

Functional Skills

English

Qualification

Entry Level 1

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

Sample Assessment

Contents

- Introduction..... 3
- Purpose of Assessment..... 4
- Assessment Tasks 5
 - Conducting the Assessment and Support for Learners 5
 - Scheduling Assessments and Entering Results Using XAMS 6
- Assessment Decisions 6
 - Marking of the Assessment 6
 - Record of Learner Achievement and Assessor Sheet..... 6
 - Internal Quality Assurance 7
 - External Quality Assurance 7
 - Standardisation 8
 - Ongoing Provider Monitoring..... 8
- Level of language 9
- Inclusion 9
- Equality Issues 10
- Assessment Sample 11
- Appendix 1: Record of Learner Achievement (ROLA) 16
- Appendix 2: ROLA Example Pass 19
- Appendix 3: ROLA Example Fail 22

Introduction

Open Awards has designed the following structure for Functional Skills English Entry Level 1 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 1 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 1

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 1 Subject Content
SoS1	Say the names of the letters of the alphabet.
SoS2	Identify and extract the main information from short statements and explanations.
SoS3	Follow single-step instructions, asking for them to be repeated if necessary.
SoS4	Make requests and ask straightforward questions using appropriate terms and registers.
SoS5	Respond to questions about specific information.
SoS6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics.
SoS7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic.

Learners should be able to apply their speaking, listening and communicating skills in the following contexts at Entry Level 1:

- Simple narratives
- Short Statements
- Discussions
- Exchanges
- Information and instructions
- Explanations
- Questions

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 1 is 15 minutes in duration excluding preparation time. The maximum timings for each sub-task are outlined below. The assessment consists of three tasks.

Task 1 (2 minutes): the learner says the names of the letters of the alphabet.

Task 2 (3 minutes): the learner follows single-step instructions.

Task 3 (10 minutes): the learner participates in simple discussions or exchanges

- asking and responding to questions
- making requests
- making statements
- communicating feelings and opinions.

Every assessment task must be designed to assess a single level, i.e., Entry Level 1. 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's 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**.

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; at Entry 1 this may be another familiar learner and/or with the Functional Skills English tutor.
- 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 or 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-tasks. 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 Sample

ENTRY LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH SPEAKING, LISTENING AND COMMUNICATING

EXAMPLE TOPIC – TELEVISION PROGRAMMES

TIME ALLOWED: 15 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.
-

Preparation

Learners should be aware that there are THREE speaking and listening sub-tasks to be completed within a 15-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 next task. Learners may make notes of their ideas during this break.

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

Assessor Guidance

For the purpose of this sample paper, the topic used for Sub Tasks 2 and 3 (chosen theoretically by the tutor) is 'Television Programmes'.

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.

Letters of the Alphabet - Sub task 1

2 minutes

Introduction

The purpose of this assessment is to assess a learner's ability to say the names of the letters of the alphabet.

The assessment is designed to assess that the learner can 'say' the names of the letters, not remember the letters. Alphabetical order is not assessed.

Assessment instructions

Introduce the task to the learner. Explain that they are required to say the names of the letters of the alphabet.

The letters of the alphabet may or may not be on display at the time.

Letters may or may not be pronounced phonetically.

After 2 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.

Assessor Guidance

The tutor can give appropriate prompts or use visual aids as required to ensure learners do not miss out or forget one of the letters. The tutor must not, however, say or mouth the names of any of the letters of the alphabet before the learner has said it.

Following Instructions - Sub task 2

3 minutes

Introduction

The purpose of this assessment is to assess a learner's ability to follow single step instructions given by the tutor/assessor, asking for them to be repeated if necessary.

Assessment Instructions

Remind learners of the task.

In a one-to-one scenario, the learner should be asked to follow a simple step of instructions to complete a simple task. This should include 5-8 steps. For example:

- Stand up
- Take a marker pen offered by the tutor
- Walk to a whiteboard
- Write their name on the whiteboard
- Say their name aloud
- Return the marker chalk to the tutor
- Sit down again.

In a small group scenario, each learner can be asked in turn to follow different single step instructions involving, for example, greeting a visitor to the room, moving a given object from one place to another, collecting/distributing given items in the room. A minimum of three instructions must be used for each learner within the group for the criteria to be met.

Learners should ask for an instruction to be repeated if necessary.

After 3 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.

Assessor Guidance

Prepare the list of step-by-step instructions in advance of completing the assessment. This can be adapted for each learner or group of learners depending on their abilities to complete tasks.

Ensure to give one instruction at a time, giving time for the learner to process and respond before moving on to the next instruction.

Visual aids or cues can be used to aid understanding.

Discussion - Sub task 3

Up to 10 minutes

Introduction

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

- Identify and extract the main information from short statements and explanations
- Make requests and ask straightforward questions using appropriate terms and registers
- Respond to questions about specific information
- Make clear statements about basic information and communicate feelings and opinions on straightforward topics
- Understand and participate in simple discussions or exchanges with another person about a straightforward topic.

Assessment Instructions

Remind learners of the task – and the chosen topic.

For the purpose of this sample paper, the topic is 'Television Programmes'.

The tutor/assessor then prompts the learner(s) to participate formally and/or informally in simple discussions or exchanges by making a brief opening statement about their favourite TV programme. This should contain main points (e.g. 'My favourite TV programme is...'), an explanation (e.g. 'I like it because...') and some specific details (e.g. 'It stars... and is on Channel 4 twice 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 is my favourite TV programme?
- respond to questions about specific information – e.g., which TV channel is my favourite programme on?

