Functional Skills



Functional Skills SLC: Exemplars

Version 1.2: 2025

Please note: When this document was created, it reflected *Subject Content Functional Skills: English* published by the DfE in 2018. This has since been updated by the DfE but no material changes were made to the content.

This document remains relevant and can still be used to support centre staff.

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Learner Assessment Record (SLC) – Level 1 – Pass

Learner name (number)	A. Sample (1234567)	Full completion date	16/01/2022	
Date of birth	04/06/90	Remote/F2F	Task 1: F2F	Task 2: F2F
Assessor name	An. Assessor	IQA name (if applicable)	An I. QA	
Recognised centre name	A Big Centre			

Overall Assessor Feedback
Very good engagement with the discussions and you should be commended for how you encouraged back and forth and allowed others to speak and develop their own thoughts. Excellent presentation, just be mindful of allowing others to express their points when challenged.

Assessor Decision	
The learner has demonstrated full competence across both assessment tasks.	**Yes (Pass)**
The learner has failed to demonstrate full competence in consideration of both assessment tasks. See individual task feedback for more information.	No (Fail)

Assessor Declaration			
I confirm the assessment was administered under the conditions set out, in the correct spirit and without bias. The learner's work has been authenticated. To the best of my knowledge, the work contained and evidenced during this assessment is solely that of the learner. There is no evidence available to suggest otherwise.			
Signature	An. Assessor	Date	16/01/2022

Learner Response	
I have read and understood the feedback. I confirm that the work presented in both tasks is my own and mine alone.	
Learner Signature	A. Sample
Date	17/01/2022

Speaking, Listening and Communicating Learner Assessment Record - Pass

Task type	Presentation	**Y** / N	Discussion	**Y** / N
Task content	The impact of social media on young people			
Task dates	Task 1: Discussion 16/01/2022 Task 2: Presentation 16/01/2022			
Reasonable adjustments and Special Circumstances				
Reasonable adjustments have been successfully requested and approved for this assessment task.			Y / **N**	
Special considerations have been successfully requested and approved for this assessment task.			Y / **N**	

Criteria	Detail	Evidenced
SOS1	Identify relevant information and lines of argument in explanations or presentations	✓
SOS2	Make requests and ask relevant questions to obtain specific information in different contexts	✓
SOS3	Respond effectively to detailed questions	✓
SOS4	Communicate information, ideas and opinions clearly and accurately on a range of topics	✓
SOS5	Express opinions and arguments and support them with evidence	✓
SOS6	Follow and understand discussions and make contributions relevant to the situation and the subject	✓
SOS7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓
SOS8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection	✓

Assessor Feedback
Task 1: Started well and grew from there. Responded to questions with clarity and confidence and asked several more, encouraging further conversation through follow-up questions and by positively acknowledging the contributions of others. Had a good conversation with Thomas. Demonstrated competence across almost all criteria. Encouraged engagement with the others but perhaps was a little too overpowering with respect to turn taking and minor interruptions. Task 2: Seemed to take confidence from the first task into their presentation. Was very clear in their delivery and supported the presentation with multimedia and even a printed handout. Occasionally expressed opinion without solid evidence, but enough evidence presented for SOS5.

Learner Assessment Record (SLC) – Level 1 – Fail

Learner name (number)	A.N Other Sample (1234567)	Full completion date	16/01/2022	
Date of birth	21/03/90	Remote/F2F	Task 1: F2F	Task 1: F2F
Assessor name	An. Assessor	IQA name (if applicable)	An I. QA	
Recognised centre name	A Big Centre			

Overall Assessor Feedback
You need to engage with others more, encourage their involvement and stay focussed when they speak. Yours was a good presentation but, again, remember you have an audience and that they can and should contribute and be engaged. You seemed to forget that questions were to be offered to the audience at the end of the presentation.

