaking and Writing make use of the formative assessment checklists to provide the commentaries. In some centres good use has been made of these by assessors and Internal Verifiers to ensure that national standards are met. There were still a number of centres unaware of these standardisation materials. Access to these materials on the SQA secure website should be available to all assessors and internal verifiers through their SQA Co-ordinator for standardisation purposes and meetings.

### **Unit specifications, instruments of assessment and exemplification materials**

The majority of centres have accessed and made constructive use of the full range of materials to support assessment and internal verification of the NQ ESOL Units. Some centres still lack an awareness of what is available and this can result in assessors and Internal Verifiers not being fully familiar with national standards.

Making full use of the available materials supports candidates in achieving and being able to fully demonstrate their English language skills during the assessment process. The materials support assessors in engaging candidates not only during the assessment process but also in terms of using a variety of approaches to learning, teaching and assessment. The materials support Internal Verifiers in providing constructive and informed feedback to assessors and ensuring a range of approaches to standardisation activities.

**Unit specifications** contain both mandatory (Outcomes, Performance Criteria and Evidence Requirements) and guidance material (Guidance on Content and Context, Guidance on Learning and Teaching Approaches and Guidance on Approaches to Assessment) for each Unit and can be obtained from the SQA website.

**Instruments of assessment** are contained within the National Assessment Bank (NAB) materials. In addition to the assessment tasks, there are checklists and other useful information throughout the documents for assessors and Internal Verifiers. Please refer to Information for Assessors and ensure that candidates have a copy of Information for Candidates before assessment takes place.

The majority of centres have used the NAB materials for assessment. Feedback from centres on the NABs was received and amendments were made. Centres should note that the amended materials are on the SQA secure website (amended pages are indicated) and these versions should replace those that centres downloaded previously. It is not necessary to download the entire NAB but only the amended pages.

A few centres have produced their own assessment materials using the NABs as models and are demonstrating a clear understanding of the standards. These assessments are generally contextualised for specific purposes to suit the candidates undertaking the Units or to update the current National Assessment Bank (NAB) materials. Development of assessments for school candidates which link to their other subjects has been successfully undertaken. This can reduce the amount of assessment and relates their work in ESOL to other subjects.

The successful development and use of e-assessment is also underway in some centres for Outcome 3, Listening, and Outcome 4, Reading. A few centres with good systems of candidate authentication have used Skype or similar software for the assessment of Outcome 1, Speaking.

Centres have sent these assessments to SQA to take advantage of the opportunity for prior verification which is strongly recommended in SQA guidelines. Follow this link for more information on prior verification:  
<http://www.sqa.org.uk/sqa/38164.html>

**Exemplification materials** are available in a number of formats both electronic and paper-based to support assessment. See the information below for the full range of materials.

### **Listening and Reading (Outcomes 3 and 4 in the NQ ESOL Units)**

Each task in the NABs has an Answer Key to support marking of the assessment.

### **Speaking (Outcome 1 in each of the NQ ESOL Units)**

*Guidance on Assessment of Speaking (Intermediate 2 and Higher) — SQA secure website*

This document and the accompanying audio recordings are available on the SQA secure website and can be accessed by selecting a level on the NQ ESOL page (eg Higher) and scrolling to the bottom of the page. The commentaries and audio files can then be downloaded.

*ESOL Speaking Exemplars (all levels) — SQA secure website*

These documents can be downloaded and the accompanying video recordings can be viewed by selecting a level (eg Access 3) and in the 'Related Information' box on the right hand side of the screen, selecting ESOL Speaking Exemplars. There is a PDF document with the commentaries and there are four video recordings for each Unit at each level which can be viewed but not downloaded.

## **Writing (Outcome 2 in the NQ ESOL Units)**

*Guidance on Assessment of Writing (all levels) — SQA secure website*

These documents are available on the SQA secure website and can be accessed by selecting a level on the NQ ESOL page (eg Higher) and scrolling to the bottom of the page. The commentaries can then be downloaded.

*ESOL Writing Exemplars (all levels) — SQA secure website*

These documents can be downloaded by selecting a level (eg Access 3) and in the 'Related Information' box on the right-hand side of the screen, selecting ESOL Writing exemplars. There is a PDF document with the commentaries for each Unit at each level.

*Paper-based learning and teaching materials*

These are available on the SQA website [www.sqa.org.uk/esol](http://www.sqa.org.uk/esol)

Select Learning Support Materials and then the level (eg Intermediate 1) to download Teacher's notes, Student notes and audio files for the listening activities.

Please consider the following when using the learning support materials:

- ◆ The materials can be adapted by centres by re-recording listening material to take account of local accents and downloading Word versions of the materials to make changes as relevant to particular contexts.
- ◆ The materials are titled Learning Support Materials because their purpose is to supplement other materials that centres use for learning, teaching and formative assessment of ESOL. Each pack states clearly at the front that it is not intended as a complete learning and teaching pack for a Unit.

