

#FunSkills2019

Functional Skills 2019 monthly updates

A closer look at English
Level 1 and Level 2

Webinar 11 | July 2019



Welcome to webinar 11 – deep dive into English



Amanda Kelly
Industry Manager



Katherine Cooper
Technical Advisor



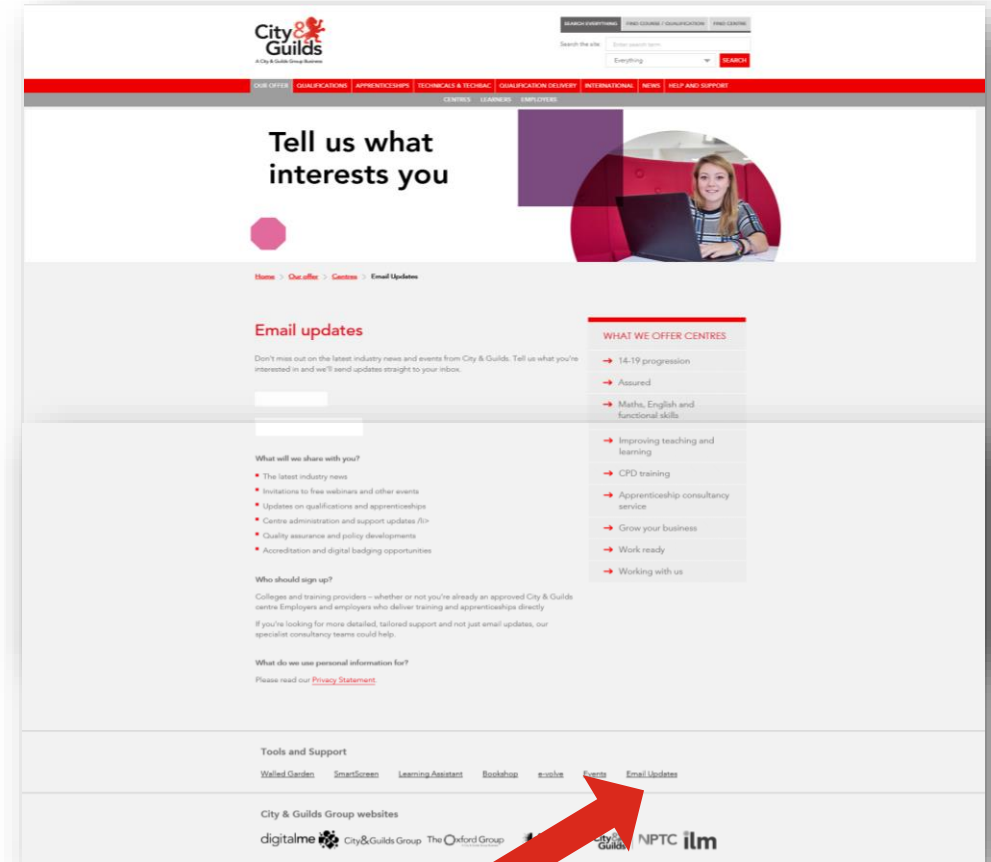
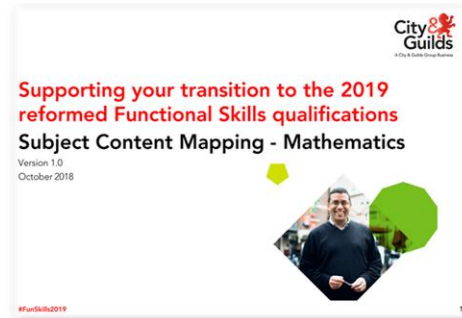
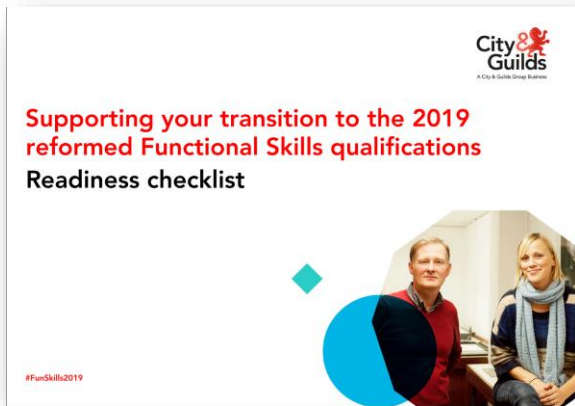
Paul Sceeny
Technical Advisor

No questions this month

This month's webinar is **pre-recorded**, so we won't be able to answer any questions right now – but please still feel free to ask them (or email us afterwards...).

