

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

SPECIMEN

Section 1: Role-Play			
Answer			Marks
• Response to Examiner	AO1	Grid B	[10]
• Use of stimulus	AO2	Grid A	[15]
• Quality of Language (Accuracy)	AO3	Grid C.1	[5]
Section 1 Total			[30]
Section 2: Conversation			
Answer			Marks
• Ideas, opinions and relevance	AO1	Grid D	[10]
• Fluency, spontaneity, responsiveness	AO1	Grid E.1	[10]
• Pronunciation and intonation	AO1	Grid G	[5]
• Quality of Language (Accuracy)	AO3	Grid C1	[5]
Section 2 Total			[35]
Paper Total			[60]

Section 1: Role-Play**Grid A : Use of stimulus [15 marks]**

0-2	Little or no attempt to use the stimulus material. Supplies no relevant information or only one or two of the points.
3-5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.
6-9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.
10-12	Good use of the stimulus material. Successfully conveys about three quarters of the points.
13-15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.

Grid B : Response to Examiner [10 marks]

0-2	Has some difficulty in understanding and is hesitant in responding to many of the Examiner's questions and comments. Shows very little initiative or imagination.
3-4	May be hesitant in responding. Responses to the Examiner are brief and sometimes inadequate. Shows little initiative or imagination.
5-6	Responds satisfactorily to the Examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
7-8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
9-10	Responds fluently and fully to the Examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.

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.

Section 2: Conversation**Grid D: Ideas, opinions and relevance [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 and explain ideas and to express points of view, with some justification. Offers relevant information.
9-10	Well chosen relevant information to develop a range of ideas and to justify points of view.

Grid E.1: Fluency, spontaneity, responsiveness [10 marks]

0-2	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.
3-4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
5-6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
7-8	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.
9-10	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.

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 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.

Information to be covered in Role Plays
<p>Role Play A</p> <ul style="list-style-type: none"> • Ocado is online supermarket, in partnership with Waitrose • award-winning 'Best online supermarket' • delivers straight to your door when you want • deliveries unaffected by weather or leaves on the road • fragile items packed carefully and frozen goods arrive frozen • one-hour slots for delivery • freshness of products • customer gets what was ordered, not something else • £15 saving on first order over £75 • team helps you compile your first order • more information on website or phone
<p>Role Play B</p> <ul style="list-style-type: none"> • Scenery, sport, fishing, bird-watching • Culture, architecture, history, opera • Liverpool, home of pop group and famous football team • Cumbria and Lake District, beautiful scenery, rest and relax • Manchester – Museums, galleries, theatres, clubs, bars • City of Lancaster, Pennine hills • Seaside resorts, hills and plains • Chester – Roman city • More information on website
<p>Role Play C</p> <ul style="list-style-type: none"> • Dell sells direct to the customer • Online or by phone • Cost savings • You get the facilities you want • Talk direct to the experts • Advice and service • Convenient – delivered right to your door • Company will install computer for you, if desired • Special offers online • Contact details and telephone online • Times for contact