



LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

RECORD OF LEARNER ACHIEVEMENT

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| Learner name: <i>Ann Student</i> | |
| Date of birth: <i>01/01/84</i> | Candidate number: <i>1234567</i> |
| Work location: <i>Maynut College, Frackling, FR2 4GH</i> | |

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| Assessor name: <i>SF Staff</i> |
| Assessment task: <i>Observation and Reporting</i> |
| Additional assessment requirements: <i>None</i> |
| Additional comments / incidents: <i>None</i> |

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| Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf) | Pass <input checked="" type="checkbox"/> | Fail <input type="checkbox"/> |
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|---|-----------------------|
| Learner signature: <i>A Student</i> | Date: <i>25/08/18</i> |
| Assessor signature: <i>SF Staff</i> | Date: <i>25/08/18</i> |
| Internal Quality Assurer signature: <i>N/A</i> <i>(if sampled)</i> | Date: |

This form must be completed and retained by the centre in a secure place for a minimum of 3 years. It must be made available to FutureQuals or your external quality assurer/moderator upon request.

LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

ASSESSMENT SHEET

Level 2 overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

| SOS ref | You must observe the learner doing each of the following consistently across the sub-tasks. | Insert a tick (✓) if yes Insert a cross (X) if not. |
|---------|--|--|
| 1 | identify relevant information from extended explanations or presentations? | ✓ |
| 2 | follow narratives and lines of argument? | ✓ |
| 3 | respond effectively to detailed or extended questions and feedback? | ✓ |
| 4 | make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts? | ✓ |
| 5 | communicate information, ideas and opinions clearly and effectively, providing further detail and development if required? | ✓ |
| 6 | express opinions and arguments and support them with relevant and persuasive evidence? | ✓ |
| 7 | use language that is effective, accurate and appropriate to context and situation? | ✓ |
| 8 | make relevant and constructive contributions to move discussion forward? | ✓ |
| 9 | adapt contributions to discussions to suit audience, purpose and medium? | ✓ |
| 10 | interject and redirect discussion using appropriate language and register? | ✓ |

Sub-Task 1 – Assessor evidence/comments:

Excellent presentation on a recent accident in the workshop. Very clear and dealt effectively with what happened, how this linked with recent system changes and what helped you to remember everything so well. You answered questions with an appropriate amount of detail and questioned back when what was being asked wasn't clear.

Sub-Task 2 – Assessor evidence/ comments:

You took a leading role in the discussion (ST2) and really helped to move the discussion forward to identify clear 'top tips'.

You demonstrated all the SOS throughout both sub-tasks and well deserved the pass.

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RECORD OF LEARNER ACHIEVEMENT

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|--|----------------------------------|
| Learner name: <i>Andy Example</i> | |
| Date of birth: <i>01/01/84</i> | Candidate number: <i>7654321</i> |
| Work location: <i>Maynut College, Frackling, FR2 4GH</i> | |

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| Assessor name: <i>SF Staff</i> |
| Assessment task: <i>Observation and Reporting</i> |
| Additional assessment requirements: <i>None</i> |
| Additional comments / incidents: <i>There should have been 5 learners in the group but one couldn't be released from work and one was ill so only 3 in the group.</i> |

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| Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf) | Pass <input checked="" type="checkbox"/> | Fail <input type="checkbox"/> |
|--|--|-------------------------------|

I declare that the record presented for this assessment is entirely my own work.

| | |
|---|-----------------------|
| Learner signature: <i>A Example</i> | Date: <i>25/08/18</i> |
| Assessor signature: <i>SF Staff</i> | Date: <i>25/08/18</i> |
| Internal Quality Assurer signature: <i>N/A</i> <i>(if sampled)</i> | Date: |

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LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

ASSESSMENT SHEET

Level 2 overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual content statement must be balanced by appropriate demonstration of that same content statement elsewhere.

| SOS ref | You must observe the learner doing each of the following consistently across the sub-tasks. | Insert a tick (✓) if yes Insert a cross (X) if not. |
|---------|--|--|
| 1 | identify relevant information from extended explanations or presentations? | ✓ |
| 2 | follow narratives and lines of argument? | ✓ |
| 3 | respond effectively to detailed or extended questions and feedback? | ✓ |
| 4 | make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts? | ✓ |
| 5 | communicate information, ideas and opinions clearly and effectively, providing further detail and development if required? | ✓ |
| 6 | express opinions and arguments and support them with relevant and persuasive evidence? | ✓ |
| 7 | use language that is effective, accurate and appropriate to context and situation? | ✓ |
| 8 | make relevant and constructive contributions to move discussion forward? | ✓ |
| 9 | adapt contributions to discussions to suit audience, purpose and medium? | ✓ |
| 10 | interject and redirect discussion using appropriate language and register? | ✓ |

