



# Skills for Life 2013

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## EXAM DAY BOOKLET

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This booklet contains the regulations and instructions for the exam day conduct of Cambridge ESOL Skills for Life exams.

Throughout this booklet, 'You' means the centre and/or the Centre Exams Manager (CEM) on behalf of the centre or any supervisor or invigilator who needs to carry out these tasks. **As required in your Centre Agreement, you are responsible for ensuring these and any other instructions from Cambridge ESOL are followed.**

**You must have a copy of this booklet in each exam room and in the waiting room of the Speaking & Listening test venue.**

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If any of your Skills for Life candidates want to use their result for immigration purposes, you will need to take their photo on the day of the test.

See the *Guide to Test Day Photos* for instructions on how to use the software. This is available from CentreNet. From the Home page, click on **Exam Admin**, then on **Skills for Life**.

## Part 1 – Written tests

### Timings of tests

Mode	Syllabus codes	Levels	Timings	Allow
<b>Reading</b>	0781	Entry 1	50 minutes	
	0784	Entry 2	1 hour	
	0787	Entry 3	1 hour 15 minutes	
	0790	Level 1	1 hour	
	0793	Level 2	1 hour	
<b>Writing</b>	0782	Entry 1	40 minutes	
	0785	Entry 2	50 minutes	
	0788	Entry 3	1 hour	
	0791	Level 1	1 hour 15 minutes	
	0794	Level 2	1 hour 30 minutes	
<b>Speaking &amp; Listening*</b>	0783	Entry 1	16-18 minutes	20 minutes
	0786	Entry 2	18-20 minutes	22 minutes
	0789	Entry 3	20-22 minutes	24 minutes
	0792	Level 1	24 minutes	26 minutes
	0795	Level 2	26 minutes	28 minutes
<b>All modes</b>	Level Certificate (this code refers to all levels) 0800			

\*Schedule an additional 2 minutes for each test to allow time for completion of mark sheets, selection of materials and candidate arrival/departure.

### Step 1 – Setting up

#### Exam materials checklist

- The CEM has checked the exam materials. Make sure you have everything you need to run your exam today.
- **For Reading Levels 1 and 2:** Blank answer and mark sheets are provided for emergency use when pre-printed sheets are not available.
- **Do not** open the question paper packs before the exam.

	Provided by Cambridge ESOL	Provided by you (the centre)
<b>Candidate Information Sheet (CIS)</b>	Personalised Candidate Information Sheets, to be filled in by candidates taking the Writing mode	Soft pencils (B or HB), erasers
<b>Reading mode</b>	Question papers, attendance register, script return envelopes, bar coded labels Levels 1 and 2 only: personalised candidate answer sheets	Extra paper for answers if required, English-English dictionary*, rough paper Levels 1 and 2 only: soft pencils (B or HB) and erasers
<b>Writing mode</b>	Question papers, attendance register, script return envelopes and bar coded labels. No answer sheets are provided. Candidates must write on the question papers.	Pens, extra paper for answers if required, rough paper
<b>Speaking &amp; Listening mode</b>	Speaking & Listening material packs (candidate booklets, assessor and interlocutor booklet with CD), personalised mark sheets, attendance register, script return envelopes and bar coded labels	Rough paper and pencils CD player(s)

\* Dictionaries are allowed only for **Reading Entry 1, 2 and 3** and can be provided either by the centre or brought by the candidate. These dictionaries can contain some pictures, but picture-dictionaries (where every definition is accompanied by a picture) are not allowed. Dictionaries of any kind are not allowed in any other exam.

## Exam rooms

### You must:

- Have at least one invigilator per 25 candidates in each exam room.
- Ensure that if there is only one invigilator, they must not be related to the candidates or have been their teacher and you must ensure they have a way of summoning assistance.
- Use direction signs or a suitable alternative to help candidates find the exam room.
- Display the current Cambridge ESOL **Notice to candidates** outside (not inside) the exam rooms. Only one Notice is required if it is visible outside all the rooms being used.
- Remove or cover all helpful material, such as posters or notices in English, from the exam room (except for safety notices).
- Ensure there is an accurate method of timing available to all candidates, for example by having a clock at the front of the room.
- Write the centre number, the name of the exam, and the mode on a board or flipchart.

