

Functional Skills Assessment: Station

Subject: English: Speaking, Listening and Communication: Paper: SAMPLE

Level: Entry 2



Assessment Information and Guidance

The following are the essential requirements for Assessment Marking and Quality Assurance of the AIM Awards Functional Skills Assessments (including modification/design of assessments).

This AIM Awards English task assesses the skills and knowledge required to meet the **Ofqual Functional Skills Standards (2011) at Entry 2 for Speaking, Listening and Communication (SLC)** (see below).

At Entry Level 2 the Ofqual Standards require the learner to show that they can:

- Participate in discussions and exchanges about familiar topics, making active contributions with one or more people in familiar situations.

The standards state that the learner will:

- Identify the main points of short explanations and instructions
- Make appropriate contributions that are clearly understood
- Express simply feelings or opinions and understand those expressed by others
- Communicate information so that the meaning is clear
- Ask and respond to straightforward questions
- Follow the gist of discussions

Centre Contextualisation of Tasks

Centres must ensure that all teaching and learning approaches underpin the knowledge needed for the assessments and meet the Ofqual standards requirements. This will ensure that learners are not disadvantaged by their lack of knowledge about railway stations. On no account should Centres teach to the test.

There are two short tasks in this assessment. The learner must pass both tasks to be able to achieve and pass the assessment. The assessment requires a learner to talk about jobs at stations/on the railways/trains and the dangers and hazards of level crossings with one or more people in familiar situations, to ask a question appropriately and to give information clearly.

Centres may make **slight** modifications to the context of the assessment, but care should be taken to ensure that all of the assessment criteria are covered and the level of assessment is maintained. There should be no modification of the assessment mark scheme For example, the context of the assessment might be more appropriate if it were changed to a zebra or pelican crossing, raised drawbridge and bus station, an airport or a ferry port.

If centres are contextualising the assessment, care should be taken to ensure that the assessment follows the exemplar paper and mark scheme and the level of the assessment is maintained. A copy of the contextualised/modified assessment should be available at the time of External Verification.

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Centres may devise their own assessments based on the standards, but in this case the assessment and mark sheet must be submitted to AIM Awards for approval at least 20 working days before planned use with learners. All new assessments, whether contextualised or centre devised must use the AIM Awards produced mark scheme.

Please speak directly to the AIM Awards Examinations and Curriculum Assurance Manager for further guidance on this matter.

Conducting and Marking the Assessments

All assessments must be delivered by the Functional Skills English tutor. At all Entry levels for SLC, tutors are allowed to read the instructions and explain the tasks. There is no requirement for the learner to write anything down, but they may make notes to help them if they wish. Please note that any notes should be handed in after the assessment, but they will not be assessed.

The learner should speak to someone with whom they are familiar; at Entry 2 this may be with the Functional Skills English tutor and/or a variety of familiar people. The Functional Skills English tutor must complete an Assessment Record Sheet for each learner giving examples of how criteria have been met. Assessments can take place in the classroom, or a suitable setting that will ensure that the learner is not be disadvantaged by the environment. The confidentiality and security of the assessment must not be compromised by the environment.

There is no requirement to tape-record any of the speaking, listening and communication assessments, however, internal verifiers will observe and complete an internal verification observation record for around 10% of the speaking, listening and communication assessments carried out in a centre. The purpose of this is to check that the assessments are being carried out correctly in line with the guidance in this document and in the AIM Awards Functional Skills English Qualification Specification.

The observation is also an opportunity for the internal verifier to check the assessment decisions. In addition to this, once the tutor has completed the assessment record sheets, a further sample of between 10 and 25% of the assessments should be moderated by the Functional Skills English Internal Verifier to standardise the assessment decisions across the centre (see below).

A member of staff from AIM Awards may visit the centre to observe and check that the assessments are being conducted within the guidelines set down for the qualification by the Awarding Organisation.

Tutors must complete an Assessment Record Sheet for each learner giving evidence of how criteria have been met. Learner work must be marked against the mark scheme provided by AIM Awards. Where criteria have not been met, no marks should be awarded. If there is any uncertainty about a learner's response then the centre should seek the advice of the Examinations and Curriculum Assurance Manager at AIM Awards. Completed Assessment Record Sheets must be internally verified. This **MUST** be completed before External Verification can take place.

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Duration

The SLC assessment must be completed in **no more than 15 minutes (with 30 minutes preparation time)**.

Task 1 should last for a maximum of 10 minutes.

Task 2 should last for a minimum of 5 minutes (but can be longer if task one took less than 10 minutes).

The assessment should be of sufficient length to ensure that the learner has the opportunity to meet the Functional Skills standards at Entry 2.

Both tasks combined should be no more than 15 minutes.

Timing

Each of the English component assessments of Reading, Speaking, Listening and Communication and Writing may take place on separate days and the component assessments themselves may be split into individual tasks if this will support learner achievement. However, the total duration of each component assessment must not exceed the total permitted duration of the assessment and no teaching and learning may take place in between the individual assessment periods.

Achievement, Re-sits and Recognition

To successfully pass the SLC assessment, the learner must pass both of the assessment tasks.

