A picture containing text, person

Description automatically generatedTQUK Functional Skills Qualification in English at Entry Level 2

Sample Assessment Materials

Version 1

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# Overview

## Purpose of Assessment

To allow learners the opportunity to demonstrate the necessary competence in Speaking, Listening, and Communicating (SLC) as outlined in the Subject Content.

## Scope of Study

The SLC Scope of Study (SoS) criteria are taken from the Department for Education (DfE) directive and are detailed below.

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| SoS | Entry Level 2 Subject Content |
| SoS1 | Identify and extract the main information and detail from short explanations. |
| SoS2 | Make requests and ask clear questions appropriately in different contexts. |
| SoS3 | Respond appropriately to straightforward questions. |
| SoS4 | Follow the gist of discussions. |
| SoS5 | Clearly express straightforward information. |
| SoS6 | Communicate feelings and opinions on a range of straightforward topics. |
| SoS7 | Make appropriate contributions to simple group discussions with others about straightforward topics. |

Learners should be able to apply their speaking, listening, and communicating skills in the following straightforward contexts at entry level 2:

* short:
* narratives
* explanations
* discussions.
* straightforward:
* information
* instructions.

To achieve a pass, the learner must have demonstrated each SoS criterion.

The Assessor can use these materials to facilitate the assessment. The materials are intended for Assessor use only and should not be given directly to learners.

# Sample Assessment Material 1

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| Timings |
| The assessment time is **15 minutes,** excluding preparation and break time.   * **Task 1:** 7 minutes * **Task 2:** 8 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s go to the supermarket!**  The assessment consists of **2** tasks:   * **Task 1**: One-to-one or group activity as appropriate * **Task 2**: Group discussion.   If completing both tasks in one session, provide a break of 10 minutes after task 1.  The break can also be used to reflect on task 1 and prepare to undertake task 2.  If task 1 is conducted as a group activity, the group should comprise no more than 5 participants.  The group discussion for task 2 should involve a group of 3 to 5 participants.  The SoS to be assessed during each task:   * **Task 1**   + identify and extract the main information and detail from short explanations (SoS1)   + make requests and ask clear questions appropriately in different contexts (SoS2)   + respond appropriately to straightforward questions (SoS3)   + follow the gist of discussions (SoS4). * **Task 2:**    + identify and extract the main information and detail from short explanations (SoS1)   + make requests and ask clear questions appropriately in different contexts (SoS2)   + respond appropriately to straightforward questions (SoS3)   + follow the gist of discussions (SoS4)   + clearly express straightforward information (SoS5)   + communicate feelings and opinions on a range of straightforward topics (SoS6)   + make appropriate contributions to simple group discussions with others about straightforward topics. (SoS7). |

## Task 1: One-to-one or group activity - 7 minutes

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| The learner(s) will follow the gist of the discussion about the themed scenario. They will be asked to identify and extract information, make requests, ask clear questions, and respond appropriately. |
| Assessment Theme |
| Let’s go to the supermarket! |
| Scenario |
| When I go food shopping, I usually go to Maplewick Supermarket. Before I go, I write a list to remember what I need.  Maplewick Supermarket is open from 8:00am to 10:00pm every day.  Maplewick Supermarket has many food options, including fresh food, baked bread, meat, frozen food. They also have snacks, drinks, and a selection of international food.  There are different ways to pay. You can pay with cash, by phone apps, or credit and debit cards. I use my debit card.  I love their special offers, such as buy-one-get-one-free deals, and a weekly ‘half-price Tuesdays’ discount.  The supermarket has many people ready to help. Cashiers take payments and are friendly and happy, and customer service advisors are there to answer questions or provide help. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of different types of food/supermarket environment * a shopping list * supermarket magazines * video of a supermarket environment.   \*These are available via a range of online content providers. |
| **Task 1 Assessor Instructions** |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 7 minutes * they are allowed to make notes while listening to the instructions and scenario * they will be asked questions about the scenario * they are required to ask a minimum of 2 questions and make a minimum of 2 requests relevant to the scenario * they must follow the discussion * the assessment theme is Let’s go to the supermarket!  1. Start the task:  * read the scenario aloud and share the context stimulus material * ask the learner(s) the following questions (where there is more than one learner, the questions can be individualised): * does the supermarket have a lot of food options to choose from? (SoS1) * can you give me more details about that? (SoS1, SoS3) * is the supermarket open for a long time? (SoS1) * what are the supermarket’s opening hours? (SoS1) * who works at the supermarket? (SoS1) * can you give me some more details about the staff at the supermarket? (SoS1, SoS3) * why would Maplewick supermarket be a good place to do your shopping? (SoS1, SoS4) * do you have any questions about the supermarket? (SoS2) * ask the learner(s) to imagine they are a customer/customers at Maplewick supermarket and you are a member of staff. The learner(s) need to buy some eggs but can’t find them: * tell the learner(s) you would like them to request your help locating the eggs. (SoS2) (where there is more than one learner this can be individualised by asking each learner to take a different role or request a different kind of help). * instruct the learner(s) to request help with something else in the supermarket (SoS2) * instruct the learner(s) to request some information from you about shopping at Maplewick supermarket. (SoS2) To support the learner(s) with their question, a topic can be suggested such as:   + prices of items   + discounts or offers   + facilities.  1. End the task and provide the learner(s) with a break of 10 minutes. |
| Task 1 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner(s) abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Provide the learner(s) with an equal opportunity and sufficient time to participate.  To avoid the learner(s) duplicating other learners’ responses, question topics can be individualised.  Visual aids or cues can be used to support the learner(s).  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires **more than 2 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: Discussion - 8 minutes