New to these webinars?

If this is your first webinar, you can find the link to the recordings of **all** previous webinar on our **Functional Skills Updates** page.



Don't forget

To stay up-to-date, you need to sign up for our email alerts!



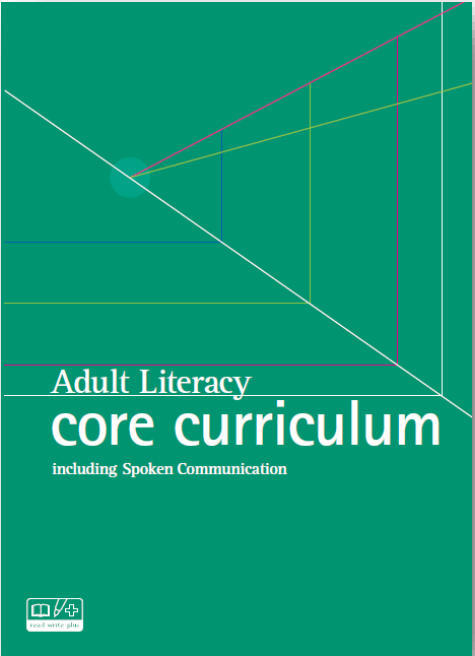
Latest news



Specification documents and sample assessments for the reformed FS qualifications are on our **current [Functional Skills \(3748\) qualification documents webpage](#)** (see **Additional documents** folder).

For the full calendar of **launch events**, go to **bit.ly/CGMathsEnglishEvents**.

Using the Adult Literacy Core Curriculum



| The Adult Literacy Core Curriculum | | | Progression between curriculum elements | | |
|---|--|---|---|---|---|
| Reading and Writing (Text focus): the progression between curriculum elements | | | | | |
| READING <input type="checkbox"/> WRITING <input type="checkbox"/> | | | | | |
| Entry Level | | | | | |
| | | | | | |
| Reading comprehension | RW1.1 Follow a short narrative on a familiar topic or experience RW1.2 Recognise the different purposes of texts at this level RW2.1 Trace and understand the main events of chronological and instructional texts RW2.2 Recognise the different purposes of texts at this level RW2.3 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives and second person) RW2.4 Identify the main points and ideas, and predict where they occur RW2.5 Understand and use organisational features to locate information (e.g. contents, index, menu, subheadings, paragraphs) RW2.6 Scan texts to locate information RW2.7 Obtain specific information through detailed reading RW2.8 Relate an image to print and use it to obtain meaning | RW2.1 Trace and understand the main events of chronological and instructional texts RW2.2 Recognise the different purposes of texts at this level RW2.3 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives and second person) RW2.4 Identify the main points and ideas, and predict where they occur RW2.5 Understand and use organisational features to locate information (e.g. contents, index, menu, subheadings, paragraphs) RW2.6 Scan texts to locate information RW2.7 Obtain specific information through detailed reading RW2.8 Relate an image to print and use it to obtain meaning | RW1.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts RW1.2 Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade) RW1.3 Identify the main points and specific detail, and infer meaning from images which is not explicit in the text RW1.4 Use organisational and structural features to locate information (e.g. contents, index, menu, subheadings, paragraphs) RW1.5 Use different reading strategies to find and obtain meaning | RW1.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts RW1.2 Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade) RW1.3 Identify the main points and specific detail, and infer meaning from images which is not explicit in the text RW1.4 Use organisational and structural features to locate information (e.g. contents, index, menu, subheadings, paragraphs) RW1.5 Use different reading strategies to find and obtain meaning | RW1.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts RW1.2 Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade) RW1.3 Identify the main points and specific detail, and infer meaning from images which is not explicit in the text RW1.4 Use organisational and structural features to locate information (e.g. contents, index, menu, subheadings, paragraphs) RW1.5 Use different reading strategies to find and obtain meaning |
| Writing composition | WV1.1 Use written words and phrases to record or present information WV2.1 Use written words and phrases to record or present information | WV2.1 Use written words and phrases to record or present information | WV1.1 Plan and draft writing WV1.2 Sequence writing in short paragraphs WV1.3 Sequence chronological writing WV1.4 Proof-read and correct writing for grammar and spelling | WV1.1 Plan and draft writing WV1.2 Judge how much to write and the level of detail to include WV1.3 Present information in a logical sequence using paragraphs where appropriate WV1.4 Use language suitable for purpose and audience WV1.5 Use format and structure for different purposes WV1.6 Proof-read and revise writing for accuracy and meaning | WV1.1 Plan and draft writing WV1.2 Judge how much to write and the level of detail to include WV1.3 Present information and ideas in a typical or persuasive sequence, using paragraphs where appropriate WV1.4 Use format and structure for organisational writing for different purposes WV1.5 Use format and structure for organisational writing for different purposes WV1.6 Proof-read and revise writing for accuracy and meaning |

