

Functional Skills English Level 1: Speaking, Listening and Communication

OSCA training commentaries

Learner name:

Angela

Just below level 1	Formal ✓	Informal ✓	Achieved level 1	Formal ✓	Informal ✓
Makes some relevant contributions to discussion			Makes relevant and extended contributions to discussions	✓	✓
Sometimes allows for and responds to others' input			Allows for and responds to others' input	✓	✓
Some preparation for the formal discussion of ideas and opinions		n/a	Preparation supports contribution to the formal discussion of ideas and opinions	✓	n/a
Makes some different kinds of contributions to discussions			Makes different kinds of contributions to discussions	✓	✓
Some information/points of view presented clearly, with some use of appropriate language			Presents information/points of view clearly and in appropriate language	✓	✓

Informal discussion:

Angela makes relevant and extended contributions throughout this informal discussion. She allows for the input of others and responds to points made by fully engaging with their ideas, making her own points and expressing her own opinion. She considers both sides of the issue and uses appropriate language such as 'maximum' and 'effort goals.' She speaks of what people can do as a consequence of their results. She refers to the 'work industry' and reiterates her view that students should be able to decide whether or not they want to stay on until 18 by using phrases such as 'own decision', 'should be voluntary' and 'have the option'. Angela extends her contributions to a comment about changes in education. She states that 'Education is changing overall', giving early exam entries for Yr 9 as an example to support her view. Angela makes different kinds of contributions to discussions and presents her views clearly and in appropriate language throughout the discussion.

Formal discussion:

Angela makes her stance absolutely clear in her contributions and expressions of opinion – she is opposed to EMA cuts. She picks up on the comments of others and develops her responses appropriately, demonstrating good listening skills. She is lucid and sustains logic in her contributions. She uses language appropriately throughout the discussion. Her contributions also assist in the development of her ideas and show clear evidence of planning and preparation for this assessment. She takes her points beyond the confines of the chosen discussion by extending her argument that EMAs allow for the gaining of qualifications to access further education, employment prospects and general benefits of adding to the educational experience. Angela picks up on the points made by Evaldes. She uses language appropriately such as: 'provides facilities' and 'I strongly disagree' throughout this formal discussion.

Angela demonstrates Level 2 ability. She gains a secure pass at Level 1 for this component.

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Learner name:
Clement

Just below level 1	Formal ✓	Informal ✓	Achieved level 1	Formal ✓	Informal ✓
Makes some relevant contributions to discussion			Makes relevant and extended contributions to discussions	✓	✓
Sometimes allows for and responds to others' input			Allows for and responds to others' input	✓	✓
Some preparation for the formal discussion of ideas and opinions		n/a	Preparation supports contribution to the formal discussion of ideas and opinions	✓	n/a
Makes some different kinds of contributions to discussions			Makes different kinds of contributions to discussions	✓	✓
Some information/points of view presented clearly, with some use of appropriate language			Presents information/points of view clearly and in appropriate language	✓	✓

Informal discussion:

Clement introduces the issue of raising the school leaving age to 18 years. He allows for the input of others and responds appropriately. He makes several points related to the raising of the school leaving age. When he states that staying on until 18 'shouldn't be voluntary' he goes on to make an extended contribution to support his point. He refers to reduction of gangs for example, and states that staying at school keeps people out of trouble. Clement makes appropriate use of vocabulary, when he argues that staying in school builds confidence and 'heightens chances'. Although he considers the disadvantages of staying in the same educational institution for a number of years: 'just keeps you trapped in one environment' he also considers the benefits. He extends this further when he refers to bonds with teachers and how students have to learn how to adapt to the different teaching styles when changing institutions. He makes well-reasoned points throughout and tries to bring the quieter members of the group into the discussion. He also brings the discussion to a good conclusion.

