



Paper reference:

**603/3560/9: 21Q1ML3Speaking**

# **Open College Network West Midlands Level 3 Certificate in ESOL International (CEFR C2)**

## **Marking Scheme**

**March 2021**

### **Information**

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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 3 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.

<b>Examiner Name:</b>	
<b>Candidate Name:</b>	
<b>Date of Examination:</b>	
<b>Examination Centre:</b>	
<b>Signature of Examiner:</b>	

**Part One – Candidates should speak for 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.**

<b>Part 1</b> – candidates are tested on their ability to respond <b>without preparation</b> to a range of simple/straightforward questions on topics with which they are familiar. Candidates should be awarded marks based on the relevance of their response to the question asked.			
	<b>Question</b>	<b>Answer</b>	<b>Mark</b>
<b>1</b>	Where would you like to visit in the next year? Why do you want to go there?		<b>/2</b>
<b>2</b>	What do you like to do for exercise?		<b>/1</b>
<b>3</b>	What is your routine in the morning?		<b>/1</b>
<b>4</b>	What do you do at the weekend?		<b>/1</b>
<b>5</b>	What kind of holiday do you prefer?		<b>/1</b>
<b>Total marks for Part 1</b>			<b>/6</b>

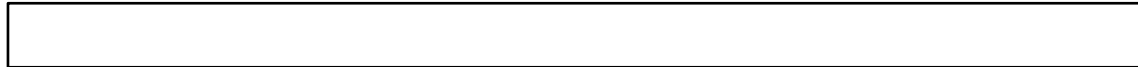
**Part 2 – Set scenario/role play/dialogue. Candidates may have 5 minutes’ preparation time for this part.**

Scenario used:

<b>Part 2 – Set scenario/role play/dialogue.</b>					
<b>Skill</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>	<b>Total</b>
<b>Range/ Communicative achievement</b>	Has excellent control of a wide range of language appropriate to the situation. Can consistently select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	Has good control of a range of language which is appropriate to the situation most of the time. Can select suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	Has control of language which is mostly appropriate for the given situation. Good selection of suitable. phrases. Participants are not fully informed.	Has a limited range of language with a limited amount control. Does not fully recognise formal and informal setting. Does not communicate effectively. Not what is expected at this level	
<b>Accuracy</b>	Consistently maintains a high degree of grammatical accuracy with precision; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a very good degree of grammatical accuracy; errors do not impede meaning.	Maintains a good degree of grammatical accuracy; errors sometimes impede meaning or are not corrected.	Does not maintain constant grammatical accuracy; errors do impede meaning and are not corrected.	
<b>Pronunciation</b>	Uses clear pronunciation and intonation which consistently conveys meaning clearly at all times.	Uses very good pronunciation most of the time. Meaning is conveyed. Errors do not impede meaning.	Uses some good pronunciation but not consistently. Errors can impede meaning on occasion.	Speech is sometimes unclear and incomprehensible. Errors do impede meaning.	
<b>Fluency</b>	Can express him/herself fluently, spontaneously and lucidly with ease. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors most of the time.	Can express him/herself fluently some of the time. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently and hesitancy/pauses do affect meaning.	
<b>Totals</b>	<b>/3</b>	<b>/3</b>	<b>/3</b>	<b>/3</b>	<b>/12</b>

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

Image used:



<b>Part 3 – Photograph/article/mind map</b>					
<b>Skill</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	<b>0 marks</b>	<b>Total</b>
<b>Range/ Communicative achievement</b>	Has excellent control of a wide range of language appropriate to the situation. Can consistently select suitable phrases to relate his/her own contributions skilfully to others. Participants are fully informed.	Has good control of a range of language which is appropriate to the situation most of the time. Can select suitable phrases to relate his/her own contributions to others. Participants are, on the whole, informed.	Has control of language which is mostly appropriate for the given situation. Good selection of suitable phrases. Participants are not fully informed.	Has a limited range of language with a limited amount control. Does not fully recognise formal and informal setting. Does not communicate effectively. Not what is expected at this level	
<b>Accuracy</b>	Consistently maintains a high degree of grammatical accuracy with precision; errors are rare, difficult to spot and generally corrected when they do occur.	Consistently maintains a very good degree of grammatical accuracy; errors do not impede meaning.	Maintains a good degree of grammatical accuracy; errors sometimes impede meaning or are not corrected.	Does not maintain constant grammatical accuracy; errors do impede meaning and are not corrected.	
<b>Pronunciation</b>	Uses clear pronunciation and intonation which consistently conveys meaning clearly at all times.	Uses very good pronunciation most of the time. Meaning is conveyed. Errors do not impede meaning.	Uses some good pronunciation but not consistently. Errors can impede meaning on occasion.	Speech is sometimes unclear and incomprehensible. Errors do impede meaning.	
<b>Fluency</b>	Can express him/herself fluently, spontaneously and lucidly with ease. Corrects any errors almost immediately.	Can express him/herself fluently, spontaneously and lucidly most of the time. Corrects errors most of the time.	Can express him/herself fluently some of the time. Hesitancy/pauses and errors can impede meaning.	Cannot express him/herself fluently and hesitancy/pauses do affect meaning.	
<b>Totals</b>	<b>/3</b>	<b>/3</b>	<b>/3</b>	<b>/3</b>	<b>/12</b>