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ENGLISH AS A SECOND LANGUAGE
9280/S

Speaking Paper

Mark scheme

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

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

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

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Level of response marking instructions

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

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Marks will be allocated in the following way:

S1: communicate clearly using speech appropriate to situation and audience (communication)
S2: make appropriate and accurate use of a variety of vocabulary and grammatical structure (knowledge and use of language)
S3: produce extended sequences of speech, answering and, as appropriate, asking questions, and expressing opinions with spontaneity and fluency (spontaneity and fluency)
S4: demonstrate appropriate pronunciation and intonation (pronunciation and intonation).

	Communication (S1)	Knowledge & use of language (S2)	Pronunciation & intonation (S3)	Spontaneity & fluency (S4)	Total
Conversation	**10**	**5**	**5**	**5**	**25**
Total	**10**	**5**	**5**	**5**	**25**

Part	Marking guidance	Total Marks
02	**General Conversation** The General conversation is based on the two themes not tested on the Photo card. The conversation should last approximately six minutes. The test is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below. **Note:** a zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories. When awarding marks for language, markers should also credit widely accepted geographical variations of vocabulary and grammar.	**25**

Level	Mark	Communication
5	9-10	Consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7-8	Usually develops responses in extended sequences of speech. Usually narrates events using relevant detail when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5-6	Develops some responses in extended sequences of speech. Will narrate events with some detail when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3-4	Usually gives short responses but may narrate events briefly and/or with limited success when asked to do so. There may be a few occasions when he/she is unable to answer successfully or where responses lack clarity. Gives one or more opinions.
1	1-2	Only able to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
Below Level 1	0	Communication does not meet the standard required for Level 1.

Level	Mark	Knowledge and use of language
5	5	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. Generally a high level of accuracy though minor errors may occur.
4	4	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Minor errors likely when complex structures and/or vocabulary are attempted.
3	3	Good language with some attempts at more complex structures and vocabulary which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not impede communication.
2	2	Reasonable language which uses simple structures and vocabulary and may occasionally be repetitive. Attempts to make reference to past or future events may have only limited success. Errors may occasionally impede communication.
1	1	Basic language which uses simple structures, a limited vocabulary range and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
Below Level 1	0	Knowledge and use of language do not meet the standard required for Level 1.

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses in more challenging language.
3	3	Pronunciation is generally understandable with some sustained intonation.
2	2	Pronunciation is usually understandable with a little intonation; comprehension is sometimes delayed.
1	1	Pronunciation and intonation are occasionally understandable; comprehension is difficult at times.
Below Level 1	0	Pronunciation and intonation do not meet the standard required for Level 1.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions but the delivery generally has a reasonable pace.
2	2	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
1	1	Basic exchange in which the speaker shows no spontaneity and relies heavily on pre-learnt responses. There are frequent and sometimes long hesitations. Slow delivery means that the conversation is disjointed and lacks any flow.
Below Level 1	0	Spontaneity and fluency do not meet the standard required for Level 1.