A picture containing text, person

Description automatically generatedTQUK Functional Skills Qualification in English at Entry Level 3

Sample Assessment Material

Version 1

Contents

[Overview 3](#_Toc189120751)

[Purpose of Assessment 3](#_Toc189120752)

[Scope of Study 3](#_Toc189120753)

[Sample Assessment Material 1 4](#_Toc189120754)

[Task 1: One-to-one or group activity – 10 minutes 5](#_Toc189120755)

[Task 2: Discussion - 10 minutes 7](#_Toc189120756)

[Sample Assessment Material 2 9](#_Toc189120757)

[Task 1: One-to-one or group activity - 10 minutes 10](#_Toc189120758)

[Task 1 Assessor Instructions 10](#_Toc189120759)

[Task 2: Discussion – 10 minutes 12](#_Toc189120760)

[Sample Assessment Material 3 14](#_Toc189120761)

[Task 1: One-to-one or group activity – 10 minutes 15](#_Toc189120762)

[Task 2: Discussion - 10 minutes 17](#_Toc189120763)

[Sample Assessment Material 4 19](#_Toc189120764)

[Task 1: One-to-one or group activity – 10 minutes 20](#_Toc189120765)

[Task 2: Discussion – 10 minutes 22](#_Toc189120766)

# Overview

## Purpose of Assessment

To ensure that learners who pass have completed the Scope of Study in full, and demonstrated 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 3 Subject Content |
| SoS1 | Identify and extract relevant information and detail in straightforward explanations. |
| SoS2 | Make requests and ask concise questions using appropriate language in different contexts. |
| SoS3 | Communicate information and opinions clearly on a range of topics. |
| SoS4 | Respond appropriately to questions on a range of straightforward topics. |
| SoS5 | Follow and understand the main points of discussions. |
| SoS6 | Make relevant contributions to group discussions about straightforward topics. |
| SoS7 | Listen to and respond appropriately to other points of view, respecting the conventions of turn-taking. |

Learners should be able to apply their speaking, listening, and communicating skills in the following straightforward contexts at entry level 3:

* narratives
* accounts
* explanations
* instructions
* discussions
* information
* descriptions.

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 **20 minutes,** excluding preparation and break time.   * **Task 1**: 10 minutes * **Task 2**: 10 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s go to the supermarket!**  There are 2 tasks to be completed:   * **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 relevant information and detail in straightforward explanations (SoS1) * make requests and ask concise questions using appropriate language in different contexts (SoS2) * communicate information and opinions clearly on a range of topics (SoS3) * respond appropriately to questions on a range of straightforward topics (SoS4) * follow and understand the main points of discussions (SoS5). * **Task 2:** * identify and extract relevant information and detail in straightforward explanations (SoS1) * make requests and ask concise questions using appropriate language in different contexts (SoS2) * communicate information and opinions clearly on a range of topics (SoS3) * respond appropriately to questions on a range of straightforward topics (SoS4) * follow and understand the main points of discussions (SoS5) * make relevant contributions to group discussions about straightforward topics (SoS6) * listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (SoS7). |

