

## Marking Schemes

*This document was prepared for markers' reference. It should not be regarded as a set of model answers. Candidates and teachers who were not involved in the marking process are advised to interpret its content with care.*

### Paper 1 (Reading)

#### Part A (compulsory section)

1.
  - i) False [62]
  - ii) True [92]
  - iii) False [90]
  - iv) Not Given [82]
  - v) True [67]
2. (this) tangle of commitment [34]
3. C [59]
4.
  - i) ✓ [20]
  - ii) can cannot // can't [48]
  - iii) calm anxious // nervous [74]
  - iv) hate prefer // like [23]
  - v) messy tidy // neat // well-organised // well-organized [43]
  - vi) easy hard // difficult [37]
  - are aren't [37]
5. (a / the) title / name (of Tim's / Harford's / his book) // (a / the / his / Tim's / Harford's) book ('s name) [39]
6. archives [32]
7. piling up (of) paper (on your / their desk) // being messy [28]
8.
  - i) organised // organized // self-organising // self-organizing [58]
  - ii) random [69]
  - iii) bottom [64]
  - iv) list [55]
  - v) clear [56]
9.
  - i) highly // incredibly [61]
  - ii) dysfunctional [54]
  - iii) fine [39]
  - iv) psychologically [63]
  - v) done [48]
10. B [46]
11. (carried a lot of) baggage (around) [27]
12. be aesthetically pleasing / neat / tidy / clean //  
work like operating theatre(s) / high functioning (precision engineering) production lines //  
be (highly) functional / productive / effective / efficient / organized [42]
13. (our / people's / effective) organizational / organisational systems [62]
14. D [48]

15. the results may be different from what they expected // mess can help (us) // we may find messiness and ambiguity are good sometimes // being messy could improve things // disruption could / might improve things [36]
16. i) unstick [44]  
 ii) understand [46]  
 iii) environment // desks // space [67]  
 iv) control [31]
17. A [52]
18. i) 15 [26]  
 ii) 7 [51]  
 iii) 11 [78]  
 iv) 10 [61]  
 v) 8 [56]

**Part B1 (easier section)**

19. C [78]
20. i) False [46]  
 ii) False [60]  
 iii) Not Given [43]
21. Tick only 3 boxes. (A + B + E) [32]
22. i) None [70]  
 ii) Fun at Central Library [71]  
 iii) Little Avid Readers [92]  
 iv) My Pop-up Library [83]
23. C [56]
24. i) materials // resources // items [26]  
 ii) dropped [22]  
 iii) stocked [18]
25. donate (unwanted / old materials / books to charity) // give / send (unwanted / old materials / books) to charity // (hold) book sale(s) [59]
26. i) committee [9]  
 ii) thrown away [35]  
 iii) culture of night libraries [21]  
 iv) borrowed (in recent years) [47]  
 v) (worrying) decline [14]
27. i) Singapore [62]  
 ii) Taipei [41]  
 iii) None [56]  
 iv) Hong Kong [83]
28. buy / order / purchase / consider / focus on / have / get (high) quality books rather than sticking to the target / quantity of books [4]
29. B [65]
30. A and D // D and A [62]

31. (any) / (the) / (these) / (all) suggestions // views (from the public and stakeholders) [47]
32. B [37]
33. False [29]
34. C [69]
35. Undeniably [39]
36. Time [63]
37. bedtime reading // reading (books / stories) before sleep / bedtime / at night (with parents) [23]
38. i) campus [26]  
 ii) recall [51]  
 iii) borrow // access [60]
39. i) it / technology / ebooks / newspaper apps can promote / encourage reading (culture) / might reignite passion for reading //  
 (if / when) it / technology is used appropriately / (if / when) newspaper apps (are installed / available for download) people / children will be more likely to peruse news and current affairs [16]  
 ii) reading has taken a back seat to online activities // it / technology / online activities / games / easy internet access make(s) people less passionate in reading / may be more popular than reading [9]
40. children (who (have) installed newspaper apps) [52]
41. i) F [51]  
 ii) C [41]  
 iii) B [39]

**Part B2 (more difficult section)**

42. A [72]
43. caning // (the six) strokes (of the cane / in the corridor / to Thommo / to slow him down) // corporal / physical punishment (given / imparted / delivered by the Deputy Head) [37]
44. Yes  
 Mr Slavin liked Clive because Clive / James / he / the writer was able to answer questions (correctly) / had good (test / academic) results / came out first in (term) tests [35]
45. alas [37]
46. i) True [86]  
 ii) Not Given [83]  
 iii) False [62]  
 iv) False [64]  
 v) True [84]
47. his / (the) writer's / Clive's / James' classmates / peers / class [27]
48. Clive / James / he needed to be in front of his classmates / it was hard / impossible (for Clive / James / him / the writer) to get the attention of his classmates // to show his classmates that he could be rebellious // the demonstration of rebellious qualities would have to be done in front of the class // he could not get the attention of his classmates // he wanted to get the attention of his classmates but he couldn't // he couldn't show his classmates he could be rebellious (too) // his classmates couldn't see his misbehavior / rebellious actions [22]
49. he didn't want to be / show he was a teacher's pet // he wanted to be socially accepted // he could not get the respect / recognition of his classmates [17]
50. (a / the steam) train(s) (that moved along railway tracks) [5]

