

Working it out – Good Feedback

Introduction

These materials have been produced for the purpose of assisting the Assessor in completing the Speaking, Listening and Communication paperwork rather than supporting the learner.

The material has been compiled from the sample materials available at: ncfe.org.uk/functionalskills and have been completed by our Chief EQA to provide guidance on what they would expect as good feedback and observation.

In this document you will be given the Scenario then Activity 1 that the learner has to carry out, following that will be the observation grid for Activity 1 completed by the Assessor (containing the mark scheme) with the marks awarded and the comments on the task.

You will then be shown Activity 2 followed by the observation grid and marks completed by the Assessor. This then leads on to the Learner Assessment Record which shows the Assessor's feedback to the learner followed by the EQA comment.

All feedback and observations for live assessments must be personal to the learner being assessed and comments made in this document are merely an example of the type of comments that could be made.

If you are unsure as to what is required please refer to the Assessor guidance as your first option and for clarification your EQA is available for support.

Scenario

You are a member of a social committee that is committed to raising local awareness about the importance of healthy eating. For the next committee meeting, each member has been asked to prepare a short presentation about one or two aspects of healthy eating that have particularly caught their interest and attention.

Each presentation is to conclude with a short question and answer session.

After the presentations the committee will hold a discussion to decide where best to focus their next awareness raising activities.

You have 20 minutes to prepare for the following activity.

Activity 1 - Giving a presentation: 20 minutes for three or four committee member presentations.

You have been asked to give a short **3 minute** presentation about healthy eating. Your presentation must target a particular group of your choice (children, teenagers, sportsmen/women, employees etc) and persuade them that healthy eating is really important and relevant.

Start your presentation by explaining which audience you have decided to address and why. End your presentation with a **2 minute** question and answer session with your fellow committee members.

The Assessor may also participate in the question and answer session.

Your presentation and question and answer session should last approximately 5 minutes.

Learner 1 – Good Feedback

Activity 1: Presentation

Learner Observation and Response Grid

You will need to complete the below information. Each learner will need an individually completed grid for Quality Assurance purposes.

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

The learner's presentation: was highly structured, persuasive and effective (3 marks); had some structure, clearly presented, partly persuasive (2 marks); showed some ideas but lacked clarity, structure or persuasion (1 mark):

Coverage and range	Presentation task
Present information and ideas clearly and persuasively to others.	<p>Learner 1 delivered her presentation to her three peers and spoke for four minutes about healthy eating. She explained that she is aiming her presentation at teenagers.</p> <p><u>She started off by talking about eating disorders and how they link to healthy eating, particularly in relation to teenagers.</u> She gave examples of how anorexia and bulimia have an impact on people and drew on her own experience (her Auntie is anorexic).</p> <p>She went on to discuss the <u>pressures that female teenagers feel to look like celebrities</u> and that the constant drive to promote healthy eating and ban junk food often adds to this pressure of the ideal body.</p> <p>Learner 1 also presented information about <u>the effects that healthy eating pressures can have on young men</u>, who also feel under pressure to look like male celebrities '10% of sufferers are men.'</p>
Marks awarded	3

The learner's presentation: was highly engaging and adapted appropriately (3 marks); partially adapted (2 marks); only marginally adapted (1 mark):	
Coverage and range	Presentation task
Adapt content to suit audience, purpose and situation.	<p>Her pace, tone and volume of speech was clear and she <u>made the talk interesting by giving her opinions</u>; she linked bad eating habits to peer pressure, saying that girls in particular want to fit in and look like the people they see on TV. She used her research to add detail, stating that men also suffer from anorexia – '10% of sufferers are men.'</p> <p>She added that it is also time consuming and expensive to eat healthy, <u>stating that as teenagers, they often don't have the time or money to prepare or invest in healthy options</u> and it's often quicker and cheaper to grab something on the go.</p> <p>She went on to state that the constant push of healthier options in school vending machines and canteens <u>may lead to teenagers leaving the school premises to search for alternatives</u>.</p>
Marks awarded	3
The learner's responses: were highly relevant and detailed (3 marks); partially convincing to complex ideas (2 marks); only marginally relevant (1 mark):	
Coverage and range	Presentation task
Consider complex information and give a relevant, cogent response in appropriate language.	<p>Learner 1 was confident at all times and spoke in a way that engaged her peers, by using language to suit, she added detail by talking about some of the illnesses caused by eating disorders and poor eating habits suggesting they can <u>damage kidneys and the liver</u>.</p> <p>She stated that <u>more should be done to promote healthy eating in young children</u> so that by the time they are teenagers they are aware of the dangers of an unhealthy lifestyle, which may mean that they don't reach for unhealthier options at a younger age.</p> <p>Her presentation <u>was informative and used facts, statistics and examples of personal experience</u> to keep her audience interested and engaged throughout.</p>
Marks awarded	3
Total marks (available 9)	9/9

