

**Level 2 Speaking, Listening and Communicating
Assessment Record Sheet**
Worked Example

Learner name	Candidate P
Enrolment number	XXV1345

Assessment Performance Summary Sheet

Overall performance across Activities 1, 2 and 3		
Learners need to be meeting each specified criterion on most occasions within each task.		
The following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass.		
To achieve a pass for the assessment at Level 2 the learner must generally demonstrate the requirements for the level:		
<ul style="list-style-type: none"> • consistently, • effectively, and • to an appropriate degree for Level 2. 		
Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual subject content statement is balanced by appropriate demonstration of the same content statement elsewhere.		
Please indicate (tick) as applicable:	Candidate has achieved:	<input checked="" type="checkbox"/>
	Candidate has not achieved:	<input type="checkbox"/>
Declarations		
Assessor name Ann Assessor	Signature A Assessor	Date 03/09/2021
Internal Quality Assurer (if sampled) I Quality Assurer	Signature I Q Assurer	Date 14/09/2021
External Quality Assurer (if sampled)	Signature	Date

About this worked example

This document has been created to provide an example of how an assessment record sheet **could** be completed. It is intended to illustrate the sort of comments and quotes an assessor might be expected to note on the form, with a commentary provided alongside these to explain and put these into context.

The purpose of any assessor comments and quotes is to **exemplify** candidate performance and **justify** the assessment decision. Rather than providing extensive narratives/transcripts of the assessment activities, or 'replaying' the wording of Subject Content Statements (SCS), assessors should focus on identifying relevant examples of **how** each SCS has been met.

This worked example must be read in conjunction with the FS English Speaking, Listening and Communicating assessor guidance for Level 2.

Comments from City & Guilds – general points

- The assessor declaration must indicate the date on which the **assessment record** was completed (rather than when the assessment activities took place). Candidates must be registered for the qualification (ie for 4748-02) **before** any assessment activities take place.
- In this instance the IQA declaration has been completed, indicating that this assessment was sampled as part of the centre's internal quality assurance process. The IQA declaration should **only** be completed if sampled, and if so dated to show when the **sampling activity** took place.
- We no longer require declarations to include physical (hand-written) signatures, although where declarations/affirmations are captured electronically they must be authenticatable.
- Whilst preparation time is **not** counted as part of the assessment time allowance, assessment topics must be confirmed in advance and candidates will need to spend at least some time preparing (we suggest about an hour in total) for the discussion (Activity 1) and presentation/explanation (Activity 2) – see further notes on following pages about each of these.
- A 'group' is always defined as three or more people (excluding the assessor). **All three** activities must take place within a group situation.
- Assessor comments/quotes against each activity should illustrate **how** each Subject Content Statement (SCS) has been met, rather than just 'replaying' the SCS wording.

eg – in respect of **SCS9**



Good example

"I hadn't really thought about that. Guess it's good they're reducing plastic but agree they should go further."



Poor example

She adapted her contributions to suit the purpose of this discussion and her audience.

Also bear in mind that a comment/quote may support more than one SCS.

To achieve a Pass, each SCS listed on the record sheet for **that activity** must be supported by at least one comment/quote. Assessors must also be satisfied that the candidate has **generally met** the requirements for the level (consistently, effectively and to an appropriate degree).

Where candidates have been unsuccessful in any of the three activities, they need only re-attempt **that** activity. A different topic must be used for any resits.

Level 2 Speaking, Listening and Communicating Assessment Record Sheet

Learner name	Candidate P		
Date of activity	02/09/2021	Enrolment number	XXV1345
Start time	11.00	Finish time	11.15
Topic	Impact of plastics on the environment	Details of group	4 x L2 learners

Evidence sheet for Activity 1

Formal discussion on unfamiliar topic

Content Statement	✓	Evidence of achievement
SCS4. Made requests/asked detailed and pertinent questions to obtain specific information in a range of contexts	✓	Topic shared with P a week beforehand.
SCS5. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	Before researching, was unaware how much plastic ends up in the sea – mentioned 5.2 trillion pieces, “which I find staggering”. “We must do something!”. (SCS5, SCS6, SCS7)
SCS6. Expressed opinions and arguments and supported them with relevant and persuasive evidence	✓	(Responding to comment by Candidate Y) “I hadn’t really thought about that. Guess it’s good they [McDonald’s] use paper straws but agree they should go further.” (SCS9, SCS10)
SCS7. Used language that is effective, accurate and appropriate to context and situation	✓	Commented “I can see the catering industry is taking steps to reduce plastic use” and asked what else they should do. (SCS4, SCS8)
SCS8. Made relevant and constructive contributions to move the discussion forward	✓	
SCS9. Adapted contributions to discussion to suit audience, purpose and medium	✓	
SCS10. Interjected and redirected discussion using appropriate language and register	✓	

Declarations

Learner name P Candidate	Signature P Candidate	Date 06/09/2021
Assessor name Ann Assessor	Signature A Assessor	Date 02/09/2021

Comments from City & Guilds – Activity 1 (Discussion)

- The topic must be 'unfamiliar' to the candidate – ie it should involve having to draw on information, ideas and opinions that are new to them. This **doesn't** mean the topic has to be entirely abstract or outside the candidate's life experiences (eg in this case it is likely the candidate would have already been aware of plastics having a negative impact on the environment), although the **framing or focus of the proposed discussion** should necessitate at least some specific independent preparation.