Reference numbers

Reading Level 1 and Level 2 English

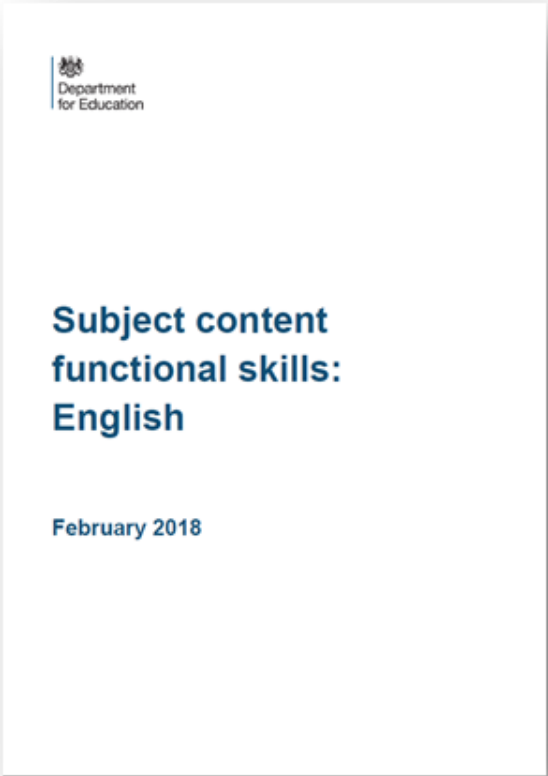
Reading

Learning Outcomes:

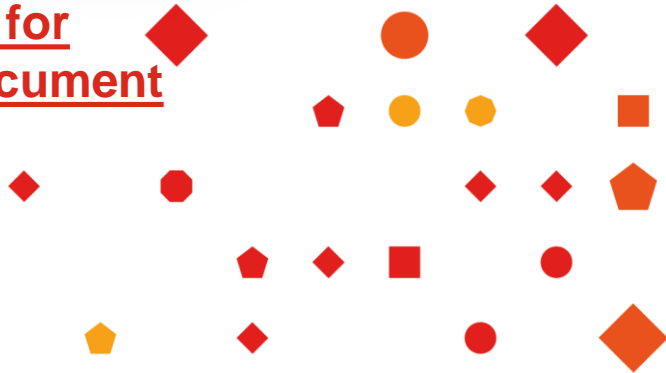
Learners will be able to:

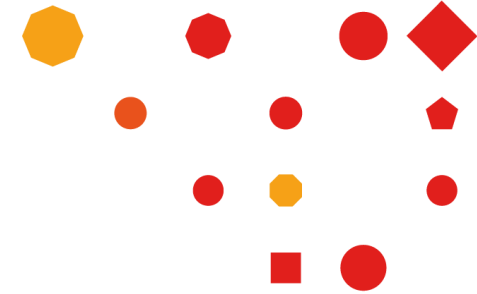
Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;

| Reading: timings | |
|------------------|---------|
| Level 1 | Level 2 |
| 1 hr | 1 hr |