Activity 2 - Take part in a formal discussion: 20 minutes

There will be a formal discussion about how to promote healthy eating in the local community. On the agenda the main items to be discussed are:

- any ideas for encouraging healthy eating in schools, at work or in the community
- planning an information stall to distribute leaflets or free samples of healthier alternative foods
- the best places within the community to set up such a stall.

The committee should appoint a Chair. The Chair may be one of the candidates or, at their discretion, the Assessor.

Plenary:

A definite decision must be reached by the end of the meeting. For the last **5 minutes** of the discussion, the Chair will direct the committee to reach an agreed conclusion for example about the recommended content and location for a stall. The reasons for any choices are to be recorded in the minutes.

The discussion should last approximately 20 minutes.

Activity 2: Formal Discussion

Learner Observation and Response Grid

You will need to complete the below information. Each learner will need an individually completed grid for Quality Assurance purposes.

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

The learner's formal discussion was: highly effective, persuasive use of range of techniques (3 marks); clearly presented and persuasive in parts (2 marks); some ideas presented, but lacking clarity and persuasion (1 mark)	
Coverage and range	Formal discussion
Present information and ideas clearly and persuasively to others.	<p>Following on from the individual presentations Learner 1 took part in the group discussion. She was confident throughout and expressed her ideas clearly and persuasively to the others in the group e.g. <u>she gave an example of McDonalds, Learner 3's favourite meal.</u></p> <p>Learner argued that <u>parents, as well as schools, were to blame</u> and that more needs to be done to promote healthier alternatives at homes, as well as school.</p> <p>She drew on the example of eating disorders used in her presentation to show that although she agrees that some teenagers are eating too much junk food, <u>the situation needs to be dealt with sensitively as this may lead to other problems such as Orthorexia.</u></p>
Marks awarded	3
The Learner's formal discussion was: highly engaging and adapted appropriately (3 marks); adapted some content to purpose and situation (2 marks); only marginally relevant to purpose and situation (1 mark)	
Coverage and range	Formal discussion
Adapt content to suit audience, purpose and situation.	<p>Learner 1 listened carefully to the other three people's views at all times, <u>whilst referring to McDonald's</u>, she showed awareness of how much her peers liked this and used facts to support her comments.</p> <p>She showed good eye contact and listening skills and her comments, such <u>as her personal experiences</u>, were appropriate to the situation at all times.</p> <p><u>She asked her peers if they eat healthily at home and if their parents are aware of the dangers an unhealthy lifestyle can have.</u></p>
Marks awarded	3

