

Functional Skills in English – Speaking, Listening and Communication Level 1



Controlled Internal Assessment Centre Guidance

PART A - GUIDANCE ON SETTING ASSESSMENTS

Assessment of this qualification

The assessment for this qualification is externally set/guided and internally marked by the centre. IMIA will provide an externally set task along with guidance to centres on ways in which these may be adapted and also guidance for centres which may wish to develop their own tasks. Any amendment of set tasks or production of alternative tasks by centres must be in line with the setting specifications within this document and sent to IMIA at least eight weeks before assessment is due to take place for approval by the Functional Skills Chief / Principal Examiner .

Purpose of assessment

To ensure that candidates who achieve a pass mark have the minimum level of process skills represented in the skill standard for this subject and level and the related coverage and range

| Level 1 skill standard | | | |
|--|--|---|---|
| Take full part in formal and informal discussions and exchanges that include unfamiliar subjects | | | |
| Make relevant and extended contributions to discussions, allowing for and responding to others' input. | Prepare for and contribute to the formal discussion of ideas and opinions. | Make different kinds of contributions to discussions. | Present information / points of view clearly and in appropriate language. |

At Level 1 the standards to be demonstrated subsume the previous levels' skill standards and the indicative coverage and range, supporting a progression-based suite of skills qualifications. The coverage and range statements in the setting specification below provide the range of opportunities that must be given to all candidates to apply in functional contexts that are based on purposeful and real-life scenarios.

Description of externally set/guided and internally marked assessment task

Each assessment task must

- provide realistic contexts and scenarios
- specify sub-tasks that are relevant to the context and meaningful
- require application of knowledge, skills and understanding for a purpose
- assess process skills and the outcome of their application in different contexts

Every assessment task must be designed to assess a single level, ie Level 1. The assessment must provide a reliable measure of proficiency at this level by providing significant evidence of success against the requirements for the standard, coverage and range specified in the setting specification (Table 1 below) and shown in the setting matrix (Table 2 below).

Every assessment task must enable 100% open response from candidates.

Open response assessment is defined as task-based assessment based on real-life contexts that require candidates to apply their skills, knowledge and understanding in order to produce effective outcome/s. Open response assessment presents purposeful tasks and problems embedded in realistic scenarios but does not prescribe the content of the candidates' response. The process skills applied to contextualised tasks to achieve successful results and/or effective outcomes are a key focus of this type of assessment.

Every assessment task must focus on functionality and the effective application of process skills in purposeful contexts and scenarios that reflect real-life situations.

Every assessment task must provide opportunities to demonstrate the skill standard and each activity in the coverage and range.

Each assessment task consists of related sub-tasks with guidance on the preparation required, instructions to the centre assessor on how to manage the sub-task and a set of ideas to help maintain discussion.

Candidates complete the assessment task and any related sub-tasks under controlled conditions in groups of not less than three and not more than five.

Candidates are permitted to use aids but care must be taken to ensure that the use of any aid does not detract from the need to demonstrate the skill standard through the coverage and range.

Mark scheme

Centres are not required to produce mark schemes. There is a standard mark scheme for the English – Speaking Listening and Communication Level 1 assessment component which has been produced by IMIA and should always be used (Table 3). This clearly states how marks are allocated to the different levels of performance that candidates will demonstrate. The mark scheme does not prescribe the content of candidates' responses and can therefore easily be applied to the IMIA set tasks and to any centre devised tasks.

Each assessment task and its sub-tasks must clearly enable performance against all of the coverage and range in the skills standard.

Pass mark

The pass mark is set at approximately 75% of available marks as this best describes minimum competence. This will be regularly monitored and reviewed as part of IMIA's awarding processes. The 75% of available marks may be achieved over the coverage and range as a whole, subject to a minimum mark being obtained for each task and each component. There is no requirement to achieve 75% of available marks within each component of the coverage and range in order to achieve a pass overall.

Level of language

Instructions that are given to the candidate that are not part of the assessment tasks and its sub-tasks must be accessible to learners operating at the standard represented by Level 1 and no higher.

Setters (whether setting the example tasks for IMIA or from centres amending these tasks or devising their own) should also take care to ensure that use of English in any instructions to candidates takes into account the fact that not all candidates will have English as their first language.

All setters (again both those setting the IMIA tasks and those from centres) are also responsible for ensuring that the content and instructions for the assessment task and its sub-tasks do not provide unnecessary obstacles to candidates, for example, by demanding skills and knowledge outside those actually being assessed.

