

# Functional Skills English Subject Specifications and Tutor/Assessor Guide

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Version 1.6

SUBJECT SPECIFICATIONS



Maths &  
English

## Qualification at a glance

<b>Subject area</b>	<b>Functional Skills qualifications in English</b>
<b>City &amp; Guilds number</b>	3748-01
<b>Purpose of this document</b>	<p>This document sets out the qualification and assessment specifications for City &amp; Guilds' Functional Skills English qualifications. These are derived from the Ofqual-published Functional Skills English Subject Criteria.</p> <p>This document also provides guidance for tutors and assessors on preparing candidates for assessment in the three components of Functional Skills English, and information about each of the following assessment delivery mechanisms:</p> <ul style="list-style-type: none"><li>• Entry level (internal) assessments in Reading and Writing</li><li>• Level 1-2 (external) assessments in Reading and Writing, delivered on paper via the Named on Demand system</li><li>• Level 1-2 (external) assessments in Reading and Writing, delivered onscreen via the e-volve system</li><li>• Speaking, Listening and Communication assessments, at all levels.</li></ul> <p><b>Please note this document must be read in conjunction with the Functional Skills qualifications handbook.</b></p>

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.0 March 2015	Document created – to replace handbook v1.4	<b>n/a</b>
1.1 September 2015	Document updated to reflect recent assessment design changes to Level 1 and 2 Reading and Writing. Speaking, listening and communication recording forms and guidance have also been revised.	<b>n/a</b>
1.2 December 2015	Document updated to include indicative pass marks for L1 & L2 Reading and Writing	<b>3.2</b>
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# 1 Functional Skills English qualification specifications

## 1.1 Functional Skills English at Entry 1

### **Structure:**

**Reading: 30 minutes**

**Writing: 30 minutes**

**Speaking, Listening and Communication: up to 10 minutes**

### **Subject matter/content:**

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

### **Assessment design:**

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements.

*Reading:* task-based questions

*Writing:* task-based questions

*Speaking, Listening and Communication:* oral assessment template

Reading and Writing are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Speaking, Listening and Communication is internally assessed using a competency based mark scheme and observation pro-forma. Guidance on possible contexts and administration of the assessment is provided to the assessor.

The assessment of each component is reported on separately and may be assessed at separate times.

### **Assessment conditions and procedures:**

Assessments are completed under supervised (controlled) assessment conditions.

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the **City & Guilds Centre Manual**.

### **Diversity, access and inclusion details:**

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners.

Please refer to **Section 2 Inclusion Statements: Functional Skills English**.

## Assessment specification Entry 1

Skill Standard	Coverage and range	Marks	Other Information
<b>Speaking, listening and communication</b> Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation	Confirm that the candidate did the following: <ul style="list-style-type: none"> <li>Understand the main points of short explanations</li> <li>Understand and follow instructions</li> <li>Respond appropriately to comments and requests</li> <li>Make contributions to be understood</li> </ul> Ask simple questions to obtain specific information.	Need to show evidence against each criterion to achieve.	
<b>Reading</b> Read and understand short, simple texts that explain or recount information	<b>E1.R.1</b> Read and understand simple regular words and sentences  <b>E1.R.2</b> Understand short texts on familiar topics and experiences	Both criterion need to be covered.	Two source documents <ul style="list-style-type: none"> <li>One list/table</li> <li>One text</li> </ul>
Total fixed response for reading (0-50%)			
<b>Writing</b> Write short, simple sentences	<b>E1.W.1</b> Use written words and phrases to present information  <b>E1.W.2</b> Construct simple sentences using full stops  <b>E1.W.3</b> Spell correctly some personal or very familiar words	All criterion need to be covered.	Two written texts required
No fixed response			

## 1.2 Functional Skills English at Entry 2

### **Structure:**

**Reading: 40 minutes**

**Writing: 40 minutes**

**Speaking, Listening and Communication: 10-20 minutes**

### **Subject matter/content:**

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

### **Assessment design:**

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements.

*Reading:* task-based questions

*Writing:* task-based questions

*Speaking, Listening and Communication:* oral assessment template

Reading and Writing are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Speaking, Listening and Communication is internally marked using a competency based mark scheme and observation pro-forma. Guidance on possible contexts and administration of the assessment is provided to the assessor.

The assessment of each component is reported on separately and may be assessed at separate times.

### **Assessment conditions and procedures:**

Assessments are completed under supervised (controlled) assessment conditions.

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the **City & Guilds Centre Manual**.

### **Diversity, access and inclusion details:**

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners.

Please refer to **Section 2 Inclusion Statements: Functional Skills English**.



## Assessment specification Entry 2

Skill Standard	Coverage and range	Marks	Other Information
<b>Speaking, listening and communication</b> Participate in discussions/ exchanges about familiar topics, making active contributions, with one or more people in familiar situations	Confirm that the candidate did the following: <ul style="list-style-type: none"> <li>Identify the main points of short explanations and instructions</li> <li>Make appropriate contributions that are clearly understood</li> <li>Express simply feelings or opinions and understand those expressed by others</li> <li>Communicate information so that the meaning is clear</li> <li>Ask and respond to straightforward questions</li> <li>Follow the gist of discussions</li> </ul>	Need to show evidence against criterion to achieve	Two opportunities to provide this evidence
<b>Reading</b> Read and understand straightforward texts that explain, inform or recount information	<b>E2.R.1</b> Understand the main events in chronological texts <b>E2.R.2</b> Read and understand simple instructions and directions <b>E2.R.3</b> Read and understand high frequency words and words with common spelling patterns <b>E2.R.4</b> Use knowledge of alphabetical order to locate information	All criterion need to be covered	Three source documents  One alphabetical list (or dictionary)
Total fixed response for reading (0-50%)			
<b>Writing</b> Write short texts with some awareness of the intended audience	<b>E2.W.1</b> Use written words and phrases to record and present information with some awareness of the intended audience <b>E2.W.2</b> Construct compound sentences using common conjunctions <b>E2.W.3</b> Punctuate correctly, using upper and lower case, full stops and question marks <b>E2.W.4</b> Spell correctly all high frequency words and words with common spelling patterns	All criterion need to be covered	Two written texts to cover skills standards
No fixed response			

## 1.3 Functional Skills English at Entry 3

### **Structure:**

**Reading: 40 minutes**

**Writing: 40 minutes**

**Speaking, Listening and Communication: up to 30 minutes**

### **Subject matter/content:**

There is a choice of assessment titles (scenarios) allowing centres to meet the needs of individual learners. Minor changes in the assessment are allowed and the changes allowed in each case are indicated within the Assessment Pack.

### **Assessment design:**

All skill areas are assessed. Specifications are developed to ensure sufficient coverage of the criteria and consistency/reliability of assessments over time.

The assessment consists of a series of task-based questions with the tutor/assessor able to provide instructions and explain overall assessment requirements.

*Reading:* task-based questions

*Writing:* task-based questions

*Speaking, Listening and Communication:* oral assessment template

Reading and Writing are internally marked in the centre according to a given mark scheme and accompanying marking guidance.

Speaking, Listening and Communication is internally assessed using a competency based mark scheme and observation pro-forma. Guidance on possible contexts and administration of the assessment is provided to the assessor.

The assessment of each component is reported on separately and may be assessed at separate times.

### **Assessment conditions and procedures:**

Assessments are completed under supervised (controlled) assessment conditions.

Full details are provided in the Assessment Pack accompanying each assessment title.

The tutor may supervise and mark the assessment.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the ***City & Guilds Centre Manual***.

### **Diversity, access and inclusion details:**

There is a choice of assessment titles to enable one to be selected that best meets the needs for individual learners.

Please refer to **Section 2 Inclusion Statements: Functional Skills English**.