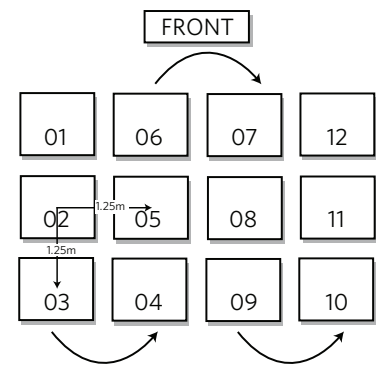
Centre no: GB599

Skills for Life  
Entry 2 Writing

START TIME:  
FINISH TIME:

## Seating arrangements

- Candidates must sit at a desk or table.
- Do not use chairs with side flaps unless the side flaps allow candidates to work with question papers and answer sheets side by side.
- Ensure that desks are at least 1.25m apart (from the middle of the desk in all directions).
- Desks can be shared, as long as candidates are at least 1.25m apart.
- Candidates must face in the same direction and sit in column layout in candidate number order.
- Candidates must not sit with their backs to the invigilator.
- Where candidates in the same room are taking more than one level, they can sit in groups according to level.
- Display candidate numbers on each desk.
- Candidate numbers must be clearly visible to invigilators from a distance.



## Authorised/unauthorised items

You must provide an area away from the desks where candidates can store personal items during the exams (preferably outside the exam room). No smoking, eating or drinking is allowed in the exam room (except for water in a plastic bottle).

Make sure all unauthorised items are removed from desks before starting a paper.

**Authorised items** that **candidates can have** at their desk during the exam:

Photo ID, pens, pencils, erasers, highlighters, small pencil cases, water in a plastic bottle, medicine, tissues and statement of entry.

Put the statement of entry on the floor under or by the desk once the photo IDs have been checked.

No other items are allowed at candidate desks.

Examples of **unauthorised items** that **must not be** at the candidates' desks:

Mobile phones, cameras or any other electronic items, dictionaries\*, correction fluid/tape/etc., paper, bags, handbags, luggage.

\* Dictionaries are allowed for **Reading Entry 1, 2 and 3**. See **Exam materials checklist**.

## Candidate Information Sheets (CIS)

All candidates must complete a CIS on the exam day. You will either have personalised or blank CIS.

We recommend that candidates complete the CIS before the start of one of the papers, and it must be done on the exam day.

- Tell candidates that there are two sides to them.
- Tell candidates to keep the sheets flat and not to write on the big black rectangles at the top and on the side.
- Collect the sheets before starting a paper.

## Your centre's procedures

There are instructions in the **Incidents** section of this booklet. In addition, talk to your CEM to confirm your centre's procedures for admitting late candidates, what to do if a candidate doesn't bring ID, is ill during the exam, or cheats, or if there is an emergency.

## Step 2 - Starting each test

Only candidates, supervisors, invigilators and Inspectors are allowed in the exam room. You must not allow anyone else into the exam room. Inspectors will always provide proof of identity.

## Checking candidates' photo ID

**You must check the candidates' photo ID in the exam room for each paper.** You can either do this before the start of the test, or within the first 15 minutes of each paper.

Candidates must sit at their desks when the IDs are checked.

- Check that the photo ID matches the candidate and that the name on the ID matches the name on the desk label or attendance register.
- If a candidate does not bring ID, follow the procedure you discussed with your CEM.

## You must repeat these actions at the beginning of each paper:

- Ensure the mobile phones of all staff are switched off.
- Reading Level 1 and 2 only: Distribute answer sheets for the relevant test. Don't give out answer sheets for subsequent tests.
- Show candidates to the desk with their candidate number.
- Check pencil cases and identification documents for unauthorised items, and that pencil cases on desks are left open.

## Tell candidates:

- To switch off their mobile phones, including any alarms. Tell them that using the 'vibrate' or 'silent' mode is not acceptable.
- To switch off any other electronic items, including alarms on their watches.
- To put mobile phones and other unauthorised items in an area away from their desks.
- They are now under exam conditions.
- The use of any unauthorised electronic items or mobile phones ringing will be treated as malpractice.
- They must not talk, copy, or keep or use unauthorised items or they may be disqualified.
- Anyone who does not follow instructions may be disqualified.
- They must not open the question papers until they are told to do so.

## Then:

- Open the question paper packets in front of the candidates and distribute them.
- Point out any important information about the paper (e.g. any errata).

## Step 3 – Instructions to candidates

You must read these instructions to candidates before they start the test. You can translate the instructions in these boxes and on the front cover of the question paper if you are sure all the candidates understand the language used. You are **not** allowed to translate or explain any other part of the question paper.

Mode	Level	Page
Reading	Entry 1, 2 and 3	5
	Level 1 and 2	6
Writing	All levels	7

### READING ENTRY 1 – 50 minutes

### READING ENTRY 2 – 1 hour

### READING ENTRY 3 – 1 hour 15 minutes

Candidates can use English-English dictionaries. See **Exam materials checklist**.

