



**Ascentis
English**

**Speaking
Level 1**

Assessor Guidance

Sample – ASENGSPK/L1/SAM (1)

SAM

Assessor Guidance

The speaking assessments need to be completed under supervised conditions. The person supervising the assessment can also assess the performance of each learner. The assessor may be the learner's own tutor.

Speaking assessments at all levels involve working with others in order to meet the skill standards. However, assessors must ensure they assess individual performance. There may be occasions when the performance of other learners within a group adversely affects another learner's ability to meet the skill standards. In these situations, the assessor needs to intervene to ensure the learner is not disadvantaged.

Any assessor support given to learners during the assessment must be clearly documented for each learner, using the Learner Assessment Record.

This is provided in Appendix 3 of the specification.

Speaking assessments at all levels can be completed at any time.

It is recommended that centres make an audio or video recording as evidence for all learners. This will enable external verifiers to confirm the appropriate application of the mark scheme.

A record of the outcomes of the speaking assessment must be made. Centres should submit the following when requesting external verification:

- Learner Assessment Record (Appendix 3 of the specification) – detailing the learner's performance
- Attendance list
- One copy of assessor guidance and mark scheme for the assessment used

Task A

- 1 Learners will give a short talk to a group of 2-3 students about a person they admire. They should be given 10 minutes to prepare the talk and then 2 minutes to give the talk.

Learners are advised to:

- Use language appropriate to the situation
- Speak clearly and confidently
- Ask questions to check their understanding
- Respond to questions from others

The other learners in the group will then ask ONE question on the presentation.

- 2 Learners will prepare ONE question to ask the other students after they have heard their talk.

Learners are advised to:

- Ask questions to obtain information
- Make relevant contributions

Task B

The learners should work in small groups of 2-3. The topic is **'Whether or not we have become obsessed with reality TV and celebrities'**.

They should be given up to 10 minutes to prepare for the task. They may write down some ideas using words or short phrases during this time. The notes should be submitted with the assessment paper and kept securely at the centre.

The learners should then:

- Have 10 minutes to discuss the topic and make a joint decision on **'Whether or not we have become obsessed with reality TV and celebrities?'**

Learners are advised to:

- Use appropriate language
- Actively join in and move the discussion along
- Allow others to give their opinions
- Contribute relevantly to the discussion

Assessment Criteria	Task Number	Answer	Notes
1.1 Use formal/informal language according to the situation	A B	Presentation – formal situation Discussion – formal/informal	Language appropriate for situation. A couple of inconsistencies acceptable Learners must demonstrate on both occasions for secure achievement
1.2 Express clearly facts, explanations, instructions, accounts and descriptions	A B	Presentation topic Explaining/describing views	Expression clear and easy to follow on most occasions Learners must demonstrate on both occasions for secure achievement
1.3 Make requests and ask questions to obtain information	A B	Questions after each presentation Requesting clarification in the discussion	At least one direct question and a request to be made
2.1 Sustain and influence discussion	A B	Questions move topic forward Uses techniques to influence discussion, e.g. “well what do we think about...?”	Technique to sustain and influence used on at least one occasion
2.2 Respect the turn taking right of others	A B	Respect contributions/questions from others Respect for others during discussion	Turn taking respected on at least one occasion
2.3 Make contributions relevant to the situation and subject	A B	Questions to the speaker relevant Contribute positively to discussion	Questions show relevance and understanding on at least one occasion
2.4 Use appropriate phrases for interruption	A B	Clarifying questions Showing politeness to others in discussion	Interruption polite and suitable on at least one occasion

SAMPLE

SAMPLE



Set 1

Ofqual Number:

Award in English Skills - 601/3857/9
Extended Award in English Skills – 601/3856/7
Certificate in English Skills – 600/8181/8