## Assessment specification Entry 3

Skill Standard	Coverage and range available	Marks	Item type and number of items
<p><b>Speaking, listening and communication</b> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges</p>	<p>Confirm that the candidate did the following:</p> <ul style="list-style-type: none"> <li>• Follow the main points of discussions</li> <li>• Use techniques to clarify and confirm understanding</li> <li>• Give own point of view and respond appropriately to others' point of view</li> <li>• Use appropriate language in formal discussions/exchanges</li> <li>• Make relevant contributions, allowing for and responding to others' input</li> </ul>	<p>Need to show evidence against criterion to achieve</p>	<p>Two opportunities to provide this evidence</p>
<p><b>Reading</b> Read and understand straightforward texts that explain, inform or recount information</p>	<p><b>E3.R.1</b> Understand the main points of texts</p> <hr/> <p><b>E3.R.2</b> Obtain specific information through detailed reading</p> <hr/> <p><b>E3.R.3</b> Use organisational features to locate information</p> <hr/> <p><b>E3.R.4</b> Read and understand texts in different formats using strategies/techniques appropriate to the task</p>	<p>All criterion need to be covered</p>	<p>Two source documents</p>
<p>Total fixed response for reading (0-50%)</p>			
<p><b>Writing</b> Write texts with some adaptation to the intended audience</p>	<p><b>E3.W.1</b> Plan, draft and organise writing</p> <hr/> <p><b>E3.W.3</b> Sequence writing logically and clearly</p> <hr/> <p><b>E3.W.4</b> Use basic grammar including appropriate verb-tense and subject-verb agreement</p> <hr/> <p><b>E3.W.5</b> Check work for accuracy, including spelling</p>	<p>all the criterion need to be covered</p>	<p>Two written texts required one 50-75 words and one 75-100 each approximately</p>

## 1.4 Functional Skills English at Level 1

### **Structure:**

**Internally assessed Speaking, Listening and Communication: up to 30 minutes**

**Two externally set and marked assessments:**

**Reading: 1 hour 10 minutes; Writing: 1 hour 20 minutes**

### **Subject matter/content:**

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

### **Assessment design:**

All skill areas are assessed. Specifications are developed to ensure 100% coverage of the criteria and consistency/reliability of assessments over time.

### **Reading:**

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving multiple choice questions and free response. All marking is externally marked (for on-screen marking this is via a secure online portal).

Each assessment contains two different types of source document. The assessment tasks will require candidates to extract relevant information from the documents.

### **Writing:**

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving free response writing. Marking is by an external marker (for on-screen marking via a secure online marker portal) using banded descriptors in the mark scheme for spelling, punctuation and grammar, allowing a holistic approach.

Each assessment requires candidates to produce two different types of text to fulfil the purpose of the task.

### **Speaking, Listening and Communication:**

The assessment consists of two group discussions. One discussion will be about a topic that is familiar to the candidates, and the other will be about a topic that is unfamiliar to the candidates. Topics are decided by the centre. Assessments are conducted by the centre and assessed internally. The marking criteria are competence-based and include an observation pro-forma where examples of how the candidate has met the standard can be recorded.

Guidance on administration of the assessment is provided in the assessment pack for Speaking, Listening and Communication.

### **Assessment conditions and procedures:**

#### **Reading and Writing**

The assessment must take place under supervised conditions (distinct from JCQ ICE conditions).

#### **Speaking, Listening and Communication**

Controlled assessment conditions apply. The candidate's tutor may supervise and mark the assessment. Authentic situations - such as part of a team meeting or other work-related scenarios - may be used as long as they do not disadvantage the learner. The assessor must be present.

All internally assessed tasks using a non-marked assessment (competence) **must** follow normal City & Guilds' verification processes. Full details are provided in the Assessment Pack.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the **City & Guilds Centre Manual**.

#### **Diversity, access and inclusion details:**

Please refer to **Section 2 Inclusion Statements: Functional Skills English**

## Assessment specification Level 1 – Speaking, Listening and Communication

The candidate will need to have **two** discussions as part of a group. One discussion must be formal and one informal; one discussion must be based on a familiar topic and one on an unfamiliar topic. Topics are decided by the centre.

Candidates will need to demonstrate the following skills across **both** of the discussions:

- making relevant and extended contributions to discussions, allowing for and responding to others' input
- preparing for and contributing to the discussion of ideas and opinions
- making different kinds of contributions to discussions.
- presenting information/points of view clearly and in appropriate language.

Candidates should be informed that their contribution to the discussions is to be assessed and be made aware of the assessment criteria.

The candidate's tutor may supervise and mark the assessments as the assessor.

Each of the following criteria must be covered in **both** discussions:

- **1.1.1** Made relevant and extended contributions to discussions
- **1.1.1** Allowed for others' input
- **1.1.1** Responded to others' input
- **1.1.2** Prepared for discussion on familiar/unfamiliar topic
- **1.1.2** Prepared for and contributed to informal/formal discussion of ideas and opinions
- **1.1.3** Made different kinds of contributions
- **1.1.4** Presented information/points of view clearly
- **1.1.4** Presented information/points of view in appropriate language.

## Assessment specification Level 1 – Reading

Skill standard	Coverage and range	Total marks	Item type/ no of items
Read and understand a range of straightforward texts	1.2.1 Identify the main points and ideas and how they are presented in a variety of texts	12	15 questions total (maximum 3 x MC)
	1.2.2 Read and understand texts in detail	13	
	1.2.3 Utilise information contained in texts	10	
	1.2.4 Identify suitable responses to texts	5	
<b>TOTAL</b>		<b>40</b>	<b>15</b>

## Assessment specification Level 1 – Writing

Skill standard	Coverage and range	Item type	No. of Qstns	Total marks
Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience <b>Informal</b>	1.3.1a Write clearly and coherently, including an appropriate level of detail (6)	Free response (extended piece of writing)	1	25
	1.3.2a Present information in a logical sequence (2)			
	1.3.3a Use language, format and structure suitable for purpose and audience (6)			
	1.3.4a/1.3.5a Use correct grammar, including correct and consistent use of tense Ensure written work includes generally accurate punctuation and spelling and that meaning is clear (11)			
Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience <b>Formal</b>	1.3.1b Write clearly and coherently, including an appropriate level of detail (6)	Free response (extended piece of writing)	1	25
	1.3.2b Present information in a logical sequence (2)			
	1.3.3b Use language, format and structure suitable for purpose and audience (6)			
	1.3.4b/1.3.5b Use correct grammar, including correct and consistent use of tense Ensure written work includes generally accurate punctuation and spelling and that meaning is clear (11)			
<b>TOTAL</b>				<b>50</b>

The writing assessment will consist of two questions, both free response.

**Each test will cover 100% of the coverage and range.**

The informal document will assess SPAG but the candidate will not be expected to achieve faultless accuracy in grammar, spelling & punctuation.

## 1.5 Functional Skills English at Level 2

### **Structure:**

**Internally assessed Speaking, Listening and Communication: up to 30 minutes**

**Two externally set and marked assessments**

**Reading: 1 hour 10 minutes; Writing: 1 hour 20 minutes**

### **Subject matter/content:**

Each assessment is based on a given theme with a purpose that is accessible to a broad range of learners.

### **Assessment design:**

All skill areas are assessed. Specifications are developed to ensure 100% coverage of the criteria and consistency/reliability of assessments over time.

### **Reading:**

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving multiple choice questions and free response. All marking is by an external marker (for on-screen marking this is via a secure online portal).

Each assessment contains three/four different types of source document. The assessment tasks will require candidates to extract relevant information from the documents.

### **Writing:**

Designed for on-screen assessment delivery, with the option of a paper-based assessment. The assessment is task based, involving free response writing. Marking is by an external marker (for on-screen marking via a secure online marker portal) using banded descriptors in the mark scheme for spelling, punctuation and grammar, allowing a holistic approach.

Each assessment requires candidates to produce two different types of text to fulfil the purpose of the task.

### **Speaking, Listening and Communication:**

The assessment consists of a group discussion on a topic that is unfamiliar to the candidates, and a presentation on a topic familiar to the candidates. The topics are decided by the centre.

