

**Functional Skills in English –  
Speaking, Listening and Communication  
Level 2  
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. IMIAL 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 IMIAL at least eight weeks before assessment is due to take place for approval by the Functional Skills Chief Examiner/Verifier.

**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.

<p><b>Level 2 skill standard</b></p> <p>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentations.</p>			
<p>Consider complex information and give a relevant, cogent response in appropriate language.</p>	<p>Present information and ideas clearly and persuasively to others.</p>	<p>Adapt contributions and ideas clearly and persuasively to others.</p>	<p>Make significant contributions to discussions taking a range of roles and helping to move discussion forward.</p>

At Level 2 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, i.e. Level 2. 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 2 assessment component which has been produced by IMIAL 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 IMIAL 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 IMIAL'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 2 and no higher.

Setters (whether setting the example tasks for IMIAL 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 IMIAL 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 (eg 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 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 2**  
**Setting Specification**

<b>Skill standard</b>	<b>Coverage and range</b>	<b>Assessment weighting</b>
<p>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentation.</p>	<p>Consider complex information and give a relevant, cogent response in appropriate language.</p> <p>Present information and ideas clearly and persuasively to others.</p> <p>Adapt contributions and ideas clearly and persuasively to others.</p> <p>Make significant contributions to discussions taking a range of roles and helping to move discussion forward.</p>	<p>Equal weighting across all the coverage and range.</p>

**Table 2**

**Functional Skills in English – Speaking, Listening and Communication**

**Level 2**

**Setting Matrix Pro forma**

<b>Skill standard</b>	<b>Coverage and range</b>	<b>Sub-tasks</b>	<b>Assessment weighting</b>
<p>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentation.</p>	<p>Consider complex information and give a relevant, cogent response in appropriate language.</p> <p>Present information and ideas clearly and persuasively to others.</p> <p>Adapt contributions and ideas clearly and persuasively to others.</p> <p>Make significant contributions to discussions taking a range of roles and helping to move discussion forward.</p>		<p>Equal weighting across all the coverage and range.</p>

**Table 3: Functional Skills in English – Speaking, Listening and Communication.  
Level 2 Mark Scheme**

Level 2 skill standard: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations						
Mark	Consider complex information and give a relevant, cogent response in appropriate language.		Present information and ideas clearly and persuasively to others.		Adapt contributions to suit audience, purpose and situation.	Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.
<b>4 - Good Pass</b>	<p>Considered complex information <i>in detail</i></p> <p>Gave <i>highly</i> relevant, cogent responses</p> <p>Used appropriate language</p>		<p>Presented relevant information and ideas in a <i>highly effective way, using a range of techniques including visual or other aids</i></p> <p>Presented information persuasively to others</p>		<p>Adapted contribution / presentation to actively engage the audience and fully meet their needs and also to suit purpose and situation</p>	<p>Made significant contributions</p> <p>Took on a wide range of roles</p> <p>Lead in moving discussion forward / effectively structured presentation</p>
<b>3 - Pass</b>	<p>Considered complex information</p> <p>Gave relevant, cogent responses</p> <p>Used appropriate language</p>		<p>Presented information and ideas clearly (including visual or other aids if appropriate).</p> <p>Presented information persuasively, where appropriate.</p>		<p>Adapted contributions to suit audience, purpose and situation</p>	<p>Made significant contributions</p> <p>Took on a range of roles</p> <p>Helped to move discussion forward/ reasonably structured presentation</p>
<b>2 - Borderline Fail</b>	<p><i>Listened to</i> information</p> <p>Gave relevant responses</p> <p>Used appropriate language most of the time</p>		<p>Presented information and ideas <i>reasonably</i> clearly.</p> <p>Some attempt at persuasion, though not always successful.</p>		<p>Contribution <i>on the whole</i> appropriate to the audience, purpose and situation.</p>	<p>Made reasonable contributions</p> <p>Occasionally took on another role</p> <p>Attempted to move discussion forward but not always successfully / made some attempt to structure presentation.</p>
<b>1 - Fail</b>	<p>Listened to information <i>at times</i>.</p> <p>Gave <i>some</i> responses but these were <i>not always relevant</i></p> <p>Used appropriate language <i>at times</i></p>		<p>Presented information and/or ideas, although <i>sometimes needed clarification</i>.</p>		<p>Made limited contributions - some of which may not have been relevant to the audience and/or purpose and/or situation</p>	<p>Made limited contributions</p> <p>Took on only one role eg advocate</p> <p>Took little or no responsibility for taking discussion forward/ limited structure to presentation</p>
<b>0 - Fail</b>	<p><i>Made little or no contribution</i></p>		<p><i>Little or no information presented</i></p>		<p><i>Made little or no attempt made to make contributions suitable</i></p>	<p><i>Made little or no contribution / little or no structure to presentation</i></p>

