



Controlled Assessment Regulations for Essential Skills

Essential Skills

Communication Speaking and Listening

Level 1 and Level 2

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The criteria

Introduction

These criteria outline the regulatory arrangements for controlled assessment for the Speaking and Listening component of the Essentials Skills Communication qualification at Level 1 and 2.

1. 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.
2. Awarding organisations must ensure that appropriate advice is available to support centres in implementing these requirements.

Controlled assessment

3. Where the essential 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.
4. At levels 1 and 2, speaking and listening must be internally assessed.

Level of control

5. Regulations are defined for three stages of assessment.
 - **Task setting:** the specification of the assessment requirements. Tasks may be set by awarding organisations and/or teachers/lecturers as defined by the requirements in the qualification and skills criteria. Centre- devised tasks must be developed in line with the requirements set by the awarding organisation and include details of the degree of adaptation of the task permitted for individual learners. Tasks should be replaced within each component at least annually.
 - **Task taking:** the conditions for learner support and supervision and the authentication of learners work. Task taking may involve different

parameters from those used in traditional written examinations; for example, learners may carry out preparation for the task and may be allowed supervised access to sources such as the internet.

- **Task marking:** this specifies the way in which learners' outcomes are assessed. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding organisation.
6. For each stage, the level of control must be as high as possible for the skills assessed, to ensure reliability and authenticity. However, the level of control must provide for valid assessment of the skill while ensuring manageability for learners, centres and awarding organisations. Level and skill-specific regulations define the level of control that must operate for the three stages of assessment.

Number of controlled assessments

7. The controlled assessment is likely to contain a number of tasks/sub-tasks, to ensure coverage of the skill standards.
8. At levels 1 and 2 controlled assessment only applies to the **Communication speaking and listening** component where there should be one controlled assessment component which is verified and awarded as a single entity.

Time limits

9. To ensure manageability, awarding organisations should provide guidance on appropriate time limits for controlled assessment.

Controlled assessment review

10. All awarding-organisation-set controlled assessment tasks must be reviewed annually, as a minimum, to ensure that they continue to set an appropriate challenge. Awarding organisations should provide guidance to centres on how this assessment is delivered differently across different assessment opportunities, to ensure that the requirements are not predictable.

Equality issues

11. The awarding organisations are responsible for ensuring that, where controlled assessment is used, centres comply with the *Essential Skills Qualification Criteria* and the requirements of equalities legislation.

Controlled assessment of Essential Skills Communication Speaking and Listening Level 1 and 2

12. Level 1 and 2 Speaking and Listening in Essential Skills will be assessed through one controlled assessment component that covers these skills. The assessment must be 100 per cent open response.

Levels of control

13. The following levels of control apply to Essential Skills Communication speaking and listening levels 1 and 2.

Task setting

- Specifications must require learners to complete a single controlled assessment component in speaking and listening. The controlled assessment component must require learners to complete sufficient speaking and listening tasks to ensure coverage of the skill standards.
- The awarding organisation must provide exemplar tasks that cover the different requirements of the skill standards.
- The awarding organisation must ensure that specifications provide opportunities for centres to do one of the following:
 - adapt exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks;
 - design their own tasks according to clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks.

Task taking

- **Authenticity control (externally defined):**
 - Specifications must require learners to complete all work, with the exception of preparatory work, under formal supervision. Preparatory work may be completed under limited supervision. During task taking, the supervisor may provide limited guidance to learners as prescribed in awarding organisation requirements.

- **Feedback control (externally defined):**
 - The awarding organisation must indicate clearly the level of teacher/lecturer support that is allowed and how this should be recorded.
- **Time control (externally defined):**
 - The awarding organisation must indicate the minimum and maximum duration of speaking tasks.
- **Collaboration control (internally defined):**
 - Specifications must state that learners will be assessed on their individual performances but will be working with others in line with the requirements of the skill standards.
- **Resource control (internally defined):**
 - Specifications must state that learners' access to resources is determined by those available to the centre in line with guidance set by the awarding organisation.

Task marking

- Teachers/lecturers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- Awarding organisations are required to provide training for the teachers/lecturers who will be marking the controlled assessments.
- The awarding organisation verification process must be consistent with the requirements of the *Essential Skills Qualification Criteria* and the subject criteria for each relevant subject.