Assessments are conducted by the centre and assessed internally. The marking criteria are competence-based and include an observation pro-forma where examples of how the candidate has met the standard can be recorded.

Guidance on administration of the assessment is provided in the assessment pack for Speaking, Listening and Communication.

### **Assessment conditions and procedures:**

#### **Reading and Writing**

The assessment must take place under supervised conditions (distinct from JCQ ICE conditions).

#### **Speaking, Listening and Communication**

Supervised assessment conditions apply. The candidate's tutor may supervise and mark the assessment.

All internally assessed tasks using a non-marked assessment (competence) **must** follow normal City & Guilds' verification processes. Full details are provided in the Assessment Pack.

The centre is required to operate a system of internal quality assurance to ensure all marking decisions by all assessors within the centre are consistently in line with the mark scheme, and that the required assessment conditions are applied in all cases. The process of internal and external quality assurance is described more fully in the **City & Guilds Centre Manual**.

### **Diversity, access and inclusion details:**

Please refer to **Section 2 Inclusion Statements: Functional Skills English**.

## Assessment specification Level 2 – Speaking, Listening and Communication

### Activity 1 – discussion

The candidate will need to have one **formal** discussion as part of a group. The discussion should be based on an **unfamiliar** topic. Candidates will need to demonstrate the following skills in the discussion:

- considering complex information
- giving a relevant cogent response in appropriate language
- adapting contributions in discussions to suit audience, purpose and situation
- making significant contributions to discussion, taking a range of roles
- helping to move discussion forward.

Candidates should be informed that their contribution to the discussion is to be assessed and be made aware of the assessment criteria.

### Activity 2 – presentation

The candidate will need to prepare a presentation on a **familiar** topic. Candidates will need to demonstrate the following skills in their presentation:

- presenting information and ideas clearly
- presenting information and ideas persuasively to others.

Candidates should be informed that their presentation is to be assessed and be made aware of the assessment criteria. 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.

Each of the following criteria must be covered:

- **2.1.1** Considered complex information
- **2.1.1** Gave a relevant cogent response in appropriate language
- **2.1.2** Presented information and ideas clearly to others
- **2.1.2** Presented information and ideas persuasively (eg use of supporting statements, evidence, etc)
- **2.1.3** Adapted contributions to suit audience, purpose and situation
- **2.1.4** Made significant contributions to discussions
- **2.1.4** Took on a range of roles
- **2.1.4** Helped move discussion forward.



## Assessment specification Level 2 – Reading

Skill standard	Coverage and range	Total marks	Item type/no of items
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	2.2.1 Select and use different types of texts to obtain and utilise relevant information	6	12 questions in total: Up to 3 multiple choice Minimum of 9 free text  Minimum of 2 questions per assessment criteria  Maximum 50% of marks through fixed questions
	2.2.2 Read and summarise, succinctly, information/ideas from different sources	8	
	2.2.3 (a) Identify the purposes of texts and  (b) comment on how meaning is conveyed through language and layout.  NB emphasis should be on language rather than layout	2	
		8	
	2.2.4 Detect point of view, implicit meaning and/or bias	8	
	2.2.5 Analyse texts in relation to audience needs and consider suitable responses where applicable	8	
<b>TOTAL</b>		<b>40</b>	<b>12</b>

## Assessment specification Level 2 – Writing

Skill standard	Coverage and range	Item type	No. of Qstns	Total marks
Write a range of texts, including extended writing documents, communicating information, ideas and opinions, effectively and persuasively. <b>Persuasive text</b>	2.3.1 Present information/ideas concisely, logically and persuasively (9)	Free response (extended piece of writing)	1	26
	2.3.3a/2.3.4a Use a range of writing styles for different purposes. Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively. (6)			
	2.3.5a/2.3.6a Punctuate written text using commas, apostrophes and inverted commas. Ensure written work is fit for purpose and audience with accurate spelling and grammar that support clear meaning in a range of texts (11)			
Write a range of texts, including extended writing documents, communicating information, ideas and opinions, effectively and persuasively. <b>Complex subjects</b>	2.3.2 Present information on complex subjects concisely and clearly (7)	Free response (extended piece of writing)	1	24
	2.3.3b/2.3.4b Use a range of writing styles for different purposes. Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively. (6)			
	2.3.5b/2.3.6b Punctuate written text using commas, apostrophes and inverted commas. Ensure written work is fit for purpose and audience with accurate spelling and grammar that support clear meaning in a range of texts (11)			
<b>TOTAL</b>				<b>50</b>

The writing assessment will consist of two questions, both free response, one worth 24 and the other 26 marks.

## 2 Inclusion Statements: Functional Skills English

### Speaking, Listening and Communication Inclusion Statements

Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

The term 'speaking, listening and communication', as used by these standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (eg British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;
- can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working;
- does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

If you have any other questions on possible adjustments for Speaking, Listening and Communication, please contact your External Quality Assurer (EQA) or City & Guilds.

### Reading Inclusion Statements

Reading within Functional Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, on screen or presented using Braille.

As a reasonable adjustment, candidates who are classed as disabled under the terms of the Equality Act, and use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the reading standards through use of screen reader software.

A human reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the reading requirements can be requested for candidates with disabilities who cannot use assistive technology.

## Writing Inclusion Statements

Writing within Functional Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.

‘Text’ is defined as materials that include the use of words that are written, printed, on screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

As a reasonable adjustment, candidates who are disabled under the terms of the Equality Act and who use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the writing standards through use of a computer and appropriate software.

A human scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the writing requirements can be requested for candidates with disabilities who cannot use assistive technology.

## Exemptions – please note

As the above Inclusions statements indicate, Disability Discrimination legislation (now incorporated into the 2010 Equality Act) permits the granting of exemptions for specific assessment components within qualifications in certain circumstances. In the case of Functional Skills English this will only be considered as a **last resort**, once all other possible adjustments that might enable the candidate to undergo assessment and achieve the required standard have been explored.

It should be noted that the Functional Skills English qualifications are designed to allow ‘spiky profile’ achievement of each assessment component at different levels. Where a candidate’s disability precludes them from being able to achieve the required standard at a particular level, consideration should be given to whether it would be possible for them to achieve at the level(s) below.

For more information on how to apply for access arrangements please refer to the Functional Skills Qualification Handbook, **Section 4.9, Access Arrangements and Reasonable Adjustments** or visit the dedicated webpage, **Access and Adjustments**.

### 3 Assessment

Functional Skills English qualifications are assessed summatively with no ongoing ‘portfolio’ assessment. Candidates complete a one-off series of supervised tasks once they are felt to be capable of achieving the required standard (known as when-ready). The Functional Skills English assessment consists of three components: Reading, Writing, and Speaking, Listening and Communication (SLC).

At **Entry level** all assessments are externally set by City & Guilds; they are internally marked and quality assured by the centre.

At **Level 1** and **Level 2** all assessments are externally set by City & Guilds; they are also externally marked by City & Guilds.

#### 3.1 Support Material

Sample assessments can be downloaded from [the Functional Skills qualifications webpage](#). In all cases there are multiple examples of each assessment component. In some cases there are also various ‘worked’ examples.

##### Samples – currently available

	Reading	Writing
<b>Entry 1</b>	4	4
<b>Entry 2</b>	6	6
<b>Entry 3</b>	4	4
<b>Level 1 Paper</b>	6	6
<b>Level 1 Online</b>	6	6
<b>Level 2 Paper</b>	6	6
<b>Level 2 Online</b>	6	6

Candidates should be given adequate opportunity to familiarise with the sample assessments before attempting the live assessment. This is particularly important if they intend to use onscreen delivery.

There is also a Guidance for Delivery document available on [the Functional Skills qualifications webpage](#).

The document relates to Functional Skills Level 1 and Level 2 English Reading and Writing assessments. It offers guidance to support teaching and learning.