Unfamiliar vs familiar?

Good example
Impact of plastics on the environment

Poor example
Volunteering
Without a more specific framing or focus (eg 'Does volunteering help people gain employment?'), there is a risk candidates will simply talk about their own experiences of volunteering rather than bringing anything 'new'.

In this instance, the assessor has noted the topic was shared with the candidate a week before the discussion took place, and from their contributions it can be assumed they spent time during that period researching, reflecting and forming views on the subject.

- The assessor must give at least one example of how each of the subject content statements (SCS) relevant to this activity (ie the seven indicated on the form) have been met. It is always helpful to indicate which one(s) by noting the relevant SCS number(s) alongside the comment/quote.
- Whilst preparing for the discussion candidates might wish to make a few brief notes, although they are **under no obligation to do so**. Nevertheless, any notes used during the discussion should be collected in afterwards and retained, as they provide further context and might help authenticate the assessor's decisions. Discussions must **not** be scripted.
- SCS5, SCS6 and SCS7 are evidenced through the candidate commenting about having been unaware how much plastic ends up in the sea, along with the direct quotes "which I find staggering" and "we **must** do something". The 5.2 trillion figure is used appropriately to back up these points, indicating preparation for the discussion.
- SCS9 and SCS10 are addressed through responses to contributions by another participant (Candidate Y). The quote "I hadn't really thought about that..." especially indicates a willingness to adapt, and the reference to paper straws seems to redirect the conversation.
- The candidate's comments and question about the catering industry can be used to show coverage of SCS4 and SCS8. A direct quote "I can see the catering industry is taking steps..." is included, with the broader comments and question appropriately summarised.

- Direct quotes are important to include, as they show the specific language the candidate has used and whether this is reflective of the level. However, it is rarely necessary for assessors to transcribe whole sentences as long as they capture enough of what the candidate said to illustrate the SCS having been met. Whilst at least a couple of direct quotes should always be included for each SLC activity, it might be necessary to include more if there is no audio/video recording (NB: assessments only need to be recorded if they are taking place remotely).
- Where there are further examples of an SCS being met, the assessor might wish to note these as well (eg if unsure about the first example) but there is **no need** to do so. For example, the second set of comments (covering SCS9 and SCS10) also could have been used to evidence SCS4 and SCS7.
- Both the candidate and assessor declarations **must** be dated: the **assessor** declaration should reflect when the assessment record was completed (on this occasion it was on the same day as the assessment, although in all cases it must be within 14 days of when the assessment took place); the **candidate** declaration should reflect when the provisional outcome and/or feedback on their performance during the assessment was communicated.
- The start/end times for the discussion are noted, indicating it was of an appropriate duration. It is also noted that there were four participants in the discussion, all of whom were Level 2 candidates.

**Level 2 Speaking, Listening and Communicating
Assessment Record Sheet**

Learner name	Candidate P		
Date of activity	03/09/2021	Enrolment number	XXV1345
Start time	14.00	Finish time	14.07
Topic	Cocker Spaniels	Details of group	4 x L2 learners

Evidence sheet for Activity 2

Presentation or extended explanation on familiar topic

Content Statement	✓	Evidence of achievement
SCS5. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	Presentation topic agreed week beforehand; outlined history of Cocker Spaniel breed; accompanied by slides.
SCS6. Expressed opinions and arguments and supported them with relevant and persuasive evidence	✓	Described Cocker's "amenable cheerful disposition"; recognised in England since 1892, most popular breed registered with Kennel Club in 1930-50; they make good therapy dogs. (SCS5, SCS6)
SCS7. Used language that is effective, accurate and appropriate to context and situation	✓	Explained difference between American Cocker "primarily a family dog" and English "more of a working dog, tends to need more exercise". (SCS7)
SCS3. Responded effectively to detailed or extended questions and feedback	✓	(In response to question) "Yes they can bark a lot – usually when bored or left by themselves for long periods. They're social animals." (SCS3)
Declarations		
Learner name P Candidate	Signature P Candidate	Date 06/09/2021
Assessor name Ann Assessor	Signature A Assessor	Date 03/09/2021

Comments from City & Guilds – Activity 2 (Presentation/Explanation)

