TRINITY
COLLEGE LONDON

ESOL Skills for Life – Entry 2 Speaking and Listening marks and rationales

LANYA | Overall, she scores 37 out of 44 and achieves a pass.

Task 1 – Candidate's photo

Assessment criteria		Marks	Rationales
2.2	Use straightforward language appropriate for context	4	Lanya uses straightforward language with ease and confidence. She uses a range of past simple verbs with accuracy (*was*, *went*, *tried*, *ate*) and she uses a comparative without support (Everything is expense – more expensive than…). She gets her message across clearly.
3.1	Provide relevant information to others	4	Lanya provides information with ease and confidence. She responds promptly and appropriately to the examiner's requests for information and answers questions using long and short answers and recognises a comparative question. She gets her message across clearly.
3.2	Provide a verbal account for a given task	4	Lanya provides a short verbal account of her trip to Berlin with ease and confidence. She gives an explanation about the trip and the cost of the hotel without support. She provides a short description of the people and place and uses a range of adjectives (*friendly*, *amazing*, *crowded*, *expensive*). She therefore gets her message across clearly.

Task 2 – Examiner's photo

Assessment criteria		Marks	Rationales
1	Obtain necessary information from straightforward verbal communication	3	Lanya listens to the details of the examiner's account and responds by saying *that's nice* and *that's great* to confirm some understanding. Through her responses and questions, she appears unsure if the event is past or future and so she extracts the key information to demonstrate she has understood most of the conversation.
2.2	Use straightforward language appropriate for context	2	Lanya appears to miss the examiner's cue that the photo is about a future event and uses past simple (*How did you get it?*) and *want to* rather than *going to* or present continuous for the future. Some of her questions are not always clear or accurate (*Do you find something for eat?*). Lanya therefore meets the assessment criterion at a minimum level, achieving the communicative aim by getting the most important aspects of her message across.

Task 3 – Role play

Assessment criteria		Marks	Rationales
2.1	Use pronunciation to convey intended meaning	4	Lanya articulates sounds and uses stress and intonation with ease and confidence. She is easily understood.
3.1	Provide relevant information to others	3	Lanya listens and responds to the examiner's requests for information, and she recognises and responds to a comparative question. She needs some support to understand the examiner's prompt about facilities in the library and her response to the examiner's question about why she likes romantic books is not entirely appropriate. She therefore provides information reasonably well, showing no real signs of difficulty in getting message across.
4.3	Obtain specific information from others	2	Lanya signals lack of understanding and asks for clarification (*Sorry I don't understand that question*). She makes one request (*Can I borrow, please?*) but she does not ask questions, missing opportunities to ask about facilities and opening times when prompted by the examiner. She therefore meets this criterion at a minimum level.

Task 4 – Group discussion

Assessment criteria		Marks	Rationales
4.1	Make appropriate contributions to discussion	4	Lanya follows the gist of the discussion and makes relevant contributions. She links her contributions to that of the other speaker by mentioning that her dad loves engineering, and she invites contributions (*What about you?*). She gets her message across clearly and without support.
4.2	Express views clearly	4	Lanya expresses views clearly. She expresses likes (*I like sleeping*), gives views, wishes and opinions (*I want to go to Cornwall, but I think it's not sandy beaches...*) and gives reasons (*I want to open my business, so I need some practice...*).
4.3	Obtain specific information from others	3	Lanya shows no real signs of difficulty in obtaining information from the other candidate. She asks two questions, with appropriate rising intonation and she shows interest (*That's great* and *That's really nice*).