The learner's responses were: highly relevant and effective in a range of roles (3 marks); some significant contribution moving discussion forwards (2 marks); responses only marginally relevant or pertinent (1 mark)	
Coverage and range	Formal discussion
Consider complex information and give a relevant, cogent response in appropriate language.	<p>Learner 1 responded to Learner 2's question about eating disorders, <u>stating they are classed as a mental health problem; people have a distorted body image.</u></p> <p>She responded well to Learner 3's comments that the obsession of healthy eating is leading to an increase in Orthorexia <u>by agreeing that the situation needs to be treated with caution and that the emphasis should be on choice.</u></p> <p>She also responded well to Learner 3's comments about the convenience, costs and taste of McDonald's by advising that you should still be able to enjoy fast foods, <u>however they should not be consumed regularly and seen more as a treat.</u></p>
Marks awarded	3
The learner contributions were: highly relevant and effective in a range of roles (3 marks); had some significance and were able to move discussion forward (2 marks); single role with limited ability to move discussion forward (1 mark)	
Coverage and range	Formal discussion
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	<p>Learner 1 moved the discussion forward by adding to Learner 3's comments about schools promoting healthy eating. She asked Learner 3 and Learner 2 <u>if they thought that schools were responsible for poor eating habits; asking "surely parents are to blame?"</u></p> <p>She used the information she found on McDonald's website and found out that it contained 1150 calories – far too much for one meal! She added detail by explaining the fat content of the meal, <u>which got the attention of the others in the group and opened up the discussion into the issues of fast foods.</u></p> <p>She also summarised the main points of the discussion and stated that she felt if schools and employers promoted healthy eating it may put people off, <u>suggesting that teenagers don't like being told what to do and often do the opposite.</u></p> <p>At the end of the discussion the group decided that more needs to be done to promote healthy eating in school and that this could be done by introducing more cookery classes in primary and secondary schools. They could also introduce healthier, tasty options in school canteens, such as courgette cake rather than chocolate cake etc.</p>
Marks awarded	3
Total marks (available 12)	12/12

Learner Assessment Record

Please complete the below information. Each learner will need a completed record for Quality Assurance purposes. You will also need to provide a completed observation grid, a learner task document with notes and any other appropriate evidence to support the marks awarded

Sample Material	
Learner Name: Learner 1	Assessor Name: Assessor 1
Centre Number: 00000	Centre Name: Centre 1
Date: 20/05/2020	Duration: 60 mins
Group Size: 3	Internal Quality Assurer: IQA 1

Discussion Outcome *(as per task requirements learners must draft up their recommendations. Please provide evidence of the outcome here or reference how this is evidenced):*

Recommendations written up and attached to paperwork.

Assessor feedback to learner:

Learner 1 your presentation was informative and showed great evidence of preparation and you answered all questions in a confident manner.

During the discussion you clearly expressed your views with passion and enthusiasm and that was great to see. Being so passionate can often mean that the views of others are discounted, however you did not do this, you were happy to listen to others and respected their views. A great Level 2 discussion, well done!

Assessor and learner declaration

This confirms that (Learner 1) took part in the Speaking, Listening and Communication task(s) under controlled assessment conditions and has met the Functional Skills English Speaking, Listening and Communication standards at Level 2.

Total marks awarded for assessment: **21**

Learner achieved: **Y**

(Pass mark 17/21)

Signed (Assessor): *Assessor 1* Date: 20/05/2020

Signed (Learner): *Learner 1* Date: 20/05/2020

Signed (IQA): *IQA 1* Date: 20/06/2020

Chief EQA comment:

This is an example of good feedback, Learner 1 can clearly see what she did well and there is some advice to help her with future discussions.

The presentation observation notes are great, a lot of examples have been used, making it easy to verify the full marks awarded (see underlined comments).

The Assessor has added examples of the comments made such as, the use of personal examples that made Learner 1's talk interesting and her ability to link her views to issues such as peer pressure and also the use statistics to further support her claims.

Learner 2 – Good Feedback

Activity 1: Presentation

Learner Observation and Response Grid

You will need to complete the below information. Each learner will need an individually completed grid for Quality Assurance purposes.

