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**GCSE**  
**CHINESE (MANDARIN)**  
**8673/SF+SH**

**F+H**

Paper 2 Speaking (Foundation and Higher)

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**Specimen Mark scheme**

June 2019

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V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation, intonation and tones	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

## Foundation Tier

### Part 1

#### Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]

#### For each task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

#### Notes

- Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's Card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**For the Role-play overall**

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

**Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language**

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 6-8.

Minor errors are errors which have no bearing on effective communication.

**At Foundation Tier**

**For a student scoring 5 marks**, the language used is generally accurate but there may still be the occasional minor errors such as minor word order errors which has no effect on communication.

**For a student scoring 4 marks**, the language used is generally accurate. However, there may still be minor errors such as word order errors which have no effect on communication.

**For a student scoring 3 marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious such as more major word order errors and not using 了 or 过 correctly for past tense. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

**For a student scoring 2 marks**, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 1 mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

To exemplify application of the marking criteria in relation to an individual role-play, Foundation Tier role-play 1 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

### Student 1

1. 我的朋友叫X。他很高。我很喜欢我的朋友。
2. 我十五岁。
3. 我很喜欢宠物因为我觉得它们很可爱。我有一只小猫。。
4. 我住在Croydon离伦敦很近。。
5. 你有姐姐吗?

#### Communication (10 marks)

All tasks are communicated without ambiguity.

#### Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There may be some minor mistakes with tones and pronunciation.

### Student 2

1. 我的朋友高。我喜欢他。
2. 我十六。
3. 我喜欢宠物。他们很。。
4. 我住在伦敦，
5. 你有妹妹?

#### Communication (8 marks)

In Task 1 the student has missed out 很 but the message is unambiguous so score is 2. Tasks 2 scores two marks and although “years old” is missing the meaning is still clear. Task 3 scores one mark as the student has not completed the sentence with an opinion. Task 4 scores two marks. Task 5 scores one mark as the question word is missing showing lack of linguistic knowledge and the meaning is ambiguous.

#### Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to the tasks. The language used is appropriate for conveying the required messages, but the missing question word in Task 5 indicates a grammatical shortcoming. The lack of verb in Task 1 and the omission of “years old” in Task 2 have no effect on communication.

**Student 3**

1. 我的朋友很高。我喜他。
2. 我十。
3. 喜欢。
4. 我住 Brighton.
5. 你有不有妹妹?

**Communication (7 marks)**

Task 1 gets 2 marks as the message is clear although the second part of the verb is missing. Task 2 gets 1 mark as “years old” is missing and only having 十 makes the meaning ambiguous. Task 3 gets 1 mark as the student has not included an opinion. Task 4 gets 2 marks as there is one detail. Task 5 gets 1 mark as there is the wrong use of the negative word and this could affect understanding.

**Knowledge and use of language (3 marks)**

The student shows some knowledge and use of language in relation to the tasks. However, the lack of the measure word in Task 1 and the wrong use of the negative in Task 5 shows lack of linguistic knowledge.

**Student 4**

1. 我朋友大。
2. 十六
3. 喜, 很好。
4. 住 Brighton
5. 你有吗?

**Communication (4 marks)**

Task 1 receives one mark. There is no possessive word and 很 is missing however part of the message is conveyed. Task 2 gets two marks as although the word for “years old “ is missing the meaning is still clear. Tasks 3 scores 0 marks as the meaning of the answer is not clear. Task 4 scores 1 mark as the answer is short and can just be understood. Task 5 scores 0 marks as the meaning is not clear as the student has not included the word for sisters.

**Knowledge and use of language (2 marks)**

The student shows limited knowledge and use of language. The answers are very short and there is limited use of pronouns. The measure word is missing in Task 1, in task 3 the verb is unclear and the student has forgotten the vocabulary for sisters

**Student 5**

1. 朋友高。
2. 我岁。
3. 喜欢。
4. 住在
5. (No answer)

**Communication (2 marks)**

Task 1 is given 1 mark. The language is not correct in that there is no pronoun or possessive word and 很 is missing but the message is just about conveyed. Task 2 receives 0 marks as there are no words for the numbers. Task 3 scores 1 marks as the first part of the question is answered but there are no reasons. Task 4 scores 0 marks as the sentence is unfinished and the meaning is unclear. Task 5 scores 0 marks as there is no response.

