



Developing English Language Skills / English Language Framework Level 4

Sample

Speaking Marking Scheme

This marking scheme has been prepared as a **guide only** to markers. This is not a set of model answers, or the exclusive answers to the questions, and there will frequently be alternative responses which will provide a valid answer. Markers are advised that, unless a question specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks.

If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

Throughout the marking, please credit any valid alternative point.

Where markers award half marks in any part of a question, they should ensure that the total mark recorded for the question is rounded up to a whole mark.

Speaking

Marking description

| Mark | Fluency | Vocabulary | Grammar | Pronunciation |
|----------|---|--|--|--|
| 0 | <p>The pauses are very long throughout and the speech therefore conveys no message.</p> <p>The sentences are not linked.</p> | <p>The candidate uses very little vocabulary and can only convey personal information such as their name.</p> | <p>Most basic sentences are incorrect and therefore the meaning is unclear.</p> | <p>Poor pronunciation means most of the speech is difficult to follow.</p> |
| 1 | <p>There are long pauses throughout, even when responding to Part A questions.</p> <p>There is almost no use of cohesive devices.</p> | <p>The candidate does not have the vocabulary to talk about Part A topics with any detail.</p> | <p>Although some simple sentences are correct, the candidate makes mistakes throughout which mean the speech is sometimes difficult to understand.</p> | <p>The speech is sometimes difficult to follow, due to inaccurate and/or unnatural pronunciation.</p> |
| 2 | <p>The candidate can speak fluently on Part A topics but Parts B and C include a lot of language-related hesitation.</p> <p>There may be some use of cohesive devices, but they are often used incorrectly.</p> | <p>The candidate has enough vocabulary to talk about familiar topics but struggles to express ideas on more general topics, especially in Part C.</p> | <p>Simple sentences cause few problems, but more complex sentences are usually inaccurate and are often difficult to understand.</p> | <p>Although the general meaning of the speech is clear, many individual words are 'lost' due to mispronunciation.</p> <p>Stress and intonation are unnatural.</p> |
| 3 | <p>The candidate is able to speak at length, without much effort.</p> <p>Although there are some pauses, these are not unnatural pauses.</p> <p>Some linking words are used but not always correctly.</p> | <p>The candidate has enough vocabulary to talk about unfamiliar topics. Even though word choice may not always be correct, the meaning is usually clear.</p> | <p>There is a range of simple and complex sentences.</p> <p>There are errors with complex sentences but the meaning is usually clear.</p> | <p>The candidate is generally easy to understand, although some individual words may be mispronounced.</p> <p>There are some features such as stress and intonation.</p> |

| Mark | Fluency | Vocabulary | Grammar | Pronunciation |
|-------------|--|--|--|--|
| 4 | <p>The candidate is able to speak at length without much effort.</p> <p>There are a small number of language-related pauses.</p> <p>There is flexible use of coherent devices to link ideas.</p> | <p>The candidate has a flexible vocabulary to discuss a wide range of topics.</p> <p>There are errors regarding collocation and style but the meaning is usually clear.</p> | <p>The candidate flexibly uses simple and complex sentences.</p> <p>The candidate makes grammatical errors but the meaning is always clear.</p> | <p>The candidate is easy to understand throughout, although makes a small number of errors with individual sounds.</p> <p>Features such as stress and intonation are used effectively.</p> |
| 5 | <p>The candidate speaks at length with no noticeable effort.</p> <p>There is hesitation but this is content-related, not language-related.</p> <p>Use of cohesive devices to link ideas is flexible and natural.</p> | <p>The candidate has a flexible and precise vocabulary to discuss a wide range of topics.</p> <p>The candidate makes a small number of errors with uncommon words but the meaning is always clear.</p> | <p>The candidate flexibly and precisely uses simple and complex sentences.</p> <p>The candidate makes a small number of isolated errors in complex structures but the meaning is always clear.</p> | <p>The candidate is easy to understand throughout, with no sounds pronounced inaccurately.</p> <p>All features of pronunciation are used effectively, with a few unnatural utterances.</p> |

Instructions

The Examiner should fill in the marking sheet for the candidate. During the examination, the Examiner should start to complete the sheet. Adjustments can be made during the test. As soon as the test is over, the Examiner should work out the final marks for the candidate and add the total at the bottom of the table.

Marking sheet

Please ensure that all candidate details are completed in full and give the candidate's name as registered with NCC Education.

| | | | | | | |
|-----------------------------|----------|----------|----------|----------|----------|----------|
| Candidate name: | | | | | | |
| Candidate ID number: | | | | | | |
| Centre name: | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 |
| Fluency | | | | | | |
| Vocabulary | | | | | | |
| Grammar | | | | | | |
| Pronunciation | | | | | | |
| Total: ____ / 20 | | | | | | |