

ISE II (B2) – Speaking & Listening Marks and Rationales

Jorge

Assessment criteria	Marks	Rationale
<b>Communicative effectiveness</b>	2	<p>Jorge manages to fulfil the task although, particularly in the collaborative task, there is a lot of support from the examiner in terms of reformulating and simplifying language (the examiner tries hard to elicit ISE II structures and language).</p> <p>Some ideas are developed by giving examples but there is an over-dependence on the examiner to keep the interaction going. There is very little, if any, initiation of interaction from Jorge.</p> <p>However, responses are generally acceptable and Jorge manages to convey ideas despite a lack of language. There is therefore little need for repair strategies.</p>
<b>Interactive listening</b>	3	<p>The examiner does not need to repeat his interventions as Jorge generally understands interventions on first hearing.</p> <p>He interprets the examiner's aims and viewpoints accurately and responds relevantly most of the time. Some subtleties of meaning are missed - e.g. when the examiner comments that keeping a dog in an apartment may not be good for the dog, Jorge responds with relevant comments but does not develop the discussion point well.</p>
<b>Language control</b>	1	<p>Jorge uses a very limited repertoire of structures although he does appear to understand some ISE II structures when confronted with them. For the most part he is reliant on the present tense to communicate his ideas although there are occasional past forms used (even this is below the level being examined). Errors are frequent e.g. 'When mens live in caverns' and 'it start at that time', plural adjectives, confusion with he/she and third person singular agreement. Jorge does not show a sufficient level of accuracy in grammar or lexis (the latter is slightly better). Some of these errors impede communication.</p> <p>Overall not acceptable at this level in this category.</p>
<b>Delivery</b>	2	<p>Jorge is intelligible though some careful listening is required due to Jorge's use of non-standard phonemes. He starts by speaking slowly and hesitantly, but later he speaks more promptly and with enough fluency to follow. His focal stress and intonation are acceptable.</p>
<b>Independent listening</b>	2	<p>Jorge identifies five points but mentions them in rather a general way not fully grasping the line of argument. He makes sense of connected speech with some degree of promptness and accuracy.</p>

**Jose Maria**

Assessment criteria	Marks	Rationale
<b>Communicative effectiveness</b>	3	Jose Maria fulfils the tasks appropriately and initiates well at times though he does not ask any questions. He maintains the interaction without particular difficulty but does not always develop his ideas clearly, especially in the conversation phase. Moreover, his contributions are not always relevant in the collaborative and conversation tasks. To avoid developing ideas more, Jose Maria sometimes responds with "good idea" regardless of the appropriacy of the contribution.  He is generally able to deal with communication problems.
<b>Interactive listening</b>	3	Jose Maria usually understands examiner interventions on first hearing, although he does not always interpret the examiner's aims and viewpoints accurately in the collaborative and conversation phases of the exam. He answers promptly throughout, although it is not always relevant.
<b>Language control</b>	2	Jose Maria uses an acceptable range of grammatical structures (including conditionals) and lexis, mainly in the topic phase, although there are also lexical gaps too (i.e. he says changes instead of substitutions). He shows an acceptable level of control with some grammatical accuracy and lexical precision despite a number of errors (sometimes below the level), which do not impede communication.
<b>Delivery</b>	3	Despite some non-standard phonemes Jose Maria is clearly intelligible throughout, despite some use of non-standard phonemes. He speaks without hesitation, fluently and promptly, and requires almost no careful listening. When it is necessary, it is often due to the speed with which he speaks.
<b>Independent listening</b>	3	Jose Maria gives a very concise gist summary and identifies and reports most points relevantly. In addition, he is able to understand the main points and is aware of the arguments linking them. He doesn't comment on the speaker's viewpoint although it seems to be inferred.

