

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

**Sakila**

Task 1 – Candidate presentation

| Assessment criteria  | Marks | Rationale   |
|--|-------|---|
| 2.1 Use clear pronunciation to convey intended meaning                         | 4     | Sakila communicates with ease and confidence, speaking fluently using stress and intonation to convey meaning and persuasion.   |
| 2.2 Use appropriate language in context according to formality                 | 3     | Sakila uses formal register effectively, and displays a good range of vocabulary and functions, eg <i>'apart from that'</i> , <i>'students will have more exposure,'</i> <i>'to enhance teaching and learning'</i> . However, she does not use any conditionals or complex tense forms, relying on present tenses.  |
| 3.1 Present information in a logical sequence for a given purpose and audience | 3     | Sakila defines, describes and gives persuasive advantages of the communications technology in the classroom. She presents detailed information and ideas in a logical sequence, using signposting such as: <i>'Let me start by saying what technology is ... so why communications technology'</i> . She elaborates on many points by giving examples and lists. However, her presentation is one sided, and she does not compare or list any disadvantages of communications technology. |

Task 2 – Presentation discussion

| Assessment criteria  | Marks | Rationale   |
|--|-------|---|
| 1. Follow the gist of verbal communication                                 | 4     | Sakila listens and responds appropriately adapting to the speaker and context and responding the speaker's attitude by defending Communication Technology and linking all her contributions to the examiners comments and questions. She listens attentively to both short and longer turns and her turn taking is very good. She is appropriately formal and polite. She understands the entire interaction without any support.                               |
| 3.2 Obtain necessary information from straightforward verbal communication | 4     | Sakila responded to detailed and extended questions about Twitter/Facebook, cyber-security and teacher workload. She constructs very coherent extended answers covering more than point, eg, Twitter/Facebook are widely used, groups can be set up a tutor, using these can actively help students to use what they already have as part of their lives. She communicates with ease and confidence and gets her message across clearly and without any support |
| 4.1 Use pronunciation to convey intended meaning                           | 4     | Sakila defends her opinions and confidently, politely refuting the examiner's scepticism on online safety and teacher workload. She expresses her views and opinions and quite a lot of disagreement, supporting her arguments with evidence and defending her views very persuasively. She gets her message across very clearly without support.   |

Task 3 – Roleplay

| Assessment criteria   | Marks | Rationale   |
|---|-------|---|
| 2.1 Use clear pronunciation to convey intended meaning          | 4     | Pronunciation and stress are clear and assertive without being harsh. Her tone is patient, warm and appropriate to the situation and she gets her message across confidently.   |
| 2.2 Use appropriate language in context according to formality  | 4     | Salika uses a wide range of L2 language accurately including complex forms: <i>'When I spoke to her she said we should be able to manage it our ourselves'</i> . She effectively uses functional language: <i>'I totally understand that', 'It's creating more pressure on you', 'I'm not saying', 'That was understandable'</i> . Her level of formality is very appropriate to the situation of two classmates and her language and lexis very appropriate to register. She gets her message across clearly and without support.  |
| 4.2 Respond to others constructively to move discussion forward | 4     | Sakila's contributions are very relevant and she helps to move the discussion forward by suggesting her colleague speaks to his manager about his shift and by suggesting he needs to be more committed: <i>'you need to be committed ... you are putting yourself in a very difficult position, always rushing around'</i> She uses some appropriate phrases for interruption and change of topic: <i>'I am not saying there is anything wrong with that, but ... I am trying to help you ... I would definitely arrive early.'</i> She communicates her message with ease and confidence. |
| 4.3 Obtain relevant information from others                     | 3     | Salika does not many requests or ask questions, although she does ask, <i>'So you're late again today?', 'What do you think?' 'Don't you think you should be more organised?'</i> Her comments and responses show she has understood the situation well and through discussion she obtains the information that her colleague works shifts. She uses some introductory phrases/softeners such as: <i>'I am not saying anything is wrong with that but... ', 'I am trying to help you'</i> .   |

Task 4 – Group discussion

| Assessment criteria   | Marks | Rationale   |
|---|-------|---|
| 1. Obtain relevant detail from extended verbal communication    | 4     | Sakila easily obtains all of the information provided by her partner, asking relevant question, eg <i>'What do you think about... What do you feel about... Do you think we can actually solve this problem? What do you think about the crime rate? What can we do about that?'</i> She makes very appropriate gestures to demonstrate that she has understood the whole interaction. She links all of her contributions to that of her partner on a broad range of topics, eg adding the idea of a car pool to solve the transport problems in a city. She responds with appropriate informality appropriate to her class mate. |
| 4.1 Contribute to discussion and express views constructively   | 4     | Sakila gets her message across with ease and confidence and expresses her views, eg <i>'I also feel that there are more ways for us to expand our networks... I think, one thing for me that basically affects... I think we can't avoid escaping these things ourselves...'</i> She supports her opinions with evidence: <i>'it helps developing careers because lots of companies invest in cities.'</i> She makes suggestions eg controlling stress, car sharing and using public transport to reduce pollution. She uses appropriate phrases for interruption/change of topic.  |
| 4.2 Respond to others constructively to move discussion forward | 3     | Sakila's contributions are very relevant on the pros and cons of living in cities and she helps to move the discussion forward by asking what can be done to solve the problem of a rushed and stressful life and the crime rate. She moves the conversation on to discuss personal responsibility, thus offering constructive criticism. She gets her message across clearly.  |
| 4.3 Obtain relevant information from others                     | 4     | Sakila's requests and questions are very appropriate for the situation, eg <i>'what else do you think about living in a city?', 'how do you feel?', do you think we can actually solve this problem?', 'what do you think about the crime rates?'</i> She uses introductory phrases and softeners, eg <i>'I also feel that'; 'Yes definitely'; 'True, very true'; 'We talked about'.</i>  |

Overall Sakila scores 52 out of 56 and achieves a pass.