



# Learner Observation and Assessment Record (LOAR) **EXEMPLAR**

Functional Skills English Level 2: Speaking, Listening and Communicating

Learner name:	Learner number:
Centre name:	Centre number:
Reasonable Adjustments or Special Considerations:	

<b>Pass descriptor at Level 2 and confirmation of achievement overall</b>	
To pass the Speaking, Listening and Communicating assessment, learners must <b>generally</b> meet the requirements for this level:	
<ul style="list-style-type: none"><li>• <b>consistently</b></li><li>• <b>effectively</b></li><li>• to an <b>appropriate</b> degree for Level 2.</li></ul>	
Please tick to confirm that the learner has achieved a Pass	<input type="checkbox"/>

<b>Assessor signature</b>		
Assessor name	Signature	Date
<b>Learner signature</b>		
<i>I have understood the feedback and result of this assessment provided to me by my assessor.</i>		Date
<b>IQA and EQA details (if sampled)</b>		
Internal Verifier name	Signature	Date
EQA name	Signature	Date

<b>Assessor's feedback to learner:</b>
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<b>IQA/EQA comments (if sampled):</b>
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## Assessment of activities for Speaking, Listening and Communicating: Level 2

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

### Task 1 Presentation with question-and-answer session (10–20 mins)

Date of activity: XXX	
Topic: Dog grooming	
Details of group: 3 x L2 learners, 1 other participant	
Duration of presentation (min: 5 mins): 5 mins	
Duration of Q&A (min: 5 mins): 5 mins	
Subject content statements	Tick if achieved
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	✓
L2.2.5 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	✓
L2.2.10 Interject and redirect discussion using appropriate language and register	✓

#### Assessor comments (give examples to show how the learner demonstrated the skills):

Recording available.

Explained the talk was a 'mini-how-to guide' with a focus on long-haired breeds (specifically Afghan due to their experience with the breed). Stressed the need for 'routine maintenance' with 'several hours a week' needed for grooming. Focused on details, 'Never brush a dirty coat dry' and explained why; added information about 'tearing' and explained terms. (2.5) (2.7) (2.9)

Talked about the need to check ears, eyes, and teeth 'before bathing'. Used terms such as, 'proper nail care', 'good dental hygiene'. Explained that ears are 'very sensitive' and stressed the need to make sure they are 'free from dirt or mites'.

Explained washing is needed every fortnight, with 'a full shampoo' to keep dogs 'mat free'. Detailed essential equipment, like the 'non-slip bathmat'. Made audience laugh with the comment on needing a 'decent hairdryer' matched with slide image. (2.1) (2.6)

When asked about the most important equipment, said 'decent brushes', and 'cheap brushes ...scratch skin.' Answered a question about her own experience, 'four years and two Afghans: Bella and Donna'. Responded to a question about training, saying she wants her own business and also answered a question about set-up costs, '...about £50 start-up'. (2.2) (2.3) (2.10)

#### Note on SCS for Task 1:

##### L2.2.1 Identify relevant information from extended explanations or presentations.

As the **Presenter**, learners should demonstrate this SCS by expanding on information and ideas presented. As an **audience** member, they should also demonstrate this skill, but it does not need to be recorded here.

## Notes for assessors on Task 1

- The assessor comments show **how** the learner met the criteria by using short quotes (paraphrasing is also acceptable), rather than by simply repeating subject content statements; for example, simply stating that the learner ‘expressed opinions’ and ‘responded effectively’ is not acceptable, as these comments do not reflect the individual learner’s performance.
- Assessor comments are concise, and one example is given for each SCS (the number given in brackets). Mapping learner statements to the relevant SCS on the LOAR is not a requirement, but it is helpful for quality control purposes.
- While each SCS may be evidenced more than once during the task, there is no need to record more than one quote or paraphrase per SCS. For example, SCS 2.9 should be evident throughout, but there is no need to note down the SCS number each time it is demonstrated through the learner’s comments.
- Note that SCS 2.1 has been evidenced through the learner’s ability to remain focused on delivering extended (detailed) and relevant information.

<b>Learner name:</b>	<b>Learner number:</b>
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## Task 2 – Group Discussion (10–15 mins)

<b>Learner name:</b> X	
<b>Date of activity:</b> XX	
<b>Duration of activity:</b> 10 mins	<b>Topic:</b> What is the impact of advertising on healthy living?
<b>Size of group:</b> 3	<b>Details of group:</b> 3 x L2 learners
<b>Subject content statements</b>	<b>Tick if achieved</b>
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 (give examples to show how the learner demonstrated the skills):

Opened the discussion, 'Do you both think advertising has an effect on your health?' and added he didn't think it had had much of an effect until recently. Added, 'I see those adverts everywhere.' Asked if the film they watched made the others think differently. (2.1) (2.4) (2.8)

Agreed with peers, 'influences people more than they think' and about humour 'Yeah – it draws you in'. Said that it's not all negative and that advertising 'can be used for good', to encourage people to be more healthy. Mentioned adverts for fitness products on social media and gave examples (a peer found funny). Agreed that a lot of them [celebrities] do it 'purely for financial gain' and that most don't use the products they endorse. Mentioned 'little celebrities like influencers' and argued that lifestyle choices should be 'personal' and not 'set up by celebrities and influencers.' (2.2) (2.3) (2.7) (2.9)

Said that eating loads of fast food was 'normal' because 'everyone does it'. When asked if that wasn't because it was good, disagreed but admitted 'I do it myself'. Moved the talk on, 'Seriously, though, we're eating that much fast-food these days', and asked if it was possible to change this because of the 'billions in advertising'. Agreed with both peers that you can only change your own lifestyle. (2.5) (2.6) (2.10)

## Notes for assessors on Task 2

- Note that the topic is specific and focuses learners on reaching a consensus. As well as being able to draw on their own experiences, topic choices should encourage learners to bring new information to the discussion, for example, to find out whether participants feel advertising has an impact on their lifestyle.
- Learner examples provided may be short / clipped quotes and / or paraphrased comments.
- Assessor comments are concise, and one example is given for each SCS (the number in brackets). Mapping learner statements to the relevant SCS on the LOAR is not a requirement, but it is helpful for quality control purposes.
- While the learner's ability to communicate clearly and make relevant contributions is demonstrated throughout, it only needs to be referenced once. The quotes provided here also sufficiently demonstrate the learner's ability to ask pertinent questions and support their own opinions persuasively.
- The learner's ability to redirect discussion (SCS 2.10) may be demonstrated wherever comments are used to interject politely. In the last paragraph, this is demonstrated by comments relating to the learner's agreement or disagreement with others, quoted or paraphrased.