



# FUNCTIONAL SKILLS ENGLISH LEVEL 2

I.D: 501/1561/3

## ***SPEAKING, LISTENING AND COMMUNICATION***

### ***Assessment Task: Observation and reporting***

**Total marks available: 48**

#### **CANDIDATES NEED**

- Paper and pencil to make notes
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This assessment task must be kept secure until the assessment is to take place.

**TIME ALLOWED: 30 Minutes**

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#### ***INSTRUCTIONS***

In the week before the assessment candidates must be informed that as part of their SLC assessment they will each be required to give a 2-3 minute presentation. The context and details of the presentation (as found in sub-task 2) should be given to candidates at this stage.

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## 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 a break of 5 - 20 minutes is taken between sub-tasks 1 and 2 to allow candidates a rest, and allow them time for final preparations for their presentation. Sub-task 3 will follow on immediately from sub-task 2.

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.

### **Observation and reporting – Sub-task 1 (unfamiliar subject, informal context, 10 mins)**

## Introduction

Explain that there has been an increase in accidents recently within your organisation. However, despite witnesses often being present, the Health and Safety Officer has noticed that they are frequently unable to supply any information on what they have seen, or that the information they give is very vague and so of little help in preventing future accidents or determining, in some cases, who or what caused the accident.

To try to improve this situation, the Health and Safety Officer has asked all employees / students to work together to raise awareness of the importance observation and reporting.

You have therefore been invited to a meeting with a group of 2-4 other colleagues to discuss the issues. The Health and Safety Officer has provided the following list of prompts (these can be written on a flip chart or whiteboard) to ensure his needs are met.

- What is a witness statement?
- What might influence how a witness views a situation?
- How can different witnesses give different statements about the same event?
- What do you see as the police's role in taking a witness statement? How might this affect what you say?
- What do you see as the role of witness statements in court cases?
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You should explain that you will be taking no further part in the discussion as the management want to capture their thoughts, feelings and ideas, not yours.

After 10 minutes close the session. Indicate there will be a break (allow between 5 and 20 minutes) after which candidates should return for formal presentations on the following topic. These presentations may be watched by a member of your organisation's management in order to help them support staff to move towards improved observation and reporting.

Give a brief presentation, lasting no longer than 2 minutes, describing something you have seen or done recently, trying to include as much detail as possible. If you have actually witnessed an accident, then you could offer a witness testimony on that. Alternatively, you might give your presentation based on a lesson you have had recently, what you saw over lunch, a description of a recent journey. Your description should be as detailed and as interesting as possible and you should indicate what you found easy to remember and what was more difficult.

## **Observation and reporting – Sub-task 2 (presentation, familiar subject, unfamiliar formal context, 2-3 mins each)**

### **Introduction**

Explain that in this 10 minute session (depending on number in group) you want each person in the group of 3-5 to use their prepared material to support and sustain a 2-3 minute presentation.

Remind them of the task:

Give a brief presentation, lasting 2 to 3 minutes, describing something you have seen or done recently, trying to include as much detail as possible. If you have actually witnessed an accident, then you could offer a witness testimony on that. Alternatively, you might give your presentation based on a lesson you have had recently, what you saw over lunch, a description of a recent journey. Your description should be as detailed and as interesting as possible and you should indicate what you found easy to remember and what was more difficult.

Visual aids may be used if the candidate feels they will be useful. Listeners should be encouraged to take notes ready for the next sub-task.

You should indicate to each candidate when they have been speaking for 2 minutes and stop them after 3 minutes. When all members of the group have completed their presentations remind them that they will be moving straight on into sub-task 3.

## **Observation and reporting – Sub-task 3 (Formal discussion, unfamiliar subject, 10 minutes)**

### **Introduction**

Having listened to several presentations, you (the candidate) should now discuss key learning points from each of them relating to ways of encouraging and helping people to become more observant and so more accurate when reporting what they have witnessed. You may offer some prompts:

- Were there any patterns in what helped people to remember accurately?
- Were there things said in the presentations which you really remember? Why?
- How could that improve other people's observation skills.

Key points should be noted on a flip chart, which will be returned to the Health and Safety Officer for possible inclusion on a leaflet to all staff. If your 'top tip' is taken forward you may have the opportunity to win a prize so make sure you present your ideas persuasively so they get noted down.

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

**END OF TEST**

### **Note to centres:**

The tasks above could be amended by the centre by using a different topic eg energy saving efficiencies (initial discussion what do we mean by energy saving and why is it important, presentations on particular, preferred, methods of saving energy, discussion about which is the best to be included in leaflet to staff)

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 IMIAL for 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 IMIAL example tasks.