- The presentation topic was agreed in advance, and it's apparent the candidate had a good understanding of the subject matter. They have also produced a set of slides (**not a requirement**, but something they might choose to do); as with any notes to accompany Activity 1, any slides, handouts, etc, produced or used by the candidate should be collected in and retained. The presentation must **not** be scripted.
- The assessor must give at least one example of how each of the subject content statements (SCS) relevant to this activity (ie the four indicated on the form) have been met. It is always helpful to indicate which one(s) by noting the relevant SCS number(s) alongside the comment/quote.
- SCS5 and SCS6 are evidenced through the candidate's description of the Cocker Spaniel breed, and its history/popularity. The observation about therapy dogs gives added weight to these.
- Being able to explain the difference between the American Cocker and English Cocker is cited by the assessor as an example of the candidate meeting SCS7. Some direct quotes are included to indicate the specific language used. It will usually be possible to identify multiple examples to support this criterion (and it should be reflective of the candidate's performance throughout the activity), although only one specific instance needs to be recorded.
- SCS3 is addressed through the candidate responding to a question about barking. Again, the candidate may have responded to other questions – although there is no need to record all of these as long as the example given is representative of the candidate's performance.
- Both the candidate and assessor declarations **must** be dated: the **assessor** declaration should reflect when the assessment record was completed (on this occasion it was on the same day as the assessment, although in all cases it must be within 14 days of when the assessment took place); the **candidate** declaration should reflect when the provisional outcome and/or feedback on their performance during the assessment was communicated.
- The start/end times for the presentation are noted, indicating it was of an appropriate duration. It is also noted that the group (presenter and audience) comprised four Level 2 candidates.

**Level 2 Speaking, Listening and Communicating
Assessment Record Sheet**

Learner name	Candidate P		
Date of activity	03/09/2021	Enrolment number	XXV1345
Start time	15.30	Finish time	15.35
Topic	Becoming a vegetarian	Details of group	4 x L2 learners

Evidence sheet for Activity 3

Discussion in response to another person's presentation or extended explanation, or a recorded presentation

Content Statement	✓	Evidence of achievement
SCS1. Identified relevant information from extended explanations or presentations	✓	Contributions by P during discussion following presentation by Candidate Z.
SCS2. Followed narratives and lines of argument	✓	Asked Z to clarify comment about no health risks from not eating meat; mentioned lack of zinc can lead to hair loss; asked "do you have to take supplements?". (SCS1, SCS4, SCS7)
SCS4. Made requests/asked detailed and pertinent questions to obtain specific information in a range of contexts	✓	"Yes, suppose we all need to ensure we're not deficient in any aspect of our diet" (SCS2)
SCS5. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	Expressed interest in trying veg recipes; said tries to eat veggie couple of times a week "but I'm not ready to give up bacon sandwiches just yet!". (SCS5)
SCS7. Used language that is effective, accurate and appropriate to context and situation	✓	

Declarations		
Learner name P Candidate	Signature Candidate P	Date 06/09/2021
Assessor name Ann Assessor	Signature A Assessor	Date 03/09/2021

Comments from City & Guilds – Activity 3 (Discussion in response...)

- Context for discussion (ie that it followed a presentation by Candidate Z) is noted.
- The assessor must give at least one example of how each of the subject content statements (SCS) relevant to this activity (ie the five indicated on the form) have been met. It is always helpful to indicate which one(s) by noting the relevant SCS number(s) alongside the comment/quote.
- SCS1, SCS4 and SCS7 are evidenced through the candidate asking for clarification about points Candidate Z had made. Whilst the candidate's exact words are not reproduced in full (other than the question about supplements), the essence of this exchange is captured effectively – eg the references to zinc and supplements indicate the candidate was responding appropriately to relevant points made during the presentation.
- The assessor uses a verbatim quote to indicate SCS2 being met. Direct quotes are especially important in the absence of an audio/video recording (NB: recording is only required if the activity is taking place remotely), although it is rarely necessary for assessors to transcribe whole sentences as long as they capture enough of what the candidate said to illustrate the SCS having been met.
- The final comment (referencing SCS5) could also potentially be used to evidence SCS1, although there's no need to record this as there was another example elsewhere within this activity. Some of the candidate's words have been truncated and paraphrased, although the salient points are captured and the "bacon sandwiches" comment is illustrative.
- Both the candidate and assessor declarations **must** be dated: the **assessor** declaration should reflect when the assessment record was completed (on this occasion it was on the same day as the assessment, although in all cases it must be within 14 days of when the assessment took place); the **candidate** declaration should reflect when the provisional outcome and/or feedback on their performance during the assessment was communicated.
- The start/end times for the discussion are noted, indicating it was of an appropriate duration. It is also noted that the group comprised four Level 2 candidates.

Every effort has been made to ensure that the information contained in this publication is true and correct at time of going to press. However, City & Guilds products and services are subject to continuous development and improvement and the right is reserved to change Products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

© 2021 The City and Guilds of London Institute. All rights reserved. City & Guilds is a trade mark of the City & Guilds of London Institute, a charity established to promote education and training registered in England and Wales (312832) and Scotland (SC039576).

5-6 Giltspur Street, London EC1A 9DE

cityandguilds.com