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| The learner(s) must ask and answer questions related to the topic. They will make appropriate requests and contribute their feelings and opinions during the discussion with others. |
| Task 2 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4), clearly express straightforward information (SoS5), communicate feelings and opinions on a range of straightforward topics (SoS6), make appropriate contributions to simple group discussions with others about straightforward topics. (SoS7)). 2. Recap the theme Let’s go to the supermarket! and, if necessary, reshare context stimulus material from Task 1. 3. Introduce the topic ‘shopping habits and favourite foods’ to be discussed. 4. Inform the learner(s) that:  * the discussion must be completed within a maximum of 8 minutes * they need to make requests and ask the other participants questions * they need to respond appropriately to questions from other participants * they must follow and contribute to the discussion * they must communicate their feelings and opinions * they must listen to other participants throughout the discussion  1. Start the task:  * Initiate the discussion by asking: * can you tell me about your favourite food and where you buy it from?  1. During the task:  * prompt the learner(s)/participant(s) to ask each other questions and discuss the topic of shopping habits and favourite food for the length of the assessment (SoS1-7). The suggested prompts can also be used to help engage the learner(s) in their discussion if intervention is required: * why is this your favourite food? * on what special occasions do you eat this food? * how often do you purchase it? * what is the usual price for this item? * if this food were unavailable, what would you choose instead?  1. End the task:  * draw the discussion to a close * thank the learner(s) for taking part in the SLC assessment. Inform the learner(s) that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner(s) performance and the time available.  Provide all learner(s) with an equal opportunity and sufficient time to participate.  Visual aids or cues can be used to support the learner(s).  Prompting the learner(s) during the task is permitted if the SoS requirements are not being met.  Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires **more than 2 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion.  However, if a learner is disadvantaged because another learner dominates the discussion or fails to follow turn-taking conventions, additional support is permitted such as using the following:   * [insert learner name], what do you think of this point? * [insert learner name], why don’t you ask what everyone else thinks about what you have just explained? * Let’s make sure everyone has a chance to answer that question. |

# Sample Assessment Material 2

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| Timings |
| The assessment time is **15 minutes,** excluding preparation and break time.   * **Task 1:** 7 minutes * **Task 2:** 8 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s organise a party!**  The assessment consists of **2** tasks:   * **Task 1**: One-to-one or group activity as appropriate * **Task 2**: Group discussion.   If completing both tasks in 1 session, provide a break of 10 minutes after task 1. The break can also be used to reflect on task 1 and prepare to undertake task 2.  If task 1 is conducted as a group activity, the group should include no more than 5 participants.  The group discussion for task 2 should have between 3 and 5 participants taking part.  The SoS to be assessed during each task:   * **Task 1:** * identify and extract the main information and detail from short explanations (SoS1) * make requests and ask clear questions appropriately in different contexts (SoS2) * respond appropriately to straightforward questions (SoS3) * follow the gist of discussions (SoS4). * **Task 2:** * identify and extract the main information and detail from short explanations (SoS1) * make requests and ask clear questions appropriately in different contexts (SoS2) * respond appropriately to straightforward questions (SoS3) * follow the gist of discussions (SoS4) * clearly express straightforward information (SoS5) * communicate feelings and opinions on a range of straightforward topics (SoS6) * make appropriate contributions to simple group discussions with others about straightforward topics. (SoS7). |

