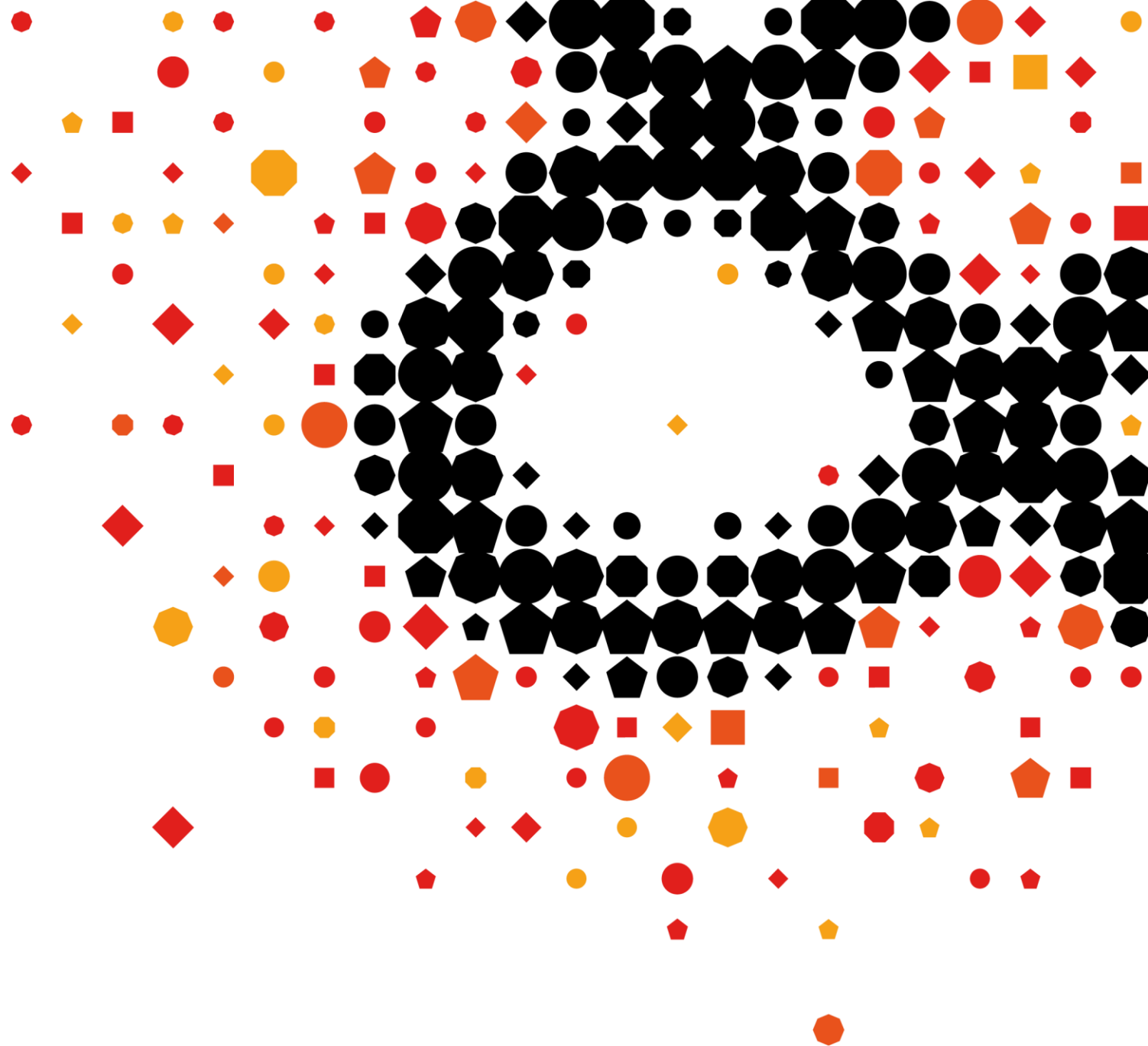


Functional Skills

4748
Reformed Functional Skills
English



Meet the team



Paul Sceeny
[@PaulSceeny CG](#)



Amanda Kelly
[@MathsEnglish CG](#)



Katherine Cooper
[@KatherineC CG](#)



Speaking, Listening and Communicating

How are you assessing SLC?



How do you
store/
standardise/
share your
assessments?

How do you
complete SLC
paperwork?

Do you record
your
assessments?

How do you
conduct your
assessments?



Do we understand the Subject Content?

Scope of study Level 1

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.
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.