## 3.2 Pass marks

The pass marks ranges for each of the externally-marked English components are shown below. The actual pass mark varies slightly between assessment papers, to take into account slight variations in accessibility or difficulty and to ensure the standard of work required to achieve a pass is consistent.

<b>FS English Reading</b>	<b>Pass mark</b>
Level 1	26 to 29 out of 40
Level 2	25 to 28 out of 40

<b>FS English Writing</b>	<b>Pass mark</b>
Level 1	30 marks out of 50
Level 2	30 to 31 marks out of 50

See **Section 9 Accessing feedback** for details about performance feedback.

## 4 Entry 1 and Entry 2 Speaking, Listening and Communication record sheets

### Entry 1 record sheet

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_

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>Summary of the discussion including any prompting:</b>		
<b>Confirm that the candidate did the following:</b>	<b>Overall comments:</b>	
Understood the main points of short explanations	<input type="checkbox"/>	
Understood and followed instructions	<input type="checkbox"/>	
Responded appropriately to comments and requests	<input type="checkbox"/>	
Made contributions to be understood	<input type="checkbox"/>	
Asked simple questions to obtain specific information	<input type="checkbox"/>	

<b>PRINT IQA's Name:</b> (if sampled)	<b>Signature</b>	<b>Date:</b>
<b>PRINT EQA's Name:</b> (if sampled)	<b>Signature</b>	<b>Date:</b>

Please indicate as applicable:

Candidate has achieved:  Candidate has not achieved:

## Entry 2 record sheets

### Activity 1

**Candidate's name** \_\_\_\_\_ **Reg. No.** \_\_\_\_\_  
**Date of assessment** \_\_\_\_\_

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>Summary of the discussion including any prompting:</b>		
<b>Confirm that the candidate:</b>		<b>Overall comments and quotes to show how candidate met the criteria:</b>
Identifies the main points of short explanations and instructions	<input type="checkbox"/>	
Communicates information so that meaning is clear	<input type="checkbox"/>	



## Activity 2 Discussion

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_

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.

Summary of the discussion:		
Confirm that the candidate:	Overall comments and quotes to show how candidate met the criteria:	
Makes appropriate contributions that were clearly understood	<input type="checkbox"/>	
Expresses simply his/her own feelings and opinions and understood those expressed by others	<input type="checkbox"/>	
Communicates information so that meaning is clear	<input type="checkbox"/>	
Asks and responds to straightforward questions	<input type="checkbox"/>	
Follows the gist of discussions	<input type="checkbox"/>	

<b>PRINT Speaking, listening &amp; communication Assessor's name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>PRINT IQA's Name:</b> (if sampled)	<b>Signature</b>	<b>Date:</b>
<b>PRINT EQA's Name:</b> (if sampled)	<b>Signature</b>	<b>Date:</b>

Please indicate as applicable:

Candidate has achieved:  Candidate has not achieved:

## 5 Entry 3 Speaking, listening and communication record sheet

### Entry 3 Record sheet 1

#### Formal discussion

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

Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_

Topic of discussion \_\_\_\_\_

Group/Partner \_\_\_\_\_ Details \_\_\_\_\_

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
Follows the main points of discussion	✓	Comment not required ✓ only
Uses techniques to clarify understanding of others' contributions (eg asking questions, repetition, body language/gestures, nodding, thanking)	✓	Please add comment regarding techniques used and insert quote from candidate.
Own point of view expressed clearly	✓	Insert quote from candidate.
Responds appropriately to others' points of view & input	✓	Insert quote from candidate.
Uses appropriate language in formal discussions/exchanges	✓	Comment not expected ✓ only
Makes contributions relevant to the discussion	✓	Comment not expected ✓ only

#### Tick any that may apply:

Maintained eye contact	<input type="checkbox"/>	Listened to other contributions	<input type="checkbox"/>
Used appropriate body language	<input type="checkbox"/>	Asked questions	<input type="checkbox"/>
Used appropriate gestures	<input type="checkbox"/>	Answered questions	<input type="checkbox"/>
Appropriate facial expressions	<input type="checkbox"/>	Asked for clarification/questions to be repeated	<input type="checkbox"/>

#### Please indicate as applicable:

Candidate has achieved:	<input type="checkbox"/>
Candidate has not achieved:	<input type="checkbox"/>

<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>

## Entry 3 Record sheet 2

### Informal discussion

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

Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_

Topic of discussion \_\_\_\_\_

Group/Partner \_\_\_\_\_ Details \_\_\_\_\_

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
Follows the main points of discussion	✓	Comment not expected ✓ only
Uses techniques to clarify understanding of others' contributions (eg asking questions, repetition, body language/gestures, nodding, thanking)	✓	Please add comment regarding techniques used and insert quote from candidate.
Own point of view expressed clearly	✓	Insert quote from candidate.
Responds appropriately to others' points of view & input	✓	Insert quote from candidate.
Uses appropriate language	✓	Comment not expected ✓ only
Makes contributions relevant to the discussion	✓	Comment not expected ✓ only

#### Tick any that may apply:

Maintained eye contact		Listened to other contributions	
Used appropriate body language		Asked questions	
Used appropriate gestures		Answered questions	
Appropriate facial expressions		Asked for clarification / questions to be repeated	

#### 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

## Entry 3 Record sheet 1 Exemplar

### Formal discussion

**Candidate's name** *Any Learner*      **Reg. No.** *ABC1234*  
**Date of assessment** *04-09-2015*      **Length of discussion** *6 minutes*  
**Topic of discussion** *Finding information about a new course*  
**Group/Partner** *One to one*      **Details** *Course Tutor*

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
Follows the main points of discussion	✓	<i>Learner expressed her interest in the course: 'I have always wanted to work with children. I babysit for my sister when I can.'</i>  <i>Tutor gave a brief outline of course requirements.</i> <i>Learner listened carefully and asked questions: 'Does that mean I have to find my own placement, or do you help with that?'</i>  <i>'I could ask at Little Bunnies.'</i>  <i>'Thank you for the information. I will ask my mum to come to the open evening.'</i>
Uses techniques to clarify understanding of others' contributions (eg asking questions, repetition, body language/gestures, nodding, thanking)	✓	
Own point of view expressed clearly	✓	
Responds appropriately to others' points of view & input	✓	
Uses appropriate language in formal discussions/exchanges	✓	
Makes contributions relevant to the discussion	✓	

#### Tick any that may apply:

Maintained eye contact	✓		Listened to other contributions	✓
Used appropriate body language	✓		Asked questions	✓
Used appropriate gestures	✓		Answered questions	✓
Appropriate facial expressions	✓		Asked for clarification / questions to be repeated	✓

Please indicate as applicable:

Candidate has achieved:	✓
Candidate has not achieved:	

<b>Candidate</b>	<b>Signature</b> <i>Any Learner</i>	<b>Date</b> <i>04-09-2015</i>
<b>Assessor name</b> <i>The Assessor</i>	<b>Signature</b> <i>The Assessor</i>	<b>Date</b> <i>04-09-2015</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## Entry 3 Record sheet 2 Exemplar

### Informal discussion

Candidate's name *Any Learner*

Reg. No. *ABC1234*

Date of assessment *04-09-2015*

Length of discussion *8 minutes*

Topic of discussion *Where they went on holiday and what they liked*

Group/Partner *Group*

Details *3 peers*

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
Follows the main points of discussion	✓	<i>Katya told the group about her holiday in Cornwall and the places she visited.</i>
Uses techniques to clarify understanding of others' contributions (eg asking questions, repetition, body language/gestures, nodding, thanking)	✓	<i>Learner nodded and agreed: 'Yes, I went there last year. It is a lovely place and there are lots of sandy beaches.'</i>
Own point of view expressed clearly	✓	<i>She asked Mary, 'Have you been to Cornwall?'</i>
Responds appropriately to others' points of view & input	✓	<i>She told the group about her holiday in Wales. 'We took our tent ... It was brill! We had bacon and eggs every morning. We went to Llandudno and up the Great Orme.'</i>
Uses appropriate language	✓	<i>When Katya asked if she preferred hotels, she answered, 'Hotels are OK. We usually go camping because my brother likes it and we can do what we want, when we want.'</i>
Makes contributions relevant to the discussion	✓	

#### Tick any that may apply:

Maintained eye contact	✓		Listened to other contributions	✓
Used appropriate body language	✓		Asked questions	✓
Used appropriate gestures	✓		Answered questions	✓
Appropriate facial expressions	✓		Asked for clarification / questions to be repeated	

Please indicate as applicable:

Candidate has achieved:	✓
Candidate has not achieved:	

<b>Candidate</b>	<b>Signature</b> <i>Any Learner</i>	<b>Date</b> <i>04-09-2015</i>
<b>Assessor name</b> <i>The Assessor</i>	<b>Signature</b> <i>The Assessor</i>	<b>Date</b> <i>04-09-2015</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## 6 Level 1 Speaking, Listening and communication assessment guidelines

The candidate will need to have **two** discussions as part of a **group**.

