B1 – Speaking Mark Scheme

Part 1 - Personal information

A learner should be awarded one mark for every accurate response. Grammar and pronunciation is not assessed at this stage. One or two errors are permitted which could be self-corrected or do not impede comprehension.

Total Marks for Part 1 is 9

Question	Number of marks
No. 1	1
No. 2	3
No. 3	1
No. 4	3
No. 5	1

Part 2 - Responding to the situation / general use of English in formal and informal environments

The purpose is to differentiate between formal/informal register, to assess accuracy and grammar appropriate for Level B1 and assess learner's pronunciation.

Skills	3 marks	2 marks	1 mark	0 marks
	A learner is awarded 3 marks when clear	A learner is awarded 2 marks	A learner is awarded 1 mark	A learner does not recognise
Register	distinction between formal and informal	when distinction between	when a distinction between	formal/informal register.
Register	situations is made.	formal and informal situations	formal/informal situations is	
		is not maintained throughout.	only attempted.	
	A learner is awarded 3 marks when	A learner is awarded 2 marks	A learner is awarded 1 mark	A learner does not apply
	grammatical structures are used	when minor mistakes occur not	when accuracy largely	correct tense or word order
Accuracy	correctly-correct tense and word order	impeding the overall meaning.	impedes the meaning.	as appropriate to the
	are applied. One or two errors are			situation.
	allowed which do not impede meaning.			
	A learner is awarded 3 marks when using	A learner is awarded 2 marks	A learner is awarded 1 mark	A learner's speech is unclear
Pronunciation	clear stress, pronunciation and	when pronunciation does not	when the speech is not clear,	and incomprehensible.
Pronunciation	intonation.	impede the clarity.	largely impeding the	
			meaning.	
	A learner is awarded 3 marks for clarity	A learner is awarded 2 marks	A learner is awarded 1 mark	A learner does not
Effective	of interaction.	when effective communication	when effective	communicate effectively.
communication		is achieved with some	communication is attempted	
		clarification.	but not fully achieved.	

The purpose of Part 3 is to demonstrate comprehension and fluency of speaking with an application of accurate grammar and pronunciation.

Skill	3 marks	2 marks	1 mark	0 marks
Use of vocabulary	A learner is awarded 3 marks when using a wide range of vocabulary appropriate to the context.	A learner is awarded 2 marks when using some vocabulary appropriate to the context but still maintains a flow of conversation.	A learner is awarded 1 mark when only limited range of vocabulary is used.	No conversation has been attempted.
Accuracy and grammar	A learner is awarded 3 marks when grammatical structures are used correctly - correct tense and word order are applied. One or two errors are allowed which do not impede meaning.	A learner is awarded 2 marks when minor mistakes occur not impeding the overall meaning.	A learner is awarded 1 mark when accuracy largely impedes the meaning.	A learner does not apply correct tense or word order as appropriate to the situation.
Pronunciation	A learner is awarded 3 marks when using clear stress, pronunciation and intonation.	A learner is awarded 2 marks when pronunciation does not impede the clarity.	A learner is awarded 1 mark when the speech is not clear, largely impeding the meaning.	A learner's speech is unclear and incomprehensible.
Listening and responding	A learner is awarded 3 marks when fluency and interaction is maintained throughout the task.	A learner is awarded 2 marks with some repetition and requesting clarification.	A learner is awarded 1 mark when presenting limited comprehension during the interaction.	A learner cannot maintain a conversation.



B2 - Speaking Mark Scheme

Part 1 - Personal information

A learner should be awarded one mark for every accurate response. Grammar and pronunciation is not assessed at this stage. One or two errors are permitted which could be self-corrected or do not impede comprehension.

Total Marks for Part 1 is 9

Question	Number of marks
No. 1	1
No. 2	3
No. 3	1
No. 4	3
No. 5	1

Part 2 - Responding to the situation / general use of English in formal and informal environments

The purpose is to differentiate between formal/informal register, to assess accuracy and grammar appropriate for Level B2 and assess learner's pronunciation.

