

**Functional Skills English Level 1: Speaking, Listening and Communication**

**OSCA training commentaries**

Learner name: <b>Faruk</b>
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<b>Just below level 1</b>	Formal ✓	Informal ✓	<b>Achieved level 1</b>	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.