

Speaking - Learner Summary Page

ES1C23 – VTCT (ITEC) Level 1 Certificate in ESOL International (B2)		
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 sufficient range of language appropriate to the situation. Gives clear descriptions, expresses viewpoints on most general topics. Active appropriate participation. Participants are fully informed.	Has some good range of language appropriate to the situation. Gives good descriptions, expresses viewpoints on most general topics, without too much difficulty. Active, appropriate participation most of the time. Participants are, on the whole, informed.	Has some good range of language which is sometimes not appropriate for the given situation. Not always an active participant or lapses turn taking skills. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks turn taking skills. Does not communicate effectively.	
Accuracy	Consistently maintains a good degree of grammatical accuracy. Using some complex sentence forms to do so. Errors are few and generally corrected when they do occur.	Maintains a good degree of simple grammatical accuracy. Uses some simple/complex sentence forms. Errors do not impede meaning.	Maintains a limited degree of grammatical accuracy. Limited selection of suitable language/phrases/sentence structure. 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 fluently, with even tempo and with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with even tempo and with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Could have uneven tempo. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Erratic tempo and 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 sufficient range of language appropriate to the situation. Gives clear descriptions, expresses viewpoints on most general topics. Active appropriate participation. Participants are fully informed.	Has some good range of language appropriate to the situation. Gives good descriptions, expresses viewpoints on most general topics, without too much difficulty. Active, appropriate participation most of the time. Participants are, on the whole, informed.	Has some good range of language which is sometimes not appropriate for the given situation. Not always an active participant or lapses turn taking skills. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Lacks turn taking skills. Does not communicate effectively.	
Accuracy	Consistently maintains a good degree of grammatical accuracy. Using some complex sentence forms to do so. Errors are few and generally corrected when they do occur.	Maintains a good degree of simple grammatical accuracy. Uses some simple/complex sentence forms. Errors do not impede meaning.	Maintains a limited degree of grammatical accuracy. Limited selection of suitable language/phrases/sentence structure. 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 fluently, with even tempo and with little hesitancy/pauses. These do not distract from meaning.	Can express him/herself fluently, with even tempo and with a few hesitancies/pauses. These do not distract from meaning on the whole.	Can express him/herself fluently in part. Could have uneven tempo. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently. Erratic tempo and hesitancies / pauses do affect meaning.	
Totals	/3	/3	/3	/3	/12