## Task 1: One-to-one or group activity – 10 minutes

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| The learner(s) will follow the main points of a discussion, identify and extract relevant details, make requests, ask concise questions, clearly communicate opinions, and respond appropriately to questions on the themed scenario. |
| Assessment Theme |
| Let’s go to the supermarket! |
| Scenario |
| When people need to go food shopping, they often visit Maplewick Supermarket. Before they shop, some customers make a list to remember what they need.  Maplewick Supermarket is open from 8:00am to 10:00pm every day.  There are parts of the supermarket that open and close at different times. The meat counter is open from 9:00am to 6:00pm, and the pharmacy from 10:00am to 7:00pm.  Maplewick Supermarket offers a wide variety of food options, including fresh food, baked food, meat, and frozen food. They also have snacks, drinks, and a selection of international food.  Customers can choose to pay in different ways, such as cash, credit, or debit cards.  Shoppers can also save money because of special offers, such as buy-one-get-one-free deals, discounts when you buy lots of something, and a weekly ‘half-price Tuesdays’ special offer.  Lots of people work at the supermarket in different jobs. Security guards keep the store safe, cashiers handle payments, shelf stackers make sure products are available, 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 environments * 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 relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5)). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 10 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 make requests and ask concise questions relevant to the scenario * they are required to communicate information and opinions clearly * they must follow and understand the main points of discussion * the assessment theme is Let’s go to the supermarket!  1. Start the task:  * read the scenario aloud and share context stimulus material * ask the learner(s) questions (where there is more than 1 learner the questions can be individualised) to identify and extract relevant information and detail from the scenario (SoS1, SoS4, SoS5), such as: * can you tell me 2 different types of food you can buy at the supermarket? * in what ways can customers pay for their shopping? * how can customers save money? * do different parts of the supermarket open at different times? * who might help you at the supermarket and how can they assist you? * prompt the learner(s) (where there is more than 1 learner, the prompts can be individualised) to respond appropriately to questions and give opinions (SoS3) such as: * what do you think of the supermarket opening times? * how do you feel about the special offers at the supermarket? * if you worked at this supermarket, what job would you want and why? * what is good about making a list before you go shopping? * what do you like or dislike about this supermarket? * tell the learner(s) to imagine they are a customer in Maplewick supermarket, and you are a member of staff. Instruct the learner(s) to ask a minimum of 2 questions and make a minimum of 2 requests relevant to the scenario (SoS2). To support the learner(s) with their questions and requests a topic can be suggested such as: * prices * availability of products * 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 - 10 minutes

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| The learner(s) must contribute to and communicate their opinions in a group discussion, identifying and extracting relevant information. They will make appropriate requests, ask concise questions, and provide clear and relevant answers related to the topic. |
| Task 2 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5), make relevant contributions to group discussions about straightforward topics (SoS6), listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (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’. 4. Inform the learner(s) that:  * they must take part in the discussion and make relevant contributions * the discussion must be completed within a maximum of 10 minutes * they must listen and respond appropriately to other points of view * they must respect turn-taking * they must direct questions and make requests to other participants about the topic and respond appropriately to questions from others * they must communicate information and opinions clearly.  1. Start the task:  * initiate the discussion by asking:   + what do you like or dislike about food shopping?  1. During the task:  * prompt the learner(s)/participant(s) to ask each other questions, listen to and respond appropriately to other points of view when discussing the topic of shopping habits 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 most enjoy about food shopping?   + is there a particular time or day you don’t like to go food shopping?   + do you enjoy finding special offers?   + which supermarket do you go to and why?   + who do you go to the supermarket with?  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 learners 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 2

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| Timings |
| The assessment time is **20 minutes,** excluding preparation and break time.   * **Task 1**: 10 minutes * **Task 2:** 10 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s organise a party!**  There are **2** tasks to be completed:   * **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 relevant information and detail in straightforward explanations (SoS1)   + make requests and ask concise questions using appropriate language in different contexts (SoS2)   + communicate information and opinions clearly on a range of topics (SoS3)   + respond appropriately to questions on a range of straightforward topics (SoS4)   + follow and understand the main points of discussions (SoS5). * **Task 2:**   + identify and extract relevant information and detail in straightforward explanations (SoS1)   + make requests and ask concise questions using appropriate language in different contexts (SoS2)   + communicate information and opinions clearly on a range of topics (SoS3)   + respond appropriately to questions on a range of straightforward topics (SoS4)   + follow and understand the main points of discussions (SoS5)   + make relevant contributions to group discussions about straightforward topics (SoS6)   + listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (SoS7). |