## Task 1: One-to-one or group activity - 7 minutes

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| The learner(s) will follow the gist of the discussion about the themed scenario. They will be asked to identify and extract information, make requests, ask clear questions, and respond appropriately. |
| Assessment Theme |
| Let’s organise a party! |
| Scenario |
| I am planning a party to celebrate the end of term. I have chosen Friday at 2pm as the day and time. I will have the party at college. I am going to invite all learners from the class plus 3 teachers. I will invite everyone via email.  I have a budget of £50. I will order pepperoni and margherita pizzas, and buy some popcorn, crisps, sweets, and a variety of drinks.  For entertainment, I will make a playlist with rock, pop, and dance music. I will create a comfy seating area for us to watch a film together. The film has not yet been decided.  The party is all about relaxing, enjoying good food, and celebrating the end of a busy term. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of different types of party food and party items * video of a party/celebration.   \*These are available via a range of online content providers. |
| Task 1 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 7 minutes * they are allowed to make notes while listening to the instructions and scenario * they will be asked questions about the scenario * they are required to ask a minimum of 2 questions and make a minimum of 2 requests relevant to the scenario * they must follow the discussion * the assessment theme is Let’s organise a party!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner(s) the following questions (where there is more than 1 learner, the questions can be individualised): * how will the guests find out about the party? (SoS1) * can you give me some details about the food at the party? (SoS1, SoS3) * what film will we watch at the party? (SoS1) * can you give me some details about the music at the party? (SoS1, SoS3) * what day is the party on? (SoS1) * why do you think the party will be enjoyable for you and the other learners? (SoS1, SoS4) * do you have any questions about the party? (SoS2) * ask the learner(s) to make a request for the music they would like to be played at the party. (SoS2). Where there is more than 1 learner this can be individualised by providing another request option, such as: * choice of film * choice of food * timing of the party. * ask the learner(s) to make another request for something they would like at the party (SoS2) * tell the learner(s) to ask a specific question about something that is happening at the party. (SoS2). To support the learner(s) with their question a topic can be suggested such as: * duration * entertainment * location.  1. End the task and provide the learner(s) with a break of 10 minutes. |
| Task 1 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner(s) abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Provide the learner(s) with an equal opportunity and sufficient time to participate.  To avoid the learner(s) duplicating other learners’ responses, question topics can be individualised.  Visual aids or cues can be used to support the learner(s).  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires **more than 2 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: Discussion - 8 minutes

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| The learner(s) must ask and answer questions related to the topic. They will make appropriate requests and contribute their feelings and opinions during the discussion with others. |
| Task 2 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4), clearly express straightforward information (SoS5), communicate feelings and opinions on a range of straightforward topics (SoS6), make appropriate contributions to simple group discussions with others about straightforward topics. (SoS7)). 2. Recap the theme Let’s organise a party! and, if necessary, reshare context stimulus material from Task 1. 3. Introduce the topic ‘the film to watch at the party’ to be discussed. 4. Inform the learner(s) that:  * the discussion must be completed within a maximum of 8 minutes * they need to make requests and ask the other participants questions * they need to respond appropriately to questions from other participants * they must follow and contribute to the discussion * they must communicate their feelings and opinions * they must listen to other participants throughout the discussion.  1. Start the task:  * Initiate the discussion by asking which film would you enjoy watching at the party and why?  1. During the task, prompt the learner(s)/participant(s) to ask each other questions and discuss the topic of the film to watch at the party for the length of the assessment (SoS1-7). The suggested prompts can also be used to help engage the learner(s) in their discussion if intervention is required.  * why would you choose this film? * what part of this film do you think others will enjoy? * what type of film is it? (horror, comedy) * what age group is this film suitable for? * name the actors that are in the film * is the length of the film suitable for the party?  1. End the task:  * draw the discussion to a close * thank the learner(s) for taking part in the SLC assessment. Inform the learner(s) that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Provide the learner(s) with an equal opportunity and sufficient time to participate.  Visual aids or cues can be used to support the learner(s).  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires **more** **than 2 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion.  However, if a learner is disadvantaged because another learner dominates the discussion or fails to follow turn-taking conventions, additional support is permitted such as using the following:   * [insert learner name], what do you think of this point? * [insert learner name], why don’t you ask what everyone else thinks about what you have just explained? * Let’s make sure everyone has a chance to answer that question. |