51. i) (running around with a magnifying glass) frying (sugar-) ants // using magnifying glass (to make fire) [72] }  
 ii) rubbing wood together // box-wood ruler against the track / on desk [75] }
52. (his) classmates // (other) students' (eyes) // (eyes of the whole) class [61]
53. i) (his four) strokes / caning / being caned / physical punishment / corporal punishment (by teacher) // caned by teacher [73]  
 ii) being socially accepted // getting respect from classmates / peers // proving himself as being rebellious [27]
54. A [51]
55. solace [38]
56. i) defects [65]  
 ii) desisted [53]  
 iii) ants // sugar-ants [47]  
 iv) limits [19]
57. a success  
 Reason: he went further than the first attempt // he got all the way to Rocky Point Road // he got to / went / walked more than 200 yards from home // he sat at Rocky Point Road till sunset / for a long time but last time // he returned home within an hour
- a failure  
 Reason: he didn't cross Rocky Point Road [29]
58. C [68]
59. Nola / Huthnace and Gail / Thorpe [58]
60. B [42]
61. he wanted compliments but he also wanted to rebel / realised the drawback of such talk / being praised [11]
62. i) (these) proud tirades [9] }  
 ii) extolling (my / one's / his virtues) [40] }
63. C [38]
64. i) D [38]  
 ii) E [23]  
 iii) F [53]  
 iv) C [26]  
 v) A [73]
65. i) F [59]  
 ii) E [44]  
 iii) D [59]  
 iv) A [46]
66. (stories / plans / actions / events that show) how he increased / built / gained / cultivated his contrary reputation (on his own account) [22]

*Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this } bracket can be in any order.*

/ = alternative acceptable word(s) / phrase(s) within an answer

// = alternative answer(s)

( ) = word(s) or phrase(s) which are NOT essential to the answer

    = underlined word(s) must be present in the answer

**Paper 2 (Writing)**

<b>Marks</b>	<b>Content (C)</b>	<b>Language (L)</b>	<b>Organisation (O)</b>
<b>7</b>	<ul style="list-style-type: none"> <li>• Content entirely fulfils the requirements of the question</li> <li>• Totally relevant</li> <li>• All ideas are well developed/supported</li> <li>• Creativity and imagination are shown when appropriate</li> <li>• Shows a high awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Very wide range of accurate sentence structures, with a good grasp of more complex structures</li> <li>• Grammar accurate with only very minor slips</li> <li>• Vocabulary well-chosen and often used appropriately to express subtleties of meaning</li> <li>• Spelling and punctuation are almost entirely correct</li> <li>• Register, tone and style are entirely appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is organised extremely effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is very clear</li> <li>• Cohesive ties throughout the text are sophisticated</li> <li>• Overall structure is coherent, extremely sophisticated and entirely appropriate to the genre and text-type</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Content fulfils the requirements of the question</li> <li>• Almost totally relevant</li> <li>• Most ideas are well developed/supported</li> <li>• Creativity and imagination are shown when appropriate</li> <li>• Shows general awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of accurate sentence structures, with a good grasp of simple and complex sentences</li> <li>• Grammar mainly accurate, with occasional common errors that do not affect overall clarity</li> <li>• Vocabulary is wide, with many examples of more sophisticated lexis</li> <li>• Spelling and punctuation are mostly correct</li> <li>• Register, tone and style are appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is organised effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is clear</li> <li>• Strong cohesive ties throughout the text</li> <li>• Overall structure is coherent, sophisticated and appropriate to the genre and text-type</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Content addresses the requirements of the question adequately</li> <li>• Mostly relevant</li> <li>• Some ideas are well developed/supported</li> <li>• Creativity and imagination are shown in most parts when appropriate</li> <li>• Shows some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• A range of accurate sentence structures, with some attempts to use more complex sentences</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected</li> <li>• Vocabulary is moderately wide and used appropriately</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning</li> <li>• Register, tone and style are mostly appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Text is mostly organised effectively, with logical development of ideas</li> <li>• Cohesion in most parts of the text is clear</li> <li>• Sound cohesive ties throughout the text</li> <li>• Overall structure is coherent and appropriate to the genre and text-type</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Content just satisfies the requirements of the question</li> <li>• Relevant ideas but may show some gaps or redundant information</li> <li>• Some ideas but not well developed</li> <li>• Some evidence of creativity and imagination</li> <li>• Shows occasional awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed</li> <li>• Occasional attempts are made to use more complex sentences</li> <li>• Structures used tend to be repetitive in nature</li> <li>• Grammatical errors sometimes affect meaning</li> <li>• Common vocabulary is generally appropriate</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate</li> <li>• There is some evidence of register, tone and style appropriate to the genre and text-type</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the text have clearly defined topics</li> <li>• Cohesion in some parts of the text is clear</li> <li>• Some cohesive ties in some parts of the text</li> <li>• Overall structure is mostly coherent and appropriate to the genre and text-type</li> </ul>

