

SKILLSFIRST LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH

Speaking, Listening and Communicating

Sample Assessment Task: Mobile Phones

Learners need:

- An image of a mobile phone
 - A pen or pencil, and paper
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This assessment task must be kept secure until the assessment is to take place.

TIME ALLOWED: 30 Minutes

Instructions

- An image of a mobile phone should be provided for each group.
 - This assessment must be carried out under controlled conditions.
 - The group must consist of at least three but no more than five learners.
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Preparation

Learners should be aware that there are two ten-minute speaking and listening sub-tasks to be completed within a half hour window of time. It is recommended that a break of 10 minutes is taken between the sub-tasks to allow learners a rest, allow them some time to think about and briefly prepare ideas for the second discussion and time for marking of the first sub-task to be completed. Learners may make notes of their ideas during this break.

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

Mobile Phones

Instructions for assessors

Remind learners that within the sub-tasks they should include narratives, explanations, an exchange of ideas / talk with other people, instructions, information, descriptions and presentations.

Also remind learners that within the sub-tasks they will be assessed on:

- identifying relevant information and lines of argument
- making requests and asking relevant questions
- responding effectively to detailed questions
- communicating information, ideas and opinions clearly and accurately
- using appropriate phrases, registers and adapting their contributions to take account of the audience, purpose and medium of the discussion
- respecting the turn taking rights of others during the discussion, using appropriate language for interjection.

The above information must be provided to learners prior to the assessment beginning. This can be in the form of a handout (see Appendix A) or alternatively centres can choose to display this information to all learners on a notice board.

Introduction

You should inform learners that your centre / college / company / organisation wants to find out more about its employees' / students' views on what mobile phones are used for, in and out of the workplace, and what makes a good phone.

Mobile Phones – Sub-task 1 (10 minutes)

Ask the group to spend 10 minutes discussing this.

As soon as all learners are settled, start the discussion by saying something about the mobile phone pictured on the stimulus material e.g. What do you think of this mobile phone? Is it a type you would want?

Try to get a response from each group member.

Move swiftly on to open discussion once a group dynamic has been established. Encourage each group member to present specific information about mobile phones that they are familiar with eg their own mobile phone or those belonging to their friends and/or family.

If necessary, you could ask some prompts e.g.

- What do you use your mobile phone for? At work? At home?
- What do you think is the best feature of **your** mobile phone?
- What do you really want from a phone?
- Does the appearance of the phone matter - colour, size, layout?
- camera facility
- e-mail capability
- apps
- ease of use
- games
- ring tones
- messaging
- GPS
- ease of texting

Encourage each group member to ask questions to find out more about others' phones and what they use them for.

After 10 minutes, close the session. Indicate there will be a break (allow 10 minutes) after which learners should return for the next part of the assessment. You should inform them about the next part of the assessment: as part of a local debate on the value of technology in education, (which your organisation is taking part in), the group will be asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobile phones to their children on starting school. The group should agree recommendations which may be shared with local schools on whether this should or should not be encouraged.

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

Mobile Phones – Sub-task 2

(10 minutes)

Remind learners of the task i.e. that as part of a local debate on the value of technology in education, which your organisation is taking part in, the group are being asked to spend 10 minutes discussing the advantages and disadvantages of parents providing mobile phones to their children on starting school. The group should agree recommendations which may be shared 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:

You can develop your own assessment tasks, provided they follow the guidance within the document “Guidance on Setting Centre Devised SLC Assessment Tasks” available from AO link/email address. Amendments and new tasks, along with a completed setting matrix, should be sent to AO contact detail at least six weeks before the assessment is due to take place, for approval by a Functional Skills subject specialist. Approval will be granted only if your amendments / new tasks meet the requirements. If approval is not received by the time the assessment takes place, centres must use one of the AO name approved assessment tasks available.

Appendix A

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Instructions to learners

During this assessment you should include narratives, explanations, an exchange of ideas / talk with other people, instructions, information, descriptions and presentations.

You will also be assessed on:

- identifying relevant information and lines of argument
- making requests and asking relevant questions
- responding effectively to detailed questions
- communicating information, ideas and opinions clearly and accurately
- using appropriate phrases, registers and adapting their contributions to take account of the audience, purpose and medium of the discussion
- respecting the turn taking rights of others during the discussion, using appropriate language for interjection.