# Sample Assessment Material 3

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| Timings |
| The assessment time is **15 minutes,** excluding preparation and break time.   * **Task 1**: 7 minutes * **Task 2**: 8 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s meet at the café!**  The assessment consists of **2** tasks:   * **Task 1**: One-to-one or group activity as appropriate * **Task 2**: Group discussion.   If completing both tasks in 1 session, provide a break of 10 minutes after task 1. The break can also be used to reflect on task 1 and prepare to undertake task 2.  If task 1 is conducted as a group activity, the group should include no more than 5 participants. The group discussion for task 2 should involve a group of 3-5 participants.  The SoS to be assessed during each task:   * **Task 1:** * identify and extract the main information and detail from short explanations (SoS1) * make requests and ask clear questions appropriately in different contexts (SoS2) * respond appropriately to straightforward questions (SoS3) * follow the gist of discussions (SoS4). * **Task 2:** * identify and extract the main information and detail from short explanations (SoS1) * make requests and ask clear questions appropriately in different contexts (SoS2) * respond appropriately to straightforward questions (SoS3) * follow the gist of discussions (SoS4) * clearly express straightforward information (SoS5) * communicate feelings and opinions on a range of straightforward topics (SoS6) * make appropriate contributions to simple group discussions with others about straightforward topics. (SoS7). |

## Task 1 One-to-one or group activity - 7 minutes

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| The learner(s) will follow the gist of the discussion about the themed scenario. They will be asked to identify and extract information, make requests, ask clear questions, and respond appropriately. | |
| Assessment Theme | |
| Let’s meet at the café! | |
| Scenario | |
| Yesterday, I wanted to meet my friend.  So, I called them, and we decided to meet at a local café. We have been to this café before. I really like the chocolate cake and the coffee there. The chocolate cake has icing and sprinkles.  After the phone call, I felt happy. I started to think about all the things I wanted to talk to my friend about.  It was raining. The café is in a park near my home so I could have walked, but I did not want to get wet! I decided to go by bus because there is a bus stop near the café.  We had a great time at the café. We talked a lot and ate delicious cake. | |
| The learner will need | |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of cafés * photographs/images of meeting friends * video of a café environment.   \*These are available via a range of online content providers. | |
| Task 1 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4)). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 7 minutes * they are allowed to make notes while listening to the instructions and scenario * they will be asked questions about the scenario * they are required to ask a minimum of 2 questions and make a minimum of 2 requests relevant to the scenario * they must follow the discussion * the assessment theme is Let’s meet at the café!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner(s) the following questions (where there is more than 1 learner the questions can be individualised): * what did I eat at the café? (SoS1) * can you give me more details about that? (SoS1, SoS3) * how did I travel to the café? (SoS1) * can you give me more details about that? (SoS1, SoS3) * who did I meet at the café? (SoS1) * how do you think I was feeling yesterday? (SoS1, SoS4) * do you have any questions about my visit to the café? (SoS2) * ask the learner(s) to imagine they are a customer/customers at the café and you are a member of staff. The learner(s) would like to order a drink. * tell the learner(s) to request a drink from you. (SoS2) (where there is more than 1 learner, this can be individualised by asking the learner to order a different item). * tell the learner(s) to request another item. (SoS2) * tell the learner(s) to ask a specific question about the café. (SoS2) To support the learner(s) with their question, a topic can be suggested such as: * prices * availability of food or drinks * facilities * specials.  1. End the task and provide the learner(s) with a break of 10 minutes. |
| Task 1 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner(s) abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Provide the learner(s) with an equal opportunity and sufficient time to participate.  To avoid the learner(s) duplicating other learners’ responses, question topics can be individualised.  Visual aids or cues can be used to support the learner(s).  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires **more than 2 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: Discussion - 8 minutes

