# NOCN ESOL International
# Level B2 Intermediate
# Speaking Mark Scheme and Guidance

## 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 |
|---|---|
| 1. | 1 |
| 2. | 3 |
| 3. | 1 |
| 4. | 3 |
| 5. | 1 |
| Total marks | 9 |

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

The purpose is to differentiate between formal and informal register, to communicate ideas effectively with an application of accurate grammar and correct pronunciation at Level B2.

| Skills | 3 marks | 2 marks | 1 mark | 0 marks |
|---|---|---|---|---|
| **Use of formal and informal language appropriate to situation** | A clear distinction between formal and informal situations is made throughout. | A distinction between formal and informal situations is not maintained throughout. | An attempt to differentiate between formal and informal situations. | A learner does not recognise when to use formal or informal language in situations. |
| **Accuracy and grammar** | A range of 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. | Minor errors in grammatical structures occur but do not impede the overall meaning. | Limited accuracy of grammatical structures which largely impedes the meaning. | A learner does not apply correct tense or word order within grammatical structures. Meaning is impeded throughout. |
| **Pronunciation** | Clear pronunciation, stress and intonation are demonstrated. | Minor incoherence in pronunciation, stress and intonation but does not impede the clarity of meaning. | Lack of clarity in pronunciation, stress and intonation impedes meaning. | Meaning is unclear throughout due to lack of correct pronunciation, stress and intonation. |
| **Effective communication** | Demonstrates confidence and clarity communicating ideas without hesitation. | Some clarification required when communicating ideas. Some hesitation occurs. | Communicating ideas is attempted but ineffective. Much hesitation occurs. | Communication is ineffective with no attempts at ideas. |

## Part 3 - Discussion

The purpose of Part 3 is to demonstrate comprehension and fluency of speaking with an application of accurate grammar and pronunciation at Level B2.

| Skill | 3 marks | 2 marks | 1 mark | 0 marks |
|---|---|---|---|---|
| **Use of vocabulary** | A wide range of vocabulary is used to add appropriate detail, ideas and opinions to the context. | A simple range of vocabulary is used to add appropriate detail, ideas and opinions to the context. | A limited range of vocabulary is used to add appropriate detail to the context. | No attempt is made at engaging in conversation or incorrect vocabulary used in response. |
| **Accuracy and grammar** | Grammatical structures, such as a range of tenses and word order are correctly applied. One or two minor errors are allowed as long as meaning is not impeded. | Minor errors occur in grammatical structures, such as a range of tenses and word order. These do not impede the overall meaning. | Limited accuracy in grammatical structures which largely impedes the meaning. | No understanding of grammatical structures. Overall comprehension is impeded. |
| **Pronunciation** | Clear pronunciation, stress and intonation are demonstrated. | Minor incoherence in pronunciation, stress and intonation but does not impede the clarity of meaning. | Lack of clarity in pronunciation, stress and intonation impedes meaning. | Meaning is unclear throughout due to lack of correct pronunciation, stress and intonation. |
| **Listening and responding** | Confident and accurate interaction is maintained throughout. Demonstrating confident exchanges of feelings, opinions and ideas in extended speech. | Some understanding of the situation with satisfactory responses in feelings, opinions and ideas. Repetition and requesting clarification are evident. | Limited comprehension is demonstrated during the interaction. Long pauses evident. | A conversation cannot be maintained. |