

Functional Skills English SAMPLE

Entry 2 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 2 for Speaking and Listening.

At this level the learner can:

- Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations

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 or more familiar people, 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:

- Listen for and identify the main points of short explanations and instructions
- Speak clearly to be heard and understood
- Express simply one's own feelings and opinions and understand those expressed by others
- Express clearly statements of fact, short accounts and descriptions
- Ask and respond to straightforward questions
- Follow the gist of discussions and make appropriate contributions

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 2, this should not be the assessor. A minimum of three people should be present at the assessment: the assessor who will record the results of the assessment, the learner and at least one other person who the learner knows, who will take part in the discussion for Task 2. 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.



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There is no requirement to 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.

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 2.

Guidance for marking the Assessment for Speaking and Listening Entry 2

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 2 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 recording 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 8th August at 8.30am. All gardening and barbecue items are half price. There are also special offers in the kitchen and bathroom departments. Free fitting is available on all new bathroom suites. If you spend £100 you will get a £25 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. When does the sale start?
2. How much do you have to spend to get a £25 gift voucher?
3. Which items are half price?
4. What special offer do you get with new bathroom suites?

Where the mark scheme has words in brackets, the bracketed words are optional and the mark may be awarded whether they are there or not.

Task Two

The learner should take part in a one to one or group discussion about DIY. This could include:

- DIY they have done or want to do.
- Top tips for DIY
- Whether DIY is easy or difficult to do

They should ask at least one question and show that they are listening to what the person is saying by responding appropriately. They should include one statement of fact and give at least one opinion during the discussion. 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.



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Assessment Guidance

Functional Skills Standards	Coverage and Range	Met by Task
Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations.	<ul style="list-style-type: none">• Listen for and identify the main points of short explanations and instructions• Speak clearly to be heard and understood• Express simply one's own feelings and opinions and understand those expressed by others• Express clearly statements of fact, short accounts and descriptions• Ask and respond to straightforward questions• Follow the gist of discussions and make appropriate contributions.	Task 1 Task 1 and 2 Task 2 Task 2 Task 2 Task 2



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Assessment Mark Sheet for Speaking and Listening (Entry 2) 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
When does the sale start?	Monday 8 th August (at 8.30) 8 th August (at 8.30)	1	
How much do you have to spend to get a £25 gift voucher?	One hundred (pounds)	1	
Which items are half price?	(All) gardening and barbecue items Both required for mark – zero marks if both are not given	1	
What special offer do you get with new bathroom suites?	Free fitting	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	Learner marks
<p>Speaks clearly to be heard and understood</p> <p>3 marks Consistently through the discussion</p> <p>2 marks Puts point of view clearly most of the time</p> <p>1 mark Puts point of view clearly some of the time</p>		3 marks maximum	
<p>Follows the gist of discussions and makes appropriate contributions</p> <p>3 marks Makes three or more clear contributions</p> <p>2 marks Makes one or two clear contributions to the discussion</p> <p>1 mark Makes at least one clear contribution to the discussion</p>		3 marks maximum	
<p>Ask and respond to straightforward questions</p> <p>3 marks Throughout the discussion</p> <p>2 marks At least one response to a question and one question asked</p> <p>1 mark At least one question asked OR one response to a question is given</p>		3 marks maximum	



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<p>Express simply one’s own feelings and opinions and understand those expressed by others 3 marks More than one opinion and feeling given and comments made on other people’s feelings and opinions</p> <p>2 marks At least one opinion and one feeling expressed</p> <p>1 mark At least one opinion OR one feeling expressed</p>		<p>3 marks maximum</p>	
<p>Express clearly statements of fact, short accounts and descriptions</p> <p>3 marks Consistently through the discussion</p> <p>2 marks Most of the time</p> <p>1 mark Some of the time</p>		<p>3 marks</p>	
<p>Total Marks for Discussion</p>		<p>15 marks</p>	
<p>Pass mark for task is 11 out of 15 marks</p>			

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

Assessor Name _____

Assessor Signature _____

Date of Assessment _____