[See gov.uk site for Subject Content document](#)





Assessment specification: Level 1 Reading

| Scope of Study | Subject Content Statement (SCS) - 100% coverage of numbered statements |
|--|--|
| Text types: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade | 9. Identify and understand the main points, ideas and details in texts |
| | 10. Compare information, ideas and opinions in different texts |
| | 11. Identify meanings in texts and distinguish between fact and opinion |
| | 12. Recognise that language and other textual features can be varied to suit different audiences and purposes |
| | 13. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words |
| | 14. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts |
| | 15. Infer from images meanings not explicit in the accompanying text |
| | 16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) |
| | 17. Read and understand a range of specialist words in context |
| | 18. Use knowledge of punctuation to aid understanding of straightforward texts |
| | 30 marks total |
| Number of source documents: 2 | |
| <ul style="list-style-type: none">Number of questions: 20Item types: fixed MC, fixed short answer, open short answer. | |



Level 1 content assessed more explicitly, or in greater detail

Compare information, ideas and opinions in different texts (SCS10)

Identify meanings in texts and distinguish between fact and opinion (SCS11)

Recognise that language and other textual features can be varied to suit different audiences and purposes (SCS12)



Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts (SCS14)

Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words (SCS13)





Level 1 content assessed more explicitly, or in greater detail

Infer from images meanings not explicit in the accompanying text (SCS15)



Use knowledge of punctuation to aid understanding of straightforward texts (SCS18)

Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive) (SCS16)

Read and understand a range of specialist words in context(SCS17)



Examples of how these might be assessed...

'HTML5' and 'Android' are examples of
(Tick **one**)

- A. persuasive language ☐
- B. emotive language ☐
- C. technical language ☐
- D. instructional language. ☐

Infer from images meanings not explicit in
the accompanying text (SCS15)

Recognise vocabulary typically associated with
specific types and purposes of texts (eg formal,
informal, instructional, descriptive, explanatory
and persuasive) (SCS16)

The **main** reason the writer has used an image is to
(Tick **one**)

- A. emphasise how important literacy is. ☐
- B. suggest more needs to be spent on team building. ☐
- C. help the reader to compare the figures. ☐
- D. illustrate the main points in the article. ☐



Assessment specification: Level 2 Reading

| Scope of Study | Subject Content Statement (SCS) - 100% coverage of numbered statements | |
|---|--|---|
| Text types: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. | 11. | Identify the different situations when the main points are sufficient and when it is important to have specific details |
| | 12. | Compare information, ideas and opinions in different texts, including how they are conveyed |
| | 13. | Identify implicit and inferred meaning in texts |
| | 14. | Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes |
| | 15. | Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources |
| | 16. | Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources |
| | 17. | Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias |
| | 18. | Follow an argument, identifying different points of view and distinguishing fact from opinion |
| | 19. | Identify different styles of writing and writer's voice |
| | 30 marks total | |
| Number of source documents: 2 | | |
| <ul style="list-style-type: none">• Number of questions: 15• Item types: fixed MC, fixed short answer, open short answer | | |

Level 2 New content

Identify the different situations when the main points are sufficient and when it is important to have specific details (SCS11)



Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources (SCS15)

Identify different styles of writing and writer's voice (SCS19)





Level 2 content assessed more explicitly or in more detail



Follow an argument,
identifying different
points of view and
distinguishing fact from
opinion and identifying
levels of formality and
bias (SCS18)

How might this be assessed?

- 1 Which of the following would be the **most** suitable headline for this article? (Tick **one**) 1 mark
- A. The dangers and struggles of wildlife in the ocean. ☐
 - B. If Costa Rica can ban single-use plastics, why can't we? ☐
 - C. Single-use plastics should be banned in UK says BBC presenter. ☐
 - D. Plastic bag sales fall by 86% since levy introduced. ☐

SCS11 - Identify the different situations when the main points are sufficient and when it is important to have specific details

SCS19 - Identify different styles of writing and writer's voice

- 4 What tone is used by the writer of the article? (Tick **one**)
- A. Informal. ☐
 - B. Neutral. ☐
 - C. Biased. ☐
 - D. Conversational. ☐



