



# International English for Speakers of Other Languages (Speaking)

## **Assessing Speaking Performance** Assessment Criteria & Markschemes

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## About LanguageCert

LanguageCert is an Ofqual recognised Awarding Organisation responsible for the development and award of language qualifications. LanguageCert’s mission is to offer high quality language qualifications that are truly fit-for purpose for the candidates they serve.

## LanguageCert International ESOL Qualifications

LanguageCert ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English. They are designed to reference the descriptions of language proficiency in the Common European Framework of Reference for Languages (CEFR).

The LanguageCert International ESOL Speaking qualifications are separately administered spoken examinations available at the same levels as the International ESOL (Listening, Reading and Writing) suite of qualifications. They can be taken either as a paper-based exam at a test centre, or as a computer-based exam, with online proctoring.

## Exam structure and format

The structure is the same across all levels of the exam to ensure consistency and at the same time the candidates’ familiarity with the exam format, requiring minimum teaching time dedicated to preparing for a test.

Table 1/ Exam structure

Level	Duration	Structure
A1 - Preliminary	6 minutes	<b>Part 1</b> Personal information  <b>Part 2</b> Situational role plays  <b>Part 3</b> Exchanging information  <b>Part 4</b> Long turn
A2 - Access	9 minutes	
Achiever	12 minutes	
Communicator	13 minutes	
Expert	15 minutes	
Mastery	17 minutes	

Table 2/ Exam format

Skill & Focus		Task
<b>Speaking Part 1</b>	<p>to communicate personal information</p> <p>to communicate opinions and ideas on a variety of topics</p>	<ul style="list-style-type: none"> <li>• Spell name</li> <li>• Give country of origin</li> <li>• Answer up to five questions</li> </ul>
<b>Speaking Part 2</b>	<p>to communicate appropriately in real-life situations using a range of functional language</p>	<ul style="list-style-type: none"> <li>• Two or three situations are presented by the interlocutor and candidates are required to respond to and initiate interactions.</li> </ul>
<b>Speaking Part 3</b>	<p>to exchange information to complete a simple task (Preliminary / Access)</p> <p>to co-operate to reach agreement/decision (Achiever / Communicator)</p> <p>to engage in discussion and to justify, challenge and persuade when expressing and eliciting opinion (Expert / Mastery)</p>	<ul style="list-style-type: none"> <li>• Exchange information to identify similarities and differences in pictures of familiar situations at Preliminary and Access levels.</li> <li>• Hold a short discussion to plan, arrange or decide on a topic using visual prompts at Achiever, and written text as the prompt at the three higher levels.</li> </ul>
<b>Speaking Part 4</b>	<p>to present a topic</p> <p>to demonstrate the ability to use sentences and produce a piece of connected spoken English</p> <p>to narrate, communicate ideas and express opinions</p> <p>to speak in depth on one topic from a wide range of abstract and complex subjects</p>	<ul style="list-style-type: none"> <li>• After 30 seconds of preparation time, talk about a topic provided by the interlocutor <ul style="list-style-type: none"> <li>▪ Preliminary – for half a minute</li> <li>▪ Access – for 1 minute</li> <li>▪ Achiever – for 1 and a half minutes</li> <li>▪ Communicator – for 2 minutes</li> <li>▪ Expert – for 2 minutes</li> <li>▪ Mastery – for 3 minutes</li> </ul> </li> <li>• Answer follow-up questions</li> </ul>

More information on LanguageCert qualifications, support materials and webinars, together with our full series of official practice papers can be found on our website [www.languagecert.org](http://www.languagecert.org)

## Assessing Speaking Performance

The aim of the LanguageCert International ESOL qualifications is to demonstrate a candidate's ability to communicate using the English language across the CEFR levels. The main objective of the speaking exam, therefore, is to enable the candidate to produce language – but not just any language – language which is diverse in function and appropriate in content, and we want this to happen in a friendly and non-threatening environment and in a fair and transparent manner, so that the speaking exam has a positive impact on the candidate's learning experience. What we are trying to achieve is for the LanguageCert exams to have a positive washback, and to be an integral part of the learning process despite being standardised assessment.

The LanguageCert Speaking tests are conducted by trained interlocutors. LanguageCert interlocutors go through a training and certification process, to ensure that all speaking exams are conducted consistently around the world. Additionally, interlocutor performance during live exam sessions is regularly monitored.