Skills	3 marks	2 marks	1 mark	0 marks
	A learner is awarded 3 marks when clear	A learner is awarded 2 marks	A learner is awarded 1 mark	A learner does not
Register	distinction between formal and informal	when distinction between	when a distinction between	recognise formal/informal
Register	situations is made throughout.	formal and informal situations	formal/informal situations is	register.
		is not maintained throughout.	only attempted.	
	A learner is awarded 3 marks when	A learner is awarded 2 marks	A learner is awarded 1 mark	A learner does not apply
	grammatical structures are used	when minor mistakes occur not	when accuracy largely impedes	correct tense or word order
Accuracy	correctly - correct tense and word order	impeding the overall meaning.	the meaning.	as appropriate to the
Accuracy	are applied. One or two minor errors are			situation.
	allowed as long as meaning is not			
	impeded.			
	A learner is awarded 3 marks when	A learner is awarded 2 marks	A learner is awarded 1 mark	The learner's speech is
Pronunciation	using clear stress, pronunciation and	when pronunciation does not	when the speech is not clear,	unclear and
	intonation.	impede the clarity.	largely impeding the meaning.	incomprehensible.
	A learner is awarded 3 marks for clarity	A learner is awarded 2 marks	A learner is awarded 1 mark	A learner does not
Effective	of interaction with some fluency	when effective communication	when effective communication	communicate effectively.
	evident.	is achieved with some	is attempted but not fully	
communication		clarification. Some noticeable	achieved. Lack of fluency	
		long pauses.	apparent.	

The purpose of Part 3 is to demonstrate comprehension and fluency of speaking with an application of accurate grammar and pronunciation.

Skill	3 marks	2 marks	1 mark	0 marks
Use of vocabulary	A learner is awarded 3 marks when they use a wide range of vocabulary appropriate to the context including good expression of feelings and opinion.	A learner is awarded 2 marks when they use some vocabulary appropriate to the context with limited ability to use vocabulary to persuade or express key points in an argument.	A learner is awarded 1 mark when they use only a limited range of vocabulary which does not allow the learner to develop ideas and opinions.	No conversation has been attempted.
Accuracy and grammar	A learner is awarded 3 marks when grammatical structures are used correctly - correct tense and word order are applied. One or two minor errors are allowed as long as meaning is not impeded.	A learner is awarded 2 marks when minor mistakes occur not impeding the overall meaning.	A learner is awarded 1 mark when accuracy largely impedes the meaning.	A learner does not apply correct tense or word order as appropriate to the situation.
Pronunciation	A learner is awarded 3 marks when they use clear stress, pronunciation and intonation in connected speech.	A learner is awarded 2 marks when pronunciation does not impede the clarity.	A learner is awarded 1 mark when speech is not clear, largely impeding the meaning.	A learner's speech is unclear and incomprehensible.
Listening and responding	A learner is awarded 3 marks when fluency and interaction is maintained throughout the task. The learner will demonstrate turn taking conventions including dealing with interruptions.	A learner is awarded 2 marks when some repetition and requesting clarification is evident. Inappropriate phrases may be used to interrupt or to ask for information.	A learner is awarded 1 mark when limited comprehension is demonstrated during the interaction. Stilted conversation with long pauses.	A learner cannot maintain a conversation.



C1 - Speaking Mark Scheme

Part 1 - Personal information

A learner should be awarded one mark for every accurate response. Grammar and pronunciation are not assessed at this stage. One or two errors are permitted which could be self-corrected or that do not impede comprehension.

Total Marks for Part 1 is 9

Question	Number of marks
No. 1	1
No. 2	3
No. 3	1
No. 4	3
No. 5	1

Part 2 - Responding to the situation / general use of English in formal and informal environments

The purpose is to differentiate between formal/informal register, to assess accuracy and grammar appropriate for Level C1 and assess learner's pronunciation.

