

C2 Proficiency

Assessment Commentary and Marks: Derk and Annick

Video can be found at https://www.youtube.com/watch?v=_Bx_x-gvLw0

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DERK

Grammatical Resource

Mark: 3.0

Control and Range

Maintains control of a wide range of grammatical forms:

- *I want to improve the health of human beings* (Part 1)
- *You can use metal again, you can recycle it* (Part 2)
- *...what you want to do for the community or for your country* (Part 3)
- *I think for most people it's just laziness* (Part 3)

Although there are some lapses in control

- *What you want to earn for money* (Part 3)
- *They didn't make such good plans to see if the credibility...was right* (Part 3)
- *Most people don't like it to read from a screen...* (Part 3)

Lexical Resource

Mark: 3.0

Range and Appropriacy

Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics

- *The roaring of the chimpanzees, the splashing of the water, a third world country, a developing country, recycle (metal)* (Part 2)
- *The sound of flipping a page, many issues, snack bars, fast food brands* (Part 3)
- *All the animals are so bored by always the same thing...*(Part 3)

With occasional lapses

- *the old scenery/the early days* (Part 3)
- *reservates* (for 'reserves') (Part 3)

Discourse Management

Mark: 3.0

Extent

Derk produces extended stretches of language with ease and very little hesitation

- In Part 3 he produces his most extended contributions while in Part 2 he tends to produce shorter utterances, though these are appropriate to the discussion.

However, some of his contributions could be more extended

- In Part 2, e.g. some of his comments on the photographs

Relevance

His contributions are mostly relevant and coherent, and mostly varied to suit the tasks:

- In Part 3, his comment *'I think for most people it's just laziness not to make long-term plans. They don't want to think about it and that's the reason they don't think about it...'*
- Also in Part 3, his development of the idea that life in the past was better; *'there are so many issues they are complaining about (now) and...everybody is thinking about problems that are not real problems, in my view, and I think in the earlier days they didn't have the time to worry about those problems...'*

Cohesion

He uses a range of cohesive devices and discourse markers

- *Definitely* (Part 2, several times)
- *I think...because* (Parts 2 and 3, several times)
- *In my view* (Part 3)

Pronunciation

Mark: 3.0

Intelligibility

Is intelligible

Intonation

Is appropriate, and occasionally used to enhance meaning

- *You can use metal again, you can recycle it* (Part 2)
- *Because you are able to know what you want to become* (Part 3)
- *I think for most people it's just laziness* (Part 3)
- *Worrying about things that are not real problems* (Part 3)

Stress

Sentence stress is accurately placed, with good links

- *Their eyes get tired* (Part 3)
- *All the animals are so bored by always the same thing in a zoo* (Part 3)

Individual sounds

Are generally clearly articulated

Interactive Communication

Mark: 3.0

Initiating and responding

Derk interacts with ease, linking his contributions to Annick's

- In Part 2, when they are negotiating towards a choice of campaign poster
- In Part 3, when he extends Annick's preference for paper- over electronic books
- In Part 3, when he asks Annick; *'How will you enjoy yourself if everything is done by something else?'*

Development

Derk widens the scope of the interaction and negotiates towards an outcome

- In Part 2, when they are negotiating towards a choice of campaign poster

Global achievement

Mark: 3.0

Derk seems to gather confidence as the interview progresses. He proves himself able to handle communication on a wide range of familiar, unfamiliar and abstract topics with little hesitation. He is mostly accurate and can express complex ideas. However, there are occasional inaccuracies/some incoherence.

ANNICK

Grammatical Resource

Mark: 4.0

Control and Range

Maintains control of a wide range of grammatical forms

- *I'll be doing my bank internship* (Part 1)
- *They probably won't connect it to pollution...* (Part 2)
- *...the animals don't have their natural habitat any more* (Part 2)

And uses them with flexibility, usually consistently

- *Old used cars that are being compressed* (Part 2)
- *When it comes to population, we can definitely see...* (Part 3)
- *Diseases they had back then...*(Part 3)

Lexical Resource

Mark: 4.0

Range and Appropriacy

Uses a range of appropriate vocabulary with flexibility, to give and exchange views on unfamiliar and abstract topics

- *Gap year, bank internship* (Part 1)
- *Jungle, chimpanzee, gorillas, apes, deforestation, filtered water, spring, habitat* (Part 2)
- *Planning a family, financially stable* (Part 3)

With some evidence of a wide range

- *All the ice shelves are going to melt* (Part 3)
- *An actual newspaper in your hand* (Part 3)

Though there are a few lapses

- *The living standard is going to get a bit down* (Part 3)
- *The price of water is going to raise* (Part 3)
- *The nature and the sceneries are going to suffer* (Part 3)

Discourse Management

Mark: 4.0

Extent

Produces extended stretches of language with ease, a degree of flexibility and very little hesitation.

- Her contributions throughout the test are succinct or extended as the occasion demands: e.g. *'this would be one of the better pictures for the campaign because you can see there's been some deforestation/loss of species because the animals don't have their normal habitat any more'* (both in Part 2)

Relevance

Contributions are relevant, coherent, varied and detailed

- Her contribution to the discussion about the environment/poster choice (Part 2)
- Her response to the question about the importance of preserving old buildings (Part 3)
- Her imaginative contribution to the question about how food may change in future (Part 3)

Cohesion

Uses a wide range of cohesive devices (including related lexis) and discourse markers

- *When it comes to* (several examples, Part 2)
- *Pretty much...* (several examples, Part 2)

Pronunciation

Mark: 4.0

Intelligibility

Annick is intelligible throughout, with some effective use of phonological features to convey and enhance meaning, particularly stress.

Intonation

Is appropriate throughout

- *I'll be doing my bank internship, which takes eighteen months* (Part 1)
- *...then just go to the airport, pick one flight wherever it takes us...* (Part 3)
- *You can't always be spontaneous* (Part 3)
- *They could develop in different ways* (Part 3)

Stress

- *A typical calendar picture* (Part 2)
- *I also don't think it's that suitable* (Part 2)
- *Pretty much every beach looks kind of similar nowadays* (Part 2)
- *...rare...rarer* (self-correction with correct stress) (Part 3)
- *If I think of England, I always think automatically of red-brick buildings...*(Part 3)

Individual sounds

Are consistently clearly articulated

Interactive Communication

Mark: 4.0

Initiating and responding

Annick interacts with ease, skilfully linking contributions to Derk's.

- Throughout the test, she tries to provide Derk with openings to respond to
- In Part 3, she responds to and extends Derk's point about people worrying too much about small things

Development

Annick widens the scope of the interaction and develops it fully towards a negotiated outcome

- In Part 2, where she guides the discussion (on the poster campaign picture) towards a final choice
- In Part 3, where she responds imaginatively to the question regarding preferences for the past or future

Global achievement

Mark: 4.0

Annick handles communication on a wide range of unfamiliar and abstract topics. She is mainly accurate in her use of appropriate linguistic resources to express her ideas and to extend her discourse, which she does well in Part 3. There are occasional inaccuracies, but these do not impede the communication of her message.