The assessment of the speaking exam is conducted either by Marking Examiners or Marking Interlocutors, who are separately trained and regularly standardised and monitored to ensure consistency and objectivity of assessment.

Candidates are assessed against four assessment criteria. Each level has its own markscheme with detailed descriptors for Task Fulfilment and Coherence, Grammar, Vocabulary, and Pronunciation, Intonation and Fluency. Brief definitions of the assessment criteria follow in the table below.

Table 3/ Assessment criteria

Criteria	Description
<b>Task Fulfilment and Coherence</b>	The ability to engage in effective communicative exchanges and connect utterances
<b>Accuracy and Range of Grammar</b>	The ability to vary and demonstrate control of grammatical structures as appropriate to the task
<b>Accuracy and Range of Vocabulary</b>	The ability to vary and demonstrate control of lexis and register as appropriate to the task
<b>Pronunciation, Intonation and Fluency</b>	The ability to produce the sounds of English in order to be understood with appropriate stress and intonation and maintain the flow of speech

## The Markscheme

At each level, an analytical markscheme is used to determine whether candidates are below, at or above the standard required, in their demonstrated speaking performance. The markscheme for each level is divided into four bands from 0 to 3, with 0 being the lowest and 3 the highest. Descriptors for each criterion are provided for each band and indicate what a candidate is expected to demonstrate at each one.

The statements in band two describe the candidate's expected performance at the particular level in order to demonstrate competence at that CEFR level. The bands above and below indicate how well or not the candidate performs the actual tasks.

The IESOL Speaking Qualification Handbook, available on the LanguageCert website [www.languagecert.org](http://www.languagecert.org), includes a syllabus outlining the standards a learner must achieve to gain a pass and also describes the grammar areas expected at each of the six levels of the examination. This can help teachers understand the performance required and to distinguish between, for instance, the range of prepositional phrases expected at lower and more advanced levels.

## Use for teachers

Please note that even with all the information in your hands (i.e. markschemes, grammar syllabus, CEFR descriptors), assessing your students' performance may still be a challenging task, especially if you are also conducting the exam as an interlocutor. The markschemes are provided to help you gain insight into your students' strengths and weaknesses so that you can provide them with feedback on their performance, and to make you consider your students' preparedness for the exam, but it would be unrealistic to expect a completely aligned performance between a mock and a live exam.

## Assessment criteria for LanguageCert IESOL Speaking Preliminary A1

Criteria		Description
<b>Task Fulfilment and Coherence</b>	<b>Task fulfilment</b>	The candidate is able to fulfil the aim of the tasks and can take part in simple routine exchanges by responding and taking turns. The candidate relies on the support of the interlocutor to initiate, maintain or repair the interaction, but can interact in a simple way. There may be some limited expansion in response to predictable questions. The intended message is usually communicated.
	<b>Coherence</b>	The candidate is generally able to link words and groups of words in a simple way using simple connectors, such as 'and' 'then' etc.
<b>Accuracy and Range of Grammar</b>		The candidate can use a limited range of structures and sentence patterns at A1 level to communicate intended meaning. Noticeable errors occur, and may occasionally impede communication.
<b>Accuracy and Range of Vocabulary</b>		The candidate can use a limited range of A1 level vocabulary to communicate basic information about personal details and some concrete situations. Noticeable errors occur, and may occasionally impede communication.
<b>Pronunciation, Intonation and Fluency</b>	<b>Pronunciation and Intonation</b>	The candidate can speak clearly enough to be understood by a sympathetic listener, despite marked first language features. Noticeable errors occur, but the message is usually communicated.
	<b>Fluency</b>	The candidate is able to speak for short periods, although with noticeable hesitations between utterances. There may be pauses to search for language and attempts to repair communication, but the message is usually communicated.