If the learner does not pass the assessment, a different SLC assessment may be taken after two weeks, but some teaching and learning must take place in this period of time to ensure that the learner has the opportunity to improve their skills. Learners MUST NOT be given an SLC assessment that has previously been attempted.

Centres must retain records of failed assessments as well as those which are passes.

When the assessments have been marked by the Functional Skills English tutor, **a sample of 10-25% of completed assessments must be moderated by the Functional Skills English Internal Verifier.** A Quality Reviewer, who is appointed by AIM Awards will sample the assessed work and agree the assessment decisions before the achievements may be claimed. Following two successful External Verifications, the centre may gain Direct Claims Status and claim achievements. (See the Functional Skills English Qualification Specification for more details of Direct Claims Status and how the internal verifier can achieve Approved Lead Assessor Status).

The Functional Skills English tutor must complete, sign and date the Assessment Record Sheet.

It is expected that the internal verifier will check and scrutinise all sampled assessments. They will record the outcomes of their verification on the Internal Verification Feedback Form (Appendix 7 in the Qualification Specification).

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After internal verification has been completed, all papers should be sent to AIM Awards for external verification.

Guidance and Instructions for the Assessment

The Functional Skills English tutor must use the Assessment Record Sheet to assess and record each learner's achievement.

They must enter a comment in the each section of the grid to show how the learner has met the criteria. This should include examples of the learner's spoken words.

To successfully pass the Speaking, Listening and Communication assessment, the **learner must successfully complete each of the two tasks to the required standard as set out on the record sheet.**

The tutor must sign and date the completed Assessment Record Sheet.

The tutor may read the instructions to the learner and provide the general directions required to carry out the tasks.

Task One

For equality and inclusion purposes, the assessment may be contextualised to the learner's abilities or the situation that they are in, but this should in no way offer learners an unfair advantage or deviate from the standard of the exemplar paper. The task requires the learner to ask questions and discuss jobs at stations or on trains or find information about a local railway station (if the learner is able to go out of the building) and then discuss the jobs there. Alternatively they could plan a journey by train and discuss what they need to do and what things that they need to take with them. Evidence of how the learner meets the criteria must be clear, explicit and recorded on the Assessment Record Sheet for the stated assessment paper.

Task Two

For equality and inclusion purposes, the assessment may be contextualised to the learner's abilities or the situation that they are in, but this should in no way offer learners an unfair advantage or deviate from the standard of the exemplar paper. The task requires the learner to discuss the hazards/dangers at level crossings or railway stations. The learner/group could visit a local train crossing or a station and afterwards discuss and talk about the dangers and hazards there. Alternatively they could be shown photographs of level crossings, zebra crossings or raised ferry bridges for foot passengers and car drivers. Evidence of how the learner meets the criteria must be made clear and explicit and recorded on the Assessment Record Sheet for the stated assessment paper.

Please note that both tasks will require prior preparation by the Tutor/Assessor.

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Assessment Guidance

Entry Level 2 Standard the learner can:	Coverage/Guidance the learner will		Tasks
Participate in discussions and exchanges about familiar topics, making active contributions with one or more people in familiar situations.	A	Identify the main points of short explanations and instructions	One Two
	B	Make appropriate contributions that are clearly understood	One Two
	C	Express simply feelings or opinions and understand those expressed by others	One Two
	D	Communicate information so that the meaning is clear	One Two
	E	Ask and respond to straightforward questions	One Two
	F	Follow the gist of discussions	One Two

100%	marks	
100%	marks	
		100%

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Assessment Record Sheet

Learner Name	Start time of Assessment
Learner Registration Number	End time of Assessment
Centre Name	Date of Assessment
Learner Signature	

Task 1

What was the task?

Who was present?

How long did the task take to complete?

Was the task observed by the Internal Verifier (IV)?

If observed, please state IV's name _____

Functional Skills Criteria	How candidate met criteria (give examples)
Did the learner Identify the main points of short explanations and discussions? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Did the learner make appropriate contributions that are clearly understood? Yes <input type="checkbox"/> No <input type="checkbox"/>	

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<p>Did the learner express simple feelings or opinions and understand those expressed by others?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner communicate information so that the meaning is clear?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner ask and respond to straightforward questions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner follow the gist of discussions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner achieve each of the criteria for Task 1?</p>	

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Task 2

What was the task?

Who was present?

How long did the task take to complete?

Was the task observed by the Internal Verifier (IV)?

If observed, please state IV's name _____

Functional Skills Criteria	How candidate met criteria (give examples)
<p>Did the learner Identify the main points of short explanations and discussions?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner make appropriate contributions that are clearly understood?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner express simple feelings or opinions and understand those expressed by others?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
<p>Did the learner communicate information so that the meaning is clear?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	

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Did the learner ask and respond to straightforward questions? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Did the learner follow the gist of discussions? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Did the learner achieve each of the criteria for Task 1?	

Overall Result 100%	Pass/Fail
Task 1	
Task 2	
Overall Result for Paper (both tasks must be passed to achieve a pass)	

Assessor Name _____

Assessor Signature _____

Date _____

Internal Verifier Name (if sampled) _____

IV Signature _____

Date _____

External Verifier Name (if sampled) _____

EV Signature _____

Date _____