Sub-Task 1 – Assessor evidence/comments:

The presentation (on a road accident you were in recently) was interesting and informative. The diagram you showed of the road layout was helpful. You didn't include much in your presentation about what helped you to remember what had happened, although you responded well to questions about this.

Sub-Task 2 – Assessor evidence/ comments:

You were quiet at first but went on to suggest several good 'tips' in the discussion. You followed Jack's lead and, although you disagreed with him, you did this in a polite and respectful way. You asked several relevant questions.

Overall, across the two sub-tasks you showed secure performance for the level. Where there was minimal demonstration of any individual content statement in one sub-task (eg in this sub-task 2 you weren't really asked many questions but you were in ST1 where you responded really well). Therefore, overall, you deserve this pass.

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RECORD OF LEARNER ACHIEVEMENT

| | |
|--|----------------------------------|
| Learner name: <i>Wayne Participant</i> | |
| Date of birth: <i>01/01/84</i> | Candidate number: <i>7654321</i> |
| Work location: <i>Maynut College, Frackling, FR2 4GH</i> | |

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| Assessor name: <i>SF Staff</i> |
| Assessment task: <i>Observation and Reporting</i> |
| Additional assessment requirements: <i>used a hearing loop</i> |
| Additional comments / incidents: <i>None</i> |

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| Result (please indicate a pass if the learner has demonstrated a secure overall performance for each SOS i.e. there is a tick on each row of the assessment sheet overleaf. Please indicate a fail if there is a cross on any row of the assessment sheet overleaf) | Pass | Fail <i>Y</i> |
|--|-------------|----------------------|

I declare that the record presented for this assessment is entirely my own work.

| | |
|---|-----------------------|
| Learner signature: <i>W Participant</i> | Date: <i>25/08/18</i> |
| Assessor signature: <i>SF Staff</i> | Date: <i>25/08/18</i> |
| Internal Quality Assurer signature: <i>N/A</i> <i>(if sampled)</i> | Date: |

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LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: SPEAKING, LISTENING AND COMMUNICATING

ASSESSMENT SHEET

Level 2 learners must demonstrate each scope of study consistently, effectively and to an appropriate degree for that level. Any insufficient demonstration of any individual content statement in one sub-task must be balanced by appropriate demonstration of the same scope of study in the other sub-task.

| SOS ref | You must observe the learner doing each of the following consistently across the sub-tasks. | Insert a tick (✓) if yes Insert a cross (X) if not. |
|---------|--|--|
| 1 | identify relevant information from extended explanations or presentations? | ✓ |
| 2 | follow narratives and lines of argument? | ✓ |
| 3 | respond effectively to detailed or extended questions and feedback? | X |
| 4 | make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts? | X |
| 5 | communicate information, ideas and opinions clearly and effectively, providing further detail and development if required? | X |
| 6 | express opinions and arguments and support them with relevant and persuasive evidence? | ✓ |
| 7 | use language that is effective, accurate and appropriate to context and situation? | ✓ |
| 8 | make relevant and constructive contributions to move discussion forward? | ✓ |
| 9 | adapt contributions to discussions to suit audience, purpose and medium? | ✓ |
| 10 | interject and redirect discussion using appropriate language and register? | X |

Sub-Task 1 – Assessor evidence/comments:

Your presentation (on your recent holiday in Bridlington), was interesting but didn't go beyond a simple narrative of what you did each day. There was no information about the resort and you gave little information, other than what you actually did. You did not give any detail about what helped you to remember the holiday other than you enjoyed it.

You found it difficult to respond to questions and tended to repeat information from the presentation, rather than actually answer the questions. You didn't ask any questions.

Sub-Task 2 – Assessor evidence/ comments:

Although you contributed to the discussion (ST2), you tended to repeat the same idea several times, rather than moving forward with the discussion. You need to focus on the purpose of discussion more and realise that the whole activity is not focused around you.

Again, you didn't ask any questions or make any requests at all.

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