Scope of study Level 2

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 and lines from extended explanations or presentations
2. Follow narratives and lines of argument
3. Respond effectively to detailed questions 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 in 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



Speaking, Listening and Communicating – Levels 1 & 2

There is one internally marked assessment at each level.

Level 1

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

- A formal discussion on an unfamiliar topic.
- A short talk (explanation or presentation) on a familiar topic followed by an informal discussion with peers.
- An informal discussion following another candidate's short talk (explanation or presentation).

Level 2

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 followed by a discussion with peers.
- A discussion following another candidate's presentation/extended explanation.

The Speaking, Listening and Communicating assessment is designed to meet 100% coverage of the subject content

Differentiating and understanding Level 1 and Level 2

Group activity

Using the mapping document discuss and feedback:

- How might you expect to see each SCS evidenced within a discussion/talk/presentation/explanation?
- What would you expect to see at each level?
- How would you differentiate?
- How could you move learners from L1 to level 2?

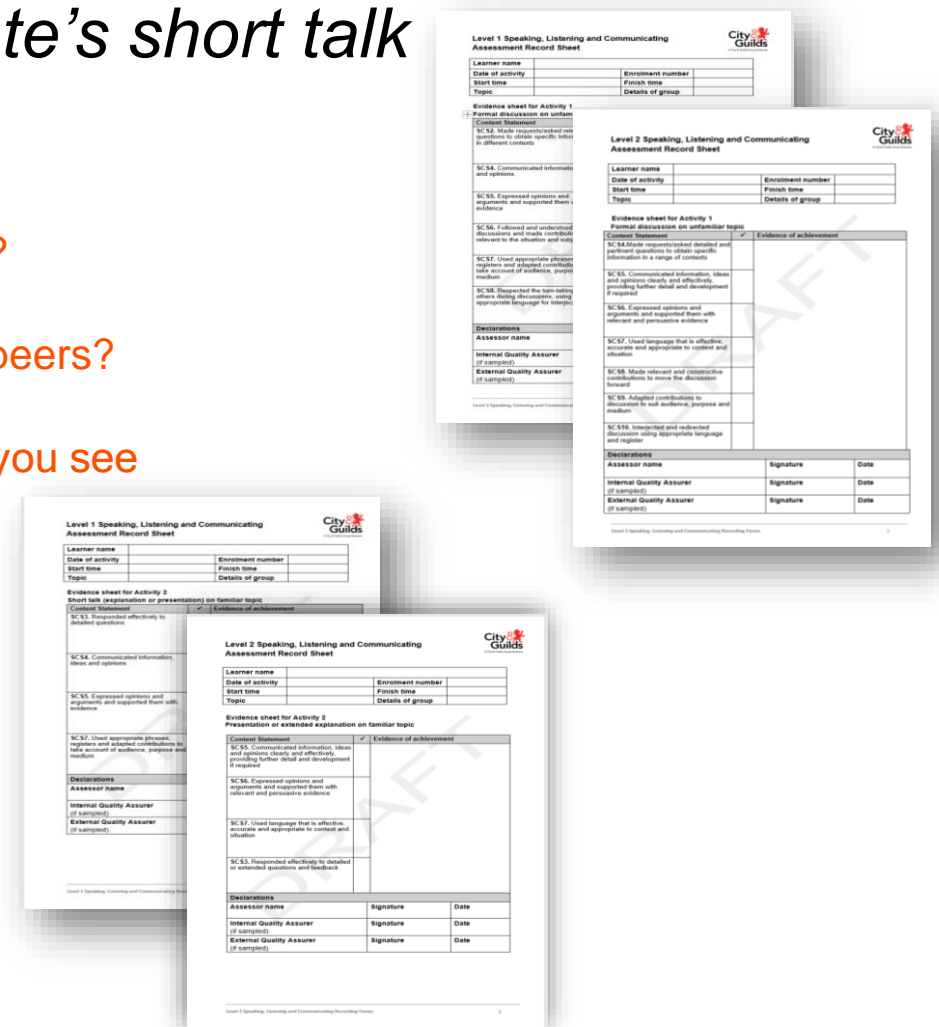


What do we know?

Formal discussion on an unfamiliar topic

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

- What counts as unfamiliar and familiar?
- Group size?
- Why do we ask for quotes?
- How much is enough?
- EQA process?
- What counts as presentation/explanation?
- Informal discussion with peers?
- What differences should you see between L1 and L2?
- IQA process?



