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# Functional Skills English Level 1

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 1 can be downloaded by your Assessment Administrator via the secure portal. Please contact [customerservices@openwards.org.uk](mailto:customerservices@openwards.org.uk) or call us on 0151 494 2072 for support.**

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

## Sample Assessment Task: Mobile Phones

### Learners need:

- A pen or pencil, and paper
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This assessment task must be kept secure until the assessment is to take place.

### TIME ALLOWED: 30 Minutes

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### Instructions

- An image of a mobile phone should be provided for each group.
  - This assessment must be carried out under controlled conditions.
  - The group must consist of at least three but no more than five learners
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### Preparation

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

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.

# Mobile Phones

## Instructions for assessors

Remind learners that within the sub-tasks they should include narratives, explanations, an exchange of ideas / talk with other people, instructions, information, descriptions and presentations.

Also remind learners that within the sub-tasks they will be assessed on:

- identifying relevant information and lines of argument
- making requests and asking relevant questions
- responding effectively to detailed questions
- communicating information, ideas and opinions clearly and accurately
- using appropriate phrases, registers and adapting their contributions to take account of the audience, purpose and medium of the discussion
- respecting the turn taking rights of others during the discussion, using appropriate language for interjection.

The above information must be provided to learners prior to the assessment beginning. This can be in the form of a handout (see Appendix A) or alternatively centres can choose to display this information to all learners on a notice board.

## Introduction

You should inform learners that your centre / college / company / organisation wants to find out more about its employees' / students' views on what mobile phones are used for, in and out of the workplace, and what makes a good phone.

## Mobile Phones – Sub-task 1

(10 minutes)

Ask the group to spend 10 minutes discussing this.

As soon as all learners are settled, start the discussion by saying something about the mobile phone pictured on the stimulus material e.g. What do you think of this mobile phone? Is it a type you would want?

Try to get a response from each group member.

Move swiftly on to open discussion once a group dynamic has been established. Encourage each group member to present specific information about mobile phones that they are familiar with eg their own mobile phone or those belonging to their friends and/or family.

If necessary, you could ask some prompts e.g.

- What do you use your mobile phone for? At work? At home?
- What do you think is the best feature of **your** mobile phone?
- What do you really want from a phone?
- Does the appearance of the phone matter - colour, size, layout?
- camera facility
- e-mail capability
- apps
- ease of use
- games
- ring tones
- messaging
- GPS
- ease of texting

Encourage each group member to ask questions to find out more about others' phones and what they use them for.

After 10 minutes, close the session. Indicate there will be a break (allow 10 minutes) after which learners should return for the next part of the assessment. You should inform them about the next part of the assessment: as part of a local debate on the value of technology in education, (which your organisation is taking part in), the group will be asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobile phones to their children on starting school. The group should agree recommendations which may be shared with local schools on whether this should or should not be encouraged.

Inform learners that they may use their break to think about this and put together ideas, write any key points they wish to make or carry out any other preparation they wish.

## **Mobile Phones – Sub-task 2**

(10 minutes)

Remind learners of the task i.e. that as part of a local debate on the value of technology in education, which your organisation is taking part in, the group are being asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobile phones to their children on starting school. The group should agree recommendations which may be shared with local schools on whether this should or should not be encouraged.

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

### **END OF ASSESSMENT**

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#### **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 AO link/email address. Amendments and new tasks, along with a completed setting matrix, should be sent to AO contact detail 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 AO name approved assessment tasks available.

**OPEN AWARDS LEVEL 1 FUNCTIONAL SKILLS  
QUALIFICATION IN ENGLISH**  
*Speaking, Listening and Communicating*

**Instructions to learners**

During this assessment you should include narratives, explanations, an exchange of ideas / talk with other people, instructions, information, descriptions and presentations.

You will also be assessed on:

- identifying relevant information and lines of argument
- making requests and asking relevant questions
- responding effectively to detailed questions
- communicating information, ideas and opinions clearly and accurately
- using appropriate phrases, registers and adapting their contributions to take account of the audience, purpose and medium of the discussion
- respecting the turn taking rights of others during the discussion, using appropriate language for interjection.

## Record of learner achievement – EXAMPLE GOOD PASS

### OPEN AWARDS LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: <i>Ann Candidate</i>	
Date of birth: <i>04/12/60</i>	Open Awards Learner no: <i>1111111</i>
Assessment location: <i>Maynut College, Frackling, FR2 4GH</i>	
Date: <i>17/06/19</i>	Time: <i>10.00am</i>

Centre name: <i>Maynut College</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>Mobile Phones</i>
Additional assessment requirements: <i>None</i>
Additional comments / incidents: <i>Fire Alarm went off but this was just after the assessment finished so it had no impact on candidate performance.</i>

<b>Result</b> (please indicate a <b>pass</b> 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 <b>fail</b> if there is a cross on any row of the assessment sheet overleaf)	Pass <input checked="" type="checkbox"/>	Fail <input type="checkbox"/>

Learner signature: <i>A Candidate</i>	Date: <i>27/06/19</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>27/06/19</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 1