*E-Learning and formative assessment materials*

These are available on the SQA website [www.sqa.org.uk/esol](http://www.sqa.org.uk/esol)

Select e-learning resources.

If you select Phase 1 and 2, then learning and teaching materials, this will take you to SQA Academy where you can log in as a guest. You can then choose the level and materials you or your learners want to use.

The materials in Phase 3 are formative assessment materials and can be selected by Unit and skills within the Unit.

## **Evidence Requirements**

The majority of centres use the NABs which helps to ensure that the evidence requirements are met. Where centres have developed assessment tasks these have been modelled on the NABs and this assists in meeting the Evidence Requirements.

In a few cases, centres have not followed the detailed information in the Unit specifications and NABs which relates to the Evidence Requirements. Candidates can be given an advantage or disadvantaged when this occurs so attention to this detail is necessary.

## **Writing (Outcome 2)**

There has been an improvement overall in centres having a full understanding of the drafting and underlining process. A few centres have not fully grasped the detail of this and candidates have not benefitted from the drafting process (see Specific areas for improvement, Outcome 2).

### **Preparation time**

A few centres are not clear about preparation time for particular assessments as this varies according to the Unit. For example, researching and preparing a presentation is part of the assessment process and candidates should be allowed sufficient time for this. Candidates can receive the task one week in advance of doing the presentation. The notes that they can use during the presentations are specified on the NAB task sheet.

### **Timing and word counts**

Assessors and Internal Verifiers should use their profession judgement but should always ensure that candidates are fully aware of requirements before they start the assessment and that re-assessment takes place where it is necessary.

## **Administration of assessments**

In some centres candidates are given excellent preparatory work and formative assessments have been developed so that candidates are familiar with the ways in which they will be assessed. Centres can now also make use of the formative e-assessment materials referred to above.

In most centres good use was made of the marking information for Listening and Reading and appropriate decisions made on synonyms or near synonyms when required.

Good use of video and audio recording during formative assessment has provided candidates with excellent feedback and supports candidates in meeting the standards.

There is evidence that assessors recognise that candidates giving presentations may be very nervous. Where the candidate has achieved all of the PCs in terms of the language used and structured the presentation appropriately but made a small error, eg missing a slide or omitting a point which was in their notes because of nerves, they were immediately given the opportunity to repeat the presentation.

In many centres there are good internal verification policies and procedures and examples of internal verification working well. In these centres there was support for the assessors, regular meetings, standardisation events, sampling of candidate evidence and excellent record keeping. Where detailed feedback from the Internal Verifier to the assessor was given the assessment process was supported and assessors felt confident about judgements.

In centres where there was only one assessor, frequently good links have been made with assessors and Internal Verifiers in other centres to provide internal

verification. There were also examples of very effective induction for new assessors who were often unfamiliar with internal assessment.

There are also examples of good continuing and professional development (CPD) opportunities for assessors and Internal Verifiers in relation the assessment and verification of the Units.

In some centres internal verification is minimal or not yet in place. This places assessors in a situation where there is little or no support and there is no quality assurance system to ensure that all candidates are assessed accurately, consistently and fairly to national standards. The following is a link to *Internal Verification: A Guide for Centres Offering SQA Qualifications* (February 2011) which supports the development of effective internal verification.  
[http://www.sqa.org.uk/files\\_ccc/InternalVerificationGuideforSQAcentres.pdf](http://www.sqa.org.uk/files_ccc/InternalVerificationGuideforSQAcentres.pdf)

## **Areas of good practice**

In centres with effective internal verification, as outlined above, candidates, assessors and Internal Verifiers had confidence in the ability to meet national standards.

Constructive and detailed feedback to candidates based on their performance and using checklists based on the Performance Criteria for the productive skills improved the ability of candidates to achieve the national standards. Where candidates were introduced to the checklists at an early stage in the Course and where they made use of these to self-assess and give feedback to each other, they were more able to improve their performance.

### **Outcome 1 Speaking**

- ◆ Candidates in some centres used preparation time well for Speaking assessments, allowing them to speak confidently and naturally at their level and to develop and demonstrate skills of turn-taking, initiating and rephrasing, where necessary. Good use of preparation time is achieved where candidates receive input on how to be effective and have ample formative assessment opportunities.
- ◆ There were many examples of thoughtful pairing of students for assessment which involved conversations or discussions. See Guidelines on Assessment of Speaking for more information on pairing.
- ◆ The most successful and well managed role-plays in the Transactional Contexts and Work and Study-related Contexts Units were when the assessor or another competent speaker of English played the role of interlocutor, eg hotel receptionist.
- ◆ There were some excellent examples of presentations where candidates had approached the assessment with great enthusiasm and had prepared well for the presentation.
- ◆ The use of video to record during formative assessments and the feedback to candidates that followed from this was particularly useful.
- ◆ Contextualising Speaking assessments to relate to other subjects or Courses undertaken by candidates ensured that assessment was relevant.

