

## Functional Skills English

### Entry 3 DIY Shopping

#### Speaking and Listening Assessment

#### Assessor Information and Guidance

This task assesses the skills and knowledge required to meet the Functional Skills standards at Entry 3 for Speaking and Listening.

At this level the learner can:

- Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges

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, giving own points of view and listening and responding to other people's points of view. They will also contact a DIY shop to ask for information, using appropriate language.

The learner will:

- Use techniques to clarify and confirm understanding
- Give own points of view and listen to and respond appropriately to others' points of view
- Use formal and informal language as appropriate
- Follow the main points of discussions and make relevant contributions, respecting others' turn-taking rights.

#### 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.

#### 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 3, this should not be the assessor. The discussion should take place within a small group of at least 3 people, including the learner: the assessor will record the results of the assessment but should not take part in the discussion. 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 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.

Speaking and Listening Task 2 should last for a minimum of 2 minutes and a maximum of 10 minutes. The assessment should be of sufficient length to ensure that the learner has the opportunity to meet the Functional Skills standards at Entry 3.

#### Guidance for marking the Assessment for Speaking and Listening Entry 3

##### 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.

#### Applying the mark scheme

The following information summarises what is meant by the terms 'most of the time' or 'some of the time'.

##### Most of the time

The candidate is generally accurate with just occasional errors. However, the discussion/exchange is still fit for purpose. For example, the candidate usually uses formal language, but occasionally lapses into dialect or informal language such as 'we was'.

##### Some of the time

The discussion/exchange remains fit for purpose. The candidate shows some understanding of the use of, for example, formal language but this is inconsistent, for example using informal methods of greeting another person, such as OK, thanks, mate etc.



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#### Entry 3 Task One – Instructions for Assessment

The learner must contact a DIY shop to ask for some information. This could be to ask whether they have specific items available in the shop, to ask for the store opening times, to ask about tool hire or any other relevant information. This may be conducted on the phone (**the assessor should provide the telephone number**), in person at the shop and observed by the assessor or simulated in the classroom (e.g. if the learner is not able to access phones or leave the classroom).

The assessor could start the assessment by saying, for example: 'You must contact the local DIY store to ask for some information. This could be to ask if you can hire tools, what the store opening times are or whether they have some tools or materials that you need for a DIY job. Make sure that you check that you have understood what you have been told. You can write things down if you want. Are you ready?'

The assessor should record the results of the exchange on the Assessment Record Sheet.

#### Task Two

The learner should take part in a group discussion about their experiences of DIY. This could include:

- Things that have gone wrong with DIY tasks
- Giving own points of view about whether everyone should try DIY
- Health and safety in DIY

They should take relevant contributions to the discussion and should respect other people's turn taking rights. They should give their own points of view and respond appropriately to others' points of view and should use techniques to clarify understanding. 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  |
|---|---|--------------|
| Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges. | <ul style="list-style-type: none"><li>• Use techniques to clarify and confirm understanding</li></ul>   | Task 1 and 2 |
|   | <ul style="list-style-type: none"><li>• Give own points of view and listen to and respond appropriately to others' points of view</li></ul>                     | Task 2       |
|   | <ul style="list-style-type: none"><li>• Use formal language as appropriate</li></ul>  | Task 1       |
|   | <ul style="list-style-type: none"><li>• Use formal and informal language as appropriate</li></ul>   | Task 2       |
|   | <ul style="list-style-type: none"><li>• Follow the main points of discussions and make relevant contributions, respecting others' turn-taking rights.</li></ul> | Task 2       |



Assessment Mark Sheet for Speaking and Listening (Entry 3) DIY shopping

|                          |                             |
|--------------------------|-----------------------------|
| Learner Name             | Learner Registration Number |
| Centre Name              | Assessment Number           |
| Start time of assessment | End time of assessment      |
| Learner signature        |                             |