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| The learner(s) must ask and answer questions related to the topic. They will make appropriate requests and contribute their feelings and opinions during the discussion with others. |
| Task 2 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4), clearly express straightforward information (SoS5), communicate feelings and opinions on a range of straightforward topics (SoS6), make appropriate contributions to simple group discussions with others about straightforward topics. (SoS7)). 2. Recap the theme Let’s meet at the café! and if necessary reshare context stimulus material from Task 1. 3. Introduce the topic ‘meeting with friends’ to be discussed. 4. Inform the learner(s) that:  * the discussion must be completed within a maximum of 8 minutes * they need to make requests and ask the other participants questions * they need to respond appropriately to questions from other participants * they must follow and contribute to the discussion * they must communicate their feelings and opinions * they must listen to other participants throughout the discussion.  1. Start the task:  * Initiate the discussion by asking: * where do you like to spend time with your friends?  1. During the task:  * prompt the learner(s)/participant(s) to ask each other questions and discuss the topic of meeting with friends for the length of the assessment (SoS1-7). The suggested prompts can also be used to help engage the learner(s) in their discussion if intervention is required: * where do you like to go with your friends? * why do you like meeting your friends? * how often do you meet your friends? * what do you talk about? * what activities do you do?  1. End the task:  * draw the discussion to a close * thank the learner(s) for taking part in the SLC assessment. Inform the learner(s) that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Provide the learner(s) with an equal opportunity and sufficient time to participate.  Visual aids or cues can be used to support the learner(s).  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires **more than 2 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion.  However, if a learner is disadvantaged because another learner dominates the discussion or fails to follow turn-taking conventions, additional support is permitted such as using the following:   * [insert learner name], what do you think of this point? * [insert learner name], why don’t you ask what everyone else thinks about what you have just explained? * Let’s make sure everyone has a chance to answer that question. |

# Sample Assessment Material 4

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| Timings |
| The assessment time is **15 minutes,** excluding preparation and break time.   * **Task 1**: 7 minutes * **Task 2**: 8 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s do something fun at the weekend!**  The assessment consists of **2** tasks:   * **Task 1**: One-to-one or group activity as appropriate * **Task 2**: Group discussion.   If completing both tasks in 1 session, provide a break of 10 minutes after task 1. The break can also be used to reflect on task 1 and prepare to undertake task 2.  If task 1 is conducted as a group activity, the group should include no more than 5 participants. The group discussion for task 2 should have between 3 and 5 participants taking part.  The SoS to be assessed during each task:   * **Task 1:** * identify and extract the main information and detail from short explanations (SoS1) * make requests and ask clear questions appropriately in different contexts (SoS2) * respond appropriately to straightforward questions (SoS3) * follow the gist of discussions (SoS4). * **Task 2:** * identify and extract the main information and detail from short explanations (SoS1) * make requests and ask clear questions appropriately in different contexts (SoS2) * respond appropriately to straightforward questions (SoS3) * follow the gist of discussions (SoS4) * clearly express straightforward information (SoS5) * communicate feelings and opinions on a range of straightforward topics (SoS6) * make appropriate contributions to simple group discussions with others about straightforward topics (SoS7). |

## Task 1: One-to-one or group activity - 7 minutes

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| The learner(s) will follow the gist of the discussion about the themed scenario. They will be asked to identify and extract information, make requests, ask clear questions, and respond appropriately. |
| Assessment Theme |
| Let’s do something fun at the weekend! |
| Scenario |
| I love weekends! I wish they were longer than 2 days. I like to spend my time doing fun things.  Sometimes I’ll go for a long walk, there is a forest near my house with lots of beautiful plants and trees. Other times I enjoy staying at home and reading a good book, usually something modern and funny to put me in a good mood!  My favourite hobby is playing the guitar, so I often practise for hours on the weekend.  I have a band with 3 of my friends. We meet every Friday to practise together. We have 1 drummer, 1 keyboard player, a singer, and I play the guitar.  We have our first live performance next month. We are excited to play in front of other people. I am a little nervous as well as feeling excited. I think our band will be popular and I want to play well with my friends. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of different musical instruments * photographs/images of different leisure activities * video of a band performance.   \*These are available via a range of online content providers. |
| Task 1 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 7 minutes * they are allowed to make notes while listening to the instructions and scenario * they will be asked questions about the scenario * they are required to ask a minimum of 2 questions and make a minimum of 2 requests relevant to the scenario * they must follow the discussion * the assessment theme is Let’s do something fun at the weekend!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner(s) the following questions (where there is more than 1 learner the questions can be individualised): * name 1 thing I like to do at the weekend (SoS1) * can you give me more details about that? (SoS1, SoS3) * how many people are in my band? (SoS1) * can you give me more details about the band members? (SoS1, SoS3) * what instrument do I play? (SoS1) * how do you think I feel about being a musician in a band? (SoS1, SoS4) * do you have any questions? (SoS2). * ask the learner(s) to imagine they are attending your band’s performance and they need some more information about the show: * tell the learner(s) you would like them to find out on which date the performance is happening. (SoS2). Where there is more than 1 learner this can be individualised by asking each learner to request a different piece of information such as:   + what time the performance starts   + what time attendees should arrive   + where to buy tickets * ask the learner(s) to find out what public transport is available to take them to the performance. (SoS2) Where there is more than 1 learner this can be individualised by asking each learner to find out about a different mode of transport. * tell the learner(s) you would like them to ask a specific question about the performance (SoS2). To support the learner(s) with their question a prompt can be given such as:   + length of performance   + type of music   + number of songs  1. End the task and provide the learner(s) with a break of 10 minutes. |
| Task 1 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Context stimulus must align with assessment timings and be appropriate for the learner(s) abilities, culture, and age.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Provide the learner(s) with an equal opportunity and sufficient time to participate.  To avoid the learner(s) duplicating other learners’ responses, question topics can be individualised.  Visual aids or cues can be used to support the learner(s).  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * rephrasing the question/task * reminding the learner of the main parts of the question/task being assessed at that stage * giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires **more than 2 prompts** relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion. |

