

Guidance for Assessors: Speaking, Listening and Communicating

**NCFE Entry Level 1 Functional Skills
Qualification in English
603/5059/3**

**NCFE Entry Level 2 Functional Skills
Qualification in English
603/5056/8**

**NCFE Entry Level 3 Functional Skills
Qualification in English
603/5052/0**

Contents

Summary of changes.....	3
Overview.....	4
General information.....	6
Delivery information	9
Entry Level 1 assessment guidance.....	10
Entry Level 2 assessment guidance.....	16
Entry Level 3 assessment guidance.....	22
Appendix	27

Summary of changes

This summarises the changes to this guidance document.

Version	Publication date	Summary of amendments
v1.0	August 2023	First publication.
v2.0	July 2024	Addition of appendix. Amendments to General Information and Delivery Information relating to appendix.
v3.0	August 2024	Removal of section in Delivery Information: Recording of assessment. Inclusion of section in General Information: Retaining Assessments.
v3.1	October 2025	Amendments to references to preparation time and evidence requirements. Amendments to appendix references to time period for issuing task brief to learners.
v4.0	July 2026	Amendment to align with generic guidance for L1 / L2 and to update example topics.

Overview

All Speaking, Listening and Communicating (SLC) assessments can be completed face to face or via video conferencing. These assessments are internally assessed and are subject to quality control measures. Assessors must familiarise themselves with the information in this guidance document and ensure full familiarity with the relevant subject content statements (SCS) and Qualification Specifications.

This guidance document refers to SLC components for the following qualifications:

NCFE Entry Level 1 Functional Skills Qualification in English

NCFE Entry Level 2 Functional Skills Qualification in English

NCFE Entry Level 3 Functional Skills Qualification in English

Entry 1 Speaking, Listening and Communicating
EL1.1.1 Say the names of the letters of the alphabet
EL1.1.2 Identify and extract the main information from short statements and explanations
EL1.1.3 Follow single-step instructions, asking for them to be repeated if necessary
EL1.1.4 Make requests and ask straightforward questions using appropriate terms and registers
EL1.1.5 Respond to questions about specific information
EL1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
EL1.1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic
Entry 2 Speaking, Listening and Communicating
EL2.1.1 Identify and extract the main information and detail from short explanations
EL2.1.2 Make requests and ask clear questions appropriately in different contexts
EL2.1.3 Respond appropriately to straightforward questions
EL2.1.4 Follow the gist of discussions
EL2.1.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
EL2.1.6 Make appropriate contributions to simple group discussions with others about a straightforward topic
Entry 3 Speaking, Listening and Communicating
EL3.1.1 Identify and extract relevant information and detail in straightforward explanations
EL3.1.2 Make requests and ask concise questions using appropriate language in different contexts
EL3.1.3 Communicate information and opinions clearly on a range of topics
EL3.1.4 Respond appropriately to questions on a range of straightforward topics
EL3.1.5 Follow and understand the main points of discussions
EL3.1.6 Make relevant contributions to group discussions about straightforward topics
EL3.1.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Overview of Entry Level assessment tasks

Level	Task	Duration
Entry Level 1	1. One-to-one with assessor	3 to 5 minutes
	2. One-to-one discussion	3 to 5 minutes
Entry Level 2	1. One-to-one discussion	3 to 5 minutes
	2. Group discussion	8 to 10 minutes
Entry Level 3	1. Question and answer session	5 to 10 minutes
	2. Group discussion	8 to 15 minutes

General information

- Centres can devise their own tasks, but they must comply with the guidance provided in this document.
- Topics used for practice assessments must not be used for live assessments.
- Learners must be given an opportunity to plan and prepare for assessments.
- Centres may use NCFE exemplar tasks but must not alter the overall level of demand.
- Learners must demonstrate achievement against all subject content statements (SCS).

Evidence and feedback

Learner observation and assessment record (LOAR)

Assessors must complete a LOAR form (available on the NCFE website) to document each learner's performance. All sections of the LOAR must be completed.

