

Learner Name \_\_\_\_\_

Learner Registration Number \_\_\_\_\_ Examination Date \_\_\_\_\_

Centre Name \_\_\_\_\_ Centre Number \_\_\_\_\_

Interlocutor Name \_\_\_\_\_ Interlocutor Signature \_\_\_\_\_

**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 | Learner response  | Learner Score |
|--|-----------------|---|---------------|
| 1. Plans for continuing education  | 1               | e.g. I want to progress further by studying... My plans are to...                   |               |
| 2. Tell me three things that cause problems in local area and what you would do about them | 3               | e.g. Three things that are issues are firstly, secondly, thirdly ... and I would... |               |
| 3. If you saw someone being robbed or attacked in the street what would you do and why?    | 1               | e.g. If I saw someone being robbed I would ... because...                           |               |
| 4. What is your best skill and why?  | 1               | e.g. I think that my best skill is ..., it would be ... because                     |               |
| 5. Three things you can do to keep your house secure                                       | 3               | e.g. in my opinion people could... it is a good idea to... I also think...          |               |
| <b>Total Marks</b>   | <b>/9</b>       |   |               |

**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  | Score |
|---------------|--|--|--|--|-------|
| Register      | Clear distinction between formal and informal situations is made throughout. Learner shows confidence throughout.  | Distinction between formal and informal situations is mainly maintained throughout. Mainly confident.                                      | Distinction between formal/informal situations is not fully made throughout. Some degree of confidence shown.      | Learner does not maintain a clear distinction between formal and informal situations throughout. Lacks confidence. |       |
| Accuracy      | 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.  |       |

|                         |   |  |   |  |  |
|-------------------------|---|--|---|--|--|
| Effective communication | Clarity of interaction with natural use of discourse organisation, connectors and cohesive devices. Confident in management of turn taking. | Mainly controlled use of discourse organisation, connectors and cohesive devices with occasional errors. Able to backtrack when encountering difficulty. | Limited evidence of discourse organisation and use of connectors and cohesive devices. Limited evidence of using appropriate turn taking conventions. | Minimal discourse organisation and appropriate turn taking management. |  |
| Total Marks             | /12   |  |   |  |  |

**Part 3 - Discussion**

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   | Score |
|----------------------|--|---|--|---|-------|
| 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. |  |
| Total marks              | /12   |   |   |  |  |

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|                       |           |
|-----------------------|-----------|
| Total marks for paper |           |
| Percentage mark       |           |
| Grade                 | Pass/Fail |