

# City & Guilds Level 1 Functional Skills English

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Assessor guidance for Speaking,  
Listening and Communicating

## Level 1 Speaking, Listening and Communicating assessment guidelines

The candidate will need to take part in three activities as part of a group:

- A formal discussion on an unfamiliar topic.
- A short talk (explanation or presentation) on a familiar topic followed by an informal discussion with peers.
- An informal discussion following another candidate's short talk (explanation or presentation).

Candidates will need to demonstrate the following skills across the three activities:

1. Identify relevant information and lines of argument in explanations or presentations
2. Make requests and ask relevant questions to obtain specific information in different contexts
3. Respond effectively to detailed questions
4. Communicate information, ideas and opinions clearly and accurately on a range of topics
5. Express opinions and arguments and support them with evidence
6. Follow and understand discussions and make contributions relevant to the situation and the subject
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection

Candidates should be informed that their contribution to the discussions is to be assessed against the criteria above (subject content statements 1-8).

The candidate will need to prepare a short talk on a familiar topic. They should also be prepared to have a short discussion on the topic of the talk. This should be informal at Level 1.

The candidate should be informed that they might also like to:

- introduce the topic
- present information and ideas
- give their own point of view
- ask the audience for their point of view.

Candidates should be informed that their talk is to be assessed against the criteria above (subject content statements 1-8).

Evidence for each activity must be recorded by assessors on the relevant recording forms, available from the City & Guilds website.

## Guidance for assessors

- Assessments must be carried out by an appropriate member of staff. The assessor must be on the list of assessors submitted to City & Guilds and must attend the centre's standardisation meetings for the Speaking, Listening and Communicating assessment.
- The discussions could be with peers, staff members or other suitable people. It is important that all members of the group are able to play an active role in the discussion.
- The assessor must choose a topic for discussion that reflects real life as much as possible and is of interest to the candidate.
- The assessor needs to be familiar with the topic that is being discussed.
- The candidate should be informed of the topic for the unfamiliar discussion in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. If this is not possible, the assessor should ensure the learner has plenty of time for preparation on the day of the discussion. Preparation time is not part of the assessment time.
- The candidate may choose the familiar topic for their short talk. The topic should be agreed with the assessor in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. Alternatively, the assessor should ensure the learner has plenty of time for preparation in class. Preparation time is not part of the assessment time.
- The candidate will also be part of a group listening to a short talk delivered by another candidate (or other person) and will take part in the informal discussion that follows this.
- The assessor must not take part in the discussion at this level.
- The assessor should indicate clearly the start and end of each activity.
- For the discussions and talks at level 1, the size of the group should be three or more people (including the presenter). The group will typically consist of peers, staff members or other suitable people. The assessor is not expected to take part in the discussions or presentations at level 1 and therefore, is not counted as one of the minimum three people. The word 'unfamiliar' refers to the topic of the discussion, not the group members.
- Some of the assessment criteria need to be evidenced more than once as they need to be demonstrated in a range of activities. The record sheets give further information on this.
- The box next to each assessment criterion should be ticked if the criteria has been met.

- The assessment criteria must be met for a 'pass' decision.
- If the candidate is not successful in any activity, or does not meet the criteria on sufficient occasions over the three activities, they should complete another activity on a different topic. All assessment record sheets should be kept for the IQA and EQA.

## Examples of assessment evidence

- Details of the candidate's performance must be recorded on the Level 1 assessment record sheets. These sheets are available on the website as PDF and Word documents to allow records to be typed.
- Centres must use the assessment record sheets provided by City & Guilds. Any changes must be agreed with the centre's External Quality Assurer and competence against each criterion must be evident.
- Three assessment record sheets fully and accurately completed are required at this level.
- The tick boxes should be completed where the assessment criteria have been demonstrated. Quotes must be given to illustrate the candidate's performance at the level. The recorded comments should address the candidate's performance as a whole, and need not address each assessment criterion individually. However, when making overall comments it is important that the assessment criteria are not merely repeated, as comments and quotes should show how the candidate met the criteria.
- Additional notes or observations will enhance the assessor's observation but are not compulsory. If candidate notes are attached, the box can be ticked and a written explanation of how the candidate prepared for the assessment may not be necessary.
- Video evidence is particularly useful for assessors when several learners are being assessed. It is also good practice for a proportion of assessments to be recorded for quality assurance purposes. However, it is not compulsory for video recordings to be made and any recordings do not replace the written assessment records needed for each assessment.

