

Functional Skills English Level 1: Speaking, Listening and Communication

OSCA training commentaries

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.