

# Functional Skills English Entry 2 Assessment



## Speaking, Listening and Communicating Assessment Guidance

[www.cityandguilds.com](http://www.cityandguilds.com)  
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Version 0.1

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 2 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 have take part in **two** activities:

- A short exchange on a straightforward topic.
- A group discussion on a different straightforward topic.

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

- Identify and extract the main information and detail from short explanations
- Make requests and ask clear questions appropriately in different contexts
- Respond appropriately to straightforward questions
- Follow the gist of discussions
- Clearly expressed straightforward information and communicate feelings and opinions on a range of straightforward topics
- Make appropriate contributions to simple group discussions with others 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**

#### **Activity 1**

You may use the suggested 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.

Examples of an exchange of information may include, but are not limited to:

- making a travel enquiry
- finding out about classes at the leisure centre
- asking about healthy eating
- complaining about an item.

#### **Activity 2**

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

- social networking
- holidays
- hobbies
- television programmes.

The activities can be formal or informal at this level, but due to the nature of the contexts Activity 1 is more likely to be a 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 Communication assessment.
- The exchange (activity 1) could be with a staff member or another suitable person.
- The discussion (activity 2) could be with peers, staff members or other suitable people. It is important that all members of the group are able to play an active role in the discussion.
- The assessor must choose topics that reflect real life as much as possible and are 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 topics for the activities in the session that takes place before the assessment session, or a week beforehand, whichever is the greater. If this is not possible, the assessor should ensure the learner has plenty of time for preparation on the day of the discussion.
- 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.
- 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?"
- Assessors should invite questions from members of the group.
- The assessor can take part in the discussion at this level.
- 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 2 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.
- Audio and/or video evidence is particularly useful for assessors when several learners are being assessed. It is also good practice for a proportion of assessments to be recorded for quality assurance purposes. However, it is not compulsory for audio/video recordings to be made and any recordings do not replace the written assessment records needed for each assessment.

## Candidate performance and feedback

- Candidates must demonstrate **consistent** and **effective** application of the skills requirements from the subject content.
- For each of the subject content statements the following 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 other evidence such as audio/video evidence, peer assessment records, and assessor recording notes should be kept with the assessment record, if used.
  - Candidates who are unsuccessful should be given clear feedback and actions for future assessment. Additional teaching and learning should be available. All records of assessment (pass and fail) should be kept for sampling by IQA and EQA. Each activity is a stand-alone activity and there is no need to repeat an activity with a 'pass' decision.
  - Assessment records should be kept for three years before shredding. They are not returned to the learner.

## Definitions

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

**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 an exchange with a health professional.

**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.

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

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

## Timing of assessments

- Candidates may have up to 20 minutes to complete the two activities.
- It is suggested that 5-10 minutes be allowed for the exchange of information.
- It is suggested that 5-10 minutes be allowed for the discussion.
- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussions may vary according to the size of the group.
- Preparation time may occur outside of teaching time or in class. It is suggested that no more than 60 minutes is allowed for preparation.
- Preparation time should be time for individual preparation and can include research and making notes. Any additional notes/preparation materials should be attached to the candidate's Assessment Record Sheet.

# Annex 1

## Entry 2 Speaking, Listening and Communicating Suggested Assessment Activities

### Activity 1 - Exchange of information (5 -10 minutes suggested)

Introduce the activity to the candidate:

*You would like to join a class at your local leisure centre and you want to find out if the class is suitable for you. I will play the part of the receptionist.*

You may like to have local information to read out to the candidate during the assessment.

*(Suggested script)*

*Hello. Can I help you?*

Ask the candidate a question related to the information you have provided

- *eg Which class do you think would be most suitable for you?*

Details of the candidate's performance **must** be recorded on the Entry 2 Assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets.

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

- making a travel enquiry
- asking about healthy eating
- complaining about an item.

Whatever topic you choose, you must ensure candidates have the opportunity to meet all the criteria for Activity 1.

## Activity 2 Group discussion

(5 – 10 minutes suggested)

Introduce the activity to the candidate:

We are going to have a discussion about social media. We can talk about

The sites we use such as Facebook

What we like about social media.

What is not so good about social media.

Remember to ask me some questions.

or

You are going to have a discussion about social media. You can talk about

The sites you use such as Facebook

What you like about social media.

What is not so good about social media.

Remember to ask each other some questions.

Details of the candidate's performance **must** be recorded on the Entry 2 assessment record sheets. Please see the relevant assessment guidance document and the assessment record sheets.

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.



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## Speaking, Listening and Communicating Assessment record sheet

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## Entry 2 Speaking, listening & communicating Assessment Record

### Activity 1 – Exchange of information

Candidate's Name \_\_\_\_\_

C&G Enrolment number \_\_\_\_\_

Date of activity \_\_\_\_\_

Start time \_\_\_\_\_

Finish time \_\_\_\_\_

Straightforward topic \_\_\_\_\_

\_\_\_\_\_

Please indicate as applicable:

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

<b>Candidate</b>	<b>Signature</b>	<b>Date</b>
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>
<b>External Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## Activity 1: Exchange of information

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.

Confirm that the candidate:	Overall comments and quotes to show how candidate met the criteria:	
E2.1 Identified and extracted the main information and detail from short explanations	<input type="checkbox"/>	E2.1 may be evidenced by candidate notes or responses.
E2.2 Made requests/asked clear questions appropriately	<input type="checkbox"/>	Insert quote showing request or question from candidate for E2.2.
E2.3 Responded appropriately to straightforward questions	<input type="checkbox"/>	Give example of the question and the response from candidate for E2.3
E2.4 Followed the gist of discussions	<input type="checkbox"/>	Please insert comment regarding contributions and quotes to cover E2.4, E2.5 and E2.6
E2.5 Clearly expressed straightforward information and communicated feelings and opinions	<input type="checkbox"/>	
E2.6 Made appropriate contributions	<input type="checkbox"/>	

## Entry 2 Speaking, Listening & Communicating Assessment Record

### Activity 2 - Group Discussion

Candidate's Name \_\_\_\_\_

C&G Enrolment number \_\_\_\_\_

Date of activity \_\_\_\_\_

Start time \_\_\_\_\_

Finish time \_\_\_\_\_

Straightforward topic \_\_\_\_\_

Group size \_\_\_\_\_

Details of group \_\_\_\_\_

Please indicate as applicable:

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

<b>Candidate</b>	<b>Signature</b>	<b>Date</b>
<b>Assessor name</b>	<b>Signature</b>	<b>Date</b>
<b>Internal Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>
<b>External Quality Assurer</b> (if sampled)	<b>Signature</b>	<b>Date</b>

## Activity 2: Group Discussion

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.

Confirm that the candidate:	Overall comments and quotes to show how candidate met the criteria:	
E2.1 Identified and extracted the main information and detail from short explanations	<input type="checkbox"/>	E2.1 may be evidenced by candidate notes or responses.
E2.2 Made requests/asked clear questions appropriately	<input type="checkbox"/>	Insert quote showing request or question from candidate for E2.2.
E2.3 Responded appropriately to straightforward questions	<input type="checkbox"/>	Give example of the question and the response from candidate for E2.3
E2.4 Followed the gist of discussions	<input type="checkbox"/>	Please insert comment regarding contributions and quotes to cover E2.4, E2.5 and E2.6
E2.5 Clearly expressed straightforward information and communicated feelings and opinions	<input type="checkbox"/>	
E2.6 Made appropriate contributions	<input type="checkbox"/>	

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