

Functional Skills English Entry 1 Assessment



www.cityandguilds.com
March 2019
Version 0.1

Speaking, Listening and Communicating Assessment Guidance

DRAFT

These documents are draft and subject to Technical Evaluation by Ofqual.

Assessors must be familiar with the subject content, the performance descriptors and the assessment specifications for the Entry 1 Speaking, Listening and Communicating. These can be found in the Qualification and Assessment Specification for Entry Level English (E1-3).

Guidance for conducting the assessment

The candidate will need to take part in **two** activities. These should both be one-to-one with the assessor.

- An activity including instructions. This could be a telephone activity (or spoken web-based activity such as facetime or skype) and should be on a familiar straightforward topic.
- A discussion on a familiar straightforward topic.

Candidates will need to demonstrate **all** of the following skills and meet the performance descriptors given on page 5:

- Say the names of the letters of the alphabet (eg for their name or their street name and postcode)
- Identify and extract the main information from short statements and explanations
- Follow single-step instructions, asking for them to be repeated if necessary
- Make requests and ask straightforward questions using appropriate terms and registers
- Respond to questions about specific information
- Make clear statements about basic information and communicate feelings and opinions on straightforward topics
- Understand and participate in simple discussions or exchanges with another person about a straightforward topic

Candidates should be informed that their contribution to the activities is to be assessed and be made aware of the above assessment criteria.

Topics

You may use the suggested assessment activities (see Annex 1) or other activities suitable for the candidate. Whatever topic(s) you choose, you **must** ensure candidates have the opportunity to meet all the criteria for each activity.

Activity 1

The activity must be assessed individually. You may pre-record the message or read it out to the candidate during the assessment.

You may use Activity 1 from the suggested assessment activity (see Annex 1) or another activity suitable for the candidate. For example:

- Contact their phone provider
- Contact their doctor for an appointment
- Contact a plumber

The criteria lend themselves to following instructions from a pre-recorded message asking them to leave their name and address (including spelling their name) and a short message.

Activity 2

For the second activity, you may use the suggested activity (see Annex 1), or you can have a discussion about a different topic if you wish. Suggested other topics can include:

- hobbies
- holidays
- television programmes.

The activities can be formal or informal at this level, but due to the nature of the contexts Activity 1 is likely to be a more formal context and Activity 2 is more likely to be an informal context.

Guidance for assessors

- Assessments 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 Speaking, Listening and Communicating assessment.
- At this level the activities should be conducted one-to-one with the candidate.
- The assessor must choose a topic of discussion that reflect real life as much as possible and is of interest to the candidate.
- Any topic used for assessment practice cannot be used for the live assessment.
- The candidate should be informed of the straightforward topic for the discussion in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. Alternatively, candidates can be given time in the session to prepare some questions related to the topic.
- The assessor needs to be familiar with the topic that is being discussed and should prepare questions/input to help move the discussion along, if required, and allow the candidate to show understanding. Questions should be pitched at the right level and request specific information.
- Assessors should give the candidate time to respond before jumping in with a reformulation. If the candidate asks for repetition, repeat more slowly, then, if necessary, reformulate using simpler language.
- Assessors should speak naturally, in a friendly and relaxed manner with clear delivery. As far as possible, they should avoid using grammatical structures that are beyond the repertoire expected at this level.
- If the candidate says something that is not clear, ask them to repeat or clarify using a simple request such as "I'm sorry, could you repeat that please?"
- The assessor should indicate clearly the start and end of each activity.

Assessment evidence

- Details of the candidate's performance **must** be recorded on the Entry 1 Assessment record sheets. These sheets are available on the website as PDF and Word documents to allow records to be typed.
- Centres **must** use the Assessment record sheets provided by City & Guilds. Any changes **must** be agreed with the centre's External Quality Assurer and competence against each of the criteria **must** be evident.
- **Two** 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 can be used to enhance the assessor's observation. If candidate notes are attached, a written explanation of how the candidate prepared for the assessment may not be necessary.
- It is good practice for a proportion of assessments to be recorded for quality assurance purposes. However, it is not compulsory for audio/video recordings to be made and any recordings **must 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 descriptors 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.
 - The candidate must meet **all** the criteria as detailed on the assessment record sheets.
 - 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 any supporting evidence such as candidate notes.
 - Any additional evidence, such as audio/video evidence or assessor recording notes, should be kept with the assessment record.
 - 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 one other person 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'.

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

Formal context: a discussion regarding an ordinary everyday subject where a more formal manner, is expected eg making an appointment to see the doctor or dentist.

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

Straightforward: a subject or material that students often meet in the course of their work, studies or other activities.