Inclusion

The assessment task and its related sub-tasks must support inclusion. Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face. In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place:

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

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

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

- can include use of sign language (e.g. British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;
- can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working;
- does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

The setting specification and setting matrix

The setting specification (Table 1), and accompanying setting matrix (Table 2), are provided to ensure that each assessment task for speaking, listening and communication and its three related sub-tasks assesses completely the skills standard and the full coverage and range. It ensures that all candidates will receive a comparable assessment task in terms of level of coverage and demand. The setting matrix is used to confirm that coverage and range are sampled in every assessment task across the related sub-tasks.

Column 1 shows skill standard to be assessed. Every question paper must cover all these skills standards to the level stated.

Column 2 states the coverage and range for each question paper which is used to assess the three skills standards.

Column 3 shows the sub-task or sub-tasks that enable the coverage and range to be demonstrated. Sub-sections being assessed in a given paper and is used to ensure the coverage of all skills sub-sections over time.

Column 4 states the weighting (range of available marks as a percentage) which must be allocated to each component of the coverage and range.

Table 1
Functional Skills in English – Speaking, Listening and Communication
Level 1
Setting Specification

| Skill standard | Coverage and range | Assessment weighting |
|--|---|---|
| <p>Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.</p> | <p>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</p> <p>Prepare for and contribute to the formal discussion of ideas and opinions.</p> <p>Make different kinds of contributions to discussions.</p> <p>Present information / points of view clearly and in appropriate language.</p> | <p>Equal weighting across all the coverage and range.</p> |

Table 2

Functional Skills in English – Speaking, Listening and Communication

Level 1

Setting Matrix Pro forma

| Skill standard | Coverage and range | Sub-tasks | Assessment weighting |
|--|---|-----------|---|
| <p>Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.</p> | <p>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</p> <p>Prepare for and contribute to the formal discussion of ideas and opinions.</p> <p>Make different kinds of contributions to discussions.</p> <p>Present information / points of view clearly and in appropriate language.</p> | | <p>Equal weighting across all the coverage and range.</p> |

**Table 3: Functional Skills in English – Speaking, Listening and Communication.
Level 1 Mark scheme**

| Level 1 Skill Standard: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects. | | | | | |
|---|---|--|--|---|--|
| Mark | Make relevant and extended contributions to discussions, allowing for and responding to others input. | Prepare for and contribute to the formal discussion of ideas and options. | Make different kinds of contributions to discussions. | Present information / points of view clearly and in appropriate language. | |
| 4 - Good Pass | <p>Made <i>a range of</i> relevant and extended contributions</p> <p>Played a <i>key part</i> in discussions</p> <p>Responded appropriately to others</p> | <p><i>Very well prepared</i> to contribute to the formal discussion of opinions of ideas</p> | <p>Made a <i>wide range of</i> different types of contribution.</p> <p><i>Altered type of contribution to suit other members of the group.</i></p> | <p>Presented a variety of information and points of view clearly</p> <p>Used appropriate language at all times</p> | |
| 3 - Pass | <p>Made relevant and extended contributions</p> <p>Allowed for and responded appropriately to others' input.</p> | <p>Appropriately prepared to contribute to the formal discussion of ideas and opinions</p> | <p>Made different kinds of contribution to the discussion.</p> | <p>Presented information / points of view clearly</p> <p>Used appropriate language</p> | |
| 2 - Borderline Fail | <p>Made <i>some</i> relevant and contributions</p> <p>Allowed for and responded to others' input <i>most of the time.</i></p> | <p>Prepared to contribute to discussion of ideas and opinions.</p> | <p>Made <i>some</i> different kinds of contribution.</p> | <p><i>On the whole</i>, presented information and points of view clearly</p> <p>Used <i>mostly</i> appropriate language</p> | |
| 1 - Fail | <p>Made <i>some</i> contributions, <i>although not always relevant</i></p> | <p><i>Not fully</i> prepared to contribute to the discussion of ideas and/or opinions.</p> | <p>Made a <i>limited type of</i> contribution</p> | <p><i>Contributions needed clarification.</i></p> <p><i>At times language not fully appropriate to subject and/ or audience</i></p> | |

| | | | | | | | |
|-----------------------------------|---------------------------------------|--|---|--|--|--|--|
| 0 - Insufficient to Assess | <i>Made little or no contribution</i> | | <i>Was not prepared for the discussion.</i> | | <i>Made little / no contribution to the discussion</i> | <i>Contributions could not really be understood and/or language used was inappropriate.</i> <i>Made little or no contribution</i> | |
|-----------------------------------|---------------------------------------|--|---|--|--|--|--|