## Task 1: One-to-one or group activity - 10 minutes

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| The learner(s) will follow the main points of a discussion, identify and extract relevant details, make requests, ask concise questions, clearly communicate opinions, and respond appropriately to questions on the themed scenario. |
| Assessment Theme |
| Let’s organise a party! |
| Scenario |
| I am planning a party to celebrate a special occasion. The party will be on Friday at 2pm. I will be having it in the main dining hall, and I am going to invite all learners from the class plus 3 teachers that teach you. I will invite everyone by email and a paper invitation.  I have a budget of £50 to spend on decorations and food for the party. I will order a range of pizzas, and buy some salted popcorn, crisps, and jelly sweets. Everyone will be asked to bring their own soft drinks. I will also buy some balloons and other decorations to hang from the ceiling.  To keep everyone entertained, I will have some music playing. I will create a comfy seating area at the back of the dining hall for us to watch a film together. The film has not yet been decided.  The party is all about relaxing, enjoying food, and celebrating together. |
| 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 relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5)). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 10 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 make requests and ask concise questions relevant to the scenario * they are required to communicate information and opinions clearly * they must follow and understand the main points of 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) questions (where there is more than 1 learner the questions can be individualised) to identify and extract relevant information and detail from the scenario (SoS1, SoS4, SoS5), such as:   + where will we watch the film?   + we are having pizza, what other food will be at the party?   + what type of popcorn will be available?   + how will I invite everyone?   + where will I hang the balloons? * prompt the learner(s) (where there is more than 1 learner the prompts can be individualised) to respond appropriately to questions and give opinions (SoS3) such as:   + if you could suggest a theme for the party, what would it be?   + which pizza toppings do you think would be the best?   + if you could choose, what film would you want to watch?   + what’s your opinion on setting a £50 budget for the party?   + what kind of music do you think would work best for the party? * guide the learner(s) to express their interests and curiosity about the party described in the scenario by encouraging them to ask a minimum of 2 questions about the content of the scenario. To support the learner(s) with their questions and requests, a topic can be suggested such as:   + film   + food   + party music   + party timings/best time of day for a party   + party decorations. * ask the learner(s) to think about and provide a minimum of 2 requests they could ask for when invited to a party (SoS2).  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 – 10 minutes

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| The learner(s) must contribute to and communicate their opinions in a group discussion, identifying and extracting relevant information. They will make appropriate requests, ask concise questions, and provide clear and relevant answers related to the topic. |
| Task 2 Assessor instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed: (identify and extract relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5), make relevant contributions to group discussions about straightforward topics (SoS6), listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (SoS7)). 2. Recap the theme Let’s organise a party! and, if necessary, reshare context stimulus material from Task 1. 3. Introduce the topic ‘a fun party.’ 4. Inform the learner(s) that:  * they must take part in the discussion and make relevant contributions * the discussion must be completed within a maximum of 10 minutes * they must listen and respond appropriately to other points of view * they must respect turn-taking * they must direct questions and make requests to other participants about the topic and respond appropriately to questions from others * they must communicate information and their opinions clearly.  1. Start the task:  * initiate the discussion by asking:   + what is the most fun party you have ever been to and what made it fun?  1. During the task:  * prompt the learner(s)/participant(s) to ask each other questions, listen to, and respond appropriately to other points of view when discussing the topic of a fun party for the length of the assessment (SoS1-7). The suggested prompts can also be used to help engage the learners in their discussion if intervention is required:   + which do you think is more important at a party: the food, the music, or the decorations?   + do you prefer parties that are more relaxed or full of energy? Why?   + do you think smaller or larger crowds make for better parties? Why?   + what’s 1 thing you think every fun party needs?   + do you prefer indoor or outdoor parties? Why?  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 **20 minutes,** excluding preparation and break time.   * **Task 1:** 10 minutes * **Task 2**: 10 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed **Let’s meet at the café!**  There are **2** tasks to be completed:   * **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 relevant information and detail in straightforward explanations (SoS1)   + make requests and ask concise questions using appropriate language in different contexts (SoS2)   + communicate information and opinions clearly on a range of topics (SoS3)   + respond appropriately to questions on a range of straightforward topics (SoS4)   + follow and understand the main points of discussions (SoS5). * **Task 2:**    + identify and extract relevant information and detail in straightforward explanations (SoS1)   + make requests and ask concise questions using appropriate language in different contexts (SoS2)   + communicate information and opinions clearly on a range of topics (SoS3)   + respond appropriately to questions on a range of straightforward topics (SoS4)   + follow and understand the main points of discussions (SoS5)   + make relevant contributions to group discussions about straightforward topics (SoS6)   + listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (SoS7). |

