

**Functional Skills English**  
**Sample Entry Level 2 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 2 for Speaking, Listening and Communication.

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 shopping with one or more familiar people, to ask a question appropriately and to give information clearly. They will also talk to one other person about a local shop.

The learner will:

- Identify the main points of short explanations and instructions
- Make appropriate contributions that are clearly understood
- Express simply feelings or opinions and understand those expressed by others
- Communicate information so that the meaning is clear
- Ask and respond to straightforward questions
- Follow the gist of discussions

## **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.

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**

All Functional Skills assessments must be conducted by the Functional Skills English tutor. 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 for Task 1: 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 one to one exchange for Task 1. Learners must take part in a group discussion with at least two other familiar people for Task 2. This group should not include the assessor, who must



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observe the assessment and take a written record of 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.

There is no requirement to record any of the speaking, listening and communication 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 observing the assessments alongside the Functional skills tutor. This is to ensure that the assessments are being conducted in line with NOCN requirements and to validate the assessment decisions. 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, Listening and Communication internal verification records.

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 between 2 and 5 minutes. 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 2 but should not exceed 15 minutes in total.

## **Guidance for marking the Assessment**

### **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, 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, listening and communication 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 Record Sheet.**

Assessors may read the instructions to the learner.



## **Instructions for Assessment**

### **Task One**

The learner must take part in a one to one exchange with a familiar person about buying a suitable present from a local shop.

The tutor could start the assessment by saying:

You are going to speak with \_\_\_\_\_ about buying a present for someone who has just passed their driving test. You are going to buy the present from a local shop. You could ask him/her which shop sells something you want to buy and then ask for directions. Make sure you check you have understood where you need to go.

The tutor should record the learner's achievement on the assessment mark sheet.

### **Task Two**

Explain that they are going to take part in a group discussion about shopping. They have to decide whether to shop locally or whether to go to a large shopping centre. You could explain that some people do not like large shopping centres.

This discussion could include:

- Why they like or don't like shopping in large shopping centres.
- Their own views about large shopping centres
- Making a decision about whether where to go shopping, giving reasons why they have chosen this.

Tell them they should ask at least one question and show that they are listening to what other people are saying by responding appropriately. They must 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.

The tutor may explain the difference between local shops and large shopping centres.



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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"> <li>• Identify the main points of short explanations and instructions</li> <li>• Make appropriate contributions that are clearly understood</li> <li>• Express simply feelings or opinions and understand those expressed by others</li> <li>• Communicate information so that the meaning is clear</li> <li>• Ask and respond to straightforward questions</li> <li>• Follow the gist of discussions</li> </ul> | <p>Task 1</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p> |



### Assessment Mark 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) |
|--|--|
| <p>Did the learner identify the main points of short explanations and instructions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> |  |
| <p>Did the learner ask and respond to straightforward questions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>                    |  |



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|  |  |
|--|--|
| <p>Did the learner express simply feelings and opinions and understand those expressed by others?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> |  |
| <p>Did the learner communicate information so that the meaning is clear?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>                          |  |
| <p>Did the learner make appropriate contributions that are clearly understood?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>                    |  |
| <p>Did the learner follow the gist of discussions?</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><b>Did the learner ask and respond to straightforward questions?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>                                  |  |
| <p><b>Did the learner express simply feelings and opinions and understand those expressed by others?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> |  |
| <p><b>Did the learner communicate information so that the meaning is clear?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>                          |  |
| <p><b>Did the learner make appropriate contributions that are clearly understood?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>                    |  |



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|  |  |
|--|--|
| <p><b>Did the learner follow the gist of discussions?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> |  |
|--|--|

**Did the learner achieve each of the criteria for Task 2?**

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

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

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

Date \_\_\_\_\_

Internal Verifier Name (if sampled) \_\_\_\_\_

IV Signature \_\_\_\_\_

Date \_\_\_\_\_

External Verifier Name (if sampled) \_\_\_\_\_

EV Signature \_\_\_\_\_

Date \_\_\_\_\_

