

Examiner comments and final marks (Audio 3)

Part 1 Interview

Grammar: The candidate uses a limited range of simple structures which are rarely used accurately (*...some restaurants are very delicious and I prefer to eat my parents er cook...*). Verb tenses are restricted to the present simple with one exception (*it can also be eaten...*). The candidate uses some linking devices (*such as, because, although, if*) and modals (*can, should*).

Vocabulary: The candidate uses a range of vocabulary mostly appropriately to discuss simple ideas and opinions (*noodles, many types of, outside, healthier, knowledge, healthy eating habits*).

Development: The candidate's responses are relevant (the candidate's favourite food is noodles, they prefer their parents' cooking, the candidate discusses the benefits to young people of being healthy and the drawbacks of not being healthy). There is a fuller attempt at development in the candidate's response to the last question, so they just about make it into Level 3.

Pronunciation: This is generally clear despite the pausing, fillers and quite common repetition (*such as, such as, although, er yeah, although, or the, or the*). There are some inaccuracies which occasionally impede communication (*lives?*). There are occasional attempts to use intonation to convey intended meaning (*...something they like.*) but this is rare.

Part 2 Short talk

Grammar: The candidate uses a limited range of simple structures and the errors sometimes impede understanding (*the option to stop using plastic is to, er to make a post or to talk about others that factors that use more plastic and make them know the, know the purposes that don't use plastic can bring*). The candidate does use discourse markers (*As we all know..., In my opinion ...*) and some modals (*can, should*) but doesn't venture beyond the present tense and infinitives for verb structures. The candidate really sits between Levels 2 and 3 as they only use a limited range of simple structures, but the errors do not frequently impede understanding and meaning is mostly conveyed, so, using a positive marking approach the candidate could achieve Level 3.

Vocabulary: The candidate uses a range of vocabulary, with some repetition. There is some subject-specific vocabulary (*others factors, air pollution, global warming, it is an effective way*) which is used appropriately and deserves to be credited.

Development: The candidate loses their way somewhat when trying to develop the discussion. The candidate gives reasons for not using plastic and walking or cycling to school but doesn't say how easy or difficult these options would be for them, and which option the candidate would prefer.

Pronunciation: This is generally clear, despite the pausing and fillers, with some inaccuracies which impede communication. The candidate uses intonation to stress the importance of some words, but not really to convey intended meaning.

Part 3 Discussion

Grammar: The candidate uses a range of simple structures. The candidate is generally limited to the present tense, *will*+ future and infinitives, with one example of the present perfect (*I have seen*), a gerund, (*using*) and some modals (*should, can*). The candidate does attempt more complex structures (*sometimes the young people prefer, er prefer to prefer to er care about their own feeling more than the others or the planet's feeling*). However, there are inaccuracies which sometimes impede understanding and this limits the candidate to Level 3.

Vocabulary: The candidate uses a range of vocabulary mostly appropriately (*to er care about their own feeling, precious, thought*), including some subject-specific vocabulary (*to protect, one-time products, soil, rare animal*).

Development: The candidate's responses to the first and second questions are mostly relevant, but limited, in particular for the second question. However, the candidate gives quite a thoughtful response to the third question and exemplifies their answer by referring to soil erosion and the protection of rare animals.

Pronunciation: This is mostly clear, despite the pausing, fillers and repetition, but there some inaccuracies which impede communication (*protect, sand, source*).

Mark awarded for Grammar = 5 out of 10

Mark awarded for Vocabulary = 5 out of 10

Mark awarded for Development = 5 out of 10

Mark awarded for Pronunciation = 5 out of 10

Total mark awarded = 20 out of 40