One discussion **must** be **formal** and one **informal**.

One discussion **must** be based on a **familiar** topic and one on an **unfamiliar** topic.

Candidates will need to demonstrate the following skills across both of the discussions.

- Making relevant and extended contributions to discussions, allowing for and responding to others' input.
- Preparing for and contributing to the discussion of ideas and opinions.
- Making different kinds of contributions to discussions.
- Presenting information/points of view clearly and in appropriate language.

Candidates should be informed that their contribution to the discussions is to be assessed and be made aware of the assessment criteria.

### 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 Speaking, Listening and Communication 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 topics of discussion that reflect real life as much as possible and are 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.

- The candidate may not need to prepare as much for the familiar topic as for the unfamiliar topic but they may be informed of the topic for the familiar discussion 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 on the day of the discussion.
- The assessor must choose which of the formal or informal discussions is to be based on a familiar topic.
- The assessor must not take part in the discussion at this level.
- The assessor should indicate clearly the start and end of each discussion.
- The signatures on the speaking and listening assessment records are used mainly for authenticity, showing the learner's agreement that this was his/her discussion. Ideally these are signed after completion by the assessor and confirm that the assessment decision and feedback have been received. The latest assessor records are designed to reduce assessor burden and it is hoped that most assessors would be able to complete the documentation on the day of the assessment, if not during the assessment. The records do not need to be typed up.
- If the assessor is unlikely to be able to complete the records prior to the learners leaving the centre, the centre could design a form for the candidate to sign and date to say he/she had taken part in a discussion/presentation and verbal feedback was received. This could then be attached to the written assessor records.
- Centres should consider how their normal practice shows authenticity (for example video or audio recordings available for IQA and EQA) and feedback to the learner (for example, e-portfolio comments, emails, tutorial reviews).
- In isolated instances the assessor can record 'candidate not available due to xxx'. If the EQA wishes to investigate this, the centre would be asked to provide other evidence e.g. audio recordings, tutorial review, email feedback, e-portfolio feedback, etc.

## 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 and Guilds. Any changes **must** be agreed with the centre's External Quality Assurer and competence against each criteria **must** be evident.
- **Two** 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 can be used to enhance the assessor's observation. 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.
- Audio and 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 audio/video recordings to be made and any recordings do not replace the written assessment records needed for each assessment.



## Candidate performance and feedback

- The candidate must meet all the criteria across **both** discussions to prove competence.
- 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 audio/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.
- 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.

### Suggested topics

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

- planning a charity event
- discussion about a current event.

b) Examples of an **informal** discussion may include, but are not limited to:

- social networking
- holidays
- television programmes.

### Timing of assessments

- It is suggested that 5-10 minutes be allowed for **each** discussion.
- 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 **both** discussions **must** not exceed 30 minutes.
- Preparation time for discussions may occur outside of teaching time and is not part of the 30 minutes allowed.
- Preparation time should be time for individual preparation and can include research and making notes.

## Level 1 Record sheet 1

### Formal discussion on unfamiliar topic

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_  
 Topic of discussion \_\_\_\_\_  
 Group/Partner \_\_\_\_\_ Details \_\_\_\_\_

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>1.1.2</b> Prepared for discussion on unfamiliar topic. Prepared for and contributed to formal discussion of ideas and opinions	✓	Notes attached <input type="checkbox"/> <i>(notes candidates have prepared in advance of discussion)</i>
<b>1.1.1</b> Made relevant and extended contributions to discussions and allowed for others' input	✓	Please insert comment regarding contributions made and insert at least two quotes from candidate.
<b>1.1.3</b> Made different kinds of contributions	✓	
<b>1.1.1</b> Responded to others' input	✓	
<b>1.1.4</b> Presented information/points of view clearly and in appropriate language	✓	Please insert comment regarding how information was presented.

#### Tick any that may apply:

Maintained eye contact		Listened to other contributions	
Used appropriate body language		Asked questions	
Used appropriate gestures		Answered questions	
Appropriate facial expressions		Asked for clarification / questions to be repeated	

#### Please indicate as applicable:

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>

## Level 1 Record sheet 2

### Informal discussion on familiar topic

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_  
 Topic of discussion \_\_\_\_\_  
 Group/Partner \_\_\_\_\_ Details \_\_\_\_\_

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>1.1.2</b> Prepared for discussion on familiar topic. Prepared for and contributed to informal discussion of ideas and opinions	✓	Notes attached <input type="checkbox"/> <i>(notes candidates have prepared in advance of discussion or comment on preparation)</i>
<b>1.1.1</b> Made relevant and extended contributions to discussions and allowed for others' input.	✓	Please insert comment regarding contributions made and insert at least two quotes from candidate.
<b>1.1.3</b> Made different kinds of contributions	✓	
<b>1.1.1</b> Responded to others' input	✓	Insert quote from candidate.
<b>1.1.4</b> Presented information/points of view clearly and in appropriate language	✓	Please insert comment regarding how information was presented.

#### Tick any that may apply:

Maintained eye contact			Listened to other contributions	
Used appropriate body language			Asked questions	
Used appropriate gestures			Answered questions	
Appropriate facial expressions			Asked for clarification/ questions to be repeated	

#### Please indicate as applicable:

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>

## Level 1 Record sheet 1 Exemplar

### Formal discussion on unfamiliar topic

Candidate's name *Any Learner* Reg. No. *ABC1234*

Date of assessment *04-09-2015* Length of discussion *10 minutes*

Unfamiliar topic *Should we have a Queen?*

Group size *4* Details of group *Learner, 2 peers and a volunteer tutor*

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>1.1.2</b> Prepared for discussion on unfamiliar topic. Prepared for and contributed to formal discussion of ideas and opinions	✓	Notes attached ✓ <i>WB started the debate by stating the cost of having a royal family.</i> <i>Learner listened carefully to his arguments.</i> <i>Learner made good use of his research and argued persuasively in favour of the royal family:</i>
<b>1.1.1</b> Made relevant and extended contributions to discussions and allowed for others' input <b>1.1.3</b> Made different kinds of contributions	✓	<i>'Yes, they may cost a lot but they bring in over three times that - about £176 million. The tourists love them and they spend money on taxi cabs and hotels too.'</i> <i>'The royal family costs each UK citizen about 66p a year. What else can you get for 66p? Do you think a President would be cheaper and bring in as much money?'</i> <i>He agreed that there may be too many hangers-on in the wider royal family but added 'this newspaper report says that a royal baby brings in about £500 million to the tourism industry.'</i>
<b>1.1.1</b> Responded to others' input	✓	<i>The discussion then looked at different members of the royal family before focussing on the Queen. Learner argued, 'Look at how hard the Queen works. She should be sitting at home knitting now but she keeps on working...'</i> <i>He brought the discussion to a close:</i> <i>'So do we all agree that the Queen herself is a benefit to the UK but not necessarily all of the others?'</i>
<b>1.1.4</b> Presented information/points of view clearly and in appropriate language	✓	