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

The Learner's presentation: was highly structured, persuasive and effective (3 marks); had some structure, clearly presented, partly persuasive (2 marks); showed some ideas but lacked clarity, structure or persuasion (1 mark):	
Coverage and range	Presentation task
Present information and ideas clearly and persuasively to others.	<p>Learner 2 delivered his presentation to three peers and spoke for four minutes about healthy eating, targeting teenagers.</p> <p>He started by talking about the importance of eating breakfast explaining that it is <u>the most important meal of the day as it wakes you up.</u></p> <p>He made the talk interesting by giving his opinions; <u>stating that water helps the brain to work and advising that you should drink plenty of water if you have exams.</u></p> <p>He used his research to give examples of good and bad food choices, stating "don't waste your money on sweets, try fruit and healthy drinks instead." He added that a <u>healthy lifestyle leads to a longer life.</u></p>
Marks awarded	3
The Learner's presentation: was highly engaging and adapted appropriately (3 marks); partially adapted (2 marks); only marginally adapted (1 mark):	
Coverage and range	Presentation task
Adapt content to suit audience, purpose and situation.	<p>He was aware of his audience and spoke about <u>health issues caused by poor diet such as obesity, heart problems etc.</u></p> <p><u>He linked this to their exams and the effects this may have on their chosen career</u> "it is important to eat well and drink plenty of water to increase brain function; this also makes you more motivated and proactive in your work and studies".</p> <p><u>He also discussed the benefits that healthier lifestyles can have on the NHS</u> "obesity costs the NHS large sums of money every year and funds are already stretched to the max, if this continues there will be no more NHS, which can seriously affect our future and that of our children".</p>
Marks awarded	3

The Learner's responses: were highly relevant and detailed (3 marks); partially convincing to complex ideas (2 marks); only marginally relevant (1 mark):	
Coverage and range	Presentation task
Consider complex information and give relevant, cogent responses in appropriate language.	<p>He moved on to talk about the <u>impact of too much sugar</u> in the diet, gave examples of RDAs for men and women, explained how sugar has an impact on blood sugar levels, which can cause mood swings and excess body fat.</p> <p>His pace, tone and volume of speech was clear and his presentation was informative and kept his audience interested and engaged throughout.</p> <p>He <u>considered the RDA</u> for men and women and provided examples and advised his peers of the impacts of a poor diet and <u>the effects that this can have on their studies and career options.</u></p>
Marks awarded	3
Total marks (available 9)	9/9

Activity 2: Formal Discussion

Learner Observation and Response Grid

You will need to complete the below information. Each learner will need an individually completed grid for Quality Assurance purposes.

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

The Learner's formal discussion was: highly effective, persuasive use of range of techniques (3 marks); clearly presented and persuasive in parts (2 marks); some ideas presented, but lacking clarity and persuasion (1 mark)	
Coverage and range	Formal discussion
Present information and ideas clearly and persuasively to others.	<p>Learner 2 took part in a group discussion about healthy eating, which followed on from the individual presentations.</p> <p>Learner 2 responded to Learner 1's comments about school meals and stated he feels <u>schools should promote healthy eating more than they do, should this be in lessons or in the food that is served.</u></p> <p>He also provided information about his thoughts regarding <u>the role employers could play in promoting healthy eating</u> "as we come to the end of our studies and start our working life, it is important that employers also do their part to ensure that staff canteens also cater for healthier options and continue to promote the benefits."</p> <p>He also questioned if the drive for healthier eating would lead to <u>greater Orthorexia</u> "Orthorexia is also going to cost the NHS a lot of money in terms of treatment."</p>
Marks awarded	3
The Learner's formal discussion was: highly engaging and adapted appropriately (3 marks); adapted some content to purpose and situation (2 marks); only marginally relevant to purpose and situation (1 mark)	
Coverage and range	Formal discussion
Adapt content to suit audience, purpose and situation.	<p>He gave his views on the matter in a sensitive and engaging way throughout and asked if <u>the group thought that obesity levels were higher now than a few years ago.</u></p> <p>He listened carefully to the other three people's presentations, showing good eye contact and also took some brief notes in preparation for the discussion and <u>he asked Learner 1 further questions about the effects of Orthorexia.</u></p> <p>He summarised the main points of the discussion and asked the others for their views "<u>will young people be put off healthy eating if schools push it too much?</u>"</p>
Marks awarded	3

