

Level 2 Speaking, Listening and Communication assessment guidelines

Level 2 Speaking, listening and communication consists of **two** activities.

Activity 1 - Discussion

The candidate will need to have one discussion as part of a **group**.

The discussion should be based on an **unfamiliar** topic.

Candidates will need to demonstrate the following skills in the discussion:

- considering complex information
- giving a relevant cogent response in appropriate language
- adapting contributions in discussions to suit audience, purpose and situation
- making significant contributions to discussion, taking a range of roles
- helping to move discussion forward.

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

Activity 2 - Presentation

The candidate will need to prepare a presentation on a **familiar** topic.

Candidates will need to demonstrate the following skills in their presentation:

- presenting information and ideas clearly
- presenting information and ideas persuasively to others.

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

The candidate should be informed that they might also like to:

- introduce the topic
- present information and ideas
- give their own point of view
- make conclusions/recommendations.

Guidance for assessors

- Assessment 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 assessor must choose a topic for discussion that reflects real life as much as possible and is of interest to the candidate.
- The discussion 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 needs to be familiar with the topic that is being discussed in Activity 1 and inform the candidate before the assessment of the chosen unfamiliar topic. The candidate should be informed of the unfamiliar topic in the session that takes place before the assessment session, or a week before hand, whichever is the greater.
- The assessor must not take part in the discussion at this level.
- The assessor should indicate clearly the end of the discussion.
- The candidate may choose the familiar topic for the presentation and the topic should be agreed with the assessor prior to the presentation.
- For the discussions and presentation at level 2, the size of the group should be three or more people (including the presenter). The group will typically consist of peers, staff members or other suitable people. The assessor is not expected to take part in the discussions or presentations at level 2 and therefore, is not counted as one of the minimum three people. The word 'unfamiliar' in the FS English Speaking listening and communication standards refers to the topic of the discussion, not the group members.

Examples of assessment evidence

- Details of the candidate's performance **must** be recorded on the Level 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 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 for the discussion and presentation 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.

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.

Presentation: the act of preparing for and conveying information orally to a group of people to inform and /or persuade the listeners. The information should be provided in a logical sequence without requiring prompting by the listeners. Further detail may be provided as requested. Candidates may choose to stand at the front of the room and deliver a power point presentation but this is not compulsory.

Suggested topics for the Activity 1 – Discussion

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

- climate change eg Is climate change a fact or fantasy?
- world population eg Should a country impose a limit on the number of children a family can have?
- education eg Should the government pay for post compulsory education?

Suggested topics for Activity 2 – Presentation

Examples for a presentation may include, but are not limited to:

- holiday destination
- healthy diet
- popular tourist attractions in the area.

Timing of assessments

- It is suggested **that 8-10** minutes be allowed for the discussion in Activity 1.
- In order that the criteria can be demonstrated by any one individual, within a group situation, the timing of the discussion may vary according to the size of the group.
- It is suggested that **5-10** minutes be allowed for the presentation in Activity 2.
- The combined total for **both** activities **must not** exceed **30** minutes.
- Preparation time for the presentation and the discussion 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. At level 2 it could include preparing slides for a presentation or preparing a handout. It is not for creation of a verbatim script or practising the discussion with others.