



National
Qualifications

ESOL

**Performance: Speaking and
listening**

General assessment information

This pack contains general assessment information for centres preparing candidates for the performance Component of National 5 ESOL Course assessment.

It must be read in conjunction with the specific assessment task for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for National 5 ESOL performance: speaking and listening.

This performance is worth 30 marks out of a total of 100 marks. The marks contribute 30% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a listening, reading and writing question paper.

This performance (speaking and listening) will have 30 marks and will consist of a conversation on a chosen topic. 25 marks will be awarded for speaking and 5 marks will be awarded for listening.

This document describes the general requirements for the assessment of the performance (speaking and listening) Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

What this assessment covers

This assessment contributes 30% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the performance in the *Course Assessment Specification*. These are:

- ◆ communicate orally in English, using detailed language to convey meaning
- ◆ use structures and vocabulary as appropriate to task
- ◆ maintain interaction as appropriate to task, showing understanding of spoken English

Assessment

Purpose

The purpose of this assessment is to generate evidence for this Component of the added value of this Course by means of a **speaking and listening performance**.

Assessment overview

The speaking and listening performance is a **conversation** using detailed English with another person or a small group. The conversation will be on a topic chosen from one of the contexts of everyday life, work or study.

The candidate will:

- ◆ Take part in a conversation using appropriate structures, content and vocabulary
- ◆ Communicate with sufficient accuracy and coherence to convey meaning
- ◆ Respond to questions/comments from others to demonstrate an understanding of spoken English
- ◆ Maintain the interaction appropriately

Candidates take part in a conversation with another person or a small group to show they can communicate orally using detailed English language. The conversation may be with another candidate or the assessor. If the conversation is with another candidate, assessors should ensure candidates of similar ability are paired for the assessment so as not to disadvantage any candidate.

Candidates should be made aware that they may be required to initiate the conversation or to show they can initiate by introducing new topics during the course of the conversation.

Candidates agree with the assessor the topic for the conversation. The topic may be the candidate's own choice or one proposed by the assessor and agreed with the candidate.

Assessors can provide any clarification required prior to the start of the preparation time. Candidates have approximately 15 minutes to prepare on their own for the conversation. Candidates will respond naturally to unrehearsed questions/comments from the other person or group and ask questions of the other participant(s).

The conversation should be as natural as possible.

The assessor will listen to the conversation and ask relevant questions, if required, to ensure the candidate has sufficient opportunity to demonstrate understanding of spoken English. For example, if questions asked by the other

participant(s) are unclear, or insufficient to allow the candidate to demonstrate understanding, the assessor should ask further questions.

As a guide, a conversation between two people should last 5-6 minutes. For a small group discussion, the duration of the interaction should be increased accordingly to ensure that each candidate has the opportunity to fully demonstrate their listening and speaking skills.

The performance will be recorded.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

All candidates should have the opportunity to initiate either at the start of the communication or to do so during the performance, eg by introducing new or associated topics when they take their turn to speak during the conversation.

In the conversation, candidates may use brief notes made on the assessment task sheet during the preparation time. However, assessors should make candidates aware that frequent reference to notes during the assessment could interfere with the natural flow of the conversation.

Candidates should undertake the assessment when they are ready to carry out the performance. They should prepare for the assessment independently but may be given guidance or clarification of the task, eg in deciding choice of context and topic for the performance.

Assessors should distinguish clearly between providing this kind of guidance/clarification in advance of assessment and the risk of providing support for the assessment itself.

The assessment of the performance is conducted by centres within SQA guidelines, under supervised and controlled conditions. Evidence is internally marked by assessors in each centre in line with the SQA Marking Instructions below and is quality-assured by SQA.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ An audio recording of a paired conversation lasting 5-6 minute should be retained by centres for verification purposes. For a group discussion the duration of the recording should be increased proportionately.

Assessors should also complete an assessment record of the Component marks for each candidate, which should be retained by the centre.