Assessor Decision	
The learner has demonstrated full competence across both assessment tasks.	Yes (Pass)
The learner has failed to demonstrate full competence in consideration of both assessment tasks. See individual task feedback for more information.	**No (Fail)**

Assessor Declaration			
I confirm the assessment was administered under the conditions set out, in the correct spirit and without bias. The learner's work has been authenticated. To the best of my knowledge, the work contained and evidenced during this assessment is solely that of the learners. There is no evidence available to suggest otherwise.			
Signature	An. Assessor	Date	16/01/2022

Learner Response	
I have read and understood the feedback. I confirm that the work presented in both tasks is my own and mine alone.	
Learner Signature	A. Sample
Date	17/01/2022

Speaking, Listening and Communicating Learner Assessment Record - Fail

Task Type	Presentation	**Y** / N	Discussion	**Y** / N
Task content	The impact of social media on young people			
Task dates	Task 1: Discussion 16/01/2022 Task 2: Presentation 16/01/2022			

Reasonable adjustments and Special Circumstances	
Reasonable adjustments have been successfully requested and approved for this assessment task.	Y / **N**
Special considerations have been successfully requested and approved for this assessment task.	Y / **N**

Criteria	Detail	Evidenced
SOS1	Identify relevant information and lines of argument in explanations or presentations	X
SOS2	Make requests and ask relevant questions to obtain specific information in different contexts	✓
SOS3	Respond effectively to detailed questions	✓
SOS4	Communicate information, ideas and opinions clearly and accurately on a range of topics	✓
SOS5	Express opinions and arguments and support them with evidence	✓
SOS6	Follow and understand discussions and make contributions relevant to the situation and the subject	✓
SOS7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓
SOS8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection	X

Assessor Feedback
Task 1: Seemed to lose themselves, the point they were making and the points of others in the discussion and did not respond appropriately to constructive challenged during the discussion. Was often caught focussing on other things. Task 2: Rushed through the presentation on impacts and did not ask others about their own experience. Communicated ideas clearly but did not invite others to take part or engage and, as a result, did not provide an opportunity to be asked and respond to detailed questions on the topic. As a result, you did not meet the standards required.

VQA Comments - Level 1 Pass

Learner Assessment Record (SLC) – Level 1 – Pass

Learner name (number)	A. Sample (1234567)	Full completion date	16/01/2022	
Date of birth	04/06/90	Remote/F2F	Task 1: F2F	Task 2: F2F
Assessor name	An. Assessor	IQA name (if applicable)	An I. QA	
Recognised centre name	A Big Centre			

Overall Assessor Feedback
Very good engagement with the discussions and you should be commended for how you encouraged back and forth and allowed others to speak and develop their own thoughts. Excellent presentation, just be mindful of allowing others to express their points when challenged.

Assessor Decision	
The learner has demonstrated full competence across both assessment tasks.	**Yes (Pass)**
The learner has failed to demonstrate full competence in consideration of both assessment tasks. See individual task feedback for more information.	No (Fail)

Assessor Declaration			
I confirm the assessment was administered under the conditions set out, in the correct spirit and without bias. The learner's work has been authenticated. To the best of my knowledge, the work contained and evidenced during this assessment is solely that of the learner. There is no evidence available to suggest otherwise.			
Signature	An. Assessor	Date	16/01/2022

Learner Response	
I have read and understood the feedback. I confirm that the work presented in both tasks is my own and mine alone.	
Learner Signature	A. Sample
Date	17/01/2022

The overall feedback is general, with some 'value' judgements such as 'Very good' and 'Excellent'. It would be good practice to break the feedback down into the two tasks and use the wording of the SOS criteria here to ensure these are understood fully. For example:

In the discussion you met all of the SOS criteria, demonstrating particular strength in the way that you met SOS8: Respect the turn-taking rights of others during discussions, as you encouraged back and forth, and allowed others to speak and develop their own thoughts.

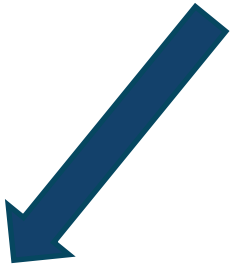
In the presentation you met all of the SOS criteria, although in the question and answer section you could have been more aware of SOS8 in the area of respecting the turn-taking rights of others: just be mindful of allowing others to express their points when challenged. However, you had achieved this fully in the discussion.

