

The maximum mark for this paper is **60**.

SPECIMEN

Section 1: Discussion of Article			
Answer			Marks
• Understanding of and response to examiner	AO1	Grid L	[10]
• Understanding of and response to text	AO2	Grid K	[10]
• Quality of Language (Accuracy)	AO3	Grid C.1	[5]
• Quality of Language (Range)	AO3	Grid F.1	[5]
Section 1 Total			[30]
Section 2: Topic Discussion			
Answer			Marks
• Development and justification of ideas	AO1	Grid M	[10]
• Fluency, spontaneity, responsiveness	AO1	Grid E.2	[5]
• Pronunciation and intonation	AO1	Grid G	[5]
• Quality of Language (Accuracy)	AO3	Grid C.1	[5]
• Quality of Language (Range)	AO3	Grid F.1	[5]
Section 2 Total			[30]
Paper Total			[60]

Section 1: Discussion of Article**Grid K : Understanding of and response to text [10 marks]**

0-2	Supplies no relevant information or only one or two of the points from the text. Minimal understanding shown of text.
3-4	Supplies some of the main points and details but shows limited ability to infer meaning. May experience difficulties with more complex language.
5-6	Supplies most of the main points and some details from the text. Shows a reasonable level of understanding of the text, including points of view where relevant. Some ability to infer meaning.
7-8	Supplies the main points and details from the text, including points of view where relevant. Able to infer meaning. Able to develop ideas and to express and justify points of view effectively.
9-10	Excellent understanding of the text. Fully able to develop ideas and to express and justify points of view.

Grid L : Understanding of and response to examiner [10 marks]

0-2	Severe problems of comprehension. Very marked hesitation. Limited response. Not able to deal with unpredictable elements.
3-4	Shows some understanding of Examiner's questions but may experience difficulties with more complex language. Generally hesitant. Limited response to the majority of topics raised. Limited ability to deal with unpredictable elements.
5-6	Understands questions on basic concepts but has some difficulty understanding questions about more complicated ideas. Some delay in response but may take the initiative at times. Needs encouragement to develop the topics raised. Some ability to deal with unpredictable elements.
7-8	Few problems of comprehension. Responds readily and fluently and takes the initiative in developing the topics raised. Able to deal with unpredictable elements.
9-10	No problems of comprehension. Very prompt and fluent response to questions. Readily takes the initiative in developing the topics raised. Confidently deals with unpredictable elements.

Grid C.1 : Quality of Language (Accuracy) [5 marks]

0-1	Little evidence of grammatical awareness. Persistent serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Grid F.1 : Quality of Language (Range) [5 marks]

0-1	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
2	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
3	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
4	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Section 2: Topic Discussion

Grid M : Development and justification of ideas [10 marks]

0-2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.
3-4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.
5-6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information, not always relevant.
7-8	Able to develop ideas and to express and justify points of view effectively. Offers relevant information.
9-10	Well chosen relevant information to develop a range of ideas and to justify points of view very effectively.

Grid E.2 : Fluency, spontaneity, responsiveness [5 marks]

0-1	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.
2	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
3	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
4	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
5	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

Grid G : Pronunciation and intonation [5 marks]

0-1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
2	Pronunciation and intonation may be influenced by candidate's first language and problems with more difficult sounds sometimes impede communication.
3	Pronunciation and intonation acceptable, in spite of a number of errors which rarely impede communication. Some problems with some more difficult sounds.
4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

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Grid C.1 - Quality of Language (Accuracy) [5 marks]

0-1	Little evidence of grammatical awareness. Persistent serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Grid F.1 : Quality of Language (Range) [5 marks]

0-1	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
2	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
3	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
4	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.