Marking instructions

General marking principles for National 5 ESOL performance

This information is provided to help understanding of the general principles that will be applied when marking candidate responses in this performance.

These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

The candidate's performance will be marked in terms of content, accuracy, language use and ability to communicate intended meaning in accordance with the grade descriptions given in the *Course Specification*, using performance criteria and detailed marking instructions issued by SQA and shown below.

The assessment task will be set and externally verified by SQA, and conducted, marked and internally verified in centres under the conditions specified by SQA. Separate information will be given on arrangements for submission of evidence for verification purposes.

The candidate's performance is described in terms of the following six main aspects in the tables below for speaking and listening:

- ◆ organisation, development and communication of ideas/opinions
- ◆ effectiveness and relevance of contribution
- ◆ accuracy and appropriateness of general and specialised vocabulary in context
- ◆ use of structure to communicate
- ◆ effectiveness of pronunciation
- ◆ understanding spoken English

Assessors should allocate a mark by following the instructions given below, and record this mark on the candidate assessment record, with a comment justifying why the mark was awarded.

Marks for internally-assessed Components must be submitted to SQA by your centre. Evidence for this assessment should be retained in the centre for SQA quality assurance purposes. Further information on this will be provided by SQA.

For each of the sections for speaking and listening, the assessor should select the band descriptor which most closely describes the evidence gathered.

Assessment should be holistic. There may be strengths and weaknesses in the performance; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall performance. Marks should be awarded for the candidate's demonstration of ability in the six main aspects in speaking and listening.

Assessors can award the highest level descriptor for speaking and listening even if there are errors. These should not detract from the assessor's overall impression of the performance.

Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band with the candidate's performance.

Once the appropriate band descriptor has been selected, the assessor should follow this guidance:

- ◆ If the evidence almost matches the level above, award the highest available mark from the range.
- ◆ If the candidate's work just meets the standard described, award the lowest mark from the range.

Otherwise the mark should be awarded from the middle of the range.

For band descriptors of 4 marks, for example 12-9, assessors should reconsider the candidate's abilities in the six main aspects. If the candidate just misses a 12, award 11. If the candidate is slightly above a 9, award a 10.

Detailed marking instructions for National 5 ESOL speaking performance

Aspect of performance	Description of performance and mark							
	25-22	21-19	18-16	15-13	12-9	8-5	4-1	0
Organisation, development and communication of ideas/opinions	Coherent and well-organised output with limited and mostly natural hesitation	Coherent and well-organised output with limited hesitation	Coherent and organised output with limited inappropriate hesitation	Mainly coherent and organised output with a level of hesitation which does not detract from communication	Communication lacks coherence and organisation and hesitation interferes with the interaction	Communication is not coherent and organised and hesitation interferes with the interaction	No coherence or cohesion	No evidence produced by candidate that matches descriptions of performance
Effectiveness and relevance of contribution	<p>Contributes effectively and relevantly throughout the communication</p> <p>Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn-taking which support the development of the interaction in the context of the task</p> <p>Fully achieves task with clear support for each point made</p>	<p>Contributes effectively and relevantly to the communication</p> <p>Demonstrates the ability to initiate and show sensitivity to the norms of turn-taking which support the development of the interaction in the context of the task</p> <p>Fully achieves task with support for each point made</p>	<p>Contributes effectively in order to maintain the communication</p> <p>Demonstrates the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction in the context of the task</p> <p>Fully achieves task with some support for points made</p>	<p>Contributes mainly effectively in order to maintain the communication</p> <p>Demonstrates sufficiently the ability to initiate and show general sensitivity to the norms of turn-taking which support the maintenance of the interaction in the context of the task</p> <p>Achieves task</p>	<p>Does not contribute effectively in order to maintain the communication</p> <p>Task is only partially achieved</p>	<p>Does not contribute sufficiently to maintain the communication</p> <p>Communication is mainly irrelevant to task</p>	<p>Does not contribute appropriately to the communication</p> <p>Communication is not relevant to task</p>	<p>No evidence produced by candidate that matches descriptions of performance</p> <p>No evidence produced by candidate that matches descriptions of performance</p>