The image shows three overlapping City & Guilds Assessment Record Sheets. The top sheet is for Level 1 Speaking, Listening and Communicating, and the bottom sheet is for Level 2 Speaking, Listening and Communicating. Both sheets contain fields for learner information, activity details, evidence of achievement, and assessor signatures.

Level 1 Speaking, Listening and Communicating Assessment Record Sheet

Learner name: _____ Enrolment number: _____
Date of activity: _____ Start time: _____ Finish time: _____
Topic: _____ Details of group: _____

Evidence sheet for Activity 1: Formal discussion on unfamiliar topic

Context Statement: _____ Evidence of achievement: _____

SC 5.1. Made appropriate and relevant contributions to obtain specific information in different contexts.

SC 5.4. Communicated information and opinions.

SC 5.5. Expressed opinions and arguments and supported them with evidence.

SC 5.6. Followed and understood discussions and made contributions relevant to the situation and only if required.

SC 5.7. Used appropriate phrases, registers and digital technology to take account of audience, purpose and medium.

SC 5.8. Responded effectively to detailed or extended questions and feedback.

Decisions

Assessor name: _____ Internal Quality Assurer (if sampled): _____ External Quality Assurer (if sampled): _____

Level 2 Speaking, Listening and Communicating Assessment Record Sheet

Learner name: _____ Enrolment number: _____
Date of activity: _____ Start time: _____ Finish time: _____
Topic: _____ Details of group: _____

Evidence sheet for Activity 1: Formal discussion on unfamiliar topic

Context Statement: _____ Evidence of achievement: _____

SC 5.1. Made appropriate and relevant contributions to obtain specific information in a range of contexts.

SC 5.4. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required.

SC 5.5. Expressed opinions and arguments and supported them with relevant and persuasive evidence.

SC 5.7. Used language that is effective, accurate and appropriate to context and situation.

SC 5.8. Made relevant and constructive contributions to move the discussion forward.

SC 5.9. Adapted contributions to discussion to suit audience, purpose and medium.

SC 5.10. Interpreted and reflected on input using appropriate language and register.

Decisions

Assessor name: _____ Signature: _____ Date: _____
Internal Quality Assurer (if sampled): _____ Signature: _____ Date: _____
External Quality Assurer (if sampled): _____ Signature: _____ Date: _____

What do we know?

An informal discussion in response to another person's short talk, explanation or presentation, or a recorded presentation.

- What do we think this could look like?
- How would you facilitate this?

Level 1 Speaking, Listening and Communicating
Assessment Record Sheet

City & Guilds
A City & Guilds Group Business

Learner name			
Date of activity		Enrolment number	
Start time		Finish time	
Topic		Details of group	

Evidence sheet for Activity 3
Informal discussion in response to another person's short talk, explanation or presentation, or a recorded presentation

Content Statement	✓	Evidence of achievement
SC51. Identified relevant information and lines of argument in explanations or presentations		
SC52. Made requested relevant questions to obtain specific information in different contexts		
SC54. Communicated information, ideas and opinions		
SC56. Followed and understood discussions and made contributions relevant to the situation and subject		
SC58. Respected the turn-taking rights of others during discussions, using appropriate language for interjection		

Declarations

Assessor name	Signature	Date
Internal Quality Assurer (if sampled)	Signature	Date
External Quality Assurer (if sampled)	Signature	Date

Level 1 Speaking, Listening and Communicating Recording Form 4

Level 2 Speaking, Listening and Communicating
Assessment Record Sheet

City & Guilds
A City & Guilds Group Business

Learner name			
Date of activity		Enrolment number	
Start time		Finish time	
Topic		Details of group	

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
SC51. Identified relevant information from extended explanations or presentations		
SC52. Followed narratives and lines of argument		
SC54. Made requests/asked detailed and pertinent questions to obtain specific information in a range of contexts		
SC55. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required		
SC57. Used language that is effective, accurate and appropriate to context and situation		

Declarations

Assessor name	Signature	Date
Internal Quality Assurer (if sampled)	Signature	Date
External Quality Assurer (if sampled)	Signature	Date

