Level 1 Speaking, Listening and Communicating
Assessment Record Sheet

Worked Example

Learner's name	Candidate K
Enrolment number	HHX1224

Assessment Performance Summary Sheet

Overall performance across Activities 1, 2 and 3		
Learners need to be meeting **each** specified criterion on **most** occasions within each task. The following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass. To achieve a pass for the assessment at Level 1 the learner must generally demonstrate the requirements for the level: • consistently, • effectively, and • to an appropriate degree for Level 1. Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual subject content statement is balanced by appropriate demonstration of the same content statement elsewhere.		
Please indicate (tick) as applicable:	Candidate has achieved: ☑	
	Candidate has not achieved: ☐	
Declarations		
Assessor name Ann Assessor	**Signature** A Assessor	**Date** 03/09/2021
Internal Quality Assurer (if sampled) I Quality Assurer	**Signature** I Q Assurer	**Date** 14/09/2021
External Quality Assurer (if sampled)	**Signature**	**Date**

About this worked example

This document has been created to provide an example of how an assessment record sheet **could** be completed. It is intended to illustrate the sort of comments and quotes an assessor might be expected to note on the form, with a commentary provided alongside these to explain and put these into context.

The purpose of any assessor comments and quotes is to **exemplify** candidate performance and **justify** the assessment decision. Rather than providing extensive narratives/transcripts of the assessment activities, or 'replaying' the wording of Subject Content Statements (SCS), assessors should focus on identifying relevant examples of **how** each SCS has been met.

This worked example must be read in conjunction with the FS English Speaking, Listening and Communicating assessor guidance for Level 1.

Comments from City & Guilds – general points

- The assessor declaration must indicate the date on which the **assessment record** was completed (rather than when the assessment activities took place). Candidates must be registered for the qualification (ie for 4748-02) **before** any assessment activities take place.

- In this instance the IQA declaration has been completed, indicating that this assessment was sampled as part of the centre's internal quality assurance process. The IQA declaration should **only** be completed if sampled, and if so dated to show when the **sampling activity** took place.

- We no longer require declarations to include physical (hand-written) signatures, although where declarations/affirmations are captured electronically they must be authenticatable.

- Whilst preparation time is **not** counted as part of the assessment time allowance, assessment topics must be confirmed in advance and candidates will need to spend at least some time preparing (we suggest about an hour in total) for the discussion (Activity 1) and short talk (Activity 2) – see further notes on following pages about each of these.

- A 'group' is always defined as three or more people (excluding the assessor). **All three** activities must take place within a group situation.

- Assessor comments/quotes against each activity should illustrate **how** each Subject Content Statement (SCS) has been met, rather than just 'replaying' the SCS wording.

eg – in respect of **SCS7**

☑ Good example
"I know what you mean … I have children and I think there needs to be more focus on physical activities at school."

☒ Poor example
He used appropriate phrases and registers, adapting his contributions so the audience could understand the information.

Also bear in mind that a comment/quote may support more than one SCS.

To achieve a Pass, each SCS listed on the record sheet for **that activity** must be supported by at least one comment/quote. Assessors must also be satisfied that the candidate has **generally met** the requirements for the level (consistently, effectively and to an appropriate degree).

Where candidates have been unsuccessful in any of the three activities, they need only re-attempt **that** activity. A different topic must be used for any resits.

Level 1 Speaking, Listening and Communicating
Assessment Record Sheet

Learner name	Candidate K		
Date of activity	02/09/2021	**Enrolment number**	HHX1224
Start time	09.30	**Finish time**	09.40
Topic	How can we tackle obesity in the UK?	**Details of group**	2 x L1 learners 2 x E3 learners

Evidence sheet for Activity 1
Formal discussion on unfamiliar topic

Content Statement	✓	Evidence of achievement
SCS2. Made requests/asked relevant questions to obtain specific information in different contexts	✓	Topic shared with K a week beforehand, brought notes. "I know what you mean, I have two children at school and obesity is a big problem". Commented that "schools should do more" to tackle – eg more focus on physical activities. (SCS4, SCS6, SCS7) Used notes to compare fat content of bread with chocolate "I never knew a slice could contain 3g". (SCS5) (In response to Candidate Y's question) "Do you think a sugar tax would be a good idea?" (SCS2) Interacted well – observed turn-taking and respectful in asking questions (eg sugar tax), maintained eye contact and positive body language. (SCS8)
SCS4. Communicated information, ideas and opinions	✓	
SCS5. Expressed opinions and arguments and supported them with evidence	✓	
SCS6. Followed and understood discussions and made contributions relevant to the situation and subject	✓	
SCS7. Used appropriate phrases, registers and adapted contributions to take account of audience, purpose and medium	✓	
SCS8. Respected the turn-taking rights of others during discussions, using appropriate language for interjection	✓	

Declarations		
Learner name K Candidate	**Signature** K Candidate	**Date** 06/09/2021
Assessor name Ann Assessor	**Signature** A Assessor	**Date** 02/09/2021

Comments from City & Guilds – Activity 1 (Discussion)

- The topic must be 'unfamiliar' to the candidate – ie it should involve having to draw on information, ideas and opinions that are new to them. This **doesn't** mean the topic has to be entirely abstract or outside the candidate's life experiences (eg in this case it is likely the candidate would have already been broadly aware of issues around obesity), although the **framing or focus of the proposed discussion** should necessitate at least some specific independent preparation.

