



Paper reference:

603/3558/0: 21Q3ML1Speaking

Open College Network West Midlands Level 1 Certificate in ESOL International (CEFR B2)

Marking Scheme

May 2021

Information

This mark scheme remains confidential and should not be supplied or shown to learners who may be taking an International ESOL Speaking Exam.

Examination markers should apply this mark scheme when marking examination scripts/performance for the Level 1 Speaking Exam.

If examination markers have any queries concerning this mark scheme or the marking of candidate examination scripts, they should address these to the Open College Network West Midlands Chief Examiner.

Examiner Name:	
Candidate Name:	
Date of Examination:	
Examination Centre:	
Signature of Examiner:	

Part One – candidates should speak for **no more than 2 minutes**.

At the start all candidates must state:

Name

Centre

Date

Candidates are NOT permitted any preparation for this part of the examination. Please make sure that candidates DO NOT prepare for this part.

Part 1 – candidates are tested on their ability to respond without preparation to a range of simple/straightforward questions on topics with which they are familiar. Examiners should only award the marks where the candidate answer is appropriate to the question. Where there are 2 marks for a question, this requires a more substantial answer.			
	Question	Answer	Mark
1	Tell me where you like to go on holiday. Why is that?		/2
2	What do you do to stay healthy?		/1
3	What sort of entertainment do you like?		/1
4	What type of clothes do you prefer?		/1
5	What is your favourite type of restaurant?		/1
Total marks for Part 1			/6

Part 2 – Set scenario/role play/dialogue. Candidates may have 5 minutes’ preparation time for this part.

Scenario used:

Part Two – Candidates are tested on their ability to understand and respond in situations that are straightforward and familiar to them. Where candidates are clearly not operating at the level for any criteria, full marks cannot be given for other criteria. E.g. if a candidate scores 0 for fluency, they cannot achieve 3 marks for any other criteria.

Candidates may prepare for this part

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					/12

Part 3 – Photograph/article/mind map – candidates may have 5 minutes’ preparation time for this part.

Image used:

Part Three – Candidates are tested on their ability to use a visual prompt for discussion and conversation. Candidates may describe what they can see in the image or they may talk about how the image makes them feel. Where candidates are clearly not operating at the level for any criteria, full marks cannot be given for other criteria. E.g. if a candidate scores 0 for fluency, they cannot achieve 3 marks for any other criteria.

Candidates may prepare for this part

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					/12