



MARKING CRITERIA Anglia Examinations Speaking Test CITE Level (B2) - Young Learners

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Can produce extended stretches of language spontaneously with fairly even tempo on a wide range of topics. Can interact without placing strain on the participants. May need to briefly hesitate and pause for thought.	Covers the subjects of discussion well on a wide range of teaching, general, academic, vocational topics. Can tackle every aspect of the conversation and discussion. Shows willingness to offer additional ideas with clear reference to own classroom experience.	Clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout. No strain imposed on the listener.	Fully appropriate words and expressions for the tasks at this level. Can confidently and spontaneously use a wide range of language without obvious searching for words. Clear evidence of a wide variety of B2-level classroom language.	Fully confident with the structures demanded by tasks. Can spontaneously produce examples of more complex grammar at B2 level. Occasional minor inaccuracies. Shows a clear understanding of grammar beyond own use and inspires confidence that would be able to teach effectively.
M	Candidate is reasonably fluent and contributes effectively to the conversation on familiar tasks. Can express views clearly by providing relevant points and arguments. Some unevenness of tempo and pauses for thought.	Covers the subjects well and offers some additional ideas. Actively participates in discussion. Effort made not too distracting for participants.	Reasonable pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although generally not impeding understanding.	Adequate vocabulary for all the tasks without obvious searching for words. Some attempts at a wider range of vocabulary, beyond the basics of classroom language required for this level.	Good grammatical control of grammar at B1 and also B2 level. Little sign of having to restrict what he/she wants to say for grammatical reasons. Mistakes are made, but do not usually break up the flow. Demonstrates a reasonably good understanding of grammar.
P	Candidate can make his / her way through the interactions, but the effort is obvious and could be distracting for the flow of conversation. Can initiate some discourse.	May not say what he / she thinks, but rather what he / she can say, leading to blocked discussion, but not a complete stop. Can express some opinion on most general topics	Mother tongue interference leads to some oddities in stress and intonation. Oddities may occasionally impede understanding.	Sufficient vocabulary and classroom language for all the debate and discussion, even if limited at times. Some paraphrase or pause noted when a true expression is missing. Sufficient range to simply describe, explain and justify at B1 level.	Uses basic B1 grammar required of tasks but less confident/unwilling to use more complex grammar of B2 level. May be evidence of limitations. Mistakes, but can keep going and make him/herself understood.
R	Pauses and hesitation indicating lack of adequate range in candidate's spoken English to cope with the tasks.	Does not confidently cover the subject. Is very hesitant about what to say.	Flow of pronunciation and intonation does not inspire confidence in the speaker having a B2 level of spoken English.	Vocabulary too limited to be called functional at B2 level.	Mistakes and language range indicating B1 grammar in spoken English not quite achieved. Insufficient evidence that candidate could share grammatical knowledge.
U	Little or no communication in English takes place at all.				