## A1 Markscheme

	<b>Task Fulfilment and Coherence</b>	<b>Accuracy and Range of Grammar</b>	<b>Accuracy and Range of Vocabulary</b>	<b>Pronunciation, Intonation and Fluency</b>
<b>3</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled effectively</li> <li>- Interaction generally relies on the support of the interlocutor</li> <li>- Intended message is usually communicated despite occasional misunderstandings</li> <li>- Use of very simple connectors</li> </ul>	<ul style="list-style-type: none"> <li>- A range of A1 level grammar is used</li> <li>- A reasonable level of accuracy</li> <li>- Errors may occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- A range of A1 level vocabulary is used</li> <li>- Errors may occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is sufficiently clear despite first language influences</li> <li>- Noticeable pronunciation errors</li> <li>- The flow of language is maintained, generally with interlocutor support</li> <li>- Some hesitations and reformulations may be noticeable</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Tasks are mostly fulfilled</li> <li>- Interaction relies on the support of the interlocutor</li> <li>- The intended message is usually communicated despite noticeable misunderstandings</li> <li>- Some use of simple connectors</li> </ul>	<ul style="list-style-type: none"> <li>- A limited range of A1 level grammar is used</li> <li>- Some evidence of grammatical control</li> <li>- Errors occur and the message may occasionally be obscured</li> </ul>	<ul style="list-style-type: none"> <li>- A limited range of A1 vocabulary is used</li> <li>- Errors occur, and the message may occasionally be obscured</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation can be understood with some effort</li> <li>- First language influences may obscure the message</li> <li>- The flow of language is maintained in very short utterances</li> <li>- Frequent hesitations and reformulations</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Tasks remain largely unfulfilled</li> <li>- Interaction breaks down despite the support of the interlocutor</li> <li>- Frequent failure to respond</li> <li>- Contributions lack relevance</li> <li>- Intended message is not successfully communicated</li> <li>- Ideas mostly expressed through unconnected words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient range and control of A1 level language</li> <li>- Frequent errors obscure the intended message</li> </ul>	<ul style="list-style-type: none"> <li>- Range of vocabulary is too limited to deal with the A1 level tasks</li> <li>- Vocabulary errors often obscure the intended message</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation prevents clear understanding</li> <li>- Long hesitations and reformulations impede communication</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>- Tasks are largely unattempted and intended message is not communicated</li> <li>- No connected language</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks the language to attempt the tasks</li> <li>- The intended message is generally obscured</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks the vocabulary to attempt the tasks</li> <li>- The intended message is generally obscured</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation prevents any understanding</li> <li>- Frequent hesitation prevents any communication</li> <li>- OR insufficient sample of language to assess</li> </ul>

## Assessment criteria for LanguageCert IESOL Speaking Access A2

Criteria		Description
Task Fulfilment and Coherence	Task fulfilment	The candidate is able to fulfil the aims of the tasks and can manage simple routine exchanges by responding and taking turns. The candidate generally requires the support of the interlocutor to initiate, maintain or repair the interaction, but can contribute relevant points. Although misunderstandings may occasionally occur, the intended message is usually communicated.
	Coherence	The candidate is generally able to link phrases through the use of simple connectors, linking ideas with 'and', 'but', 'because' etc.
Accuracy and Range of Grammar		The candidate uses a range of A2 level grammar to communicate in a limited way, often relying on memorised phrases and formulae. Noticeable errors occur, but the intended message is usually communicated.
Accuracy and Range of Vocabulary		The candidate uses a range of vocabulary at A2 level to communicate basic information on familiar topics in simple everyday situations. Noticeable errors occur, but the intended message is usually communicated.
Pronunciation, Intonation and Fluency	Pronunciation and Intonation	The candidate can speak clearly enough to be generally understood, despite noticeable first language features. Although intonation errors and mispronunciations are noticeable, the intended message is generally communicated to a sympathetic listener.
	Fluency	The candidate is generally able to manage the conventions of turn taking in short exchanges, but does not generally initiate or sustain the interaction. There may be noticeable hesitation and reformulation, especially when less-familiar topics are discussed, but the intended message is usually communicated.

