

## 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) B [27]
  - ii) B [65]
  - iii) C [63]
2. unfortunately [70]
3. technology // attention span(s) [65]
4. snippets [52]
5.
  - i) limit(s) [63]
  - ii) solid [71]
  - iii) overkill [64]
6.
 

Summary	Correction	
i) However, flash fiction usually has another character who <u>supports</u>	opposes	[22]
ii) the main character. So the story will probably have two characters.	✓	[62]
iii) There is <u>no</u> chance that you will be able to incorporate three	a // the // some // little	[29]
iv) characters into your story. However, <u>unless</u> you feel the need to have any	if // when // whenever	[22]
v) more than this, your <u>theme</u> will be too long, i.e. more than 1000 words.	story // text // fiction	[29]
7.
  - i) limited [37]
  - ii) complex [71]
  - iii) end [30]
  - iv) scene // moment [63]
8. something that / what the main character wants [37]
9. D [80]
10. editing / reviewing / rereading / revising (the flash fiction you have written) [40]
11. A [70]
12. eyes (nearly) popped out (of his head) [55]
13. audience's // parents' // (science) teachers' // parents' and (science) teachers' [23]
14.
  - i) Chemistry // class // school [60]
  - ii) mumbled [53]
  - iii) enthused [57]
  - iv) thug [60]
15. (to) withdraw / pull out from the contest // (to) turn down / decline Professor Snookhorn's invitation [25]
16.
  - i) False [63]
  - ii) Not Given [45]
  - iii) True [42]
  - iv) True [75]

17. the smell // thick grey smoke // the container shuddered and shook [69]
18. (randomly) mixed the content(s) // poured his random mix into a (glass) container [18]
19. the explosion // the (successful) experiment // the big(gest) bang [52]
20. i) B ✦ ii) D ✦ iii) A [56]
21. 

A good example of flash fiction	✓
---------------------------------	---

 } any two [34]  
 story focuses on one main character // story has less than 1000 words // story focuses on one major theme // story focuses on one major scene / event // story focuses on the end // story focuses on the explosion / competition  
 or  

Not a good example of flash fiction	✓
-------------------------------------	---

 } any two [29]  
 (there are) more than 3 characters in the story // story describes two scenes / more than one scene (Chemistry scene and competition scene) // story does not only tell the end (competition scene)
22. i) D [76]  
 ii) E [67]  
 iii) B [64]

**Part B1 (easier section)**

23. (guide) dogs and (their) owners [73]
24. i) True [91]  
 ii) False [81]  
 iii) Not Given [81]
25. a, b and e [34]
26. (the first) meeting of Nathan and Hudson / his guide dog [28]
27. i) eyesight // eye-sight // sight [59]  
 ii) completely [62]  
 iii) changed [44]
28. D [82]
29. every day // daily // (on a) daily basis [63]
30. i) the dogs // their guide dogs // their pups // (the) dogs they were training (with) [6]  
 ii) (both) had the same disability // are both blind [32]
31. i) (Nathan's) best friend [46]  
 ii) (an extra) four-legged member [42]
32. D [83]
33. i) A [80]  
 ii) E [69]  
 iii) C [75]
34. Don Don // Meicy's (four-month-old) Labrador (retriever) / dog [67]
35. D [68]
36. i) scale [12]  
 ii) neighbouring [39]  
 iii) lack [32]  
 iv) visually(-)impaired people [17]

37. on top of [28]
38. (to) get on bus(es) (during training) [37]
39. can be familiarised with the city // can take the blind around the city [6]
40. A [47]
41. i) True [48]  
 ii) False [41]  
 iii) False [42]
42. public awareness has improved // guide dog(s) under training (now are) allowed in MTR // restaurant (owner in Yau Ma Tei) was made to apologise [20]
43. Lai Chi Kok (Park) // park (in Lai Chi Kok) [4]
44. i) 7 [44]  
 ii) 9 [48]  
 iii) X [31]  
 iv) 8 [35]  
 v) 11 [63]
45. i) D [49]  
 ii) B [50]  
 iii) A [63]