#### Tick any that may apply:

Maintained eye contact	✓	Listened to other contributions	✓
Used appropriate body language	✓	Asked questions	✓
Used appropriate gestures	✓	Answered questions	✓
Appropriate facial expressions	✓	Asked for clarification / questions to be repeated	✓

Please indicate as applicable:

Candidate has achieved:	✓
Candidate has not achieved:	

<b>Candidate</b> <i>Any Learner</i>	<b>Signature</b> <i>Any Learner</i>	<b>Date</b> <i>07-09-2015</i>
<b>Assessor name</b> <i>An Assessor</i>	<b>Signature</b> <i>An Assessor</i>	<b>Date</b> <i>07-09-2015</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## Level 1 Record sheet 2 Exemplar

### Informal discussion on familiar topic

**Candidate's name** *Any Learner* **Reg. No.** *ABC1234*

**Date of assessment** *07-09-2015* **Length of discussion** *10 minutes*

**Familiar topic** *Where to go for the end of term celebration*

**Group size** *4* **Details of group** *Peers from FS group*

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>1.1.2</b> Prepared for discussion on familiar topic. Prepared for and contributed to informal discussion of ideas and opinions	✓	Notes attached ✓ <i>Each learner had researched prices and menus for a venue prior to today's class - see notes attached</i> <i>Learner offered to start the discussion. She spoke clearly and confidently:</i>
<b>1.1.2</b> Made relevant and extended contributions to discussions and allowed for others' input.	✓	<i>'Shall I go first? I have chosen Dino's because they offer a wide range of food and you can get a pepperoni pizza for £4.....'</i>
<b>1.1.3</b> Made different kinds of contributions	✓	<i>She listened carefully to MT and replied:</i> <i>'Yes, they do cheese and tomato pizza and chips and quite a few other veggie things. Do you want to look at the menu and see if you like anything?'</i> <i>Offered menu to MT.</i>
<b>1.1.1</b> Responded to others' input	✓	<i>Later, in response to suggestion by KS:</i> <i>'Do they just serve Indian food? I like Chicken Tikka but does everyone else like Indian?'</i> <i>Group decided on Chinese food. VT asked if everyone agreed.</i>
<b>1.1.4</b> Presented information/points of view clearly and in appropriate language	✓	<i>Learner responded enthusiastically:</i> <i>Yes. Suits me too. Shall I book a table?</i>

#### Tick any that may apply:

Maintained eye contact	✓	Listened to other contributions	✓
Used appropriate body language	✓	Asked questions	✓
Used appropriate gestures	✓	Answered questions	✓
Appropriate facial expressions	✓	Asked for clarification/ questions to be repeated	✓

**Please indicate as applicable:**

Candidate has achieved:	✓
Candidate has not achieved:	

<b>Candidate</b> <i>Any Learner</i>	<b>Signature</b> <i>Any Learner</i>	<b>Date</b> <i>07-09-2015</i>
<b>Assessor name</b> <i>An Assessor</i>	<b>Signature</b> <i>An Assessor</i>	<b>Date</b> <i>07-09-2015</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## 7 Level 2 Speaking, Listening and Communication assessment guidelines

Level 2 Speaking, listening and communication consists of **two** activities.

### Activity 1 Discussion

The candidate will need to have one discussion as part of a **group**.

The discussion should be based on an **unfamiliar** topic.

Candidates will need to demonstrate the following skills in the discussion:

- considering complex information
- giving a relevant cogent response in appropriate language
- adapting contributions in discussions to suit audience, purpose and situation
- making significant contributions to discussion, taking a range of roles
- helping to move discussion forward.

Candidates should be informed that their contribution to the discussion is to be assessed and be made aware of the assessment criteria.

### Activity 2 Presentation

The candidate will need to prepare a presentation on a **familiar** topic.

Candidates will need to demonstrate the following skills in their presentation:

- presenting information and ideas clearly
- presenting information and ideas persuasively to others.

Candidates should be informed that their presentation is to be assessed and be made aware of the assessment criteria.

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.

## 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 Speaking, Listening and Communication assessment.
- The assessor must choose a topic for discussion that reflects real life as much as possible and is of interest to the candidate.
- The discussion 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 needs to be familiar with the topic that is being discussed in Activity 1 and inform the candidate before the assessment of the chosen unfamiliar topic. The candidate should be informed of the unfamiliar topic in the session that takes place before the assessment session, or a week before hand, whichever is the greater.
- The assessor must not take part in the discussion at this level.
- The assessor should indicate clearly the end of the discussion.
- The candidate may choose the familiar topic for the presentation and the topic should be agreed with the assessor prior to the presentation.
- For the discussions and presentation 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' in the FS English Speaking listening and communication standards refers to the topic of the discussion, not the group members.
- The signatures on the speaking and listening assessment records are used mainly for authenticity, showing the learner's agreement that this was his/her discussion/presentation. Ideally these are signed after completion by the assessor and confirm that the assessment decision and feedback have been received. The latest assessor records are designed to reduce assessor burden and it is hoped that most assessors would be able to complete the documentation on the day of the assessment, if not during the assessment. The records do not need to be typed up.
- If the assessor is unlikely to be able to complete the records prior to the learners leaving the centre, the centre could design a form for the candidate to sign and date to say he/she had taken part in a



discussion/presentation and verbal feedback was received. This could then be attached to the written assessor records.

- Centres should consider how their normal practice shows authenticity (for example video or audio recordings available for IQA and EQA) and feedback to the learner (for example, e-portfolio comments, emails, tutorial reviews).
- In isolated instances the assessor can record 'candidate not available due to xxx'. If the EQA wishes to investigate this, the centre would be asked to provide other evidence e.g. audio recordings, tutorial review, email feedback, e-portfolio feedback, etc.

## 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 criteria **must** be evident.
- **Two** 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 can be used to enhance the assessor's observation. 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.
- Audio and 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 audio/video recordings to be made and any recordings do not replace the written assessment records needed for each assessment.

## Candidate performance and feedback

- The candidate must meet all the criteria for the discussion and presentation to prove competence.
- 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 audio/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.
- 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.

**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.

**Presentation:** 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 for the Activity 1 Discussion

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?

## Suggested topics for Activity 2 Presentation

Examples for a presentation may include, but are not limited to:

- holiday destination
- healthy diet
- popular tourist attractions in the area.

## Timing of assessments

- It is suggested **that 8-10** minutes be allowed for the discussion in Activity 1.
- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussion may vary according to the size of the group.
- It is suggested that **5-10** minutes be allowed for the presentation in Activity 2.
- The combined total for **both** activities **must not** exceed **30** minutes.
- Preparation time for the presentation and the discussion may occur outside of teaching time and is not part of the 30 minutes allowed.
- 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.