## A2 Markscheme

	<b>Task Fulfilment and Coherence</b>	<b>Accuracy and Range of Grammar</b>	<b>Accuracy and Range of Vocabulary</b>	<b>Pronunciation, Intonation and Fluency</b>
<b>3</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with relative ease</li> <li>- Interaction is maintained with support from the interlocutor</li> <li>- Contributions are mostly relevant</li> <li>- Intended message is mostly communicated</li> <li>- Ideas are clearly linked and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>- A range of A2 level grammar is used</li> <li>- Grammar is sufficiently accurate</li> <li>- Errors may occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- A sufficient range of A2 level vocabulary is used to deal with the tasks</li> <li>- Errors may occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is sufficiently clear despite first language influences</li> <li>- Noticeable pronunciation errors do not impede communication</li> <li>- The flow of language is generally maintained, occasionally without interlocutor support</li> <li>- Occasional hesitations and reformulations may be noticeable</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Tasks are mostly fulfilled</li> <li>- Interaction relies on the support of the interlocutor</li> <li>- Contributions are broadly relevant</li> <li>- The intended message is generally communicated despite occasional misunderstandings</li> <li>- Ideas are simply linked and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>- A limited range of A2 level grammar is used</li> <li>- Grammar is generally accurate</li> <li>- Errors occur and may occasionally obscure the message</li> </ul>	<ul style="list-style-type: none"> <li>- A range of A2 vocabulary is used to deal with the tasks</li> <li>- Errors occur, and may occasionally obscure the message</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is sufficiently clear for general understanding</li> <li>- First language influences may occasionally obscure the message</li> <li>- The flow of language in short exchanges is generally maintained with the support of the interlocutor</li> <li>- Frequent hesitations and reformulations do not impede communication</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Tasks remain largely unfulfilled</li> <li>- Interaction breaks down despite the support of the interlocutor</li> <li>- General failure to respond or initiate</li> <li>- Contributions lack relevance</li> <li>- Intended message is not successfully communicated</li> <li>- Ideas mostly expressed through unconnected words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Range of grammar is too limited to deal with the A2 level tasks</li> <li>- Frequent errors often make the message difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Range of vocabulary is too limited to deal with the A2 level tasks</li> <li>- Vocabulary errors often obscure the intended message</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation leads to frequent difficulty in understanding</li> <li>- Long hesitations and reformulations lead to frequent breakdowns in communication</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>- Tasks are unfulfilled and intended message is not communicated</li> <li>- No connected language</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of control in basic structures</li> <li>- The intended message is generally obscured</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks the vocabulary to attempt the tasks</li> <li>- The intended message is generally obscured</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation prevents understanding</li> <li>- Frequent hesitation prevents communication</li> <li>- OR insufficient sample of language to assess</li> </ul>

## Assessment criteria for LanguageCert IESOL Speaking Achiever B1

Criteria		Description
Task Fulfilment and Coherence	Task fulfilment	The candidate is able to fulfil the tasks with a degree of independence and generally doesn't need additional support from the interlocutor. On the whole, the interaction with the interlocutor is maintained through the use of natural turn-taking, and with only occasional need for clarification and/or repetition. The candidate's contributions are generally relevant to the topic and to the interaction with the interlocutor, although occasional misunderstandings may occur. The candidate's intended message is successfully communicated most of the time.
	Coherence	The candidate is generally able to link ideas successfully in simple ways and makes points that can be followed by a sympathetic listener.
Accuracy and Range of Grammar		The candidate uses a relatively limited range of B1 level grammar with a reasonable level of control. Noticeable errors still occur, especially when more complex ideas are being expressed, but these errors do not generally impede communication.
Accuracy and Range of Vocabulary		The candidate uses a range of vocabulary at B1 level to deal with the tasks with a good level of control. Noticeable errors still occur, especially when unfamiliar topics and situations are being discussed, but these do not generally impede communication.
Pronunciation, Intonation and Fluency	Pronunciation and Intonation	The candidate is generally intelligible. Although first language influences and occasional mispronunciations may be clearly noticeable, these do not usually impede communication. The candidate is generally able to use intonation to support meaning, despite noticeable first language interference.
	Fluency	The candidate is generally able to maintain the flow of language without undue hesitation. The candidate may need to pause for grammatical and lexical planning or repair, especially in longer stretches of free production, but the flow of language remains comprehensible.