<ul style="list-style-type: none"> <li>■ Do not open the question paper yet.</li> <li>■ Do you still have anything electronic, including mobile phones, with you? If you do, switch it off and give it to me.</li> <li>■ Do you have a pen? Use your pen for this test.</li> <li>■ Read the instructions on the question paper.</li> </ul>		
<i>Give the candidates approximately a minute to read the instructions.</i>		
<ul style="list-style-type: none"> <li>■ Write your name in English letters, centre number and candidate number.</li> </ul>		
<i>Check each candidate is writing their name and candidate number on the question paper.</i>		
<ul style="list-style-type: none"> <li>■ Read the instructions for each part of the paper carefully.</li> <li>■ Your answers must follow exactly the instructions given.</li> <li>■ Write your answers in the spaces on the question paper.</li> <li>■ Do not write on the bar codes.</li> <li>■ I will tell you when you have 10 and 5 minutes left.</li> <li>■ You must stop writing when I tell you.</li> <li>■ At the end of the test please stay at your desk and I will collect your question paper and notes.</li> </ul>		
<b>Reading Entry 1</b> <ul style="list-style-type: none"> <li>■ This test lasts for 50 minutes.</li> </ul>	<b>Reading Entry 2</b> <ul style="list-style-type: none"> <li>■ This test lasts for 1 hour.</li> </ul>	<b>Reading Entry 3</b> <ul style="list-style-type: none"> <li>■ This test lasts for 1 hour 15 minutes.</li> </ul>
<ul style="list-style-type: none"> <li>■ You cannot leave the room in the first 20 or the final 10 minutes.</li> <li>■ If you have any problems during the test put your hand up.</li> <li>■ Are there any questions?</li> </ul>		
<i>Give candidates a few minutes for questions about the instructions.</i>		
<ul style="list-style-type: none"> <li>■ Open your question papers and begin.</li> </ul>		
<i>Check the time on the clock. Write the exact start and finish times on the board. Once you have done this, go to page 8.</i>		

**READING LEVEL 1 - 1 hour**

**READING LEVEL 2 - 1 hour**

Candidates must not use dictionaries.

<ul style="list-style-type: none"><li>■ Do not open the question paper yet.</li><li>■ Do you still have anything electronic, including mobile phones, with you? If you do, switch it off and give it to me.</li><li>■ Do you have a pencil? Use your pencil for this test.</li><li>■ Check your name on the answer sheet.</li><li>■ If it is correct, sign your name in pencil.</li><li>■ If it is not correct, put your hand up now.</li></ul>
<p><i>Write down any name corrections to give to the CEM later.</i></p>
<ul style="list-style-type: none"><li>■ If your name is not there, write your name in English letters and your candidate number.</li><li>■ Read the instructions on the question paper and answer sheet.</li></ul>
<p><i>Give the candidates approximately a minute to read the instructions. During this time, check each candidate is writing their name and candidate number on the answer sheet and question paper (if relevant).</i></p> <p><i>Pick up an answer sheet to show to the candidates.</i></p>
<ul style="list-style-type: none"><li>■ Only write your answers on the answer sheet.</li><li>■ You can also write on the question paper, but you must copy your answers to the answer sheet before the end of the test.</li><li>■ I will remind you to do this when you have 10 and 5 minutes left.</li><li>■ Read the instructions for each part of the paper carefully.</li><li>■ Write your answers against the correct number on the answer sheet. Be careful if you have missed out any questions.</li><li>■ You must stop writing when I tell you.</li><li>■ At the end of the test please stay at your desk and I will collect your question paper and answer sheet.</li><li>■ This test lasts for 1 hour. You cannot leave the room in the first 20 or the final 10 minutes.</li><li>■ If you have any problems during the test put your hand up.</li><li>■ Are there any questions?</li></ul>
<p><i>Give candidates a few minutes for questions about the instructions.</i></p>
<ul style="list-style-type: none"><li>■ Open your question papers and begin.</li></ul>
<p><i>Check the time on the clock. Write the exact start and finish times on the board.</i></p> <p><i>Once you have done this, go to page 8.</i></p>

**WRITING ENTRY 1 - 40 minutes**

**WRITING ENTRY 2 - 50 minutes**

**WRITING ENTRY 3 - 1 hour**

**WRITING LEVEL 1 - 1 hour 15 minutes**

**WRITING LEVEL 2 - 1 hour 30 minutes**

Candidates must not use dictionaries.