Writing Level 1 and Level 2 English

Writing

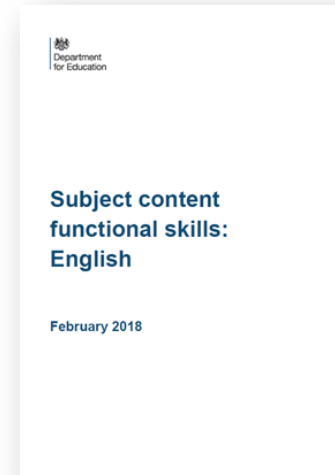
Learning Outcomes:

Learners will be able to:

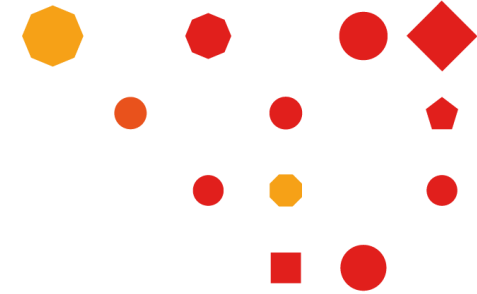
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling punctuation and grammar; and
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Writing - Timings

| Level 1 | Level 2 |
|-------------|-------------|
| 1 hr 30 min | 1 hr 30 min |



[See gov.uk site for Subject Content document](#)



Assessment specification: Level 1 Writing

| Scope of study | Subject Content Statement (SCS) - 100% coverage of numbered statements | Total marks | Q1 | Q2 |
|--|--|---|----|----|
| Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths | 19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) | Spelling, punctuation and grammar 24 (44%) | 12 | 12 |
| | 20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) | | | |
| | 21. Spell words used most often in work, study and daily life, including specialist words | | | |
| | 22. Communicate information, ideas and opinions clearly, coherently and accurately | Writing composition 30 (56%) | 15 | 15 |
| | 23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience | | | |
| | 24. Use format, structure and language appropriate for audience and purpose | | | |
| | 25. Write consistently and accurately in complex sentences, using paragraphs where appropriate | | | |
| Assessment Structure: Two written response items | | 54 marks total | 27 | 27 |



Level 1 new content

Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes)(SCS19)

Spell words used most often in work, study and daily life, including specialist words (SCS21)

Write consistently and accurately in complex sentences, using paragraphs where appropriate (SCS25)

Example of how these could be assessed

Your task: write a report for people who are not technology experts explaining how technology (for example mobile phones, internet, social media, apps) benefits society.

In your report you may wish to include the following points:

- technology in personal life
- technology in business
- technology in the world as a whole
- what life could be like without modern technology.

(27 marks)

Suggested word count 200 – 250 words.

You may use the space below for planning and drafting.



Level 1 content assessed more explicitly, or in greater detail

**Use correct grammar
(eg subject-verb
agreement, consistent
use of different tenses,
definite and indefinite
articles) (SCS20)**

How our mark schemes will address this

Grammar marks (SCS 20)

Use correct grammar (e.g. subject-verb agreement, correct & consistent use of a range of tenses, definite & indefinite articles).

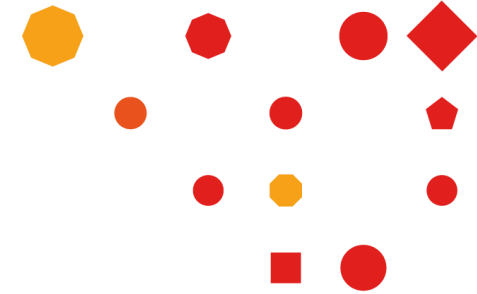
4 Grammar is consistently accurate: length, focus and structure of sentences are varied to add clarity and emphasis; tenses and verb forms are controlled.

3 Grammar is mostly accurate: A range of verb forms is used mostly correctly and a range of appropriate tense choices is mostly maintained.

2 Some accuracy in grammar: Sentences are usually grammatically sound with occasional errors; there is some variation in verb forms and tense choice is generally appropriate.

1 Limited accuracy in grammar: simple connectives (e.g. and, but, then) are used to link clauses; simple verb forms and tenses are mostly correct, though there are frequent mistakes when attempting more complex ones.