Assessors should tick each box once to show that a learner has generally demonstrated competence against SCS. The comments section must summarise performance, including concise statements and brief examples (quoted or paraphrased) showing how criteria have been met.

If performance against a given SCS is weaker in one part of the assessment, the learner must demonstrate clear achievement of that SCS in another part. All SCS must be fully met to pass. Assessors should refer to the exemplar LOARs on the NCFE website, which provide guidance on the level of commentary required.

Requirement for a task brief

In addition to completing a LOAR for each learner, centres must provide evidence of each Speaking, Listening and Communicating (SLC) activity for external quality assurance. A simple task brief outlining the topic and aim is sufficient (see appendix for example task brief templates).

The task brief must be shared with the learner in advance (for example, 1 week prior to assessment) to allow sufficient preparation time. Centres should ensure that each learner has adequate time to understand the task requirements and prepare appropriately, based on their needs and the demands of the task.

The task brief must be attached to the LOAR as evidence. All documentation must be stored securely for external quality assurance sampling.

Additional evidence, such as preparation notes, must be retained in line with centre policy and made available to the external quality assurer (EQA) on request.

Assessment and resit requirements

To achieve a pass, learners must generally meet the requirements of the grading descriptors for the level:

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

Learners who have not achieved a pass can resit. The task that is retaken must be different from the original task. Feedback should be provided with clear actions outlined on how to improve performance. Before learners resit this component, further teaching and learning opportunities should be provided.

Each assessment task is a stand-alone activity and is assessed separately. If the learner fails one of the tasks, they can retake that task. For example, a learner may need to repeat the question-and-answer session at Entry Level 3 but not the group discussion. The task that is retaken **must** be different from the original task. The assessor will need to use a separate LOAR for the resit.

All records of assessment, pass or fail, should be retained and made available as part of internal quality assurance and external quality assurance sampling.

Retaining assessments

Centres must securely retain:

- the LOAR
- the task brief used for each assessment
- any other assessment materials.

These must be kept until sampling is complete and certificates have been issued.

Note: for each assessor delivering a level, centres must ensure that at least one SLC assessment at that level is either recorded or made available for the EQA to observe during the academic session (1 August to 31 July).

The following documents must be retained for a minimum of 3 years:

- IQA feedback to assessors
- tracking documents for all assessments
- documentation relating to learner achievement.

Preparation

Learners must be taught SLC using a variety of multimodal texts with different purposes, including explanations, information texts, narratives and discussions. Assessment topics must be fit for purpose, functional and of interest to learners.

Assessments must be carried out by an appropriate assessor who has been standardised

in line with SLC requirements. Assessors should be inclusive and clear in the delivery of the assessments and ensure they pitch all communication at the level of the learner.

Each individual task must provide opportunities to evidence the SCS relevant to that task. Learners must understand the requirements of each assessment task and be given sufficient time to research and plan. The amount of preparation time will vary depending on the needs of the learner and the demands of the task. No fixed timeframe is prescribed, provided learners have adequate time to prepare effectively.

Learners may attempt an assessment more than once if required; however, robust preparation and practice should minimise the need for reassessment. Where reassessment is required, a new task must be used.

Groups

The minimum number for a group discussion is three. Groups should not exceed five participants. This number includes the learner being assessed; it does **not** include the assessor. Participants who are not learners may take part as 'other participants' and are not assessed; however, they must be active participants in the discussion.

In mixed-level groups, assessors must ensure that each assessed learner can demonstrate the SCS for their own level. Where possible, learners should be assessed in groups of the same level, but assessors must ensure that assessed learners can achieve against all relevant SCS.

Delivery information

All Speaking, Listening and Communicating (SLC) assessments can be completed face to face or via video conferencing.

Assessment in the classroom

- Ensure assessment activities take place in a suitable environment. If the usual classroom is used, assessors should ensure it is free from distractions and disturbance.
- Assessment must not take place within a lesson and only those taking part in the assessment should be present.
- The learner should demonstrate appropriate behaviours for the teaching and learning environment.

