



Assessment Support Pack

Functional Skills: English (level 2)

Component: Speaking, Listening and Communication

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The Optima Building, 58 Robertson Street, Glasgow G2 8DQ
Lowden, 24 Wester Shawfair, Dalkeith, Midlothian EH22 1FD

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History of changes

Version number	Date	Description	Authorised by
2	October 2012	Significant changes to Appendix 1 and minor text amendments to pages 3, 6, and 8.	Sandy Riddell

Introduction

The Functional Skills Qualification in English comprises three components:

- Reading
- Writing
- Speaking, Listening and Communication

While the Reading and Writing components are assessed through an external exam, the Speaking, Listening and Communication component must be internally assessed and internally verified within the centre. This document provides guidance for centres on the procedures for delivering and resulting the internal assessment of Speaking, Listening and Communication.

The assessment will involve two tasks, one involving group discussion and the other involving a presentation. Your candidates should be given the opportunity to practise meeting the standards for Speaking, Listening and Communication, through formative assessment tasks and activities, prior to being assessed under controlled conditions. It will be particularly important for your candidates to become accustomed to the importance of listening to others and taking turns to speak before they take part in the discussion task.

Learners can prepare simple notes to prompt them during the group discussion assessment task. However, these notes must not provide a script for candidates, they should only contain short bullet points or lists.

Learners can prepare and use presentation slides or other presentation materials to deliver their presentation task. However, presentations must not involve learners reading long bullet points or passages of text directly from slides.

This Assessment Support Pack can be used in a variety of ways including, for example:

- as exemplification of the standard of performance expected of learners achieving the component, ie as a benchmark
- to help centres develop an appropriate Instrument of Assessment for the component
- to give teachers/lecturers/assessors new ideas
- as a staff development tool

Although this Assessment Support Pack has been verified as containing suitable suggestions for Instruments of Assessment, centres should note that using it does not automatically guarantee successful external verification. It is the centres' responsibility to make sure that all the appropriate internal quality assurance procedures are satisfactorily followed. A valid and effective internal verification system should be in place.

Recommended reading

Before using this Assessment Support Pack centres might find it useful to look at some of our other publications, in particular:

- *Guide to Assessment (June 2008)*
- *Introduction to Assessment Arrangements (November 2008)*

Details of these and other publications are available on SQA's website. Most publications can be downloaded free of charge at: www.sqa.org.uk on the 'Publications, Sales and Downloads' section. If you require a publication to be sent to you, please telephone our Customer Contact Centre on 0845 279 1000 quoting the product code and, where a charge is applicable, have a purchase order number or credit card details available.

Inclusion statements for Speaking, Listening and Communication

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

In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place:

- does not create barriers to access and achievement
- enables candidates to demonstrate achievement against the full range of standards using the full range of permitted strategies, and
- meets the security requirements specified in criterion 58f of "The statutory regulation of external qualifications" (QCA/04/1293).

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

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

- can include use of sign language (eg British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;

- can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working;
- does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Skills standards

The assessment of Speaking, Listening and Communication must cover the skills standard and all coverage and range statements listed below.

Skills standard	Coverage and Range
<p>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations</p>	<ul style="list-style-type: none"> • Consider complex information and give a relevant, cogent response in appropriate language • Present information and ideas clearly and persuasively to others • Adapt contributions to suit audience, purpose and situation • Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

Examples of tasks

There will be two tasks in this assessment. Both tasks will be devised by the centre and one must involve a discussion while the other must involve a presentation. The order in which the two tasks are done is at the discretion of the centre.

Discussion Task

The context for the discussion will be selected by the centre and they must include subjects that are both familiar and unfamiliar to the candidates. The following examples may provide ideas and could be adapted accordingly:

- A discussion which simulates a community council meeting. The learners could be allocated roles to argue for or against a proposed action to resolve a specified local issue and one learner could act as chairperson to control the debate and sum up the discussion
- A debate about what type of music videos are the most effective in selling a song (eg videos that tell a story, videos set in unusual locations, or videos simply showing the musicians performing)

In identifying tasks, centres should be careful to select issues and topics that are appropriate for learners at level 2. For example, learners at level 2 could be expected to discuss more complicated issues than level 1 learners or may discuss similar issues but cover a wider range of points and arguments within their discussion.