Table 4: Functional Skills in English: Speaking, Listening and Communication Level 1

Assessment task setting specification for centres

| Functional Skills in English – Speaking, Listening and Communication Level 1 Assessment Task Specification | |
|---|-----|
| Number of tasks 1 task with 3 related sub-tasks. At least one of the sub-tasks should require a formal discussion. Time Allowed: 30 minutes A break of 5 to 20 minutes is recommended between each sub-task Each assessment task and its 3 related sub-tasks will assess the coverage and range as follows: | |
| Level 1 skill standard Take full part in formal and informal discussions and exchanges that include unfamiliar subjects | |
| Make relevant and extended contributions to discussions, allowing for and responding to others' input. | 25% |
| Prepare for and contribute to the formal discussion of ideas and opinions. | 25% |
| Make different kinds of contributions to discussions. | 25% |
| Present information / points of view clearly and in appropriate language. | 25% |

PART B - EXAMPLE TASK



**FUNCTIONAL SKILLS
ENGLISH LEVEL 1**

***SPEAKING, LISTENING AND
COMMUNICATION***

Assessment Task: Mobile Phones

Total marks available: 48

CANDIDATES NEED

- A mobile phone (Optional)

This assessment task must be kept secure until the assessment is to take place.

TIME ALLOWED: 30 Minutes

INSTRUCTIONS

- In the week before the assessment candidates should be informed that they could bring a mobile phone with them for this assessment task.
 - This assessment must be carried out under controlled conditions.
-

Preparation

Candidates should be aware that there are three, ten-minute speaking and listening sub-tasks to be held within a one hour window of time. It is recommended that breaks of 5 - 20 minutes are taken between each sub-task to allow candidates a rest, allow them some time to think about and briefly prepare ideas for the formal discussion (sub-task 3) and time for marking to be completed.

The group must be *at least three but no more than five candidates*, to allow all opportunity to speak and to provide an audience for each other. Arrange the candidates around a boardroom style table so they may maintain eye contact with each other.

In the week before the assessment inform the candidates that they will need to bring their mobile phones to the assessment room.

Mobile Phones - Sub-task 1

(Informal discussion - familiar subject - 10 mins)

Introduction

Explain that your Centre/College/Company/Organisation wants to find out more about its employees / students views on mobile phones and other electronic equipment and methods of communicating, with a view to offering a discount buying scheme with a local supplier and to contribute to a local community debate on technology.

As soon as all candidates are settled use an ice-breaking technique to start the discussion.

- What do you think of my mobile phone? Is it OK?... *or modify as appropriate, if it is an all singing and dancing one.*
- Try to get a view from each person.

Respond by acknowledging but not replying - accepting that all comments are valid: be prepared to join in with humour, even at expense of self, i.e. establish, by example, good receipt of comments.

Initiate open discussion once a group dynamic has been established. If necessary, you could ask some prompts e.g.

- What's a good feature of **your** mobile phone?
- What do you think is the best feature of **your** mobile phone?
- What do you really want from a phone?
- What do you use your phone for?
- Appearance of the phone - colour, size, layout
- Camera facility
- e mail capability
- Easy to use buttons
- Games
- Ring tones
- Instant messaging
- GPS
- Ease of texting

Encourage the group members to show and refer to their phones or other candidate's phones.

After 10 minutes close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which candidates should return for the next part of the assessment. Over the break they should consider one good feature of a mobile phone and be prepared to briefly explain why they have chosen it on their return.

Mobile Phones – Sub-task 2

(Semi-formal discussion, familiar subject, 10 mins)

Introduction

Explain that in this 10 minute session you want each person to give their opinion as to what, after a mobile phone, is the next most 'essential' piece of electronic equipment e.g. ipod, computer, Blackberry etc OR method of communicating e.g. email, Twitter, Facebook and why. Explain that once everyone has done this you want the group to consider the things identified and to discuss which of these is most useful / important. The group needs to come to a decision on this, along with a ranking of all the items discussed. This will then be passed on to the company management to help them with their negotiations of a staff discount scheme.

You should also explain that you will be taking no further part in the discussion as the management want to capture their opinions, not yours.

Give a time warning at 9 minutes if the group is not nearing agreement. After 10 minutes close the discussion. If appropriate, you could summarise their ranking as a way of ending this session.