Remote assessment

- Assessors must check that software and hardware are functioning prior to the assessment.
- The web conferencing software must be free from distractions, and only those taking part in the assessment should be present (no pets, family members, friends, partners or dependents).
- In terms of formality, the learner should refrain from smoking, vaping or eating, ensure they are clothed appropriately and that anything visible on camera would not be likely to cause offence to others.

Entry Level 1 assessment guidance

Structure of assessment

The learner will complete two tasks, which may be assessed on separate occasions. The tasks may be completed in any order, so Task 2 may be completed before Task 1.

- Task 1: make requests, follow single-step instructions and state letter names.
- Task 2: take part in a one-to-one discussion.

Preparation for the assessment

Assessors may use the example activities on pages 12 to 15 or devise tasks appropriate for the learner. Learners should be made aware of the assessment structure and its requirements, but they are not required to prepare in advance. However, if role play is used for Task 1, learners may need time to prepare, and this preparation should take place directly before the assessment activity. Role play should be tailored to suit the individual; for example, 'making an appointment', 'booking a ticket', or 'ordering an item' could be adapted for different purposes. Visual aids or cues may be used. Assessors may need to prompt learners throughout, which is acceptable, so long as they do not provide the subject content for which the learner is awarded a pass.

Duration of assessment tasks

Task 1: 3 to 5 minutes

Task 2: 3 to 5 minutes

The suggested duration for both tasks combined is 10 minutes. However, a learner may require up to 15 minutes to complete both tasks, which is acceptable. This does not include preparation time, as there is no requirement for learners to prepare.

Entry Level 1 task details

Task 1: make requests and follow single-step instructions (3 to 5 minutes)

In Task 1, learners need to:

- follow single-step instructions
- say the names of the letters of the alphabet
- make requests and ask straightforward questions appropriately
- extract the main information from short statements and explanations.

Learners must state alphabet letter names, from a minimum of three different letters up to a maximum of 10. The learner does not have to memorise the letters and may read from a piece of text, such as a simple shopping list. Letter names may be spread across two or three words and may be repeated, for example, S-u-s-a-n. This may be completed as a discrete task, but it **must** take place on the same occasion as the rest of Task 1.

Learners must ask questions or make requests appropriate for the context (see examples on page 12). The ability to extract information will be demonstrated by making relevant responses.

Learners may follow more than one instruction during Task 1, but these should still be single-step instructions. Simple role-play tasks may be appropriate, where learners can demonstrate the ability to follow single-step instructions and ask questions.

Note on Task 1

Where an Entry Level 1 learner partially achieves against subject content statements (SCS) in Task 1, they may be given an additional opportunity to complete this part of the assessment on a different occasion. The assessor should add a comment to the learner observation and assessment record (LOAR) indicating how the learner met the criteria on a separate occasion. For example, **EL1.1.1** Say the names of the letters of the alphabet: the learner might be given an additional opportunity to satisfy the requirements for a pass, as part of their assessment. This is because Task 1 consists of multiple parts.

Task 2: one-to-one discussion (3 to 5 minutes)

In the one-to-one discussion, learners need to:

- understand what the discussion is about
- respond to questions
- communicate feelings and opinions clearly.

The one-to-one discussion may take place with the assessor or with another learner. However, where the other person is a learner, further preparation and prompting may be required to ensure that each learner has an opportunity to respond to questions, and to express their opinions and feelings.

Assessors should make sure that topics provide learners with the opportunity to participate and communicate clearly. Topics must be simple and functional, for example, weekend activities, favourite meals, or daily routines. The assessor may prompt the learner where necessary, for example, 'what is your favourite...?'

Use one of the example topics on page 13 or devise a one-to-one discussion task appropriate for the learner. These tasks may be formal or informal.

If the learner communicates statements, opinions, and feelings clearly **most** of the time, then they will have achieved against SCS **EL1.1.6**: make clear statements about basic information and communicate feelings and opinions on straightforward topics.

