

ESOL Skills for life (QCF) – Entry 1 speaking rationale

Salma

Task 1 – candidate photo

| Assessment criteria | Marks | Rationale |
|--|-------|---|
| 1.2 Obtain necessary information from simple verbal communication for a given task | 4 | Salma is able to respond appropriately and promptly to the examiner's questions and indicates understanding with non-verbal gestures. |
| 2.1 Use pronunciation to convey intended meaning | 3 | Salma's pronunciation is mostly clear, however there are occasionally slight errors in enunciation and intonation which can impede communication. |
| 2.2 Use simple language appropriate for context when speaking | 2 | Salma is communicative and produces a couple of sentences using the present simple without error, eg 'My brothers and sister live in Bangladesh.' However, there are errors with word order and in forming other structures of the level: 'My sisters..she wearing is a dress' and 'My wearing, my brother wearing is a Punjabi [suit] and pyjama'. Omissions of particles 'She is here, she's party' may impede communication. |
| 3.1 Provide a short verbal account for a given task | 2 | Salma is able to describe the people in her photograph but needs support and some details are not always clearly explained. |
| 3.2 Convey relevant detail during a simple verbal communication | 4 | Salma can spell her surname clearly and is able to respond to the examiner's question 'Do they live in London?' with pertinent details about her family living in Bangladesh. |
| 4.2 Express simple views clearly during verbal communication | 2 | Salma responds to the examiner's questions but does not give an opinion or express likes and dislikes. |

Task 2 – examiner photo

| Assessment criteria | Marks | Rationale |
|--|-------|--|
| 1.1 Follow the gist of simple verbal communication | 3 | Salma follows the gist and shows her understanding through echoing eg 'You come from Poland' and comments such as 'Ok'. |
| 1.2 Obtain necessary information from simple verbal communication for a given task | 3 | Salma listens and responds appropriately, asking for clarification about the baby's age and where the picture was taken. She misses the examiner's cues regarding how often she goes to Poland. |
| 2.1 Use pronunciation to convey intended meaning | 3 | Salma's pronunciation and intonation is mostly comprehensible. |
| 4.1 Make relevant contributions to discussions | 4 | Salma responds well to the examiner's photos, asking questions 'What colour is the bag?' and extending the conversation by adding 'My favourite colour is pink'. |
| 4.3 Make effective verbal requests to obtain information | 3 | Salma asks relevant Wh- questions and asks about the examiner's family, and where the picture was taken. Salma's use of grammar is not always secure and this reduces the effectiveness of some of her communication, for instance 'Your child, how older is it?', 'Your picture, you take it with you', and 'You can go Poland'. Her question 'Who is it?' seems somewhat inappropriate when asking about a person in a formal situation. |

Whole exam

| Assessment criteria | Marks | Rationale |
|---|-------|--|
| 1.3 Follow single step verbal instructions correctly for a given task | 4 | The candidate responded to single step instructions. |

Overall Salma scores 37 out of 48 for tasks 1 and 2.