Speaking, Listening and Communicating Learner Assessment Record - Pass

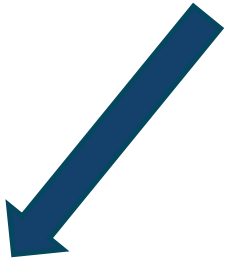
Task type	Presentation	**Y** / N	Discussion	**Y** / N
Task content	The impact of social media on young people			
Task dates	Task 1: Discussion 16/01/2022 Task 2: Presentation 16/01/2022			
Reasonable adjustments and Special Circumstances				
Reasonable adjustments have been successfully requested and approved for this assessment task.			Y / **N**	
Special considerations have been successfully requested and approved for this assessment task.			Y / **N**	

Criteria	Detail	Evidenced
SOS1	Identify relevant information and lines of argument in explanations or presentations	✓
SOS2	Make requests and ask relevant questions to obtain specific information in different contexts	✓
SOS3	Respond effectively to detailed questions	✓
SOS4	Communicate information, ideas and opinions clearly and accurately on a range of topics	✓
SOS5	Express opinions and arguments and support them with evidence	✓
SOS6	Follow and understand discussions and make contributions relevant to the situation and the subject	✓
SOS7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓
SOS8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection	✓

Assessor Feedback
Task 1: Started well and grew from there. Responded to questions with clarity and confidence and asked several more, encouraging further conversation through follow-up questions and by positively acknowledging the contributions of others. Had a good conversation with Thomas. Demonstrated competence across almost all criteria. Encouraged engagement with the others but perhaps was a little too overpowering with respect to turn taking and minor interruptions. Task 2: Seemed to take confidence from the first task into their presentation. Was very clear in their delivery and supported the presentation with multimedia and even a printed handout. Occasionally expressed opinion without solid evidence, but enough evidence presented for SOS5.



It is very clear that this is a pass, as all of the SOS criteria have been ticked.



Each task is clearly identified here, which is good practice. As with the first document, it would be helpful to use the SOS criteria wording to ensure it is fully clear that these have been fully met. It is implied in some of these statements, for example 'Had a good conversation with Thomas', but this could be clearer.

It could say, for example:
Learner A responded effectively to the questions asked by other learners (SOS3), particularly in response to Thomas's suggestion that social media could be damaging to both mental and physical health. The responses here showed expression of very specific and clear opinions and arguments, and these were supported with evidence from different sources (SOS5).

VQA Comments - Level 1 Fail

Learner Assessment Record (SLC) – Level 1 – Fail

Learner name (number)	A.N Other Sample (1234567)	Full completion date	16/01/2022	
Date of birth	21/03/90	Remote/F2F	Task 1: F2F	Task 1: F2F
Assessor name	An. Assessor	IQA name (if applicable)	An I. QA	
Recognised centre name	A Big Centre			

Overall Assessor Feedback
You need to engage with others more, encourage their involvement and stay focussed when they speak. Yours was a good presentation but, again, remember you have an audience and that they can and should contribute and be engaged. You seemed to forget that questions were to be offered to the audience at the end of the presentation.

Assessor Decision	
The learner has demonstrated full competence across both assessment tasks.	Yes (Pass)
The learner has failed to demonstrate full competence in consideration of both assessment tasks. See individual task feedback for more information.	**No (Fail)**

Assessor Declaration			
I confirm the assessment was administered under the conditions set out, in the correct spirit and without bias. The learner's work has been authenticated. To the best of my knowledge, the work contained and evidenced during this assessment is solely that of the learners. There is no evidence available to suggest otherwise.			
Signature	An. Assessor	Date	16/01/2022

Learner Response	
I have read and understood the feedback. I confirm that the work presented in both tasks is my own and mine alone.	
Learner Signature	A. Sample
Date	17/01/2022

The overall feedback is general here and does not make clear the overall outcome - it would be good practice to do this first.

As with the Pass feedback, it would be good practice to break the feedback down into the two tasks and use the wording of the SOS criteria here to ensure these are understood fully. The feedback here seems more focussed on the presentation, when on the next page it suggests that the discussion was also not meeting all of the criteria. This could be clarified. Some SOS criteria are ticked, which appears inconsistent with the comments made. There should be consistency, for example:

In the discussion you did not meet all of the SOS criteria. While you did ask some relevant questions (SOS2), you were not focussed enough to fully demonstrate that you could communicate information, ideas and opinions clearly and accurately (SOS4).

