ESOL Skills for Life - Speaking & Listening
Entry 1 sample videos
Trinity marks and rationales

Trinity Certificates in ESOL Skills for Life

Entry 1
Speaking and Listening
sample performances

Trinity marks and comments on candidate performance

Introduction
These notes should be used in conjunction with the DVD/website examples of Trinity ESOL examinations. These video samples were filmed under real exam conditions. Sometimes short edits have been made but these examinations are a true record of what Trinity examinations are all about. They are not presented as examples of 'best practice' and do not attempt to show the perfect examination from either the candidate's or examiner's perspective. Trinity oral examinations are a direct test of a candidate's interactional skills and therefore all the human factors of normal everyday interaction have to be taken into account when observing them.

Whilst you're watching, concentrate on the specific task type as well as on the language and communicative strategies used by the candidate. Refer to the Entry 1 syllabus for the task-specific mark schemes for each task. The generic performance descriptors, which are listed in our Introduction Booklet, have been reproduced below, for your reference. Trinity examiners use these to decide the extent to which a candidate has achieved the criteria stated in the task-specific mark scheme.

There are four samples of Entry 1 (Trinity Certificates in ESOL Skills for Life Speaking and Listening Entry 1) exams.

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Generic performance descriptors - Speaking and Listening

These generic descriptors are to be used in conjunction with the Task-specific mark scheme for each task at each level.

For each task at each Entry level, the examiner uses the three generic band performance descriptors to assess the candidate's performance on a 4-point scale.

For each task at Level 1 and Level 2, the examiner uses the three generic band performance descriptors to assess the candidate's performance on a 7-point scale.

Assessment strands	Secure pass	Pass	Below pass
Coverage of component skills, knowledge and understanding of the level 1. Speak to communicate 2. Listen and respond 3. Engage in discussion	The candidate's contributions provide sustained evidence of good coverage of the relevant component skill/s, knowledge and understanding throughout the task in each of the three standards. The candidate achieves the communicative purpose of the task with ease and independently without the need for support from the examiner.	The candidate's contributions provide some evidence of coverage of the relevant component skill/s, knowledge and understanding in each of the three standards. The candidate achieves the communicative purpose of the task but may need some support from the examiner to do so.	The candidate's contributions provide limited evidence of coverage of the relevant component skill/s, knowledge and understanding in each of the three standards. The candidate only partially achieves the communicative purpose of the task even with the support of the examiner.
4. Accuracy, range and appropriacy of the key language items of the level	The candidate uses a wide range of specified items successfully. These are well controlled and are used appropriately and consistently throughout the task. There are few inaccuracies.	The candidate attempts to use a range of the specified items. The candidate's contributions are mostly appropriate for the task and are generally well controlled although some inaccuracies may be evident but do not impede communication.	The candidate produces very few samples of the key language items. These are not well controlled and inaccuracies can impede communication. The candidate's contributions may not, at times, be appropriate for the task.

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Entry 1

Mina
Please note this examination reflects the 2006 Entry 1 syllabus.

Overall result: Pass (16/21)

Results breakdown: Task 1: 3,2,3,2   Task 2: 2,2,2

Task 1	Mark
Speak to communicate (Sc)	3 ~~2~~ 1 0
Listen and respond (Lr)	~~3~~ 2 1 0
Engage in discussion (Ed)	3 ~~2~~ 1 0
Accuracy, range and appropriacy (ARA)	~~3~~ 2 1 0
Task 2	
Speak to communicate (Sc)	3 ~~2~~ 1 0
Listen and respond (Lr)	3 ~~2~~ 1 0
Accuracy, range and appropriacy (ARA)	3 ~~2~~ 1 0

Task 1
Mina is well prepared for this exam and is able to ask and answer questions in Task 1 with ease. Though she does not use a wide enough range of the structures, her question formation is generally sound (with the exception of *Are you like your job?*) She also extends turns with the examiner both on the topics of flats and children, demonstrating that she can engage in discussion.

Task 2
In task 2, Mina falters a little, when following directions, giving directions (*I go*) and asking questions (*Where is the direction market?*). However, she is accurate using prepositions and stating simple directions and is a clear pass here.

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Entry 1

Mona
Please note this examination reflects the 2006 Entry 1 syllabus.