## B1 Markscheme

	<b>Task Fulfilment and Coherence</b>	<b>Accuracy and Range of Grammar</b>	<b>Accuracy and Range of Vocabulary</b>	<b>Pronunciation, Intonation and Fluency</b>
<b>3</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with little or no support from the interlocutor</li> <li>- Interaction is maintained</li> <li>- Turn taking is natural</li> <li>- Contributions are relevant</li> <li>- Intended message is successfully communicated</li> <li>- Ideas are successfully linked and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>- A reasonable range of B1 level grammar is used</li> <li>- Grammar is sufficiently accurate</li> <li>- Errors may occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- A sufficient range of B1 level vocabulary is used to deal with the tasks</li> <li>- Errors may occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is clearly intelligible despite first language influences</li> <li>- Occasional pronunciation errors do not impede communication</li> <li>- Intonation is used to help convey meaning</li> <li>- The flow of language is generally maintained without interlocutor support</li> <li>- Occasional hesitations may be evident</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Tasks are mostly fulfilled with a degree of independence</li> <li>- Interaction is maintained most of the time</li> <li>- Turn taking is mostly natural</li> <li>- Contributions are mostly relevant</li> <li>- Intended message is mostly successfully communicated</li> <li>- Ideas are mostly well linked and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>- A relatively limited range of B1 level grammar is used</li> <li>- Grammar is reasonably accurate</li> <li>- Major errors may occur, but the message is always communicated</li> </ul>	<ul style="list-style-type: none"> <li>- A range of B1 level vocabulary is used to deal with the tasks</li> <li>- Major errors may occur, but do not generally impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is sufficiently intelligible for general understanding</li> <li>- First language influences on stress and intonation are noticeable, but meaning remains clear</li> <li>- Pronunciation and intonation errors only occasionally impede communication</li> <li>- The flow of language is generally maintained despite some hesitation</li> <li>- Hesitation may be more evident in longer stretches of free production</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Tasks remain largely unfulfilled</li> <li>- Interaction is only maintained with the constant support of the interlocutor</li> <li>- Very little natural turn taking takes place</li> <li>- Contributions lack relevance</li> <li>- Intended message is not successfully communicated</li> <li>- Ideas are not linked and the sequence of ideas is difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Range of grammar is too limited to deal with the B1 level tasks</li> <li>- Frequent errors sometimes make the message difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Range of vocabulary is too limited to deal with the B1 level tasks</li> <li>- Vocabulary errors make the message difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation leads to difficulty in understanding</li> <li>- Inappropriate intonation and stress patterns impede communication</li> <li>- Long hesitations are evident, even in the production of B1 level language</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>- The tasks are unfulfilled and intended message is not communicated</li> <li>- Utterances mainly consist of disconnected words and phrases</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of control even when using basic structures</li> <li>- The intended message is lost</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks the vocabulary to deal with the tasks</li> <li>- The message is mostly lost</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation and/or intonation prevents clear understanding</li> <li>- A great deal of hesitation places strain on the listener</li> <li>- OR insufficient sample of language to assess</li> </ul>

## Assessment criteria for LanguageCert IESOL Speaking Communicator B2

Criteria		Description
Task Fulfilment and Coherence	Task fulfilment	The candidate is able to fulfil the tasks with relative ease and confidence, managing the conventions of turn taking and using appropriate phrases. The candidate clearly expresses his/her intended message and is able to provide relevant supporting detail where appropriate. Content is generally relevant to both the topic and to the interaction and misunderstandings are rare. The candidate's intended message is successfully communicated.
	Coherence	A range of B2 level cohesive devices is used to create clear, coherent discourse, although this may not always be sustained in longer contributions.
Accuracy and Range of Grammar		The candidate uses a range of B2 level structures with a relatively good level of control. Errors may occur, but these errors do not impede communication.
Accuracy and Range of Vocabulary		The candidate uses a range of vocabulary at B2 level to deal with the tasks with a good level of control. The use of vocabulary is appropriate to the context or situation. Some errors may occur, especially when less familiar topics and situations are being discussed, but these do not impede communication..
Pronunciation, Intonation and Fluency	Pronunciation and Intonation	The candidate's pronunciation is reasonably clear and can be understood without difficulty. Although first language influences and occasional mispronunciations may be noticeable, these do not impede communication. The candidate is able to use appropriate intonation patterns to support meaning.
	Fluency	The candidate is generally able to maintain the flow of language without noticeable hesitation. The candidate may need to pause when searching for patterns and expressions, but there is no undue strain on the listener.

