

O Level Oral English Mark Scheme

Mark Range	Reading Aloud	Picture Description	Mark Range	Conversation
	Pronunciation & Articulation: to read a passage with good pronunciation and clear articulation of the words Rhythm & Fluency: to read with appropriate rhythm and stress to achieve a well-paced, fluent rendering of a passage Expressiveness: to read with appropriate variation of pitch and tone in order to convey the information, ideas, and feelings in a passage	Description: to describe scenes or general human interest through the use of language Interpretation & Explanation: to interpret and explain the situations in the picture Language: to use a range of appropriate vocabulary and structures to complete the task Coherence: to develop ideas in a clear and coherent		Personal Response: to give a personal response to the theme of the picture and the passage Clarity of Expression: to express oneself clearly and succinctly in a conversation, using appropriate vocabulary and structures Engagement in Conversation: to discuss issues with the examiner stemming from the picture and the passage
10 – 12	- Reads the passage with near-perfect pronunciation and very clear articulation - Reads with fluency and good pace, using appropriate rhythm and stress - Varies the pitch and tone in order to convey the information, ideas and feelings in a passage	- Makes detailed observations - Intelligently combines these with explanations and interpretations - Uses a wide range and outside range of vocabulary and structures - Develops the description coherently on any aspect of the picture and is satisfying to the listener	13 – 16	- Gives and develops intelligent personal responses to the theme - Expresses and develops ideas clearly, succinctly, and naturally using appropriate vocabulary and structures - Shares ideas and opinions with the examiner, introduces new ideas or initiates discussion of relevant issues
7 – 9	- Generally clear articulation with occasional errors in pronunciation - A mainly fluent reading with some mistakes in stress and rhythm - Some variation in pitch and tone for expressive effect, but not always appropriate to the passage	- Makes observations on the picture - Links these with explanations and interpretations - Uses an adequate range of appropriate vocabulary and structures - Describes fairly coherently, though some ideas may be thrown in as afterthoughts	9 – 12	- Offers some personal responses to the theme, with some elaboration - Is generally clear and coherent, using largely appropriate vocabulary and structures - Responds well to examiner's prompts, but shows less initiative
4 – 6	- Pronunciation of words is rather inaccurate, but some attempt to maintain clarity of articulation - Reading is hesitant with frequent mistakes in stress and rhythm - A slight attempt to achieve expressiveness through variation of pitch and tone. Uses largely inappropriate variations	- Describes picture superficially - Makes some attempt to link this with explanation and interpretation - Uses a basic, somewhat inappropriate, vocabulary and simple structures - Describes picture with little coherence	5 – 8	- Simple personal responses with little development - Makes disjointed responses which may be unclear, but with some attempts to use appropriate vocabulary and structures - Depends heavily on the examiner for encouragement and prompting
0 – 3	- Very weak pronunciation and little clarity of articulation - Very hesitant reading, full of rhythm and stress errors - Reads in monotone	- Description is inadequate - Interprets with little awareness of what is happening - Uses very limited, or inappropriate, vocabulary and structures are faulty - Requires constant prompting	0 – 4	- Offers hardly any personal response or development - Offers ideas in disconnected single sentences, phrases, or even single words - Finds it difficult to maintain any sustained interaction, even with repeated prompting

June 2013 O Level Marking Scheme

M Carnoy



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Table of Contents June 2013 O Level Marking Scheme

1. Understanding the eBook June 2013 O Level Marking Scheme
 - The Rise of Digital Reading June 2013 O Level Marking Scheme
 - Advantages of eBooks Over Traditional Books
2. Identifying June 2013 O Level Marking Scheme
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an June 2013 O Level Marking Scheme
 - User-Friendly Interface
4. Exploring eBook Recommendations from June 2013 O Level Marking Scheme
 - Personalized Recommendations
 - June 2013 O Level Marking Scheme User Reviews and Ratings
 - June 2013 O Level Marking Scheme and Bestseller Lists
5. Accessing June 2013 O Level Marking Scheme Free and Paid eBooks
 - June 2013 O Level Marking Scheme Public Domain eBooks
 - June 2013 O Level Marking Scheme eBook Subscription Services
 - June 2013 O Level Marking Scheme Budget-Friendly Options
6. Navigating June 2013 O Level Marking Scheme eBook Formats

- ePub, PDF, MOBI, and More
- June 2013 O Level Marking Scheme Compatibility with Devices
- June 2013 O Level Marking Scheme Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of June 2013 O Level Marking Scheme
 - Highlighting and Note-Taking June 2013 O Level Marking Scheme
 - Interactive Elements June 2013 O Level Marking Scheme
- 8. Staying Engaged with June 2013 O Level Marking Scheme
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers June 2013 O Level Marking Scheme
- 9. Balancing eBooks and Physical Books June 2013 O Level Marking Scheme
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection June 2013 O Level Marking Scheme
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine June 2013 O Level Marking Scheme
 - Setting Reading Goals June 2013 O Level Marking Scheme
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of June 2013 O Level Marking Scheme
 - Fact-Checking eBook Content of June 2013 O Level Marking Scheme
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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