<ul style="list-style-type: none"><li>■ Do not open the question paper yet.</li><li>■ Do you still have anything electronic, including mobile phones, with you? If you do, switch it off and give it to me.</li><li>■ Do you have a pen? Use your pen for this test.</li><li>■ Read the instructions on the question paper.</li></ul>		
<i>Give the candidates approximately a minute to read the instructions.</i>		
<ul style="list-style-type: none"><li>■ Write your name in English letters, centre number and candidate number.</li></ul>		
<i>Check each candidate is writing their name and candidate number on the question paper.</i>		
<ul style="list-style-type: none"><li>■ Read the instructions for each part of the paper carefully.</li><li>■ Your answers must follow exactly the instructions given.</li><li>■ Write your answers in the spaces on the question paper.</li><li>■ Do not write on the bar codes.</li><li>■ I will tell you when you have 10 and 5 minutes left.</li><li>■ You must stop writing when I tell you.</li><li>■ At the end of the test please stay at your desk and I will collect your question paper and notes.</li></ul>		
<b>Writing Entry 1</b> <ul style="list-style-type: none"><li>■ This test lasts for 40 minutes.</li></ul>	<b>Writing Entry 2</b> <ul style="list-style-type: none"><li>■ This test lasts for 50 minutes.</li></ul>	<b>Writing Entry 3</b> <ul style="list-style-type: none"><li>■ This test lasts for 1 hour.</li></ul>
<b>Writing Level 1</b> <ul style="list-style-type: none"><li>■ This test lasts for 1 hour 15 minutes.</li></ul>	<b>Writing Level 2</b> <ul style="list-style-type: none"><li>■ This test lasts for 1 hour 30 minutes.</li></ul>	
<ul style="list-style-type: none"><li>■ You cannot leave the room in the first 20 or the final 10 minutes.</li><li>■ If you have any problems during the test put your hand up.</li><li>■ Are there any questions?</li></ul>		
<i>Give candidates a few minutes for questions about the instructions.</i>		
<ul style="list-style-type: none"><li>■ Open your question papers and begin.</li></ul>		
<i>Check the time on the clock. Write the exact start and finish times on the board. Once you have done this, go to page 8.</i>		

## Step 4 - During each test

You must invigilate the exam and ensure that there is no malpractice. You also need to be alert to any candidates who need assistance (such as toilet breaks).

### Invigilating the Reading and Writing tests

- You must be alert at all times and regularly patrol the exam room.
- Look out for candidates:
  - who need assistance (such as toilet breaks)
  - using cameras, including pen cameras, or electronic items
  - behaving suspiciously, such as reading hidden notes, etc.
- You must not do any other activity in the exam room, for example, reading a book or working on a laptop.

### Room plans

You must complete an accurate room plan **before the end of each test** with the following information:

- the position of each candidate by candidate number
- the direction they are facing
- the distance between their desks
- the number and position of invigilators.

### Attendance registers

Complete and sign the attendance register **before the end of each test**.

If a candidate is not on the attendance register, add their name and candidate number and tell the CEM of this addition as soon as possible. If there is no space available on the attendance register, attach a note with the candidate's name and candidate number. You must also include candidates with Special Arrangements on the attendance register.

### Absent candidates

Mark a candidate's absence on the attendance register in the attendance column. For Reading Level 1 and 2: shade the relevant box on the candidate's pre-printed answer sheet.

Remove the absent candidate's materials from the desk after allowing enough time for a late arrival.

*Note: For Reading Level 1 and 2, you must never use an absent candidate's answer sheet for another candidate.*

### Candidates who want to leave the room

A candidate can leave and return to the exam room **under supervision** at any time (except during the final 10 minutes). There must be a before-and-after search of toilets, etc.

- Tell the candidate to turn their question paper and answer sheet face down on their desk.
- Remind the candidate that they are still under exam conditions during the time they are out of the exam room.
- Make sure the candidate is escorted by a member of staff. If you are the only invigilator, you must ask another member of staff to help, as you are not allowed to leave the room.
- Make sure the candidate does not communicate with anyone while outside the room.
- Make sure that the papers remain untouched until the candidate returns and resumes work.

If a candidate has finished their test and wants to leave the room:

- Check the timings allowed in Step 3.
- Tell the candidate they must stay in their seat.
- Collect all question papers, answer sheets and rough work.
- Tell the candidate to leave the room quietly.

### Safeguarding the welfare of children and young people

You are responsible for the safety and welfare of children and young people during the exam.



## Incidents

### Malpractice



Scan and email a *Malpractice form* within 1 week of the exam day and, if relevant, submit a *Special Consideration form* as well.

You must report anything unusual, such as suspicious behaviour of any candidates during the exam, to the supervisor or CEM.

#### Some examples of malpractice:

- talking
- copying/collusion
- using unauthorised items, such as dictionaries or notes
- using electronic items
- impersonation
- disruptive behaviour
- not following the instructions of exam staff
- failing to switch off mobile phone, mobile phone ringing, etc.

#### If you suspect malpractice:

- give a discreet but clear warning to the candidate that they will be reported
- allow the candidate to complete any remaining tests
- report the incident using a *Malpractice form*. Reports must contain specific and clear details
- do not ask candidates to write statements at the time.

You must not disqualify candidates from subsequent papers. However, in extreme circumstances, you can exclude a candidate from the exam room and from taking the exam if the candidate's continued presence would cause disruption to other candidates or poses a threat to health and safety.

The decision to disqualify must be left to Cambridge ESOL.

### Late arrivals



Scan and email a *Late Arrival form* within 1 week of the exam day.

