

## Functional Skills English Level 2: Speaking, Listening and Communication

### OSCA training commentaries

Learner name:  
**Ethan**

|  |   |  |   |
|--|---|--|---|
| <b>Just below level 2</b>  | ✓ | <b>Achieved level 2</b>  | ✓ |
| 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 | ✓ |
| <b>Presentation activity</b>   |   |  |   |
| <b>Just below level 2</b>  | ✓ | <b>Achieved level 2</b>  | ✓ |
| 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.