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language. There is no measure word in task 1 and the answers to other tasks are unclear because of mistakes with tones. Task 5 shows a gap in the student's knowledge, as it is not attempted.

**Student 6**

1. 高，
2. 十 .
3. 狗.
4. 住.
5. ...

**Communication (1 mark)**

Task 1 gets one mark as there is one brief piece of information only about a friend. All other tasks score 0, as they do not convey the required messages.

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language. There is limited use of vocabulary and very limited knowledge of grammar. Nevertheless, the language used is just sufficient to convey a little information to the questions.



**Foundation Tier****Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

**[15 marks]**

<b>Level</b>	<b>Mark</b>	<b>Communication</b>
<b>5</b>	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
<b>4</b>	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
<b>3</b>	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
<b>2</b>	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
<b>1</b>	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
<b>0</b>	0	Communication does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**Foundation Tier****Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Foundation Tier, the Conversation should last between three and five minutes.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

**[30 marks]**

Level	Mark	Communication
5	9-10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7-8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5-6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3-4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1-2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

**Notes**

It is a requirement for students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General Conversation.

Level	Mark	Range and accuracy of language
5	9-10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5-6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1-2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation, intonation and tones
5	5	Pronunciation, intonation and tones generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some correct intonation and tones.
3	3	Pronunciation is understandable, with a little correct intonation and a few correct tones and comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation or tones, making comprehension difficult at times.
1	1	Pronunciation is only just understandable with no evidence of intonation or tones, making comprehension difficult.
0	0	Pronunciation, intonation and tones do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

**Higher Tier****Part 1****Role-play - Assessment criteria**

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

**[15 marks]****For each task**

<b>Mark</b>	<b>Communication</b>
<b>2</b>	The message is conveyed without ambiguity.
<b>1</b>	The message is partially conveyed or conveyed with some ambiguity.
<b>0</b>	No part of the message is conveyed.

**Notes**

- (a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- (b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- (c) The tasks on the Candidate's Card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**For the Role-play overall**

<b>Mark</b>	<b>Knowledge and use of language</b>
<b>5</b>	Very good knowledge and use of language.
<b>4</b>	Good knowledge and use of language.
<b>3</b>	Reasonable knowledge and use of language.
<b>2</b>	Limited knowledge and use of language.
<b>1</b>	Poor knowledge and use of language.
<b>0</b>	No language produced is worthy of credit.

**Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language**

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 15-17.

Minor errors are errors which have no bearing on effective communication.

**For a student scoring 5 marks**, the language used is very accurate, although there may still be the very occasional minor error such as a word order error which has no effect on communication.

**For a student scoring 4 marks**, the language used is generally accurate. However, there may still be minor errors such as word order errors which have no effect on communication.

**For a student scoring 3 marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious such as major word order errors, not using 了 or 过 correctly for past tense and misuse of future tense. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 2 marks**, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 1 mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

To exemplify application of the marking criteria in relation to an individual role-play, Higher Tier role-play 12 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

### Student 1

1. 我毕业以后计划上大学学习历史。
2. 我很喜欢英文和历史因为我喜欢看书。
3. 我觉得汉语和法文最有用因为我喜欢旅游。
4. 我最喜欢历史老师因为他很友好。
5. 你在学校喜欢学什么？

#### Communication (10 marks)

All tasks are communicated without ambiguity.

#### Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There is correct use of the present and future tenses.

### Student 2

1. 我毕业去大学学英文。
2. 我很喜欢数学因为老师很亲切很友好。
3. 我觉得英文和法文最有用因为我喜欢看小说。
4. 我最喜欢体育老师因为他很帅。
5. 你喜欢学什么？

#### Communication (9 marks)

Almost all tasks are completed successfully. Task 1 gets 1 mark as the omission of the words for "after" leads to some ambiguity regarding the time.

#### Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to almost all of the tasks. The language used is appropriate for conveying the required messages. The omission of the word for "after" in Task 1 is an error, nevertheless, with the exception of Task 1 the sentence formation is very good, and so 5 marks are awarded.

**Student 3**

1. 我毕业去中国。
2. (No answer)
3. 我觉得历史和英文最有用因为。
4. 我最喜欢英文老师，他很有意思。
5. 你喜欢学什么？

**Communication (6 marks)**

Task 1 receives 1 mark as the timing is unclear each. There is no response to Task 2 so no marks. Task 3 receives 1 mark because the student has not finished the sentence with a reason. Task 4 received 2 marks. Task 5 receives 2 marks..

**Knowledge and use of language (3 marks)**

The student shows reasonable knowledge and use of language in relation to the tasks. Two of the tasks are accomplished with two marks, two tasks with one mark. However, the student is unable to answer Task 2 and it must be assumed that this reflects a gap in linguistic knowledge.

**Student 4**

1. 我去中国。
2. 法文。
3. 汉语最有用因为我去中国。
4. 我喜欢汉语老师很友好。
5. No answer

**Communication (5 marks)**

Task 1 receives 1 mark as the answer is very short and only just conveys an answer to the question.. Task 2 receives 1 mark as the candidate does not say why and there is only one example. Task 3 receives 1 mark as only one example given and there is a mistake in grammar.. Task 4 receives 2 marks. There is no answer in Task 5 so no marks.

**Knowledge and use of language (2 marks)**

The student shows limited knowledge of language in the majority of responses and there is no response on task 5. Tasks 1 and 3 both have the future indicator missing showing lack of knowledge of how to express the future. Task 4 has the word for “because“ missing.



**Student 5**

1. 去大学。
2. (No answer)
3. 英文和历史。
4. 我喜欢汉语老师。
5. 喜欢？

**Communication (3 marks)**

Task 1 is given 1 mark as there is just enough there to answer the question. Task 2 is given no marks as there is no response. Task 3 is given one mark as the first part of the question is answered briefly with two examples, but there is no reason given. Task 4 is given one mark as there is no reason given. Task 5 receives no marks as the question is not conveyed.

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language. The student does not display an ability to answer the questions other than in a few words. The only answer that shows an ability to answer in more than just a few words is Task 4 but the answer is incomplete. There is a very poor attempt to phrase a question in Task 5.

**Student 6**

1. 大学。
2. 科学。
3. 数学。
4. 科学老师。
5. No response

**Communication (1 mark)**

Task 2 gets one mark and Task 4 gets one mark as the student has answered one part of the question. All other tasks score 0 .

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language. Nevertheless, the language used is just sufficient to convey a little information.

**Higher Tier****Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

**[15 marks]**

<b>Level</b>	<b>Mark</b>	<b>Communication</b>
<b>5</b>	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
<b>4</b>	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
<b>3</b>	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
<b>2</b>	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
<b>1</b>	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
<b>0</b>	0	Communication does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**Higher Tier****Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Higher Tier, the Conversation should last between five and seven minutes.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

**[30 marks]**

<b>Level</b>	<b>Mark</b>	<b>Communication</b>
<b>5</b>	9-10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
<b>4</b>	7-8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
<b>3</b>	5-6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
<b>2</b>	3-4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
<b>1</b>	1-2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
<b>0</b>	0	Communication does not reach the standard required for Level 1 at this tier.

**Notes**

It is a requirement for students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General Conversation.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7-8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5-6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3-4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation, intonation and tones
5	5	Consistently good pronunciation and mostly correct intonation and tones throughout.
4	4	Good pronunciation and mostly correct intonation and tones with only occasional lapses.
3	3	Generally good pronunciation, intonation and tones but with some inconsistency in more challenging language.
2	2	Pronunciation, intonation and tones generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some correct intonation and tones.
0	0	Pronunciation, intonation and tones do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.