You can allow late arrivals to enter (with the supervisor's permission) if no other candidate has finished the test and left the room.

- You must read the full instructions to them (this can be done outside of the exam room if the other candidates have already started the test). You must allow them the full time of the test.
- When the test has finished for everyone else, mark the point reached by the candidate on the question paper and answer sheet(s).
- Take particular care if questions have not been answered in sequence.
- If a candidate is late for a good reason (e.g. sudden illness or transport problems) and exam security has not been threatened, all the work completed by the candidate will be accepted by Cambridge ESOL.
- If a candidate is late because of carelessness (e.g. oversleeping or misreading the timetable) and exam security has not been threatened, the work completed within the normal exam times will be accepted by Cambridge ESOL.

You can refuse to admit late arrivals if this is your centre's policy.

### Special Consideration



Scan and email a *Special Consideration form* within 1 week of the exam day.

If something happens that you think may affect the performance of the candidates, complete a *Special Consideration form* to ensure that your candidates are not disadvantaged. This must be signed by the CEM.

#### Some examples of acceptable reasons for Special Consideration:

- A candidate is unwell during the exam
- There is a loud noise during the test
- There is a delay that might distress the candidates
- There are problems with the Speaking & Listening test equipment

Please consider whether the issue affects all the candidates in the room, a range of candidates in an area, or a single candidate.



## Emergencies

Scan and email a *Special Consideration form* within 1 week of the exam day.

If there is an emergency, such as a fire alarm or bomb alert, follow the instructions below:

- Evacuate the exam room following the regulations of the venue.
- Leave the question papers and answer sheets in the exam room.
- Supervise the candidates as closely as possible to make sure they don't talk to each other.
- After candidates have returned to the exam room and before the paper is resumed, mark on each candidate's work where the interruption occurred.
- Note the time and length of the interruption.
- Write the new finish times on the board and allow candidates the full working time for the paper.

## Step 5 - Concluding each test

- Ten minutes before the end of the test, tell candidates there are **10 minutes left**.
- If they are using an answer sheet, remind them that they must transfer their answers and make sure that they are doing so.
- Do not allow any candidate to leave the exam room in the final 10 minutes.
- Five minutes before the end of the test, tell candidates there are **5 minutes left** and remind them to transfer their answers again.
- At the end of the test tell candidates to put their pens or pencils down immediately.

- Tell candidates to stay in their seats.
- Collect all question papers, answer sheets and rough work. Check you have all the materials.
- Tell candidates to leave the room quietly.
- For Level 1 and 2 Reading: if a candidate does not transfer all their answers to the answer sheets in time, and you believe that there is a good reason, include the question paper with the answer sheets with a report explaining the reasons for non-transfer. Make sure the candidate's name is on the question paper. This must be done on the day of the exam.
- Collate materials in candidate number order, ensuring that they correspond to the relevant attendance register.
- Pack materials according to the instructions given in **Part 3 - Packing instructions**.
- Seal the materials in the exam room, either in a script return envelope or temporary A4 envelope.
- Pass any name corrections to the CEM, as well as *Special Consideration*, *Malpractice* and *Late Arrival* forms.

## Part 2 – Speaking & Listening test instructions

The Speaking & Listening exam is a face-to-face interaction between two candidates and two examiners (the Assessor and the interlocutor). **The only people allowed in the exam room during a Speaking & Listening test are Assessors, interlocutors, candidates and Team Leaders (TLs can be in the exam room for monitoring purposes).** Inspectors do not enter the exam room during a Speaking & Listening test.

**For running a Speaking & Listening test, you will need:**

- Supervisor (in the waiting area)
- Marshall (to escort candidates between the waiting area and exam rooms. You may need more than one.)
- Assessors (provided by Cambridge ESOL)
- Interlocutors (provided by the centre)
- Dummy partners (on standby for the last test of each session).