Task 1

| Mark allocation and criteria  | How candidate met criteria (give examples) | Total marks available  | Learner marks |
|---|--|------------------------|---------------|
| <p><b>Uses formal language</b><br/> <b>3 marks</b><br/>                     Consistently through the discussion</p> <p><b>2 marks</b><br/>                     Most of the time</p> <p><b>1 mark</b><br/>                     Some of the time</p>  |  | <b>3 marks maximum</b> |               |
| <p><b>Uses techniques to clarify and confirm understanding</b><br/> <b>Up to 3 marks available – one mark per technique to a maximum of 3</b></p> <ul style="list-style-type: none"> <li>• Repeating (confirming) information back to speaker</li> <li>• Rephrasing information</li> <li>• Asking further questions</li> <li>• Using non-verbal signs                             <ul style="list-style-type: none"> <li>○ Gestures</li> <li>○ nodding</li> </ul> </li> <li>• using words of agreement</li> </ul> |  | <b>3 marks maximum</b> |               |
| <p><b>Makes relevant contributions</b><br/> <b>3 marks</b><br/>                     Makes three or more clear contributions</p> <p><b>2 marks</b><br/>                     Makes one or two clear contributions to the exchange</p> <p><b>1 mark</b><br/>                     Makes at least one clear contribution to the exchange</p>   |  | <b>Max 3 marks</b>     |               |
| <b>Total marks for Task 1</b>   |  | <b>9 marks</b>         |               |
| <b>Pass mark for Task 1 – 7 out of 9 marks</b>  |  |                        |               |



| Mark allocation and criteria  | How candidate met criteria (give examples) | Total marks available  | Learner marks |
|---|--|------------------------|---------------|
| <p><b>Respects others' turn taking rights</b><br/> <b>3 marks</b><br/>                     Consistently through the discussion</p> <p><b>2 marks</b><br/>                     Most of the time</p> <p><b>1 mark</b><br/>                     Some of the time</p>   |  | <b>3 marks maximum</b> |               |
| <p><b>Follows the main points of discussions and makes appropriate contributions</b><br/> <b>3 marks</b><br/>                     Makes three or more clear contributions</p> <p><b>2 marks</b><br/>                     Makes one or two clear contributions to the discussion</p> <p><b>1 mark</b><br/>                     Makes at least one clear contribution to the discussion</p> |  | <b>3 marks maximum</b> |               |
| <p><b>Uses formal and informal language as appropriate</b><br/> <b>3 marks</b><br/>                     Throughout the discussion</p> <p><b>2 marks</b><br/>                     Most of the time</p> <p><b>1 mark</b><br/>                     Some of the time</p>  |  | <b>3 marks maximum</b> |               |
| <p><b>Gives own points of view</b><br/> <b>3 marks</b><br/>                     Two or more points of view given clearly</p> <p><b>2 marks</b><br/>                     At least one point of view given clearly</p> <p><b>1 mark</b><br/>                     At least one point of view given but not expressed clearly – others may need further clarification</p>                     |  | <b>3 marks maximum</b> |               |



|  |                  |                        |  |
|--|------------------|------------------------|--|
| <p><b>Listens and responds appropriately to others' points of view</b><br/> <b>(Maximum of 3 marks available: one per technique to a maximum of 3)</b></p> <ul style="list-style-type: none"> <li>• body language             <ul style="list-style-type: none"> <li>○ leaning towards speaker</li> <li>○ mirroring movements/seating</li> <li>○ nodding</li> </ul> </li> <li>• eye contact</li> <li>• asking questions</li> <li>• using words (or sounds) of agreement</li> </ul> |                  | <p><b>3 marks</b></p>  |  |
| <p><b>Total Marks for Discussion</b></p>   |                  | <p><b>15 marks</b></p> |  |
| <p><b>Pass mark for task is 11 out of 15 marks</b></p>   |                  |                        |  |
| <p>Overall Result</p>  | <p>Pass/Fail</p> |                        |  |
| <p>Task 1</p>  |                  |                        |  |
| <p>Task 2</p>  |                  |                        |  |
| <p>Overall Result for Paper (all tasks must be passed to achieve a pass)</p>   |                  |                        |  |

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

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