In the presentation you also met some of the SOS criteria, although you did not ask for any questions from the audience, which therefore meant that you were not able to demonstrate that you could respond effectively to detailed questions (SOS3).

Speaking, Listening and Communicating Learner Assessment Record - Fail

Task Type	Presentation	**Y** / N	Discussion	**Y** / N
Task content	The impact of social media on young people			
Task dates	Task 1: Discussion 16/01/2022 Task 2: Presentation 16/01/2022			

Reasonable adjustments and Special Circumstances	
Reasonable adjustments have been successfully requested and approved for this assessment task.	Y / **N**
Special considerations have been successfully requested and approved for this assessment task.	Y / **N**

Criteria	Detail	Evidenced
SOS1	Identify relevant information and lines of argument in explanations or presentations	X
SOS2	Make requests and ask relevant questions to obtain specific information in different contexts	✓
SOS3	Respond effectively to detailed questions	✓
SOS4	Communicate information, ideas and opinions clearly and accurately on a range of topics	✓
SOS5	Express opinions and arguments and support them with evidence	✓
SOS6	Follow and understand discussions and make contributions relevant to the situation and the subject	✓
SOS7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	✓
SOS8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection	X

Assessor Feedback
Task 1: Seemed to lose themselves, the point they were making and the points of others in the discussion and did not respond appropriately to constructive challenged during the discussion. Was often caught focussing on other things. Task 2: Rushed through the presentation on impacts and did not ask others about their own experience. Communicated ideas clearly but did not invite others to take part or engage and, as a result, did not provide an opportunity to be asked and respond to detailed questions on the topic. As a result, you did not meet the standards required.

Not all of the SOS criteria have been ticked here, hence this is not a pass. For a fail, it is very important to ensure that the learner is clear on what they needed to do to achieve a pass. The ticks also do not match the overall feedback, which suggests, for example, that questions were not asked in order to allow the learner to respond to them for SOS3.

Each task is clearly identified here, which is good practice. As with the first document, it would be helpful to use the SOS criteria wording to ensure it is fully clear that these have been met or not. It is implied in some of these statements, for example 'Was often caught focussing on other things', but this could be clearer.

There are some errors which could be rectified by proofreading, for example 'constructive challenged' and a mixture of pronouns, with 'they' and 'you both being used - consistency is preferred.

As above, it would be helpful to be clear on what is met and where, for example:

Task 2: The presentation was rushed, which impacted negatively on SOS4 and SOS5. There was some clear communication of ideas (SOS4), but Learner B did not invite others to take part or engage and, as a result, did not provide an opportunity to be asked and respond to detailed questions on the topic. This meant that SOS2 and SOS3 were not fully met.

Learner Assessment Record (SLC) – Level 2 – Pass

Learner name (number)	A. Further Sample (1234567)	Full completion date	16/01/2022	
Date of birth	21/03/90	Remote/F2F	Task 1: F2F	Task 2: F2F
Assessor name	An. Assessor	IQA name (if applicable)	An I. QA	
Recognised centre name	A Big Centre			

Overall Assessor Feedback
Great presentation, well thought-out. Your presentation on the benefits of sport and physical activity to mental health was excellent. Great approach to Task 2 also. You had clearly used your preparation time effectively.

Assessor Decision	
The learner has demonstrated full competence in consideration of both assessment tasks.	**Yes (Pass)**
The learner has failed to demonstrate full competence in consideration of both assessment tasks. See individual task feedback for more information.	No (Fail)

Assessor Declaration	
I confirm the assessment was administered under the conditions set out, in the correct spirit and without bias. The learner's work has been authenticated. To the best of my knowledge, the work contained and evidenced during this assessment is solely that of the learners. There is no evidence available to suggest otherwise.	
Signature	An. Assessor

Learner Response	
I have read and understood the feedback. I confirm that the work presented in both tasks is my own and mine alone.	
Learner Signature	A. Candidate
Date	

Speaking, Listening and Communicating Learner Assessment Record - Pass

Task Type	Presentation	**Y** / N	Discussion	**Y** / N
Task content	Using sport to improve mental health			
Task date	Task 1: Presentation 16/01/2022 Task 2: Discussion 16/01/2022			