Unfamiliar vs familiar?

☑ Good example
How can we tackle obesity in the UK?
(although this topic might not be appropriate in all settings!)

☒ Poor example
My holiday
Whilst there's nothing inherently wrong with using holidays as a basis for the discussion activity, simply asking candidates to talk about their own holiday is unlikely to encourage them to seek out and use 'new' information. A better framing/focus might be 'Has the pandemic changed how we think about travel?'

In this instance, the assessor has noted the topic was shared with the candidate a week before the discussion took place; from both their contributions and notes (see below) it can be assumed they spent time during that period researching, reflecting and forming views on the subject.

- The assessor must give at least one example of how each of the subject content statements (SCS) relevant to this activity (ie the six indicated on the form) have been met. It is always helpful to indicate which one(s) by noting the relevant SCS number(s) alongside the comment/quote.

- Whilst preparing for the discussion candidates might wish to make a few brief notes, although they are **under no obligation to do so**. Nevertheless, any notes used during the discussion should be collected in afterwards and retained, as they provide further context and might help authenticate the assessor's decisions. Discussions must **not** be scripted.

- SCS4, SCS6 and SCS7 are evidenced through the candidate's observations about their own children and views about school's role. A verbatim quote is included to illustrate the point.

  Direct quotes are important to include, as they show the specific language the candidate has used and whether this is reflective of the level. However, it is rarely necessary for assessors to transcribe whole sentences as long as they capture enough of what the candidate said to illustrate the SCS having been met. Whilst at least a couple of direct quotes should always be included for each SLC activity, it might be necessary to include more if there is no audio/video recording (NB: assessments only need to be recorded if they are taking place remotely).

- SCS5 is addressed by the candidate's comments about fat content in bread vs chocolate (and would have been corroborated further by their notes).

- A question about whether one of the other participants (Candidate Y) supports a sugar tax, is given as an example of SCS2 having been met. The simplest way of doing this was for the assessor to include a direct quote.

- Broader comments about the candidate's interaction, turn-taking and respectful are an appropriate way of evidencing SCS8 (although the 'sugar tax' question is given as a specific example). Any such observations must be individualised, rather than just 'cut and paste' stock statements.

- Where there are further examples of an SCS being met, the assessor might wish to note these as well (eg if unsure about the first example) but there is **no need** to do so. For example, the second set of comments (covering SCS9 and SCS10) also could have been used to evidence SCS4 and SCS7.

- Both the candidate and assessor declarations **must** be dated: the **assessor** declaration should reflect when the assessment record was completed (on this occasion it was on the same day as the assessment, although in all cases it must be within 14 days of when the assessment took place); the **candidate** declaration should reflect when the provisional outcome and/or feedback on their performance during the assessment was communicated.

- The start/end times for the discussion are noted, indicating it was of an appropriate duration. It is also noted that there were four participants in the discussion, two of whom were Level 1 candidates and the other two Entry 3 candidates.

Level 1 Speaking, Listening and Communicating
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Learner name	Candidate K		
Date of activity	03/09/2021	**Enrolment number**	HHX1224
Start time	13.30	**Finish time**	13.35
Topic	Favourite hobby - TV	**Details of group**	2 x L1 learners 2 x E3 learners

Evidence sheet for Activity 2
Short talk (explanation or presentation) on familiar topic

Content Statement	✓	Evidence of achievement
SCS3. Responded effectively to detailed questions	✓	Presentation topic agreed during session before; introduced talk by explaining "I have a young family, I don't have time for other hobbies". (SCS7) Mentioned they especially enjoy funny films "I'm always rushing about all day, so great to just sit down and laugh". Said 'The Water Boy' is favourite, as Adam Sandler "was so funny". (SCS4, SCS5) (In response to Candidate Y's question) "Yes I enjoy going to the cinema sometimes" – added sound effects better, but can be expensive with two children. "I prefer to wait until they come on TV". (SCS3)
SCS4. Communicated information, ideas and opinions	✓	
SCS5. Expressed opinions and arguments and supported them with evidence	✓	
SCS7. Used appropriate phrases, registers and adapted contributions to take account of audience, purpose and medium	✓	