### Timetabling information

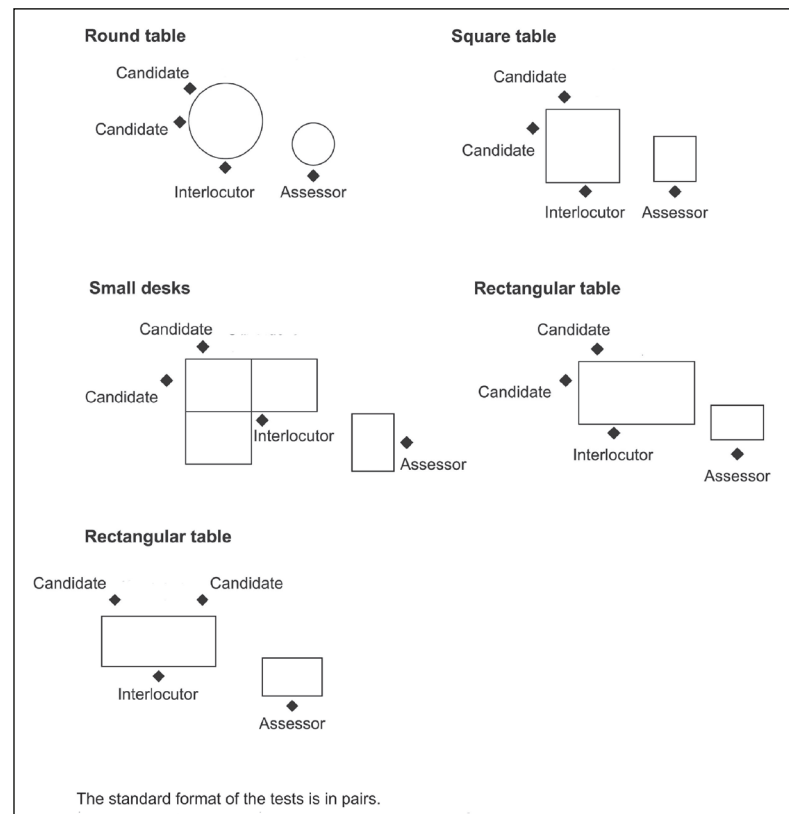
- Your CEM will give you a copy of the timetable; make sure you have it with you during all the sessions as you might have to show it to an Assessor or Inspector.
- A session must be no more than 3 hours long. Check there is also a 10–15 minute break during each 3-hour period.

### Exam rooms

The CEM will have chosen a suitable venue, which must have enough rooms for one Speaking & Listening test to be held in a room at a time. It must also have a waiting area some distance away from the test rooms.

- Clearly label all rooms being used for Speaking & Listening tests.
- Display the current Cambridge ESOL **Notice to candidates** in a prominent position outside (not inside) the exam room. Only one Notice is required if it is visible outside all the rooms being used.
- Remove from the exam room or cover all helpful material, such as posters or notices in English (except for safety notices).
- Check the waiting area has enough chairs for candidates to sit while they wait.
- The waiting area must be supervised at all times.
- Provide an area where candidates can place their belongings during the test. This can be in the waiting area or in the exam room, for example, a table in the corner where candidates can put their personal items.

The interlocutor is responsible for arranging the furniture to suit the exam format. Some possible seating arrangements are shown below.



### Interlocutor duties

Your CEM will have recruited and trained suitable interlocutors. Make sure they follow these instructions.

#### Before examining

- Work through the initial training or refresher session materials.
- Familiarise yourself with the materials for the relevant level(s), and de-select any inappropriate tasks.
- Check that all the tasks on the CD play correctly and are compatible with the Speaking & Listening packs.

### On the exam day before the first test

- Arrive on time to set up and start the Speaking & Listening tests on schedule.
- Check you have all necessary examining tools for each examining assignment.
- Set up the room according to one of the seating plans shown on page 11.
- Check that all helpful material, such as posters or notices in English, have been covered or removed from the exam room (except for safety notices). If not, remove or cover them.
- Ensure the CD player and CD are working correctly.
- Switch off your mobile phone before starting the exam.

### While examining

- Operate the CD player.
- Keep to the guidelines for timing to ensure that tests do not overrun.
- Select the next set of materials at the end of each test and before the next pair of candidates, ensuring the widest variety of materials are used.
- Keep Speaking & Listening materials secure during breaks.

### After examining

- Destroy all candidate notes securely.
- Remove and return all test documentation to the CEM, remembering to check the CD player is empty before leaving the test room.

### Assessor and Co-ordinator duties (for your information)

#### Assessor duties

- Arrive at the centre in good time.
- Switch off mobile phone before entering the exam room.
- Ask the interlocutor for their name and add this to the mark sheets.
- Assist with the handling of mark sheets and checking of absentees on the day of the tests.
- Sit a little to one side to see the candidates' faces and hear the candidates clearly.
- Listen but take no active role in the interaction (other than in Levels 1 and 2 Phase 1b and in Level 2 Phase 2b).
- Finalise the marks by the end of each phase of the test and enter them on the mark sheets.
- Complete mark sheets during, or immediately after, each Speaking test. All completed mark sheets and candidate marks are confidential.

The Assessor can intervene during the test if they feel their ability to make a fair assessment of the candidates is being compromised, e.g. by the interlocutor failing to give both candidates the same opportunity to speak.

#### Co-ordinator duties

A Co-ordinator is an Assessor who liaises between your centre and other assessors before the exam day. They are responsible for:

- Checking the actual number of candidates to be examined for each level, the location, the parking facilities and, if necessary, requesting a map. Confirm these arrangements at least seven days before the exam day.
- Requesting a timetable from the centre and checking allocated break times and correct timings for each level.
- Assisting with the handling of mark sheets and checking of absentees on the day of the tests.
- Helping the CEM with the mark sheet collation.

