**Learner Observation and Achievement Record**

Level 1 Functional Skills Qualification in English (603/5058/1):

Speaking, Listening and Communicating

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| **Learner name** | Good Example | | | |
| **Centre name** |  | | | |
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| **Learner number** |  | **Centre number** |  |  |

**Learner’s comments:**

**Assessor’s feedback to learner:** Well Done Learner 1, you have passed your Speaking, Listening and Communication assessment. You researched, planned and prepared a detailed, clear and informative presentation on Healthy Eating that understood the audience and purpose.. In the Q&A sessions, you expressed opinions and arguments and backed them up with evidence. During the discussion, you made good contributions and encouraged others to consider your ideas**.** You may want to consider how you present your information when you progress to level 2.

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| **Assessor name** |  | | | |
| **Date of assessment** |  | | | |
|  | | | | |
| **SLC activity number** |  | **Result (Pass/Fail)** |  |  |
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| **Reasonable Adjustments or Special Considerations:** | | | | |
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**Learner declaration**

I have read and understood the feedback and result of this assessment provided to me by my assessor.

I confirm that the work contained in this internal assessment is all my own work.

Learner’s signature: ……………………………………... Date:…………………

**Assessor declaration**

I confirm the assessment was administered under the conditions set out and I have authenticated the learners work and can confirm to the best of my knowledge that the work contained in this assessment is solely that of the learners.

Assessor’s signature: …………………………………… Date:……………………

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| **Learner name** |  | |
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| **Learner number** |  |

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| **Please indicate which of the following subject content statements have been met in the presentation.** | Yes | No |

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| **L1.1.4** | Communicate information, ideas and opinions clearly and accurately on a range of topics. |  |  |
| **L1.1.5** | Express opinions and arguments and support them with evidence. |  |  |
| **L1.1.7** | Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. |  |  |

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| Assessor comments  1.4 The learner communicated information, ideas and opinions clearly outlining the different types of  diets, Slimming World, Keto and Weight Watchers, how these diets work and the benefits and  drawbacks. At the start, they stated that the term diet is “automatically used, to lose weight” but  further explained, “this is not the case, as it is also used to maintain weight or increase weight” as  well as “to promote and treat illnesses such as diabetes”. They then went on to provide more  information on Slimming World and Weight Watchers and skimmed over the Keto diet, stating that  they did not really know much about this diet, however overall they were able to communicate  information clearly and accurately.  1.5 The learner gave examples of how different diets work, using a diet plan to further explain the  Weight Watchers diet, they also provided information on extreme diets and why they may be  dangerous, providing an example of an actress who lost a lot of weight for a film, resulting in an  unhealthy weight.  1.7 Throughout the presentation the learner was able to use appropriate phrases, register and adapt  contributions taking into account the audience, purpose and medium e.g. looking at the audience,  asking questions and providing the information in a way that is easy to understand. |

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| **Please indicate which of the following subject content statements have been met in the question and answer activity.** | Yes | No |

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| **L1.1.1** | Identify relevant information and lines of argument in explanations or presentations. |  |  |
| **L1.1.2** | Make requests and ask relevant questions to obtain specific information in different contexts. |  |  |
| **L1.1.3** | Respond effectively to detailed questions. |  |  |
| **L1.1.4** | Communicate information, ideas and opinions clearly and accurately on a range of topics. |  |  |
| **L1.1.5** | Express opinions and arguments and support them with evidence. |  |  |
| **L1.1.6** | Follow and understand discussions and make contributions relevant to the situation and the subject. |  |  |
| **L1.1.7** | Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. |  |  |