Marks	Content (C)	Language (L)	Organisation (O)
3	<ul style="list-style-type: none"> <li>• Content partially satisfies the requirements of the question</li> <li>• Some relevant ideas but there are gaps in candidate's understanding of the topic</li> <li>• Ideas not developed, with possible repetition</li> <li>• Does not orient reader effectively to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate</li> <li>• Only scattered attempts at longer, more complex sentences</li> <li>• Grammatical errors often affect meaning</li> <li>• Simple vocabulary is appropriate</li> <li>• Spelling of common words is correct, with basic punctuation mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the text are generally defined</li> <li>• Some simple cohesive ties used in some parts of the text but cohesion is sometimes fuzzy</li> <li>• A limited range of cohesive devices are used appropriately</li> </ul>
2	<ul style="list-style-type: none"> <li>• Content shows very limited attempts to fulfil the requirements of the question</li> <li>• Intermittently relevant</li> <li>• Some ideas but few are developed</li> <li>• Ideas may include misconception of the task or some inaccurate information</li> <li>• Very limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Some short simple sentences accurately structured</li> <li>• Grammatical errors frequently affect meaning</li> <li>• Very simple vocabulary of limited range, often based on the prompt(s)</li> <li>• A few words are spelt correctly, with basic punctuation being occasionally accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the text reflect some attempts to organise topics</li> <li>• Some use of cohesive devices to link ideas</li> </ul>
1	<ul style="list-style-type: none"> <li>• Content inadequate and heavily based on the task prompt(s)</li> <li>• A few ideas but none developed</li> <li>• Some points/ ideas are copied from the task prompt or the reading texts</li> <li>• Almost total lack of awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple errors in sentence structures, spelling and/or word usage, which make understanding impossible</li> </ul>	<ul style="list-style-type: none"> <li>• Some attempt to organise the text</li> <li>• Very limited use of cohesive devices to link ideas</li> </ul>
0	<ul style="list-style-type: none"> <li>• Totally inadequate</li> <li>• Totally irrelevant or memorised</li> <li>• All ideas are copied from the task prompt or the reading texts</li> <li>• No awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough language to assess</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly disconnected words, short note-like phrases or incomplete sentences</li> <li>• Cohesive devices almost entirely absent</li> </ul>

**Paper 3 (Listening and Integrated Skills)**

**Part A (compulsory section)**

**Task 1 (14 marks)**

- |                                |      |
|--------------------------------|------|
| 1. until 8:45am                | [99] |
| 2. outdated                    | [64] |
| 3. flexible                    | [55] |
| 4. 214                         | [72] |
| 5. 30 minutes // half an hour  | [77] |
| 6. walking between             | [76] |
| 7. calculator apps             | [40] |
| 8. online dictionaries         | [68] |
| 9. in language classes only    | [83] |
| 10. in language classes only   | [81] |
| 11. battery charging           | [54] |
| 12. security                   | [55] |
| 13. library                    | [71] |
| 14. it is popular at lunchtime | [49] |

**Task 2 (13 marks)**

- |  |      |
|--|------|
| 15. (from) (a)round the world  | [79] |
| 16. projects   | [93] |
| 17. guide  | [62] |
| 18. preparing / studying for an exam                                 | [56] |
| 19. personal interests   | [68] |
| 20. type of school   | [68] |
| 21. Italy  | [37] |
| 22. sports coaching  | [27] |
| 23. (max. of) two hours on weekdays                                  | [21] |
| 24. (good) time management (skills)                                  | [63] |
| 25. your availability // (others) when you are available             | [22] |
| 26. higher levels // (the sooner you can) move up (to higher) levels | [54] |
| 27. people you have helped   | [28] |

**Task 3 (13 marks)**

- |  |      |   |
|--|------|---|
| 28. learn how to start their own companies // (practical) advice on how to start their own companies | [22] | } |
| 29. learn (new) workplace skills   | [58] |   |
| 30. (a type of) virtual money  | [36] | } |
| 31. local volunteering // help at local nearby schools // help old people in the community           | [53] |   |
| 32. go to personal development workshops   | [29] |   |
| 33. buy snacks / food (at the café)  | [54] |   |

