



Assessment commentary and marks

Commentary on BEC Higher: Cyrielle and Christopher

Video can be found at <https://www.youtube.com/watch?v=MWuQAEzpjU>

	Cyrielle	Christopher
Grammatical resource	5	4
Lexical resource	5	5
Discourse management	5	4
Pronunciation	4	4
Interactive communication	4	4
Global achievement	5	4

NOTES

Cyrielle	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication	Global Achievement
	5	5	5	4	4	5
Grammatical Resource						
Control and Range	Cyrielle maintains control of a wide range of grammatical forms: <ul style="list-style-type: none"> <i>Well, I was just wondering what your opinion was on the subject. (Part 2)</i> <i>I do think they have a future, but not for doing transactions. (Part 2)</i> <i>They would definitely improve their own qualities, because working in a strong team you ultimately pick up other things from your team mates. (Part 3)</i> 					
Lexical Resource						
Range and Appropriacy	She uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics: <ul style="list-style-type: none"> <i>if...it appeals to them, they really get into it (Part 1)</i> <i>think about a new logo or a new slogan (Part 3)</i> <i>team-building activity (Part 3)</i> <i>implement my studies (Part 1)</i> <i>make a transaction...some reassurings for the clients (Part 2)</i> 					
Discourse Management						
Extent	Cyrielle produces extended stretches of language with ease and with very little hesitation: <ul style="list-style-type: none"> In Part 1 when taking about advertising in Belgium Her Part 2 talk and response to the follow up question on internet transactions Throughout the Part 3 discussion on team building 					



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Relevance	<p>Cyrielle's contributions are coherent and relevant, and mostly varied to suit the tasks:</p> <ul style="list-style-type: none"> Throughout Parts 1, 2 and 3 when she fully extends her own ideas and helps to develop her partner's ideas and comments
Cohesion	<p>Cyrielle uses a wide range of cohesive devices and discourse markers:</p> <ul style="list-style-type: none"> <i>Well, I recently graduated from my studies from economy, and now I want...</i> (Part 1) <i>Well, I was just wondering what your opinion was on the subject. So, if your boss would ask you to travel abroad, would you do it? And if not, could you give some other solutions for this problem, or for this topic?</i> (Part 2) <i>They have to get along also, because, otherwise, you are going to have problems in your top management, and then you have a lot of problems...</i> (Part 3)
Pronunciation	
Intelligibility	Is intelligible and phonological features are used effectively to convey and enhance meaning, but not consistently.
Intonation	is appropriate and is used effectively to convey and enhance meaning: <ul style="list-style-type: none"> When asking questions in Part 2 and Part 3 In the Part 2 long turn
Stress	is accurately placed and is used effectively to convey meaning with only occasional instances of inappropriate stress: <ul style="list-style-type: none"> <i>I do think they have a future, but not for doing transactions</i> (Part 2) [effective use of stress] <i>Advertisements</i> (Part 1) [inappropriate stress]
Individual sounds	are articulated clearly with only occasional instances of less clear articulation: <ul style="list-style-type: none"> de / [the] (Part 1), udder / [other] persons (Part 3) [less clear]
Interactive Communication	
Initiating and Responding	<p>Cyrielle interacts with ease, linking her contributions to those of the other speakers:</p> <ul style="list-style-type: none"> Throughout Part 3 which develops into a genuine conversation: <i>'I don't know what your opinion on the subject is, but ...'</i> <p><i>'But I don't know, what do you think? Do you have other ideas? Yeah and I think it's also necessary to... include everybody in the takeover...'</i></p>
Development	She maintains and develops the interaction throughout and occasionally widens the scope in Part 3.



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- She develops all her responses in Parts 1 and 2.
- *'Well, I think it's very useful to put a lot of people from different companies together, so you don't have the one company and the other company, so mix them up. And then I think it would be very useful for them to get to know each other...'* (Part 3).

Global Achievement

Cyrielle handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. She uses accurate and appropriate linguistic resources to express complex ideas, and her contributions are clear and relevant. There are occasional inaccuracies, but these do not affect the interaction. She deals with all aspects of the test fully, and is easy to follow.



