**Learner Observation and Achievement Record**

NCFE Level 2 Functional Skills Qualification in English (603/5054/4): Speaking, Listening and Communicating

# Learner name

# Centre name Good Example Level 2

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|  | **Centre number** |  |

**Learner number**

# Assessor name

# Date of assessment

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|  | **Result (Pass/Fail)** |  |

# SLC activity number

**Reasonable Adjustments or Special Considerations:**

**Assessor’s feedback to learner:**

Learner 1 this was a well-prepared SLC assessment. Your presentation was detailed and informative. Questions were answered in a clear and confident manner. In the discussion section, you clearly expressed your views with passion and enthusiasm yet still listened and respected other views. Well done!

**Learner’s comments:**

# 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: …………………………

## 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 |
| **L2.2.5** | Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required |  |  |
| **L2.2.6** | Express opinions and arguments and support them with relevant and persuasive evidence |  |  |
| **L2.2.7** | Use language that is effective, accurate and appropriate to context and situation |  |  |
| **L2.2.9** | Adapt contributions to discussions to suit audience, purpose and medium |  |  |

Assessor comments

2.5 The learner delivered a presentation on healthy eating. They started by explaining the importance of a balanced diet and then began to talk about the importance of breakfast explaining that it “is the most important meal of the day as it wakes you up”. The learner also highlighted the importance of water and how it helps the brain to work.

2.6 The learner also gave a detailed account of the impact of too much sugar in the diet and gave examples of the RDA along with specific foods. The learner was aware of the audience and spoke about health issues caused by a poor diet such as heart problems.

2.7 They also contrasted the risks of an unhealthy diet with the benefits of eating healthy for both the person and the NHS.

2.9. The examples used such as the amount of ‘sugar in coca cola’ was relevant to the audience and purpose.

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| **Please indicate which of the following subject content statements have been met in the question and answer activity.** | | Yes | No |
| **L2.2.1** | Identify relevant information from extended explanations or presentations |  |  |
| **L2.2.2** | Follow narratives and lines of argument |  |  |
| **L2.2.3** | Respond effectively to detailed or extended questions and feedback |  |  |
| **L2.2.4** | Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts |  |  |
| **L2.2.5** | Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required |  |  |
| **L2.2.6** | Express opinions and arguments and support them with relevant and persuasive evidence |  |  |
| **L2.2.7** | Use language that is effective, accurate and appropriate to context and situation |  |  |
| **L2.2.8** | Make relevant and constructive contributions to move discussion forward |  |  |
| **L2.2.9** | Adapt contributions to discussions to suit audience, purpose and medium |  |  |

Assessor comments:

2.1 The learner was able to identify relevant information from extended explanations and presentations. They responded to questions based on what a balanced diet would consist of and highlighted that some people need certain foods in their diet. “Some people need more sodium or salt in than other people”.

2.2 When responding to questions the learner followed the lines of argument and referred back to the questions and kept the reply relevant to the topic of healthy eating. For the question, “Why do young people spend so much time eating fast food”? They gave several reasons such as convenience, boredom and cost. However, they also suggested alternatives such as doing more exercise and making conscious decisions when choosing what to eat.

2.3 and 2.6 The learner listened carefully to each person’s question and answered clearly and confidently. One learner asked about the amount of sugar in fizzy drink and how would this affect the body. The response showed the learner had a good understanding and was able to give examples of the 37grams for men and 26 grams women as the RDA amount of sugar in comparison to 39 grams in one can of coca cola.

2.5 and 2.7 When the audience were asking questions the learner ensured they were happy with the response before moving on. The responses also ensured that the audience understood by using relevant examples such as playing football and familiar language ‘down the park’.

2.8 Relevant and constructive contributions were given and a good point was raised regarding the expense of some ‘healthy food’.

2.9. The learner adapted to the audience needs and used facts and figures to keep audience engaged and interested.

2.4 As it was the learners turn to present, they were not able to achieve the 2.4 criteria. They may be able to achieve this during another person’s Q&A session where they are a member of the audience or in the discussion section.

\*\*(This was met in Learner 3’s Q&A session where this learner asked detailed questions about the use of “vitamins and supplements in the diet and what evidence showed that they worked”).

## 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 |
| **L2.2.1** | Identify relevant information from extended explanations or presentations |  |  |
| **L2.2.2** | Follow narratives and lines of argument |  |  |
| **L2.2.3** | Respond effectively to detailed or extended questions and feedback |  |  |
| **L2.2.4** | Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts |  |  |
| **L2.2.5** | Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required |  |  |
| **L2.2.6** | Express opinions and arguments and support them with relevant and persuasive evidence |  |  |
| **L2.2.7** | Use language that is effective, accurate and appropriate to context and situation |  |  |
| **L2.2.8** | Make relevant and constructive contributions to move discussion forward |  |  |
| **L2.2.9** | Adapt contributions to discussions to suit audience, purpose and medium |  |  |
| **L2.2.10** | Interject and redirect discussion using appropriate language and register |  |  |

Assessor comments:

2.1 The learner was confident throughout the discussion and expressed their ideas clearly and persuasively to the others in the group. The question on the calories in a McDonald’s meal showed the learner had listened carefully to Learner 2 and had picked out the main points.

2.2 The learner argued that it was parents; along with schools that were to blame for unhealthy diets and that more needs to be done to promote healthier alternatives at homes, in schools, the work place and colleges.

2.3 The learner responded to the question about how diet can have an impact on how the brain functions. They explained that by “eating healthy food and drinking plenty of water, makes you more motivated and have a longer concentration span”.

2.4. The leaner brought up the topic and asked the pertinent question about the impact an unhealthy diet has on the NHS. They went on to talk about the issues that a young person may face in today’s society where people are cooking less home foods and are eating ready meals and takeaways.

2.5 The learner also used the knowledge of others in the group and the fact that they liked McDonalds. They commented, “While occasionally it is ok to eat fast food, it should not be consumed regularly but used more as a treat.”

2.6 Another constructive point was raised in that they asked their peers if they “eat unhealthily at home” and if their “parents are aware of some of the dangers an unhealthy lifestyle can have”.

2.7. Appropriate language was used that fit the context and purpose of the discussion. Examples included ‘Concentration span; RDA, calories long with descriptive words such as consumed and motivated’.

2.8. The learner also responded well to another learners comment 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.

2.9 At the end of the discussion, the group decided that more needed to be done to raise awareness of a balanced diet. The learner gave suggestions such as having healthier but still tasty options available and trying to get people into cooking their own food from scratch.

2.10 At one point the learner redirected the discussion when the other learners started talking about what they had ate yesterday – by using the question ‘So do you think it was a healthy choice?’, brought the discussion back to the topic.

To pass, learners **must** demonstrate competency of the Subject Content Statement 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.**

## Learner name

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## Learner number

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

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

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

**(If sampled)**

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

## (If sampled)