

ISE I (B1) – Speaking & Listening Marks and Rationales

Alba Maria

Assessment criteria	Marks	Rationale
Communicative effectiveness	2	<p>Alba acceptably fulfils the task (both the topic and conversation) generally responding acceptably when prompted to do so, although she does need support from the examiner. She manages to maintain the interaction to a degree but again with support from the examiner and she is over-simplistic in her responses when the examiner tries to encourage her to develop the topic and conversation at the relevant level. She initiates a little with some prepared questions and simple responses to comments but overall the conversation does not proceed naturally.</p> <p>Although communication never breaks down as such, it remains at a low level throughout. Repair strategies consist mainly of asking for repetition.</p>
Interactive listening	3	<p>Alba is able to follow the examiner's questions and comments in general and doesn't need too much repetition or help even with longer interventions eg whether she intends to remain in Toledo or not. Her responses are mostly relevant although usually short on detail and limited to short sentences.</p> <p>The examiner sometimes needs to speak quite slowly, and there are some examples of her responding slowly because she is uncertain about the examiner's intentions. She also occasionally misses the point and doesn't fully understand the more complex statements and questions eg she is unclear about what the examiner means about improving his Spanish if he comes to Spain</p>
Language control	1	<p>Alba uses a very limited grammatical and lexical range for the level. In fact, the majority of what she says is in the present tense and even then there is little control over verb forms, with the two presents being confused. Other low level errors are also frequent and the level of accuracy overall is not adequate.</p> <p>Her communicative skills sometimes make this lack of language range less apparent but she often uses single words and phrases rather than sentences. This allows her to communicate at a simple level, but limits her ability to deal with topics at the level and communicate using the range of language functions required</p>
Delivery	2	<p>Alba can mostly be understood despite the frequent use of non-standard phonemes eg some vowel sounds. She usually speaks slowly and does, at times, require careful listening. L1 stress and intonation patterns are also clearly evident.</p> <p>There is frequent pausing and hesitation due to lexical gaps, for example while searching for a word to describe Germany.</p>
Independent listening	1	<p>Alba cannot identify the gist and can only identify a limited number of key information points (3). She only responds to questions after noticeable hesitation and requires repetition of the questions.</p>

Gabriella

Assessment criteria	Marks	Rationale
Communicative effectiveness	3	The candidate fulfils the task adequately although she has to be prompted throughout the interaction, and topic development is heavily dependent on the examiner. She does initiate but only when urged to do so. Also, her responses are often basic, consisting of single words or simple clauses. There are no occasions when the candidate does not appear to follow the thread of the interaction.
Interactive listening	3	The candidate understands most interventions but on a couple of occasions repetition is needed. There are also instances when she responds slowly and hesitantly owing to uncertainty about examiner input. However, the examiner has no need to slow down or adapt his own speech patterns.
Language control	2	Although the candidate hesitates noticeably when searching for language, she uses an acceptable range of functional language including giving opinions and expressing obligation. The examiner gives her ample opportunities to exploit the language of the level more fully, but she does not take advantage of this. There is a acceptable level of grammatical accuracy and lexical precision and, although frequent errors (eg subject-verb agreement) do occur, they do not usually impede communication.
Delivery	3	Despite the use of some non-standard phonemes and the need for some careful listening, the candidate uses lexical stress and intonation appropriately. There is also some pausing and hesitation as she searches for vocabulary.
Independent listening	2	Although the candidate accurately identifies and reports four key information points, she demonstrates limited understanding of links between these points and clearly finds the listening phase challenging. She responds to questions with noticeable hesitation but does not need repetition or rephrasing.

Haresh

Assessment criteria	Marks	Rationale
Communicative effectiveness	4	Although the candidate does not initiate much, he nevertheless fulfils the task very well, maintaining and contributing to the interaction by elaborating on his utterances spontaneously. His responses are always appropriate, even if they are at times somewhat limited, particularly in the topic phase, and, as a result, the interaction appears quite natural throughout. There is no need for this candidate to make use repair strategies.
Interactive listening	4	The candidate understands the examiner's contributions without any noticeable problems and there is no need for either repetition or rephrasing. He identifies all factual information correctly and responds to questions immediately. On no occasion does the examiner need to slow down his own contributions to facilitate understanding.
Language control	4	The candidate uses a wide range of grammatical structures, functional language and lexis with a high degree of accuracy, precision and flexibility. Functional language used includes giving reasons, expressing obligation and describing past actions in the indefinite past while examples of lexical flourishes are 'weather permitting' and 'didn't come out on top'. Minor errors do occur but never impede communication.
Delivery	4	Although there are some occasional non-standard phonemes, the candidate remains intelligible throughout. His lexical stress and intonation are appropriate and the only time that he pauses or hesitates is to gather his thoughts when considering the answer to a question. This is entirely legitimate. No careful listening is required.
Independent listening	4	The candidate accurately reports all of the key information and responds to the examiner's follow-up questions with promptness. No repetition or rephrasing of questions is required.

Jaume

Assessment criteria	Marks	Rationale
Communicative effectiveness	4	Jaume's responses were fully appropriate to the questions asked. He responds very promptly and in a spontaneous manner; there is no hesitation evident. He does not actually involve the examiner until the end of the topic section when he asks about the examiner's experiences, but the conversation still feels perfectly natural.
Interactive listening	4	The examiner has no need to repeat or clarify any of her questions and Jaume's responses indicate that he has understood the gist of the question and detail where necessary. When Jaume needs time to consider a point, he makes use of very natural sounding strategies eg 'Well....' 'I don't know, maybe.'
Language control	4	Jaume demonstrates a good range for this level and his language is more than sufficient to provide clear answers and points. Despite very occasional slips, there is a high level of accuracy and minor errors that do occur, do not impede understanding. There is a good coverage of level functional language: opinions appropriately, expresses obligation etc. Some collocations are also used effectively 'I like to think.' 'keep active'. His lexical range is more than sufficient to maintain the conversation and there are many examples of non- common words and phrases, particularly on the topic eg hooks and rods etc.
Delivery	3	Jaume occasionally requires attentive listening: L1 phoneme intrusion is evident at times, particularly on vowel sounds, when he sometimes shortens longer English sounds eg on 'harbour'. Stress and intonation however remains strong and pausing and hesitation are appropriate to intended meaning.
Independent listening	4	This presented Jaume with no problems in either section. All questions in Section 1 were answered correctly. In part 2, he identified correctly 7 pieces of information, and expressed these in a manner that confirmed his understanding. He replied to the two examiner questions promptly (one was a repeat of previously given information).