34.	pay for (online) courses	[30]	}
35.	donate Imali to charity	[63]	}
36.	sense of belonging	[42]	
37.	a way to give back to the community	[24]	
38.	learn life skills / to deal with money	[58]	
39.	real / actual money is more useful	[57]	
40.	vulnerable to hacking // somebody could hack into it	[49]	

**Task 4 (13 marks)**

41.	poor (and) remote areas	[13]	
42.	an uncomfortable journey to work / school	[13]	
43.	invite people who are often overlooked (in traditional societies) // invite ideas from children	[20]	
44.	(literally) can see the designs like in real life	[27]	}
45.	lets people see which (final) designs they like (best) // public vote on / choose (final) designs	[42]	}
46.	first time they've ever used a computer	[23]	
47.	a riverside path (to a market)	[12]	
48.	(flash) floods	[8]	}
49.	(a lot of) dangerous pests / snakes	[23]	}
50.	they were concerned that the project might be left unfinished	[36]	}
51.	they were concerned that no one would maintain the path (after Tarraco Solutions left)	[15]	}
52.	see which areas of the path have deteriorated	[9]	}
53.	can get more funding // promote Tarraco Solutions / their work (online)	[57]	}

*Note: Figures in square brackets represent the percentage of candidates awarded a point for the item. Points within this } bracket can be in any order.*

**Part B1 (easier section)**

**Task 5 (16 marks)**

**Task Completion = 14 marks**

*Note to markers: candidates must place the information in the correct section to be awarded a point.*

	<b>Essential Information to be included</b>	<b>DF page reference</b>
5.1	place at the bottom left (hand corner)	3*
5.2	change to www.isvms.hk	3*/5
5.3	yes	3*/5
5.4	change to 13 May	3*/5
5.5	no	7
5.6	add that it should be 2 to 5 minutes	7
5.7	yes	6
5.8	change to Yutani (Video Games)	6
5.9	no	5/7
5.10	add that it is a Cubrix Video Camera model T-1000	5/7
	<b>Style and Formatting</b>	
5.11a	make the organisation name / Inter-School Visual Media Society bigger	7
5.11b	because we want to promote ourselves // so people know who we are	7
5.12a	change the image to a video camera	6
5.12b	because Saint Elgin's School's / another school's video club uses the same image	6

*\* Information from page 3 of the Data File is from the tapescript*

**Task 5: Language = 2 marks**

Marks	Accuracy
2	<ul style="list-style-type: none"><li>• Generally understandable though may be some errors.</li><li>• Most words are spelt correctly.</li><li>• Mostly includes appropriate action verb in <i>Essential Information to be included</i> section</li><li>• Constructs comprehensible action-reason sentences in <i>Style and Formatting</i> section</li></ul>
1	<ul style="list-style-type: none"><li>• Grammatical errors sometimes affect understanding.</li><li>• Spelling of simple words is correct, more complex ones not.</li><li>• Mostly fails to include appropriate action verb in <i>Essential Information to be included</i> section</li><li>• Attempts to construct sentences in <i>Style and Formatting</i> section though may not be fully comprehensible</li></ul>
0	<ul style="list-style-type: none"><li>• Multiple errors throughout, spelling and/or word usage which make understanding impossible.</li></ul> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1', possibly due to the candidate copying everything verbatim from the Data File.</li></ul>

**Task 6 (19 marks)****Task Completion = 10 marks**

		DF page reference
6.1	(the rules state that) it should be less than 5 minutes / between 2 and 5 minutes	7
6.2	but 8 mins 30 seconds	8
6.3	it should be about young people (not an old woman)	7
6.4	about a grandmother	8
6.5	no swearing / foul language / offensive language	7
6.6	grandmother swears / uses foul language	9
6.7	music has to be copyright free // don't use famous artists	7
6.8	music from a famous band / Bubblegum	8
6.9	try to submit another entry	9
6.10	13 May is (new) deadline	3*

\* Information from page 3 of the Data File is from the tapescript

**Task 6: Language = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. -Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 6: Coherence and Organisation = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> <li>• Overall coherence of text very good with a clear focus on task throughout.</li> <li>• Relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.</li> <li>• The relations between main points and supporting points generally clear.</li> <li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Overall coherence of description is weak.</li> <li>• Supporting details generally not clearly related to main points.</li> <li>• Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 6: Appropriacy = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.</li> <li>• The candidate has produced a text appropriate for task.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.</li> <li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li> <li>• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li> </ul>

**Key Appropriacy areas include (but are not limited to):**

- It is an external email informing a contestant of a competition that her entry has been rejected
- The writer is writing on behalf of the Inter-School Visual Media Society
- The tone should be polite and tactful in explaining that she has been rejected but also encouraging and positive in order for her to make another entry