Level 2 Speaking, Listening and Communicating Recording Form 4

Reading

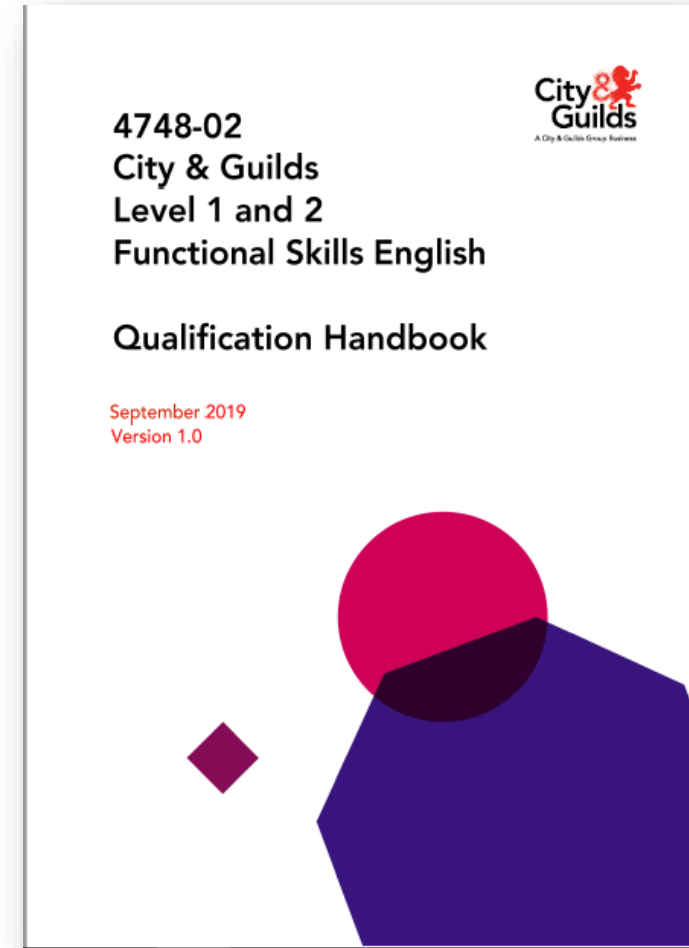
Learning Outcomes

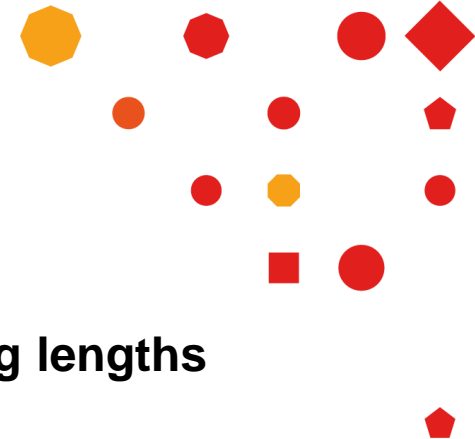
At levels 1-2 learners will be able to:

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

Timings
Level 1
1 hour

Timings
Level 2
1 hour





Do we understand the Subject Content?

Scope of Study Level 1

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 (eg 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 (eg 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 (eg 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.



Do we understand the Subject Content?

Scope of Study Level 2

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 (eg glossaries, legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources.
16. Understand organisational features 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.
18. Follow an argument, identifying different points of view and distinguishing fact from opinion and identifying levels of formality and bias.
19. Identify different styles of writing and writer's voice.

Reading activity

- What are the differences?
- What do you need to teach differently?
- How are going to move learner from L1 to L2?
- How can we encourage learners to read more?
- Are learners reading, skimming or scanning?
- Good ideas/shared practice