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| Assessor comments   * 1. The learner was able to respond to lines of argument during the question and answer session by answering all questions as thoroughly as possible e.g. they explained in response to the question that the diets referenced may not be beneficial for gaining weight or suitable for his needs.   2. As it was the learners turn to present, they were not able to achieve the 1.2 criteria. They may be able to achieve this during the presentation or the Q&A session where they are a member of the audience.   3. The learner responded appropriately to questions, elaborating on whether Weight Watchers was good by explaining there was an app for added motivation. They were unable to answer the question regarding specific weight gain diets; however, the response was suitable as it guided the audience to refer to a doctor for further information.      * 1. The learner communicated information, ideas and opinions clearly and accurately on the different   types of diets and if diets work. They were able to express information on whether WW was effective and that they felt the diets referenced, may not be appropriate for everyone.  1.5 The learner expressed opinions and arguments with evidence from their personal experiences  e.g. they provided an opinion on whether you need to keep paying for the programme, and that  this was for added motivation but not a necessity.   * 1. NOT YET ACHIEVED – see comments in 1.2   2. When the audience were asking questions, the learner waited until they had finished before they   answered and allowed time to ensure their question had been answered before moving to the next  question. The responses also ensured that the audience understood by using examples such as  and language that was familiar. |

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| **Learner name** |  | |
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| **Learner number** |  |

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| **Please indicate which of the following subject content statements have been met in the discussion.** | Yes | No |

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| **L1.1.1** | Identify relevant information and lines of argument in explanations or presentations. |  |  |
| **L1.1.2** | Make requests and ask relevant questions to obtain specific information in different contexts. |  |  |
| **L1.1.3** | Respond effectively to detailed questions. |  |  |
| **L1.1.4** | Communicate information, ideas and opinions clearly and accurately on a range of topics. |  |  |
| **L1.1.5** | Express opinions and arguments and support them with evidence. |  |  |
| **L1.1.6** | Follow and understand discussions and make contributions relevant to the situation and the subject. |  |  |
| **L1.1.7** | Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. |  |  |
| **L1.1.8** | Respect the turn-taking rights of others during discussions using appropriate language for interjection. |  |  |

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| Assessor comments   * 1. The learner took a lead role within the discussion. They introduced topics such as exercise, five a   day and sugar in foods. Near the end of the discussion, they prompted others to come to an  agreed conclusion.   * 1. The learner listened carefully to each person’s contributions and asked relevant questions. They   asked another learner if they managed to eat five a day adding that they found it hard to do. They  also asked the other learners about how much sugar they eat and if they thought, they were  eating too much.  1.3 The learner responded confidently to detailed questions about what other ways people could be  healthy and suggested that it is not just about eating and that “people also need to exercise  more”.  1.4 The learner played a full part in the discussion. They asked others if they felt that a ban on  unhealthy foods in the college canteen was a good thing; they gave the opinion that there needed  to be more choices available as people were “voting with their feet” at the moment – “all my  friends go to the chip shop at lunch time.” They gave some clear examples of how the canteen  could make their food healthy, but make it appealing to teenagers e.g. suggested that wraps and  pizzas were tasty but could also be healthy.   * 1. During the discussion, the learner spoke about the impact of children being given unhealthy food   by their parents. He stated that at home, his mum always has crisps and chocolate biscuits in the  cupboard and he finds it hard not to be tempted.   * 1. The learner listened to others’ points of view and related it to what they said. They agreed with another learner about how companies can make some food appear healthy but that they are full of sugar and additives. They took a lead role within the discussion and prompted others to come to an agreed conclusion.   2. Phrases and register were appropriate for the audience and purpose as they used references that the other leaners found familiar. This included “there being too many nice things to eat” and “all my friends go to the chip shop at lunch time”. These comments helped to further the discussion   1.8 The learner listened carefully to each person’s contributions and asked relevant questions. |

To pass, learners **must** demonstrate competency of the SCS on more than one occasion and meet the requirements of the Pass level 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.

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**Please tick to confirm that the learner has achieved a Pass.**

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| **Learner name** |  | |
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| **Learner number** |  |

**EQA feedback to Assessor: (If sampled)**

**IQA feedback to Assessor: (If sampled)**

IQA’s signature: ……………………………..................... Date: ……………………………

**(If sampled)**

EQA’s signature: …………………………………………. Date: ……………………………

**(If sampled)**