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Functional Skills English Level 2

Speaking, Listening and
Communicating



Sample Assessment



Please note, this is a sample assessment and should not be used for a live SLC assessment. Live assessments for SLC Level 2 can be downloaded by your Assessment Administrator via the secure portal. Please contact customerservices@openwards.org.uk or call us on 0151 494 2072 for support.

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

Sample Assessment Task: Observation and Reporting

Learners need:

- paper and pen/pencil to make notes
 - any visual aids they wish to use in their presentation
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This assessment task must be kept secure until the assessment is scheduled to take place.

TIME ALLOWED: 30 minutes

Instructions

- In the week before the assessment, learners must be informed that, as part of their SLC assessment, they will each be required to give a presentation lasting between 4 and 7 minutes, followed by a Q&A session of 3 to 6 minutes, making a total time of 10 minutes. The context and details of the presentation (as found in sub-task 1) should be given to learners at this stage.
 - Learners must be given sufficient time to prepare any visual aids they wish to use during their presentation.
 - The group must consist of *at least three but no more than five learners*.
 - This assessment must be carried out under controlled conditions
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Preparation

Learners should be aware that there are two ten-minute speaking and listening sub-tasks to be held within a half hour window of time. It is recommended that a break of 10 minutes is taken between sub-tasks 1 and 2 to allow learners a rest, and allow them some time to think about and briefly prepare ideas for the second discussion and time for the marking of the first sub-task to be completed.

The group must consist of **at least three but no more than five learners**, to allow all learners the opportunity to speak and to provide an audience for each other. Arrange the learners around a boardroom style table so they can maintain eye contact with each other.

Observation and reporting

Instructions for assessors

Remind learners that in this task they will be assessed on

- identifying relevant information from extended explanations and presentations of ideas and opinions given by others within the discussion
- following narratives and lines of arguments presented by others
- responding effectively to detailed or extended questions and feedback to the input you give to the discussion
- communicating information, ideas and opinions clearly and effectively, providing further detail and development if required
- expressing opinions and arguments and supporting them with relevant and persuasive evidence
- using language that is effective, accurate and appropriate to context and situation
- making relevant and constructive contributions to move discussion forward
- adapting contributions to discussions to suit audience, purpose and medium
- interjecting and redirecting discussion using appropriate language and register.

Remind learners that within the discussion they should include :

- extended contributions / extended narratives and information (eg information may be on technical, concrete or abstract topics)
- discussions (eg exchange ideas with others / talk with other people)
- detailed explanations and presentations (eg give a presentation to a group of other people)

Introduction

Explain that your centre / college / company / organisation is concerned at the poor quality of observation and reporting. Frequently staff have been unable to remember what has happened and the reports / witness statements they have produced have been vague and / or inconsistent, omitting key details.

In order to improve the quality of observation and reporting, your centre / college/ company / organisation has decided to find out more about what things people remember and what helps them to remember things and to work with staff to improve their observation and reporting skills.

Observation and reporting: Sub-task 1

(Presentation followed by Question & Answer - 10 minutes)

Explain that there has recently been an increase in incidents, including accidents, within your organisation. However witnesses, when they are questioned afterwards, frequently cannot remember the details of what they saw, and this is not helpful when it comes to preventing future incidents or determining who or what caused the incident.

To increase the company's understanding of observation skills and how they can be improved, each of the group has been asked to give a brief presentation followed by opportunities for questions and answers. These presentations may be watched by a member of your organisation's management in order to help them support staff to improve their observation and reporting skills.

The presentation should be on something which the learner has seen and remembered. This could be

- a recent journey
- a holiday or outing
- a lesson / training session
- something they saw at lunch time or on their way to work
- an incident or accident they themselves have seen or been involved in.

The total time allowed for this is 10 minutes. Within this time, the presentation must be at least 4 minutes long and at least 3 minutes must be allowed for questions and answers. Within these guidelines, it is up to the learner to decide how to run the session, provided it lasts for 10 minutes overall.

The presentation should be as detailed and as interesting as possible. As well as describing the event, the learner giving the presentation should indicate

- what they found easy to remember and what was more difficult
- what helped them to remember or jogged their memory.

Visual aids may be used in the presentation if the learner feels they will be useful.

Listeners should be encouraged to take notes ready for the Q&A session which will follow and to take forward into sub-task 2.

You should explain that you will be taking no further part in the session, as the organisation wants to capture their thoughts, feelings and ideas, not yours. Tell the group that interruptions, including questions or comments will not be allowed during the presentation but that, at the end of the presentation, there will be a Q&A session. In the Q&A session members of the group should ask for any information they feel would be useful both about the event / incident / programme described in the presentation and also about what made it memorable.