Entry Level 1 example tasks

Task 1: make requests and follow single-step instructions

Subject content statements (SCS) tested	
EL1.1.1	Say the names of the letters of the alphabet
EL1.1.2	Identify and extract the main information from short statements and explanations
EL1.1.3	Follow single-step instructions, asking for them to be repeated if necessary
EL1.1.4	Make requests and ask straightforward questions using appropriate terms and registers

Topic	Details / Aim
Role play Order a food item using a phone or by asking someone to place an order for them. When prompted, spell out name of street for delivery.	Choose an item from simplified menu or shopping list and request at least one item appropriately. When asked, spell out the street name, for example, L-o-n-g-d-a-l-e.
Role play Make an appointment with the dentist (date and time written down). When prompted, spell own name.	Read from a note to make an appointment. Clarify time and / or date when questioned (make a request). When prompted, spell out own surname: M-c-k-a-y.
Carry out a routine activity in the classroom: set up / clear up the workspace.	Collect specific equipment and make a polite request, for example, 'are you finished with this?' before taking an item from a peer. Spell out the name of a peer.
Role play Select tickets for travel. When prompted, state which type of ticket is required.	This task could follow a talk about destinations, travelling to and from college or types of public transport that learners use. Select type of ticket required (for example, single or return) and clarify information, such as day or time of return. Spell out name of destination when prompted.
Plan an event, for example, a trip to the cinema.	This task could follow a talk about the cinema and favourite films. Choose a film of interest from a simplified listing or by looking at a website listing. Spell out the title of a film / part of a title.
Role play Customer service desk: make a complaint. You bought something to eat in the supermarket; the package was already open, and the food was spoiled.	State the problem to the assistant. Ask politely for a refund. Confirm whether a refund or a replacement is desired. Spell out own name.

Task 2: one-to-one discussion

Subject content statements (SCS) tested	
EL1.1.2	Identify and extract the main information from short statements and explanations
EL1.1.5	Respond to questions about specific information
EL1.1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics
EL1.1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic

1. Some people like going to the beach. Other people like to visit a city and go shopping.

Topic question: would you prefer to visit a city or a beach?

Tutor talk: on May bank holidays, crowds travel to the seaside. We all love the sea. We like to lie in the sun. But I like to visit the zoo. What do you like to do on holiday?

Prompt questions

- Which city / beach would you choose?
- How would you get there?
- What would you do there?

2. Going to the cinema to see a new film is always exciting.

Topic question: why do you like going to the cinema?

Tutor talk: I like watching a film with other people. It's fun to enjoy a film with my friends. We eat popcorn. I like the sound and the big screen.

Prompt questions

- What do you like about the cinema?
- Why is it better than watching TV at home?
- Do you go to the cinema a lot?

3. Some people move house lots of times in their life. Some stay in the place they were born. Every place has good points. We don't all like the same things about a place.

Topic question: if you could live anywhere, where would it be?

Tutor talk: I would really love to live by the sea. I like walking on the sand and eating fish and chips. I like the sound of the waves. There's always lots to do and I find it really relaxing.

Prompt questions

- What makes this place extra special?
- What can you do in your ideal place?

- How does your ideal place change with the seasons?

4. Most of us go shopping. Some things are more fun to buy.

Topic question: what do you prefer to buy on the high street?

Tutor talk: There are some things I try not to buy online. These include things like shoes and glasses. If I am going to spend a lot of money, I like to see what I'm buying.

Prompt questions

- Can you buy everything you want on the high street?
- Are there things you are happy to buy online?
- What's good about buying items in person?

5. Lots of us would like to be famous. Fame might not be as good as we think.

Topic question: which famous person would you most like to meet, and why?

Tutor talk: I love sport. I play football every Saturday. I'd like to meet the manager of the England team. They're bound to have lots of tips to share!

Prompt questions

- Where do you think you might meet them?
- What questions would you ask?
- Have you ever met anyone famous?

