

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

**NIDA** | Overall, he scores 41 out of 56 and achieves a pass.

**Task 1 – Candidate's presentation**

Assessment criteria	Marks	Rationales
2.1 Use clear pronunciation to convey intended meaning	3	Nida's pronunciation is reasonably clear during the presentation. She articulates sounds reasonably well, although some sounds are less clear eg <i>things, environment, adversely</i> . She uses appropriate intonation on the whole ( <i>Can you believe it?</i> ) but sometimes her intonation is a little flat in longer utterances. Overall, she shows no real sign of difficulty in getting her message across.
2.2 Use appropriate language in context according to formality	2	Nida delivers her presentation using appropriate formality and lexis for the topic ( <i>single-use plastic, decompose, disposal, discard</i> ). Although her statements are accurate ( <i>...which is increasing..., is thought to be...</i> ), she uses a limited range of more complex forms appropriate for Level 2. She therefore meets this criterion at a minimum level.
3.1 Present relevant information in a logical sequence for a given purpose and audience	3	Nida presents information in a logical sequence overall and sets out her plan for her presentation at the start. She describes the situation with microplastics, and there is some persuasion ( <i>We must do something</i> ). She elaborates on the main points by giving examples ( <i>...which we discard</i> ) and statistics. She shows no real signs of difficulty in getting her message across.

**Task 2 – Examiner and candidate's discussion**

Assessment criteria	Marks	Rationales
1 Obtain relevant detail from extended verbal communication	4	Nida listens and responds to the examiner's short and extended turns with ease and using appropriate formality. She links her contributions to what the examiner says or asks, eg about the response of individuals to plastic pollution and what the situation might be in 10 years' time. Her responses indicate that she has understood the whole conversation.
3.2 Convey relevant detail during communication	3	Nida responds to detailed and extended questions reasonably well. She does not always use discourse markers when constructing extended answers, but she shows no real signs of difficulty in getting her message across.
4.1 Contribute to discussion and express views constructively	4	Nida contributes and expresses views and opinions with ease and confidence. She expresses agreement with the examiner and supports her opinions and arguments with evidence and statistics, eg on the citizen's role and the length of time microplastics take to decompose. She gets her message across clearly.

### Task 3 – Role play

Assessment criteria	Marks	Rationales
2.1 Use clear pronunciation to convey intended meaning	3	Nida's pronunciation is mostly clear. She articulates sounds and is understood. Her intonation is a little flat at times which impacts on her ability to convey nuances of meaning during the role play.
2.2 Use appropriate language in context according to formality	2	Nida's language is appropriate in register and level of formality, and she makes mostly accurate statements. She uses reported speech ( <i>I asked my neighbours if I could laundry, but they said no</i> ) and some complexity ( <i>Is there any way in which...</i> ) but she uses a limited range of Level 2 grammatical forms and complex forms. She therefore meets this criterion at a minimum level.
4.2 Respond to others constructively to move discussion forward	3	Nida responds constructively and makes relevant contributions explaining the difficulties of not having a washing machine. She offers critical opinion sensitively and responds constructively to the examiner by giving a suggestion to resolve the problem. She shows no real signs of difficulty in getting her message across.
4.3 Obtain relevant information from others	2	Nida uses softening and introductory phrases ( <i>I'm sorry but..., ...it's just that...</i> ) and a request ( <i>If you could please..., Is there any way in which you can...?</i> ). However, she does not ask direct questions and so meets this criterion at a minimum level.

### Task 4 – Group discussion

Assessment criteria	Marks	Rationales
1 Obtain relevant detail from extended verbal communication	4	Nida easily obtains all of the information during the discussion. She listens, responds and links her own contributions to those of the other candidate, with appropriate formality. Her responses indicate she has understood the whole conversation.
4.1 Contribute to discussion and express views constructively	3	Nida contributes reasonably well, expressing her views about computer games and supporting her arguments with evidence (eg about how computer games help motor skills). She agrees ( <i>That's a very good point, I totally agree with you...</i> ) and makes suggestions ( <i>...parents should actively control...</i> ) showing no real signs of difficulty in getting her message across.
4.2 Respond to others constructively to move discussion forward	3	Nida makes relevant contributions during the discussion, eg about parental control, passwords and age limits. Although she does not offer critical opinion, her contributions are relevant and help to move the discussion forward by offering solutions ( <i>If they play games in moderation and set time slots...</i> ). She shows no real signs of difficulty in getting her message across.
4.3 Obtain relevant information from others	2	Nida uses phrases for softening and requests ( <i>That's a good point, I would like to suggest that...</i> ). Although she asks two questions, they are rather simple for the level ( <i>What do you think about violence in computer games?, Do you think kids under 16 should be playing these games?</i> ) and she could have made more requests for her partner's opinions. She therefore meets this criterion at a minimum level by getting the most important aspects of her message across.