0 grammar significantly impairs meaning



Assessment specification: Level 2 Writing

| Scope of study | Subject Content Statement (SCS) - 100% coverage of numbered statements | Total marks | Q1 | Q2 |
|--|--|---|----|----|
| Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths | 19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) | Spelling, punctuation and grammar 24 (44%) | 12 | 12 |
| | 20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) | | | |
| | 21. Spell words used most often in work, study and daily life, including specialist words | | | |
| | 22. Communicate information, ideas and opinions clearly, coherently and accurately | Writing composition 30 (56%) | 15 | 15 |
| | 23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience | | | |
| | 24. Use format, structure and language appropriate for audience and purpose | | | |
| | 25. Write consistently and accurately in complex sentences, using paragraphs where appropriate | | | |
| Assessment Structure: Two written response items | | 54 marks total | 27 | 27 |



New content at Level 2



Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of the purpose and audience (SCS24)

Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) (SCS25)



Convey clear meaning and establish cohesion using organisational markers effectively (SCS26)



Level 2 content assessed more explicitly or in more detail

Punctuate correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) (SCS20)



Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose (SCS27)



Communicate information, ideas and opinions clearly, coherently and effectively (SCS23)



How might this content be assessed?

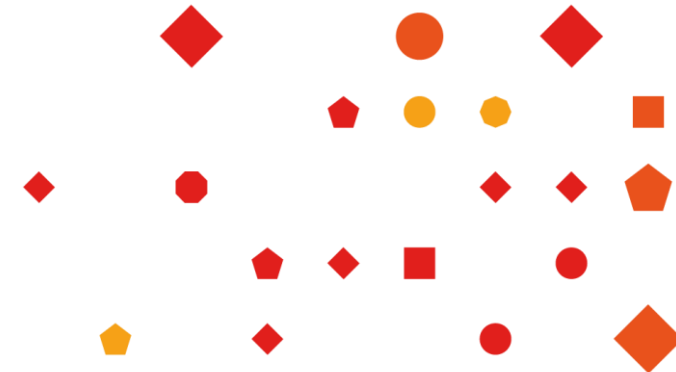
Question 1

You have come to the end of your course and your tutor has asked you to write a blog for the college website to discuss the pros and cons of possible next steps in your career path, including finding a job, starting on a higher level course, volunteer work or to enrol on an apprenticeship.

Your task: write the blog.

(27 marks)

SCS27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.



Speaking, Listening and Communicating Level 1 and Level 2 English

Speaking, Listening and Communicating

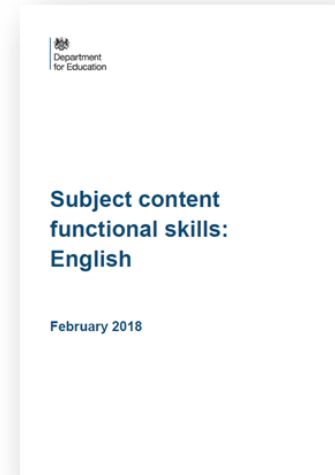
Learning Outcomes:

Learners will be able to:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts;
- Apply their understanding of language to adapt delivery and content to suit audience and purpose;

Speaking, Listening and Communicating - Timings

| Level 1 | Level 2 |
|---------|---------|
| 30 min | 30 min |



[See gov.uk site for Subject Content document](#)



Assessment specification:

Level 1 Speaking, Listening and Communicating

| Scope of Study | Subject Content Statement (SCS) – 100% coverage of numbered subject content statements | Evidence requirements |
|--|---|--|
| Text: this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths. | 1. Identify relevant information and lines of argument in explanations or presentations | Candidate must demonstrate consistent and effective application of each of the SCS appropriate to the level across the three activities. |
| | 2. Make requests and ask relevant questions to obtain specific information in different contexts | |
| | 3. Respond effectively to detailed questions | |
| | 4. Communicate information, ideas and opinions clearly and accurately on a range of topics | |
| | 5. Express opinions and arguments and support them with evidence | |
| | 6. Follow and understand discussions and make contributions relevant to the situation and subject | |
| | 7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium | |
| | 8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection | |
| Number of activities: 3 Duration: (up to) 30 minutes | | |

