

Maths and English monthly webinar updates

Functional Skills English
Speaking, Listening
and Communicating

Autumn 2019

#CGMathsEnglish



Meet the team



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the social media conversation



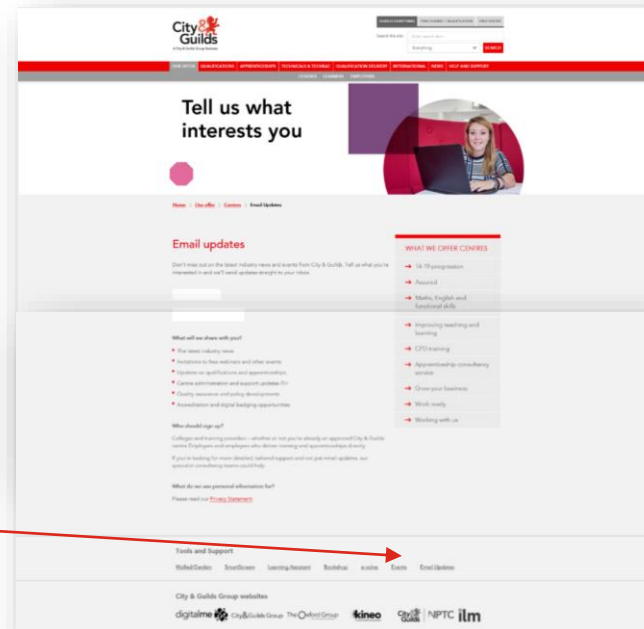


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Slides will be emailed to you following the webinar and recordings will be available via the website.



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For the full calendar of Regional Network Meetings, go to our [Functional Skills Updates](#) page



Speaking, Listening and Communicating



Subject Content Statements

Subject Content: Level 1

Speaking, Listening and Communicating

Scope of study

Text: this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.

1. Identify relevant information and presentations
2. Make requests and ask relevant questions in different contexts
3. Respond effectively to detailed questions
4. Communicate information, ideas and opinions in a range of topics
5. Express opinions and arguments clearly and effectively, providing further detail and development if required
6. Follow and understand discussions and presentations, all of varying lengths
7. Use appropriate phrases, register and language for the situation, audience, purpose and medium
8. Respect the turn-taking rights and language for interjection

Subject Content: Level 2

Speaking, Listening and Communicating

Scope of study

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
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

SCS English



Subject content functional skills: English

February 2018

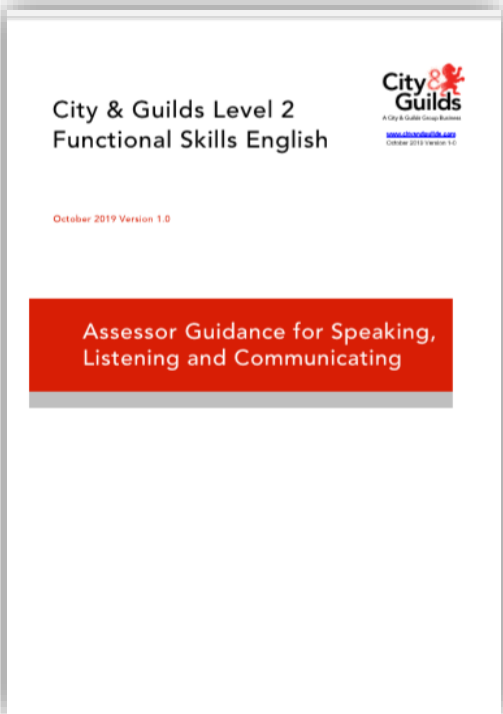
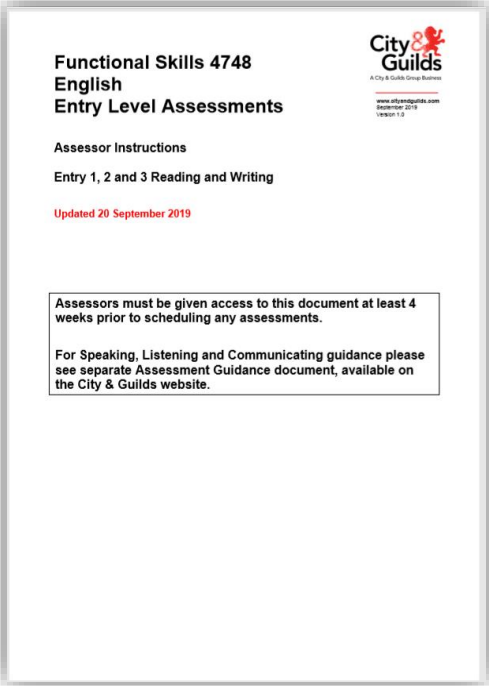
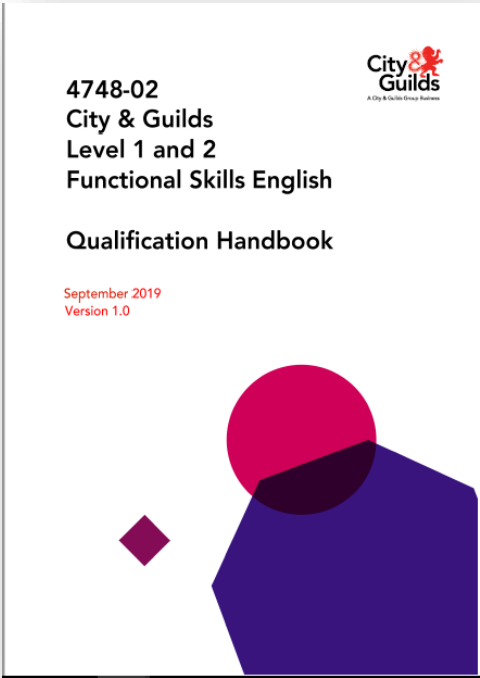
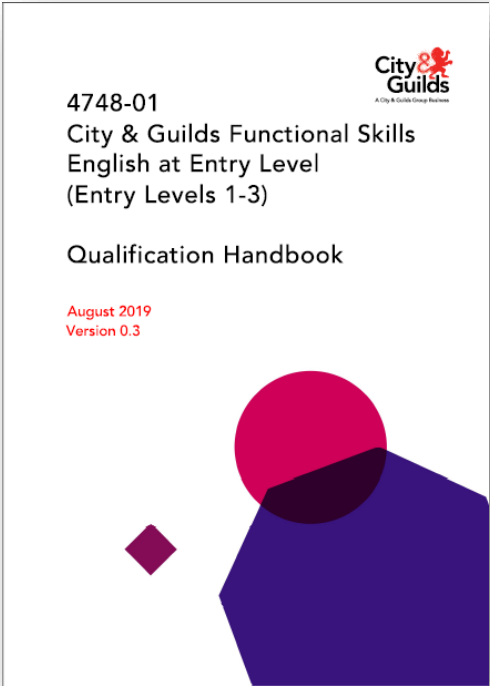


