

City & Guilds Level 2 Functional Skills English

April 2019 Version 0.2

Assessor guidance for Speaking,
Listening and Communicating

Level 2 Speaking, Listening and Communicating assessment guidelines

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

- A formal discussion on an unfamiliar topic.
- A presentation/extended explanation on a familiar topic followed by a discussion with peers.
- A discussion following another candidate's presentation/extended explanation.

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

1. Identify relevant information from extended explanations or presentations
2. Follow narratives and lines of argument
3. Respond effectively to detailed or extended questions and feedback
4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
6. Express opinions and arguments and support them with relevant and persuasive evidence
7. Use language that is effective, accurate and appropriate to context and situation
8. Make relevant and constructive contributions to move the discussion forward
9. Adapt contributions to discussion to suit audience, purpose and medium
10. Interject and redirect discussion using appropriate language and register

Candidates should be informed that their contribution to the discussions is to be assessed against the criteria above (subject content statements 1-10).

The candidate will need to prepare a presentation or extended explanation on a familiar topic.

They should also be prepared to have a short discussion on the topic of the presentation/extended explanation. This can be formal or informal.

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

- introduce the topic
- present information and ideas
- give their own point of view
- make conclusions/recommendations.

Candidates should be informed that their presentation/extended explanation is to be assessed against the criteria above (subject content statements 1-10).

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

Guidance for assessors

- Assessment 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 presentation or extended explanation. 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 presentation or extended explanation delivered by another candidate (or other person) and will take part in the 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 presentations at level 2, 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 2 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 criterion 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 2 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 and 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.

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

Presentation/extended explanation: the act of preparing for and conveying information orally to a group of people to inform and /or persuade the listeners. The information should be provided in a logical sequence without requiring prompting by the listeners. Further detail may be provided as requested. Candidates may choose to stand at the front of the room and deliver a power point presentation but this is not compulsory.

Suggested topics

a) Examples of a formal discussion may include, but are not limited to:

- climate change eg Is climate change a fact or fantasy?
- world population eg Should a country impose a limit on the number of children a family can have?
- education eg Should the government pay for post compulsory education?

b) Examples of a presentation or extended explanation may include, but are not limited to:

- a healthy diet
- a promotional activity in the workplace
- popular tourist attractions in the area.

Timing of assessments

- It is suggested that 10-15 minutes be allowed for the formal discussion.
- It is suggested that 5-10 minutes be allowed for the presentation/extended explanation and the following 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 2 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.

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

City & Guilds
1 Giltspur Street
London EC1A 9DD
F +44 (0)20 7294 2413
www.cityandguilds.com

Functional Skills English Level 2
Speaking, Listening and Communicating assessment

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 _____

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

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:
4 Made requests/asked detailed and pertinent questions* to obtain specific information in a range of contexts <i>(*delete as applicable)</i>	✓	Notes attached <input type="checkbox"/> (tick box) <i>(notes candidates have prepared in advance of discussion)</i> insert quote of request and/or question
5 Communicated information, ideas and opinions* clearly and effectively, providing further detail and development if required <i>(*delete as applicable; the three can be evidenced in any activity)</i>	✓	insert comment(s) and quote(s) regarding contributions made
6 Expressed opinions and arguments and supported them with relevant and persuasive evidence	✓	insert comment(s) and quote(s) regarding contributions made
7 Used language that is effective, accurate and appropriate to context and situation* <i>(*only needs to be evidenced twice across the three activities)</i>	✓	may be evidenced by other quotes
8 Made relevant and constructive contributions to move the discussion forward	✓	insert comment(s) and quote(s) regarding contributions made
9 Adapted contributions to discussion to suit audience, purpose and medium	✓	insert comment(s) and quote(s) regarding contributions made
10 Interjected and redirected discussion using appropriate language and register	✓	insert comment(s) and quote(s) regarding contributions made

Functional Skills English Level 2
Speaking, Listening and Communicating assessment

Activity 2 - Record sheet

Presentation or extended explanation on familiar topic

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

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

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:
<p>5 Communicated information, ideas and opinions* clearly and effectively, providing further detail and development if required <i>(*delete as applicable; the three can be evidenced in any activity)</i></p>	✓	<p>Notes attached <input type="checkbox"/> (tick box) <i>(notes candidates have prepared in advance of discussion)</i></p> <p>insert comment(s) and quote(s) regarding contributions made</p>
<p>6 Expressed opinions and arguments and supported them with relevant and persuasive evidence</p>	✓	<p>insert comment(s) and quote(s) regarding contributions made</p>
<p>7 Used language that is effective, accurate and appropriate to context and situation* <i>(*only needs to be evidenced twice across the three activities)</i></p>	✓	<p>may be evidenced by other quotes</p>
<p>3 Responded effectively to detailed or extended questions and feedback</p>	✓	<p>give an example of the question or feedback and response</p>

Functional Skills English Level 2
Speaking, Listening and Communicating assessment

Activity 3 - Record sheet

Response to another candidate's presentation or extended explanation

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

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

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:
1 Identified relevant information from extended explanations or presentations	✓	Notes attached <input type="checkbox"/> (tick box) <i>(notes candidates have prepared in advance of discussion)</i> candidate notes or other evidence
2 Followed narratives and lines of argument	✓	candidate notes or other evidence
4 Made requests/asked detailed and pertinent questions* to obtain specific information in a range of contexts <i>(*delete as applicable)</i>	✓	insert quote of request and/or question
5 Communicated information, ideas and opinions* clearly and effectively, providing further detail and development if required <i>(*delete as applicable; the three can be evidenced in any activity)</i>	✓	insert comment(s) and quote(s) regarding contributions made
7 Used language that is effective, accurate and appropriate to context and situation* <i>(*only needs to be evidenced twice across the three activities)</i>	✓	may be evidenced by other quotes