**Task 7 (18 marks)**

**Task Completion = 9 marks**

		DF page reference
7.1	Prize Giving Ceremony will take place at the Cultural Plaza in Central	3*
7.2	on Saturday 22 June	3*
7.3	at 7.30 PM	3*
7.4	Park O will host event	6 / 10
7.5	is South Korean actress	9
7.6	she won the Golden Tiger Award in 2018 for <i>Loneliness of Paris</i>	9
7.7	judge will be Silvia Yao producer from Taiwan	6 / 9
7.8	activity will be taking selfies with celebrities	6 / 10
7.9	all attendees will be given free gift pack	6

\* Information from page 3 of the Data File is from the tapescript

**Task 7: Language = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b> Generally successful in adapting phrases from the Data File to create grammatically correct sentences through: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b> Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
3	<p><b>Data File Manipulation</b> Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
2	<p><b>Data File Manipulation</b> Writing characterised by occasional attempts to adapt language from Data File or by chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
1	<p><b>Data File Manipulation</b> Writing characterised by being mostly a series of chunks taken verbatim from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Writing characterised by being a series of chunks taken verbatim from the Data File.</li> <li>• Multiple errors in sentence structures, spelling and/or word usage which make understanding impossible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 7: Coherence and Organisation = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> <li>• Overall coherence of text very good with a clear focus on task throughout.</li> <li>• Relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Overall coherence of text is reasonable with a reasonably clear focus on task throughout.</li> <li>• The relations between main points and supporting points generally clear.</li> <li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Overall coherence of description is weak.</li> <li>• Supporting details generally not clearly related to main points.</li> <li>• Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 7: Appropriacy = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate through manipulation of parts of Data File and own language.</li> <li>• The candidate has produced a text appropriate for task.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to the text through some manipulation of parts of Data File and through own language.</li> <li>• Tone may be inconsistent due to parts being copied verbatim from the Data File.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.</li> <li>• The candidate has written a text which is characterised by having copied chunks of the Data File indiscriminately. Does not give the impression of the writer's own text written to fulfil the task.</li> </ul>

**Key Appropriacy areas include (but are not limited to):**

- It is an announcement to be posted on the society's webpage
- The text should make the news sound exciting.
- The announcement may address the audience directly using a personal, friendly tone. Equally, a more formal impersonal tone can also be adopted.
- The use of short sections, headings and bullet points would also be an appropriate option.

**Part B2 (more difficult section)**

**Task 8 (18 marks)**

**Task Completion = 9 marks**

		DF page reference
	<b>Our requirements</b>	
8.1	Isabel Luna is in a wheelchair and needs access onto stage (for post-screening discussion)	3*
8.2	but no ramp available for wheelchairs / no wheelchair access onto stage // access onto stage by stairs only	6 / 7
8.3	we plan to give noodles to audience (to eat during screening) // noodles are a key fun element (of screening)	3*
8.4	but Brighthouse Cinema will not allow outside food	7
	<b>Staff</b>	
8.5	we require at least ten ushers to hand out 3D headsets (before screening)	3*
8.6	but Brighthouse Cinema can provide four ushers only	7
	<b>Cleanliness / hygiene</b>	
8.7	Brighthouse Cinema failed government hygiene inspection in 2016 and did not have licence for one year (but has had one since)	6 / 7
8.8	Government says should be cleaned once per day but only cleaned once every two days	7 / 9
8.9	Government says emergency exit signs should be in English and Chinese but only in English	7 / 9

\* Information from page 3 of the Data File is from the tapescript

**Task 8: Language = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b>            Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b>            Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b>            Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b>            Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b>            Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b>            Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 8: Coherence and Organisation = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> <li>• Overall coherence of text is very good.</li> <li>• It is clearly on topic and congruent with the subject.</li> <li>• Relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Overall coherence of text is reasonable.</li> <li>• It is generally on topic and congruent with the subject.</li> <li>• Relations between main points and supporting points generally clear.</li> <li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Overall coherence of text is weak.</li> <li>• It is mostly off topic and not clearly congruent with the subject.</li> <li>• Supporting details generally not clearly related to main points.</li> <li>• Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Key coherence and organisation areas include (but are not limited to):**

- An introduction referring to the report and its purpose/background may help orientate the reader.
- Although candidates are instructed to persuade the committee not to choose the venue, including the pluses of the venue is not to be considered irrelevant per se.
- Details given in isolation that may be irrelevant include: 70s design of building, black and gold, little cherubs on ceiling, the name of the cleaner, colour of the ushers' uniforms.