## Level 2 Record sheet 1

### Formal discussion

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_  
 Topic of discussion \_\_\_\_\_  
 Group/Partner \_\_\_\_\_ Details \_\_\_\_\_

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>2.1.1</b> Considered complex information and gave a relevant cogent response in appropriate language	✓	Notes attached <input type="checkbox"/> <i>(notes candidates have prepared in advance of discussion)</i>  Please insert comment regarding how information was presented and insert two quotes from candidate.  Comment not required ✓ only
<b>2.1.2</b> Presented information and ideas clearly to others. Presented information and ideas persuasively (e.g. use of supporting statements, evidence, etc)	✓	
<b>2.1.3</b> Adapted contributions to suit audience, purpose and situation	✓	
<b>2.1.4</b> Made significant contributions to discussions, helping to move discussion forward Took on a range of roles eg. Opened/closed discussion, moved discussion forward (tick below)	✓	
	✓	Please insert comment regarding contributions made and insert quote from candidate.  Comment not required ✓ only <i>(use tick boxes below)</i>

### Tick any that may apply:

Maintained eye contact	<input type="checkbox"/>	Answered questions	<input type="checkbox"/>
Used appropriate body language	<input type="checkbox"/>	Requested clarification/questions to be repeated	<input type="checkbox"/>
Used appropriate gestures	<input type="checkbox"/>	Opened discussion	<input type="checkbox"/>
Appropriate facial expressions	<input type="checkbox"/>	Moved discussion forward	<input type="checkbox"/>
Asked questions	<input type="checkbox"/>	Summarised main points to conclude	<input type="checkbox"/>

Please indicate as applicable:

Candidate has achieved:	<input type="checkbox"/>
Candidate has not achieved:	<input type="checkbox"/>

<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>

## Level 2 Record sheet 2

### Presentation

Candidate's name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 Date of assessment \_\_\_\_\_ Length of discussion \_\_\_\_\_  
 Topic of discussion \_\_\_\_\_  
 Group/Partner \_\_\_\_\_ Details \_\_\_\_\_

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>2.1.2</b> Presents information and ideas clearly to others <b>2.1.1</b> Included relevant information	✓	Notes attached <input type="checkbox"/>  Please comment on how information & ideas were presented and insert a min of three quotes from candidate.
<b>2.1.2</b> Presents information and ideas persuasively (eg use of supporting statements, evidence, etc)	✓	
<b>2.1.3</b> Adapts contributions to suit audience, purpose and situation <b>2.1.1</b> Use appropriate language	✓	

#### Tick any that may apply:

Maintained eye contact		Introduced the topic	
Used appropriate body language		Presented own point of view	
Used appropriate gestures		Made conclusions/recommendations	
Appropriate facial expressions			

#### 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

## Level 2 Record sheet 1 Exemplar

**Candidate's name** *Any Learner*      **Reg. No.** *ABC1234*  
**Date of discussion** *07-09-2015*      **Length of discussion** *10 minutes*  
**Unfamiliar topic of discussion** *Climate change: fact or fiction*  
**Group size** *3*      **Details of group** *Learner and 2 peers*

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>2.1.1</b> Considered complex information and gave a relevant cogent response in appropriate language	✓	<b>Notes attached</b> ✓ <i>Learner had researched the subject and brought in several pages of notes</i> <i>Learner listened carefully to the points raised by his peers. One said it was fact and the other argued it was fiction.</i>
<b>2.1.2</b> Presented information and ideas clearly to others. Presented information and ideas persuasively (e.g. use of supporting statements, evidence, etc)	✓	<i>Learner said 'I didn't realise it was such a complex subject before I started researching. If you look at these graphs you can see the trend is towards global warming although it is not a steady growth and we have had some very cold years. As you say, M, I remember it being -14 and my parents and grandparents said they had never known it that cold.'</i>  <i>'What other facts did you find, B?'</i>
<b>2.1.3</b> Adapted contributions to suit audience, purpose and situation	✓	<i>B mentioned the melting icecaps and Learner added 'Yes, reports suggest that sea levels are rising by 3.2mm per year.'</i> <i>M said that was minute and couldn't be measured. Learner said that was only an average and you could see the problems of rising sea levels around UK.</i>
<b>2.1.4</b> Made significant contributions to discussions, helping to move discussion forward	✓	<i>'Do you think, M, that the government and scientists are just telling lies or do you think there is a small move to climate change and it is just being over-exaggerated?'</i>
Took on a range of roles eg. Opened/closed discussion, moved discussion forward (tick below)	✓	<i>'Learner brought the discussion to a close: Shall we agree that there has been climate change, as an overall trend, but disagree on the size of the problem?'</i>

### Tick any that may apply:

Maintained eye contact	✓	Answered questions	✓
Used appropriate body language	✓	Requested clarification/questions to be repeated	✓
Used appropriate gestures	✓	Opened discussion	
Appropriate facial expressions	✓	Moved discussion forward	✓
Asked questions	✓	Summarised main points to conclude	✓

### Please indicate as applicable:

Candidate has achieved:	✓
Candidate has not achieved:	

<b>Candidate</b> <i>Any Learner</i>	<b>Signature</b> <i>Any Learner</i>	<b>Date</b> <i>07-09-2015</i>
<b>Assessor name</b> <i>An Assessor</i>	<b>Signature</b> <i>An Assessor</i>	<b>Date</b> <i>07-09-2015</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## Level 2 - Record sheet 2 Exemplar

**Candidate's name** *Any Learner*      **Reg. No.** *ABC1234*  
**Date of presentation** *07-09-2015*  
**Length of presentation** *10 minutes plus questions*  
**Familiar topic** *Japanese Knotweed*  
**Group size** *4*    **Details of group** *Peers*

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.

Confirm that the candidate:	Tick box	Overall comments and quotes to show how candidate met the criteria:
<b>2.1.2</b> Presents information and ideas clearly to others  <b>2.1.1</b> Included relevant information	✓	Notes attached ✓  <i>Learner was familiar with the problem of knotweed in the local area and had researched the history and spread of the problem. He produced a short power point presentation and shared several images of the plant.</i>  <i>He attracted the attention of the group by saying 'Which plant can grow up to 20 cm every day and can not be stopped? Which plant can grow through the concrete of your house foundations and render it worthless?'</i>
<b>2.1.2</b> Presents information and ideas persuasively (e.g. use of supporting statements, evidence, etc)	✓	<i>He gave an introduction: 'Japanese Knotweed is actually Fallopia Japonica. It was brought to Europe from Japan in the mid 19<sup>th</sup> Century. In 1847 it was named 'the most interesting new ornamental plant of the year.'</i>  <i>He showed the group photographs of the plant and newspaper cuttings stating how houses had been devalued</i>  <i>He illustrated the importance of the problem nationally: 'An amendment to the Anti-social Behaviour, Crime and Policing Act 2014 includes Japanese knotweed and other invasive non-native plants such as Himalayan balsam and giant hogweed.'</i>
<b>2.1.3</b> Adapts contributions to suit audience, purpose & situation  <b>2.1.1</b> Use appropriate language	✓	<i>M asked if there were any plants locally and Learner identified several locations. He also mentioned the cost of clearing ground for the Olympics.</i>  <i>T asked what to do if he found some and Learner explained the different options available.</i>

### Tick any that may apply:

Maintained eye contact	✓	Introduced the topic	✓
Used appropriate body language	✓	Presented own point of view	✓
Used appropriate gestures	✓	Made conclusions/recommendations	✓
Appropriate facial expressions	✓		

### Please indicate as applicable:

Candidate has achieved:	✓
Candidate has not achieved:	

<b>Candidate</b> <i>Any Learner</i>	<b>Signature</b> <i>Any Learner</i>	<b>Date</b> <i>07-09-2015</i>
<b>Assessor name</b> <i>An Assessor</i>	<b>Signature</b> <i>An Assessor</i>	<b>Date</b> <i>07-09-2015</i>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## 8 Frequently Asked Questions

### **Is it possible to take the three components of FS English at different times/levels?**

Yes, the assessment of each component is separate and self-contained. They can each be attempted at different times and at different levels.

To gain qualification certification, all three components must be achieved at Entry 1 or higher; where the components have been achieved at different levels, candidates are entitled to a qualification at the level of the lowest of the three components.

### **Can FS English components achieved with other awarding organisations be counted towards a City & Guilds FS English qualification?**

Yes – details of the administrative procedure for checking and recording components that have been achieved with other awarding organisations can be found in the **Functional Skills qualifications handbook**. Note some awarding organisations describe this as ‘transfer of credit’.

Only components from FS English qualifications based on the current (since September 2010) FS Criteria can be accepted for this purpose. Components achieved as part of the 2007-10 Functional Skills pilot may no longer be used towards the current qualifications.

### **Why do we need to claim a ‘certification’ module for FS English?**

Certification modules are standard practice in all situations where there are multiple City & Guilds qualifications with overlapping modules/units included within the same Product Code. They’re used within FS English because Level 2 components can be counted towards achievement at each of the levels below and because candidates will sometimes complete components at more than one level. A ‘cash in’ mechanism is necessary to prevent multiple certificates being generated automatically for each candidate.

