## ESOL Skills for life (QCF) – Entry 2 speaking rationale

Agris

Task 1 – candidate photo

| Assessment criteria | Marks | Rationale |
|---|---|---|
| **2.2** Use straightforward language appropriate for context when speaking | 1 | Agris seldom speaks in complete sentences and although he communicates his message, he produces very little of the language of the level except for occasional use of 'was' and therefore does not meet the assessment criteria. |
| **3.1** Provide relevant information to others during straightforward verbal communication | 2 | Agris responds to the examiner's requests for information and gives personal information about his family. He provides some limited details about the day out but often gives very short answers and does not develop the conversation. He needs support to get his message across. |
| **3.2** Provide a verbal account for a given task | 2 | Agris provides brief descriptions of his family and the day out.  He describes the rollercoasters and the weather and uses some suitable adjectives such as 'interesting', 'dangerous', 'warm' but he needs support and doesn't give an account of their activities at the theme park. |
| **4.2** Express views clearly during verbal communication | 2 | Agris attempts to give an opinion about the day out 'was very very lucky' but doesn't effectively explain likes and dislikes or give reasons and displays some difficulty in getting his message across. |

Task 2 – examiner photo

| Assessment criteria | Marks | Rationale |
|---|---|---|
| **1.1** Follow the gist of verbal communication | 3 | Agris responds through nodding and 'hmm' to indicate that he is following the gist but he does not always pick up on clues or respond appropriately. |
| **1.2** Obtain necessary information from straightforward verbal communication | 3 | Agris is able to ask questions to obtain further details about the examiner's plans for swimming and he checks understanding by asking the examiner if she lives in Poland and asking 'and this is her cousin?' |
| **2.1** Use pronunciation to convey intended meaning | 3 | It is possible to understand Agris, his pronunciation is quite clear and he uses stress patterns appropriately. |
| **4.1** Make appropriate contributions to discussion | 2 | Although he asks some questions, his own contributions in response to the examiner are quite limited. He misses the examiner's cues about her future plans and so doesn't reply appropriately until her third prompt. |
| **4.3** Obtain specific information from others | 3 | Agris asks a few relevant questions about the picture including the age of the examiner's daughter at the time of the photo and about the temperature of the water.  He asks for clarification 'Can your daughter, can she swim?' |

Task 3 – roleplay

| Assessment criteria | Marks | Rationale |
| --- | --- | --- |
| **1.2** Obtain necessary information from straightforward verbal communication | 3 | Agris understands the requirements of the task and initiates with 'I want to work in your shop'. Despite some hesitancy in his responses, he understands most of the conversation as he is able to explain that he has no experience in retail and that he has worked in construction. He also understands the job is part-time and that the staff work in shifts. |
| **2.1** Use pronunciation to convey intended meaning | 3 | His pronunciation and intonation are mostly clear and easily understood. |
| **2.2** Use straightforward language appropriate for context when speaking | 2 | Although Agris understands and responds appropriately, communication is at a minimal level due to inaccuracies of grammar and omission of key verbs or past tense eg 'Sorry, not have got any experience', 'last job I'm in construction', 'I try first time work in shopping' and 'maybe I can morning shifts, no?' |
| **3.1** Provide relevant information to others during straightforward verbal communication | 3 | Agris provides relevant details and personal information about his work experiences 'I can replace doors, windows and floors' and work preferences but needs some support. |
| **4.3** Obtain specific information from others | 2 | Agris asks 'When I could start?' but little else in terms of requests or asking for factual information. |

Whole exam

| Assessment criteria | Marks | Rationale |
| --- | --- | --- |
| **1.3** Follow straightforward verbal instructions correctly for a given task | 4 | Agris follows all the examiner's instructions with relative ease and conducts all parts of the exam as requested without additional support. |

Overall Agris scores 38 out of 60 for Tasks 1, 2 and 3.