

Functional Skills

English

Qualification

Entry Level 2

**Devising Speaking, Listening and
Communicating (SLC) Tasks**

Sample Assessment

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Introduction

Open Awards has designed the following structure for Functional Skills English Entry Level 2 Speaking, Listening and Communicating assessment tasks to meet the requirements of the Functional Skills English Subject Content and Ofqual Functional Skills English Conditions and Requirements.

All learners must undertake all sub-tasks outlined in the assessment structure (Appendix 1) in order to achieve this component part of the Open Awards Entry Level 2 Functional Skills Qualification in English.

Providers can choose their own topics for the discussion sub-task(s) to tailor tasks for specific individuals or learner groups. Topics should be chosen to provide sufficient scope for learners to demonstrate their ability in line with the subject content outlined in Section 2.

Purpose of Assessment

To ensure that learners who achieve a pass mark have the required level of competence in the Speaking, Listening and Communicating skills set out in the Subject Content, including meeting the full scope of study and range of contexts.

Entry Level 2

The scope of study (SoS) for Speaking, Listening and Communicating, including the SoS references from the DfE Subject Content is included below:

Scope of Study ref	Entry Level 2 Subject Content
SoS1	Identify and extract the main information and detail from short explanations
SoS2	Make requests and ask clear questions appropriately in different contexts
SoS3	Respond appropriately to straightforward questions
SoS4	Follow the gist of discussions
SoS5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
SoS6	Make appropriate contributions to simple group discussions with others about a straightforward topic

Learners should be able to apply their speaking, listening and communicating skills in the following contexts at Entry Level 2:

- Short narratives
- Explanations and instructions
- Discussions; and
- Straightforward information and instructions

all of varying lengths.

The learner must achieve a pass on each scope of study to pass the assessment.

Table 1: The criteria for a Pass

Performance descriptor
<ul style="list-style-type: none">■ Learners demonstrate the requirements for the level:<ul style="list-style-type: none">□ consistently,□ effectively, and□ to an appropriate degree for that level.■ Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

Reference: Ofqual/18/6385/4

Assessment Tasks

The SLC assessment at Entry Level 2 is 20 minutes in duration excluding preparation time. The assessment consists of two tasks.

Task 1 (10 minutes): the learner participates in a one to one or group activity as appropriate

- identifying and extracting main information and detail from short explanations
- responding appropriately to straightforward questions
- making requests and asking clear questions.

Task 2 (10 minutes): the learner participates in a group discussion

- making requests and asking clear questions
- responding appropriately to straightforward questions
- following the gist of discussion
- clearly expressing straightforward information
- communicating feelings and opinions
- making appropriate contributions to discussions with others.

Every assessment task must be designed to assess a single level, i.e. Entry Level 2. The assessment must provide a reliable measure of proficiency at this level by providing significant evidence of success against the requirements for the Subject Content as outlined above.

Each assessment task consists of related sub-tasks with guidance on the preparation required, instructions to the provider assessor on how to manage the sub-task and a set of ideas to help maintain discussion.

Learners complete the assessment task and any related sub-tasks under **controlled conditions** in groups of not less than three and not more than five.

Learners are permitted to use aids, but care must be taken to ensure that the use of any aid does not detract from the need to demonstrate the skill through the scope of study.

Conducting the Assessment and Support for Learners

- Learners can take the assessment when they, and the tutor, feel they are ready.
- The SLC assessment may be taken on a different day to the Reading/Writing assessments.
- The learner should speak to someone with whom they are familiar.
- Assessments can take place in the classroom or any other suitable setting that will ensure the learner is not disadvantaged by the environment.
- At all Entry levels, tutors are allowed to read any instructions and/or statements for the tasks.

- Tutors can use the example topics provided or prepare their own to meet the individual needs of the learners.

Scheduling Assessments and Entering Results Using XAMS

All Speaking, Listening and Communicating assessments must be scheduled a minimum of 2 hours before the planned time of the assessment using our XAMS system. Assessment results must be entered into the system within five working days of the date of assessment. See our XAMS User Guidance for further information.

Assessment Decisions

Marking of the Assessment

Providers are not required to produce mark schemes. This assessment involves competency-based marking, that is the Pass criteria are either met (observed) or not.