This is not an exhaustive list. Please see the *SfL Speaking & Listening Assessor Guidelines* on CentreNet for further information.

### Supervisor duties

#### Before the test

- The Interlocutors will need Speaking & Listening packs and *Instructions to Speaking Examiners*. Your CEM will have received them and will either have given them directly to the Interlocutors, or given them to you to distribute.
- Your CEM will have informed you about arrangements for the Assessors, for example refreshments and car parking.
- Check the candidate names with the Assessors in case they know any of the candidates personally, have taught them in the last 3 years or examined them in the previous six weeks.
- Show Assessors to the test room, and inform them of any changes to the timetable.
- Check you have the mark sheets for the candidates.
- Check you have paper and pencils for the candidates.

### **When candidates arrive**

- Tick their name on the attendance register.
- Keep a record of any name corrections to give to the CEM.
- Tell them to switch off their mobile phones and any other electronic items, including alarms on their watches.
- Supervise waiting candidates and make sure the room is quiet.

### **When candidates are ready to go into the test room**

- Check their photo ID and give them their pre-printed mark sheet to double check. If their name isn't on the mark sheet, give them a blank mark sheet.
- Tell candidates not to fold, crease or write on the mark sheet and to give it to the Assessor.
- Tell candidates where to put their belongings.
- Make sure they are escorted to the test room and supervised.

### **During the Speaking & Listening test**

- Make sure that candidates who have been examined are kept separate from those waiting for their test.
- Keep the candidates quiet throughout the session in the area near the test room and waiting area.
- Speaking & Listening test materials must never be left unattended. During break times, store them securely, for example, by locking them in the test room or storing them in a safe.
- Make sure you always have a pair of candidates for each test.
- Use the dummy partner at the end of the session if there is one candidate left (see **Absent candidates and dummy partners** below).

## **Incidents**

### **Late arrivals**

If a candidate is late for their Speaking & Listening test, add them to a later time in your timetable once they arrive. You might have to re-arrange the pairings. Also follow the procedures for **Absent candidates**.

### **Absent candidates and dummy partners**

If a candidate is absent, you might have to re-arrange the pairings. As the test format for Skills for Life is in pairs, you must also have dummy partners on stand-by for the last test only for each session (even if the total number of candidates is even, to allow for unexpected absences). The use of a dummy partner is only allowed at the end of an examining session or as Special Arrangements for a candidate with special requirements, such as a speaking or hearing difficulty.

Guidelines for the selection of dummy partners are as follows, in order of preference:

- a) a speaker of English at the appropriate age and level for the test who is not taking an SfL Speaking & Listening (S&L) test but is familiar with the test format, or
- b) a candidate who has already taken an SfL S&L test at the next level up, or
- c) a candidate who has already/previously taken the SfL S&L test at the same level.

When using options b) and c) the dummy partner should have taken their own test before acting as a dummy partner; interlocutors need to use different materials (in c) and it should be made clear to the dummy partner that they are not being assessed. If the dummy partner is used more than once, the interlocutor should be informed so that a different set of materials can be used in the second test.

Do not create an answer sheet for the dummy partner and do not add them to the attendance register. The Assessor will complete the mark sheet for the real candidate and will enter '9999' as the second candidate's number.

## Emergency Special Arrangements

An Assessor may discover on the day of the Speaking & Listening test that a candidate has a difficulty which could affect their performance, or that of their partner. If you did not know in advance, please do one of the following:

### If the test has not started yet

The Assessor will tell you immediately so that you can make emergency Special Arrangements (such as using a dummy partner. See **Absent candidates and dummy partners** on page 13).

### If the test has started

The Assessor will decide as soon as possible whether to conduct the test as normal or stop the test.

- **If the test is completed**, you must not reschedule or allow the candidates to retake the test.



Scan and email a *Special Consideration* form within 1 week of the exam day.

- **If the test is stopped**, you will need to reschedule the test for both candidates. Contact ESOL Helpdesk for advice about the type of Special Arrangements required.



## Malpractice

Scan and email a *Malpractice* form within 1 week of the exam day and, if relevant, a *Special Consideration* form

You must report anything unusual, such as suspicious behaviour of any candidates during the exam, to the supervisor or CEM.

### Some examples of malpractice:

- speaking to candidates who have already taken the test
- using electronic items
- impersonation
- disruptive behaviour
- not following the instructions of exam staff
- failing to switch off mobile phones, mobile phones ringing, etc.

### If you suspect misconduct:

- give a discreet but clear warning to the candidate that they will be reported
- allow the candidate to complete any remaining tests
- report the incident using a *Malpractice* form. Reports must contain specific and clear details
- do not ask candidates to write statements at the time.

You must not disqualify candidates from subsequent papers. However, in extreme circumstances, you can exclude a candidate from the exam room and from taking the exam if the candidate's continued presence would cause disruption to other candidates or poses a threat to health and safety.