Subject Content Mapping - English

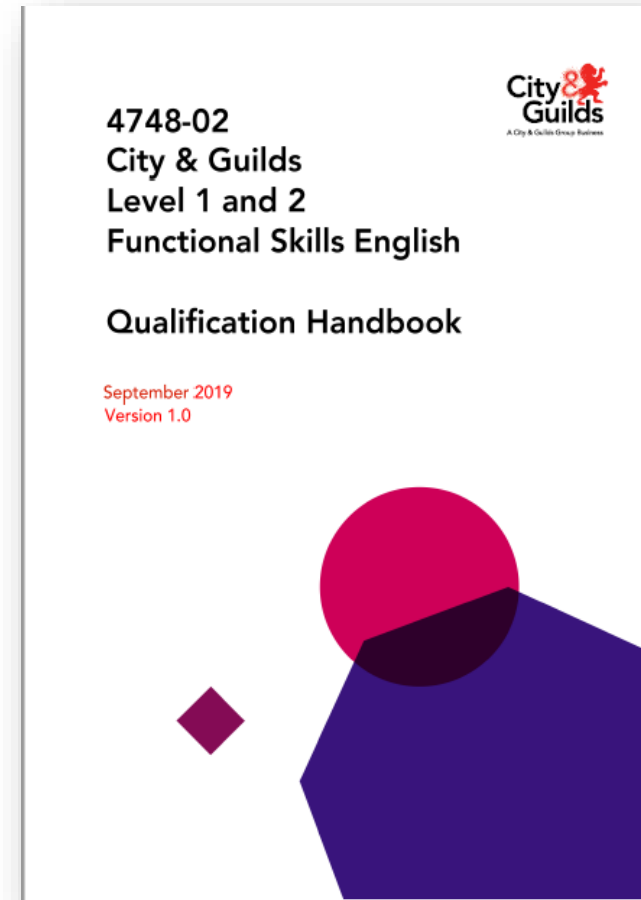
Guidance for Delivery

Writing

Writing

Levels 1 & 2:

- There is one externally set and marked summative assessment.
- The assessment requires candidates to produce two texts based on given scenarios.
- The Writing assessment is designed to meet 100% coverage of the subject content



Subject Content

Scope of Study Level 1

SPAG	19. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes).
	20. Use correct grammar (eg 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.
Composition	22. Communicate information, ideas and opinions clearly, coherently and accurately.
	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 purpose and audience.
	25. Write consistently and accurately in complex sentences, using paragraphs where appropriate.

Subject Content

Scope of Study Level 2

SPAG	20. Punctuate correctly using a wide range of punctuation markers (eg colons, commas, inverted commas, apostrophes and quotation marks).
	21. Use correct grammar (eg subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (eg to express probability or desirability).
	22. Spell words used in work, study and daily life, including a range of specialist words
Composition	23. Communicate information, ideas and opinions clearly, coherently and effectively.
	24. 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
	25. Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, tables).
	26. Convey clear meaning and establish cohesion using organisational markers effectively
	27. Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
	28. Construct complex sentences consistently and accurately, using paragraphs where appropriate

Writing sample activity

Question 1

You witnessed a minor accident where a cyclist crashed into a pedestrian who was crossing the road. No one was seriously hurt, but the cyclist and the pedestrian had an argument about whose fault it was, which ended up with the police being called.

As you witnessed the whole event, the police have asked you to provide written details of what you saw.

Your task: write the narrative (sequence of events) of what happened. Include the following detail:

- where and when the accident took place
- what happened to cause the accident
- whose fault you believe it was
- what happened during the argument.

(27 marks)

Suggested word count 200 – 250 words.

Writing composition

Writing composition

Total marks for Writing Composition 30/54 (56% of marks)

Marking instructions:

Markers should read the candidate's response and make a holistic judgement about which band, on balance, **best** describes it. Within each band, marks are awarded for the candidate's overall level of performance. Once a band has been selected, markers should consider the descriptors as a whole and award marks according to how well the candidate has met these overall.

The following is given as general guidance to support consistent interpretation of the mark scheme:

- All Bands: candidates must meet **all bullets** for the band to achieve the mark at the top of the band range.
- Band 4: Candidates must meet **at least two** of the bullets to be placed within this band.
- Band 1: Candidate's response must meet **at least one** of the four bullets to be awarded 1 mark.
- If candidate's response fails to meet any of the bullets award 0 marks.

Band 4 ('consistently') and Band 3 ('mostly') can only be awarded if the text is an appropriate length (ie, approximately as specified by the question or longer).

Resources

e-Functional Skills

HomeLessonsMessages

Enter a term, or just click Search for advanced e

Learnerv

My latest work

Lessons

Latest lessons

No lessons have been assigned to you.

View all lessons

To do list

Recently-assigned tests

Initial Assessment: Level 1 English
Functional Skills
Due in 30 days

Initial Assessment: Level 1 Maths
Functional Skills
Due in 30 days

How am I doing?

You have not completed any tests.

View my reports

Level 2 English: Writing for Purpose: Writing a Fo...Version: 1.0.15.13

Look at the following salutations that could be used in a letter or email. Put a tick in the correct column to show whether they are formal or informal.

	Formal	Informal
Hiya Joe	<input type="radio"/>	<input type="radio"/>
Hi there	<input type="radio"/>	<input type="radio"/>
Dear Sir	<input type="radio"/>	<input type="radio"/>
Yours sincerely	<input type="radio"/>	<input type="radio"/>
With regards	<input type="radio"/>	<input type="radio"/>
Bye	<input type="radio"/>	<input type="radio"/>
Thanks	<input type="radio"/>	<input type="radio"/>
Hello from Tel	<input type="radio"/>	<input type="radio"/>

1234Question : 2 of 4

Test Results for Learner

9/1850%

Test Feedback

Your Initial Assessment results suggest that you are currently working at Level 1. You should now take the diagnostic tests for each topic area at Level 1 for a more detailed analysis of your skills profile.

