

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

Abdullah

Task 1 – Candidate’s explanation

Assessment criteria	Marks	Rationale
2.2 Use appropriate language in context according to formality	2	Abdullah uses a range of specialist lexis appropriately to describe the process (eg <i>simmer, sour, bring to the boil</i>), with appropriate register. However, his use of Level 1 language is more limited, with much of the process described in the present simple.
3.1 Present information using an appropriate structure for a given purpose and audience	4	Abdullah clearly structures and sequences his process using discourse markers. He clearly explains his process by giving instructions to the examiner.
3.2 Convey relevant details during verbal communication on straightforward topics	4	Abdullah conveys the details of his process with ease and confidence. He includes relevant details and is able to respond to examiner questions clearly, elaborating with longer answers where appropriate.

Task 2 – Examiner past event

Assessment criteria	Marks	Rationale
1.1 Obtain relevant information and detail from verbal communication on a straightforward topic	4	Abdullah listens and asks relevant questions about the examiner’s journey (although not immediately) and is aware of the turn-taking process. His comments, questions and requests for clarification indicate he has understood the whole conversation.
2.1 Use clear pronunciation to convey intended meaning	4	Abdullah uses clear pronunciation which enables him to get his message across clearly. His use of stress and intonation is appropriate throughout the task.
4.4 Obtain relevant information from others	3	Abdullah uses a range of question types and statements reasonably well to obtain relevant information (<i>Did you check..? She’d moved out. What happened in the end?</i>).

Task 3 – Roleplay

Assessment criteria	Marks	Rationale
2.2 Use simple language appropriate for context when speaking	3	Abdullah uses a range of Level 1 verb forms reasonably well and with appropriate formality. He shows no real signs of getting his message across.
4.2 Express simple views clearly during verbal communication	3	Abdullah expresses views reasonably well, using an appropriate range of lexical phrases. He elaborates and justifies his point of view (eg about health) with occasional support from the examiner, but shows no real signs of difficulty in getting his message across.
4.3 Make effective verbal requests to obtain information	3	Abdullah was able to offer some ideas reasonably well and provides contrasts in response to the examiner (eg <i>...may not suit...</i>). He is able to plan action reasonably well (<i>I’ll let you know by Friday</i>).

Group discussion

Assessment criteria	Marks	Rationale
1.1 Obtain relevant information and detail from verbal communication on a straightforward topic	4	Abdullah easily obtains all of the information during the discussion. He asks for clarification by checking back and responds appropriately to questions. He uses intonation to indicate surprise. He therefore demonstrates that he has understood the whole conversation.
3.2 Convey relevant details during verbal communication on straightforward topics	4	Abdullah conveys details with ease and confidence. He includes specific and relevant details, develops ideas and elaborates when asked questions.
4.1 Contribute constructively to discussion on straightforward topics	4	Abdullah is able to identify the main points during the discussion and links his contributions clearly. He asks about opinions (<i>What do you think? Do you have another idea?</i>) and responds clearly.
4.2 Express views constructively during verbal communication on straightforward topics	4	Abdullah expresses his views using a good range of lexical phrases for the level (<i>I struggle with... We need to sort this out... I was thinking... It really helps...</i>) and is able to elaborate and justify his opinion clearly which forms the basis of the agreed plan.

Overall Abdullah scores 46 out of 52 and achieves a pass.