

Worked example – see also notes below:

**Essential Skills Communication Level 2
Speaking and listening assessment: formal presentation**



Candidate's name **Jason Malone** City & Guilds Enrolment number **ABC1234**

Date of presentation **28/11/17** Length of presentation **10 minutes**

Familiar topic **The Marvel Universe movie series***

Group size **5** Details of group **Learner and four 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:
Considered complex information to prepare an effective presentation using appropriate language	✓	Notes attached <input checked="" type="checkbox"/> AL familiar with series of films about characters from Marvel Universe and had researched background of. Produced short PPT presentation and shared several images of characters. He attracted group's attention by saying "If you could be a Superhero with super powers what would they be?"
Presented information and ideas clearly and persuasively	✓	He gave introduction: "Obviously, chronologically, Captain America is the first film in the series - it happens primarily during WW2" He showed pictures of the various films saying "In my opinion, the Iron Man films are the best, which film would you vote for?"
Adapted contributions to suit audience, purpose & situation	✓	M asked which film is due next and would it be worth seeing T asked about Spiderman and Stan Lee's legacy. AL able to talk about this other character.
Used an image to support the presentation	✓	The presentation ended with a chart which AL talked through showing order in which the films should be viewed for best understanding.

Tick any that may apply: [note not all need to be ticked – only if seen, to help reinforce comments above]

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

Please indicate as applicable: Candidate has achieved: Candidate has not achieved:

Candidate name Jason Malone	Signature Any Learner	Date 28-11-2017
Assessor name Ann Assessor	Signature Ann Assessor	Date 28-11-2017
Internal Quality Assurer (if sampled)	Signature	Date

* Would align with 'Personal and Community' Essential Skills curriculum context, although **no need** to record this on form.

Worked example – see also notes below:

**Essential Skills Communication Level 2
Speaking and listening assessment: informal discussion**



Candidate's name **Jason Malone** City & Guilds Enrolment number **ABC1234**

Date of discussion **10/11/17** Length of discussion **10 minutes**

Unfamiliar topic: **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:
Considered complex information and gave a relevant cogent response in appropriate language	✓	Notes attached <input checked="" type="checkbox"/> Jason had researched subject and brought in notes. He listened carefully to points raised. One said it was fact, another argued it was fiction. He responded "I didn't realise it was such a complex subject before I started researching."
Presented information and ideas clearly and persuasively to others	✓	Noted M's point about cold years "I remember it being -14, and my parents and grandparents said they had never known it that cold." Asked "What other facts did you find, B?"
Adapted contributions to suit audience, purpose and situation	✓	When B mentioned melting icecaps, Jason used graphs to show rising sea levels. When M said that was small rises, He said "this is only an average".
Made significant contributions to discussions, taking a range of roles and helping to move discussion forward	✓	Added "Do you think, M, that the govt 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?" Jason brought discussion to close: "Shall we agree there has been climate change, as an overall trend, but disagree on the size of the problem?"
Used an image to support the discussion	✓	

Tick any that may apply: [note not all need to be ticked – **only** if seen, to help reinforce comments above]

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:

Candidate name	Signature	Date
Jason Malone	Jason Malone	10-11-2017

[†] Would align with 'Personal and Community' Essential Skills curriculum context, although **no need** to record this on form.

Worked example – see also notes below:

Assessor name <i>Ann Assessor</i>	Signature <i>Ann Assessor</i>	Date <i>10-11-2017</i>
Internal Quality Assurer (if sampled)	Signature	Date

About this worked example

This example of a completed Speaking & Listening record sheet is intended to illustrate the level of detail required. Assessor comments do not necessarily need to follow this exact format, although it is expected that they include direct quotes.

Assessor comments are expected to be contemporaneous – so it's fine for these to be in note form rather than necessarily full sentences.

Crucially, though, comments need to indicate **how** the assessment criteria have been met rather than simply repeating them– eg “[candidate] noted point about cold years “I remember it being -14 and...”, rather than “[candidate] adapted contributions to suit audience, purpose and situation”.

Please note a separate assessment record sheet must be completed for **every** candidate undergoing assessment, regardless of whether successful. The two discussions can be completed in either order, and do not necessarily need to be done back-to-back.