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**GCSE**  
**MODERN HEBREW**  
**8678/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, i.e 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 and intonation	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, such as incorrect adjectival agreement or gender.

#### At Foundation Tier

**For a student scoring 5 marks,** the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

**For a student scoring 4 marks,** the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects 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 lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

**For a student scoring 2 marks,** although there is an ability to use a verb effectively, 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. בית הספר שלי נהדר. יש בו הרבה כיתות.
2. בהפסקת הצהוריים, אני אוכלת ארוחת צהוריים.
3. אני אוהבת אומנות, כי אני מאוד אוהבת לצייר.
4. אני רוצה לצאת לבקר חברים.
5. מהו המקצוע האהוב עלייך ביותר?

#### 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.

### Student 2

1. בית ספר שלי גדול.
2. אני אוכלת
3. אני אוהבת אומנות, כי זה מעניין.
4. אני רוצה חופש.
5. מה אתה אוהבת?

#### Communication (8 marks)

Tasks 1, 2 and 3 all score two marks. There are minor errors in Task 2, but the message is unambiguous. Task 4 scores one mark. The use of חופש leads to some ambiguity as there is doubt whether the student actually understood the task or just picked up on the words קיץ and חופשה. Task 5 scores one mark. The absence of מקצוע leads to some ambiguity here as it comes across as an open question and not related to the task. The intended message may be, for example, to ask what the friend's favourite subject is; alternatively, the intention could be to ask if they have their favourite lesson next. The absence of מקצוע also leads to a lack of precision.

#### 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 omission of מקצוע in Task 5 indicates a lack of understanding.

### Student 3

1. בית הספר שלי.
2. אני הפסקה.
3. אני לא אוהבת אומנות.
4. אני אוהבת לשחות בים.
5. איזה מקצוע אתה הכי אוהבת?

### Communication (6 marks)

Tasks 4 and 5 receive two marks each. Although the student could have demonstrated far more knowledge in Task 4, the fact that the he/she could relate between the *מנוחה* and the weather proves understanding of the task. Tasks 2 and 3 get one mark each. When the student states that he/she is 'on a break' in Task 2 this response proves understanding of the task. In Task 3, part of the message is just about conveyed despite the dubious tense (students are asked for an opinion and a reason). No marks are awarded for Task 1, as the required information is not communicated.

### 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 well with the use of an appropriate verb. The language used in Task 2 is sufficient to convey partially the required message, although it lacks a conjugated verb. As the student is unable to answer Task 1, it must be assumed that this reflects a gap in linguistic knowledge.

### Student 4

1. בית ספר גדול.
2. אני משחקת כדורגל.
3. אני אוהבת אומנות. זה נהדר.
4. אני חופש.
5. מה המקצוע אני אוהבת?

### Communication (5 marks)

Tasks 2 and 3 both receive two marks. Although answers are not in full sentences, the messages are conveyed without ambiguity. Task 1 gets one mark. Tasks 4 and 5 score 0. In both tasks the errors are such that no parts of the messages are conveyed.

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

The student shows limited knowledge and use of language. The two tasks which use correct verbs are still not perfect and, although they convey the required messages sufficiently well for the award of two marks each under Communication, grammatical inaccuracies are present. The language used in Task 4 is inappropriate, whilst in Task 5 the student is asking about himself, not the teacher. The only other task in which any information is conveyed successfully is Task 1,

### Student 5

1. בית ספר קטן.
2. אני לאכול בננה.
3. יש לי אומנות.
4. זה חופש אני
5. [התלמידה לא שואלת שאלה ולא עונה על החלק הזה] -----

### Communication (3 marks)

Task 2 is given two marks. The language is not correct (אוכל is used instead of אוכלת). The correct use of זכר and נקבה is important and to be noted. Task 1 receives one mark. The language is poor; there is just enough there to suggest that the school is small, but the student did not indicate that he/she is talking about his/her school שלי הספר בית. Tasks 3 and 4 both score 0. In Task 3, the verb is inappropriate and conveys nothing requested by the task. In Task 4, the response makes no sense and Task 5 receives no response at all.

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

The student shows poor knowledge and use of language. Two of the other three tasks attempted use inaccurate language. Task 1 is the only one of these that can even be classed as 'ambiguous'. In Task 2 the student used the verb in the infinitive form, which is not applicable. The other task shows a gap in the student's knowledge, as it is not attempted.

### Student 6

1. בית ספר.
  2. כדורגל.
  3. אומנות.
- קיץ  
מה?

### Communication (1 mark)

Task 2 gets one mark. The absence of a verb means that the message is ambiguous – does the student play football or watch it? All other tasks score 0, as they do not convey any part of the required messages.

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

The student shows poor knowledge and use of language. There is just one piece of language which communicates anything in relation to the tasks and that is the word *football*. Nevertheless, the language used is just sufficient to convey a little information .



## 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]

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	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.

<b>Level</b>	<b>Mark</b>	<b>Range and accuracy of language</b>
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.