**Part B2 (more difficult section)**

46. shares / shows Michelle's memories of her mom // is written in honour of Mothers' Day [14]
47. ordinary // humble // normal [58]
48. B [59]
49. i) she would speak in clipped sentences / be careful with her speech [60]  
 ii) she would listen intently [63]
50. C [55]
51. A [81]
52. i) Not Given [83]  
 ii) False [91]  
 iii) True [90]
53. i) Michelle confronted Robbie (about her piano lessons) / challenged her (ornery) grandfather / scrapped with (some of the) neighbour kids [66]  
 ii) Michelle's mother listened more than lectured / would nod patiently along to tales of her contentious piano lesson / endured endless questioning from Michelle // Michelle's parents let their children be themselves [39]  
 iii) Michelle's mother was a negligent parent // Marian Robinson let her kids to rule the roost [51]  
 iv) mother / mother figures should support their children / give the girls support to lift their voice [18]
54. the more she practises, the more she can achieve [14]
55. i) (Robbie's) satisfaction / joy / pride at (about Michelle's performance) [18]  
 ii) (Robbie's) lips unpursed themselves (just) slightly [57]
56. Michelle could play a song without messing up [13]
57. C [58]

58. Success: Michelle learnt more new songs herself / learnt faster than Robbie had expected / was proud of learning new songs // Failure: Robbie was not impressed at all // Michelle got chewed out / scolded [65]
59. (a) crime (approaching treason) [54]
60. She wanted to progress faster but Robbie wouldn't let her // she needed more concrete / more logical explanations (about Robbie's method of teaching) [21]
61. Michelle and Robbie were stubborn / unwilling to compromise / unable to accept each other's approach [29]
62. B [59]
63. i) stubborn // argumentative // inquisitive // feisty // logical // lawyerly [46]  
 ii) not following her aunt's views // unwilling to accept the wisdom of Robbie // wanting to make faster progress // hoping to get concrete answers to her questions / explanation from Robbie [38]
64. angry // annoyed // irritated // seething + her family were cracking up // not offering sympathy [22]
65. i) refused // failed [39]  
 ii) corrections // criticisms [34]  
 iii) determined // driven // eager [4]  
 iv) follow // respect [43]  
 v) acknowledging // appreciating [7]
66. (Michelle's parents) didn't want to intervene children in matters outside schooling // believed in their children making their own choices // happy to see Robbie's authority) being challenged (by Michelle) // appreciated Michelle's feistiness // didn't mind (their) children / Michelle being sassy with an elder / Robbie [41] } any two
67. i) She challenged her (ornery) grandfather [33] }  
 ii) She did not (entirely) follow Robbie's instructions (in piano lessons) [43] }
68. i) C [80]  
 ii) E [62]  
 iii) D [57]  
 iv) G [53]  
 v) F [54]
69. (to) give freedom to children in matters outside schooling // let them find the words themselves // endure children asking questions // give the support to children to find the words themselves [49]

*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)

Marks	Content (C)	Language (L)	Organisation (O)
7	<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>
6	<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>
5	<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>
4	<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 (13 marks)**

- |     |                              |      |
|-----|------------------------------|------|
| 1.  | their mother                 | [80] |
| 2.  | 1988                         | [86] |
| 3.  | East Point                   | [70] |
| 4.  | A                            | [86] |
| 5.  | a (rescue) helicopter        | [41] |
| 6.  | the noise (helicopters make) | [60] |
| 7.  | can land anywhere            | [59] |
| 8.  | captain                      | [57] |
| 9.  | ankle                        | [52] |
| 10. | fell down (some) stairs      | [52] |
| 11. | hospital                     | [50] |
| 12. | (rock) climbing (club)       | [64] |
| 13. | (on) top of a cliff          | [34] |

**Task 2 (13 marks)**

- |     |   |      |
|-----|---|------|
| 14. | in his bedroom                              | [51] |
| 15. | to make / making / recording YouTube videos | [41] |
| 16. | (very) simple                               | [69] |
| 17. | (still) fun to watch                        | [70] |
| 18. | teams from 15 (other) countries             | [38] |
| 19. | gate  | [58] |
| 20. | force // power                              | [37] |
| 21. | slope                                       | [62] |
| 22. | pole  | [32] |
| 23. | sand  | [51] |
| 24. | obstacles // sticks and stones              | [25] |
| 25. | take a Hong Kong team                       | [47] |
| 26. | become / be (much) more advanced            | [31] |

**Task 3 (14 marks)**

27.	4.12 million	[60]
28.	the TV news	[74]
29.	a recent survey // a survey conducted a few days ago	[43]
30.	dressing (up) as superheroes	[14]
31.	playing (the) piano	[69]
32.	opening gifts (from fans / viewers)	[54]
33.	wants him to go	[45]
34.	keeps each session short // (only) for a short period (each time)	[38]
35.	the cat loses interest // cats have a short attention span	[29]
36.	cats' lives are a mystery // cats' lives are more mysterious (than dogs)	[44]
37.	cat behaviour is less predictable / more surprising (than dogs)	[31]
38.	create positive feelings in viewers	[48]
39.	increase in people adopting / encourage people to adopt stray cats	[28]
40.	cats are abandoned (by owners) when they are no longer popular / make money // owners abandon their cats when they are no longer popular / make money	[36]

