Part 1: Role-play (25 marks)

Criteria	Mark
Outstanding effort, going beyond what is required in the task. Interacts effortlessly and effectively for level. Content and pronunciation outstanding.	**23-25**
Very good / excellent effort, with appropriate and full response for level. Task fully accomplished without significant errors. Very good / excellent pronunciation.	**18-22**
Good effort, with appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. Content mostly relevant and good pronunciation.	**15-17**
Reasonable effort, response for most part relevant to context, although inaccuracy or loss of part of the message may cause difficulty or ambiguity. Some relevant information conveyed.	**12-14**
Limited effort, response of limited relevance to context; lack of adaptability and/or little effort is made to communicate. Frequent and serious errors leading to misunderstanding and need for repetition.	**10-11**
Unacceptable effort, required message not communicated. Frequent and serious errors. No effort is made to communicate and/or communication is almost entirely unsuccessful	**0-9**

Part 2: Conversation (75 marks)

GRADE	COMMUNICATIVE INTERACTION & PRONUNCIATION	RANGE AND ACCURACY OF LANGUAGE	CONTENT
23-25 (High 1st)	Interacts effortlessly and very effectively for level. Outstanding pronunciation for a non-native speaker. No need for repetition.	Outstanding use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Very fluent, coherent and consistent, with only one or two instances of minor errors, usually in the most ambitious language.	Content outstanding for level. Outstanding response to all questions, including open-ended ones. Uses relevant information to develop and justify individual ideas and points of view.
20-25 (Good 1st)	Excellent fluency, interacts smoothly and effectively for level. Excellent pronunciation for a non-native speaker although there may be a few minor slips. Minimal or no need for repetition.	Excellent use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Uses more complex language features with only occasional minor errors. Excellent fluency and control of the material.	Content excellent for level. Excellent response to questions, including open-ended ones. Routinely expresses opinions and provides justifications and can develop and explain ideas.
18-19 (Low 1sT)	Speech very confident for level; hardly any hesitations; fully coherent. Very good pronunciation for a non-native speaker with some minor slips. Little or no need for repetition.	Very good use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Uses more complex language features, but makes some mistakes. Very good fluency and control of the material.	Content relevant and fully appropriate to the context; very good response to questions, including open-ended ones. Expresses more than straightforward points of view, sometimes with justifications.
15-17 (2,1)	Speech confident for level, generally coherent; only occasional hesitation. Good pronunciation with few errors; occasional need for repetition.	A good range of structures and vocabulary, including verb structures and tenses. Uses some complex language features, but makes some mistakes. Good fluency most of the time and overall in control of the material	Content relevant and adequate to the context; good adaptability to the situation. Readily expresses points of view. Can deal with some unpredictable questions.
12-14 (2,2)	Speech contains some hesitations and pauses, but sentences/ideas well linked together. Pronunciation is generally accurate although there may be some instances of first language interference. Some need for repetition.	Uses a range of straightforward structures and vocabulary, which include different tenses or time frames. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.	Generally communicates essential information, though with occasional gaps and/or repetitions. Expresses some opinions. Response for the most part relevant to the context.
10-11 (3rd)	Speech often contains hesitations and pauses, limited ability to link ideas/sentences. Pronunciation may be inconsistent but still some instances of accurate pronunciation and intonation. Needs repetition..	Some awareness of verbs and time frames, but inconsistent at times. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.	Communicates only basic information in response to straightforward questions Occasionally gives opinions. Attempts to link straightforward ideas.. Response may only be partly relevant to the context
7-9% (Fail)	Speech very slow and uneven with frequent halts; lack of coherence. Frequent and serious errors of pronunciation and intonation leading to misunderstanding and need for repetition.	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.	Content lacks any detail; response of very limited relevance to the context.

0-6 (Lowest fail)	The candidate cannot understand the languages spoken at normal speed. Pronunciation is so poor that communication is made almost impossible	Nothing coherent or accurate enough to be comprehensible	Nothing coherent enough to be comprehensible