## Candidate performance and feedback

- Candidates must demonstrate consistent and effective application of the skills requirements from the subject content.
- For each of the subject content statements the following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass.

Pass descriptor:

Learners generally demonstrate the requirements for the level:

- Consistently,
  - Effectively, and
  - To an appropriate degree for that level.
- Overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual subject content statement must be balanced by appropriate demonstration of the same content statement elsewhere.
  - Candidates should be given feedback as soon as possible after the assessment activity. The written records should be completed within 14 days. Candidates can be shown the assessment record as part of the feedback but the record should be kept securely in the centre together with supporting evidence such as candidate notes.
  - Any other evidence such as video evidence, peer assessment records, and assessor recording notes should be kept with the assessment record, if used.
  - Candidates who are unsuccessful should be given clear feedback and actions for future assessment. Additional teaching and learning should be available. All records of assessment (pass and fail) should be kept for sampling by IQA and EQA. Each activity is a stand-alone activity and there is no need to repeat an activity with a 'pass' decision.
  - Assessment records should be kept for three years before shredding. They are not returned to the learner.

## Definitions

**Discussion:** a conversation (with at least two other people at this level) about a specific topic to reach a decision and/or exchange ideas. A discussion includes elements of 'listen and respond' and 'speak to communicate'. The group should engage in discussion to establish a shared understanding about a topic by communicating their own point of view and listening and responding to others.

**Formal:** a discussion regarding a conventional subject without the use of casual and colloquial forms.

**Informal:** a discussion regarding an ordinary everyday subject with a relaxed and informal manner, more suitable for ordinary everyday conversations.

**Familiar topic:** a topic that will be recognisable to the candidate and of which they will have prior knowledge.

**Unfamiliar topic:** a topic that may be recognisable to the candidate but which will require use, by the candidate, of new information, ideas or opinions.

**Short talk:** The short talk can be an explanation or a presentation given to a group of people. The topic should be familiar to the candidate. The candidate may choose to have visual aids but this is not essential. There is also no requirement for the candidate to stand at the front of the room.

**Group:** In this context a group is defined as three or more people. The group can include candidates working at another level and/or other people who are not being assessed. It is important to ensure the group size is appropriate for the candidate and allows him/her to make sufficient contributions. The other members of the group should have sufficient knowledge of the topic to take part in the discussion.

Assessors may find it easier to record performance with smaller groups (eg three to six candidates). The group size should not impede upon the assessor's ability to adequately record performance of all group members who are being assessed.

## Suggested topics

- a) Examples of a formal discussion may include, but are not limited to:
  - planning a charity event
  - discussion about a current event
  - should the age for voting be lowered?
  
- b) Examples of a short talk and informal discussion may include, but are not limited to:
  - social networking
  - holidays
  - a hobby or leisure interest.

## Timing of assessments

- It is suggested that 7 - 12 minutes be allowed for the formal discussion.
- It is suggested that 3 - 8 minutes be allowed for the short talk (presentation/explanation) and the following informal discussion should be between 5 - 10 minutes to allow all candidates to meet the criteria.
- In order that the criteria can be demonstrated by any one individual within a group situation, the timing of the discussions may vary according to the size of the group.
- The combined total for the three activities must not exceed 30 minutes.
- Preparation time may occur outside of teaching time or in class.
- Preparation time should be time for individual preparation and can include research and making notes. At Level 1 it could include preparing slides for a presentation or preparing a handout. It is not for creation of a verbatim script or practising the discussion with others. We suggest about one hour preparation time.

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## Activity 1 - Record sheet

### Formal discussion on unfamiliar topic

Candidate's name \_\_\_\_\_ Enrolment No. \_\_\_\_\_

Date of activity \_\_\_\_\_

Topic \_\_\_\_\_

Group size \_\_\_\_\_ Details of group \_\_\_\_\_

Start time \_\_\_\_\_ Finish time \_\_\_\_\_

<b>Please indicate as applicable:</b>	Candidate has achieved:	
	Candidate has not achieved:	
<b>Candidate</b>	<b>Signature</b>	<b>Date</b>
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