Each assessment and its sub-tasks must clearly enable performance against all of the coverage and range in the skills standard.

The standard [Record of Learner Achievement and Assessor Sheet](#) for the English Speaking Listening and Communicating Entry Level assessment components must always be used. This clearly states how skills are observed and recorded, and when to award a Pass or Fail grade.

- Assessors provide topic details for each learner/group undertaking the activity.
- Assessors must complete an Assessment Sheet for the activity.
- Assessors must also complete individual performance-based judgements for each learner for the activity.
- Assessors evaluating an individual must judge whether or not the learner consistently meets the performance threshold for a given scope of study, while allowing for the variability and unpredictability inherent in discussions and exchanges.
- The assessment must produce a pass or fail outcome. Assessors must therefore make careful judgements about whether the learner's performance meets the scope of study reference. Only learners who have a tick against all of the 'Achieved level' statements will be awarded a Pass.

Record of Learner Achievement and Assessor Sheet

The result must be entered onto the Record of Learner Achievement and Assessor Sheet after the assessment has been completed for each individual or group of 3 - 5 learners. Learners must not be shown their results which are provisional. Results are subject to internal quality assurance by the Provider and external quality assurance by Open Awards and are only confirmed on receipt of an Open Awards certificate.

- Learners should be observed in each sub-task
- The Assessor should insert a tick if they have observed the learner performing the stated skill within the sub-task. The Assessor should insert an 'X' if not
- For each SoS, learners should be seen to demonstrate the requirements consistently and effectively
- In the next column, evidence should be provided to show how the learner achieved/did not achieve the SoS
- If all rows contain a tick, then the learner has met the requirement and the Assessor should indicate a Pass (P) decision
- If any row contains an 'x', then the learner has not met the requirements and the Assessor should indicate a Fail (F) decision
- The record of learner achievement (along with any other evidence to support it e.g. learner notes, video recording etc) should be retained by the provider for external quality assurance
- Providers are reminded that work should also be part of a sample which has been internally quality assured or standardised before being submitted for external quality assurance

Internal Quality Assurance

You must undertake initial quality assurance of assessment decisions before submitting results to the XAMS platform. Assessment decisions and the application of internal quality assurance processes will be monitored and reviewed through external quality assurance sampling and provider monitoring.

External Quality Assurance

Open Awards will review all available evidence (video recording, Record of Learner Achievement and any other supporting documentation) for a sample of learners and either confirm or overturn the results via the XAMS platform.

In the case of results being overturned, your QASA will liaise with you to gather further evidence or provide guidance and support as required. Outcomes from this activity will feed into the Provider's ongoing quality assurance and risk rating for Functional Skills.

The external quality assurance monitoring review of the Speaking, Listening and Communicating component will:

- ensure, through appropriate sampling/moderation, that assessment arrangements are fit for purpose and are being delivered in accordance with the requirements specified for each SLC assessment task
- ensure the Provider is taking all reasonable steps to prevent the occurrence of malpractice or maladministration
- confirm that assessments are conducted by appropriately qualified and occupationally expert assessors
- sample previously conducted Speaking, Listening and Communicating assessment records and interview current and, (where possible), completed learners
- ensure that provider staff have access to up-to-date versions of the SLC Assessment Tasks & Assessment Documentation

Guidance and support to providers is part of the regular external quality assurance monitoring activity.

Standardisation

You should use exemplar material, and live assessment decisions, to carry out regular internal standardisation activities with anyone involved in the delivery, assessment and internal quality assurance of SLC assessments. You must produce and retain evidence that these activities have taken place, as well as the outcome of the activity.

Attendance at Open Awards-run standardisation events is also required to ensure your ongoing compliance. Please visit our website for dates of standardisation events.

Ongoing Provider Monitoring

In addition to the external quality assurance of SLC assessment decisions, Open Awards monitors providers through a combination of quality compliance reviews and short notice observations.

Compliance reviews will cover, as a minimum every three years, a check of policies, procedures and controls for ensuring it undertakes the delivery, setting and marking of assessments for the SLC Component consistently, appropriately, and in line with Open Awards guidance, and the standardisation of marking between assessors at that Provider.

