

ESOL Skills for life (QCF) – Entry 3 speaking rationale

Lana

Task 1 – candidate photo

Assessment criteria	Marks	Rationale
2.1 Use clear pronunciation to convey intended meaning	4	Lana's pronunciation, intonation and stress patterns are appropriate and used to convey meaning and reactions very clearly.
2.2 Use appropriate language in context according to formality	3	On the whole, Lana's control of tenses is secure despite some slips eg 'we decide', 'more flat' etc. There is evidence of some Entry 3 grammar as well as compound and complex sentences but the range is not extensive. There is some repetition such as 'really really' 'dirty' 'very big sea/very big mountains' and some unusual lexis and collocations such as 'unexpected', 'so hospitality' 'piece of memory' but these do not impede communication.
3.1 Present information using an appropriate structure for a given purpose	3	Lana's story is well-structured and easy to follow. She describes her story in reasonable detail which gives a good picture of the event.
3.2 Provide a verbal account of relevant information for a given audience	4	Lana recounts her experience well and gives good descriptions of the bad weather, the mountains and the hospitality of the people. She expresses her opinion easily, she contrasts the Ukraine and Georgia and despite some errors, she uses appropriate lexis.
3.3 Convey relevant detail during verbal communication	4	Lana responds confidently and appropriately to the examiner's questions and develops further ideas by recounting her own experiences in the rural areas.

Task 2 – examiner's dilemma

Assessment criteria	Marks	Rationale
1.1 Follow the gist of straightforward verbal communication	4	Lana follows the gist of the examiner's dilemma with no difficulty and understands what the examiner considers to be important.
1.2 Obtain relevant detail from straightforward verbal communication	4	Lana asks questions about where the examiner currently lives, the ages of her children and why she feels the need to move out of London. She responds appropriately about the cost of living.
2.1 Use clear pronunciation to convey intended meaning	4	Lana's pronunciation, use of intonation and use of stress are clear and easily understood.
4.1 Contribute constructively to discussion on straightforward topics	4	Lana asks a variety of question types such as 'Will they have a chance to...?' 'How often do you go out with them?' which are usually accurately formed and appropriate. She uses lexis such as 'overwhelmed', indicating her ability to follow and respond to the examiner's doubts, and her contributions are polite and relevant. Her body language demonstrates that she understands the real dilemma of the situation.
4.2 Express views constructively during verbal communication on straightforward topics	2	Although she is sympathetic to the situation and asks questions, Lana does not really give her opinion or express her own feelings on the issue.
4.4 Obtain relevant information from others	4	Lana asks a number of questions to explore both sides of the issue and obtain specific details such as 'And you live in central London?' and 'Are you overwhelmed by the city?' and 'If you have a chance to...? Lana is always polite and uses the appropriate register for the task, using a pre-request 'May I ask you about their age?'

Task 3 – roleplay

Assessment criteria	Marks	Rationale
1.2 Obtain relevant detail from straightforward verbal communication	4	Lana understands the task and responds straightaway to the request for ideas to refit the kitchen area for staff. She understands the details and responds appropriately.
2.2 Use appropriate language in context according to formality	4	Lana uses a wide range of structures 'We need to have..', 'For ten people ...' and 'There is a lot of space..''Are you able to buy...? ' it is better to...'' to initiate and develop her ideas. She uses compound and complex sentences and 'wh' questions with a good level of accuracy.
3.2 Provide a verbal account of relevant information for a given audience	4	Lana is aware of the formality of the situation and explains reasons for her suggestions eg ' I think it's really necessary to have a big table because...'. She uses appropriate lexis for the situation.
4.3 Plan action with others for a given task	3	Lana asks relevant questions and makes viable suggestions about a table, a good quality microwave, cooler and the omission of a TV. When advised that there is a low budget of £1000, Lana prioritises, suggesting that a table chairs and microwave oven be purchased first. However, she doesn't make offers or make a plan with the examiner.
4.4 Obtain relevant information from others	4	Lana is always polite and uses good expressions such as 'Can you please tell me...?' and 'May I propose...?'

Task 4 – group discussion

Assessment criteria	Marks	Rationale
1.1 Follow the gist of straightforward verbal communication	4	Lana listens to all participants and responds appropriately showing that she understands verbal communication with ease.
3.1 Present information using an appropriate structure for a given purpose	4	Lana makes a number of suggestions for each stage of the day out. When Cathy starts to digress, Lana brings the conversation back which gives the discussion structure. She works with colleagues to indicate the sequence of events and form a conclusion.
3.3 Convey relevant detail during verbal communication	4	Lana responds to suggestions constructively eg suggesting contingency plans such as going to the museum if it rains.
4.1 Contribute constructively to discussion on straightforward topics	3	Lana offers ideas about going to the exhibitions and the cinema as well. She asks for her colleagues' thoughts and suggestions but occasionally interrupts.
4.2 Express views constructively during verbal communication on straightforward topics	4	Lana notes that 'I think it would be better to stay in London for dinner... as there is better choice' in response to Cathy's idea to meet back in their home town for a meal. Lana makes a number of suggestions for alternative activities and adds to Aberna's idea for staying about 2 hours for a picnic in the park.
4.3 Plan action with others for a given task	4	Lana agrees with the group about activities suitable for the students, bearing the weather in mind. She accepts and rejects suggestions and gives reasons.

Whole exam

Assessment criteria	Marks	Rationale
1.3 Follow straightforward verbal instructions correctly for a given purpose	4	Lana completes all tasks with ease.

Overall Lana scores 86 out of 92 which is a pass.