

## Functional Skills English SAMPLE

### Entry 1 DIY Shopping

### Speaking and Listening Assessment

#### Notes to the assessor

#### Assessor Information and Guidance

This task assesses the skills and knowledge required to meet the Functional Skills standards at Entry 1 for Speaking and Listening.

At this level the learner can:

- Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

There are two short tasks in this assessment. The learner must pass both tasks to be able to pass the assessment. The assessment requires a learner to talk about DIY with one other familiar person, to ask a question appropriately and to give information clearly. They will also listen to some information about DIY shopping and identify the main points.

The learner will:

- Understand the main points of short explanations and listen for specific information.
- Follow instructions
- Respond appropriately to comments and requests
- Make contributions clearly to be heard and understood
- Ask questions, using appropriate terms to obtain specific information.

#### Centre Contextualisation of Tasks

It is envisaged that teaching and learning approaches will underpin the knowledge needed for the assessments. So that learners are not disadvantaged by their lack of knowledge about shopping for DIY, the centre may alter the context of the speaking and listening assessment, but care should be taken to ensure that all the standards are covered. For example, the context of the assessment could be changed to shopping for food or clothing or music. The name of the DIY store in Task 1 can be changed to reflect the new context of the assessment.

#### Conducting the assessments

At all Entry levels, tutors are allowed to read the instructions for the task. There is no requirement for the learner to write anything down, but they may make notes to help them if they wish. Please note that any notes should be handed in after the assessment, but they will not be assessed.

The learner should speak to someone with whom they are familiar; at Entry 1, this may be the assessor. Assessors must complete a record sheet for each learner to give examples of how the criteria have been met. Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

There is no requirement to tape record any of the speaking and listening assessments, however, it is expected that internal verifiers will observe and complete an internal verification record of around 10% of the assessments in a centre and NOCN will appoint Quality Reviewers who may visit the centre to check that the assessment is being conducted within the guidelines issued by NOCN. The Quality Reviewers will also expect to see the Speaking and Listening internal verification records.



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Speaking and Listening Task 2 should last for a minimum of 1 minute and a maximum of 5 minutes. The assessment should be of sufficient length to ensure that the learner has the opportunity to meet the Functional Skills standards at Entry 1.

#### Guidance for marking the Assessment for Speaking and Listening Entry 1

##### DIY Shopping

Assessors must use the record sheet to assess and record each learner's achievement.

Assessors must enter a comment in the each section of the grid to show how the learner has met the criteria. This should include examples of the learner's spoken words.

To successfully pass the Speaking and Listening assessment, the learner must pass both parts of the task.

If the learner does not pass part of the task, a different speaking and listening assessment may be retaken after two weeks, but some teaching and learning must take place in this period of time to ensure that the learner has the opportunity to improve their skills. Centres must retain records of failed assessments as well as those which are passes.

Assessors must sign and date the completed Assessment Mark Sheet.

Assessors may read the instructions to the learner.



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#### Entry 1 Task One – Instructions for Assessment

The learner should listen to the following advert. This should be recorded and the learner can listen to it in full as many times as they need, but they cannot ask for it to be stopped before it ends. The learner can ask for the tape to be replayed after each question if required.

Start the assessment by saying:

'You have heard an advert on the radio for a sale at the DIY store. Listen to what the advert says then answer my questions to tell me what you have heard. You can listen to the advert in full as many times as you like but I cannot stop it. You can write things down if you want. Are you ready?'

*'The DIY Saver Store sale starts on Monday at 8.30am. Some items are half price. If you spend £20 you will get a £5 gift voucher to spend in the store. Come and grab a bargain.'*

When the learner is ready, ask them the following questions and complete the Assessment Mark Sheet:

1. What day does the sale start?
2. How much is the gift voucher?
3. What time does the sale start?
4. What is the name of the store?

#### Task Two

The learner should speak to one other person about a visit to a DIY shop or about DIY they have done or want to do. They should ask at least one question and show that they are listening to what the person is saying by responding appropriately. Introduce the task by reading out the instructions on the candidate paper. Evidence of how the learner meets the criteria must be recorded on the Assessment Mark Sheet.

#### Assessment Guidance

Functional Skills Standards	Coverage and Range	Met by Task
Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation	<ul style="list-style-type: none"><li>• Understand the main points of short explanations and listen for specific information</li><li>• Follow instructions</li><li>• Respond appropriately to comments and requests</li><li>• Make contributions clearly to be heard and understood</li><li>• Ask questions using appropriate terms to obtain specific information</li></ul>	Task 1
		Instructions to Task 1 and 2 Task 1 and 2
		Task 2
		Task 2



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#### Assessment Mark Sheet for Speaking and Listening (Entry 1) SAMPLE

#### DIY shopping

Learner Name	Learner Registration Number
Centre Name	Assessment Number
Start time of assessment	End time of assessment
Learner Signature	

#### Task 1

Question	Accepted Responses	Mark for Question	Learner Mark
What day does the sale start?	Monday Next Monday	1	
How much is the gift voucher?	Five pounds A fiver	1	
What time does the sale start?	8.30 8.30am 8.30 in the morning Half past 8 Half past 8 in the morning	1	
What is the name of the store?	The DIY Saver Store DIY Saver Store DIY Saver	1	
Total marks for task		4	
Pass mark for task is 3 correct answers out of 4			



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#### Task 2



Mark allocation and criteria	How candidate met criteria (give examples)	Total marks available	Candidate marks
<b>Responds appropriately to comments</b> <b>3 marks</b> Consistently through the discussion  <b>2 marks</b> Puts point of view clearly most of the time  <b>1 mark</b> Puts point of view clearly some of the time		<b>3 marks maximum</b>	
<b>Responds appropriately to requests</b> <b>3 marks</b> Consistently throughout the discussion  <b>2 marks</b> Most of the time  <b>1 mark</b> Some of the time		<b>3 marks maximum</b>	
<b>Makes contributions clearly to be heard and understood</b> <b>3 marks</b> Makes three or more clear contributions  <b>2 marks</b> Makes one or two clear contributions to the discussion  <b>1 mark</b> Makes at least one clear contribution to the discussion		<b>3 marks maximum</b>	



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<p><b>Ask questions using appropriate terms to obtain specific information</b> <b>3 marks</b> Throughout the discussion</p> <p><b>2 marks</b> At least one question asked using appropriate terms to obtain specific information</p> <p><b>1 mark</b> At least one question is asked but is not termed clearly enough to obtain specific information and question has to be clarified</p>		<b>3 marks maximum</b>	
<b>Total Marks for Discussion</b>		<b>12 marks</b>	
<b>Pass mark for task is 8 out of 12 marks</b>			



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#### General Marks for Speaking and Listening Assessment

<b>Follow Instructions</b> <b>3 marks</b> Consistently throughout the discussion  <b>2 marks</b> Most of the time  <b>1 mark</b> Some of the time		<b>3 marks maximum</b>	
<b>Pass mark is 2 out of 3</b>			

Overall Result	Pass/Fail
Task 1	
Task 2	
General mark for assessment	
Overall Result for Paper (all tasks must be passed to achieve a pass)	

Assessor Name \_\_\_\_\_

Assessor Signature \_\_\_\_\_

Date of Assessment \_\_\_\_\_