Indicate there will be a break (allow 5-20 mins) after which candidates should return for the next part of the assessment. You should inform them that the next part of the assessment will be a formal discussion and inform them of the subject i.e.

As part of a local debate on the value of technology in education, which your organisation is taking part in, you and your colleagues are being asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobiles to their children on starting school. You should agree recommendations which may be shared by your organisation with local schools on whether this should or should not be encouraged.

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

Mobile Phones – Sub-task 3

(Formal discussion, unfamiliar subject, 10 minutes)

Introduction

Remind candidates of the task. As part of a local debate on the value of technology in education, which your organisation is taking part in, you (i.e. the candidate) and your colleagues are being asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobiles to their children on starting school. You should agree recommendations which may be shared by your organisation with local schools on whether this should or should not be encouraged.

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

END OF ASSESSMENT

Note to centres:

The tasks above could be amended by the centre by using a different topic e.g. other aspects of modern technology such as laptops, DVDs etc. Alternatively, the centre can develop its own tasks provided they follow the guidance given previously in this document, including the setting specification. Amendments and new tasks, along with a completed setting matrix should be sent to IMIA at least 8 weeks before assessment is due to take place for approval by the Functional Skills Chief Examiner/Verifier. Only if your amendments / new tasks meet the requirements will approval be given. If approval is not received by the time the assessment takes place, centres should use one of the IMIA example tasks.

**Functional Skills in English – Speaking,
Listening and Communication
Level 1 Setting Matrix
Exemplar Task
Paper Code : 1010201195**

| Skill standard | Coverage and range | Sub-tasks Coverage and range | Assessment weighting |
|--|---|---|---|
| <p>Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.</p> | <p>Make relevant and extended contributions to discussions, allowing for and responding to others' input.</p> <p>Prepare for and contribute to the formal discussion of ideas and opinions.</p> <p>Make different kinds of contributions to discussions.</p> <p>Present information / points of view clearly and in appropriate language.</p> | <p>Sub-task 1 Sub-task 2 Sub-task 3</p> <p>Sub-task 2 Sub-task 3</p> <p>Sub-task 1 Sub-task 2 Sub-task 3</p> <p>Sub-task 1 Sub-task 2 Sub-task 3</p> | <p>Equal weighting across all the coverage and range.</p> |

PART C - CARRYING OUT THE ASSESSMENT; GUIDANCE ON CONTROLLED CONDITIONS

Introduction

Controlled assessment is a form of internal assessment in which control levels are set for each stage of the assessment process: task setting, task taking and task marking. Centres should ensure when carrying out the assessment for speaking, listening and communication (SLC) that they follow the advice and guidance given by IMIA.

Controlled assessment

In SLC, where the Functional Skills qualification criteria allow for internal assessment, this must be undertaken through controlled assessment. The controls for each skill area are centrally designated to ensure comparability across awarding organisations.

Levels of control are defined for three stages of assessment.

Task setting: the specification of the assessment requirements. An example task is set by IMIA but can be adapted by centres. Alternatively tasks can be developed by teachers/lecturers and then approved by IMIA. Centre-devised tasks must be developed in line with the requirements set by IMIA in this guidance document and the setting matrix. IMIA will replace exemplar tasks at least annually. Centre devised tasks should similarly be replaced annually.

Task taking: the conditions for candidate support and supervision and the authentication of candidates' work. Task taking may involve different parameters from those used in traditional written examinations; for example, candidates with IMIA are allowed to carry out brief preparation for the sub-tasks as indicated in the exemplar task and are allowed supervised access to sources such as the internet, if they so wish.

Task marking: this specifies the way in which candidates' outcomes are assessed. Task marking involves the use and application of the IMIA mark scheme (see Table 3 and marking guidance on page 19)

For each stage, the level of control must be as high as possible for the skills assessed - hence IMIA's rigorous guidelines on time allowances for the SLC task and sub-tasks to ensure reliability and authenticity. However, this level of control also provides for valid assessment of the skill while ensuring manageability for learners and centres.

Controlled assessment review

IMIA's exemplar SLC task will be reviewed annually, as a minimum, to ensure that they continue to set an appropriate challenge. An exemplar task will be made available, which together with the availability of centre amended and centre developed tasks will ensure that the requirements are not predictable.

Equality issues

IMIA is responsible for ensuring that, where controlled assessment is used, centres comply with the '*Functional Skills qualification criteria*' (Ofqual/09/4558) and the relevant skills criteria in relation to equality, access and inclusion.

