

Functional Skills English Level 2: Speaking, Listening and Communication

OSCA training commentaries

Learner name:
Ethan

Just below level 2	✓	Achieved level 2	✓
considers complex information with some understanding and gives relevant, sometimes cogent responses in appropriate language		considers complex information and give relevant, cogent response in appropriate language	✓
makes occasionally significant contributions to discussions, taking a range of roles and helping to move discussion forward some of the time		makes significant contributions to discussions, taking a range of roles and helping to move discussion forward	✓
Presentation activity			
Just below level 2	✓	Achieved level 2	✓
presents information and ideas clearly and persuasively to others some of the time		presents information and ideas clearly and persuasively to others	✓
adapts contributions to suit audience, purpose and situation some of the time		adapts contributions to suit audience, purpose and situation	✓

Discussion

Ethan engages appropriately with the discussion about fast food advertisements and develops the topic by referring to the role that adults have to play by stating it is 'down to parents and schools.' He refers to the need for guidelines and talks about the advertisements in children's programmes. His arguments are very well-developed. He moves on to another point about prices of unhealthy foods to prevent children from buying the products. Ethan also develops his ideas about education and the young when he speaks of the need for education at a very young age and how education for a healthy lifestyle has a 'ripple effect' for when older. He refers to exercise and healthy eating and pressure for the perfect shape. He takes a range of roles to move the discussion forward by asking pertinent questions and then responding to the replies. He argues well for certain decisions that have been made in society using effective and often sophisticated language to express his views 'experienced that moment' 'predominantly healthy lunches' 'sporting environment.' He is also prepared to challenge 'You are exaggerating' but does so appropriately. He picks up points and extends the discussion into different but related contexts, helping to move the discussion forward. He rounds up the discussion well, summarising points clearly and concludes the group discussion effectively.

Presentation

Ethan's presentation is clear at all times. He talks about his football hero and why the chosen player is one he admires. He is very independent of notes and uses appropriate language 'In due course.' The talk is clear and structured and although the pace is slightly faster at times, clarity is maintained. He responds well to audience reaction and sustains his concentration on delivering his presentation. He uses a range of language according to purpose 'Neck on the line.' Refers to chosen football player as his 'idol' not because of the sport but because despite the 'deprived background' the player 'worked very hard to succeed'. He conveys his reason for his chosen subject clearly, engaging with the audience and answering questions clearly.

Ethan has demonstrated clear evidence of meeting the Level 2 criteria so passes this component.

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Learner name: Kieran

Just below level 2	✓	Achieved level 2	✓
considers complex information with some understanding and gives relevant, sometimes cogent responses in appropriate language		considers complex information and give relevant, cogent response in appropriate language	✓
makes occasionally significant contributions to discussions, taking a range of roles and helping to move discussion forward some of the time		makes significant contributions to discussions, taking a range of roles and helping to move discussion forward	✓
Presentation activity			
Just below level 2	✓	Achieved level 2	✓
presents information and ideas clearly and persuasively to others some of the time		presents information and ideas clearly and persuasively to others	✓
adapts contributions to suit audience, purpose and situation some of the time		adapts contributions to suit audience, purpose and situation	✓

Discussion

Kieran gives a clear introduction to the area for their group discussion. He makes thoughtful points about the 'bad' images of fast foods and the pressure on parents. He makes sustained points about the impact of advertising, referring to 'Catch slogans' and other promotional devices such as fictional characters to promote a product. He uses appropriate vocabulary to present the power of advertising such as to 'entice.' His points are considered and he uses phrases such as 'in moderation' when discussing lifestyle choices. When discussing the smoking ban he refers to 'designated smoking areas' and how we have a 'pleasant environment' in restaurants as a consequence of the ban. He also develops his ideas around the need for exercise and for people to know how to use the 'Muscly' products for home use. Kieran makes good leads into topic changes as they progress through the discussion, taking a range of roles to move the discussion forward. He adapts his contributions to suit audience, purpose and situation and demonstrates good listening skills as he returns to an earlier aspect of the discussion to make a related point about games consoles as a substitute for outdoor exercise.

Presentation

Kieran makes a purposeful and clear introduction to his presentation. It is clearly structured with firm evidence of preparation although there are times when Kieran is over-reliant on his notes. He engages well with the audience, adapting language according to purpose and situation. He uses some appropriate phrases such as 'no mean feat', 'spiked a media frenzy', 'as you can imagine' and appropriate vocabulary 'living legend'. He uses clear signposting to move his presentation on 'Moving on to' and exemplifies points to support his ideas e.g. 'rapidly becoming a legend', the 'podium was made his own.' The presentation is well researched as Kieran uses detail to convey his message. His conclusion is clear as he tells the audience he has provided a 'brief insight' into why the racer is his idol and a 'brief fact file' about the racer's career. He responds appropriately to questions using language according to the situation and uses the rule of three: 'charisma', 'bravery' and 'the passion' to describe the qualities needed to be a motorbike racer.

Kieran demonstrates clear evidence of meeting the Level 2 criteria and securely passes this component.

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Learner name:
Lumbe

Just below level 2	✓	Achieved level 2	✓
considers complex information with some understanding and gives relevant, sometimes cogent responses in appropriate language		considers complex information and give relevant, cogent response in appropriate language	✓
makes occasionally significant contributions to discussions, taking a range of roles and helping to move discussion forward some of the time		makes significant contributions to discussions, taking a range of roles and helping to move discussion forward	✓
Presentation activity			
Just below level 2	✓	Achieved level 2	✓
presents information and ideas clearly and persuasively to others some of the time		presents information and ideas clearly and persuasively to others	✓
adapts contributions to suit audience, purpose and situation some of the time		adapts contributions to suit audience, purpose and situation	✓

Discussion

Lumbe makes appropriate contributions at this level. Although his contributions are rarely extended, what he says is of significance. He is clearly engaging with the other participants in the discussion. When they discuss healthy eating and influencing children, he speaks of the importance of engaging children and makes his point that some children spend their lunch money on fast food. He reacts appropriately to any points made and is respectful in the way he makes way for others to speak. In response, for example to the point made about people needing proper guidance when exercising, he acknowledges the point made, 'Having said that,' before moving on to a different point. When the point is made about primary school children being 'generally active' Lumbe agrees, 'Especially if their friends are doing that.' He acknowledges points made by others, 'That's true, good point,' and recognises that both the other speakers are making valid points 'You both have a point.' He responds to both points made before asking the question: 'Do you think games consoles will help significantly enough?' He moves the discussion forward when he returns to valid points made by others that should be re-visited: 'Just going back to Ethan's point now.' He uses language appropriately and uses a range of vocabulary which is sometimes sophisticated, for example in his description of an advertisement for healthy eating which he considers: 'Almost traumatising.'

Presentation

Lumbe gives a clear and purposeful introduction to his presentation. He engages the audience quickly with his interesting animal facts, eg the 'ostrich eye larger than its own brain.' He responds well to the audience asking questions in the middle of his presentation – answering and then returning to his delivery. He gives a second, very engaging introduction to the main body of his presentation. He uses the appropriate vocabulary to describe animals but does so in a way that is accessible to the audience. Examples of subject-specific vocabulary: 'releases energy', 'acceleration', 'scent molecules', 'camouflage' and 'texture.' He conveys complex information cogently, eg in his answer to the question about the octopus, he explains that it 'copies other animals' behaviours' and he explains further. He ends the presentation clearly and engages well with the questions from the audience.

Lumbe is a secure Level 2 pass for this component.