The decision to disqualify must be left to Cambridge ESOL.

## At the end of the test

- Tell the Assessors when they have examined their final candidates.

## Name corrections and forms

Pass any name corrections to the CEM, as well as *Special Consideration*, *Malpractice* and *Late Arrival* forms.

## Speaking & Listening mark sheets

Candidates must be handed their personalised mark sheet before entering the test room. In the test room the interlocutor will take the mark sheets and pass them to the assessor. The assessor is then responsible for the mark sheets, and their completion, for the duration of the test session. **Please note that all information on the mark sheets is confidential.**

After every 3-hour session of the same level, the assessor must:

1. Arrange the mark sheets in candidate number order, including any for absent candidates.
2. Place each level in separate A4 envelopes.
3. Seal the envelopes and sign across the seals.
4. Give them to the CEM, Supervisor or Co-ordinator to be stored securely.

Go to **Part 3 – Packing instructions** for Speaking & Listening tests on page 16.

## Part 3 – Packing instructions

- You must follow these instructions to make sure the papers are marked promptly, and to maintain the security of the materials.
- Your CEM will either give you script return envelopes or A4 envelopes to pack the materials.
- You must return to Cambridge ESOL or destroy all materials **within 3 calendar days** as listed. You must not keep anything to use for teaching or other purposes.

## Written tests

- Collate question papers and answer sheets in candidate number order. See the table below for packing instructions, then seal the envelopes in the exam room.
- For candidates who arrive late, add the question paper or answer sheet in sequence with the other candidates' work.

	Put in script return envelope or A4 envelope
<b>Candidate Information Sheet (CIS)</b>	Pack in a separate envelope and return with the Writing papers.
<b>Reading mode</b>	Used and unused question papers, room plan and attendance register. <b>Level 1 and 2:</b> All used and unused candidate answer sheets in addition to the items listed above. Collate answer sheets in candidate number order. Split answer sheets into separate envelopes per packing code.
<b>Writing mode</b>	Used question paper booklets, room plan and attendance register. <b>Put all unused question papers in a separate envelope within the same package. Write 'Unused question papers' on the envelope.</b>

## Absent candidates (Levels 1 and 2)

- Mark the candidate as absent on the answer sheet.
- Add the answer sheet(s) in sequence with the other candidates' answer sheets in the script return envelope.

## Materials for candidates with Special Arrangements

### Administrative Special Arrangements only (e.g. extra time)

- Include the candidate's materials with the other candidates' materials.

### Modified materials

- Put the candidate's answers in a separate A4 envelope, including any other materials, such as *Instructions to supervisors* booklets and CDs.
- Write the candidate details on the envelope.
- Add the envelope in sequence with the other candidate materials in the correct script return envelope.
- Write 'Candidate with Special Arrangements' on the outside of the script return envelope.
- If you need to transcribe the candidate answers, please see **The writing of answers** section in the *Special Requirements Booklet*. It is the responsibility of the centre to transcribe Braille answers, before returning the scripts.
- For candidates working in Braille, include Brailled responses and the transcript, as well as Brailled question papers.



Send all *Special Consideration*, *Malpractice* and *Late Arrival* forms directly to the Exams Processing Unit (Special Requirements) whose contact details are included on each form. Do not send them back in the same box as the exam scripts.

## Sealing the envelopes

### Script return envelopes

- Use a different script return envelope for each component.
- Attach the bar code label.
- You may also need to split a component and pack it in multiple envelopes for different packing codes or candidate ranges, if listed on the bar code label.

### A4 envelopes

- Put your signature across the seal.

- Give the envelope to the person responsible for keeping it in a safe place and despatching/scanning it.
- Exam materials must never be stored unsealed.

## Speaking & Listening tests

	Despatch to Cambridge ESOL	When?
Speaking & Listening mode	Mark sheets, attendance register.	No later than <b>3 calendar days</b> after the Speaking & Listening test.

If there have been several test sessions, and mark sheets have been sealed in temporary A4 envelopes:

After the final session, the Co-ordinator opens the envelopes in the presence of the CEM (or another member of staff if the CEM is not available) and follows the four steps below:

- Check the answer sheets are in the correct order.
- Check the absent box has been filled in for absentees.
- Seal the mark sheets in the script return envelope, also enclosing the attendance register.
- Sign across the seal and ask the CEM (or another member of staff) to be a second signatory.
- Stick the bar code label onto the script return envelope.

Finally, the CEM must:

- Securely store the sealed envelopes until they are ready for despatch.

### Storing Speaking & Listening test packs

Speaking & Listening test packs and accompanying CDs must be stored securely and must not be used for practice tests or handed out to tutors who are not acting as interlocutors. Check your venue's storage requirements with your CEM.