6. Most people in the UK live in towns and cities. Some people live in villages. Houses come in all shapes and sizes.

Topic question: what kind of house would you prefer to live in?

Tutor talk: I would like to live in a flat in town. It would be handy to live near the shops and cafés. I'd like to have two bedrooms so friends can come and stay. I don't need a garden. It would be nice to have a balcony, though.

Prompt questions

- How many bedrooms would you like in your flat?
- How would you like the inside of your home to look?
- Would you enjoy sharing your home with others?

Entry Level 1 Task 2: one-to-one discussion – further examples

Topic	Details / prompts
How was your weekend?	Share two or three things achieved at the weekend, for example: shopping at the supermarket, visiting a friend, doing the washing. What was the most / least fun thing about my weekend?
Topic related to a project or a competition	Discuss progress with a current project, for example, an art project, a sports competition, or planning an event to raise money for charity. What has been done? What needs to be done next? When will things be ready?
Does the weather make us change our plans?	Listen to a simplified weather forecast for the weekend. Does the weather make us change our plans? Share what you like to do on a rainy day and on a sunny day. Say what weather you like best and why.
What are your hobbies?	Have prompt images available for different interests (football, socialising, swimming, walking, playing music). Discuss some of the images, for example: do you like football? Why? Why not?
Who is your hero?	Show images of local or national heroes. Why are they famous? Who is your hero? Why?

Entry Level 2 assessment guidance

Structure of assessment

The learner will complete **two** tasks, which may be assessed on separate occasions. The tasks may be completed in any order, so Task 2 may be completed before Task 1.

The learner must take part in:

- a short one-to-one discussion
- a group discussion.

Preparing for the assessment

Discussions may be formal or informal. Use one of the example topics on pages 18 to 20 or devise a discussion task appropriate for learners. Learners should be made aware of the assessment structure and its requirements (such as the need to ask questions and give own opinions). Learners are not required to prepare in advance, but learners may need time to think about the task ahead. For example, if role play is used for Task 1, learners will need time to think about their role. This type of preparation must take place directly before the assessment. Role-play activities should be tailored to suit individual learners, and generic topics such as 'making an appointment', 'booking a session', or 'ordering an item' are adaptable for different purposes. Visual aids or stimulus material may be used. Assessors may prompt learners occasionally, so long as they do not provide subject content for which the learner is awarded a pass.

Duration of assessment tasks

Task 1: 3 to 5 minutes

Task 2: 8 to 10 minutes

The suggested duration for both tasks combined is 15 minutes. However, a learner may require up to 20 minutes to complete both tasks, which is acceptable. This does not include preparation time, as there is no requirement for learners to prepare.

Entry Level 2 tasks

Task 1: short one-to-one discussion (3 to 5 minutes)

In the one-to-one discussion, learners need to:

- follow a short explanation
- respond to questions
- ask questions appropriately.

This short discussion may take place with the assessor or with another learner. However, where the other person is a learner, further preparation and prompting may be required to ensure that each assessed learner can achieve against all required subject content.

Assessors should make sure that topics are purposeful and provide learners with the opportunity to participate fully and communicate clearly. Topics must be straightforward, functional (relate to work, life skills, study or leisure) and allow for each assessed subject content statement (SCS) to be achieved.

The assessor may prompt the learner where necessary, for example, 'is there anything else you need to know?' However, the learner will need to independently formulate requests or questions and must be made aware of this in advance.

Use one of the example topics or devise a one-to-one discussion task appropriate for the learner.

Task 2: group discussion (8 to 10 minutes)

In the group discussion, learners need to:

- take part and follow the gist
- express own opinions
- ask questions appropriately.

The topic must enable learners to achieve against all relevant SCS. Use one of the example topics on page 20 or devise a group discussion task appropriate for the learner.

Note: EL2.1.1 Identify and extract the main information and detail from short explanations. Learners may implicitly show their understanding of and ability to extract key information from an explanation by showing their understanding and asking relevant questions.

EL2.1.4 Follow the gist of discussions is implicit in Task 2, when learners' contributions are relevant and clear.

