

ESOL Skills for life – Level 1 Speaking and Listening Marks and Rationale

**Syeda**

Task 1 – Candidate’s explanation

Assessment criteria	Marks	Rationale
2.2 Use appropriate language in context according to formality	2	Syeda gets the most important part of her message across. However, she uses a narrow range of L1 language – she mainly uses present tenses. Her register is mostly appropriate, although she does not use much formal language, eg she uses ‘you’ll need’ repeatedly.
3.1 Present information using an appropriate structure for a given purpose and audience	3	There is some attempt at structure, eg first of all, after that, but there was not significant signposting for the level. Although she has no real difficulty at getting her message across, she does need some support from the examiner.
3.2 Convey relevant details during verbal communication on straightforward topics	3	She responds to questions with a relevant level of detail and she elaborates on statements with examiner support.

Task 2 – Examiner past event

Assessment criteria	Marks	Rationale
1.1 Obtain relevant information and detail from verbal communication on a straightforward topic	3	She clearly understands most of the story, and she comments and asks questions to show sympathy, but has to be prompted to comment about the driver’s behaviour.
2.1 Use clear pronunciation to convey intended meaning	3	Her pronunciation is clear, and her intonation is sympathetic, but she only uses a reasonable amount of pitch to show attitude, eg ‘that’s very terrible’, ‘must be shocking’.
4.4 Obtain relevant information from others	3	Syeda asks for information throughout the task. She forms a number of questions but they are limited in range and not developed.

Task 3 – Roleplay

Assessment criteria	Marks	Rationale
2.2 Use simple language appropriate for context when speaking	3	She uses a reasonable number of structures and features to achieve the task, eg ‘if they’re interested I’ll let you know’, ‘they would be tired’. She received a little examiner support and got most of her message across.
4.2 Express simple views clearly during verbal communication	3	She expresses her views and opinions reasonably well, eg ‘that would be a good idea’, but she does not elaborate or develop her ideas.
4.3 Make effective verbal requests to obtain information	2	She gets the most important aspects of her message across with support from the examiner. The examiner suggests advertising and emailing, and she confirms these rather than making suggestions or negotiating.

Group discussion

Assessment criteria	Marks	Rationale
1. Obtain relevant information and detail from verbal communication on a straightforward topic	4	Syeda copes well with the listening demands of the discussion and shows evidence through a range of questions, statements, comments and body language that she has understood. She is aware of turn-taking, allowing others to speak, although on one occasion she does talk over another candidate.
3.2 Convey relevant details during verbal communication on straightforward topics	3	Syeda gives details about how on-line resources can improve learners' writing skills, and reports conversations with her children and her own experience. She responds reasonably well to questions, with both long and short answers.
4.1 Contribute constructively to discussion on straightforward topics	2	She didn't ask any successful questions, and her contributions tend to be original rather than linked to other speakers.
4.2 Express views constructively during verbal communication on straightforward topics	3	She expresses views reasonably well, <i>'I feel my writing is getting better every day, we need to learn how to write reports and formal letters, in my opinion this is good, yes.'</i>

Overall Syeda scores 37 out of 52 and achieves a pass.