As all Providers receive an annual quality compliance visit or remote support session, it is anticipated that these checks will normally be completed on an annual basis. This will be monitored by the Head of Quality and Standards to account for any Providers that do not require an annual quality compliance visit e.g. due to a period of inactivity, to ensure that the minimum standards are upheld.

Level of Language

Instructions that are given to the learner that are not part of the assessment task and its sub-tasks must be accessible to learners operating at the standard represented and no higher.

Setters (whether setting the assessment tasks for Open Awards, or from providers amending these tasks or devising their own) should also take care to ensure that use of English in any instructions to learners takes into account the fact that not all learners will have English as their first language.

All setters (again both those setting the Open Awards tasks and those from providers) are also responsible for ensuring that the content and instructions for the assessment task and its sub-tasks do not provide unnecessary obstacles to learners, for example, by demanding skills and knowledge outside those being assessed.

Inclusion

The assessment task and its related sub-tasks must support inclusion.

Speaking, listening and communicating within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

The term 'speaking, listening and communicating' as used in the Functional Skills Subject Content for this level is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to learners with speech or hearing impairment.

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

- Can include use of sign language (e.g. 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 communicating, where BSL is the learner'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 learner's normal way of working;
- Does not depend solely on the use of written language or require the individual/s with whom the learner is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Equality Issues

Open Awards is responsible for ensuring that, where controlled assessment is used, Providers comply with the Functional Skills English Conditions and Requirements (Ofqual/18/6385/4), Functional Skills English Guidance (Ofqual/18/6385/5) and the relevant skills criteria in relation to equality, access and inclusion.

Additionally, Open Awards must ensure that qualifications are non-discriminatory on the grounds of disability, gender, race, age, sexual orientation and religion / belief. Inclusion documents detail the full range of strategies that learners are permitted to use to meet the requirements of the assessment and are available through Open Awards as well as Ofqual.

Providers must ensure when amending or developing tasks for SLC, no unnecessary barriers are placed in the way of learner achievement.

Assessment Structure

ENTRY LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH SPEAKING, LISTENING AND COMMUNICATING

EXAMPLE TOPIC – SPORTS, GAMES AND HOBBIES

TIME ALLOWED: 20 MINUTES

Learners need:

- Paper and pen/pencil to make notes
- Visual aids or pec/cue cards as appropriate

This assessment task must be kept secure until the assessment is scheduled to take place.

Instructions

- This assessment must be carried out under controlled conditions.
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Preparation

Learners should be aware that there are TWO speaking and listening sub-tasks to be completed within a 20 minute window of time. It is recommended that suitable breaks are taken between the sub-tasks to allow learners a rest and allow them some time to think about and briefly prepare ideas for the second sub-task (discussion). Learners may make notes of their ideas during this break.

The assessment at Entry Level 2 can take place as a 1-1 assessment or as part of a group (of no more than five learners) for sub-task 1.

Sub-task 2 requires participation in a group discussion. This should include between 3 and 5 people.

Assessor Guidance

For the purpose of this sample paper, the topic (chosen theoretically by the tutor) is 'Sports, Games or Hobbies'.

Tutors may prepare an alternative topic that is appropriate for the individual or group of learners, ensuring that it is something they can participate fully with.

Tutors should prepare the opening statement in advance to ensure that the language is appropriate for the level, and it provides sufficient information to ensure a valid assessment.

Visual aids or cues can be used to aid understanding.

ONE-ONE OR GROUP ACTIVITY - Sub task 1

10 minutes

Introduction

The purpose of this assessment is to assess a learner's ability to:

- Identify and extract main information and detail from short explanations
- Respond appropriately to straightforward questions
- Make requests and ask clear questions.

Assessment instructions

The tutor/assessor prompts the learner(s) to participate formally and/or informally in simple discussions or exchanges by making a brief opening statement about a hobby/pastime they enjoy or sport/game that they play or watch. This should contain main points (e.g. 'My hobby is...'), an explanation (e.g. 'I like spending time on it because...') and some specific details (e.g. 'It is something that doesn't cost a lot of money... and 'we meet up once a week...').

The tutor then asks the learner questions about the statement they have just heard. These questions will be framed to ascertain whether the learner can:

- identify and extract the main information – e.g. what do I like doing in my spare time?
- respond to questions about specific information – e.g. how much do I spend on my hobby every week?

