

## Part 2: Conversation (Total: 20 marks)

Give a mark out of 10 for **Comprehension and Responsiveness**, and a mark out of 10 for **Quality of Language**.

	Comprehension and Responsiveness	Quality of Language (vocabulary, structures, pronunciation and intonation)
	<b>9–10 marks – Very good</b>	<b>9–10 marks – Very good</b>
Level 5	<ul style="list-style-type: none"> <li>A natural and fluent conversation</li> <li>Very good comprehension</li> <li>Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation</li> <li>Shows sustained ability to initiate* and maintain conversation and to contribute at some length</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of precise vocabulary generally accurately and confidently. Shades of meaning are achieved and some sophisticated ideas are communicated</li> <li>Able to use a range of grammatical structures accurately and consistently. Confidently in control of the structures used</li> <li>Employs a wide range of language devices (e.g. tone, emphasis) accurately and sometimes eloquently</li> <li>Pronunciation and intonation are clear</li> </ul>
	<b>7–8 marks – Good</b>	<b>7–8 marks – Good</b>
Level 4	<ul style="list-style-type: none"> <li>The conversation is occasionally fluent and sometimes shaped by the candidate</li> <li>Good comprehension with only a few misunderstandings</li> <li>Responds thoughtfully and copes reasonably well with unexpected questions and with changes in direction of the conversation</li> <li>Responds relevantly and at length to questions which makes frequent prompting unnecessary</li> </ul>	<ul style="list-style-type: none"> <li>Uses a good range of vocabulary, which sometimes lacks precision. Able to convey information and ideas with competence and some confidence</li> <li>Grammatical structures are generally sound, but not used entirely accurately or with consistent confidence. There are some errors in attempting more complex sentences, but this does not restrict communication</li> <li>Employs a good range of language devices (e.g. tone, emphasis) with some confidence</li> <li>Pronunciation and intonation are generally clear</li> </ul>
	<b>5–6 marks – Satisfactory</b>	<b>5–6 marks – Satisfactory</b>
Level 3	<ul style="list-style-type: none"> <li>The conversation is generally sustained through the candidate's responses</li> <li>Understands discussion of familiar situations and concepts but has difficulty with more complex ideas</li> <li>Responds to questions adequately but may not cope well with changes in conversation</li> <li>Some delay in response and needs prompting and encouragement to develop topics</li> </ul>	<ul style="list-style-type: none"> <li>Uses a satisfactory range of vocabulary but with some inaccuracy. Able to convey simple information and ideas clearly but with some hesitation and repetition.</li> <li>Can use simple grammatical structures securely but has difficulty venturing beyond them which restricts communication at times</li> <li>Language devices (e.g. tone, emphasis) are used appropriately</li> <li>Pronunciation and intonation sometimes lack clarity</li> </ul>

\* To be awarded a mark in Level 5 candidates must demonstrate that they are able to initiate conversation. This can take a variety of forms, e.g. asking the teacher/examiner a question, seeking their opinion or leading the conversation in a different direction (although it could still relate to what was previously being discussed).

Level 2	<b>3–4 marks – Weak</b> <ul style="list-style-type: none"> <li>• The conversation is driven by the examiner's questions</li> <li>• Generally has difficulty understanding</li> <li>• Responses to questions are limited and brief on the majority of topics</li> <li>• Needs prompting and encouragement to go beyond simple responses</li> </ul>	<b>3–4 marks – Weak</b> <ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary, which is sometimes inadequate to convey even simple information. Has difficulty in conveying simple ideas and there is likely to be hesitation, repetition and searching for words</li> <li>• Grammatical structures are generally very simple, limited and with errors, which restrict communication</li> <li>• Limited use of language devices (e.g. tone, emphasis) with some inaccuracy</li> <li>• Pronunciation and intonation often unclear</li> </ul>
	<b>1–2 marks – Poor</b> <ul style="list-style-type: none"> <li>• A two-way conversation is not successfully maintained</li> <li>• Has significant difficulty understanding</li> <li>• Responses are so brief and imprecise that little is communicated</li> <li>• Limited responsiveness. Very marked hesitation</li> </ul>	<b>1–2 marks – Poor</b> <ul style="list-style-type: none"> <li>• Uses a very limited vocabulary, enough to convey only very short pieces of information. Significant hesitation, repetition and unsuccessful searching for words</li> <li>• Attempts at structured sentences will rarely achieve communication</li> <li>• Not able to use language devices (e.g. tone, emphasis) or language devices are used with serious error</li> <li>• Pronunciation and intonation are very unclear</li> </ul>
Level 1	<b>0 marks</b> <ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>	<b>0 marks</b> <ul style="list-style-type: none"> <li>• No rewardable content</li> </ul>