## B2 Markscheme

	<b>Task Fulfilment and Coherence</b>	<b>Accuracy and Range of Grammar</b>	<b>Accuracy and Range of Vocabulary</b>	<b>Pronunciation, Intonation and Fluency</b>
<b>3</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with ease and confidence</li> <li>- Turn taking is spontaneous and natural</li> <li>- Contributions are fully relevant and detailed</li> <li>- Significant points are appropriately highlighted with supporting detail</li> <li>- Discourse is clear and coherent and produced in an appropriate style with a wide range of B2 level cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of B2 level grammar is used</li> <li>- There is a consistently high level of accuracy and control</li> <li>- Occasional errors may occur, but are often corrected</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of B2 level vocabulary is used to deal with the tasks</li> <li>- Choice of vocabulary is generally appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is clear and natural</li> <li>- Intonation is used to convey meaning effectively</li> <li>- The flow of language is maintained effectively</li> <li>- No evident hesitations</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with relative ease</li> <li>- Turn taking is naturally handled</li> <li>- Contributions are mostly relevant</li> <li>- Intended message is clearly communicated. Misunderstandings are rare</li> <li>- Discourse is mostly clear and coherent with use of B2 level cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>- A good range of B2 level grammar is used</li> <li>- There is a good level of accuracy and control</li> <li>- Some errors may occur, but the message is always communicated</li> </ul>	<ul style="list-style-type: none"> <li>- A sufficient range of vocabulary is used to deal with the B2 tasks</li> <li>- Choice of vocabulary is generally appropriate and effective</li> <li>- Some vocabulary errors occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is reasonably clear and easily understood</li> <li>- Stress and intonation patterns are appropriately used to help convey meaning</li> <li>- The flow of language is generally maintained despite some hesitation</li> <li>- No undue strain on the listener</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Tasks remain largely unfulfilled</li> <li>- Interaction is only maintained with the support of the interlocutor</li> <li>- Little natural turn taking takes place</li> <li>- Contributions lack relevance</li> <li>- Intended message is only communicated with difficulty</li> <li>- Ideas are linked together simply and may be difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Range of grammar is too limited to deal with the B2 level tasks</li> <li>- Frequent errors are noticeable, and may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Range of vocabulary is too limited to deal with the B2 level tasks</li> <li>- Vocabulary errors may make the message difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation leads to undue strain on the listener</li> <li>- Inappropriate stress and intonation patterns impede communication</li> <li>- Frequent hesitations are evident, with repetition and attempts to repair language</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>- The tasks are unfulfilled and intended message is not successfully communicated</li> <li>- Ideas are difficult to follow and not linked together into connected speech</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate range of grammar</li> <li>- Frequent errors impede communication</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks the vocabulary to deal with the B2 level tasks</li> <li>- The message is obscured by vocabulary errors</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation and/or intonation prevents clear understanding</li> <li>- Frequent hesitation places strain on the listener</li> <li>- OR insufficient sample of language to assess</li> </ul>

## Assessment criteria for LanguageCert IESOL Speaking Expert C1

Criteria		Description
Task Fulfilment and Coherence	Task fulfilment	The candidate is able to fulfil the tasks by interacting flexibly and effectively. The candidate can manage the conventions of turn taking and can clearly relate contributions to those of the interlocutor. In fulfilling the tasks, the candidate provides evidence of flexibility. For example, detailed complex descriptions are produced, subtopics are clearly connected and each point in an argument is fully supported before an appropriate conclusion is reached. Content is consistently relevant to both the topic and to the interaction and misunderstandings do not occur..
	Coherence	The candidate can use a range of connectors and cohesive devices to produce clear, smoothly flowing, well-structured discourse, with a good degree of control.
Accuracy and Range of Grammar		The candidate uses a wide range of C1 level structures with a high level of accuracy. A few errors may occur when complex structures are attempted, but these are generally corrected.
Accuracy and Range of Vocabulary		The candidate uses a broad range of vocabulary at C1 level to deal with the tasks effectively with a good level of control. The use of vocabulary is appropriate to the context or situation, and candidates can compensate for occasional gaps in vocabulary knowledge through circumlocution. Although a few slips may occur, there are no major vocabulary errors.
Pronunciation, Intonation and Fluency	Pronunciation and Intonation	The candidate's pronunciation is consistently clear and can be readily understood. Stress and intonation patterns are sufficiently controlled for meaning to be supported and subtleties of meaning to be conveyed.
	Fluency	The candidate is able to use language in a fluent and spontaneous manner with no noticeable pauses or hesitations. Only conceptually difficult subjects hinder a completely smooth flow of language.