Skills	3 marks	2 marks	1 mark	0 marks
	Clear distinction between formal and	Distinction between formal and	Distinction between	Learner does not maintain a
Register	informal situations is made	informal situations is mainly	formal/informal situations is not	clear distinction between
Register	throughout. Learner shows confidence	maintained throughout. Mainly	fully made throughout. Some	formal and informal situations
	throughout.	confident.	degree of confidence shown.	throughout. Lacks confidence.
	A high degree of accuracy in the use of	Occasional errors are made but	Lack of accuracy occasionally	A significant number of errors
	complex grammatical structures is	most are self-corrected.	impedes the meaning. Most	which are not corrected.
Accuracy	maintained throughout. One or two	Meaning is not impeded.	errors are self-corrected but not	
Accuracy	errors are made which are self-		all.	
	corrected or do not impede			
	comprehension.			
	Stress, pronunciation and intonation	Some evidence of the use of	Largely connected speech	Learner's speech is
	are used naturally in connected	stress, pronunciation and	where stress, pronunciation and	monotonous, and some errors
Pronunciation	speech to convey finer shades of	intonation is demonstrated with	intonation is used but does not	in pronunciation.
	meaning, highlighting, emphasising	occasional lapses to convey	convey shades of meaning.	
	and modifying meaning.	finer points of meaning.		
	Clarity of interaction with natural use	Mainly controlled use of	Limited evidence of discourse	Minimal discourse
	of discourse organisation, connectors	discourse organisation,	organisation and use of	organisation and appropriate
Effective	and cohesive devices. Confident in	connectors and cohesive	connectors and cohesive	turn taking management.
communication	management of turn taking.	devices with occasional errors.	devices. Limited evidence of	
		Able to backtrack when	using appropriate turn taking	
		encountering difficulty.	conventions.	

The purpose of Part 3 is to demonstrate comprehension and fluency of speaking with an application of accurate grammar and pronunciation.

Skill	3 marks	2 marks	1 mark	0 marks
Use of vocabulary	Uses complex sentences, idiomatic expressions and colloquialisms naturally. Able to provide sophisticated explanations, narratives, ideas and opinions and come to a conclusion.	Some use of complex sentences, idiomatic expressions and colloquialisms. Able to qualify opinions and statements but not always without hesitation.	Minimal use of complex sentences. Occasional errors in the use of vocabulary. Occasionally has to search to find the right word.	Very limited use of complex sentences. Repetitive and limited vocabulary.
Accuracy and grammar	A high degree of accuracy in the use of complex grammatical structures is maintained throughout. One or two errors are made which are self-corrected or do not impede comprehension.	Occasional errors are made but most are self-corrected. Meaning is not impeded.	Lack of accuracy occasionally impedes the meaning. Most errors are self-corrected but not all.	A significant number of errors which are not corrected.
Pronunciation	Stress, pronunciation and intonation are used naturally in connected speech to convey finer shades of meaning, highlighting, emphasising and modifying meaning.	Some evidence of the use of stress, pronunciation and intonation is demonstrated with occasional lapses to convey finer points of meaning.	Largely connected speech where stress, pronunciation and intonation is used but does not convey shades of meaning.	Learner's speech is monotonous and some errors in pronunciation.
Listening and responding	Engages in discussion to express and elicit opinion, defend and justify arguments when challenged. Able to persuade someone to a point of view.	Clear interaction with occasional errors in understanding or giving responses. Arguments and opinions not always clearly made or justified.	Some evidence of detailed and clear responses to others. Limited evidence of detailed arguments and opinions.	Very limited interaction to show any evidence of being able to give and defend arguments and opinions.



C2 - Speaking Mark Scheme

Part 1 - Personal information

A learner should be awarded one mark for every accurate response. Grammar and pronunciation are not assessed at this stage. One or two errors are permitted which could be self-corrected or do not impede comprehension.

Total Marks for Part 1 is 9

Question	Number of marks
No. 1	1
No. 2	3
No. 3	1
No. 4	3
No. 5	1

Part 2 - Responding to the situation / general use of English in formal and informal environments

The purpose is to differentiate between formal/informal register, to assess accuracy and grammar appropriate for Level C2 and assess learner's pronunciation.