Overall result: Pass (14/21)

Results breakdown: Task 1: 2,2,2,2   Task 2: 2,2,2

Task 1	Mark
Speak to communicate (Sc)	3 **2** 1 0
Listen and respond (Lr)	3 **2** 1 0
Engage in discussion (Ed)	3 **2** 1 0
Accuracy, range and appropriacy (ARA)	3 **2** 1 0
Task 2	
Speak to communicate (Sc)	3 **2** 1 0
Listen and respond (Lr)	3 **2** 1 0
Accuracy, range and appropriacy (ARA)	3 **2** 1 0

Task 1

Mona is able to make simple statements about herself and uses the formations: *be, present simple, present continuous* and *have*, when needed. Her question formation, especially with the use of 'do' affects her accuracy (*You have children? You live in flat?*). Mona attempts to respond to the examiner's answers with responses such as *nice name, okay* but she does not extend turns and mishears the question *Do you live in a big flat?*

Task 2

In task 2, Mona shows good understanding of prepositions and can follow instructions. During the map-reading section, Mona cannot follow the directions correctly and states the wrong information when prompted. She becomes more confident when asked to give authentic directions though she hesitates at some stages.

Mona does require examiner support at some stages of the examination in order to complete the tasks but she performs satisfactorily and attains a pass at this level.

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Entry 1

Michal
Please note this examination reflects the 2008 Entry 1 syllabus.

Overall result: Pass (14/21)

Results breakdown: Task 1: 2,2,2,2   Task 2: 2,2,2

Task 1	Mark
Speak to communicate (Sc)	3 **2** 1 0
Listen and respond (Lr)	3 **2** 1 0
Engage in discussion (Ed)	3 **2** 1 0
Accuracy, range and appropriacy (ARA)	3 **2** 1 0
Task 2	
Speak to communicate (Sc)	3 **2** 1 0
Listen and respond (Lr)	3 **2** 1 0
Accuracy, range and appropriacy (ARA)	3 **2** 1 0

Task 1
Sc The candidate speaks very clearly although his speech is quite stilted. **Lr** Michal responds well to the examiner's questions and asks relevant follow-up questions to demonstrate his understanding. However, he does need some support from the examiner. **Ed** He engages well in the discussion, though he is perhaps a bit hesitant sometimes. **ARA** He attempts to use some language above his level (present perfect) and is quick to understand and use new vocabulary ('gardening'). However, he does make mistakes with the third person and fails to use articles.

Task 2
Sc Michal is appropriately polite and uses the correct terminology for the task. However, he doesn't use any discourse markers and speaks quite slowly, which make the directions quite difficult to follow. **Lr** He checks his understanding by repeating the examiner and asking 'Pardon?'. However, he has some difficulty following the instructions and needs support from the examiner. **ARA** Michal's language is appropriate although there are some inaccuracies with articles.

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Entry 1

Anna
Please note this examination reflects the 2010 Entry 1 syllabus.

Overall result: Secure Pass (20/21)

Results breakdown: Task 1: 3,3,3,3   Task 2: 3,3,2

Task 1	Mark
Speak to communicate (Sc)	~~3~~ 2 1 0
Listen and respond (Lr)	~~3~~ 2 1 0
Engage in discussion (Ed)	~~3~~ 2 1 0
Accuracy, range and appropriacy (ARA)	~~3~~ 2 1 0
Task 2	
Speak to communicate (Sc)	~~3~~ 2 1 0
Listen and respond (Lr)	~~3~~ 2 1 0
Accuracy, range and appropriacy (ARA)	3 ~~2~~ 1 0

Task 1
Anna speaks very clearly, easily making herself understood throughout the exchange and making appropriate comments or questions to show that she has understood the examiner on most occasions. The interaction has the quality of a true exchange which Anna is able to participate in independently and without support from the examiner. She demonstrates a wide range of key language items appropriately and with a good degree of accuracy during this task.

Task 2
In Task 2, Anna still speaks in a clear and confident manner and is able to easily get her message across without support from the examiner. She follows the examiner's instructions well, although initially she seems unsure about the word 'between'. However, Anna is rather more inaccurate in this task than in the first, with such statements as '*Pen is under*', '*Where is bus station?*' and '*Go out classroom*'. These do not impede communication and her contributions are mostly appropriate for the task.