**Task 8: Appropriacy = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li> <li>• Consistently demonstrates audience awareness.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li> <li>• The tone may be inconsistent.</li> </ul>
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

**Key appropriacy areas include (but are not limited to):**

- It is an internal report for a committee meeting of an inter-school society.
- The candidate may choose to make the report quite formal but equally a less formal approach is also appropriate.
- A title specific enough to explain the purpose of the report is appropriate.
- An introduction referring to the report and its purpose/background is appropriate.
- The use of sections, headings and bullet points is appropriate.
- The report may end with a statement persuading the committee not to choose this venue.
- Inappropriate phrases from tapescript include: *is a terrible cinema, end up being a nightmare.*

**Task 9 (17 marks)****Task Completion = 8 marks**

		DF page reference
	<b>Main theme</b>	
9.1	corporations make us see the world the way that they want us to see it // difference between the ideal world created by corporations and the real world	5 / 8
	<b>Plot summary</b>	
9.2	set in 2030	10
9.3	Sammi joins corporation to work	8
9.4	corporation tricks employees into wearing special / its contact lenses	8
9.5	this means they enter an ideal virtual world (created by the corporation) (without knowing)	8
9.6	Sammi removes her lenses and sees real world	8
9.7	troubles begin for her (after removing lenses / after seeing real world)	8
	<b>Standout scene</b>	
9.8	hilarious metal noodles scene	3* / 5 / 10

\* Information from page 3 of the Data File is from the tapescript

**Task 9: Language = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b>            Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b>            Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b>            Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b>            Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b>            Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b>            Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 9: Coherence and Organisation = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> <li>• Overall coherence of text is very good.</li> <li>• It is clearly on topic and relevant throughout.</li> <li>• Relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Overall coherence of text is reasonable.</li> <li>• It is generally on topic and relevant.</li> <li>• Relations between main points and supporting points generally clear.</li> <li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Overall coherence of text is weak.</li> <li>• It is mostly off topic and not clearly relevant.</li> <li>• Supporting details generally not clearly related to main points.</li> <li>• Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Key coherence and organisation areas include (but are not limited to):**

- The coherence of the outline of the plot relies heavily on the clarity of the sequence of events and cause and consequence relationships between the events.

**Task 9: Appropriacy = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li> <li>• Consistently demonstrates audience awareness.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li> <li>• The tone may be inconsistent.</li> </ul>
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

**Key appropriacy areas include (but are not limited to):**

- It is a text for the Visual Media Festival programme.
- The audience of the text is the potential attendees or those that have already bought tickets.
- The text should provoke interest in the reader about the film.
- Including quotations of cinema goers' views and opinions of the film is an appropriate option.
- The plot should be described in such a way that it provides a 'teaser' to interest the reader employing the present tense.

**Task 10 (18 marks)****Task Completion = 9 marks**

		DF page reference
	<b>Viewing habits</b>	
10.1	people have access to many films at home through Netflix	5
10.2	fewer people will bother going to the cinema to watch films (because can watch at home)	5
10.3	films using 3D / Janus 360 VR / Virtual Reality headsets can be experienced at home (no need to go to the cinema)	3* / 5 / 10
10.4	humans need group experiences / to share experiences (so will continue going to the cinema)	5
	<b>Future of low budget film</b>	
10.5	big studios have tended to focus (resources) on making blockbusters because they can make bigger profits	3*
10.6	low budget films cannot compete with advertising / marketing campaigns for blockbusters // low budget films find it difficult to be shown in mainstream cinemas	3* / 9
10.7	big studios need low-budget films to be a success / to continue	9
10.8	because the studios need new talented directors (from low-budget films) to make their blockbusters in the future	9
10.9	independent low budget filmmakers have freedom to explore innovations like VR / to explore VR technology	10 / 11