<b>Level</b>	<b>Mark</b>	<b>Pronunciation and intonation</b>
<b>5</b>	5	Generally good but some inconsistency at times.
	4	Pronunciation generally understandable with some intonation.
<b>3</b>	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
<b>2</b>	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
<b>1</b>	1	Pronunciation is only just understandable making comprehension difficult.
<b>0</b>	0	Pronunciation and intonation 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

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

- (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 are 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 16-18.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

**For a student scoring 5 marks**, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

**For a student scoring 4 marks**, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

**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 lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 2 marks**, the student shows some ability to use verbs effectively. On other occasions, 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 7 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. אני אוהבת לשמוע מוסיקת-פופ, כי זה משמח אותי
2. אני קונה מוסיקה באינטרנט
3. באיזה קונצרט היית בקיץ?
4. הייתי בקונצרט, בליברפול, של להקה גדולה, שאני אוהבת.
5. אני ממש אוהבת את זה, כי זה מאוד מעניין אותי.

### 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 perfect tenses. Although in Task 5 the answer is not a full sentence, the student has accomplished the task.

### Student 2

1. אני אוהבת לשמוע מוסיקה חסידית, כי זאת מוסיקה שעושה לי טוב.
2. אני מורידה שירים
3. לאיזה סוג קונצרטים את אוהב ללכת?
4. הייתי בהופעה של הראל סקעת בירושלים. היה מדהים.
5. יש ארבע שיעורים וזה מספיק.

### Communication (9 marks)

Almost all tasks are completed successfully. The only task that does not get two marks is Task 3, where the student has mixed the female את with the male verb אוהב.

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

The student shows 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 verb in Task 5 demonstrates that the student does not know the female/male numbers. Formation must be correct, and so 4 marks are awarded.

### Student 3

1. אני מעדיף מוסיקה מזרחית.
2. אני לא קונה דיסקים, כי אני מעתיק מחברים שלי.
3. [No answer]
4. הייתי בקונצרט של הפילהרמונית של ליברפול.
5. יש לנו קצת שיעורי מוסיקה בבית הספר.

### Communication (6 marks)

Tasks 2 and 4 receive two marks each. It may seem that initially the student has not answered Task 2 directly, but the reason that is given proves the student understood the task and answered it in his/her own way. Tasks 1, 4 and 5 get one mark each. In Task 1 only part of the message is conveyed as the student did not answer 'why' and in Task 4 it is not clear that the student gave two details, as requested. There is no response to Task 3.

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

The student shows reasonable knowledge and use of language. As the student is unable to answer Task 3, it must be assumed that this reflects a gap in linguistic knowledge, or the student did not realise that he/she needed to ask a question.

### Student 4

1. אני אוהבת מוסיקה קלאסי
2. אני אוהבת קונה בקניון.
3. מתי את/ה ללכת לקונצרט?
4. הייתי בקונצרט טוב. היה ממש כיף
5. אני לומדת בבית ספר.

### Communication (5 marks)

Tasks 3 and 4 both receive two marks. In spite of errors, the messages are conveyed without ambiguity. Task 1 gets one mark. Limited information is offered but the message is partially conveyed, and the student used מוסיקה קלאסי instead of the correct term מוסיקה קלאסית. Tasks 2 and 5 score 0. In Task 2 the student says something regarding shopping which is not relevant to the task; in Task 5, the student picked up on בית ספר and said what he/she may know without answering the task.

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

The student shows limited knowledge and use of language. The two tasks which use a correct verb are still not perfect and, although they convey some required messages for the award of two marks each under Communication, grammatical inaccuracies are noticeable. The only other task in which any information is conveyed successfully is Task 4, where the use of language is not only limited but uses כיף instead of נפלא/נהדר/מצויין.



### Student 5

1. מוסיקה עברית.
2. [No answer]
3. אני הולך הולכת קונצרט?
4. פופ. זה יפה
5. אני לומדת בבית ספר.

### Communication (3 marks)

Task 4 is given two marks. The language used in the response is brief. However, the message is still unambiguous. Task 1 receives one mark. The language is limited and the error may create confusion, but there is just enough there to suggest what kind of music the student likes. Tasks 2 and 3 both score 0. In Task 2, the student offers no response. In Task 3, the incorrect person of the verb is used and so no part of the required message is conveyed, even though it seems like a question is being asked.

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

The student shows poor knowledge and use of language. The student does not display an ability to use verbs effectively. Only two verbs are used, both incorrectly. Two of the other three tasks attempted use inaccurate or inappropriate language. Task 5 is the only task where the language used is sufficient, although it does not answer the task.

### Student 6

1. מזרחי.
2. בית.
3. אני קונצרט.
4. מוסיקה.
5. בבית הספר מוסיקה. כן.

### Communication (1 mark)

Task 1 gets one mark. Despite the use of one word, given the context, sufficient information is provided to convey the first part of the task. However the student fails to provide the reason. All other tasks score 0, as they do not convey any part of the required messages.

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

The student shows poor knowledge and use of language. The only language which communicates anything in relation to the tasks is Task 1 where 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]

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	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]**

Level	Mark	Communication
5	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.
4	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.
3	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.
2	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.
1	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.
0	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.

<b>Level</b>	<b>Mark</b>	<b>Range and accuracy of language</b>
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	0	The language does not meet the standard required for Level 1 at this tier.

<b>Level</b>	<b>Mark</b>	<b>Pronunciation and intonation</b>
<b>5</b>	5	Consistently good pronunciation and intonation throughout.
<b>4</b>	4	Good pronunciation and intonation with only occasional lapses.
<b>3</b>	3	Generally good but with some inconsistency in more challenging language.
<b>2</b>	2	Generally good but some inconsistency at times.
<b>1</b>	1	Pronunciation generally understandable with some intonation.
<b>0</b>	0	Pronunciation and intonation 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.