Question	Topic	Performance	
1) Mileage		1/1	Review
2) Height		0/1	Review
3) Temperature		1/1	Review
4) Profit		0/1	Review
5) Cubing		1/1	Review
6) New Multiplication		0/1	Review
7) Distance		0/1	Review
8) Interpreting charts		1/1	Review
9) Percentage reduction		1/1	Review
10) Subtraction		0/1	Review

Next steps

City & Guilds e-Functional Skills: Maths

Export as Word documentFilter marksheet

Individual Learning Plan

City & Guilds

Number of tests taken

4

Percent

41%

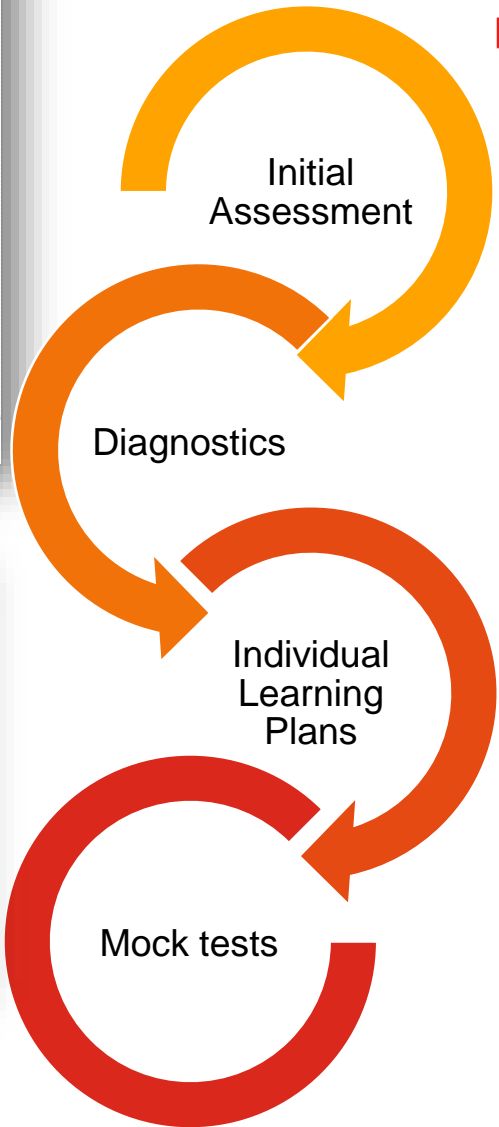
Total score:

Marks gained

Marks dropped

2719

Test name	Times taken	Percent	Score	Review test
Diagnostic: Level 1 Maths: Adding and Subtracting	1	75%	3/4	Review
Diagnostic: Level 1 Maths: Multiplying 1	2	40%	2/5	Review
Initial Assessment: Level 1 Maths	1	72%	13/18	Review
Initial Assessment: Level 2 Maths	4	5%	1/19	Review

