

## NCFE Level 1 Functional Skills Qualification in English: Speaking, Listening and Communicating

### Assessment Grid

**Duration:** 12-16 minutes per learner.

**Structure:** There is one activity covering 2 tasks that each learner must complete to achieve:

#### Assessment Activity:

##### Task 1

- A presentation on a given topic lasting **5 minutes** to an audience of a minimum of **3 learners**.

##### Task 2

- A question and answer session, taking place directly after the presentation lasting **3-5 minutes**.

##### Task 3

- A group discussion with a minimum of **3 learners** on a given topic lasting between **4-6** minutes per learner.

## Scope of study and Subject Content Statement coverage

### The criteria for a Pass performance descriptor:

Learners **generally** demonstrate the requirements for the level:

- **consistently**
- **effectively**
- to an **appropriate degree** for that level.

Overall performance across the range of requirements for the level is **secure**; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

Scope of study (SOS) and Subject Content Statement (SCS)	Presentation	Q&A		Group Discussion	Evidencing Competency	
		P	A			
<b>Opportunity to meet the SCS</b>					Overall performance across the range of requirements for the level is <b>secure</b> ; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.	
Text: this should include straightforward texts that instruct, describe, narrate and explain.						
L1.1.1	Identify relevant information and lines of argument in explanations or presentations			✓	✓	<p><b>Relevant</b> information should be identified from the presentations and discussions.</p> <p>This is evidenced notionally by demonstrating competency in following Subject Content Statements: <b>L1.1.2, L1.1.3, L1.1.4, L1.1.5</b></p>
L1.1.2	Make requests and ask relevant questions to obtain specific information in different contexts			✓	✓	<p>Learners will be required to ask relevant questions (plural) across each of the tasks.</p> <p>As the audience learners must demonstrate competency of the SCS on <b>at least one occasion</b> for each; making requests (where opportunity permits) and asking relevant questions.</p> <p>During the discussion the learner must demonstrate competency of the SCS on <b>at least one occasion</b> for each; making requests and asking relevant questions.</p> <p>Where competency is not evidenced across both activities, any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.</p>
L1.1.3	Respond effectively to detailed questions		✓		✓	Respond effectively to detailed questions (plural), demonstrated across <b>both</b> activities.

						<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b>.</p> <p>As the presenter learners must demonstrate competency of the SCS on <b>at least one occasion</b>.</p> <p>During the discussion the learner must demonstrate competency of the SCS on <b>at least one occasion</b>.</p> <p>Where competency is not evidenced across both activities, any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.</p>
L1.1.4	Communicate information, ideas and opinions clearly and accurately on a range of topics	✓	✓	✓	✓	<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during each task.</p> <p>This can be supported by providing time and opportunity at the beginning of a discussion for each learner to individually communicate their information, ideas and opinions on a range of topics during the discussion. There will also be opportunity to interject throughout and also demonstrate this.</p> <p>The presentation will also provide opportunity for this.</p>
L1.1.5	Express opinions and arguments and support them with evidence	✓	✓		✓	<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during <b>each</b> task.</p> <p>This can be supported by providing time and opportunity at the beginning of a discussion for each learner to individually communicate their information, ideas and opinions on a range of topics during the discussion. There will also be opportunity to interject throughout and also demonstrate this.</p> <p>The presentation will also provide opportunity for this.</p>
L1.1.6	Follow and understand discussions and make contributions relevant to the situation and the subject		✓	✓	✓	<p>Relevant contributions include those of the requirements for making requests in <b>L1.1.2</b>, responding to detailed questions for <b>L1.1.3</b>, communicating information and ideas for <b>L1.1.4</b>, and expressing opinions and support with evidence for <b>L1.1.5</b>.</p>
L1.1.7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓	✓	✓	✓	<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during <b>each</b> task.</p>
L1.1.8	Respect the turn-taking rights of others during discussions, using				✓	<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during the group discussion.</p>

	appropriate language for interjection					
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