

Functional Skills English
Sample Entry Level 1 Shopping
Speaking, Listening and Communication
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, Listening and Communication.

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 buying a present with one other familiar person, to ask a question appropriately and to give information clearly. The learner will also follow instructions to complete a simple task.

The learner will:

- Understand the main points of short explanations.
- Understand and follow instructions.
- Respond appropriately to comments and requests
- Make contributions to be understood
- Ask simple questions 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 specific items, 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. Task 1 may be contextualised to the learner's abilities or the situation they are in. The task requires the learner to follow instructions so the assessment could be to follow directions to find a specific item or to a local shop (if the learner is able to go out of the building). They could also follow instructions to find a shop on a shopping centre's floor plan or to find a shop's flier about that week's special offers at the store which is in a drawer or cupboard within the centre.

If contextualising the assessment, care should be taken to ensure that the assessment follows the exemplar paper. A copy of the assessment should be available at the External Verification visit.

Centres may devise their own assessments based on the standards, but in this case the assessment must be submitted to NOCN for standardisation at least 15 working days before planned use with learners. All new assessments, whether contextualised or centre devised assessment must use the NOCN produced record sheet.

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 Functional Skills English tutor. The Functional Skills English tutor 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 observation record for around 10% of the



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Speaking, Listening and Communication assessments in a centre. This is to check that the assessments are being carried out correctly in line with the guidance in this document and in the Functional Skills English qualification guide. The observation is also an opportunity for the IV to check the assessment decisions. In addition, once the tutor has completed the assessment record sheets, a further sample of between 10 and 25% of the assessments should be moderated by the Functional Skills English IV to standardise the assessment decisions across the centre. Following internal verification, the centre may request an external verification visit by the Open College Network (OCN) Quality Reviewer. The regional OCN 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, Listening and Communication internal verification records when they visit the centre for the external verification visit.

Each of the English component assessments of Reading, Speaking, Listening and Communication and Writing may take place on separate days and the component assessments themselves may be split into individual tasks if this will support learner achievement. However, the total duration of each component assessment must not exceed the total permitted duration of the assessment.

Task 1 should last for no more than 5 minutes. 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 but should be no more than 15 minutes.

Guidance for marking the Assessment for Speaking and Listening Entry 1

Shopping

Functional Skills English tutor must use the record sheet to assess and record each learner's achievement.

They 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, Listening and Communication assessment, **the learner must achieve each of the criteria in each of the two tasks.**

If the learner does not pass part of the assessment, 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.

The tutor must sign and date the completed Assessment Record Sheet.

The tutor may read the instructions to the learner.



Instructions for Assessment

Task One

This task may be contextualised for the learner's situation and ability. It requires a learner to follow instructions and understand the main points of short explanations. The task requires the learner to follow instructions so the assessment could be to follow directions to find a specific item or to a local shop (if the learner is able to go out of the building). They could also follow instructions to find a shop on a shopping centre's floor plan or to find a shop's flier about that week's special offers at the store which is in a drawer or cupboard within the centre.

Please note that this task will require prior preparation.

Task Two

Introduce the task by explaining that the learner should speak to one other person about buying a present for a friend who has been ill. The learner must decide what to buy and where to go shopping. Instruct them that 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 Record 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"> Understand the main points of short explanations Understand and follow instructions Respond appropriately to comments and requests Make contributions to be understood Ask simple questions to obtain specific information 	Task 1 and 2 Task 1 and 2 Task 1 and 2 Task 1 and 2 Task 1 and 2



Assessment Record Sheet

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

Task 1

What was the task?

Who was present?

How long did the task take to complete?

Was the task observed by the Internal Verifier (IV)?

If observed, please state IV's name _____

Functional Skills criteria	How candidate met criteria (give examples)
Did the learner understand the main points of short explanations? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Did the learner understand and follow instructions? Yes <input type="checkbox"/> No <input type="checkbox"/>	



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<p>Did the learner respond appropriately to comments and requests?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner make contributions to be understood?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner ask simple questions to obtain specific information?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner achieve each of the criteria for Task 1?</p>	



Task 2

What was the task?

Who was present?

How long did the task take to complete?

Was the task observed by the Internal Verifier (IV)?

If observed, please state IV's name _____

Functional Skills Criteria	How candidate met criteria (give examples)
<p>Did the learner understand the main points of short explanations?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner understand and follow instructions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner respond appropriately to comments and requests</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner make contributions to be understood?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	



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<p>Did the learner ask simple questions to obtain specific information?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner achieve each of the criteria for Task 2?</p>	

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

Assessor Name _____

Assessor Signature _____

Date _____

Internal Verifier Name (if sampled) _____

IV Signature _____

Date _____

External Verifier Name (if sampled) _____

EV Signature _____

Date _____