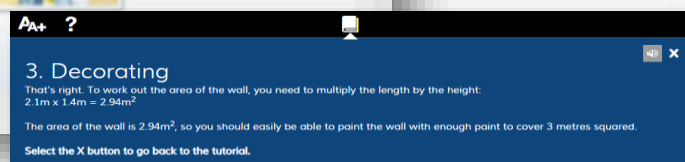
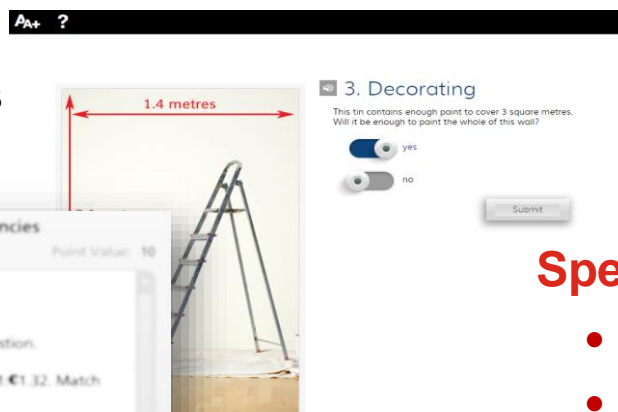
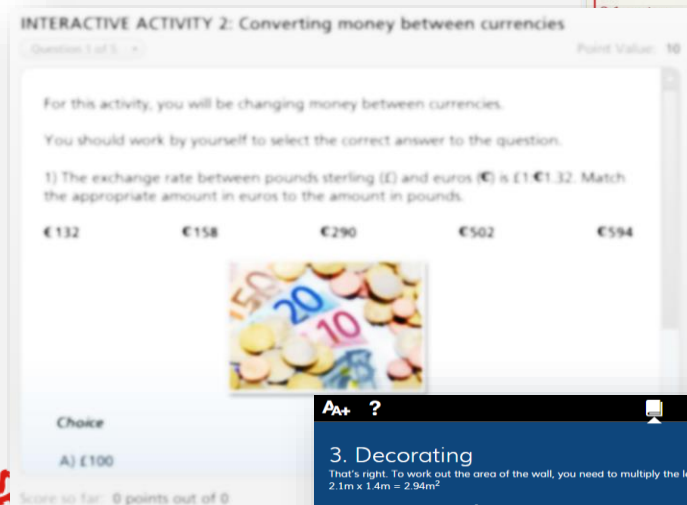
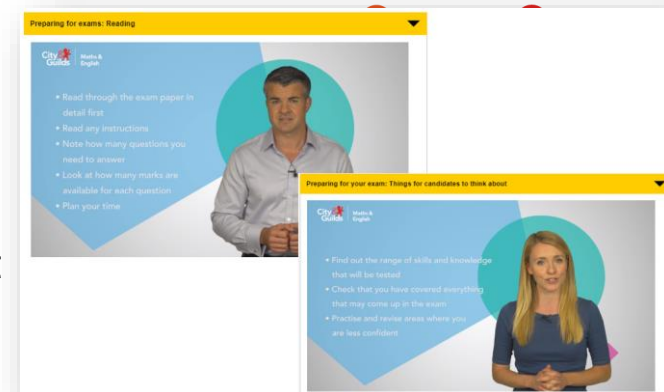


SmartScreen – Maths and English

- developing skills activities
- 150 maths and English videos
- interactive e-learning
- worksheets
- classroom games and activities
- card sorts/matching
- exam preparation videos
- speaking and listening videos
- and much more....

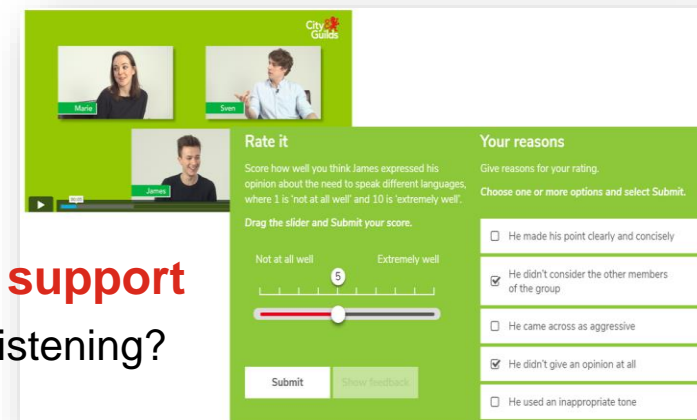
Exam preparation

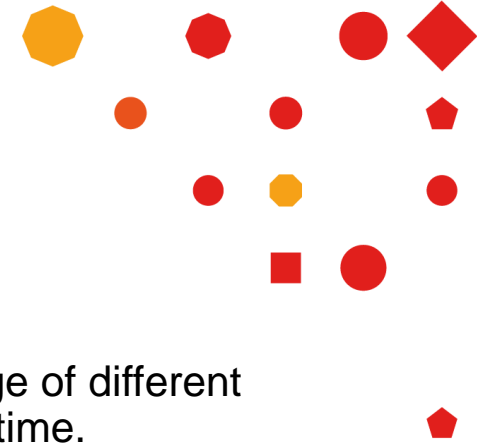
- Things for candidates to think about
- Things for teachers to think about
- Reading the paper.