The Learner's responses were: highly relevant and effective in a range of roles (3 marks); some significant contribution moving discussion forwards (2 marks); responses only marginally relevant or pertinent (1 mark)	
Coverage and range	Formal discussion
Consider complex information and give relevant, cogent responses in appropriate language.	<p>He considered all views and responded to these, showing professionalism e.g. <u>he responded to Learner 4's question about water, explaining that it is vital in the diet to make sure the body works properly and the body is mostly made up of water.</u></p> <p>He also considered <u>the effects of Orthorexia</u> (discussed above) and as the group agreed teenagers would be put off healthy eating if this is pushed too much; <u>he suggested that alternatives could be used to promote a healthier lifestyle such as more exercise.</u></p>
Marks awarded	3
The Learner contributions were: highly relevant and effective in a range of roles (3 marks); had some significance and were able to move discussion forward (2 marks); single role with limited ability to move discussion forward (1 mark)	
Coverage and range	Formal discussion
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	<p>He asked questions that were relevant to the topic e.g. <u>"why do young people spend so much time eating fast food?"</u> He allowed each person to contribute their thoughts and added to what they had said, using his knowledge of the topic.</p> <p><u>He encouraged Learner 3 to contribute by asking her to expand on what she had said</u> about her own diet, asking "how much fat is there in McDonalds Nuggets?".</p> <p><u>He gave information about the dangers of too much sugar in the diet,</u> effectively moving the discussion forward.</p> <p>At the end of the discussion the group decided that more needs to be done to promote healthy eating in school and that this could be done by introducing more cookery classes in primary and secondary schools. They could also introduce healthier, tasty options, in school canteens, such as courgette cake rather than chocolate cake etc.</p>
Marks awarded	3
Total marks (available 12)	12/12

Learner Assessment Record

Please complete the below information. Each learner will need a completed record for Quality Assurance purposes. You will also need to provide a completed observation grid, a learner task document with notes and any other appropriate evidence to support the marks awarded

Sample Material	
Learner Name: Learner 2	Assessor Name: Assessor 2
Centre Number: 00000	Centre Name: Centre 1
Date: 20/05/2020	Duration: 60 minutes
Group Size: 4	Internal Quality Assurer: IQA 2

Discussion Outcome *(as per task requirements learners must draft up their recommendations please provide evidence of the outcome here or reference how this is evidenced):*

Recommendations were written up and attached to paperwork.

Assessor feedback to learner:

Well done Learner 2, you delivered a great presentation and a well-structured argument to support your views on healthy eating.

It was great to see you encouraging others to express their views and you also put across some great ideas yourself. You'd also clearly done a lot of research and you were able to use this information to support your claims, this is good practice, well done!

Assessor and learner declaration

This confirms that (Learner 2) took part in the Speaking, Listening and Communication task(s) under controlled assessment conditions and has met the Functional Skills English Speaking, Listening and Communication standards at Level 2.

Total marks awarded for assessment: **21**

Learner achieved: **Y**

(Pass mark 17/21)

Signed (Assessor):	<i>Assessor 2</i>	Date: 20/05/2020
Signed (Learner):	<i>Learner 2</i>	Date: 20/05/2020
Signed (IQA):	<i>IQA 2</i>	Date: 20/06/2020

Chief EQA comment:

The Assessor has provided good feedback to Learner 2, where they can clearly see what he has done well. For example he has been praised for supporting others and for his research, which he used to support his arguments.

The observation notes for the presentation make it clear to see how the marks have been awarded (see underlined comments) as examples have been included to show his opinions and the research he used to support his points of view, making it easier for an IQA and EQA to verify the marks awarded.

Learner 3 – Good Feedback

Activity 1: Presentation

Learner Observation and Response Grid

You will need to complete the below information. Each learner will need an individually completed grid for Quality Assurance purposes.