## Task 2: Discussion - 8 minutes

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| The learner(s) must ask and answer questions related to the topic. They will make appropriate requests and contribute their feelings and opinions during the discussion with others. |
| Task 2 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract the main information and detail from short explanations (SoS1), make requests and ask clear questions appropriately in different contexts (SoS2), respond appropriately to straightforward questions (SoS3), follow the gist of discussions (SoS4), clearly express straightforward information (SoS5), communicate feelings and opinions on a range of straightforward topics (SoS6), make appropriate contributions to simple group discussions with others about straightforward topics. (SoS7)). 2. Recap the theme Let’s do something fun at the weekend! and if necessary reshare context stimulus material from Task 1. 3. Introduce the topic ‘free time activities’ to be discussed. 4. Inform the learner(s) that:    * the discussion must be completed within a maximum of 8 minutes    * they need to make requests and ask the other participants questions    * they need to respond appropriately to questions from other participants    * they must follow and contribute to the discussion    * they must communicate their feelings and opinions    * they must listen to other participants throughout the discussion. 5. Start the task:    * initiate the discussion by asking:  * what activities do you usually enjoy doing on weekends?  1. During the task:    * prompt the learner(s)/participant(s) to ask each other questions and discuss the topic of free time activities for the length of the assessment (SoS1-7). The suggested prompts can also be used to help engage the learner(s) in their discussion if intervention is required.  * what do you think makes the hobby/activity so enjoyable? * tell me why you like this hobby/activity * how does the hobby/activity make you feel? * is there something new you have tried on a recent weekend? * how do you relax at the weekend?  1. End the task:    * draw the discussion to a close    * thank the learner(s) for taking part in the SLC assessment. Inform the learner(s) that they will receive a provisional result after the assessment has been reviewed and the final result will be issued once quality assurance processes are complete. |
| Task 2 Assessor Guidance |
| Ensure that the language used throughout is appropriate for the level.  Questions provided are to illustrate the types of questions that are suitable and will enable the learner(s) to demonstrate the required SoS. You must take a flexible approach to the delivery of the assessment, adding or removing questions in response to the learner’s performance and the time available.  Provide the learner(s) with an equal opportunity and sufficient time to participate.  Visual aids or cues can be used to support the learner(s).  Prompting the learner during the task is permitted if the SoS requirements are not being met. Examples of prompting could be:   * + rephrasing the question/task   + reminding the learner of the main parts of the question/task being assessed at that stage   + giving the learner another opportunity to try and answer the question/complete the task.   Prompts should be minimal. If a learner requires more than 2 prompts relating to the same SoS criterion during a task, they will not meet the required standard for that specific criterion.  However, if a learner is disadvantaged because another learner dominates the discussion or fails to follow turn-taking conventions, additional support is permitted such as using the following:   * + [insert learner name], what do you think of this point?   + [insert learner name], why don’t you ask what everyone else thinks about what you have just explained?   + Let’s make sure everyone has a chance to answer that question. |