

Level 1 Speaking, Listening and communication assessment guidelines

The candidate will need to have **two** discussions as part of a **group**.

One discussion **must** be **formal** and one **informal**.

One discussion **must** be based on a **familiar** topic and one on an **unfamiliar** topic.

Candidates will need to demonstrate the following skills across both of the discussions.

- Making relevant and extended contributions to discussions, allowing for and responding to others' input.
- Preparing for and contributing to the discussion of ideas and opinions.
- Making different kinds of contributions to discussions.
- Presenting information/points of view clearly and in appropriate language.

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

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 discussions 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 of discussion that reflect real life as much as possible and are of interest to the candidate.
- The assessor needs to be familiar with the topic that is being discussed
- The candidate should be informed of the topic for the unfamiliar discussion 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 candidate may not need to prepare as much for the familiar topic as for the unfamiliar topic but they may be informed of the topic for the familiar discussion in the session that takes place before the assessment session, or a week beforehand,

whichever is the greater. Alternatively, the assessor should ensure the learner has plenty of time for preparation on the day of the discussion.

- The assessor must choose which of the formal or informal discussions is to be based on a familiar topic.
- The assessor must not take part in the discussion at this level.
- The assessor should indicate clearly the start and end of each discussion.

Examples of assessment evidence

- Details of the candidate's performance **must** be recorded on the Level 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 and Guilds. Any changes **must** be agreed with the centre's External Quality Assurer and competence against each 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, the box can be ticked and a written explanation of how the candidate prepared for the assessment may not be necessary.
- Audio and 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

- The candidate must meet all the criteria across **both** discussions to prove competence.
- 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 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.
- 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.

Formal: a discussion regarding a conventional subject without the use of casual and colloquial forms.

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

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

Unfamiliar topic: a topic that may be recognisable to the candidate but which will require use, by the candidate, of new information, ideas or opinions.

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.

Suggested topics

- a) Examples of a **formal** discussion may include, but are not limited to:
 - planning a charity event
 - discussion about a current event.
- b) Examples of an **informal** discussion may include, but are not limited to:
 - social networking
 - holidays
 - television programmes.

Timing of assessments

- It is suggested that 5-10 minutes be allowed for **each** 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.
- The combined total for **both** discussions **must** not exceed 30 minutes.
- Preparation time for discussions may occur outside of teaching time and is not part of the 30 minutes allowed.
- Preparation time should be time for individual preparation and can include research and making notes.