Level 1 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 and lines of argument in explanations or presentations.	✓
2	Make requests and ask relevant questions to obtain specific information in different contexts.	✓
3	Respond effectively to detailed questions.	✓
4	Communicate information, ideas and opinions clearly and accurately on a range of topics.	✓
5	Express opinions and arguments and support them with evidence.	✓
6	Follow and understand discussions and make contributions relevant to the situation and the subject.	✓
7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.	✓
8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection.	✓

### Sub-Task 1 – Assessor evidence/comments:

*Excellent contribution to this discussion. Showed high level speaking and listening skills. Supportive of shyer members of group. Good eye contact throughout. Asked and responded well to questions.*

### Sub-Task 2 – Assessor evidence/ comments:

*Again, an excellent contribution to the discussion. Showed high level speaking and listening skills. Kept bringing discussion back to main focus. Again, supportive of shyer members of group. Example of friend's daughter and how having phone gave her confidence to be away from her mum was v interesting. Good eye contact throughout.*

*Met the requirements fully.*

## Record of learner achievement – EXAMPLE JUST PASS

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

Learner full name: <i>Andy Learner</i>	
Date of birth: <i>09/02/84</i>	Open Awards Learner no: <i>33333</i>
Assessment location: <i>Maynut College, Frackling, FR2 4GH</i>	
Date: <i>17/06/19</i>	Time: <i>10.00am</i>

Centre name: <i>Maynut College</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>Mobile Phones</i>
Additional assessment requirements: <i>None</i>
Additional comments / incidents: <i>None</i>

<b>Result</b> (please indicate a <b>pass</b> 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 <b>fail</b> if there is a cross on any row of the assessment sheet overleaf)	<b>Pass</b> <i>Y</i>	<b>Fail</b>
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Learner signature: <i>A Learner</i>	Date: <i>27/06/19</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>27/06/19</i>
Internal Verifier/Assessor signature: <i>N/A</i> <i>(if sampled)</i>	Date:

## Speaking, Listening and Communicating assessment sheet: Level 1

Level 1 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 and lines of argument in explanations or presentations.	✓
2	Make requests and ask relevant questions to obtain specific information in different contexts.	✓
3	Respond effectively to detailed questions.	✓
4	Communicate information, ideas and opinions clearly and accurately on a range of topics.	✓
5	Express opinions and arguments and support them with evidence.	✓
6	Follow and understand discussions and make contributions relevant to the situation and the subject.	✓
7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.	✓
8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection.	✓

### Sub-Task 1 – Assessor evidence/comments:

*A bit slow to get going then contributed to the discussions effectively. Responded well to questions but only asked one. Got a little muddled about what Leanne was saying but did understand in the end.*

*Just about demonstrated competence across the SOS.*

### Sub-Task 2 – Assessor evidence/ comments:

*Got a little agitated at the beginning of ST2 but soon calmed down. Asked a range of relevant questions and responded when questions were asked back. Any weaknesses in individual content statements in ST1 were balanced by appropriate demonstration of them here (eg in ST2) and by other strengths,*

*Overall met the requirements and deserved a pass.*

## Record of learner achievement - EXAMPLE FAIL

### OPEN AWARDS LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: *Speaking, Listening and Communicating*

Learner full name: <i>Anne Apprentice</i>	
Date of birth: <i>09/02/84</i>	Open Awards Learner no: <i>222222</i>
Assessment location: <i>Maynut College, Frackling, FR2 4GH</i>	
Date: <i>17/06/19</i>	Time: <i>10.00am</i>

Centre name: <i>Maynut College</i>
Assessor full name: <i>Ann Assessor</i>
Assessment task: <i>Mobile Phones</i>
Additional assessment requirements: <i>None</i>
Additional comments / incidents: <i>None</i>

<b>Result</b> (please indicate a <b>pass</b> 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 <b>fail</b> if there is a cross on any row of the assessment sheet overleaf)	<b>Pass</b>	Fail <i>Y</i>

Learner signature: <i>A Candidate</i>	Date: <i>27/06/19</i>
Assessor signature: <i>Ann Assessor</i>	Date: <i>27/06/19</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 1

Level 1 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 and lines of argument in explanations or presentations.	X
2	Make requests and ask relevant questions to obtain specific information in different contexts.	X
3	Respond effectively to detailed questions.	X
4	Communicate information, ideas and opinions clearly and accurately on a range of topics.	✓
5	Express opinions and arguments and support them with evidence.	✓
6	Follow and understand discussions and make contributions relevant to the situation and the subject.	X
7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.	X
8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection.	X

### Sub-Task 1 – Assessor evidence/comments:

*Contributed reasonably well to this discussion, though tended to look around the room rather than at other members of group.*

### Sub-Task 2 – Assessor evidence/ comments:

*Didn't really get involved in ST2. - even when asked a question by Andi he ignored the question and was more interested in continuing to talk about own mobile phone. At one stage interrupted discussion with rant about how annoying kids are.*

*Did not meet the standards required.*

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