Reasonable adjustments and Special Circumstances	
Reasonable adjustments have been successfully requested and approved for this assessment task.	Y / **N**
Special considerations have been successfully requested and approved for this assessment task.	Y / **N**

Criteria	Detail	Evidenced:
SOS1	Identify relevant information from extended explanations or presentations	✓
SOS2	Follow narratives and lines of argument	✓
SOS3	Respond effectively to detailed or extended questions and feedback	✓
SOS4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	✓
SOS5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓
SOS6	Express opinions and arguments and support them with relevant and persuasive evidence	✓
SOS7	Use language that is effective, accurate and appropriate to context and situation	✓
SOS8	Make relevant and constructive contributions to move discussion forward	✓
SOS9	Adapt contributions to discussions to suit audience, purpose and medium	✓
SOS10	Interject and redirect discussion using appropriate language and register	✓

Assessor Feedback
Task 1: Presentation Your presentation on the benefits of sport and physical activity to mental health was excellent. You were clear, concise and considered a range of audiences and ages, not just your own. You also provided a range of supporting links and avenues for others in your group to explore. You answered questions with detail and clarity, inviting further questions if you felt your meaning was not clear. The way you encouraged, responded and adapted to questions allows you to demonstrate all the SOS throughout, which is difficult and is to be commended.

Assessor Feedback
Task 2: Discussion You played a key role in the discussions today, encouraging others to get involved also. Try to refrain from correcting others and do allow others to move the conversation on. You demonstrated most SOS throughout.

Learner Assessment Record (SLC) – Level 2 – Fail

Learner name (number)	A. Last Sample (1234567)	Full completion date	16/01/2022	
Date of birth	21/01/84	Remote/F2F	Task 1: F2F	Task 1: F2F
Assessor name	An. Assessor	IQA name (if applicable)	An I. QA	
Recognised centre name	A Big Centre			

Overall Assessor Feedback
As mentioned, your presentation did not go into the required detail. Although you provided some interesting details and supporting illustrations on occasion. During the discussion that followed you tended to repeat an unconnected idea on several occasions and seemed disconnected from what was being said, and the theme of the conversation at that point.

Assessor Decision	
The learner has demonstrated full competence in consideration of both assessment tasks.	Yes (Pass)
The learner has failed to demonstrate full competence in consideration of both assessment tasks. See individual task feedback for more information.	**No (Fail)**

Assessor Declaration	
I confirm the assessment was administered under the conditions set out, in the correct spirit and without bias. The learner's work has been authenticated. To the best of my knowledge, the work contained and evidenced during this assessment is solely that of the learners. There is no evidence available to suggest otherwise.	
Signature	An. Assessor

Learner Response	
I have read and understood the feedback. I confirm that the work presented in both tasks is my own and mine alone.	
Learner Signature	A. Candidate
Date	

Speaking, Listening and Communicating Learner Assessment Record - Fail

Task Type	Presentation	**Y** / N	Discussion	**Y** / N
Task content	Using sport to improve mental health			
Task date	Task 1: Discussion 16/01/2022 Task 2: Presentation 16/01/2022			

Reasonable adjustments and Special Circumstances	
Reasonable adjustments have been successfully requested and approved for this assessment task.	Y / **N**
Special considerations have been successfully requested and approved for this assessment task.	Y / **N**

Criteria	Detail	Evidenced:
SOS1	Identify relevant information from extended explanations or presentations	X
SOS2	Follow narratives and lines of argument	X
SOS3	Respond effectively to detailed or extended questions and feedback	X
SOS4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	X
SOS5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓
SOS6	Express opinions and arguments and support them with relevant and persuasive evidence	✓
SOS7	Use language that is effective, accurate and appropriate to context and situation	✓
SOS8	Make relevant and constructive contributions to move discussion forward	✓
SOS9	Adapt contributions to discussions to suit audience, purpose and medium	✓
SOS10	Interject and redirect discussion using appropriate language and register	✓

Assessor Feedback
Task 1: You failed to Identify relevant information from extended explanations. Your presentation was interesting, but failed to move beyond narrative and you often repeated what was on screen and did not elaborate. There was little information about benefits – you focused mainly on physical - and what was included was often repeated. You did not take enough time to let information register with the audience and did not engage with the audience appropriately. You failed to respond positively to questions asked of you.