Level 1 new content

Express opinions and arguments and support them with evidence (SCS5)

Example of how this will be assessed

Functional Skills English Level 1
Speaking, Listening and Communicating assessment



Activity 1 - Record sheet Formal discussion on unfamiliar topic

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

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

Level 1 Speaking, Listening and Communicating Guidance and Recording Forms 9

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

| Subject Content Statements to be met: | Tick box | Overall comments and quotes to show how candidate met the criteria: |
|--|----------|---|
| 2 Made requests/asked relevant* questions to obtain specific information in different contexts (*delete as applicable) | ✓ | Notes attached <input type="checkbox"/> (tick box) <i>(notes candidates have prepared in advance of discussion)</i> insert quote of request and/or question |
| 3 Responded effectively to detailed questions | ✓ | give an example of a question and the response |
| 4 Communicated information, ideas and opinions* (*delete as applicable; the three can be evidenced in any activity) | ✓ | insert comment(s) and quote(s) regarding contributions made |
| 5 Expressed opinions and arguments and supported them with evidence | ✓ | insert comment(s) and quote(s) regarding contributions made |
| 6 Followed and understood discussions and made contributions relevant to the situation and subject | ✓ | insert comment(s) and quote(s) regarding contributions made |
| 7 Used appropriate phrases, registers and adapted contributions to take account of audience, purpose and medium* (*only needs to be evidenced twice across the three activities) | ✓ | may be evidenced by other quotes |
| 8 Respected the turn-taking rights of others during discussions, using appropriate language for interjection* (*only needs to be evidenced twice across the three activities) | ✓ | insert comment(s) and quote(s) regarding contributions made |

Level 1 Speaking, Listening and Communicating Guidance and Recording Forms 10

Level 1 content assessed more explicitly, or in greater detail

Identify relevant information and lines of argument in explanations or presentations (SCS1)

Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium (SCS7)

Respond effectively to detailed questions (SCS3)

Make requests and ask relevant questions to obtain specific information in different contexts (SCS2)

Respect the turn-taking rights of others during discussions, using appropriate language for interjection (SCS8)

Functional Skills English Level 1
Speaking, Listening and Communicating assessment

City & Guilds
A City & Guilds Group Business

Activity 3 - Record sheet

Informal discussion following another candidate's short talk (explanation or presentation)

Candidate's name _____ Enrolment No. _____

Date of activity _____

Topic _____

Group size _____ Details of group _____

Start time _____ Finish time _____

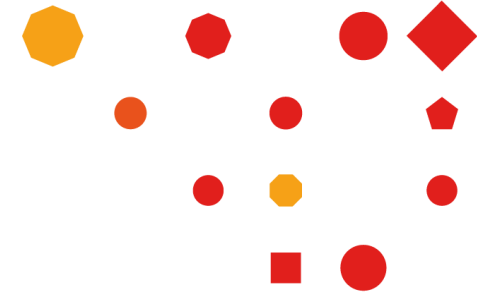
| Please indicate as applicable: | Candidate has achieved: | |
|---------------------------------------|-----------------------------|------|
| | Candidate has not achieved: | |
| Candidate | Signature | Date |
| Assessor name | Signature | Date |
| Internal Quality Assurer (if sampled) | Signature |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

Level 1 Speaking, Listening and Communicating Guidance and Recording Forms 13

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

| Subject Content Statements to be met: | Tick box | Overall comments and quotes to show how candidate met the criteria: |
|--|----------|---|
| 1 Identified relevant information and lines of argument in explanations or presentations | ✓ | Notes attached <input type="checkbox"/> (tick box) candidate notes or other evidence |
| 2 Made requests/asked relevant questions to obtain specific information in different contexts (*delete as applicable) | ✓ | insert quote of request and/or question |
| 4 Communicated information, ideas and opinions* (*delete as applicable; the three can be evidenced in any activity) | ✓ | insert comment(s) and quote(s) regarding contributions made |
| 6 Followed and understood discussions and made contributions relevant to the situation and subject | ✓ | insert comment(s) and quote(s) regarding contributions made |
| 7 Used appropriate phrases, registers and adapted contributions to take account of audience, purpose and medium* (*only needs evidenced twice across the three activities) | ✓ | may be evidenced by other quotes |
| 8 Respected the turn-taking rights of others during discussions, using appropriate language for interjection* (*only needs evidenced twice across the three activities) | ✓ | insert comment(s) and quote(s) regarding contributions made |