Entry Level 2 example tasks

Task 1: short one-to-one discussion

Subject content statements (SCS) tested	
EL2.1.1	Identify and extract the main information and detail from short explanations
EL2.1.2	Make requests and ask clear questions appropriately in different contexts
EL2.1.3	Respond appropriately to straightforward questions

1. People have different ideas about how to spend time off. Some like to travel around, never staying in one place. Others prefer to stay at home to catch up on jobs around the house.

Do you have to go away to enjoy your time off?

- Have you had a relaxing break at home?
- What's the best thing about staying at home?
- Have you ever been away and wished you'd stayed at home instead?
- What would you like to ask me?

2. Watching films can be a great way to relax. Some cinemas are very busy when new films come out. It can be hard to choose a film that everyone wants to watch.

What makes you go to see a film?

- How do you choose which film to watch? Is it the actor?
- Do you read film reviews? Do they affect your choice?
- Do you always watch the same sort of film?
- What would you like to ask me?

3. Some places have lots going on, but other places may be quieter. Both have their own appeal. We all have different ideas about what makes somewhere a good place to live.

Is it better to live in the town or the countryside?

- What is appealing about living in the countryside?
- Why might some people prefer to live in a town?
- Does it matter where you live?
- What would you like to ask me?

4. We all have hopes and dreams. Some of them will come true, but not all of them.

What five things do you want to do in the next 5 years?

- What things do you want to do?
- What's the first thing on your list?
- Do you think you will manage all 5 in 5 years?
- What would you like to ask me?

5. What do you look for when you go shopping? Small local shops? Big chain stores?

Are you a bargain hunter?

- Would you camp out to be first in the queue for a big sale?
- What's the best bargain you've ever found?
- Do you always search for the best price?
- What would you like to ask me?

6. It has been said that everyone will be famous for 15 minutes.

Which famous person would you like to swap places with for a day?

- Why have you chosen [that person]?
- How would you spend the day?
- Would you look forward to swapping back?
- What would you like to ask me?

7. Most people in the UK live in houses or flats. People need to look after their homes.

Do you do jobs at home?

- What jobs do you do at home?
- Have you ever fixed something?
- Do you get someone to help with jobs at home?
- What would you like to ask me?

Entry Level 2 Task 1: short one-to-one discussion – further examples

Topic	Details
Role play with assessor using stimulus (catalogue). Order an item or items for a workshop: tins of paint.	Short explanation to provide context, for example: 'you need to order some gloss paint for the workshop. I will role play the warehouse assistant.' Use catalogue for reference with relevant information identified in advance. Learner writes notes (delivery address). Order items appropriately; state clearly what is needed, provide and confirm details, for example, for delivery. Assessor to ask leading questions as assistant, for example, 'can I help you?', 'what type of paint would you like?', 'how many tins do you need?', 'where shall I send the order?'
One-to-one with peer on pastimes / hobbies.	Learners are reminded of the need to ask a question. What is the hobby? Why do they like it?
Role play with assessor: enquire about a job vacancy in response to an advertisement.	Learner makes notes with support (personal details). Learner makes the role play call to inquire about a job (for example, a job in a local café). Respond to questions such as: 'what days can you work?', 'when can you start?' and provide personal details when asked.

one-to-one with peer with a vocational skill / focus, for example: how to set a table, how to make frosting.	Take turns to explain to a peer how to carry out a task and find out the easiest / hardest thing about the task.
---	---

Task 2: group discussion

Subject content statements (SCS) tested	
EL2.1.2	Make requests and ask clear questions appropriately in different contexts
EL2.1.4	Follow the gist of discussions
EL2.1.5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
EL2.1.6	Make appropriate contributions to simple group discussions with others about a straightforward topic

Topic	Details / aim
How long do you need for a good summer holiday?	As a group, decide on the ideal length for your perfect holiday.
Do actors in film and TV get paid too much money?	As a group, decide if all actors are overpaid.
What makes somewhere a good area to live?	As a group, decide on the things that make an area good to live in.
Do we need to make plans to do the things we want to do?	As a group, decide whether or not it is important to have a list of short- and long-term goals.
Is it a good idea to go to a shopping centre with friends?	As a group, decide if shopping centres are good places to go to with friends.
Who are the real heroes?	As a group, decide if famous people should be role models.
Is it important for a home to be comfortable and tidy?	As a group, decide what makes a house a home.