Accuracy and appropriateness of general and specialised vocabulary in context	Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task	Shows knowledge of a range of general and specialised vocabulary and uses this appropriately within the context of the task	Shows knowledge of general and specialised vocabulary and uses this appropriately within the context of the task	Shows knowledge of general and some specialised vocabulary and uses this appropriately within the context of the task	Shows limited knowledge of general and specialised vocabulary or does not use this appropriately within the context of the task	Shows very limited knowledge of general and specialised vocabulary and uses inaccurately within the context of the task	Use of general and specialised vocabulary is insufficient and inaccurate	No evidence produced by candidate that matches descriptions of performance
Use of structure to communicate	Uses a wide range of structures, including some detailed structures, with a level of accuracy to clearly communicate the message	Uses a sufficiently wide range of structures with an appropriate level of accuracy to clearly communicate the message	Uses a range of structures with an appropriate level of accuracy to communicate the message	Uses an adequate range of structures with a sufficient level of accuracy to communicate the message	Uses a limited range of structures or does not display an appropriate level of accuracy to communicate the message	Uses a very limited range of structures with a level of inaccuracy which impedes communication of the message	Uses basic structures with a level of inaccuracy which impedes communication of the message	No evidence produced by candidate that matches descriptions of performance
Effectiveness of pronunciation	Production of English pronunciation features is clearly evident and effective	Production of English pronunciation features is evident and effective	Production of English pronunciation features is evident and mostly effective	Production of English pronunciation features is evident and sufficiently effective	The candidate lacks clarity in production of English pronunciation features	Pronunciation features interfere with effective communication	Pronunciation features impede communication	No evidence produced by candidate that matches descriptions of performance

Detailed marking instructions for National 5 ESOL listening performance

Description of performance and mark 5	Description of performance and mark 4	Description of performance and mark 3	Description of performance and mark 2	Description of performance and mark 1-0
Listens attentively to partner and responds with a degree of fluency and spontaneity which fully supports the conversation	Listens attentively to partner and responds with a degree of fluency and spontaneity which sustains the conversation	Listens carefully to partner and responds appropriately and with a degree of fluency which maintains the conversation	Attention to what is said by partner is not consistent throughout and responses are not always appropriate	Does not listen to partner's contribution and responds inappropriately to what partner has said
Understands in detail what is said clearly and with adequate discourse structure	Understands all of what is said clearly and with adequate discourse structure	Understands nearly all of what is said clearly and with adequate discourse structure	Has difficulty in understanding some of what is said clearly and with adequate discourse structure	Has difficulty in understanding most of what is said clearly and with adequate discourse structure even with support from partner
Asks for clarification to check that he/she has understood what partner intended to say, if required	Asks for clarification to check that he/she has understood what partner said, if required	Asks for clarification to check that he/she has understood what partner said, if required	Does not ask for clarification on occasions when he/she has not understood partner	Does not ask for clarification when he/she has not understood partner

Recording documentation

The following recording documents should be used by assessors to record the marks awarded to candidates.

Candidate assessment record: National 5 ESOL – performance

Candidate name: _____

Class/group: _____

Centre name: _____

Centre number: _____

Date _____	(/)	Context/ topic	Speaking (max 25 marks)	Listening (max 5 marks)	Total mark (max 30 marks)	Comments
Conversation	(/)					

Class summary record of attainment: National 5 ESOL – performance

Class/group: _____

Centre: _____

Candidate name	Date	Conversation (/)	Speaking (max. 25 marks)	Listening (max 5 marks)	Total mark (max 30 marks)	Comments

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	Additional guidance provided in introduction. Additional guidance provided in marking instructions. Wording amended in general marking principles: one main aspect removed and additional advice for assessors provided. Various changes made to detailed marking instructions for the Speaking performance. Minor wording clarifications throughout.	Qualifications Manager	September 2016

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