The tutor then prompts the learner(s) to make requests and ask clear questions based on/informed by what they have heard the tutor say. The learner should:

- make requests – e.g. tell me when you started...
- ask clear questions – e.g. how old do you have to be to...?

Whilst the tutor may offer prompts, it is the learner's responsibility to initiate requests and questions and to distinguish between the two.

After 10 minutes, or once the activity has been completed, close the session. Indicate there will be a break to prepare for the next part of the assessment.

Group Discussion - Sub task 2

10 minutes

Introduction

The purpose of this assessment is to assess a learner's ability to engage in a group discussion, in which they:

- briefly explain their own preferences
- clearly express straightforward information
- instruct others
- listen to the explanations of others
- make requests and ask clear questions of others
- respond appropriately to straightforward questions from others
- follow the gist of discussion
- communicate feelings and opinions
- instruct others
- make appropriate contributions to the discussions with others.

Assessment Instructions

Remind learners of the task – and the chosen topic.

For the purpose of this sample paper, the topic is 'Sports, Games or Hobbies.'

The tutor must make sure that each learner has the opportunity to participate fully in the task and meet the standards set out in the relevant scope of study references. If one or more of the learners struggles to meet these standards, the tutor may join the discussion to ensure the other learners are not disadvantaged.

Whilst the tutor may offer prompts, it is the learner's responsibility to follow the gist of the discussion, contribute to it, express opinions and feelings, initiate requests and questions and to distinguish between the two.

Assessor Guidance

For the purpose of this sample paper, the topic (chosen theoretically by the tutor) is 'Sports, Games or Hobbies.'

Tutors may prepare an alternative topic that is appropriate for the individual or group of learners, ensuring that it is something they can participate fully with.

Tutors should prepare any opening instructions in advance to ensure that the language is appropriate for the level and it provides sufficient information to ensure a valid assessment.

Visual aids or cues can be used to aid understanding.

END OF ASSESSMENT

Appendix 1: Record of Learner Achievement

ENTRY LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name:	
Date of birth:	Open Awards Learner no:
Assessment location:	
Date:	Time:

Provider name:
Assessor full name:
Assessment task:
Additional assessment requirements:
Additional comments / incidents:

Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf)	Pass	Fail
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Learner signature:	Date:
Assessor signature:	Date:
Internal Quality Assurer signature: (if sampled)	Date:

***This form must be completed and retained by the provider in a secure place.
It must be made available to Open Awards upon request.***

Assessment Sheet

Speaking, Listening and Communicating: Entry Level 2

Entry Level 2 overall performance across the range of requirements for the level must be secure; and any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

SoS reference	You must observe the learner doing the following consistently across the sub-tasks	Insert a tick (✓) for yes and a cross (x) for no	Evidence of learner achievement of each SoS, including timestamps
1	Identify and extract the main information and detail from short explanations		
2	Make requests and ask clear questions appropriately in different contexts		
3	Respond appropriately to straightforward questions		
4	Follow the gist of discussions		
5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics		
6	Make appropriate contributions to simple group discussions with others about a straightforward topic		

Additional assessor comments

IQA comments

Appendix 2: ROLA – Example Pass

ENTRY LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: Learner full name: <i>Theo Learner</i>	
Date of birth: <i>09/09/1999</i>	Open Awards Learner no: <i>333333</i>
Assessment location: <i>Provider School – Main Site</i>	
Date: <i>02/01/24</i>	Time: <i>2pm</i>

Provider name: <i>Provider School</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>Sports, Games or Hobbies</i>
Additional assessment requirements: <i>None</i>
Additional comments / incidents: <i>None</i>

Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf)	Pass ✓	Fail

Learner signature: <i>Theo Learner</i>	Date: <i>02/01/24</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>02/01/24</i>
Internal Quality Assurer signature: <i>(if sampled) I. Q. Assurer</i>	Date: <i>04/02/24</i>

***This form must be completed and retained by the provider in a secure place.
It must be made available to Open Awards upon request.***

Assessment Sheet

Speaking, Listening and Communicating: Entry Level 2

Entry Level 2 overall performance across the range of requirements for the level must be secure; and any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

