

General Assessment Guidance for Functional English Assessments and Speaking, Listening and Communication Mark Scheme



Conduct of Assessment Reading and Writing

- Reading and Writing assessments are externally set and marked. Centres may not alter the assessments or devise their own assessments.
- All Functional English assessments are summative assessments and should only be undertaken when the assessor is confident that the candidate is ready to sit them.
- Assessments should take place under supervised conditions.
- Assessments may be taken on separate days, but papers must not be seen by the learner until the time of the assessment.
- Each component assessment should be completed in a single session.
- Assessments should not be taken away by the candidate.
- Candidates may use a dictionary.
- Work may be word processed but the time limit remains the same as for handwritten work. If word processed, spell checkers may be used.
- If word processed, no printing should be completed until the end of the allocated assessment time.
- Centres should request the papers for a specific date and time.

Contextualisation of Speaking, Listening and Communication Activities

Centres may devise their own speaking, listening and communication tasks or they may use the assessments produced by NOCN. Where centres devise their own tasks, it is important that they cover the whole of the skills standards and coverage and range statements. Discussions or exchanges must include both formal and informal contexts. The NOCN assessment record sheets are generic and so should be utilised by the centre to assess centre devised activities. A copy of the speaking and listening activities should be made available to the External Verifier at the centre visit. Speaking, Listening and Communication activities are internally marked and externally verified.

The Speaking, Listening and Communication assessment is 30 minutes in duration. Learners may have an additional 30 minutes preparation time which must be supervised at all times.

The Speaking, Listening and Communication assessment may be taken on a different day to the Reading/Writing assessments.



Inclusion statement

The term “speaking, listening and communication”, as used by these standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- Can include use of sign language (eg British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate’s normal way of communicating in the contexts described by the standards. No other languages are permitted as alternatives to English.
- Can include access to augmentative speech equipment and such software as constitutes the candidate’s normal way of working.
- Does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Assessment Guidance

| Skill Standard | Coverage and Range | Task |
|--|---|---|
| <p>Speaking and Listening and Communication Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</p> | <ul style="list-style-type: none"> • Make relevant and extended contributions to discussions, allowing for and responding to others’ input. • Prepare for and contribute to the formal discussion of ideas and opinions • Make different kinds of contributions to discussions • Present information/points of view clearly and in appropriate language | <p>Task 1 and 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p> <p>Task 1 and 2</p> |

Learners must achieve a pass on each task and must show competence in each of the criteria for both tasks to be able to pass the assessment.



Assessment Record Sheet – Speaking, Listening and Communication

Please complete the assessment sheets giving actual examples from the discussion or exchange to show how the criteria have been met.

Task 1

Theme of activity:
 Context:
 Participants:
 Length of exchange:

| Functional Skills Criteria | How candidate met criteria (give examples) |
|---|--|
| <p>Did the learner make relevant and extended contributions to discussions, allowing for and responding to others' input?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |
| <p>Did the learner make different kinds of contributions to discussions e.g.</p> <ul style="list-style-type: none"> • Questioning • Listening • Responding • Encouraging • Supporting • Re-enforcing • Stating facts • Relaying personal experience <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |
| <p>Did the learner present information/points of view clearly and in appropriate language?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |



| | |
|---|--|
| <p>Did the learner prepare for and contribute to the formal discussion of ideas and opinions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |
| Task 1 Pass/Fail | |

Task 2

| |
|---|
| <p>Theme of activity:</p> <p>Context:</p> <p>Participants:</p> <p>Length of exchange:</p> |
|---|

| Functional Skills Criteria | How candidate met criteria (give examples) |
|---|--|
| <p>Did the learner make relevant and extended contributions to discussions, allowing for and responding to others' input?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |
| <p>Did the learner make different kinds of contributions to discussions e.g.</p> <ul style="list-style-type: none"> • Questioning • Listening • Responding • Encouraging • Supporting • Re-enforcing • Stating facts • Relaying personal experience <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |



| | |
|---|--|
| <p>Did the learner present information/points of view clearly and in appropriate language?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |
| <p>Did the learner prepare for and contribute to the formal discussion of ideas and opinions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> | |
| <p>Task 2 Pass/Fail</p> | |

| Activity | Pass/Fail |
|--|-----------|
| Speaking, Listening and Communication Task 1 | |
| Speaking, Listening and Communication Task 2 | |
| Assessment Pass/Fail | |

Assessor Name _____
 Assessor Signature _____

Date _____

Candidate Name _____
 Candidate Signature _____

Date _____

