

## Level 2 Functional Skills Qualification in English: Speaking, Listening and Communicating

### Assessment Grid

**Duration:** 16-19 minutes per learner.

**Structure:** There is one activity covering 3 tasks that each learner must complete to achieve:

#### Task 1

- A presentation on a given topic lasting **8 minutes** to an audience of a minimum of **3 learners**.

#### Task 2

- A question and answer session, taking place directly after the presentation lasting **3-5 minutes**.

#### Task 3

- A group discussion with a minimum of **3 learners** on a given topic lasting between **5-6** minutes per learner.

**Scope of study and Subject Content Statement coverage**

**The criteria for a Pass performance descriptor:**

Learners **generally** demonstrate the requirements for the level:

- **consistently**
- **effectively**
- to an **appropriate degree** for that level.

Overall performance across the range of requirements for the level is **secure**; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

Scope of study and Subject Content Statement (SCS)	Presentation	Q&A		Group Discussion	Evidencing Competency.
		P	A		
	<b>Opportunity to meet the SCS</b>				Overall performance across the range of requirements for the level must be <b>secure</b> ; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

Text: this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

<b>L2.2.1</b>	Identify relevant information from extended explanations or presentations			✓	✓	<p><b>Relevant</b> information should be identified from the presentations and discussions.</p> <p>This is then evidenced notionally by demonstrating competency in following Subject Content Statements: <b>L2.2.4, L2.2.5, L2.2.6, L2.2.7, L2.2.8 and L2.2.9.</b></p>
<b>L2.2.2</b>	Follow narratives and lines of argument			✓	✓	<p><b>Relevant</b> narrative and lines of argument should be followed by the learner from the presentations and discussions.</p> <p>This is then evidenced notionally by demonstrating competency in following Subject Content Statements: <b>L2.2.4, L2.2.5, L2.2.6, L2.2.7, L2.2.8 and L2.2.9.</b></p>
<b>L2.2.3</b>	Respond effectively to detailed or extended questions and feedback		✓		✓	<p>Respond effectively to detailed or extended questions (plural), demonstrated across <b>both</b> tasks.</p> <p>Where competency is not evidenced across both tasks, any insufficient demonstration of the content statement must be balanced by appropriate demonstration of the content statement elsewhere.</p> <p>As the presenter learners must demonstrate competency of the SCS on <b>more than one occasion.</b></p> <p>During the discussion the learner must demonstrate competency of the SCS on <b>at least one occasion.</b></p>

L2.2.4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts			✓	✓	<p>Make requests and ask <b>detailed</b> and <b>pertinent</b> questions (plural), demonstrated across <b>both</b> tasks.</p> <p>Where competency is not evidenced across both tasks, any insufficient demonstration of the content statement must be balanced by appropriate demonstration of the content statement elsewhere.</p> <p>Learners will be required to ask detailed and pertinent questions <b>on more than one occasion</b>.</p> <p>As the audience learners must demonstrate competency of the SCS on <b>at least one occasion</b> for each; making requests (where opportunity permits) and asking detailed and pertinent questions.</p> <p>During the discussion the learner must demonstrate competency of the SCS on <b>at least one occasion</b> for each; making requests and asking relevant questions.</p>
L2.2.5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	✓	✓	✓	<p>This can be supported by providing time and opportunity at the beginning of a discussion for each learner to individually communicate their information, ideas and opinions on a range of topics during the discussion. There will also be opportunity to interject throughout and also demonstrate this.</p> <p>The presentation will also provide opportunity for this.</p> <p>Learner must demonstrate competency of the SCS <b>on more than one occasion</b> during <b>each</b> task.</p>
L2.2.6	Express opinions and arguments and support them with relevant and persuasive evidence	✓	✓		✓	<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during <b>each</b> task.</p>
L2.2.7	Use language that is effective, accurate and appropriate to context and situation	✓	✓	✓	✓	<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during <b>each</b> task.</p>
L2.2.8	Make relevant and constructive contributions to move discussion forward		✓	✓	✓	<p>Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during <b>each</b> task.</p>

<b>L2.2.9</b>	Adapt contributions to discussions to suit audience, purpose and medium	✓	✓	✓	✓	Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during <b>each</b> task.
<b>L2.2.10</b>	Interject and redirect discussion using appropriate language and register				✓	Learner must demonstrate competency of the SCS on <b>more than one occasion</b> during the group discussion.