

Speaking - Learner Summary Page

ES2C24 – VTCT (ITEC) Level 2 Certificate in ESOL International (C1) Speaking - Mark schemeassessment 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		

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Speaking - Part One

Learners should be awarded marks based on the	he relevance of their response to the question as	sked.
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 good control of a wide range of language appropriate to the situation. Can select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	appropriate to the situation most of the time.	Has limited control of language which is sometimes not appropriate for the given situation. Limited selection of suitable. phrases. Participants not always informed.	Has limited range of language with little or no control. Does not recognise formal and informal setting. Does not communicate effectively.	
Accuracy	Consistently maintains a highdegree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a gooddegree of grammatical accuracy; errors do not impede meaning.	Maintains a limited degree of grammatical accuracy; errors can impede meaning.	A learner does not apply correct tense or word orderas 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 pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	





Fluency	Can express him/herself	Can express him/herself	Can express	Cannot express	
	fluently, spontaneously	fluently, spontaneously	him/herselffluently in	him/herself fluently and	
	andlucidly. Corrects any	andlucidly most of the	part.	hesitancy/pausesdo affect	
	errors almost	time.	Hesitancy/pauses and	meaning.	
	immediately.	Corrects errors some of the	errorscan impede		
		time.	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	Tota
Range/	Has good control of a wide	Has control of a range of	Has limited control of language	Has limited range of language	
Communicative	range oflanguage appropriate	languagewhich is appropriate	which is sometimes not	withlittle or no control. Does	
achievement	to the situation. Can select	to the situation most of the	appropriatefor the given	not recognise formal and	
	suitable phrases to relate	time.	situation.	informal setting.	
	his/her own contributions	Can select some suitable	Limited selection of	Does not communicate	
	skilfully to others.	phrases to relate his/her own	suitable.phrases.	effectively.	
	Participants are fully informed.	contributions to others.	Participants not always		
		Participants are, on the	informed.		
		whole, informed.			
Accuracy	Consistently maintains a high	Consistently maintains a	Maintains a limited degree of	A learner does not apply	
	degree of grammatical	good degree of grammatical	grammatical accuracy; errors	correct tense or word order as	
	accuracy; errors are rare,	accuracy;errors do not	canimpede meaning.	appropriateto the situation.	
	difficult to spot andgenerally	impede meaning.		Errors impede meaning.	
	corrected when they do				
	occur.				
Pronunciation	Uses clear pronunciation and	Uses good pronunciation	Uses some good pronunciation	Speech is unclear	
	intonation which conveys	most of the time. Meaning is	but not consistently. Errors can	and	
	meaningclearly.	generally conveyed. Errors do	impedemeaning.	incomprehensible.	
		not impede		Errors do impede meaning.	
		meaning.			
Fluency	Can express him/herself	Can express him/herself	Can express him/herself	Cannot express him/herself	
	fluently, spontaneously and	fluently, spontaneously and	fluently inpart.	fluentlyand hesitancy/pauses	
	lucidly. Correctsany errors	lucidly most ofthe time.	Hesitancy/pauses and errors	do affect meaning.	
	almost immediately.	Corrects errors some of	can impede meaning.		
		the time.			

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Totals	/3	/3	/3	/3	/12