## Task 1: One-to-one or group activity – 10 minutes

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| The learner(s) will follow the main points of a discussion, identify and extract relevant details, make requests, ask concise questions, clearly communicate opinions, and respond appropriately to questions on the themed scenario. |
| Assessment Theme |
| Let’s meet at the café! |
| Scenario |
| I met up with my friend yesterday at a café. I had decided to walk there to meet my friend, but I went on the bus in the end as it was raining. There was a bus stop near the café, and I had my umbrella, so I didn’t get too wet.  It was difficult to choose what I wanted to order at the café as there was so much choice. I had a cup of tea and a slice of chocolate cake. My friend ordered a large cup of coffee.  It was quite noisy in the café because there were lots of people there. When I ordered my cup of tea, the staff couldn’t hear me because of the noise. My friend and I sat at the back of the café where there were 2 comfy chairs, and it was a little bit quieter.  I had a great time talking with my friend at the café and we arranged to meet up again. I walked back home as the sun had come out while I was in the café. |
| 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 relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5)). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 10 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 make requests and ask concise questions relevant to the scenario * they are required to communicate information and opinions clearly * they must follow and understand the main points of discussion * the assessment theme is Let’s meet at the café!  1. Start the task:  * read out the scenario and share context stimulus material * ask the learner(s) questions (where there is more than 1 learner the questions can be individualised) to identify and extract relevant information and detail from the scenario (SoS1, SoS4, SoS5), such as:   + what drink did I have at the café?   + why was it noisy at the café?   + how did I get to the café?   + where did I sit in the café?   + what did my friend order? * prompt the learner(s) (where there is more than 1 learner the prompts can be individualised) to respond appropriately to questions and give opinions (SoS3) such as:   + where do you like to meet up with people?   + why do you think the café is so busy?   + what do you like about travelling by bus?   + what would you have ordered at the café?   + would you have stayed at this café as it was so noisy? * tell the learner(s) to imagine they are a customer in the café and would like to order something.   + ask the learner(s) to ask a minimum of 2 questions they would ask when making an order (SoS)   + ask the learner(s) to make a minimum of 2 requests relevant to the situation (SoS2).   + to support the learner(s) with their questions and requests a topic can be suggested such as:   + prices   + availability of products   + facilities   + preferences.  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 - 10 minutes

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| The learner(s) must contribute to and communicate their opinions in a group discussion, identifying and extracting relevant information. They will make appropriate requests, ask concise questions, and provide clear and relevant answers related to the topic. |
| Task 2 Assessor Instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed: (identify and extract relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5), make relevant contributions to group discussions about straightforward topics (SoS6), listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (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’. 4. Inform the learner(s) that:  * they must take part in the discussion and make relevant contributions * the discussion must be completed within a maximum of 10 minutes * they must listen and respond appropriately to other points of view * they must respect turn-taking * they must direct questions and make requests to other participants about the topic and respond appropriately to questions from others * they must communicate information and opinions clearly.  1. Start the task:  * initiate the discussion by asking:   + where could you meet your friends?  1. During the task:  * prompt the learner(s)/participant(s) to ask each other questions, listen to, and respond appropriately to other points of view when discussing the topic of shopping habits 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:   + how do you arrange to meet with friends?   + do you have preferred locations for meeting with your friends?   + what activities do you like to do with your friends?   + how often do you meet with friends?   + can you share an experience of meeting with friends?  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 **20 minutes,** excluding preparation and break time.   * **Task 1**: 10 minutes * **Task 2**: 10 minutes. |
| Task Structure |
| The assessment must be conducted in a controlled environment.  The assessment is themed Let’s do something fun at the weekend!  There are **2** tasks to be completed:   * **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 relevant information and detail in straightforward explanations (SoS1)   + make requests and ask concise questions using appropriate language in different contexts (SoS2)   + communicate information and opinions clearly on a range of topics (SoS3)   + respond appropriately to questions on a range of straightforward topics (SoS4)   + follow and understand the main points of discussions (SoS5). * **Task 2:**    + identify and extract relevant information and detail in straightforward explanations (SoS1)   + make requests and ask concise questions using appropriate language in different contexts (SoS2)   + communicate information and opinions clearly on a range of topics (SoS3)   + respond appropriately to questions on a range of straightforward topics (SoS4)   + follow and understand the main points of discussions (SoS5)   + make relevant contributions to group discussions about straightforward topics (SoS6)   + listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (SoS7). |