You should indicate to each learner giving a presentation when they have been speaking for 4 minutes and stop them after 7 minutes if they have not already ended their presentation, at which point they should move onto the Q&A session and be prepared to take and respond to questions. Warn the group when the assessment has been running for 9 minutes and stop the Q&A at the end of 10 minutes from the start of the assessment.

Indicate there will be a break (allow 10 minutes) after which learners should return for a discussion on how people can be helped to become more observant and more accurate when reporting what they have seen.

Observation and reporting: Sub-task 2

(Discussion - 10 minutes)

Introduction

Having listened to several presentations, the learners should now discuss key learning points from each of them, relating to ways of encouraging and helping people to become more observant and therefore more accurate when reporting what they have witnessed.

Display the following prompts.

- Were there any patterns in what helped people to remember accurately (e.g. smell, making notes immediately after the event, photographs etc)?
- Were there things said in the presentations which you really remember? Why?
- How could people's observation and reporting skills be improved?

Key points made in the discussion should be noted on a flip chart or similar, which will be returned to the Health and Safety Officer for possible inclusion on a leaflet to all staff. If someone's 'top tip' is taken forward they may have the opportunity to win a prize, so encourage everyone in the group to present their ideas persuasively so they get noted.

After 10 minutes end the discussion by summarising the key points and recommendations and close the session with a positive comment.

END OF ASSESSMENT

Note to centres:

You can develop your own assessment tasks, provided they follow the guidance within the document "Guidance on Setting Centre Devised SLC Assessment Tasks" available from Open Awards website. Amendments and new tasks, along with a completed setting matrix, should be sent to Open Awards at least six weeks before the assessment is due to take place, for approval by a Functional Skills subject specialist. Approval will be granted only if your amendments / new tasks meet the requirements. If approval is not received by the time the assessment takes place, centres **must** use one of the Open Awards approved assessment tasks available.

OPEN AWARDS LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH

Speaking, Listening and Communicating

Instructions to learners

During this assessment you should include extended narratives, information (information may be on technical, concrete or abstract topics), discussions, and detailed explanations and presentations.

You will also be assessed on:

- Identify relevant information from extended explanations or presentations.
- Follow narratives and lines of argument
- Respond effectively to detailed or extended questions and feedback
- Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- Express opinions and arguments and support them with relevant and persuasive evidence
- Use language that is effective, accurate and appropriate to context and situation
- Make relevant and constructive contributions to move discussion forward
- Adapt contributions to discussions to suit audience, purpose and mediums
- Interject and redirect discussion using appropriate language and register

Record of learner achievement – EXAMPLE GOOD PASS

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

Learner full name: <i>Ann Student</i>	
Date of birth: <i>01/01/84</i>	Open Awards Learner no: <i>555555</i>
Assessment location: <i>Maynut College, Frackling, FR2 4GH</i>	
Date: <i>22/05/19</i>	Time: <i>2.30pm</i>

Centre name: <i>Maynut College</i>
Assessor full name: <i>SF Staff</i>
Assessment task: <i>Observation and Reporting</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 <i>Y</i>	Fail

Learner signature: <i>A Student</i>	Date: <i>28/06/19</i>
Assessor signature: <i>SF Staff</i>	Date: <i>28/06/19</i>
Internal Verifier/Assessor signature: <i>N/A</i> <i>(if sampled)</i>	Date:

This form must be completed and retained by the centre in a secure place. It must be made available to Open Awards or your external verifier upon request.

Speaking, Listening and Communicating assessment sheet: Level 2

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

SOS ref	You must observe the learner doing each of the following consistently across the sub-tasks.	Insert a tick (✓) if yes Insert a cross (X) if not.
1	Identify relevant information from extended explanations or presentations	✓
2	Follow narratives and lines of argument	✓
3	Respond effectively to detailed or extended questions and feedback	✓
4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	✓
5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓
6	Express opinions and arguments and support them with relevant and persuasive evidence	✓
7	Use language that is effective, accurate and appropriate to context and situation	✓
8	Make relevant and constructive contributions to move discussion forward	✓
9	Adapt contributions to discussions to suit audience, purpose and medium	✓
10	Interject and redirect discussion using appropriate language and register	✓

Sub-Task 1 – Assessor evidence/comments:

Excellent presentation on a recent accident in the workshop. Very clear and dealt effectively with what happened, how this linked with recent system changes and what helped you to remember everything so well. You answered questions with an appropriate amount of detail and questioned back when what was being asked wasn't clear.

Sub-Task 2 – Assessor evidence/ comments:

You took a leading role in the discussion (ST2) and really helped to move the discussion forward to identify clear 'top tips'.

You demonstrated all the SOS throughout both sub-tasks and well deserved the pass.