**Task 4 (13 marks)**

41.	used brackets to show he was happy / his emotions	[33]
42.	created the first collection / set of emojis	[25]
43.	a picture / drawing (used in texting) to convey an emotion / a feeling	[27]
44.	a photo	[20]
45.	flirt	[42]
46.	show affection	[32]
47.	to decide which emojis will be created / added	[24]
48.	to standardise the codes for emojis (for all communication technologies)	[23]
49.	the committee has too much control*	[56]
50.	limit on how people express themselves (emotionally) / their emotions // limit range of (emotional) expression (on the internet) <sup>+</sup>	[20]
51.	not representative of diversity of people / cultures / communities (that use Internet) / countries <sup>+</sup>	[24]
52.	work of the committee / what the committee does is not (made) public (enough)*	[15]
53.	suspicion // the public think that it's secretive / beyond scrutiny // people become suspicious of the committee <sup>+</sup>	[16]

*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.*

*\* Points can be in either order in the 'Concern' column of the table.*

*+ 'Consequence' must appear in same row as related 'Concern'.*



**Part B1 (easier section)**

**Task 5 (16 marks)**

**Task Completion = 14 marks**

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

Item		DF page reference
5.1	10	3*
5.2	October	3*
5.3	main dish(es)	3*
5.4	dessert(s)	3*
5.5	traditional family recipe(s)	5
5.6	200	5
5.7	a new Royalty kitchen	5
5.8	a Frosty fridge	5
5.9	a \$2000 Supersave HK voucher	7
5.10	14-16 (years old)	5
5.11	pre-cooked ingredients	5
5.12	alcoholic drinks	5
5.13	how much each ingredient weighs	5
5.14	alternative ingredients	5

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

**Note: Points within this } bracket can be in either order**

**Task 5: Language (L) = 2 marks**

Marks	Language
2	<ul style="list-style-type: none"> <li>• Generally understandable though may be some errors.</li> <li>• Most words are spelt correctly.</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> </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'.</li> </ul>

**Task 6 (18 marks)**

**Task Completion = 9 marks**

Item		DF page reference
6.1	Problem: filling the lifts (with cameras) // people in the building had to either use the stairs or wait for a whole hour to use the lifts (because of our cameras)	6
6.2	Solution: <u>digital cameras</u> that can be carried up in <u>one trip</u>	7
6.3	Problem: a fire in the kitchen	3* / 6
6.4	Problem: staff did not know what to do (during the fire)	3* / 6
6.5	Confirm: it was a piece of burnt toast	3*
6.6	Solution: staff will get fire safety training	3*
6.7	New policy: we will leave the building by 10.00pm	7
	<b>The additional sum / payment</b>	
6.8	You requested \$10,000 (to cover the kitchen's costs)	3* / 6
6.9	We will give you \$5,000	3*

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

**Task 6: Language (L) = 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 the 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 (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"><li>• Overall coherence of text is very good with a clear focus on the 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 the 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 text 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> OR <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 (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language.</li><li>• The candidate has produced a text appropriate for the 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 the 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>

**Task 7 (19 marks)**

**Task Completion = 10 marks**

<b>Item</b>		<b>DF page reference</b>
	<b>Cooking Temperature</b>	
7.1	the oven temperature should be 210 degrees	9 / 10
7.2	so the fries don't burn	9
	<b>Potatoes</b>	
7.3	dry the potatoes (carefully) after washing them	9 / 10
7.4	or they will be soggy / won't be crunchy	9
	<b>Olive oil</b>	
7.5	add olive oil (to the recipe) // olive oil is the best cooking oil to use	9 / 10
7.6	because it gives the best flavor	10
	<b>Cooking time</b>	
7.7	cooking time should be 30 minutes	9 / 10
7.8	the fries will be / taste (too) dry after 35 minutes	9 / 10
	<b>Sauce</b>	
7.9	smoky BBQ sauce is best to use	9 / 10
7.10	chili sauce is too spicy	9

**Task 7: Language (L) = 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 the 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 (C) = 2 marks**