Speaking and listening support

- What is speaking and listening?
- Familiar discussions
- Using appropriate language techniques
- Discussing unfamiliar subjects
- Using formal language
- Preparing for presentations
- Delivering presentations





New refreshed SmartScreen for Maths & English

- SmartScreen users will have access to a wealth of engaging maths and English resources in a range of different formats. These cover Functional Skills and will also cover other maths and English qualifications in time.
- Each skill and level will have a resource guide which will be driven by the new Functional Skills subject content.
- From initial and diagnostic assessments, teachers/tutors will be able to identify the subject content statements learners need to focus on and use our resource guides to help build schemes of work and session plans by selecting the best resources to use and learning how to make best use of them.
- There will also be some developing skills activities for English covering a broader range of subject content statements which will suit topic-led learning approaches.
- Resources will support all staff delivering reformed Functional Skills who need to gain a deeper understanding of the subject content, whatever their levels of confidence or experience.

Resource guides – How do they work?

What
needs to be
taught

SmartScreen
resources
available

How to use
them

Subject content statement	Resources	How to use this resource
3. Add numbers which total up to 20, and subtract numbers from number up to 20	Activity 1: Number cards	Series of number cards to be printed and used in a variety of ways. Type of activity: People maths, Creative Maps to FS content statements E1 1,2,3,4 Use with pairs, small groups or whole class Suggested duration: 5-20 minutes
	Activity 8: Handling data	Learners to create tables and bar charts/block graphs on different subjects Type of activity: Open-ended Maps to FS content statements E1 3, 11, 12, 13 Use with individuals, pairs or small groups: Suggested duration: 30-45 minutes Notes: Squared paper or square sticky notes needed for the creation of bar charts
	Interactive activity 1: Adding and taking away	Use interactively on a screen (PC, tablet), or as a worksheet in class. Suitable also for homework as a worksheet.
	Interactive activity 2: How much shopping?	Use interactively on a screen (PC, tablet), or as a worksheet in class. Suitable also for homework as a worksheet.
	Worksheet 1: Travel times	Use in class or as homework to recognise coins and notes and add numbers.
	Worksheet 2: Food choices	Use in class or as homework to practise recognising, writing and comparing numbers up to 20, completing tables and carrying out calculations.
	Worksheet 4: Short story books	Use in class or as homework to practise sorting and organising numbers and calculating sums.
	Worksheet 5: Party time	Use in class or as homework to practise reading and matching times, carrying out calculations and using a calendar.

Resource guides will also be available to support all other literacy/English and numeracy/maths qualifications offered by City & Guilds

OpenAssess

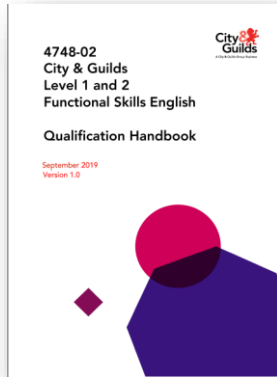
OpenAssess is our new, free, on-screen practice test tool – developed for Functional Skills exams

- 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.



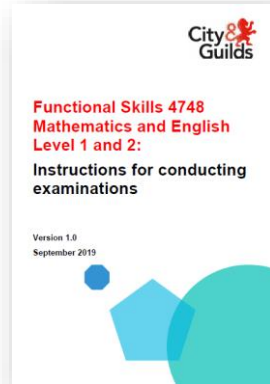
Don't forget...

Supporting documents



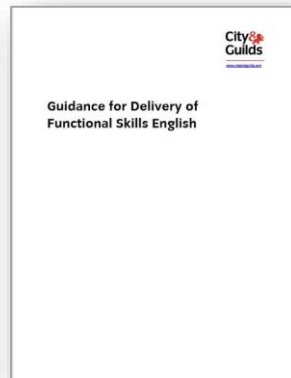
Handbook and specification documents

Sets out scope and design of our Functional Skills qualifications, including assessment coverage and weightings.



Instructions for conducting exams

Sets out our operational requirements for managing externally marked exams.



Guidance for delivery produced by our chief examiners: detailed guidance on design of, and allocation of marks within, our externally marked exams.



Further support...

Technical Advisors

Available to support you through the transition to reformed Functional Skills and beyond

Networks

Support you and encourage sharing of best practice

Monthly webinar updates

Keep you up to date monthly and provide ongoing support

Monthly webinar updates

Support with any specific aspects of reformed Functional Skills you need more help with including 'How to...' series of recorded presentations

CPD

Teaching and learning English and Maths.



Useful links

- Contacting City & Guilds – for details visit [Contacting City & Guilds](#)
- For updates on the Functional Skills reforms – visit [Functional Skills Updates](#)
- For more detailed qualification information [Reformed Functional Skills \(4748\)](#)
- Our [FAQs](#) also provide useful information and can also be found on the qualification page