Assessor Feedback
Task 2: You were fairly quiet during the group discussion and did not appear to follow narratives and lines of argument. Similar to the presentation, you did not respond to the information provided and did not ask any relevant or pertinent questions to obtain information of value for either yourself or the group.

Speaking, Listening and Communicating Learner Assessment - Good practice and example tasks

The SLC Handbook gives broad guidance on Assessment Tasks.

Learners must complete both approved activities - **a discussion and a presentation** - to pass the Speaking, Listening and Communicating component.

At both Level 1 and Level 2 the assessment can be completed across more than one session.

A **discussion** is a conversation or debate about a specific topic. There must be a back-and-forth in a discussion – it cannot be a one-way exchange.

Good practice for **discussion** at both Levels

1. Topics should provoke thoughts, questions, differing opinions and views to allow for a range of ideas and to move to a conclusion.
2. learners should be encouraged to evaluate - start with a point of view, support this with evidence and research and think of how and why they could argue against alternative views.
3. Topics can start with a broad focus, but will need to be narrowed down to avoid loss of focus on a line of argument (SOS1) and ability to 'Follow and understand discussions and make contributions relevant to the situation and the subject' (SOS6)
4. Topics should always have a real-world focus - they must be functional and be something that learners would, broadly speaking, discuss in their studies, work or everyday lives.
5. Prepare learners beforehand - allow them to research the topic, practice ways on interacting within a discussion, including rules of turn-taking.

Good practice for **presentation** at both Levels

A **presentation** is a speech or talk given to an audience. This should include a question-and-answer session to provide a second opportunity for discussion and an opportunity for the learner presenting to listen and respond.

1. Presentation topics can be set by the assessor or agreed with the learner. Again, they should be functional.
2. The presentation must lead to appropriate questions from the others in the group (between 2 and 4 other learners).
3. As this is a presentation, there is a focus on how style in spoken language is adapted for the audience being delivered to. learners should consider and research different styles of presentation to meet SOS7: use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.
4. The questions should allow learners to respond effectively and in a detailed way. Consider building in question development as a skill. Avoid generic questions that do not allow for detailed feedback, for example ‘why did you choose this topic’. Listeners should be encouraged to listen and make notes during the presentation, and practice developing questions from what is being presented.

5. learners should use paralinguistic features such as gesture and eye-contact to ensure engagement with the audience - reading from notes/reading out slides without engaging with the audience is discouraged.

Level 1 Scope of Study:

1. Identify relevant information and lines of argument in explanations or presentations.
2. Make requests and ask relevant questions to obtain specific information in different contexts.
3. Respond effectively to detailed questions.
4. Communicate information, ideas and opinions clearly and accurately on a range of topics.
5. Express opinions and arguments and support them with evidence.
6. Follow and understand discussions and make contributions relevant to the situation and the subject.
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection.

Level 2 Scope of Study

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.

Level 1 and 2 Discussion Examples

In most cases these can be used at both levels, or they could be adapted to fit the level and the learner.

These are only suggested examples. The depth of coverage and detail within each area is the difference between Level 1 and Level 2.

Topic area	Choices for learners to research	Structuring the discussion	Considerations
People and roles	1. What are the qualities you admire in people and why? (Level 1 or 2) 2. What do you think is important in a leader or a role model? (Level 2) 3. What features make people in history, work and life memorable? (Level 1 or 2)	Learners should ensure that they speak and listen - make requests and ask relevant questions of others in the discussion to move it on, for example: 'Naresh, what is your view on Jordan's point?' 'Tor, could you expand on that point?' Learners should be encouraged to manage time so that they reach a conclusion and know when to redirect discussion, for example:	Ensure research is done to include relevant information and lines of argument, opinion and evidence. Ensure that learners understand the ways that turn-taking happen during discussions and how to 'step in'.
Technology in the workplace and in everyday life	1. What are the advantages of using technology in the workplace? (Level 1 or 2) 2. What are the benefits of using social media in a workplace setting? (Level 1 or 2) 3. Discuss and agree at least three ways that technology can help people with disabilities and/or learning difficulties. (Level 2) 4. Discuss the dangers of using technology and agree the three biggest dangers that people should be aware of. (Level 1 or 2)		
Workplace/ study issues	1. What are the benefits of working in a team? (Level 1 or 2) 2. What do you think are the most important skills to have in the workplace/in your area of study? (Level 1 or 2)		