Level 1 Speaking, Listening and Communicating Guidance and Recording Forms 14



Assessment specification: Level 2 Speaking, Listening and Communicating

| Scope of Study | Subject Content Statement (SCS) – 100% coverage of numbered subject content statements | Evidence requirements |
|---|--|--|
| Text: this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths. | 1. Identify relevant information from extended explanations or presentations | Candidate must demonstrate consistent and effective application of each of the SCS appropriate to the level across the three activities. |
| | 2. Follow narratives and lines of argument | |
| | 3. Respond effectively to detailed or extended questions and feedback | |
| | 4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts | |
| | 5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required | |
| | 6. Express opinions and arguments and support them with relevant and persuasive evidence | |
| | 7. Use language that is effective, accurate and appropriate to context and situation | |
| | 8. Make relevant and constructive contributions to move discussion forward | |
| | 9. Adapt contributions to discussions to suit audience, purpose and medium | |
| | 10. Interject and redirect discussion using appropriate language and register | |
| Number of activities: 3 | Duration: (up to) 30 minutes | |

Level 2 new content



Identify relevant information from extended explanations or presentations (SCS1)

Follow narratives and lines of argument (SCS2)

Interject and redirect discussion using appropriate language and register (SCS10)

Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts (SCS4)

Example of how this will be assessed

Functional Skills English Level 2
Speaking, Listening and Communicating assessment

City & Guilds
A City & Guilds Group Business

Activity 1 - Record sheet
Formal discussion on unfamiliar topic

Candidate's name _____ Enrolment No. _____

Date of activity _____

Topic _____

Group size _____ Details of group _____

Start time _____ Finish time _____

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

A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

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

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Level 2 content assessed more explicitly, or in greater detail

Respond effectively to detailed or extended questions and feedback (SCS3)

Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required (SCS5)

Express opinions and arguments and support them with relevant and persuasive evidence (SCS6)



City & Guilds
A City & Guilds Group Business

Functional Skills English Level 2
Speaking, Listening and Communicating assessment

Activity 1 - Record sheet
Formal discussion on unfamiliar topic

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

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

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A tick in the box indicates that the assessor has confirmed that the candidate has adequately demonstrated the criterion. The assessor should write down some examples that the candidate has used to demonstrate the skills.

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

Level 2 Speaking, Listening and Communicating assessor guidance and recording forms 10

Information

OpenAssess – a reminder

OpenAssess is our new, free, on-screen practice test tool – developed for Functional Skills exams

- It's a parallel, open, version of SecureAssess (e-volve)
 - the platform we use for live on-screen tests.
- It hosts our sample on-screen Functional Skills external assessments
 - instead of these just being on our website.
- It will record your learners' practice test attempts, and store their responses
 - so you can access and mark them afterwards
 - allows you to provide feedback and judge their readiness for the live test.
- Currently the **current** (3748) Functional Skills sample assessments are available.
- Sample versions of the reformed (4748) Functional Skills exams will be available through OpenAssess from September.



Keeping up with developments

#FunSkills2019 webinars every month - right through to the summer

- You'll get an email reminder each month as long as you've signed up.
- Recordings of **every** session to-date (apart from the special phonics webinar) available from the [Functional Skills updates](#) page.

Next webinar

- We're having a break (from this series...) in August – but look out for a number of special #FunSkills2019 webinars.



Thank you

For more information about the Functional Skills reform programme, please visit

cityandguilds.com/mathsandenglish

Then follow links to [Functional Skills updates](#).

There's a dedicated email address:

fsreform@cityandguilds.com

Use **#FunSkills2019** to join the social media conversation:

- follow Amanda [@MathsEnglish_CG](#)
- follow Paul [@PaulSceeny_CG](#)
- follow Katherine [@KatherineC_CG](#)