The learners in each discussion group should be given details of the discussion theme in advance of the assessment taking place. The learners can prepare bullet points which can be used to prompt them during their discussion, however, they will not be allowed to refer to extended during the assessment. The assessor can prompt learners to start the discussion but must not contribute to the discussion itself.

Presentation Task

The context for the presentation will be selected by the centre and can relate to the learners interests or area of study. The following examples may provide ideas regarding the topics that could be selected and these examples could be adapted accordingly:

- Consider what actions individuals can take to reduce carbon emissions. Prepare and deliver a presentation lasting between three and five minutes telling your audience how they can reduce the carbon emissions they are responsible for. Your presentation must explain what actions people can take and what effect each action will have. At the end of your presentation you should answer at least three questions from the audience.
- Prepare and deliver a presentation outlining a number of different ways of saving money and comparing the advantages and disadvantages of each. The presentation should last between three and five minutes. At the end of your presentation you should answer at least three questions from the audience.

The learners will be given the presentation topic in advance of the task assessment and learners will be allowed to prepare any presentation materials used during class time and under supervised conditions.

Size of group discussion and time allowance

The discussion task should last a **maximum of 30 minutes** and a **minimum of 20 minutes** each. The exact time taken for each task will depend on the number of learners involved in the discussion and every candidate must be given an opportunity to contribute to the discussion and demonstrate the skills required for this component. There should be a maximum of five and a minimum of three learners taking part in each group discussion task. If fewer than five learners are involved in the discussion then the time limit for the discussion should be adjusted accordingly.

The group discussions can involve learners who are not being assessed for the tasks as long as they are informed of the assessment arrangements and their role in the task before it starts.

For the presentation task, each learner should deliver a presentation lasting **at least three minutes and no more than five minutes**. In addition, each learner must answer **at least three questions** from the audience with regard to their presentation.

Quality Assurance procedures

The Speaking, Listening and Communication component will be internally assessed through controlled assessment within the centre and externally verified by SQA. The tasks set within centres will be monitored by SQA External Verifiers and reviewed annually. New example tasks will be issued as appropriate following the annual review.

Training will be provided for centres on the assessment of the Speaking, Listening and Communication component. This training will be made available through video clips accessed on-line by centre staff.

The assessor must observe each candidate's performance during the task and record their judgement of each candidate's performance against the skills standards. The assessor statement on the candidate's performance must clearly indicate how the candidate has met each of the criteria; that is it should be evaluative. This should also show how the marks were allocated. The recording document included as Appendix 1 to this guide, should be used by the assessor to record each candidate's performance in each task.

Completed assessment recording documents must be retained in the centre until after each candidate has been certificated. In addition, centres must retain records of candidate assessments for three years and these records must include:

- a list of candidates registered with SQA for each qualification offered
- details of candidate assessment, including the name of the assessor, location, date and outcomes
- internal verification activity
- certificates claimed

Centres must have an appropriate system of internal verification in place to oversee the development of the assessment instruments used and to ensure consistency of assessment decisions. Centres should refer to the document *Internal Verification: A Guide for Centres Offering Ofqual Regulated Qualifications* (Publication code: FA5437 – April 2010) for further information.

Appendix 1

Functional Skills English (level 2) Speaking, Listening and Communication

Instructions to candidate

Candidate name _____

Candidate number _____

You are going to **take part in a discussion/prepare and deliver a presentation***
on _____ (date). (* delete as applicable)

You will be assessed on how you meet the following criteria:

Skills standard	Coverage and Range
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	<ul style="list-style-type: none">• Consider complex information and give a relevant, cogent response in appropriate language• Present information and ideas clearly and persuasively to others• Adapt contributions to suit audience, purpose and situation• Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

The subject of your discussion/presentation is _____

You need to research this subject to prepare for the task. You can research on the Internet, in newspapers and books for instance. You should make notes which you can bring with you to the discussion/presentation.

Note: You will not be allowed to read passages from your notes – they are only to prompt you.

You will hand your notes in following the discussion/presentation. Please make sure your name is on them.