Entry Level 3 assessment guidance

Structure of assessment

The learner will complete two tasks, which may be assessed on separate occasions. The tasks may be completed in any order, so Task 2 may be completed before Task 1.

The learner must take part in:

- a question-and-answer session (one-to-one or small group)
- an informal group discussion.

Preparing for the assessment

Use one of the example tasks and topics on pages 23 to 24 or devise a task appropriate for the learner. Learners do not need to carry out any specific preparation, but they should be made aware of the assessment structure and its requirements (such as the need to ask questions and make contributions). Assessors may prompt learners occasionally, so long as they do not provide content for which the learner is awarded a pass.

If learners choose their own topic, the task brief must be agreed before delivery of the assessed Speaking, Language and Communication (SLC) activity.

Duration of assessment

Task 1: 5 to 10 minutes

Task 2: 8 to 15 minutes

The suggested duration for both tasks combined is 25 minutes. However, a learner may require up to 30 minutes to complete both tasks, which is acceptable. This does not include preparation time, as there is no requirement for learners to prepare; timings for Task 2 may vary, depending on group size.

Entry Level 3 tasks:

Task 1: question and answer (Q and A) session (5 to 10 minutes)

In the Q and A session, learners need to:

- follow a short talk, presentation or explanation
- respond to questions
- ask questions appropriately
- express own opinions clearly.

The Q and A session **must** follow a short talk, presentation or explanation (for example, the assessor may give a short talk or show a video clip on a given topic). This short talk, explanation or video clip should be between 4 and 8 minutes (this time is not part of the assessment). Topics **must** be straightforward. The Q and A session may be a one-to-one with the assessor or a small group activity, which the assessor facilitates. Learners can make notes during the talk, film clip or presentation, but this is not a requirement.

Assessors should make sure that the topic provides learners with the opportunity to participate meaningfully in the Q and A session. The assessor can prompt the learner if necessary, for example, 'do you have a question?' However, the learner will need to independently formulate questions and should be made aware of this in advance.

Task 2: group discussion (informal) (8 to 15 minutes)

In the group discussion, learners need to:

- make contributions that are relevant to the topic
- respond appropriately to questions, expressing own opinions
- ask concise questions.

Use one of the example topics on pages 24 or devise an appropriate discussion task. The topic must be straightforward, functional (relate to work, life skills, study, or leisure) and enable learners to achieve against all relevant subject content statements (SCS) for Task 2.

Entry Level 3 example tasks

Task 1: question and answer session to follow a short explanation, talk or video

Subject content statements (SCS) tested	
EL3.1.1	Identify and extract relevant information and detail in straightforward explanations
EL3.1.2	Make requests and ask concise questions using appropriate language in different contexts
EL3.1.3	Communicate information and opinions clearly on a range of topics
EL3.1.4	Respond appropriately to questions on a range of straightforward topics
EL3.1.5	Follow and understand the main points of discussions
EL3.1.6	Make relevant contributions to group discussions about straightforward topics

1. Topic: video clip about water pollution.

Assessor prepares some questions in advance to check understanding of main points and details. Assessor elicits opinions about the topic and invites responses / suggestions (for example, 'what can people do?'). Learners may request to have information repeated.

Prompt questions:

- How does it affect the local area?
- What difference can we make?
- How does pollution affect household bills?

2. Short animation on a wellbeing theme using a film from 'Short of the Week', available from: [Lost & Found by Andrew Goldsmith & Bradley Slabe | Adventure Short Film](#)

Prompt questions:

- What is the main message of the film?
- What is your favourite part and why?

