Paper reference:

603/3559/2: 21Q1ML2Speaking

Open College Network West Midlands
Level 2 Certificate in ESOL International (CEFR C1)

Marking Scheme

March 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 2 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:	

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	If you won the National Lottery, what is the first thing you would do?		**/1**
2	If I had a superpower, I would like to be invisible. What superpower would you like and why?		**/2**
3	Tell me a little about your parents.		**/1**
4	Do you think there are too many celebrities?		**/1**
5	What are your hobbies?		**/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 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

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 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