

**Functional Skills English**  
**Sample Entry Level 3 Shopping**  
**Speaking and Listening**  
**Notes to the assessor**  
**Assessor Information and Guidance**



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

At this level the learner can:

- Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and 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 shopping 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 shop to ask for information, using appropriate language.

The learner will:

- Follow the main points of discussions
- Use techniques to clarify and confirm understanding
- Give own point of view and respond appropriately to others' point of view
- Use appropriate language in formal discussions/exchanges
- Make relevant contributions, allowing for and responding to others' input.

## **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 assessments must be conducted by the Functional skills English tutor. At all Entry levels, tutors are allowed to read the instructions for the tasks. 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



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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 the assessments alongside the tutor and complete an internal verification record of around 10% of the assessments in a centre. This is to ensure the assessments are taking place in line with the requirements of the Functional English criteria and to verify 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.

Task 1 should last between 1 and 5 minutes. 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 but should last no more than 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 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.



## Instructions for Assessment

### Task One

Explain that the learner must contact a 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, directions to the shop, whether they have a specific item for sale 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 store to ask for some information. This could be to ask for directions, what the store opening times are or whether they have a specific item that you want. 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

Explain that the learner should take part in a group discussion about their experiences of shopping. This could include:

- Things that have gone wrong with items they have bought
- Giving own points of view about large shopping centres
- Buying on the internet

They should make 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 some extended contributions in familiar formal and informal discussions/exchanges.	• Follow the main points of discussions	Task 1 and 2
	• Use techniques to clarify and confirm understanding	Task 1 and 2
	• Give own point of view and respond appropriately to others' point of view	Task 1 and 2
	• Use appropriate language in formal discussions/exchanges	Task 1 and 2
	• Make relevant contributions, allowing for and responding to others' input	Task 1 and 2



## Assessment Mark Sheet

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

### 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 use appropriate language in formal/informal discussions/exchanges?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner use techniques to clarify and confirm understanding?</p> <p>For example:</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> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	



<p>Did the learner make relevant contributions, allowing for and responding to others' input?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner follow the main points of discussions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner give own points of view and respond appropriately to others' points of view?</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 use appropriate language in formal/informal discussions/exchanges?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p><b>Did the learner use techniques to clarify and confirm understanding?</b>  <b>For example:</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> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p><b>Did the learner make relevant contributions, allowing for and responding to others' input?</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 main points of discussions?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p><b>Did the learner give own points of view and respond appropriately to others' points of view?</b></p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p><b>Did the learner achieve each of the criteria for Task 2?</b></p>	

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 \_\_\_\_\_