Formal discussion:

Clement gives a clear introduction to the discussion, asking effective questions to generate responses from his peers and moving the discussion forward. He brings others into the discussion and engages with others, making further points and listening to their views. Clement picks up on the points of others and asserts his views clearly and appropriately. He uses language effectively 'persuading them to aim high', 'if the college supplies them' and refers to 'the privileged individual.' Throughout the formal discussion, Clement makes different kinds of contributions; he listens, encourages others and takes the lead where appropriate. He responds to the input of others and demonstrates the ability to make extended contributions.

Clement is a secure pass at Level 1 for this component.

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Learner name:

Evaldes

Just below level 1	formal	Informal ✓	Achieved level 1	formal	Informal ✓
Makes some relevant contributions to discussion			Makes relevant and extended contributions to discussions	✓	✓
Sometimes allows for and responds to others' input			Allows for and responds to others' input	✓	✓
Some preparation for the formal discussion of ideas and opinions		n/a	Preparation supports contribution to the formal discussion of ideas and opinions	✓	n/a
Makes some different kinds of contributions to discussions			Makes different kinds of contributions to discussions	✓	✓
Some information/points of view presented clearly, with some use of appropriate language			Presents information/points of view clearly and in appropriate language	✓	✓

Informal discussion:

Evaldes makes relevant and extended contributions to this discussion. He argues that after 18, young people will get to choose what they do next. He picks up on Angela's point that some people, who did not do well at school, get a job and do well. He uses appropriate language linking the 'survival instinct' with success. He refers to a successful artiste who has no qualifications but is 'at the top of his industry' using appropriate language and expressing himself clearly. Although he refers to those who have been successful he still wants 18 to be the age for leaving full-time education for all. He uses phrases appropriate to the situation 'right path', 'they get to choose', 'what techniques they [teachers] use'. Evaldes makes different contributions to the discussion, both expressing his views and acknowledging the input of others 'That's a good point.' He is able to make his own relevant contributions to the discussion, listen to the views of others and respond accordingly.

Formal discussion:

Evaldes makes different arguments for different funding. He makes relevant and extended contributions to discussions, sustaining his point of view. He also picks up on the points expressed by others, making appropriate responses to them. He is prepared to challenge and makes well considered points e.g. 'Part-time job could solve lack of EMA funding.' He develops his ideas fully. He makes contributions that help to move the discussion forward 'passed to personal use' and presents a point so that he is 'just putting different situation' for others to consider. He uses appropriate language for a formal discussion and counter-argues confidently and appropriately with Angela. His contributions show evidence of preparation for this formal discussion activity and evidence of considered thought.

Evaldes demonstrates functionality at this level and so securely passes this component.

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Learner name: Faruk

Just below level 1	Formal ✓	Informal ✓	Achieved level 1	Formal ✓	Informal ✓
Makes some relevant contributions to discussion		✓	Makes relevant and extended contributions to discussions	✓	
Sometimes allows for and responds to others' input		✓	Allows for and responds to others' input	✓	
Some preparation for the formal discussion of ideas and opinions	✓	n/a	Preparation supports contribution to the formal discussion of ideas and opinions		n/a
Makes some different kinds of contributions to discussions	✓	✓	Makes different kinds of contributions to discussions		
Some information/points of view presented clearly, with some use of appropriate language	✓	✓	Presents information/points of view clearly and in appropriate language		

Senior Standards Verifier's comments:

Informal discussion:

Faruk remains passive throughout this discussion and, although he makes some relevant comments, his responses are limited and undeveloped. He makes the point that some people can work and study: 'some work and gain education'. Faruk occasionally responds to others in the discussion but he needs prompting. and for others to embellish what he says during the activity.

Formal discussion:

Faruk makes the occasional points such as references to 'work experience' and 'travel' that demonstrate listening skills but these are undeveloped in the main, for example, 'make vouchers'. He needs to be encouraged by others in the group to make his own contributions. His responses are appropriate but lack sufficient evidence of functionality. Later in the discussion he makes another point about costing and child benefits but needs prompting to go any further. Although Faruk may well be functional at this level, in this formal discussion his contributions are insufficiently developed for him to demonstrate functionality.

Faruk does not gain a pass for this component. The restricted number of contributions and lack of any development do not allow sufficient evidence of meeting the Level 1 criteria.