Declarations		
Learner name K Candidate	**Signature** K Candidate	**Date** 06/09/2021
Assessor name Ann Assessor	**Signature** A Assessor	**Date** 03/09/2021

Comments from City & Guilds – Activity 2 (Short Talk)

- The topic of the talk was agreed in advance, and the candidate was able to personalise it appropriately.
- Candidates might sometimes opt to support their talk with some brief slides or a handout, or they are **not required** to do so – and this does not form part of the assessment. As with any notes to accompany Activity 1, any materials produced or used by the candidate should be collected in and retained. The talk must **not** be scripted.
- The assessor must give at least one example of how each of the subject content statements (SCS) relevant to this activity (ie the four indicated on the form) have been met. It is always helpful to indicate which one(s) by noting the relevant SCS number(s) alongside the comment/quote.
- SCS7 should be reflected throughout the talk, although the introductory comment about having a young family is cited as a specific example. Although not specifically noted, it is also apparent in the response to Candidate Y's question about cinema.
- SCS4 and SCS5 are evidenced through the comments about liking funny films. This is reinforced by the "always rushing around" quote; also mentioning 'The Water Boy' as a favourite.
- The exchange with Candidate Y about preferring cinema illustrates SCS3 having been met. It's likely this wasn't the only instance of the candidate responding effectively, but it is a clear example.
- Both the candidate and assessor declarations **must** be dated: the **assessor** declaration should reflect when the assessment record was completed (on this occasion it was on the same day as the assessment, although in all cases it must be within 14 days of when the assessment took place); the **candidate** declaration should reflect when the provisional outcome and/or feedback on their performance during the assessment was communicated.
- The start/end times for the presentation are noted, indicating it was of an appropriate duration. It is also noted that the group (presenter and audience) comprised two Level 1 candidates and two Entry 3 candidates.

Level 1 Speaking, Listening and Communicating
Assessment Record Sheet

Learner name	Candidate K		
Date of activity	03/09/2021	**Enrolment number**	HHX1224
Start time	14.20	**Finish time**	14.26
Topic	Favourite hobby – my Mini	**Details of group**	2 x L1 learners 2 x E3 learners

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
SCS1. Identified relevant information and lines of argument in explanations or presentations	✓	Contributions by K during discussion following presentation by Candidate Z. Asked how Z knew what to do, and clarified with "So it tells you step-by-step?". (SCS2) Suggested to Candidate N that they should get a Mini, and group should "ask Z next time their cars need something!". (SCS6, SCS8) "I don't know much about cars, but it looks really cute"; added that it had "cost less than our last MOT". (SCS1, SCS4)
SCS2. Made requests/asked relevant questions to obtain specific information in different contexts	✓	
SCS4. Communicated information, ideas and opinions	✓	
SCS6. Followed and understood discussions and made contributions relevant to the situation and subject	✓	
SCS8. Respected the turn-taking rights of others during discussions, using appropriate language for interjection	✓	

Declarations		
Learner name K Candidate	**Signature** K Candidate	**Date** 06/09/2021
Assessor name Ann Assessor	**Signature** A Assessor	**Date** 03/09/2021

Comments from City & Guilds – Activity 3 (Discussion in response…)

- Context for discussion (ie that it followed a presentation by Candidate Z) is noted.
- The assessor must give at least one example of how each of the subject content statements (SCS) relevant to this activity (ie the five indicated on the form) have been met. It is always helpful to indicate which one(s) by noting the relevant SCS number(s) alongside the comment/quote.
- SCS2 is evidenced through the question to Z about how they knew what to do; it is supported by the "step-by-step" quote.
- The comments to Candidate N about getting a Mini, and suggestion to the rest of the group that they should ask Z next time their cars need something, provide examples of SCS6 being met. They are also used to illustrate SCS8 being reflected throughout the discussion. Whilst the candidate's exact words are not reproduced in full, the essence of this exchange is captured effectively, and the "ask Z next time…" comment provides an indication of the candidate's use of language and register.
- SCS1 and SCS4 are addressed by the "I don't know much about cars, but…" comment, and observation about it costing less than our last MOT. Again, the exact words have been truncated and paraphrased, although the salient points are apparent
- Both the candidate and assessor declarations **must** be dated: the **assessor** declaration should reflect when the assessment record was completed (on this occasion it was on the same day as the assessment, although in all cases it must be within 14 days of when the assessment took place); the **candidate** declaration should reflect when the provisional outcome and/or feedback on their performance during the assessment was communicated.
- The start/end times for the discussion are noted, indicating it was of an appropriate duration. It is also noted that the group comprised two Level 1 candidates and two Entry 3 candidates.

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