

City & Guilds Level 2 Functional Skills English



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Assessor Guidance for Speaking, Listening and Communicating

Level 2 Speaking, Listening and Communicating assessment guidelines

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

- A formal discussion on an unfamiliar topic.
- A presentation/extended explanation on a familiar topic
- A discussion in response to another person's presentation or extended explanation, or a recorded presentation

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

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| <ul style="list-style-type: none">• SCS1. Identify relevant information from extended explanations or presentations• SCS2. Follow narratives and lines of argument• SCS3. Respond effectively to detailed or extended questions and feedback• SCS4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts• SCS5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required• SCS6. Express opinions and arguments and support them with relevant and persuasive evidence• SCS7. Use language that is effective, accurate and appropriate to context and situation• SCS8. Make relevant and constructive contributions to move the discussion forward• SCS9. Adapt contributions to discussion to suit audience, purpose and medium• SCS10. Interject and redirect discussion using appropriate language and register |
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Candidates should be informed that their contribution to the discussions is to be assessed against the above subject content statements (SCS1-10).

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

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

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

Candidates should be informed that their presentation/extended explanation is to be assessed against the above subject content statements (SCS1-10).

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

Guidance for assessors

- Assessment must be carried out by an appropriate member of staff. The assessor must be on the list of assessors submitted to City & Guilds and must attend the centre's standardisation meetings for the Speaking, Listening and Communicating assessment.
- The discussions could be with peers, staff members or other suitable people. It is important that all members of the group are able to play an active role in the discussion.
- Each activity must be completed in a single sitting.
- The assessor must choose a topic for discussion that reflects real life as much as possible and is of interest to the candidate.
- The assessor needs to be familiar with the topic that is being discussed.
- The candidate should be informed of the topic for the unfamiliar discussion in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. If this is not possible, the assessor should ensure the learner has plenty of time for preparation on the day of the discussion. Preparation time is not part of the assessment time.
- The candidate may choose the familiar topic for their presentation or extended explanation. The topic should be agreed with the assessor in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. Alternatively, the assessor should ensure the learner has plenty of time for preparation in class. Preparation time is not part of the assessment time.
- The candidate will also be part of a group listening to a presentation or extended explanation delivered by another candidate (or other person) and will take part in the discussion that follows this. If a recorded presentation is used, the candidate should discuss and ask questions with other members of the group.
- The assessor must not take part in the discussion at this level.
- The assessor should indicate clearly the start and end of each activity.
- For the discussions and presentations at level 2, the size of the group should be three or more people (including the presenter). The group will typically consist of peers, staff members or other suitable people. The assessor is not expected to take part in the discussions or presentations at level 2 and therefore, is not counted as one of the minimum three people. The word 'unfamiliar' refers to the topic of the discussion, not the group members.

- The box next to each assessment criterion should be ticked if the criterion has been met.
- The candidate must meet the assessment criteria across the activities consistently to meet the criteria to obtain a 'pass' decision.
- If the candidate is not successful in any activity, they should repeat that activity using a different topic. All assessment record sheets should be kept for the IQA and EQA.

Examples of assessment evidence

- Details of the candidate's performance must be recorded on the Level 2 assessment record sheets. These sheets are available on the website as Word documents to allow records to be typed.
- Centres must use the assessment record sheets provided by City and Guilds. Any changes must be agreed with the centre's External Quality Assurer and competence against each criterion must be evident.
- Three assessment record sheets fully and accurately completed are required at this level.
- The tick boxes should be completed where the assessment criteria have been demonstrated. Quotes must be given to illustrate the candidate's performance at the level. The recorded comments should address the candidate's performance as a whole, and need not address each assessment criterion individually. However, when making overall comments it is important that the assessment criteria are not merely repeated, as comments and quotes should show HOW the candidate met the criteria.
- Additional notes or observations will enhance the assessor's observation but are not compulsory.
- Video evidence is not compulsory, but it can be 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, video recordings do not replace the written assessment records needed for each assessment.

Candidate performance and feedback

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

Pass descriptor:

Learners generally demonstrate the requirements for the level:

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

Definitions

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

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

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

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

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

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

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

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

Suggested topics

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

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

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

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

Timing of assessments

- It is suggested that 10-15 minutes be allowed for the formal discussion.
- It is suggested that 5-7 minutes be allowed for the presentation/extended explanation and the following discussion should be between 5-7 minutes to allow all candidates to meet the criteria.
- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussions may vary according to the size of the group.
- The combined total for the three activities must not exceed 30 minutes.
- Preparation time may occur outside of teaching time or in class.
- Preparation time should be time for individual preparation and can include research and making notes. At Level 2 it could include preparing slides for a presentation or preparing a handout. It is not for creation of a verbatim script or practising the discussion with others. We suggest about one hour preparation time.

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