

## *Trinity Certificates in ESOL*

# Step 1 & Step 2 Speaking and Listening sample performances

## Trinity marks and comments on candidate performance

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### Introduction

Step examinations lead up to the main Trinity ESOL Skills for Life examination suite and are available to candidates who are not ready to take the main suite of examinations yet. They are not accredited by Office of Qualifications and Examinations Regulation (Ofqual).

These notes should be used in conjunction with the DVD/website examples of Trinity ESOL Step 1 and Step 2 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.

**There are four samples at Step 1 and four samples at Step 2.**

## Step 1

### **Amtul**

Please note this examination reflects the 2011 Step 1 syllabus.

<b>Overall result:</b>	<b>Pass (C)</b>			
<b>Task Fulfilment:</b>	A	B	<del>C</del>	D
<b>Key areas for improvement:</b>	CS ✓	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

### **Conversation task**

Although Amtul is hesitant and rather slow in some of her responses she is able to follow simple instructions, count and name colours. She identifies the two keys without prompting and shows some understanding of 'my' and 'your'. However, the slowness of her responses did affect natural communication so this is a key area for improvement.

## Step 1

### **Khwara**

Please note this examination reflects the 2011 Step 1 syllabus.

<b>Overall result:</b>	<b>Pass (C)</b>			
<b>Task Fulfilment:</b>	A	B	<del>C</del>	D
<b>Key areas for improvement:</b>	CS <input type="checkbox"/>	G <input checked="" type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

#### **Conversation task**

Although Khwara demonstrates that she understands most of the examiner's instructions, she does need support at times. There are also instances when the candidate does need to take remedial action.

Khwara only offers isolated samples of the language requirements (and very little of the grammar listed for Step 1). When she is asked to tell the examiner about her clothes, her response does not really address the question and does not confirm that she has a grasp of the language needed.

It is clear that Khwara knows some numbers, the lexis for classroom objects, parts of the body and colours. However, her contributions at times only partially fulfil the task.

## Step 1

### **Hazbije**

Please note this examination reflects the 2006 Step 1 syllabus.

**Overall result:** Pass (C)

<b>Task Fulfilment:</b>	A	B	<del>C</del>	D
<b>Key areas for improvement:</b>	CS ✓	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

#### **Conversation task**

On the whole Hazbije understands the examiner well, but her contributions to the exchange are only moderately comprehensible and effective. Her hesitancy when using the language is evident when talking about colours, clothes and parts of body.

Hazbije needs to work on CS (communicative skills), as examiner support was needed throughout the exam.

## Step 1

### **Maria**

Please note this examination reflects the 2006 Step 1 syllabus.

<b>Overall result:</b>	<b>Pass (C)</b>			
<b>Task Fulfilment:</b>	A	B	<del>C</del>	D
<b>Key areas for improvement:</b>	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input checked="" type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

#### **Conversation task**

Maria understands big/small and shows she can use numbers and understand imperatives.

Maria sometimes misunderstands the examiner and there is sporadic hesitation in responding (see the confusion between eyes and ears). Her accuracy varies and the lexis used for clothes and colours is sometimes incorrect and demonstrates how unsure she is of these.

Maria needs to work on L (Lexis), as she does rely on examiner support throughout the examination.

## Step 2

### **Drita**

Please note this examination reflects the 2006 Step 2 syllabus.

<b>Overall result:</b>	<b>Merit (B)</b>			
<b>Task Fulfilment:</b>	A	<b>B</b>	C	D
<b>Key areas for improvement:</b>	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

### **Conversation task**

Throughout the examination, the conversation flows smoothly with Drita responding promptly and appearing to have few problems understanding the examiner. There is good coverage of the language of the grade - numbers, rooms, days of the week and months are all used well. Drita can also be easily understood.

## Step 2

### **Petraq**

Please note this examination reflects the 2006 Step 2 syllabus.

<b>Overall result:</b>	<b>Distinction (A)</b>			
<b>Task Fulfilment:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Key areas for improvement:</b>	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

#### **Conversation task**

Petraq responds consistently with a high level of accuracy and appropriateness. There is good use and understanding of prepositions, days of the week, months, numbers and rooms of the house. There is also accurate use of present simple and present continuous structures. Petraq is a very competent communicator at this level.

## Step 2

### **Pashtun**

Please note this examination reflects the 2011 Step 2 syllabus.

<b>Overall result:</b>	<b>Distinction (A)</b>			
<b>Task Fulfilment:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Key areas for improvement:</b>	CS <input type="checkbox"/>	G <input type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

#### **Conversation task**

Pashtun responds consistently with a high level of accuracy and appropriateness. There is good use and understanding of prepositions, days of the week, months, numbers and rooms of the house. There is a miscommunication about the candidate's 'youngest' son but she had prepared a description of her friend very well. Pashtun is a very competent communicator at this level.

## Step 2

### Naumaya

Please note this examination reflects the 2011 Step 2 syllabus.

**Overall result:** Pass (C)

<b>Task Fulfilment:</b>	A	B	<del>C</del>	D
<b>Key areas for improvement:</b>	CS <input type="checkbox"/>	G <input checked="" type="checkbox"/>	L <input type="checkbox"/>	P <input type="checkbox"/>

CS=Communicative skills; G=Grammar; L=Lexis; P=Phonology

#### Conversation task

Naumaya understands most of the examiner's questions and her answers are measured. Although she is not always accurate, she is able to self correct.

Although animals do not feature in the new syllabus, in this example you can see how they are used for the candidate to demonstrate knowledge of common prepositions and household objects.

It is clear that Naumaya knows a great deal of lexis; however, her responses do not suggest that she has complete confidence in answering in short sentences. She passes this examination but she needs to work on making present simple sentences to further her language abilities.