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

The Learner's presentation: was highly structured, persuasive and effective (3 marks); had some structure, clearly presented, partly persuasive (2 marks); showed some ideas but lacked clarity, structure or persuasion (1 mark):	
Coverage and range	Presentation task
Present information and ideas clearly and persuasively to others.	<p>Learner 3 delivered her presentation to her three peers and spoke for three minutes about healthy eating. Her presentation was informative and aimed at teenagers and kept her audience interested and engaged throughout.</p> <p>Her pace, tone and volume of speech was clear and she made the talk interesting by giving her opinions, which were presented persuasively, some of the time e.g. <u>"breakfast makes you happier as low blood sugar can affect your mood and your performance"</u> and the importance of eating breakfast <u>"it improves brain function and energy levels."</u></p>
Marks awarded	2
The Learner's presentation: was highly engaging and adapted appropriately (3 marks); partially adapted (2 marks); only marginally adapted (1 mark):	
Coverage and range	Presentation task
Adapt content to suit audience, purpose and situation.	<p>She linked this to teenagers, saying that she noticed <u>"when she missed her breakfast she found it hard to concentrate at college and added that breakfast should be 25% of your daily calorie intake."</u></p> <p>She also gave an example of the types of sugary snacks that she ate when she had skipped breakfast <u>"chocolate bars, crisps and energy drinks, what's worse these only keep me full for a very short time and I am always shocked by the amount of sugar they actually contain, in such a small packet."</u></p> <p>She suggested breakfast bars as a good, quick alternative <u>"you can eat them on the go."</u></p>
Marks awarded	3

The Learner's responses: were highly relevant and detailed (3 marks); partially convincing to complex ideas (2 marks); only marginally relevant (1 mark):	
Coverage and range	Presentation task
Consider complex information and give relevant, cogent responses in appropriate language.	<p>Learner 3 considered complex information such as the <u>importance a healthy diet has on brain function, your mood and energy as above, all of which were presented in a professional and appropriate manner.</u></p> <p>She also added detail by talking about some of nutrients that occur in a healthy breakfast cereals, "<u>vitamins and minerals in cereals help you to stay healthy.</u>"</p> <p>Only 2 of the 3 marks awarded as only two pieces of information were considered.</p>
Marks awarded	2
Total marks (available 9)	7/9

Activity 2: Formal Discussion

Learner Observation and Response Grid

You will need to complete the below information. Each learner will need an individually completed grid for Quality Assurance purposes.

Note: The grid should be used to record how the learner met the criteria (coverage and range). This should be reflective to show what was discussed and will be used to validate the discussion and the marks awarded by the IQA and EQA.

The Learner's formal discussion was: highly effective, persuasive use of range of techniques (3 marks); clearly presented and persuasive in parts (2 marks); some ideas presented, but lacking clarity and persuasion (1 mark)	
Coverage and range	Formal discussion
Present information and ideas clearly and persuasively to others.	<p>Learner 3 took part in a group discussion about healthy eating, she presented her ideas clearly and persuasively at all times e.g. when discussing the importance of eating breakfast she used humour to express her point <u>"I always try to have breakfast now and if not I eat a breakfast bar, I even carry some with me so that I can give one to Learner 2. She often misses breakfast! I gave her one this morning and she is in a much better mood!"</u></p> <p>She also discussed how schools could help by making school lunches more tasty and interesting by offering different tastier alternatives rather than just promoting fruit and veg that do not always appeal to children or teenagers.</p> <p>She also discussed the use of the 'Eat Smart' app which allows you to scan the bar code on your products to see how much sugar they contain, adding, <u>"this is visual and really makes you think."</u></p>
Marks awarded	3
The Learner's formal discussion was: highly engaging and adapted appropriately (3 marks); adapted some content to purpose and situation (2 marks); only marginally relevant to purpose and situation (1 mark)	
Coverage and range	Formal discussion
Adapt content to suit audience, purpose and situation.	<p>Learner 3 responded to Learner 1's comments about her passion for McDonald's, she added humour by saying <u>"I will look like a chicken nugget soon, as I eat so many of them!"</u></p> <p>She agreed with Learner 1's concerns about her diet <u>"I know they are bad for me, but they are so tasty."</u></p> <p>Her contributions throughout the discussion were mainly appropriate and ensured the conversation was lively and good-humoured.</p>
Marks awarded	2