## C1 Markscheme

	<b>Task Fulfilment and Coherence</b>	<b>Accuracy and Range of Grammar</b>	<b>Accuracy and Range of Vocabulary</b>	<b>Pronunciation, Intonation and Fluency</b>
<b>3</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with flexibility and confidence</li> <li>- Turn taking is spontaneous, flexible and wholly natural</li> <li>- Contributions are always fully relevant and sufficiently detailed</li> <li>- Points are supported with precise and complex supporting detail</li> <li>- Discourse is consistently clear, smooth-flowing and well structured</li> <li>- Linking and cohesive devices are used very effectively</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of C1 level grammar is used effectively</li> <li>- There is a consistently high level of accuracy and control</li> <li>- Errors are very rare and unobtrusive</li> </ul>	<ul style="list-style-type: none"> <li>- A consistently broad range of C1 level vocabulary is used</li> <li>- Choice of vocabulary is consistently appropriate and effective</li> <li>- Errors are rare and unobtrusive</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is consistently clear and natural</li> <li>- Stress and intonation patterns are used effectively to convey subtleties of meaning</li> <li>- A spontaneous flow of natural language is maintained without effort</li> <li>- No evident hesitations</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with ease and confidence</li> <li>- Turn taking is naturally handled</li> <li>- Contributions are always relevant and detailed</li> <li>- Intended message is clearly communicated across the range of tasks</li> <li>- Discourse is clear, smooth flowing and well-structured</li> <li>- Linking and cohesive devices are used effectively</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of C1 level grammar is used</li> <li>- There is a high level of accuracy and control</li> <li>- A few errors may occur in more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>- A broad range of C1 vocabulary is used to deal with the tasks</li> <li>- Choice of vocabulary is generally appropriate and effective</li> <li>- Some minor vocabulary errors occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is clear and easily understood</li> <li>- Stress and intonation patterns are appropriate and used to support meaning</li> <li>- The flow of language is generally maintained despite some hesitation</li> <li>- No undue strain on the listener</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Tasks remain largely unfulfilled</li> <li>- Communication is unclear in places and puts strain on the listener</li> <li>- There is undue reliance on support from the interlocutor</li> <li>- Little natural turn taking takes place</li> <li>- Contributions lack relevance</li> <li>- Intended message is not always successfully communicated</li> <li>- Limited use of cohesive devices results in poorly flowing discourse</li> </ul>	<ul style="list-style-type: none"> <li>- Range of grammar is too limited to deal with the C1 level tasks</li> <li>- Frequent errors are noticeable, and are not corrected</li> </ul>	<ul style="list-style-type: none"> <li>- Range of vocabulary is too limited to deal with the C1 level tasks</li> <li>- Vocabulary errors are noticeable, and not corrected</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation may lead to undue strain on the listener</li> <li>- Inappropriate stress and intonation patterns may impede communication</li> <li>- Hesitation is noticeable in places</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>- The tasks are unfulfilled, and the intended message is not successfully communicated</li> <li>- Ideas are difficult to follow and not linked together into connected speech</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate range of grammar to deal with C1 level tasks</li> <li>- Frequent errors put a strain on the listener</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks the vocabulary to deal with the C1 level tasks</li> <li>- The message is obscured by vocabulary errors</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation and/or intonation prevents clear understanding</li> <li>- Frequent hesitation places strain on the listener</li> <li>- OR insufficient sample of language to assess</li> </ul>

## Assessment criteria for LanguageCert IESOL Speaking Mastery C2

Criteria		Description
Task Fulfilment and Coherence	Task fulfilment	The candidate is able to fulfil the tasks by interacting in a fully flexible and effective way. The candidate can manage the conventions of turn taking with complete ease and can relate contributions effortlessly to those of the interlocutor. In fulfilling the tasks, the candidate provides evidence of a high degree of flexibility. For example, incorporating comprehensive supporting detail with precision and relevance whilst delivering a clear and unambiguous message, however complex the arguments. Content is consistently relevant to both the topic and to the interaction and misunderstandings do not occur.
	Coherence	The candidate can use a wide range of connectors and cohesive devices effectively to produce clear, smoothly flowing and well-structured discourse. This has a logical structure, drawing the listener's attention to relevant points in a way that helps sustain and develop the interaction effectively.
Accuracy and Range of Grammar		The candidate uses a wide range of C2 level structures with a high level of accuracy and flexibility to communicate subtleties of meaning with precision. There are very few noticeable errors, and these are generally corrected..
Accuracy and Range of Vocabulary		The candidate uses a broad range of vocabulary at C2 level to deal with the tasks effectively with full control. The use of vocabulary is consistently appropriate to the context or situation, and a wide range of expression is used to convey subtleties of meaning effectively. Although the occasional slip may occur, there are no major vocabulary errors.
Pronunciation, Intonation and Fluency	Pronunciation and Intonation	The candidate's pronunciation is consistently clear and can be readily understood. Stress and intonation patterns are sufficiently controlled to allow precise meaning to be supported effectively and subtleties of meaning to be conveyed.
	Fluency	The candidate is able to use language in a fluent and spontaneous manner with no noticeable pauses or hesitations, and can maintain this flow of language effectively throughout the interaction.

