

Speaking - Learner Summary Page

ES2C24 – VTCT (ITEC) Level 2 Certificate in ESOL International (C1)		
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 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.	Has control of a range of language which is appropriate to the situation most of the time. Can select some suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	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 high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a good degree 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 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 pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	



Fluency	Can express him/herself fluently, spontaneously and lucidly. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors some of the time.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently and hesitancy/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 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.	Has control of a range of language which is appropriate to the situation most of the time. Can select some suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	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 high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a good degree 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 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 pronunciation but not consistently. Errors can impede meaning.	Speech is unclear and incomprehensible. Errors do impede meaning.	
Fluency	Can express him/herself fluently, spontaneously and lucidly. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors some of the time.	Can express him/herself fluently in part. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently and hesitancy/pauses do affect meaning.	



Totals	/3	/3	/3	/3	/12
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