

Speaking - Learner Summary Page

ESEC22 – VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 3) (B1)		
Speaking - Mark scheme		
_____ assessment series		
Learner name		
Learner number		
Date of Speaking examination		
Interlocutor's name		
European Consulting centre number		
Exam venue name		
Exam venue identifier		
	Learner's mark	Total marks available
Total marks for Part One		6
Total marks for Part Two		12
Total marks for Part Three		12
Total marks for speaking		30

Speaking - Part One

Learners should be awarded marks based on the relevance of their response to the question asked.		
Question	Answer	Mark
1		/2
2		/1
3		/1
4		/1
5		/1
Total marks for Part One		/6

Speaking - Part 2 – Set scenario/role play/dialogue

Scenario used:					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has enough language to get by, with sufficient vocabulary to talk face to face about common topics. Can repeat back part of what someone has said to confirm mutual understanding. Participants are fully informed.	Has enough language to get by, with adequate vocabulary to talk face to face about common topics. Sometimes can repeat back part of what someone has said to confirm mutual understanding. Participants are, on the whole, informed.	Limited selection of suitable language/phrases/sentences structure to talk about common topics. Not always able to repeat back part of what someone has said to confirm mutual understanding. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks ability to confirm information. Does not communicate effectively.	
Accuracy	Maintains a good degree of grammatical accuracy. Uses simple sentence forms with a good degree of control. Errors are few and do not impede meaning.	Displays some good degree of simple grammatical accuracy. Uses simple sentence forms with a degree of control. Errors do not impede meaning.	Maintains a limited degree of grammatical accuracy. Uses simple sentence forms with limited control. Errors can impede meaning.	A learner does not apply correct tense or word order as appropriate to the situation. Errors impede meaning.	
Pronunciation	Uses clear pronunciation and intonation which conveys meaning clearly.	Uses good pronunciation most of the time. Meaning is generally conveyed. Errors do not impede meaning.	Uses some good/limited pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself and fluently with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Hesitancies /pauses do affect meaning.	
Totals	/3	/3	/3	/3	/12

Speaking - Part 3 – Photograph/article/mind map

Image used:					
Skill	3 marks	2 marks	1 mark	0 marks	Total
Range/ Communicative achievement	Has enough language to get by, with sufficient vocabulary to talk face to face about common topics. Can repeat back part of what someone has said to confirm mutual understanding. Participants are fully informed.	Has enough language to get by, with adequate vocabulary to talk face to face about common topics. Sometimes can repeat back part of what someone has said to confirm mutual understanding. Participants are, on the whole, informed.	Limited selection of suitable language/phrases/sentence structure to talk about common topics. Not always able to repeat back part of what someone has said to confirm mutual understanding. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks ability to confirm information. Does not communicate effectively.	
Accuracy	Maintains a good degree of grammatical accuracy. Uses simple sentence forms with a good degree of control. Errors are few and do not impede meaning.	Displays some good degree of simple grammatical accuracy. Uses simple sentence forms with a degree of control. Errors do not impede meaning.	Maintains a limited degree of grammatical accuracy. Uses simple sentence forms with limited control. Errors can impede meaning.	A learner does not apply correct tense or word order as appropriate to the situation. Errors impede meaning.	
Pronunciation	Uses clear pronunciation and intonation which conveys meaning clearly.	Uses good pronunciation most of the time. Meaning is generally conveyed. Errors do not impede meaning.	Uses some good/limited pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself and fluently with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Hesitancies /pauses do affect meaning.	
Totals	/3	/3	/3	/3	/12