	3. What do you feel are the most effective ways to communicate at work/in study? (Level 2) 4. Do you agree that getting the best out of life only happens through hard work? (Level 2)	'Let's go back to the initial idea and finalise our thoughts'.	
Quality of life	1. Discuss and agree three ways that public transport in our area can be improved to benefit all citizens. (Level 1 or 2) 2. What do you feel are the biggest threats to health and wellbeing in today's society? (Level 2). For Level 1, this could be narrowed to discussing areas and ranking them, for example obesity, lack of exercise, the rise of disease/illness, access to healthcare. 3. Discuss whether there should be more funding given to support people with physical health issues or people with mental health issues (Level 2, could be adapted for Level 1). 4. Discuss and agree the three ways that people can manage their money (Level 1 or 2). 5. What are the most significant challenges for public transport in the present time? (Level 2).		

Level 1 and 2 Presentation Examples

In many cases these can be used at both levels, or they could be adapted to fit the level and the learner.

These are only suggested examples. The depth of coverage and detail within each area is the difference between Level 1 and Level 2.

Topic suggested by learner	Assessor's suggestion for development from original suggestion	Structuring the presentation	Considerations
Talking about a new skill.	The advantages and challenges of learning a new skill and why new skills are important.	The learner should have an introduction, for example what the presentation is about. They should make sure there is development of points, covering relevant information and ensuring opinions and ideas are backed up by evidence, for example: • what the new skill you have learnt is • how you learnt it • what the advantages of the skill are • what the challenges were in learning it • how you overcame these They should have a clear conclusion, in this case giving a clear view on why others should learn a new skill.	Plan by thinking where to start and end, and then the key information the learner wants to share. The introduction should engage the listeners from the beginning. Think about a question as an opener, for example: *'What was the last thing you learnt how to do?'* The conclusion should have clarity and impact.

		The learner should then ask for questions.	Questions should allow for developed and detailed responses and should build from points made during the presentation, for example: *'You said that a challenge was getting all of the equipment together to learn this skill. What does the equipment cost?'*
Importance of art and music	The advantages and disadvantages to young people of learning creative skills such as art and music.	The learner should have an introduction, for example what the presentation is about. They should make sure there is development of points, covering relevant information and ensuring opinions and ideas are backed up by evidence, for example: • what creative skills are, for example drawing, painting, music, dance • why creative skills are important in study and work, for example they help young people in other subjects such as drawing in design and technology, they help people develop creativity they may need in employment • the disadvantages, for example public perception of	Plan by thinking where to start and end, and then the key information the learner wants to share. The introduction should engage the listeners from the beginning. Think about a quotation as an opening statement, and then build from it, for example: *'The artist Arnold Schoenberg said 'if it is art, it is not for all, and if it is for all, it is not art'. Should art be for everyone?'*

		these skills, the difficulties faced by people who are not talented in these areas, that time should be spent more on essential English and Maths skills Conclude with a clear view, in this case on whether the advantages outweigh the disadvantages. The learner should then ask for questions.	The conclusion should have clarity and impact. Questions should allow for developed and detailed responses and build from the points made in the presentation, depending on the level, for example: *'You mentioned that creative activities are beneficial to mental health. What research do you have that supports this?'*

Additional suggestions for presentations:

Learner's choice of topic	Assessor's suggestion for development from original suggestion
Why planning is important	For Level 1, this could be 'Why planning for the future is important'. For Level 2, this could be 'Why planning for the future is more important than living in the past'.
Teamwork	For Level 1, this could be 'The importance of teamwork in study and work'. For Level 2, this could be developed to 'Teamwork is more important than working alone and is more difficult to do'.

Why people should travel	For Level 1, this could be ‘The advantages and disadvantages of international travel’. For Level 2, this could be developed to ‘Travel broadens the mind and improves our understanding of culture and diversity, although not everyone agrees’.