## C2 Markscheme

	<b>Task Fulfilment and Coherence</b>	<b>Accuracy and Range of Grammar</b>	<b>Accuracy and Range of Vocabulary</b>	<b>Pronunciation, Intonation and Fluency</b>
<b>3</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with complete ease, flexibility and confidence</li> <li>- Turn taking is consistently spontaneous, flexible and wholly natural</li> <li>- Contributions are fully relevant, highly detailed and completely effective</li> <li>- All points are supported with precise and complex supporting detail</li> <li>- Discourse is consistently clear, smooth-flowing and well structured</li> <li>- Linking and cohesive devices are used very effectively and appropriately throughout</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of C2 level grammar is used completely effectively</li> <li>- There is a consistently high level of accuracy and control</li> <li>- Errors are extremely rare and unobtrusive</li> </ul>	<ul style="list-style-type: none"> <li>- A consistently broad range of C2 level vocabulary is used</li> <li>- Choice of vocabulary is consistently appropriate and highly effective</li> <li>- There are no noticeable errors</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is extremely clear and natural throughout</li> <li>- Intonation and stress patterns are used very effectively to convey subtleties of meaning</li> <li>- A spontaneous flow of natural language is maintained with complete ease</li> <li>- No evident hesitations</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Tasks are fulfilled with noticeable ease and confidence</li> <li>- Turn taking is naturally handled with a high degree of flexibility</li> <li>- Contributions are always fully relevant and sufficiently detailed</li> <li>- Points are supported with sufficient detail across the range of tasks</li> <li>- Discourse is clear, smooth flowing and well-structured</li> <li>- Linking and cohesive devices are used effectively and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- A wide range of C2 level grammar is used</li> <li>- There is a high level of accuracy and control</li> <li>- A few minor errors may occur in more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>- A broad range of C2 vocabulary is used to deal with the tasks</li> <li>- Choice of vocabulary is consistently appropriate and effective</li> <li>- A few minor vocabulary errors may occur, but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation is consistently clear and natural</li> <li>- Stress and intonation patterns are appropriate and used to convey meaning effectively</li> <li>- A spontaneous flow of natural language is generally maintained</li> <li>- No undue strain on the listener</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- Tasks remain partly unfulfilled</li> <li>- Communication is less clear in places and may place strain on the listener</li> <li>- There is some reliance on support from the interlocutor</li> <li>- Natural turn taking does not always take place</li> <li>- Contributions may lack relevance at times</li> <li>- Intended message may occasionally be obscured</li> <li>- Limited use of cohesive devices restricts the flow of the discourse</li> </ul>	<ul style="list-style-type: none"> <li>- Range of grammar is too limited to deal with the C2 level tasks effectively</li> <li>- Errors are noticeable, may obscure meaning and/or are not corrected</li> </ul>	<ul style="list-style-type: none"> <li>- Range of vocabulary is too limited to deal with the C2 level tasks effectively</li> <li>- Vocabulary errors are noticeable, may obscure meaning and/or are not corrected</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation may place some strain on the listener</li> <li>- Unnatural stress and intonation patterns may affect clear communication</li> <li>- Hesitation is noticeable in places</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>- The tasks are largely unfulfilled, and the intended message is not successfully communicated</li> <li>- Ideas may be difficult to follow or not sufficiently linked together into connected speech</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate range of grammar to deal with C2 level tasks</li> <li>- Noticeable errors put a strain on the listener</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks the vocabulary to deal with the C2 level tasks</li> <li>- The message may be obscured by vocabulary errors</li> <li>- OR insufficient sample of language to assess</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear pronunciation and/or intonation obscures intended meaning</li> <li>- Hesitation places strain on the listener</li> <li>- OR insufficient sample of language to assess</li> </ul>

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