Subject Content Statements to be met:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>2</b> Made requests/asked relevant* questions to obtain specific information in different contexts <i>(*delete as applicable)</i>	✓	Notes attached <input type="checkbox"/> (tick box) <i>(notes candidates have prepared in advance of discussion)</i> <b>insert quote of request and/or question</b>
<b>3</b> Responded effectively to detailed questions	✓	<b>give an example of a question and the response</b>
<b>4</b> Communicated information, ideas and opinions* <i>(*delete as applicable; the three can be evidenced in any activity)</i>	✓	<b>insert comment(s) and quote(s) regarding contributions made</b>
<b>5</b> Expressed opinions and arguments and supported them with evidence	✓	<b>insert comment(s) and quote(s) regarding contributions made</b>
<b>6</b> Followed and understood discussions and made contributions relevant to the situation and subject	✓	<b>insert comment(s) and quote(s) regarding contributions made</b>
<b>7</b> Used appropriate phrases, registers and adapted contributions to take account of audience, purpose and medium* <i>(*only needs to be evidenced twice across the three activities)</i>	✓	<b>may be evidenced by other quotes</b>
<b>8</b> Respected the turn-taking rights of others during discussions, using appropriate language for interjection* <i>(*only needs evidenced twice across the three activities)</i>	✓	<b>insert comment(s) and quote(s) regarding contributions made</b>

## Activity 2 - Record sheet

### Short talk (explanation or presentation) and informal discussion on familiar topic

Candidate's name \_\_\_\_\_ Enrolment No. \_\_\_\_\_

Date of activity \_\_\_\_\_

Topic \_\_\_\_\_

Group size \_\_\_\_\_ Details of group \_\_\_\_\_

Start time \_\_\_\_\_ Finish time \_\_\_\_\_

<b>Please indicate as applicable:</b>	Candidate has achieved:	
	Candidate has not achieved:	
<b>Candidate</b>	<b>Signature</b>	<b>Date</b>
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
<b>Internal Quality Assurer (if sampled)</b>	<b>Signature</b>	<b>Date</b>

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

<b>Subject Content Statements to be met:</b>	<b>Tick box</b>	<b>Overall comments and quotes to show how candidate met the criteria:</b>
<b>3</b> Responded effectively to detailed questions	✓	Notes attached <input type="checkbox"/> (tick box) <i>(notes candidates have prepared in advance)</i>  give an example of a question and the response
<b>4</b> Communicated information, ideas and opinions* <i>(*delete as applicable; the three can be evidenced in any activity)</i>	✓	insert comment(s) and quote(s) regarding contributions made
<b>5</b> Expressed opinions and arguments and supported them with evidence	✓	insert comment(s) and quote(s) regarding contributions made
<b>7</b> Used appropriate phrases, registers and adapted contributions to take account of audience, purpose and medium* <i>(*only needs to be evidenced twice across the three activities)</i>	✓	may be evidenced by other quotes
<b>8</b> Respected the turn-taking rights of others during discussions, using appropriate language for interjection* <i>(*only needs to be evidenced twice across the three activities)</i>	✓	insert comment(s) and quote(s) regarding contributions made

## Activity 3 - Record sheet

### Informal discussion following another candidate's short talk (explanation or presentation)

Candidate's name \_\_\_\_\_ Enrolment No. \_\_\_\_\_  
 Date of activity \_\_\_\_\_  
 Topic \_\_\_\_\_  
 Group size \_\_\_\_\_ Details of group \_\_\_\_\_  
 Start time \_\_\_\_\_ Finish time \_\_\_\_\_

<b>Please indicate as applicable:</b>	Candidate has achieved:	
	Candidate has not achieved:	
<b>Candidate</b>	<b>Signature</b>	<b>Date</b>
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
<b>Internal Quality Assurer (if sampled)</b>	<b>Signature</b>	<b>Date</b>

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

Subject Content Statements to be met:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>1</b> Identified relevant information and lines of argument in explanations or presentations	✓	Notes attached <input type="checkbox"/> (tick box)  <b>candidate notes or other evidence</b>
<b>2</b> Made requests/asked relevant questions to obtain specific information in different contexts <i>(*delete as applicable)</i>	✓	<b>insert quote of request and/or question</b>
<b>4</b> Communicated information, ideas and opinions* <i>(*delete as applicable; the three can be evidenced in any activity)</i>	✓	<b>insert comment(s) and quote(s) regarding contributions made</b>
<b>6</b> Followed and understood discussions and made contributions relevant to the situation and subject	✓	<b>insert comment(s) and quote(s) regarding contributions made</b>
<b>7</b> Used appropriate phrases, registers and adapted contributions to take account of audience, purpose and medium* <i>(*only needs evidenced twice across the three activities)</i>	✓	<b>may be evidenced by other quotes</b>
<b>8</b> Respected the turn-taking rights of others during discussions, using appropriate language for interjection* <i>(*only needs evidenced twice across the three activities)</i>	✓	<b>insert comment(s) and quote(s) regarding contributions made</b>