Supporting your implementation of the 2019 reformed Functional Skills qualifications Subject content mapping – English

Version 3
September 2019



Supporting Documents



Speaking, Listening and Communicating – Entry level

There is one internal assessment to complete at each Entry Level. The assessment is designed to meet 100% coverage of the subject content

Candidates will need to take part in two activities.

Entry 1

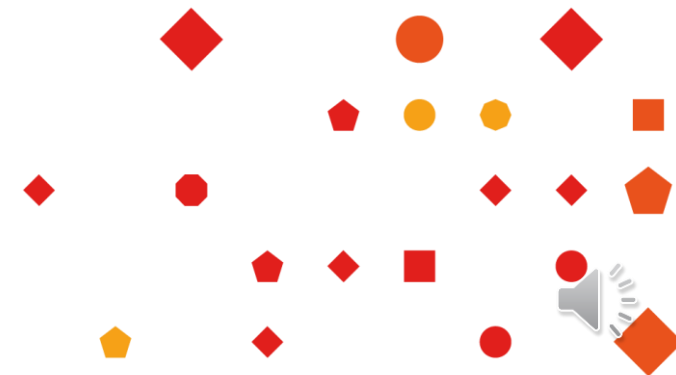
- Activity 1 – Making an appointment
- Activity 2 – One-to-One Discussion

Entry 2

- Activity 1 – Exchange of Information
- Activity 2 – Group Discussion

Entry 3

- Activity 1 – Extracting Information
- Activity 2 - Informal Group Discussion





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 to 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.



Worked examples

When conducting assessments consider:

- Examples not exemplars
- To quote or not to quote
- Quality not quantity
- Group sizes How did the learner meet each SCS
- Recordings are not a requirement

**Pass and
fail
examples
available**



Task 1

A formal discussion on an unfamiliar topic

Points to consider:

- What criteria the quote covers
- Was the candidate given time to prepare to form an opinion?
- What SCS is the learner evidencing against?
- Candidate responses

City & Guilds
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Level 2 Speaking, Listening and Communicating Assessment Record Sheet

Learner name	Candidate X		
Date of activity	02-09-2019	Enrolment number	300V1346
Start time	11:00	Finish time	11:15
Topic	The impact of plastic on the environment.	Details of group	4 Level 2 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	✓	This was an unfamiliar topic for Candidate X and she was given a week to prepare and form an opinion.
SCS5. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	She interjected, "Yes, and one thing that struck me when I researched this topic was the vast amount of different plastics that have been created and the wide range of products that they are in." (SCS5, SCS10)
SCS6. Expressed opinions and arguments and supported them with relevant and persuasive evidence	✓	Information given: "I was unaware that so much plastic ends up in the sea. We must do something! Some research has indicated that there may be up to 5.2 trillion pieces of plastic in the ocean, which I find staggering." (SCS5, SCS6, SCS7)
SCS7. Used language that is effective, accurate and appropriate to context and situation	✓	"Large companies could do more, couldn't they? The catering industry, in particular, uses a lot of plastic with take-away food." (SCS4, SCS8)
SCS8. Made relevant and constructive contributions to move the discussion forward	✓	"I read that they have abolished plastic straws. What makes you think that they are not addressing the problem effectively?" (SCS4)
SCS9. Adapted contributions to discussion to suit audience, purpose and medium	✓	In response to Candidate Y, "I didn't really think about that. I guess it is a good thing that they (McDonalds) are reducing plastic in one sense but I agree with you now that they could probably go further." (SCS9)
SCS10. Interjected and redirected discussion using appropriate language and register	✓	Candidate X demonstrated consistent and effective communication skills at Level 2. She used appropriate vocabulary and adapted her contributions.