**Table 4: Functional Skills in English: Speaking, Listening and Communication Level 2**

**Assessment task setting specification for centres**

<b>Functional Skills in English – Speaking, Listening and Communication Level 2</b>  <b>Assessment Task Specification</b>	
<p><b>Number of tasks:</b> 1 task with related sub-tasks</p> <p><b>Time Allowed: 30 minutes</b></p> <p><b>A break of 5 - 20 minutes is recommended between the first and second sub-task</b></p> <p><b>Each assessment task and its related sub-tasks will assess the coverage and range as follows:</b></p>	
<p><b>Level 2 skill standard</b></p> <p>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentation</p>	
<p>Consider complex information and give a relevant, cogent response in appropriate language.</p> <p>Present information and ideas clearly and persuasively to others.</p> <p>Adapt contributions and ideas clearly and persuasively to others.</p>	<p>25%</p>
<p>Present information and ideas clearly and persuasively to others.</p>	<p>25%</p>
<p>Adapt contributions and ideas clearly and persuasively to others.</p>	<p>25%</p>
<p>Make significant contributions to discussions taking a range of roles and helping to move discussion forward.</p>	<p>25%</p>



**PART B - EXAMPLE TASK****FUNCTIONAL SKILLS  
ENGLISH LEVEL 2*****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?
- 

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 ASSESSMENT**

#### **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.

## Functional Skills in English – Speaking, Listening and Communication

Level 2

### Setting Matrix Example Task

**Paper Code**                      **1010201198**

Skill standard	Coverage and range	Sub-tasks Coverage and range	Assessment weighting
<p>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar and make effective presentation.</p>	<p>Consider complex information and give a relevant, cogent response in appropriate language.</p> <p>Present information and ideas clearly and persuasively to others.</p> <p>Adapt contributions and ideas clearly and persuasively to others.</p> <p>Make significant contributions to discussions taking a range of roles and helping to move discussion forward.</p>	<p><b>Sub-task 2</b> <b>Sub task 3</b></p> <p><b>Sub-task 1</b> <b>Sub-task 2</b> <b>Sub task 3</b></p> <p><b>Sub-task 1</b> <b>Sub task 3</b></p> <p><b>Sub-task 1</b> <b>Sub task 3</b></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 IMIAL.

### **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. Example tasks are set by IMIAL but can be adapted by centres. Alternatively tasks can be developed by teachers/lecturers and then approved by IMIAL. Centre-devised tasks must be developed in line with the requirements set by IMIAL in this guidance document and the setting matrix. IMIAL 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 IMIAL 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 IMIAL mark scheme (see Table 3 and marking guidance)

For each stage, the level of control must be as high as possible for the skills assessed - hence IMIAL'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**

IMI's exemplar SLC task will be reviewed annually, as a minimum, to ensure that they continue to set an appropriate challenge. An exemplar tasks 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

IMIAL 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, IMIAL must ensure that qualifications are non-discriminatory on the grounds of disability, gender, race, age, sexual orientation and religion/belief. Inclusion documents detail the full range of strategies that candidates are permitted to use to meet the requirements of the assessment and are available through IMIAL 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.

IMIAL 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.

IMIAL indicates clearly on the exemplar tasks 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.

IMIAL indicate clearly that SLC tasks should consist of three sub-tasks, each of which should last approximately 10 minutes with a 5 - 20 minute break between sub-tasks 1 and 2. Sub-tasks 2 and 3 should follow straight on from one another.

Candidates' access to resources is determined by those available to the centre in line with guidance from IMIAL. 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 IMIAL and completing the IMIAL 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 [IMIAL website](#). Assessors will be approved to carry out SLC assessments once IMIAL are satisfied that they have completed the training.



**PART D - MARKING THE ASSESSMENT**

EAF 21

**FUNCTIONAL SKILLS – ENGLISH LEVEL 2  
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 IMIAL and are only confirmed on receipt of a result slip from IMIAL.