The tutor then encourages/prompts participation in simple discussions/exchanges in which the learner:

- makes requests – e.g., tell me why...
- asks straightforward questions – e.g., when did you last watch it?
- makes a statement – e.g., says what their own favourite programme is
- communicates feelings – e.g., says how the programme makes them feel
- gives an opinion – e.g., says why it makes them feel that way

The tutor can offer prompts if necessary, such as:

- What is your favourite TV programme?
- Why?

- How does it make you feel?

However, it is the learner's responsibility to initiate requests and questions etc., and the learner will need to distinguish between:

- (i) making a request and asking a question
- (ii) making a statement and giving an opinion.

END OF ASSESSMENT

Appendix 1: Record of Learner Achievement (ROLA)

**ENTRY LEVEL 1 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:

<p>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)</p>	Pass	Fail
---	------	------

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 1

Entry Level 3 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 or a cross (x) for no	Evidence of learner achievement of each SoS, including timestamps
1	Say the names of the letters of the alphabet		
2	Identify and extract the main information from short statements and explanations		
3	Follow single-step instructions, asking for them to be repeated if necessary		
4	Make requests and ask straightforward questions using appropriate terms and registers		
5	Respond to questions about specific information		
6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics		
7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic		

Additional assessor comments

IQA comments

Appendix 2: ROLA Example Pass

ENTRY LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: <i>Ann Learner</i>	
Date of birth: <i>12/12/2001</i>	Open Awards Learner no: <i>111111</i>
Assessment location: <i>Provider School Main Site</i>	
Date: <i>05/12/23</i>	Time: <i>10.00am</i>

Provider name: <i>Provider School</i>
Assessor name: <i>Ann Assessor</i>
Assessment task: <i>OA Given Task - Television Programmes</i>
Additional assessment requirements: <i>None</i>
Additional comments / incidents: <i>Completed as 1-1 assessment</i>

<p>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)</p>	Pass ✓	Fail

Learner signature: <i>Ann Apprentice</i>	Date: <i>02/01/24</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>02/01/24</i>
Internal Quality Assurer signature: <i>Ann verifier</i> (if sampled)	Date: <i>02/01/24</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 1

Entry Level 1 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	Say the names of the letters of the alphabet	✓	03:52 - Ann confidently said the names of the alphabet. Although not required, Ann was able to say these in the correct order.
2	Identify and extract the main information from short statements and explanations	✓	08:55 - Ann showed that she understood by answering questions about my statement.
3	Follow single-step instructions, asking for them to be repeated if necessary	✓	06:24 - Ann followed a set of 5 instructions to collect her bag from her cupboard confidently, only requiring an instruction to be repeated once. In this case, she asked me to say this again without being prompted.
4	Make requests and ask straightforward questions using appropriate terms and registers	✓	11:48 - We had a 1-1 discussion about Television Programmes. Ann was able to ask me questions about my favourite TV programme
5	Respond to questions about specific information	✓	10:47 - When asked about what my favourite character was in EastEnders, Ann responded "You like Phil because he always had good storylines."
6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	✓	13:12 - Ann said "My favourite show is Coronation Street. I have been watching it since it first started."
7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	✓	Ann asked questions and gave her opinion when talking about favourite TV shows.

Additional assessor comments

IQA comments

*I agree with the grade and comments awarded by the assessor.
Ann's performance was strong, and she participated well in all elements of the tasks.*

Appendix 3: ROLA Example Fail

ENTRY LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: <i>Anne Student</i>	
Date of birth: <i>01/01/2001</i>	Open Awards Learner no: <i>222222</i>
Assessment location: <i>Provider School Main Site</i>	
Date: <i>05/12/23</i>	Time: <i>10.30am</i>

Provider name: <i>Provider School</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>OA Given Task - Television Programmes</i>
Additional assessment requirements: <i>None</i>
Additional comments / incidents: <i>Completed as 1-1 assessment</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>Anne Student</i>	Date: <i>03/11/23</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>03/11/23</i>
Internal Quality Assurer signature: <i>(if sampled) Ann Verifier</i>	Date: <i>04/11/23</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 1

Entry Level 1 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	Say the names of the letters of the alphabet	✓	03:23 - Anne was able to say the letters of the alphabet in the first task without any prompts.
2	Identify and extract the main information from short statements and explanations	✓	Anne listened carefully to the statement and was able to provide information about this. 08:31 - "Friends is your favourite TV show because you think it is funny". 09:02 - "You don't watch soaps as you don't have time".
3	Follow single-step instructions, asking for them to be repeated if necessary	✓	05:57 - Anne followed a set of 5 instructions to collect her bag from her cupboard. She did require prompting to ask for 2 instructions to be repeated when she did not understand them the first time. However, following repetition she was able to complete the task.
4	Make requests and ask straightforward questions using appropriate terms and registers	x	Anne did not ask questions or make any requests.
5	Respond to questions about specific information	✓	09:32 - Anne answered a question regarding her favourite TV programme. 10:37 - Anne responded to a question about other tv shows she likes "I like I'm a Celebrity Get Me Out of Here because it's funny and I like it when they have to eat nasty things!"
6	Make clear statements about basic information and communicate feelings and	✓	09:27 - Anne was able to communicate her own favourite television programme and explain why

	opinions on straightforward topics		it was her favourite.
7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	✓	Anne was able to understand the discussion and participate in it by answering questions and listening to comments made.

Additional assessor comments

The majority of the SOS was achieved but Anne did not demonstrate her ability to ask questions or make requests, despite prompting. She was confident in responding to questions but needs to practice asking questions before a re-sit of the assessment.

IQA comments

I agree with the comments made and the overall grade awarded by the assessor. Anne performed well but failed to ask questions and should work on this before her next SLC assessment.