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Record of learner achievement – EXAMPLE JUST PASS

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

Learner full name: <i>Andy Example</i>	
Date of birth: <i>01/01/84</i>	Open Awards Learner no: <i>666666</i>
Assessment location: <i>Maynut College, Frackling, FR2 4GH.</i>	
Date: <i>22/05/19</i>	Time: <i>2.30pm</i>

Centre name: <i>Maynut College</i>
Assessor full name: <i>SF Staff</i>
Assessment task: <i>Observation and Reporting</i>
Additional assessment requirements: <i>None</i>
Additional comments / incidents: <i>There should have been 5 learners in the group but one couldn't be released from work and one was ill so only 3 in the group.</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 <input checked="" type="checkbox"/>	Fail <input type="checkbox"/>
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Learner signature: <i>A Learner</i>	Date: <i>28/06/19</i>
Assessor signature: <i>SF Staff</i>	Date: <i>28/06/19</i>
Internal Verifier/Assessor signature: <i>N/A</i> <i>(if sampled)</i>	Date:

This form must be completed and retained by the centre in a secure place. It must be made available to Open Awards or your external verifier upon request.

Speaking, Listening and Communicating assessment sheet: Level 2

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

SOS ref	You must observe the learner doing each of the following consistently across the sub-tasks.	Insert a tick (✓) if yes Insert a cross (X) if not.
1	Identify relevant information from extended explanations or presentations	✓
2	Follow narratives and lines of argument	✓
3	Respond effectively to detailed or extended questions and feedback	✓
4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	✓
5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓
6	Express opinions and arguments and support them with relevant and persuasive evidence	✓
7	Use language that is effective, accurate and appropriate to context and situation	✓
8	Make relevant and constructive contributions to move discussion forward	✓
9	Adapt contributions to discussions to suit audience, purpose and medium	✓
10	Interject and redirect discussion using appropriate language and register	✓

Sub-Task 1 – Assessor evidence/comments:

The presentation (on a road accident you were in recently) was interesting and informative. The diagram you showed of the road layout was helpful. You didn't include much in your presentation about what helped you to remember what had happened, although you responded well to questions about this.

Sub-Task 2 – Assessor evidence/ comments:

You were quiet at first but went on to suggest several good 'tips' in the discussion. You followed Jack's ideas and, although you disagreed with him, you did this in a polite and respectful way. You asked several relevant questions.

Overall, across the two sub-tasks you showed secure performance for the level. Where there was minimal demonstration of any individual content statement in one sub-task (eg in this sub-task 2 you weren't really asked many questions but you were in ST1 where you responded really well). Therefore, overall, you deserve this pass.

This form must be completed and retained by the centre in a secure place. It must be made available to Open Awards or your external verifier upon request.

Record of learner achievement – EXAMPLE FAIL

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

Learner full name: <i>Wan Participant</i>	
Date of birth: <i>01/01/84</i>	Open Awards Learner no: <i>7654321</i>
Assessment location: <i>Maynut College, Frackling, FR2 4GH.</i>	
Date: <i>22/05/19</i>	Time: <i>2.30pm</i>

Centre name: <i>Maynut College</i>
Assessor full name: <i>SF Staff</i>
Assessment task: <i>Observation and Reporting</i>
Additional assessment requirements: <i>Used a hearing loop</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 <i>Y</i>

Learner signature: <i>W Participant</i>	Date: <i>28/06/19</i>
Assessor signature: <i>SF Staff</i>	Date: <i>28/06/19</i>
Internal Verifier/Assessor signature: <i>N/A</i> <i>(if sampled)</i>	Date:

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Speaking, Listening and Communicating assessment sheet: Level 2

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

SOS ref	You must observe the learner doing each of the following consistently across the sub-tasks.	Insert a tick (✓) if yes Insert a cross (X) if not.
1	Identify relevant information from extended explanations or presentations	✓
2	Follow narratives and lines of argument	✓
3	Respond effectively to detailed or extended questions and feedback	X
4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	X
5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	X
6	Express opinions and arguments and support them with relevant and persuasive evidence	✓
7	Use language that is effective, accurate and appropriate to context and situation	✓
8	Make relevant and constructive contributions to move discussion forward	✓
9	Adapt contributions to discussions to suit audience, purpose and medium	✓
10	Interject and redirect discussion using appropriate language and register	X

Sub-Task 1 – Assessor evidence/comments:

Your presentation (on your recent holiday in Bridlington), was interesting but didn't go beyond a simple narrative of what you did each day. There was no information about the resort and you gave little information, other than what you actually did.

You did not give any detail about what helped you to remember the holiday other than you enjoyed it.

You found it difficult to respond to questions and tended to repeat information from the presentation, rather than actually answer the questions. You didn't ask any questions.

Sub-Task 2 – Assessor evidence/ comments:

Although you contributed to the discussion (ST2), you tended to repeat the same idea several times, rather than moving forward with the discussion. You need to focus on the purpose of discussion more and realise that the whole activity is not focused around you.

Again, you didn't ask any questions or make any requests at all.

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