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-tasks. There should therefore be 3 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 2 – 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 IMIAL on request.*

Candidate: \_\_\_\_\_ Assessor: \_\_\_\_\_  
 Date: \_\_\_\_\_ ST1 tot: \_\_\_\_\_ ST2 tot: \_\_\_\_\_ ST3 tot: \_\_\_\_\_ TOTAL \_\_\_\_\_

Level 2 skill standard: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations					
Mark	Consider complex information and give a relevant, cogent response in appropriate language.	Present information and ideas clearly and persuasively to others.	Adapt contributions to suit audience, purpose and situation.	Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	
4 - Good Pass	Considered complex information <i>in detail</i> Gave <i>highly</i> relevant, cogent responses Used appropriate language	Presented relevant information and ideas in a <i>highly effective way, using a range of techniques including visual or other aids</i> Presented information persuasively to others	Adapted contribution / presentation to actively engage the audience and fully meet their needs and also to suit purpose and situation	Made significant contributions Took on a wide range of roles Lead in moving discussion forward	
3 - Pass	Considered complex information Gave relevant, cogent responses Used appropriate language	Presented information and ideas clearly (including visual or other aids if appropriate). Presented information persuasively, where appropriate.	Adapted contributions to suit audience, purpose and situation	Made significant contributions Took on a range of roles Helped to move discussion forward	
2 - Borderline Fail	Listened to information Gave relevant responses Used appropriate language most of the time	Presented information and ideas <i>reasonably</i> clearly. Some attempt at persuasion, though not always successful.	Contribution <i>on the whole</i> appropriate to the audience, purpose and situation.	Made reasonable contributions Occasionally took on another role Attempted to move discussion forward but not always successfully.	
1 - Fail	Listened to information <i>at times</i> . Gave <i>some</i> responses but these were <i>not always relevant</i> Used appropriate language <i>at times</i>	Presented information and/or ideas, although <i>sometimes needed clarification</i> .	Made limited contributions - some of which may not have been relevant to the audience and/or purpose and/or situation	Made limited contributions Took on only one role eg advocate Took little or no responsibility for taking discussion forward	
0 - Fail	Made <i>little or no contribution</i>	<i>Little or no information presented</i>	Made <i>little or no attempt made to make contributions suitable</i>	Made <i>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 1 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/moderation.

**EXAMPLE**

Candidate: **AN Other**

Assessor: **TB Arranged**

Date: **01.01.10** ST1 tot: **13** ST2 tot: **13** ST3 tot: **10** Total **36**

**Level 2 skill standard: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations**

Mark	Consider complex information and give a relevant, cogent response in appropriate language.		Present information and ideas clearly and persuasively to others.		Adapt contributions to suit audience, purpose and situation.		Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	
<b>4 - Good Pass</b>	<p>Considered complex information <i>in detail</i></p> <p>Gave <i>highly</i> relevant, cogent responses</p> <p>Used appropriate language</p>	<p>✓</p> <p>✓</p>	<p>Presented relevant information and ideas in a <i>highly effective way, using a range of techniques including visual or other aids</i></p> <p>Presented information persuasively to others</p>		<p>Adapted contribution / presentation to actively engage the audience and fully meet their needs and also to suit purpose and situation</p>		<p>Made significant contributions</p> <p>Took on a wide range of roles</p> <p>Lead in moving discussion forward/ effectively structured presentation</p>	
<b>3 - Pass</b>	<p>Considered complex information</p> <p>Gave relevant, cogent responses</p> <p>Used appropriate language</p>		<p>Presented information and ideas clearly (including visual or other aids if appropriate).</p> <p>Presented information persuasively, where appropriate.</p>	<p>✓</p> <p>✓</p>	<p>Adapted contributions to suit audience, purpose and situation</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Made significant contributions</p> <p>Took on a range of roles</p> <p>Helped to move discussion forward/ reasonably structured presentation successfully</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<b>2 - Borderline Fail</b>	<p><i>Listened to</i> information</p> <p>Gave relevant responses</p> <p>Used appropriate language most of the time</p>	<p>✓</p>	<p>Presented information and ideas <i>reasonably</i> clearly.</p> <p>Some attempt at persuasion, though not always successful.</p>	<p>✓</p>	<p>Contribution <i>on the whole</i> appropriate to the audience, purpose and situation.</p>		<p>Made reasonable contributions</p> <p>Occasionally took on another role</p> <p>Attempted to move discussion forward but not always successful/ made some attempt to structure presentation</p>	
<b>1 - Fail</b>	<p>Listened to information <i>at times</i>.</p> <p>Gave <i>some</i> responses but these were <i>not always relevant</i></p> <p>Used appropriate language <i>at times</i></p>		<p>Presented information and/or ideas, although <i>sometimes needed clarification</i>.</p>		<p>Made limited contributions - some of which may not have been relevant to the audience and/or purpose and/or situation</p>		<p>Made limited contributions</p> <p>Took on only one role eg advocate</p> <p>Took little or no responsibility for taking discussion forward/ limited structure to presentation</p>	

<p><b>0 - Fail</b></p>	<p><i>Made little or no contribution</i></p>	<p><i>Little or no information presented</i></p>	<p><i>Made little or no attempt made to make contributions suitable</i></p>	<p><i>Made little or no contribution / little or no structure to presentation</i></p>
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