Assessment Mark Sheet

Complete the table below for the **discussion** task.

The learner:	Performance levels	Marks	Marks awarded
made a range of contributions to discussions in a range of contexts	Learner makes one or two short contributions to the discussion.	1	
	Learner makes several contributions in more than one context.	2	
	Learner makes a range of contributions in a range of contexts.	3	
considered complex information and give a relevant, cogent response	Learner response shows some consideration of information but lacks relevance.	1	
	Learner response is relevant and shows some consideration of the complex information.	2	
	Learner response shows clear consideration of the complex information, is relevant and cogent (persuasive, compelling or well argued).	3	
used appropriate language during discussions	Some learner contributions use language which is not appropriate for the given audience and the nature of the discussion.	1	
	The learner's use of language during the discussion was almost always appropriate to the audience and the nature of the discussion.	2	
	The learner's use of language was always appropriate to the audience and the nature of the discussion.	3	
adapted contributions to suit audience, purpose and situation	Learner contributions to discussion did not always take account of the audience, purpose and situation.	1	
	Learner contributions to discussion mostly took account of the audience, purpose and situation.	2	
	Learner contributions to discussion always took account of the audience, purpose and situation.	3	
made significant contributions to discussions, taking a range of roles and helping to move discussion forward	Learner contributes in one role only during the discussion.	1	
	Learner contributes in more than one role during the discussion and helps to move the discussion forward.	2	
	Learner makes significant contributions to the discussion in several roles and helps move the discussion forward.	3	
Total Marks =			

(To achieve a pass in this task, the learner must achieve a score of at least 9 marks out of a possible 15)

Assessment Mark Sheet

Complete the table below for the **presentation** task.

The learner:	Performance levels	Marks	Marks awarded
made effective presentations	Learner's presentation delivery covered some of the main points but lacked clarity and effectiveness.	1	
	Learner's presentation covered the main points and the delivery was generally effective.	2	
	Learner's presentation covered all of the main points was effective throughout.	3	
presented information and ideas clearly and persuasively to others	Learner presented ideas but some points could have been made more clearly.	1	
	Learner presented most of their ideas clearly and made some persuasive points.	2	
	Learner presented all their ideas clearly and persuasively throughout the presentation.	3	
adapted presentation content to suit the audience	Learner showed limited ability to adapt the presentation content to suit the audience.	1	
	There were a few examples where the learner had adapted the content of their presentation to suit the audience.	2	
	Throughout the learner's presentation the content had been adapted to suit the audience.	3	
used appropriate language during presentation	Some of the language used by the learner during the presentation was not appropriate for the given audience and the nature of the topic.	1	
	The learner's use of language during the presentation was almost always appropriate to the audience and the nature of the topic.	2	
	The learner's use of language during the presentation was always appropriate to the audience and the nature of the topic.	3	
answered questions appropriately	Learner answered some questions relating to their presentation appropriately.	1	
	Learner answered most of the questions relating to their presentation appropriately.	2	
	Learner answered all of the questions relating to their presentation appropriately.	3	
Total Marks =			

(To achieve a pass in this task, the learner must achieve a score of at least 9 marks out of a possible 15)

Assessor Statement

Complete the table below for **each** task.

Candidate name	
Candidate number	
Subject/topic	
Names of candidates in group* * Note: names only needed for group discussion task. For presentation task leave this box blank.	
Candidate performance. How did the candidate meet the criteria?	
Consider complex information and give a relevant, cogent response in appropriate language	
Present information and ideas clearly and persuasively to others	
Adapt contributions to suit audience, purpose and situation	
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	

Name of assessor _____

Date of assessment _____

Checklist

This checklist should be enclosed with the appropriate materials, to enable the SQA External Verifier to verify the quality and consistency of assessment judgments against national standards for the Speaking, Listening and Communication component of Functional Skills English.

For each candidate:

- Completed instructions to candidate
- Completed Assessment Mark Sheets
- Completed Assessor Statements
- Candidate evidence, including preparation notes, plans

For each batch:

- Verification Sample Form
- Verification Report Forms

Names and signatures of assessors

Names and signatures of internal verifiers

Centre name _____

Date(s) of assessment _____