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Christopher	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication	Global Achievement
	4	5	4	4	4	4
Grammatical Resource						
Control and Range	<p>Christopher maintains control of simple grammatical forms:</p> <ul style="list-style-type: none"> <i>Personally, I would travel</i> (Part 2) <i>the people who are actually doing the work</i> (Part 3) <p>And shows a good degree of control of some complex grammatical forms:</p> <ul style="list-style-type: none"> <i>Mostly the imports are just daily goods, because they are cheaper to produce in China where the wages are lower.</i> (Part 1) <i>Do you think that there is a future for traditional bank branches as we know them?</i> (Part 3) <i>I think that most people have a lack of one quality, maybe several qualities, which would be...added by other colleagues of the team.</i> (Part 3) 					
Lexical Resource						
Range and Appropriacy	<p>He uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics:</p> <ul style="list-style-type: none"> <i>development ... production line ... the wages are lower and the product is cheaper and... more competitive in the market</i> (Part 2) <i>the main body of the company, ...the top executives ..., the department managers</i> (Part 3) <i>face-to-face...approved by several executives</i> (Part 2) <i>the stiff atmosphere... ineffective</i> (Part 3) 					
Discourse Management						
Extent	<p>Christopher produces extended stretches of language, occasionally with ease, and with very little hesitation:</p> <ul style="list-style-type: none"> In Parts 1 and 3 he fully extends his replies and comments 					
Relevance	<p>His contributions are (mostly) relevant and coherent:</p> <ul style="list-style-type: none"> In Part 3 where he develops his own ideas and those of his partner 					
Cohesion	<p>Christopher uses a range of cohesive devices and discourse markers:</p> <ul style="list-style-type: none"> <i>The development may take place in Germany..., but the production line will be situated in other country, maybe Eastern Europe, China, because the wages</i> 					



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	<p><i>are lower and the product is cheaper and, because of that, more competitive in the market (Part 2)</i></p> <ul style="list-style-type: none"> <i>It is vital to put people together, but it has to be the main body of the company, not just the top executives working together, but the department managers, the people who are actually doing the work. (Part 3)</i>
Pronunciation	
Intelligibility	Is intelligible and some phonological features are used effectively to convey meaning.
Intonation	is appropriate and is sometimes used effectively to convey meaning: <ul style="list-style-type: none"> In the Part 2 long turn <i>Important decisions have to be made face to face (Part 2)</i> [effective use of intonation]
Stress	is accurately placed and is used effectively to convey meaning with only occasional instances of inappropriate stress: <ul style="list-style-type: none"> <i>It's very important.</i> (Part 1) [effective use of stress] When talking about imports and exports in Part 1 [accurate and effective use of stress] <i>more competitive in the market</i> (Part 2) [effective] <i>Philosophy</i> (Part 3) [inappropriate stress]
Individual sounds	are articulated clearly with only occasional instances of less clear articulation: <ul style="list-style-type: none"> <i>Job chances</i> (Part 1) [less clear]
Interactive Communication	
Initiating and Responding	Christopher interacts with a certain amount of ease, linking his contributions to those of the other speakers: <ul style="list-style-type: none"> Throughout Part 3 which develops into a genuine conversation: <i>'I agree. It is important to produce yourself as you are...'</i>, <i>'Yeah, of course, because everybody contributes to the company, so, but I think that the people, or the individuals, need to make an effort...'</i>
Development	He maintains and develops the interaction throughout: <ul style="list-style-type: none"> He develops all his responses in Parts 1 and 2: <i>'I think it's very important, because... the majority of the money made in Germany is based on exports. Germany exports a lot of technology to another countries...'</i>



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Global Achievement
Christopher handles communication on a wide range of familiar and unfamiliar topics, with only occasional hesitation. He uses a range of accurate and appropriate linguistic resources to express ideas. There are occasional inaccuracies and inappropriate word choice, but meaning is usually clear. He produces extended discourse that is generally coherent and organised. In Part 2 his contribution is relevant, and in Part 3 he interacts well, and plays his part in maintaining the discussion.