Marks	Coherence and Organisation
2	<ul style="list-style-type: none"> <li>• Overall coherence of text is very good with a clear focus on the 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 the task throughout.</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>• 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 (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate through manipulation of parts of the Data File and own language.</li> <li>• The candidate has produced a text appropriate for the 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 the 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>

**Part B2 (more difficult section)**

**Task 8 (19 marks)**

**Task Completion = 10 marks**

<b>Item</b>		<b>DF page reference</b>
8.1	<b>Acknowledgement:</b> William flooded the kitchen	3* / 5
8.2	<b>Explanation:</b> (because) he forgot to turn off the kitchen tap	5 / 7
8.3	<b>Explanation:</b> (because) he recently switched from an automatic tap to a manual one	7
8.4	<b>Misunderstanding:</b> William didn't wash his hands after chopping up raw chicken	5
8.5	<b>Explanation:</b> the parts of the video where he washed his hands had been edited out	7
8.6	<b>Misunderstanding:</b> he used the same tea towel to dry the raw chicken and his face	5
8.7	<b>Explanation:</b> He used a clean tea towel (to wipe his face)	7
8.8	all his tea towels look the same // he has 150 of the same tea towel	7
8.9	<b>Misunderstanding:</b> William was crying / upset (at the end of the video)	3* / 5
8.10	<b>Explanation:</b> He was crying because he had been chopping onions	3*

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



**Task 8: Language (L) = 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 (C) = 2 marks**

<b>Marks</b>	<b>Coherence and Organisation</b>
<b>2</b>	<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>
<b>1</b>	<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>
<b>0</b>	<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> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

**Task 8: Appropriacy (A) = 2 marks**

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

**Task 9 (17 marks)**

**Task Completion = 8 marks**

Item		DF page reference
9.1	<b>Recommend:</b> Hazard Awareness (by Pinafore Solutions – a fire and kitchen safety course)	3* / 8 / 9
9.2	will teach you all the tricks of the trade to keep everyone safe / how to use a fire extinguisher and keep fire exits clear	9
9.3	<b>Recommend:</b> The Chef's Special (by The Grill Gurus – a food hygiene safety course)	9
9.4	will teach you how to avoid cross-contamination and about safe cooking temperatures // includes great tips on how to have a food-safe kitchen	9 / 10
9.5	<b>Recommend:</b> Be your best! (by PR Productions – a social media training course)	3* / 8 / 9
9.6	will help you communicate / in saying only what you mean and meaning what you say // will teach you how to behave properly online / avoid people misinterpreting what you say / avoid offending people	3* / 9 / 10
	<b>Benefits</b>	
9.7	each training course counts as credit towards your Annual Review Targets / ARTs (which will look really good on an appraisal)	8
9.8	the first ten people who complete all three courses get a day of leave / day off work	3*

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

**Task 9: Language (L) = 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 the 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 (C) = 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>

**Task 9: Appropriacy (A) = 2 marks**

Marks	Appropriacy
2	<ul style="list-style-type: none"> <li>• Register, tone and style generally appropriate to the text through manipulation of parts of the 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 the text through some manipulation of parts of the 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.

**Task 10 (17 marks)**

**Task Completion = 8 marks**

Item		DF page reference
10.1	Viewers' Choice (is groundbreaking because it) is (fully) interactive and (totally) live	3*
10.2	it stars William Puddle	6 / 7
10.3	the co-star is Mary Steward (the Queen of TV cooking)	6 / 7 / 8
10.4	viewers / the audience vote for the ingredients (to be used as the meal is cooked)	3* / 6
10.5	in Episode 1, the choice is between apple or blueberry filling for a fruit pie	6 / 8
10.6	viewers can vote for free through the <i>Teen NetChef TV</i> app	6 / 7
10.7	one voter will win The Big Prize, which is the finished dish	6
10.8	The Big Prize will be delivered using a drone by <i>FlyingFood</i>	6 / 8

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

**Task 10: Language (L) = 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 the 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 (C) = 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> OR <ul style="list-style-type: none"><li>• Not enough evidence in candidate's work to be able to award '1'.</li></ul>

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

Marks	Appropriacy
2	<ul style="list-style-type: none"><li>• Register, tone and style generally appropriate to the text through manipulation of parts of the 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 the text through some manipulation of parts of the 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.



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

	<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 AWARDING OF HIGHER MARKS</b>			
1	<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>
0	<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>Does not produce any comprehensible English speech.</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> <p>Does not produce relevant material.</p>