

# **Mark Scheme for June 2011**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**SCHEME OF ASSESSMENT****Part 1 Presentation and discussion (5 minutes)**

Timings: presentation 1 minute + discussion 4 minutes

Content and communication	10 marks
Quality and range	10 marks
Pronunciation and intonation	5 marks

**Part 2 General Conversation (5 minutes)**

Content and communication	10 marks
Quality and range	10 marks
Pronunciation and intonation	5 marks

**Total 50 marks**

Marking should be stopped at 10 minutes total. If each part is longer than 5 minutes and the recording is longer than 10 minutes total then only assess the first 5 minutes of each part.

**General marking principles**

The basic principle is that marks are to be awarded when candidate's utterance would communicate a correct, relevant meaning to a sympathetic native speaker of the target language who does not speak English.

If the same topic is used for both parts of the test (i.e. the topic chosen by the candidate for the presentation and the topic chosen from the list of three on the random order sheet are both the same or overlap significantly) the examiner should record centre details and pass this information to PE and to the QM in the first instance. The QM will determine if further action is necessary.

**Content and communication assessment criteria**

Open ended questions are expected in the conversation between teacher and candidate. The teacher may start with a few closed questions to build confidence before moving into more open ended questions. A conversation consisting of closed or limited questions will not allow the candidate to develop points of view and will not allow them to be awarded marks above the 5-6 band for content and communication.

**Relevant information**

Irrelevant information is when candidates try to talk about something that is not relevant to the topic the candidate has chosen or the question the teacher has asked on that topic.

**Hesitation**

- Mark band 1 - 2: It should be expected at this level that candidates will hesitate throughout.
- Mark band 3 - 4: It should be expected at this level that candidates will hesitate a lot.

**Points of view**

Ideas and points of view about the topic are very important for marks of 5 – 6 and above.

Examples:

- An opinion would be “I like football” (band 3-4)
- A point of view would be “Football helps you to keep fit” (band 5-6)
- A justification would be “I like football because it helps to keep me fit. It’s important to keep fit so that I can go to school every day.” (band 7-8)

**Quality and range assessment criteria**

The important criteria for differentiating in each mark band are highlighted. It is important to note the different requirements in respect of tenses:

Mark band 9-10: confident and accurate use of a variety of clause types including tenses.

Mark band 7-8: A range of clause types with some consistent manipulation of verb structures and tenses.

Mark band 5-6: **may** include different tenses (this means there is no mandatory requirement for a candidate to use different tenses to be awarded a mark in this band).

Mark band 3-4: some awareness of timeframes (this could be expressed by an adverb of time and does not require the use of a specific tense).

**Pronunciation and intonation assessment criteria**

Transliteration of English words should not always be rewarded. If a teacher queries a dubious pronunciation and the candidate corrects the pronunciation credit can still be earned.

## Part 1 and Part 2

<b>Content and Communication</b>	
<b>9 - 10</b>	The candidate <b>responds fully</b> to all questions, including open-ended ones. Uses relevant information to <b>develop and justify individual ideas and points of view</b> . Produces information <b>confidently</b> and <b>spontaneously without being cued</b> .
<b>7 - 8</b>	<b>Responds well</b> to questions, including open ended ones. Routinely gives relevant information, <b>expresses opinions and provides justifications</b> . <b>Sometimes develops and explains own ideas</b> . Generally confident.
<b>5 - 6</b>	Communicates information and <b>responds</b> to questions. <b>Readily expresses points of view</b> . Can deal with <b>some open-ended</b> questions. Only <b>occasional hesitation</b> .
<b>3 - 4</b>	Gives <b>some information</b> and expresses <b>some opinions</b> . Makes <b>some attempt</b> to deal with open-ended questions. <b>Hesitant at times</b> .
<b>1 - 2</b>	Communicates with <b>simple, short pieces</b> of information in response to <b>straightforward questions</b> . Can express <b>simple opinions</b> . Attempts to link <b>straightforward ideas</b> . Hesitation usually in response to open-ended questions.
<b>0</b>	Communicates no relevant information.

## Part 1 and Part 2

Quality of language	
9/10	<p><b>Confident and accurate use of a variety of clause types</b>, vocabulary, <b>idioms</b> and structures, including <b>verb structures and tenses</b>.</p> <p>Errors, noticeable only in the most ambitious language.</p> <p>Fluent, coherent, consistent, controlled and varied.</p>
7/8	<p>A <b>range of clause types</b> with some consistent <b>manipulation of verb structures and tenses</b>.</p> <p>Successful with complex language features, though with some inaccuracy.</p> <p>Overall, in control of the material.</p>
5/6	<p>Uses a <b>range of straightforward structures and vocabulary</b>, which <b>may include different tenses</b> or time frames. Can connect verbs.</p> <p>The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.</p>
3/4	<p><b>Some awareness of verbs and time frames</b>, but <b>inconsistent overall</b>. <b>Straightforward vocabulary and structures</b>.</p> <p>Everyday messages are sufficiently accurate to be comprehensible.</p>
1/2	<p>Only a few phrases or short sentences are accurate enough to be recognisable.</p> <p>Very simple sentence structure.</p>
0	Nothing coherent or accurate enough to be comprehensible.

## Part 1 and Part 2

Pronunciation and intonation	
5	<p><b>Very accurate</b> for a non-target language speaker though there may be some minor slips.</p> <p>(16/17/18 +19/20)</p>
4	<p><b>Mostly accurate</b> with occasional errors.</p> <p>(14/15)</p>
3	<p><b>Generally accurate</b>, though there may be some instances of first language interference.</p> <p>(9/10 +11/12/13)</p>
2	<p><b>Inconsistent</b> but still some instances of accurate pronunciation and intonation.</p> <p>(7/8)</p>
1	<p><b>Very few instances of clear</b> pronunciation and intonation, <b>significant first language influence</b> prevents clarity.</p> <p>(2/3 _ 4/5/6)</p>
0	Nothing coherent enough to be comprehensible.

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