\* Information from page 3 of the Data File is from the tapescript

**Task 10: Language = 5 marks**

Marks	Language
5	<p><b>Data File Manipulation</b>            Successful manipulation of phrases from the Data File to create grammatically correct sentences. Achieved through a wide variety of changes made to the original texts.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A wide range of accurate sentence structures using own language, with an excellent grasp of more complex structures.</li> <li>• Grammar extremely accurate with very occasional slips.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
4	<p><b>Data File Manipulation</b>            Generally successful in adapting phrases from the Data File to create grammatically correct sentences through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with a grasp of simple and complex sentences.</li> <li>• Grammar mainly accurate with occasional common errors that do not affect overall clarity.</li> <li>• Spelling and punctuation are mostly correct.</li> </ul>
3	<p><b>Data File Manipulation</b>            Sometimes successful in adapting phrases from the Data File to create grammatically correct sentences. This is done through some of: word formation changes, tense changes, pronoun changes etc.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• A range of accurate sentence structures with some attempts to use more complex sentences.</li> <li>• Grammatical errors occur in more complex structures but overall clarity not affected.</li> <li>• Spelling and punctuation are sufficiently accurate to convey meaning.</li> </ul>
2	<p><b>Data File Manipulation</b>            Occasionally successful in adapting phrases from the Data File to create grammatically correct sentences though more often errors occur due to failing to change the original texts to the requirements of his/her own text.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Simple sentences are generally accurately constructed. Occasional attempts are made to use more complex sentences. Structures used tend to be repetitive in nature.</li> <li>• Grammatical errors sometimes affect meaning.</li> <li>• Most common words are spelt correctly, with basic punctuation being accurate.</li> </ul>
1	<p><b>Data File Manipulation</b>            Writing characterised by occasional attempts to adapt language from Data File or by chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences are generally accurate. Only scattered attempts at longer, more complex sentences.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation mostly accurate.</li> </ul>
0	<p><b>Data File Manipulation</b>            Writing characterised by being mostly a series of chunks taken <i>verbatim</i> from the Data File.</p> <p><b>Own Language</b></p> <ul style="list-style-type: none"> <li>• Short simple sentences may be accurate.</li> <li>• Grammatical errors often affect meaning.</li> <li>• Spelling of simple words is correct, more complex ones not, with basic punctuation often faulty.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Task 10: Coherence and Organisation = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> <li>• Overall coherence of text is very good.</li> <li>• It is clearly on topic and congruent with subject.</li> <li>• Relations between main points and supporting points always clear.</li> <li>• Strong cohesive ties used to enhance coherence when necessary.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Overall coherence of text is reasonable.</li> <li>• It is generally on topic and congruent with the subject.</li> <li>• Relations between main points and supporting points generally clear.</li> <li>• Cohesive ties used generally enhance coherence although these may occasionally be fuzzy.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Overall coherence of text is weak.</li> <li>• It is mostly off topic and not clearly congruent with the subject.</li> <li>• Supporting details generally not clearly related to main points.</li> <li>• Cohesive ties used contribute little to the coherence of the text.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Not enough evidence in candidate's work to be able to award '1'.</li> </ul>

**Key coherence and organisation areas include (but are not limited to):**

- The coherence relies heavily on the candidate's ability to use the diverse information in the Data File to build an argument for each of the two topic areas.

**Task 10: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate to text through manipulation of parts of Data File and own language.</li> <li>• Consistently demonstrates audience awareness.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Register, tone and style reasonably appropriate to text through some manipulation of parts of Data File and through own language.</li> <li>• The tone may be inconsistent.</li> </ul>
0	Little or no evidence of an ability to manipulate register, tone or style in order to produce an appropriate text.

**Key Appropriacy areas include (but are not limited to):**

- It is a short introductory speech given by the secretary of the Visual Media Society to the attendees of the film screening.
- The speech is given after the screening. Reference to the film they have just seen, expressing admiration for the film, hopes that the audience enjoyed it etc. are all appropriate.
- The purpose of the speech is to introduce the post-screening discussion. Reference to the upcoming discussion is appropriate.
- The speech introduces different opinions on the topic. Candidates may temper some of the more extreme views expressed in the Data File or make clear that these are others' opinions and not necessarily his/her own.