Declarations		
Learner name	Signature	Date
P Candidate	P Candidate	05-09-2019
Assessor name	Signature	Date
Ann Assessor	A Assessor	02-09-2019

Level 2 Speaking, Listening and Communicating Recording Form 1

Consider
the group
size

Task 2

Presentation or extended explanation on familiar topic

Points to consider:

- What are you asking the candidate to prepare?
- Setting of the assessment
- Learner evidence
- Candidate responses to questions and feedback

Level 2 Speaking, Listening and Communicating Assessment Record Sheet

Learner name	Candidate X	Enrolment number	XXV2245
Date of activity	03-09-2019	Start time	2:00
Finish time	2:20	Topic	Cocker Spaniels
Details of group	4 Level 2 learners		

Evidence sheet for Activity 2

Presentation or extended explanation on familiar topic

Content Statement	✓	Evidence of achievement
SC55. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	Candidate X prepared a power-point presentation covering the history of the breed up to the present day.
SC56. Expressed opinions and arguments and supported them with relevant and persuasive evidence	✓	The Cocker's amenable cheerful disposition makes him a firm favourite. He is primarily a companion but is easily trained for the show ring, obedience and agility competitions, and field work. I think he is also an excellent therapy dog and a wonderful pet for anyone. (SC55, SC56)
SC57. Used language that is effective, accurate and appropriate to context and situation	✓	In 1892, the Cocker Spaniel was recognised as a breed in England. From the late 1950s to the 1990s, the Cocker was the number one breed registered with the Kennel Club. Today, the Cocker remains within the top 15 registered breeds. (SC55, SC56)
SC53. Responded effectively to detailed or extended questions and feedback	✓	There are two main types recognised by the Kennel Club: The American Cocker is primarily a family dog, whereas the English Cocker is primarily a working dog: a gun dog who needs plenty of exercise. There is also a show strain of English cocker with longer hair and more feathering. (SC57) Yes, they can bark a lot. Usually when they are bored or left by themselves for long periods. They are social animals. (SC53)

Declarations		
Learner name	Signature	Date
P Candidate	P Candidate	05-09-2019
Assessor name	Signature	Date
Ann Assessor	A Assessor	03-09-2019

Level 2 Speaking, Listening and Communicating Recording Form

3

It can be a
presentation or
extended
explanation

Task 3

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

Points to consider:

- Did the candidate make notes?
- Quotes
- Presentation, extended explanation or recorded presentation
- Vocational or work based setting

Level 2 Speaking, Listening and Communicating Assessment Record Sheet

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Learner name	Candidate X		
Date of activity	09-09-2019	Enrolment number	3001245
Start time	09:30	Finish time	09:57
Topic	Becoming a vegetarian	Details of group	4 Level 2 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
SC S1. Identified relevant information from extended explanations or presentations	✓	Candidate X listened carefully and made notes during the presentation.
SC S2. Followed narratives and lines of argument	✓	You said that there were no health risks associated with not eating meat but I've heard that the lack of zinc can lead to hair loss. Do you have to take supplements? (SCS1, SC54, SC57)
SC S4. Made requests/asked detailed and pertinent questions to obtain specific information in a range of contexts	✓	Yes, I suppose that we all need to ensure we are not deficient in any aspect of our diet. (SC57)
SC S6. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	I can see the reasons that people give up meat and I do try to eat veggie a couple of times a week but I don't think I'm ready to take the final step yet. I enjoy bacon sandwiches too much! Perhaps I'll try some of the recipes you mentioned though. (SCS1, SC56)
SC S7. Used language that is effective, accurate and appropriate to context and situation	✓	

Declarations		
Learner name	Signature	Date
P Candidate		09-09-2019
Assessor name	Signature	Date
Ann Assessor	A Assessor	09-09-2019

City & Guilds Guidance – All activities
Candidate was registered prior to assessment and all signatures are in place
Timings are appropriate for this level.
Documentation completed with good detail.
Clear explanation of the activities sets the scene.
Quotes given to illustrate the assessment criteria.
Pass agreed.

Level 2 Speaking, Listening and Communicating Recording Form 6

It is not a requirement to produce a recording

Questions and answers



Thank you

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

cityandguilds.com/mathsandenglish

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

Any questions should be sent to:

centresupport@cityandguilds.com

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