Skills	3 marks	2 marks	1 mark	0 marks
	Clear distinction between formal and	Distinction between formal and	Distinction between	Learner does not maintain a
Register	informal situations is made	informal situations is mainly	formal/informal situations is not	clear distinction between
Register	throughout. Learner shows confidence	maintained throughout. Mainly	fully made throughout. Some	formal and informal situations
	throughout.	confident.	degree of confidence shown.	throughout. Lacks confidence.
	A high degree of accuracy in the use of	Occasional errors are made but	Lack of accuracy occasionally	A significant number of errors
	complex grammatical structures is	most are self-corrected.	impedes the meaning. Most	which are not corrected.
Accuracy	maintained throughout. One or two	Meaning is not impeded.	errors are self-corrected but not	
Accuracy	errors are made which are self-		all.	
	corrected or do not impede			
	comprehension.			
	Stress, pronunciation and intonation	Some evidence of the use of	Largely connected speech	Learner's speech is
	are used naturally in connected	stress, pronunciation and	where stress, pronunciation and	monotonous, and some errors
Pronunciation	speech to convey finer shades of	intonation is demonstrated with	intonation is used but does not	in pronunciation.
	meaning, highlighting, emphasising	occasional lapses to convey	convey shades of meaning.	
	and modifying meaning.	finer points of meaning.		
	Clarity of interaction with natural use	Mainly controlled use of	Limited evidence of discourse	Minimal discourse
	of discourse organisation, connectors	discourse organisation,	organisation and use of	organisation and appropriate
Effective	and cohesive devices. Confident in	connectors and cohesive	connectors and cohesive	turn taking management.
communication	management of turn taking.	devices with occasional errors.	devices. Limited evidence of	
		Able to backtrack when	using appropriate turn taking	
		encountering difficulty.	conventions.	

The purpose of Part 3 is to demonstrate comprehension and fluency of speaking with an application of accurate grammar and pronunciation.

Skill	3 marks	2 marks	1 mark	0 marks
	Uses complex sentences, idiomatic	Some use of complex sentences,	Minimal use of complex	Very limited use of complex
Use of	expressions and colloquialisms naturally.	idiomatic expressions and	sentences. Occasional errors	sentences. Repetitive and
vocabulary	Able to provide sophisticated	colloquialisms. Able to qualify	in the use of vocabulary.	limited vocabulary.
vocabulary	explanations, narratives, ideas and	opinions and statements but not	Occasionally has to search to	
	opinions and come to a conclusion.	always without hesitation.	find the right word.	
	A high degree of accuracy in the use of	Occasional errors are made but	Lack of accuracy occasionally	A significant number of
Accuracy and	complex grammatical structures is	most are self-corrected. Meaning	impedes the meaning. Most	errors which are not
Accuracy and	maintained throughout. One or two	is not impeded.	errors are self-corrected but	corrected.
grammar	errors are made which are self-corrected		not all.	
	or do not impede comprehension.			
	Stress, pronunciation and intonation are	Some evidence of the use of	Largely connected speech	Learner's speech is
	used naturally in connected speech to	stress, pronunciation and	where stress, pronunciation	monotonous and some
Pronunciation	convey finer shades of meaning,	intonation is demonstrated with	and intonation is used but	errors in pronunciation.
	highlighting, emphasising and modifying	occasional lapses to convey finer	does not convey shades of	
	meaning.	points of meaning.	meaning.	
	Engages in discussion to express and	Clear interaction with occasional	Some evidence of detailed	Very limited interaction to
Listoning and	elicit opinion, defend and justify	errors in understanding or giving	and clear responses to others.	show any evidence of being
Listening and	arguments when challenged. Able to	responses. Arguments and	Limited evidence of detailed	able to give and defend
responding	persuade someone to a point of view.	opinions not always clearly made	arguments and opinions.	arguments and opinions.
		or justified.		