## Task 1: One-to-one or group activity – 10 minutes

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| The learner(s) will follow the main points of a discussion, identify and extract relevant details, make requests, ask concise questions, clearly communicate opinions, and respond appropriately to questions on the themed scenario. |
| Assessment Theme |
| Let’s do something fun at the weekend! |
| Scenario |
| I love weekends! I wish they were longer than 2 days. When I’m not busy with work, I like to spend my time doing fun things.  Sometimes, I’ll go walking in the nearby woods or visit a local museum. Other times, I enjoy staying at home and reading fantasy books or watching a horror movie.  My favourite hobby is playing the electric guitar, so I often practise for a few 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 then I play the electric guitar.  Our band is small, but our sound is huge! We have our first live performance at the local community centre 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. |
| The learner will need |
| Note-taking equipment.  Context stimulus\* material such as 1 of the following:   * photographs/images of different musical instruments * video of band performances * photographs/images of different leisure activities.   \*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 relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5)). 2. Inform the learner(s) that:  * the task must be completed within a maximum of 10 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 make requests and ask concise questions relevant to the scenario * they are required to communicate information and opinions clearly * they must follow and understand the main points of 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) questions (where there is more than 1 learner the questions can be individualised) to identify and extract relevant information and detail from the scenario (SoS1, SoS4, SoS5), such as:   + what do I like to do on the weekends?   + what is my favourite hobby?   + what do I do when I am not busy with work?   + when does my band meet to practise?   + why am I nervous about my performance? * prompt the learner(s) (where there is more than 1 learner the prompts can be individualised) to respond appropriately to questions and give opinions (SoS3) such as:   + why do you think people like to go to live performances?   + if you were in a band, what type of band would it be?   + what is your favourite type of film to watch?   + what types of books do you enjoy reading?   + are there things you don’t want to do in your free time? * guide the learner(s) to express their interests and curiosity about my weekend described in the scenario by encouraging them to ask a minimum of 2 questions about the content of my weekend. To support the learner(s) with their questions and requests, a topic can be suggested such as:   + what music I like/dislike   + my past performances   + the clothes I wear to perform   + musical instruments in the band. * ask the learner(s) to think about and provide a minimum of 2 requests they could ask if they were asked to join my band (SoS2).  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 – 10 minutes

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| The learner(s) must contribute to and communicate their opinions in a group discussion, identifying and extracting relevant information. They will make appropriate requests, ask concise questions, and provide clear and relevant answers related to the topic. |
| Task 2 Assessor instructions |
| 1. Remind the learner(s) of the SoS criteria to be assessed (identify and extract relevant information and detail in straightforward explanations (SoS1), make requests and ask concise questions using appropriate language in different contexts (SoS2), communicate information and opinions clearly on a range of topics (SoS3), respond appropriately to questions on a range of straightforward topics (SoS4), follow and understand the main points of discussions (SoS5), make relevant contributions to group discussions about straightforward topics (SoS6), listen to and respond appropriately to other points of view, respecting the conventions of turn-taking (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’. 4. Inform the learner(s) that:  * they must take part in the discussion and make relevant contributions * the discussion must be completed within a maximum of 10 minutes * they must listen and respond appropriately to other points of view * they must respect turn-taking * they must direct questions and make requests to other participants about the topic and respond appropriately to questions from others * they must communicate information and opinions clearly.  1. Start the task:  * initiate the discussion by asking:   + what are your favourite free time activities and what do you like about them?  1. During the task:  * prompt the learner(s)/participant(s) to ask each other questions, listen to, and respond appropriately to other points of view when discussing 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:   + when/where do you do these activities?   + are there any activities you would like to try?   + is there an experience you can share about your activities?   + do your activities change depending on the time of year?   + how do you decide what to do when you have free time?  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. |