Additionally, IMIA must ensure that qualifications are non-discriminatory on the grounds of disability, gender, race, age, sexual orientation and religion/belief. Inclusion documents details the full range of strategies that candidates are permitted to use to meet the requirements of the assessment are available through IMIA as well as Ofqual and QCDA. Centres must ensure when amending or developing tasks for SLC no unnecessary barriers are placed in the way of candidate achievement.

Task taking – tasks are completed under formal supervision but candidates may carry out preparatory work under limited supervision, as indicated on the exemplar SLC tasks.

IMIA require candidates to complete all work for SLC, with the exception of preparatory work carried out in breaks, under formal supervision. The candidate must be in direct sight of the supervisor at all times, and the use of resources and interaction with others is tightly prescribed. Preparatory work may be completed under limited supervision i.e. in the time between sub-tasks on site.

IMIA indicates clearly on the exemplar task the level of teacher support that is allowed. If any support other than that required in the instructions is given, this should be recorded on the record of candidate achievement.

IMIA indicate clearly that SLC tasks should consist of three sub-tasks, each of which should last 10 minute with a break of 5 - 20 minutes between each.

Candidates' access to resources is determined by those available to the centre in line with guidance from IMIA. The work of individual candidates may be informed by working with others in preparatory work for formal discussion, for example, but candidates must be assessed on their own performance.

Teachers/lecturers should mark the SLC assessment, using the mark scheme provided by the IMIA and completing the IMIA Record of Candidate Achievement on the following page. No other mark schemes of recording documentation will be accepted.

Training video links, designed to standardise centre assessors and support the assessment of the Speaking, Listening and Communication component, are available on the [IMIA website](#). Assessors will be approved to carry out SLC assessments once IMIA are satisfied that they have completed the training.

PART D - MARKING THE ASSESSMENT**FUNCTIONAL SKILLS – ENGLISH LEVEL 1
RECORD OF CANDIDATE ACHIEVEMENT****Assessment task:** _____**Date of assessment:** _____**Candidate Name:** _____ **Candidate Number:** _____**Centre Name:** _____ **Centre code:** _____**Total score:** _____ **Result:** _____**Instructions**

The details above, except the total score and result, must be completed for each candidate before the assessment takes place. Only one form is required per candidate. The total score and result must be entered after the assessment has been completed for each group of 3 – 5 candidates. Candidates must not be shown their results which are provisional. Results are subject to moderation by IMIA and are only confirmed on receipt of a result slip from IMIA.

The standards to be achieved and the place for recording achievement are on the next page. Candidates should be observed in each speaking and listening sub-task. A tick should be placed in each box to represent the standard achieved by the candidate in each sub-task. There should therefore be three ticks in each column by the end of the assessment. Marks for each sub-task should be totalled and then added together to provide the overall mark. There are 48 marks available in total; 16 for each sub-task. Candidates must achieve 36 marks or more to obtain a pass, with at least 10 marks being obtained in each sub-task.

Each column has 5 marks available shown on the left hand side. Against each mark is the standard of performance to be observed to obtain the mark. The headings above each column show the skill standard required for Functional Skills English Level 1 – Speaking Listening and Communication and the coverage and range to be assessed.

This form must be completed and kept by the centre in a secure place for a minimum of 6 months. It must be shown or returned to IMIA on request.

Table 3 **Candidate:** _____ **Assessor:** _____

Date: _____ **ST1 tot:** _____ **ST2 tot:** _____ **ST3 tot:** _____ **TOTAL** _____

| Level 1 Skill Standard: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects. | | | | | |
|---|--|---|---|--|--|
| Mark | Make relevant and extended contributions to discussions, allowing for and responding to others input. | Prepare for and contribute to the formal discussion of ideas and options. | Make different kinds of contributions to discussions. | Present information / points of view clearly and in appropriate language. | |
| 4 - Good Pass | Made <i>a range of</i> relevant and extended contributions Played a <i>key part</i> in discussions Responded appropriately to others | <i>Very well prepared</i> to contribute to the formal discussion of opinions of ideas | Made a <i>wide range</i> of different types of contribution. <i>Altered type of contribution to suit other members of the group.</i> | Presented a variety of information and points of view clearly Used appropriate language at all times | |
| 3 - Pass | Made relevant and extended contributions Allowed for and responded appropriately to others' input. | Appropriately prepared to contribute to the formal discussion of ideas and opinions | Made different kinds of contribution to the discussion. | Presented information / points of view clearly Used appropriate language | |
| 2 - Borderline Fail | Made <i>some</i> relevant and contributions Allowed for and responded to others' input <i>most of the time</i> . | Prepared to contribute to discussion of ideas and opinions. | Made <i>some</i> different kinds of contribution. | <i>On the whole</i> , presented information and points of view clearly Used <i>mostly</i> appropriate language | |
| 1 - Fail | Made <i>some</i> contributions, <i>although not always relevant</i> | <i>Not fully</i> prepared to contribute to the discussion of ideas and/or opinions. | <i>Made a limited type</i> of contribution | <i>Contributions needed clarification.</i> <i>At times language not fully appropriate</i> to subject and/ or audience | |