3. Short talk on vocational theme, for example, presenting some health and safety information.

Prompt questions:

- What is the first thing you need to do when you enter the workshop?
- What problem could you have with personal protective equipment (PPE)?
- Whose responsibility is it to check the safety light is on?

4. Short presentation on vocational topic.

Prompt questions:

- Why is play important?
- What do children learn through play?
- What is the benefit of outdoor play?

5. Short talk on the dangers of internet.

Prompt questions:

- What information should never be shared over social media?
- What is the danger of putting personal information on social media?
- What are three things to avoid doing when using social media?

Other short explanation topics might include:

- The right tools for the job
- Fire safety
- Organising a charity event
- Why routine is important
- Time management tips
- Top interview skills
- How to set goals
- Positive things about coming to college.

Task 2: group discussion

Subject content statements (SCS) tested	
EL3.1.2	Make requests and ask concise questions using appropriate language in different contexts
EL3.1.3	Communicate information and opinions clearly on a range of topics
EL3.1.4	Respond appropriately to questions on a range of straightforward topics
EL3.1.5	Follow and understand the main points of discussions
EL3.1.6	Make relevant contributions to group discussions about straightforward topics
EL3.1.7	Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Topic	Details / aim
Holidays provide time to relax and recharge but it can be stressful trying to fill the long school summer holiday. Some people enjoy short breaks, but if you really want to get to know a place, you have to spend some time there.	Do you always need a holiday? As a group, decide if changes to your routine can be just as relaxing as a holiday.
The film industry is a big business. Everyone wants success. Are the same films being made over and over again, pushing out new ideas?	Enjoying a blockbuster. As a group, decide what makes a blockbuster.
It is often said that 'home is where the heart is.' Which matters most: the place, or the people you live with?	Life is better here. As a group, decide what facilities are essential to make an area good to live in.
Life can be an adventure, where following your dreams might take you to unexpected places.	Living the dream! As a group, decide if having multiple goals and dreams is a good or a bad thing.
Some people spend a lot of money shopping. Others seem to be able to find real bargains.	Everything must go! As a group, decide on the good and bad things about the Black Friday sales.
People can be well-known for many reasons. Some seek out fame, others become famous as a result of their work.	Fame or Celebrity? As a group, decide what separates fame from celebrity.
Most people in the UK live in towns and cities. There are lots of types of housing, from small places like studios or bedsits, through to large family homes. Most people take pride in their homes and enjoy looking after them.	'Does it spark joy? Does it make you happy? Only keep those items that do!' — Marie Kondo In your group, you should decide what the essentials are for a happy home. Are they all things you can buy?

Appendix

Each assessment task must provide opportunities for learners to demonstrate the subject content statements (SCS) relevant to that task. Each task must also be designed to meet the requirements of the intended purpose, audience, and medium. Where learners have chosen their own topic at Entry Level 3, the assessor must confirm that the chosen topic is fit for purpose prior to the assessment taking place.

For external quality assurance purposes, centres must provide evidence of each assessment task. The task brief must be retained as evidence of each task assessed and must be attached to the Learner Observation Assessment Record.

Examples of task briefs

Task briefs may be typed or handwritten.

Entry Level 1 task brief template example:

Name:	Date:
Task 1: make requests, follow single-step instructions and state letter names.	
Context or topic:	
Details or aim:	
Task 2: group discussion	
Title, question or topic:	
Aim or purpose:	

Entry Level 2 task brief template example:

Name:	Date:
Task 1: one-to-one discussion	
Context or topic:	
Details or aim:	
Task 2: group discussion	
Title, question or topic:	
Aim or purpose:	

Entry Level 3 task brief template example:

Name:	Date:
Task 1: question and answer	
Context or topic:	
Details or aim:	
Task 2: group discussion	
Title, question or topic:	
Aim or purpose:	

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
Website: www.ncfe.org.uk

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk

NCFE © Copyright 2026 All rights reserved worldwide.

Version 4.0 July 2026

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***