The Learner's responses were: highly relevant and effective in a range of roles (3 marks); some significant contribution moving discussion forwards (2 marks); responses only marginally relevant or pertinent (1 mark)	
Coverage and range	Formal discussion
Consider complex information and give relevant, cogent responses in appropriate language.	<p>Learner 3 listened carefully to the other three people's views, showing good eye contact and listening skills. <u>She considered all information regarding the effects of fast foods, such as low motivation, energy levels, concentration levels and poor mood swings and advised she knows that she needs to do something about her diet to have a healthier lifestyle and to help her to be better prepared for her exams.</u></p> <p>She also considered Learner 2's comments about the effects that obesity has on the NHS and asked <u>"What effects may this have on the NHS on future?"</u></p> <p>Only 2 marks awarded due to only two pieces of information considered, the effects of poor diet and the effect on the NHS.</p>
Marks awarded	2
The Learner contributions were: highly relevant and effective in a range of roles (3 marks); had some significance and were able to move discussion forward (2 marks); single role with limited ability to move discussion forward (1 mark)	
Coverage and range	Formal discussion
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	<p>She moved the discussion forward by adding to Learner 2's comments about schools promoting healthy eating. <u>She agreed with him that schools should make sure kids have good food to eat, adding "my school meals were rubbish."</u></p> <p>She also asked what Learner 2 what he thought about fast foods, <u>"Do you agree that adverts make them very attractive to youngsters?"</u></p> <p><u>She added detail to his response,</u> saying that she was trying to eat more healthily, but found it difficult, as fast food was quick and easy and asked what advice he could offer.</p> <p>At the end of the discussion the group decided that more needs to be done to promote healthy eating in school and that this could be done by introducing more cookery classes in primary and secondary schools. This could include healthier, tasty options in school canteens, such as courgette cake rather than chocolate cake etc.</p>
Marks awarded	3
Total marks (available 12)	10/12

Learner Assessment Record

Please complete the below information. Each learner will need a completed record for Quality Assurance purposes. You will also need to provide a completed observation grid, a learner task document with notes and any other appropriate evidence to support the marks awarded.

Sample Material	
Learner Name: Learner 3	Assessor Name: Assessor 3
Centre Number: 00000	Centre Name: Centre 1
Date: 20/05/2020	Duration: 60 mins
Group Size: 4	Internal Quality Assurer: IQA 3

Discussion Outcome *(as per task requirements learners must draft up their recommendations please provide evidence of the outcome here or reference how this is evidenced):*

Recommendations written up and attached to paperwork.

Assessor feedback to learner:

Well done Learner 3 you made some great points in your presentation and discussion. Your presentation was confident and well informed and it was great to hear from your personal experiences. You were able to add a little humour to a serious discussion to help the other learners feel at ease, which in this instance was fine, however remember that in professional discussions this may not always be appropriate. Your views about breakfast were also valid and agreed by other member of the group, however perhaps a little more research would have helped you to contribute more ideas.

Overall Learner 3 you have demonstrated some great Level 2 speaking, listening and communication skills in line with the required criteria, well done!

Assessor and learner declaration

This confirms that (Learner 3) took part in the Speaking, Listening and Communication task(s) under controlled assessment conditions and has met the Functional Skills English Speaking, Listening and Communication standards at Level 2.

Total marks awarded for assessment: **17**

Learner achieved: **Y**

(Pass mark 17/21)

Signed (Assessor): *Assessor 3* Date: 20/05/2020

Signed (Learner): *Learner 3* Date: 20/05/2020

Signed (IQA): *IQA 3* Date: 20/06/2020

Chief EQA comment:

The Assessor has provided good developmental feedback to Learner 3 and from this she will be able to see her strengths, such as the use of personal experiences to add depth to her views and engage others, as well as her areas for development, such as more research and preparation.

Learner 3 lost one mark in her presentation and it is clear from the comments that her presentation was a little weaker than the others. That being said it is still clear how the marks were awarded e.g. she was able to use personal examples, add humour to keep her audience engaged and examples that they could relate to, such as how you feel when you skip a meal?

It is also clear from the observation comments that Learner 3's discussion skills were a little weaker than the others e.g. her examples and questions were not as sophisticated as the others.

However she has still demonstrated sufficient effective Level 2 skills in order to pass the assessment.