| | | | | |
|-----------------------------------|---------------------------------------|---|--|--|
| 0 - Insufficient to Assess | <i>Made little or no contribution</i> | <i>Was not prepared for the discussion.</i> | <i>Made little / no contribution to the discussion</i> | <i>Contributions could not really be understood and/or language used was inappropriate.</i> <i>Made little or no contribution</i> |
|-----------------------------------|---------------------------------------|---|--|--|

Note to markers: You should place a tick in the box to the right of each descriptor which best fits the candidate's performance. There should be one tick in each column for each sub-task; three ticks in each column after the whole task has been completed. At times the candidate performance will lie between two descriptors. In such cases you should tick the box which most closely describes the performance of the candidate.

Use different colours (or symbols) for each sub-task. In this way you will find it straightforward to calculate the total marks for each sub-task and the overall marks after all sub-tasks have been completed. These scores should be entered at the top of the page and the overall score transferred to the front page. If a candidate has:

- gained more than 36 marks overall
- with more than 10 marks for each sub-task and
- a pass or good pass (ie 3 or 4 marks) for each component in one or more of the sub-tasks
-

then the candidate should be provisionally awarded a 'pass' and the record of candidate achievement (along with any other evidence to support it eg candidate notes, video tape etc) should be submitted for external verification/moderation. A completed mark sheet can be seen on the next page to use as an example.

Centres are reminded that work should also be part of a sample which has been internally verified or standardised before being submitted for external verification.

EXAMPLE
Table 3
Candidate: AN Other
Assessor: TB Arranged
Date: 01.01.10 ST1 tot:12 ST2 tot: 11 ST3 tot: 14 Total 37

| Level 1 Skill Standard: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects. | | | | | | | |
|---|--|-------------|---|--------|---|--------|--|
| Mark | Make relevant and extended contributions to discussions, allowing for and responding to others input. | | Prepare for and contribute to the formal discussion of ideas and options. | | Make different kinds of contributions to discussions. | | Present information / points of view clearly and in appropriate language. |
| 4 - Good Pass | Made <i>a range of</i> relevant and extended contributions Played a <i>key part</i> in discussions Responded appropriately to others | | <i>Very well prepared</i> to contribute to the formal discussion of opinions of ideas | ✓ | Made a <i>wide range of</i> different types of contribution. <i>Altered type of contribution to suit other members of the group.</i> | ✓ | Presented a variety of information and points of view clearly Used appropriate language at all times |
| 3 - Pass | Made relevant and extended contributions Allowed for and responded appropriately to others' input. | ✓ ✓ ✓ | Appropriately prepared to contribute to the formal discussion of ideas and opinions | ✓ ✓ | Made different kinds of contribution to the discussion. | ✓ ✓ | Presented information / points of view clearly Used appropriate language |
| 2 - Borderline Fail | Made <i>some</i> relevant and contributions Allowed for and responded to others' input <i>most of the time.</i> | | Prepared to contribute to discussion of ideas and opinions. | | Made <i>some</i> different kinds of contribution. | | <i>On the whole</i> , presented information and points of view clearly Used <i>mostly</i> appropriate language |
| 1 - Fail | Made <i>some</i> contributions, <i>although not always relevant</i> | | <i>Not fully</i> prepared to contribute to the discussion of ideas and/or opinions. | | <i>Made a limited type of</i> contribution | | <i>Contributions needed clarification.</i> <i>At times language not fully appropriate to subject and/ or audience</i> |

| | | | | | | | | |
|-----------------------------------|---------------------------------------|--|---|--|--|--|--|--|
| 0 - Insufficient to Assess | <i>Made little or no contribution</i> | | <i>Was not prepared for the discussion.</i> | | <i>Made little / no contribution to the discussion</i> | | <i>Contributions could not really be understood and/or language used was inappropriate.</i> <i>Made little or no contribution</i> | |
|-----------------------------------|---------------------------------------|--|---|--|--|--|--|--|