

### O Level Oral English Mark Scheme

Mark Range	Reading Aloud	Picture Description	Mark Range	Conversation
	<ul style="list-style-type: none"> <li><b>Pronunciation &amp; Articulation:</b> to read a passage with good pronunciation and clear articulation of the words</li> <li><b>Rhythm &amp; Fluency:</b> to read with appropriate rhythm and stress to achieve a well-paced, fluent rendering of a passage</li> <li><b>Expressiveness:</b> to read with appropriate variation of pitch and tone in order to convey the information, ideas, and feelings in a passage</li> </ul>	<ul style="list-style-type: none"> <li><b>Description:</b> to describe scenes or general human interest through the use of language</li> <li><b>Interpretation &amp; Explanation:</b> to interpret and explain the situations in the picture</li> <li><b>Language:</b> to use a range of appropriate vocabulary and structures to complete the task</li> <li><b>Coherence:</b> to develop ideas in a clear and coherent</li> </ul>		<ul style="list-style-type: none"> <li><b>Personal Response:</b> to give a personal response to the theme of the picture and the passage</li> <li><b>Clarity of Expression:</b> to express oneself clearly and succinctly in a conversation, using appropriate vocabulary and structures</li> <li><b>Engagement in Conversation:</b> to discuss issues with the examiner stemming from the picture and the passage</li> </ul>
10 – 12	<ul style="list-style-type: none"> <li>Reads the passage with near-perfect pronunciation and very clear articulation</li> <li>Reads with fluency and good pace, using appropriate rhythm and stress</li> <li>Varies the pitch and tone in order to convey the information, ideas and feelings in a passage</li> </ul>	<ul style="list-style-type: none"> <li>Makes detailed observations</li> <li>Intelligently combines these with explanations and interpretations</li> <li>Uses a wide range and outside range of vocabulary and structures</li> <li>Develops the description coherently on any aspect of the picture and is satisfying to the listener</li> </ul>	13 – 16	<ul style="list-style-type: none"> <li>Gives and develops intelligent personal responses to the theme</li> <li>Expresses and develops ideas clearly, succinctly, and naturally using appropriate vocabulary and structures</li> <li>Shares ideas and opinions with the examiner, introduces new ideas or initiates discussion of relevant issues</li> </ul>
7 – 9	<ul style="list-style-type: none"> <li>Generally clear articulation with occasional errors in pronunciation</li> <li>A mainly fluent reading with some mistakes in stress and rhythm</li> <li>Some variation in pitch and tone for expressive effect, but not always appropriate to the passage</li> </ul>	<ul style="list-style-type: none"> <li>Makes observations on the picture</li> <li>Links these with explanations and interpretations</li> <li>Uses an adequate range of appropriate vocabulary and structures</li> <li>Describes fairly coherently, though some ideas may be thrown in as afterthoughts</li> </ul>	9 – 12	<ul style="list-style-type: none"> <li>Offers some personal responses to the theme, with some elaboration</li> <li>Is generally clear and coherent, using largely appropriate vocabulary and structures</li> <li>Responds well to examiner's prompts, but shows less initiative</li> </ul>
4 – 6	<ul style="list-style-type: none"> <li>Pronunciation of words is rather inaccurate, but some attempt to maintain clarity of articulation</li> <li>Reading is hesitant with frequent mistakes in stress and rhythm</li> <li>A slight attempt to achieve expressiveness through variation of pitch and tone. Uses largely inappropriate variations</li> </ul>	<ul style="list-style-type: none"> <li>Describes picture superficially</li> <li>Makes some attempt to link this with explanation and interpretation</li> <li>Uses a basic, somewhat inappropriate, vocabulary and simple structures</li> <li>Describes picture with little coherence</li> </ul>	5 – 8	<ul style="list-style-type: none"> <li>Simple personal responses with little development</li> <li>Makes disjointed responses which may be unclear, but with some attempts to use appropriate vocabulary and structures</li> <li>Depends heavily on the examiner for encouragement and prompting</li> </ul>
0 – 3	<ul style="list-style-type: none"> <li>Very weak pronunciation and little clarity of articulation</li> <li>Very hesitant reading, full of rhythm and stress errors</li> <li>Reads in monotone</li> </ul>	<ul style="list-style-type: none"> <li>Description is inadequate</li> <li>Interprets with little awareness of what is happening</li> <li>Uses very limited, or inappropriate, vocabulary and structures are faulty</li> <li>Requires constant prompting</li> </ul>	0 – 4	<ul style="list-style-type: none"> <li>Offers hardly any personal response or development</li> <li>Offers ideas in disconnected single sentences, phrases, or even single words</li> <li>Finds it difficult to maintain any sustained interaction, even with repeated prompting</li> </ul>

# June 2013 O Level Marking Scheme

**J Dewey**



**June 2013 O Level Marking Scheme:**

## Adopting the Tune of Phrase: An Psychological Symphony within **June 2013 O Level Marking Scheme**

In some sort of taken by displays and the ceaseless chatter of immediate conversation, the melodic beauty and mental symphony created by the published word frequently diminish in to the backdrop, eclipsed by the relentless sound and disruptions that permeate our lives. However, nestled within the pages of **June 2013 O Level Marking Scheme** an enchanting fictional prize brimming with natural emotions, lies an immersive symphony waiting to be embraced. Constructed by an outstanding composer of language, that charming masterpiece conducts readers on a psychological trip, skillfully unraveling the hidden songs and profound affect resonating within each carefully crafted phrase. Within the depths of this moving assessment, we can examine the book is central harmonies, analyze their enthralling publishing type, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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