## **Outcome 2 Writing**

- ◆ Many candidates produced a high standard of writing and consideration had been given to the standard of presentation of the written evidence.
- ◆ When written assessments clearly indicated 'draft', 'final version' and/or 'display copy' (word processed), candidates had a clear idea of where they were in the assessment process and both internal and external verification were much simpler.
- ◆ The underlining of errors had been used effectively and candidates had been given feedback relating to achievement of the Performance Criteria.
- ◆ In many centres, candidate evidence showed good use of the redrafting process to develop writing skills and improve self-correction.

## **Outcome 3 Listening and Outcome 4 Reading**

- ◆ The assessment of Listening and Reading is facilitated by the marking information and most centres had made good use of these to mark assessments.
- ◆ Where centres had adapted or produced assessments to relate to specific contexts, candidates engaged well with the assessment process.

## **Specific areas for improvement**

A key area for improvement in some centres is to develop or further develop internal verification processes to ensure that assessors are supported and national standards are met.

### **Outcome 1 Speaking assessments:**

- ◆ Include a copy of the Speaking task sheet with candidate evidence to assist the process of internal and external verification.
- ◆ Clear information should be given at the beginning of recordings for Speaking so that the candidate's full name, the level and the Unit can be identified.
- ◆ Where the task is a conversation, candidates should interact as naturally as possible with both candidates initiating and taking an interest in what the other is saying. They should also begin and conclude the conversation with appropriate strategies.
- ◆ Candidates should be made aware that the more balanced the conversation is the more likely it is to meet the time and Performance Criteria requirements.
- ◆ Oral assessment should be done in one continuous recording unless there is an unavoidable reason why the recording must be interrupted. The reason should then be noted on the candidate record sheet.
- ◆ Candidates who do not pass the assessment on the first attempt should be given a new assessment task for the second attempt.
- ◆ It is important for assessors to allow candidates only the stated amount of preparation time for the assessments.
- ◆ It is important for candidates to understand that the required time should be adhered to for the Speaking assessment. This should be discussed with candidates during formative assessment and during the assessment preparation stage.

### **Outcome 2 Writing assessments:**

- ◆ It is a requirement that drafts of writing be kept along with the final version. Drafts of written assessments must be retained for both internal and external verification and should indicate clearly whether they are a first draft, second draft (if necessary) or final version.
- ◆ Assessors must only use underlining of words or spaces to indicate errors in drafts of written assessments. They can give feedback to candidates in relation to how well they have met or not met the Performance Criteria. Candidates can benefit from feedback but under no circumstances should specific errors on the writing assessment be discussed.
- ◆ Candidates may complete the task and meet the Performance Criteria with a first draft and so pass the assessment. However, the redrafting process is intended to replicate good practice when writing in terms of reviewing and presenting their work and so they will benefit from producing a final version.
- ◆ The final version of the written assessment should have no marks from the assessor.
- ◆ The drafting process is there to encourage candidates to seek and receive feedback on written work and is not associated with re-assessment. Re-assessment occurs when the candidate has failed that task and is given a new task.
- ◆ Assessments should always be written in pen. The final piece can be word processed.
- ◆ Candidates must always complete the task as stated in the NAB.
- ◆ Candidates should receive appropriate input to enable them to begin and conclude particular genres of writing, eg e-mails and letters, and it should also be highlighted to candidates that paragraphing appropriately is an important part of meeting the Performance Criteria in many tasks.
- ◆ Candidates must adhere to the suggested word limit for written tasks in order that they do not greatly exceed or fall short of this. This can be picked up before the first draft is marked by asking them to check this before handing it in and reducing/increasing the number of words appropriately.

### **Outcome 3 Listening and Outcome 4 Reading assessments:**

- ◆ Assessors should mark and date all answer sheets to enable Internal and External Verifiers to confirm the marks for each assessment.
- ◆ Candidates must be reminded to stay within the allotted word limits for particular answers. Where candidates have exceeded the number of words specified in a first draft, they should be asked to reduce the number of words in the next draft or final version.
- ◆ If a candidate is asked to clarify an answer because it cannot be read or understood by the assessor, this should be indicated next to the answer on the sheet and initialled by the assessor.
- ◆ Please refer to the marking information and note the following points:
  - Award the point if the answer is correct even though it may be wrong in terms of spelling or grammar.
  - Use your discretion and accept synonyms and near synonyms.