

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

Mahmuda

Task 1 – Candidate’s explanation

Assessment criteria	Marks	Rationale
2.2 Use appropriate language in context according to formality	3	Mahmuda uses an appropriate range of specialist lexis in her process (<i>stick, glue gun, shape, design</i>) and uses appropriate register and formality. She uses Level 1 language reasonably well and shows no real signs of difficulty in getting her message across.
3.1 Present information using an appropriate structure for a given purpose and audience	3	Mahmuda structures her process reasonably well with introduction, materials/tools and steps. She uses an appropriate range of sequence markers.
3.2 Convey relevant details during verbal communication on straightforward topics	3	Mahmuda shows no real signs of difficulty in conveying details and developing her ideas. She responds to questions appropriately (eg <i>using different types of glue</i>).

Task 2 – Examiner past event

Assessment criteria	Marks	Rationale
1.1 Obtain relevant information and detail from verbal communication on a straightforward topic	2	Mahmuda appears to misunderstands the examiner’s narrative and does not hear when he says the visit was planned (<i>You didn’t inform her before going there.</i>) Her responses therefore indicate she has understood only half of the conversation.
2.1 Use clear pronunciation to convey intended meaning	3	Mahmuda uses stress and intonation appropriately and naturally when talking about the experience becoming a family joke. She uses pronunciation reasonably well in the conversation overall.
4.4 Obtain relevant information from others	2	Mahmuda uses some questions and statements to obtain information (<i>What happened? Did you...? You went there by car.</i>), but the range and number is limited and so achieves the criterion at a minimum level.

Task 3 – Roleplay

Assessment criteria	Marks	Rationale
2.2 Use simple language appropriate for context when speaking	2	Mahmuda uses appropriate register and formality during the role play. Although she uses some Level 1 language (<i>we have to think about... It would be better if...</i>) the overall range is somewhat limited and so she only gets the most important aspects of her message across.
4.2 Express simple views clearly during verbal communication	3	Mahmuda is able to express her views and ideas reasonably well, elaborating on her opinion. Although she does not use a wide range of language to express her views, she shows no real signs of difficulty in getting her message across.
4.3 Make effective verbal requests to obtain information	3	Mahmuda plans action reasonably well and she responds to the examiner’s suggestions by contrasting with her own ideas and opinions.

Group discussion

Assessment criteria	Marks	Rationale
1.1 Obtain relevant information and detail from verbal communication on a straightforward topic	4	Mahmuda easily follows the discussion, making relevant comments to demonstrate she has understood the whole conversation. She uses intonation to indicate she is sympathetic to Rashpal's responsibilities of family and work. She respects the turn-taking conventions.
3.2 Convey relevant details during verbal communication on straightforward topics	4	Mahmuda conveys relevant details with ease and confidence, getting her message across clearly. She elaborates and develops ideas and responds to questions.
4.1 Contribute constructively to discussion on straightforward topics	4	Mahmuda links her own contributions to those of others, responding to their feelings and opinions. She is able to get her message across clearly.
4.2 Express views constructively during verbal communication on straightforward topics	3	Mahmuda expresses her views reasonably well. She elaborates and develops Kazi's ideas on time management and classwork with examples, but she uses a limited range of lexical phrases to express her views.

Overall Mahmuda scores 39 out of 52 and achieves a pass.