### **Where can I find sample/practice FS English assessments?**

These can be accessed from our [the Functional Skills qualifications webpage](#).

### **What equipment can be used during FS English assessments?**

There is no definitive list of permitted/prohibited items. Candidates will normally need at least a pen (if completing a paper-based assessment) and a dictionary (paper, electronic including grammar/spell checker, bilingual...) though they should also be able to access other items that would normally be available to them as long



as these do not enable them to collude with a third party, for example, internet access.

### **Are bilingual dictionaries allowed?**

Yes they are.

### **Can candidates use sign language for the Speaking, Listening and Communication (SLC) component of FS English?**

Yes – this component is deliberately titled ‘Speaking, Listening and *Communication*’ to allow for the use of British Sign Language (BSL) and Sign-Supported English (SSE). The FS English Inclusion Statement confirms that BSL and SSE may be used to complete the SLC component where this is the candidate’s normal method of non-written communication.

Where sign language is used within a discussion or presentation, this must be accessible to all participants.

### **How much detail is required on the SLC assessment forms?**

The assessor’s comments for the SLC assessments should address the candidate’s performance during each activity as a whole; they need not write a discrete comment for each assessment criterion.

However, assessor comments must describe **how** each of the criteria have been met. It is **not** sufficient to simply re-state the assessment criteria – eg “He responded to others’ input” or “She made different kinds of contributions”.

### **Where can I find guidance relating to the word count for Writing?**

All Writing assessments include a suggested number of words for each task. This is not an absolute requirement and is intended to guide candidates on the approximate length of the document.

Candidates will not automatically lose marks if their document is shorter/longer than the suggested word count, although if a document is significantly shorter it may not include sufficient evidence of the candidate’s writing ability to cover the assessment criteria for spelling, punctuation and grammar.

### **What ICT skills will my learners need to complete on-screen FS English?**

These assessments should be accessible to most candidates with minimal training. Candidates will need to be able to work from on-screen source documents and able to use a keyboard to produce their responses. Candidates should also have an opportunity to practise using the sample on-screen assessment and navigation test before attempting a live assessment.

There is no spell/grammar checker built into the e-volve system, although candidates may use a paper/electronic dictionary alongside the assessment.

Note candidates completing the paper-based FS English may also word-process their responses if they prefer.

## 9 Accessing feedback

Please refer to the Functional Skills Qualification Handbook, section 'Accessing candidate performance feedback' for information about how to access the performance feedback for both Named On Demand and e-volve assessments.

### Level 1

#### FS English Reading

Code	Description	% total marks achieved
JY	<b>Identify main points and ideas and how they are presented – good performance</b>	<b>67-100%</b>
JZ	Identify main points and ideas and how they are presented – partial performance	34-66%
KA	Identify main points and ideas and how they are presented – poor performance	0-33%
KB	<b>read and understood texts in details – good performance</b>	<b>62-100%</b>
KC	read and understood texts in details – partial performance	31-61%
KD	read and understood texts in details – poor performance	0-30%
KE	<b>Identify suitable responses to texts – good performance</b>	<b>60-100%</b>
KF	Identify suitable responses to texts – partial performance	21-59%
KJ	Identify suitable responses to texts – poor performance	0-20%
KX	<b>Utilise information contained in texts–good performance</b>	<b>61-100%</b>
KY	Utilise information contained in texts–partial performance	31-60%
KZ	Utilise information contained in texts–poor performance	0-30%

#### FS English Writing

Code	Description	
IQ	<b>Writing clearly and coherently – good performance</b>	<b>67-100%</b>
IR	Writing clearly and coherently – partial performance	34-66%
IS	Writing clearly and coherently – poor performance	0-33%
IT	<b>Presenting information logically – good performance</b>	<b>51-100%</b>
IU	Presenting information logically – partial performance	1-50%
IV	Presenting information logically – poor performance	0-0%
IW	<b>Writing suitable for purpose and audience – good performance</b>	<b>67-100%</b>
IX	Writing suitable for purpose and audience – partial performance	34-66%
IY	Writing suitable for purpose and audience – poor performance	0-33%

## FS English Writing

Code	Description	
JF	<b>Grammar – good performance</b>	<b>63-100%</b>
JK	Grammar – partial performance	26-62%
JL	Grammar – poor performance	0-25%
JM	<b>Punctuation–good performance</b>	<b>63-100%</b>
JN	Punctuation–partial performance	26-62%
JO	Punctuation–poor performance	0-25%
JP	<b>Spelling – good performance</b>	<b>67-100%</b>
JQ	Spelling – partial performance	34-66%
JR	Spelling – poor performance	0-33%

## Level 2

### FS English Reading

Code	Description	% total marks achieved
KH	<b>Select and use different types of texts to obtain and utilise relevant information – good performance</b>	<b>67-100%</b>
KI	Select and use different types of texts to obtain and utilise relevant information – partial performance	34-66%
KJ	Select and use different types of texts to obtain and utilise relevant information – poor performance	0-33%
KK	<b>Read and summarise, succinctly, information/ideas from different sources – good performance</b>	<b>63-100%</b>
KL	Read and summarise, succinctly, information/ideas from different sources – partial performance	26-62%
KM	Read and summarise, succinctly, information/ideas from different sources – poor performance	0-25%
KN	<b>Identify purposes of texts and comment on how meaning is conveyed – good performance</b>	<b>61-100%</b>
KO	Identify purposes of texts and comment on how meaning is conveyed – partial performance	31-60%
KP	Identify purposes of texts and comment on how meaning is conveyed – poor performance	0-30%
KQ	<b>Detect point of view, implicit meaning and/or bias – good performance</b>	<b>63-100%</b>
KR	Detect point of view, implicit meaning and/or bias – partial performance	26-62%
KS	Detect point of view, implicit meaning and/or bias – poor performance	0-25%

## FS English Reading

Code	Description	% total marks achieved
KT	<b>Analyse texts in relation to audience needs and consider suitable responses – good performance</b>	<b>63-100%</b>
KU	Analyse texts in relation to audience needs and consider suitable responses – partial performance	26-62%
KV	Analyse texts in relation to audience needs and consider suitable responses – poor performance	0-25%

## FS English Writing

Code	Description	% total marks achieved
IQ	<b>Writing clearly and coherently – good performance</b>	<b>63-100%</b>
IR	Writing clearly and coherently – partial performance	26-62%
IS	Writing clearly and coherently – poor performance	0-25%
IW	<b>Writing suitable for purpose and audience – good performance</b>	<b>67-100%</b>
IX	Writing suitable for purpose and audience – partial performance	34-66%
IY	Writing suitable for purpose and audience – poor performance	0-33%
IZ	<b>Presenting information concisely, logically and persuasively – good performance</b>	<b>63-100%</b>
JA	Presenting information concisely, logically and persuasively – partial performance	26-62%
JB	Presenting information concisely, logically and persuasively – poor performance	0-25%
JF	<b>Grammar – good performance</b>	<b>63-100%</b>
JK	Grammar – partial performance	26-62%
JL	Grammar – poor performance	0-25%
JM	<b>Punctuation–good performance</b>	<b>63-100%</b>
JN	Punctuation–partial performance	26-62%
JO	Punctuation–poor performance	0-25%
JP	<b>Spelling – good performance</b>	<b>67-100%</b>
JQ	Spelling – partial performance	34-66%
JR	Spelling – poor performance	0-33%

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	Please contact your local office: <b><a href="http://www.cityandguilds.com/about-us/international">http://www.cityandguilds.com/about-us/international</a></b>
<b>UK Centres</b> Registrations, Exam entries (Dated/On-Demand/e-volve Scheduling), Invoices, Missing or late exam materials, Results entries, Certification, Publications.	F: +44 (0)20 7294 2413 E: <b><a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
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