**Paper 4 (Speaking)**

	<b>I. Pronunciation &amp; delivery</b>	<b>II. Communication strategies</b>	<b>III. Vocabulary &amp; language patterns</b>	<b>IV. Ideas &amp; organisation</b>
7	<p>Projects the voice appropriately.</p> <p>Pronounces all sounds/sound clusters and words clearly and accurately.</p> <p>Speaks fluently and naturally, with very little hesitation using intonation with some sophistication to enhance communication.</p>	<p>Uses appropriate body language to display and encourage interest.</p> <p>Uses a full range of strategies skilfully to initiate and maintain interaction and to respond to others.</p>	<p>Makes accurate use of an impressive range of vocabulary.</p> <p>Uses varied and highly accurate language patterns.</p> <p>Rephrases skilfully when necessary.</p>	<p>Expresses an impressive range of well-developed complex ideas clearly and fluently.</p> <p>Expands and elaborates with impressive detail.</p> <p>Consistently responds effectively to others, sustaining and extending conversational exchanges effortlessly.</p>
6	<p>Projects the voice appropriately.</p> <p>Pronounces all sounds/sound clusters and words clearly and accurately.</p> <p>Speaks fluently and naturally, with only occasional hesitation using suitable intonation to enhance communication.</p>	<p>Uses appropriate body language to display and encourage interest.</p> <p>Uses a full range of strategies effectively to initiate and maintain interaction and to respond to others.</p>	<p>Makes accurate use of a wide range of vocabulary.</p> <p>Uses varied and accurate language patterns; only minor slips made, which do not impede communication.</p> <p>Rephrases effectively when necessary.</p>	<p>Expresses a wide range of well-developed relevant ideas clearly and fluently.</p> <p>Expands and elaborates in detail.</p> <p>Consistently responds effectively to others, sustaining and extending conversational exchanges.</p>
5	<p>Projects the voice appropriately.</p> <p>Pronounces almost all sounds/sound clusters and words clearly and accurately.</p> <p>Speaks fluently and naturally, with only occasional hesitation using intonation appropriately to enhance communication.</p>	<p>Uses appropriate body language to display and encourage interest.</p> <p>Uses a wide range of strategies to initiate and maintain interaction and to respond to others.</p>	<p>Makes varied and generally appropriate use of vocabulary.</p> <p>Makes use of generally accurate and appropriate language patterns.</p> <p>Self-corrects effectively when necessary.</p>	<p>Expresses a range of relevant ideas clearly and fluently. Most ideas developed and linked.</p> <p>Expands and elaborates appropriately.</p> <p>Responds appropriately to others, sustaining and extending conversational exchanges.</p>
4	<p>Usually projects the voice satisfactorily.</p> <p>Pronounces most sounds/sound clusters and words clearly and accurately; less common words usually comprehensible.</p> <p>Speaks reasonably fluently although with some hesitation in longer utterances. Uses intonation sufficiently to convey meaning.</p>	<p>Uses some features of body language to support communication.</p> <p>Uses a range of appropriate strategies to initiate and maintain interaction and to respond to others.</p>	<p>Makes generally appropriate use of vocabulary.</p> <p>Makes use of generally accurate language patterns. Errors do not generally impede communication.</p> <p>Self corrects when concentrating carefully or when asked to do so.</p>	<p>Expresses some relevant ideas clearly. Most ideas are developed and linked.</p> <p>Elaborates on most contributions appropriately.</p> <p>Generally responds appropriately to others. Sustains most and may extend some conversational exchanges.</p>

	<b>I. Pronunciation &amp; delivery</b>	<b>II. Communication strategies</b>	<b>III. Vocabulary &amp; language patterns</b>	<b>IV. Ideas &amp; organisation</b>
3	<p>Poor voice projection may cause difficulties for the listener. Pronounces simple sounds clearly but may have some problems with sound clusters.</p> <p>Less common words may be misunderstood unless supported by contextual meaning.</p> <p>Uses intonation and pacing sufficiently well to be understood by a supportive listener.</p>	<p>Uses some features of body language to support communication.</p> <p>Uses some simple strategies to participate in, and occasionally initiate, interaction mainly by using formulaic expressions.</p>	<p>Usually makes appropriate use of simple vocabulary.</p> <p>Sometimes uses simple language patterns accurately and appropriately. Errors do not usually impede communication.</p> <p>May show some ability to self correct but done inconsistently or only partially successfully.</p>	<p>Expresses some relevant ideas clearly. These may be linked.</p> <p>Responds to some simple questions and may expand on these if asked directly.</p>
2	<b>PRODUCTION MAY BE TOO LIMITED TO ALLOW ACCURATE AWARDED OF HIGHER MARKS</b>			
	<p>Poor voice projection may cause difficulties for listener.</p> <p>Pronounces simple sounds and some sound clusters well enough to be understood most of the time.</p> <p>Produces familiar stretches of language with sufficiently appropriate intonation and pacing to be understood.</p>	<p>Uses restricted features of body language when prompted to respond.</p> <p>Uses some simple formulaic expressions, generally in response to others.</p> <p>Participates briefly in conversation, generally when prompted, but tends to use formulaic expressions to do so.</p>	<p>Makes appropriate use of vocabulary from limited and familiar range, often derived from context.</p> <p>May use some very basic language patterns accurately in brief exchanges. Errors may impede communication.</p> <p>May be unable to self correct.</p>	<p>Attempts to express simple relevant ideas, sometimes successfully.</p> <p>Attempts to expand on some responses briefly.</p> <p>Makes some contribution when prompted.</p>
1	<p>Poor voice projection is likely to be a problem.</p> <p>Pronounces some simple and common words accurately enough to be understood.</p> <p>Uses intonation appropriately in the most familiar of words and phrases.</p> <p>Hesitant speech is likely to be a problem.</p>	<p>Uses restricted features of body language when prompted to respond.</p> <p>Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.</p>	<p>Makes use of a narrow range of simple vocabulary, sometimes appropriately.</p> <p>Uses a narrow range of language patterns, usually in short and rehearsed utterances. Errors often impede communication.</p>	<p>Occasionally produces brief ideas relevant to the topic.</p> <p>Makes some brief responses when prompted.</p>
0	<p>Does not produce any comprehensible English speech.</p>	<p>Does not use any interactional strategies.</p>	<p>Does not produce recognizable words or sequences.</p>	<p>Does not produce relevant material.</p>