**Manuel**

Assessment criteria	Marks	Rationale
<b>Communicative effectiveness</b>	3	Manuel fulfils the tasks appropriately by responding and initiating (the latter better in the collaborative task) in a suitable manner. Even though he does not ask any questions in the topic or conversation phases, he develops and expands his ideas to show he understands the examiner. There is a good sense that a natural conversation is being held. He deals with any communicative problems in such a way that he understands what the examiner is saying to keep the conversation going.
<b>Interactive listening</b>	3	Manuel understands most interventions on a first hearing and his responses are prompt and mostly relevant (he fails to pick up on some key points of the collaborative task despite clear prompting from the examiner). He also interprets the examiner's aims and viewpoints accurately for the most part.  Most uncertainty on his part seems to be attributable to fluency problems rather than lack of understanding.
<b>Language control</b>	2	Manuel uses an acceptable range of grammatical structures and lexis for this level. However, lexical gaps are evident throughout e.g. "We must have clear". Although errors are frequent, they generally do not impede communication.  As the exam progresses, there are an increasing number of accuracy problems. However, Manuel's meaning is always clear and does not result in any communication breakdown. Overall, language control is acceptable in terms of range and accuracy, and errors made do not have any significant effect on the listener.
<b>Delivery</b>	3	Manuel is clearly intelligible despite some non-standard phonemes and minor stress and intonation problems. He generally speaks promptly, naturally and fluently although the collaborative task is affected by some hesitancy. Nevertheless, overall he requires almost no careful listening.
<b>Independent listening</b>	3	Manuel gives a good, concise summary of content and then identifies most of the main points in the recording, showing good understanding.

**Mariyash**

Assessment criteria	Marks	Rationale
<b>Communicative effectiveness</b>	4	Although the candidate does not initiate much of the discussion with the examiner during the topic phase and is quite dependent on him, in the collaborative and conversation phases, her contribution is more balanced and she fulfils the tasks very well, initiating and responding with natural turn-taking. She is also able to maintain and develop the interaction. No communication problems occur.
<b>Interactive listening</b>	4	The candidate understands all examiner questions and quickly picks up on any inferences in the examiner's interventions (e.g. his use of '... don't you think?'). There is no occasion when points need to be repeated. She interprets the examiner's aims and viewpoints accurately, and her responses are both prompt and relevant.
<b>Language control</b>	4	Throughout, the candidate uses a wide range of structures (e.g. modal verbs, conditionals, used to, relative clauses) that enable her to apply the language functions of the level. These include giving advice, expressing and expanding ideas, expressing agreement and highlighting advantages/disadvantages. Her range of lexis is also broad, e.g. pricey, leafy, oversubscribed. Her language shows a high level of accuracy and occasional errors in no way impede communication.
<b>Delivery</b>	4	Although the candidate's intonation is quite flat, she is clearly intelligible at all times and speaks promptly and fluently. There is occasional hesitation in the conversation phase but this appears to be so that she can consider her responses rather than the need to search for appropriate language. No careful listening is required.
<b>Independent listening</b>	2	Within the time allocated, the candidate is able to identify three advantages and one disadvantage only. Despite not covering all the required points, she clearly understands the content of the input and makes sense of connected speech rapidly and accurately.

Tai

Assessment criteria	Marks	Rationale
<b>Communicative effectiveness</b>	4	The candidate fulfils all tasks with confidence and ease. Throughout the first three phases of the exam, she initiates and responds with effective turn-taking, and the interaction proceeds very smoothly and in a manner that fully balances the contributions of examiner and candidate. Her contributions fully address the interventions of the examiner and she effectively develops points and moves the conversation on as appropriate. There are no communication problems to solve.
<b>Interactive listening</b>	4	The candidate understands all interventions on first hearing and at no point does she have to seek confirmation. She interprets the examiner's aims and viewpoints accurately and, in the collaborative phase, makes links with earlier information in what is a fairly complex discussion. Her responses are prompt and relevant throughout.
<b>Language control</b>	4	The candidate employs an impressively wide range of functional language including giving advice, expressing and expanding ideas, expressing agreement, highlighting advantages/disadvantages, speculating and eliciting further information. Her lexical range, including the use of idiomatic language, is similarly broad - e.g. 'giving it another shot', 'all that jazz', 'my premise is wrong'. She is able to deal with topics with great flexibility and any inaccuracies are barely noticeable.
<b>Delivery</b>	4	The candidate is clearly intelligible throughout all of the tasks and requires no careful listening. She speaks promptly, spontaneously and fluently, and consistently uses appropriate stress and intonation to good effect to support her meaning. The candidate is demonstrably relaxed when speaking English and there is no evidence of non-standard phonemes.
<b>Independent listening</b>	4	The candidate identifies and reports all the important points, linking them to the message as a whole. She thus shows a clear and comprehensive understanding of the text. She confidently makes sense of connected English speech rapidly and accurately as well as fully inferring the speaker's unstated attitude.