

### O Level Oral English Mark Scheme

	Reading Aloud	Picture Description		Conversation
Mark Range	Prenunciation & Afficiation, for mod a parcage with good pronunciation and clear adoutation of the words     Rington & Plumocy: to read with appropriate dryften and stress to actions a self-paper, fluent rendering of a pennage     Expressiveness: to read with appropriate variation of pinch and tone in order to convey the information, clear, and fleetings in a passage.	Description, to describe scores of general fluman interest through the use of language     Interpretation & Explanation; to interpret and explain the situations in the picture     Language; to use a targe of appropriate viscaturing and structures to complete the task     Cohemitics: to develop about 6 - clear and cohemen.	Mark Range	<ul> <li>Fersonal Response; to give a personal response to the theme of the posture and the possage</li> <li>Clarity of Expression; to express over-oil clearly and supplicitly in a conversation, using appropriate varietistics and shuctures</li> <li>Engagement in Conversation; to discuss hours with the examiner stemming from the police and the possage</li> </ul>
10 - 12	Reads the passage with near perfect pronunciation and very clear attribution     Reads with fluency and good pace, using appropriate rhythms and stress.     Varies the pilch and tone in order to convey the ortunnation, ideas and feetings in a passage.	Makes detailed observations     Intelligently combines these with explanations and trespectations     Uses a wide range and suitable range of vocabulary and structures.     Develops the description converently on any aspect of the picture and is satisfying to the listener.	13 -	Gives and develops intelligent personal responses to the thome     Expresses and develops ideas clearly, succinctly, and naturally using appropriate viscobulary and structures     Shares ideas and approons with the examinar, introduces new ideas or intelliges discussion of resevant issues.
7-9	Camerally clear articulation with occasional errors in pronunctation.     A matrity 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.	Mones observations on the picture     Lines these with explanations and interpretations     Uses an adequate range of appropriate vocabulary and structures.     Describes fairly coherently, though some ideas may be thrown to as aftertraughts.	9-12	Others 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
1-6	Promunciation of words is rather inaccurate, but some alternal to magnitum closely of articulation     Reading is hesitant with frequent reclaims in stress and region     A signs attempt to achieve expressiveness through variation of pitch and time. Uses largely imaggrouphuse variations.	Describes picture superficielly     Miskes some attempt to link this with explanation and interpretation     Uses a basic, somewhat inappropriate, vocabulary and simple shuctures     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 viscobulary and structures     Depends heavily on the examiner for encouragement and prompting
0-3	Very senik promunchation and little clarity of articulation Very healtant 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, viscalistary and shuctures are foully     Requires constant prompting	0-4	Offers handly any pensonal 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

Rowena Rodrigues, Vagelis Papakonstantinou June 2013 O Level Marking Scheme:

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