

ESOL Skills for life – Entry 2 Speaking and Listening Marks and Rationale

**Evelyn**

Task 1 – Candidate photo

Assessment criteria	Marks	Rationale
2.2 Use straightforward language appropriate for context when speaking	4	Evelyn uses a wide range of language and lexis for Entry 2 accurately, particularly the past, and gets her message across with ease.
3.1 Provide relevant information to others during straightforward verbal communication	4	She gives fluent responses with additional information and elaboration, eg <i>'it's not jollof rice, it's fried rice'</i> .
3.2 Provide a verbal account for a given task	4	Evelyn gives a short account of friends dancing at a wedding celebration, she explains about the clothes guest were wearing and she effectively describes clothes and people, using adjectives to add interest.

Task 2 – Examiner photo

Assessment criteria	Marks	Rationale
1. Obtain necessary information from straightforward verbal communication for a given task	3	She asks relevant questions about Barcelona and food, but does not extract the main points about the future holiday and visit to the examiner's sister.
2.2 Use straightforward language appropriate for context when speaking	3	Evelyn uses grammar and lexis suitable for Entry 2 with accuracy, apart from going to and present continuous for future use. She uses compound sentences eg <i>'I can see it's a beach but what beach is this?'</i>

Task 3 – Roleplay

Assessment criteria	Marks	Rationale
2.1 Use pronunciation to convey intended meaning	4	Evelyn's speech is clearly comprehensible and her meaning understood. Her articulation of 'th' is /d/, but this does not impede communication. Her stress and intonation is appropriately controlled for Entry 2.
3.1 Provide relevant information to others during straightforward verbal communication	4	She apologises and gives a reason, agrees with the examiner, gives an explanation and makes a suggestion to remedy the situation. She confirms arrangements for homework with ease and confidence, and she gives some personal information, eg she's a carer, and who her friend is.
4.3 Obtain specific information from others	2	She doesn't ask for any details about the homework or what had been studied in the missed class, apart from <i>'can you repeat the class?'</i> . She was given support to ask those questions.

Group discussion

Assessment criteria	Marks	Rationale
4.1 Make appropriate contributions to discussion	4	Evelyn contributes to discussion, linking contributions to other students' experiences about their children. She gives a full account of her free time activities and indicates agreement ( <i>'English is good'</i> ).
4.2 Express views clearly during verbal communication	4	She expresses likes and dislikes very clearly ( <i>I love music. I love listening to people sing but I can't sing</i> ). She speaks effectively about her feelings, and wanting to get closer to her daughter whom she had spent time away from. She follows up her opinions with reasons.
4.3 Obtain specific information from others	4	She asks several questions with good intonation, eg <i>'gym to get fit or because of your diabetes?'</i> She shows interest in her colleagues and follows up on responses.

Overall Evelyn scores 40 out of 44 and achieves a pass.