Timing of assessments

- Candidates may have up to 20 minutes to complete the two activities.
- It is suggested that 3-5 minutes be allowed for the activity 1.
- It is suggested that 3-10 minutes be allowed for activity 2.

Annex 1

Entry 1 Speaking, Listening and Communicating Suggested Assessment Activities

Activity 1 - Telephone: making an appointment (3 – 5 minutes suggested)

Introduce the activity to the candidate:

You call the dentist to make an appointment for a check-up.

Listen to the recorded message and follow the instructions.

You may pre-record the message or read it out to the candidate during the assessment:

(Suggested script for telephone message)

Hello. This is Brown's dental clinic. I am sorry I cannot take your call at the moment. If you would like to make an appointment, please leave your name and phone number.

Please spell your name.

I will call you back as soon as I can. Leave your message now.

Ask the candidate a question related to the message

eg When will Brown's dental clinic call you back?

Details of the candidate's performance **must** be recorded on the Entry 1 assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets for further information.

You may use this activity or another activity suitable for the candidate. For example:

- Contacting their phone provider
- Contacting their doctor for an appointment
- Contacting a plumber

Whatever topic you choose, you must ensure candidates have the opportunity to meet all the criteria for Activity 1. The criteria lend themselves to following instructions from a pre-recorded message asking them to leave their name and address (including spelling their name) and a short message.

Activity 2 - One-to-One Discussion (3 – 10 minutes suggested)

Introduce the activity to the candidate:

We are going to have a discussion about our favourite foods. We can talk about
what we like to eat
what we like to drink.

Remember to ask me some questions.

or

You are going to have a discussion about your favourite foods. You can talk about
what you like to eat
what you like to drink.

Remember to ask each other some questions.

Details of the candidate's performance **must** be recorded on the Entry 1 assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets for further information.

You may use this activity or another activity suitable for the candidate. For example:

- hobbies
- holidays
- television programmes.

Whatever topic you choose, you must ensure candidates have the opportunity to meet all the criteria for Activity 2.

Functional Skills English Entry 1 Assessment



www.cityandguilds.com

March 2019

Version 0.1

Speaking, Listening and Communicating Assessment record sheet

DRAFT

Entry 1 Speaking, listening & communicating Assessment Record

Activity 1 Telephone

Candidate's Name _____

C&G Enrolment number _____

Date of activity _____

Start time _____

Finish time _____

Please indicate as applicable:

Candidate has achieved:	<input type="checkbox"/>
Candidate has not achieved:	<input type="checkbox"/>

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

Summary of the activity including any prompting:	
Confirm that the candidate did the following:	Overall comments and quotes to show how candidate met the criteria:
E1.3 Followed single step instructions	<input type="checkbox"/> Insert comment regarding contributions and quotes to cover E1.3, E1.1
E1.1 Stated the names of the letters of the alphabet (for their name)	<input type="checkbox"/>
E1.4 Made request using appropriate terms and register	<input type="checkbox"/> Insert quote showing request from candidate for E1.4
E1.2 Identified and extracted the main information from short statements and explanations	<input type="checkbox"/> Insert example to show how candidate meets E1.2 and E1.5 Question: <i>eg When will the dental clinic call you back?</i> Answer:
E1.5 Responded to questions about specific information	<input type="checkbox"/>

Entry 1 Speaking, listening & communicating Assessment Record

Activity 2 One-to-one discussion

Candidate's Name _____

C&G Enrolment number _____

Date of activity _____

Start time _____

Finish time _____

Please indicate as applicable:

Candidate has achieved:	<input type="checkbox"/>
Candidate has not achieved:	<input type="checkbox"/>

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

Summary of the discussion including any prompting:		
Confirm that the candidate did the following:		Overall comments:
E1.2 Identified and extracted the main information from short statements and explanations	<input type="checkbox"/>	<p>Insert comment regarding contributions and quotes to cover E1.2</p> <p>Insert quote to show question asked by candidate for E1.4</p> <p>Insert quote from candidate for E1.5</p> <p>Insert comment regarding contributions and quotes to cover E1.6 and E1.7</p>
E1.4 Asked straightforward questions using appropriate terms and register	<input type="checkbox"/>	
E1.5 Responded to questions about specific information	<input type="checkbox"/>	
E1.6 Made clear statements about basic information and communicate feelings and opinions on straightforward topics	<input type="checkbox"/>	
E1.7 Understood and participated in simple discussions or exchanges with another person about a straightforward topic	<input type="checkbox"/>	

**Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
www.cityandguilds.com**

City & Guilds is a registered charity established to promote education and training

DRAFT