SoS reference	You must observe the learner doing the following consistently across the sub-tasks	Insert a tick (✓) for yes and a cross (x) for no	Evidence of learner achievement of each SoS, including timestamps
1	Identify and extract the main information and detail from short explanations	✓	Theo was able to answer questions on the statement made: 12:23: "You said that your favourite sport to watch is basketball". 13:51: "You used to play on your school's netball team, and you played in provider".
2	Make requests and ask clear questions appropriately in different contexts	✓	Theo was clear in his questioning, directing questions to individuals and to the group. 23:37: "What computer games do you like?" (asked to the group). 24:19: "What do you like about Fortnite?"
3	Respond appropriately to straightforward questions	✓	Theo answered several questions. 21:22: In response to a question on if he takes part in any sporting activities: "I like to skateboard and I go to the skatepark with my friends". 20:20: "I find gaming relaxing and a good way to make new friends."
4	Follow the gist of discussions	✓	Theo listened to the discussion and was able to ask questions relating to what other group members had said.
5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	✓	Theo was active in the discussions, contributing his thoughts and responding clearly to questions asked.
6	Make appropriate contributions to simple group discussions with others about a	✓	22:46: "I do like Fortnite but my favourite game is Minecraft as I like being able to build." 23:00: "I think building your own

	straightforward topic		<i>game sounds like fun and i'd love to try it."</i>
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Additional assessor comments

Theo played an active role in the group and spoke clearly. He allowed others the time to speak and listened when others were talking.

IQA comments

A well-managed and marked assessment. No IQA changes required.

Appendix 3: ROLA – Example Fail

ENTRY LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: <i>Thee Learner</i>	
Date of birth: <i>01/01/1999</i>	Open Awards Learner no: <i>44433</i>
Assessment location: <i>Provider School - Main Site</i>	
Date: <i>02/01/24</i>	Time: <i>2pm</i>

Provider name: <i>Provider School</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>OA Given Task - Sports, Games or Hobbies</i>
Additional assessment requirements: <i>30-minute break between task, confirmed by Open Awards as part of reasonable adjustments for learner.</i>
Additional comments / incidents: <i>None</i>

Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf)	Pass	Fail ✓

Learner signature: <i>Thee Learner</i>	Date: <i>02/01/24</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>02/01/24</i>
Internal Verifier/Assessor signature: <i>(if sampled) I. Q. Assurer</i>	Date: <i>04/02/24</i>

***This form must be completed and retained by the provider in a secure place.
It must be made available to Open Awards upon request.***

Assessment Sheet

Speaking, Listening and Communicating: Entry Level 2

Entry Level 2 overall performance across the range of requirements for the level must be secure; and any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

SoS reference	You must observe the learner doing the following consistently across the sub-tasks	Insert a tick (✓) for yes and a cross (x) for no	Evidence of learner achievement of each SoS, including timestamps
1	Identify and extract the main information and detail from short explanations	x	Ther did not fully listen to the statement being given and, as a result, was unable to demonstrate that he could extract key information.
2	Make requests and ask clear questions appropriately in different contexts	x	Ther failed to make any clear requests or ask any questions in Sub-Task 1. He did ask one question during Sub-Task 2 (25:23) but this was not enough to demonstrate that he was secure in this element.
3	Respond appropriately to straightforward questions	✓	Ther answered questions confidently. 26:09: "Yes, I do watch football games. I went to see my brother's team play last Saturday." 27:22 "I like to play Minecraft in survival mode, and I sometimes play in adventure mode." 27:58: "No, I haven't played in peaceful mode either, I think it might be a bit boring."
4	Follow the gist of discussions	✓	Ther did manage to follow the gist of the discussion in Sub-Task 2, and remained focused, answering questions to show he was listening.
5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	✓	Ther gave his opinions on gaming, including which games he liked to play and how he liked to play them.
6	Make appropriate contributions to simple	✓	26:49: "Minecraft is definitely a great game and I prefer it to Fortnite."

	group discussions with others about a straightforward topic		28:43: "FC24 is another good game. I like to play as Man City."
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Additional assessor comments

Thee's contributions to the discussion were good but he needs to work on staying focus and listening when other people are speaking. He should practise his listening skills before he attempts the assessment again.

IQA comments

I agree with the assessor's decision and comments.
Thee performed well for parts of the assessment but needs to focus on improving his listening skills.