

# **Mark Scheme for June 2013**

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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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**Part 1 Presentation and discussion**

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

**Part 2 General Conversation**

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

**Total 50 marks**

## Part 1 and Part 2

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

## Part 1 and Part 2

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

## Part 1 and Part 2

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

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