



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2011**

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**Modern Languages**

**Assessment Unit A2 1**

**Speaking**

**[AF211/2] [AJ211/2] [AI211/2] [AK211/2]**

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**MARK**  
**SCHEME**

Bands	AO2 Performance Descriptors	
5	The candidate displays a very good understanding of the chosen theme, responds readily and fluently to examiner's questions and takes the initiative to develop arguments, ideas and insights.	[17]–[20]
4	The candidate displays a good understanding of the chosen theme, responds competently and displays the ability to take the initiative to develop some arguments, ideas and insights.	[13]–[16]
3	The candidate displays limited understanding of the chosen theme, responds without undue hesitation and may display some evidence of developing ideas and insights.	[9]–[12]
2	The candidate displays limited understanding of the chosen theme. The ability to develop ideas or insights is limited.	[5]–[8]
1	The candidate displays little or no understanding of the chosen theme. There is little or no attempt to develop ideas.	[0]–[4]

Bands	AO3 Performance Descriptors	Marks
5	The candidate has a very good command of idiom and vocabulary appropriate to this level. There are very few grammatical errors even where more complex language is used. Pronunciation and intonation are very good.	[9]–[10]
4	The candidate has a good command of idiom and vocabulary. There may be a few grammatical errors where more complex language is used. Pronunciation and intonation are good.	[7]–[8]
3	The candidate has some command of idiom and vocabulary but control is inconsistent. Grammatical errors are more frequent. Pronunciation and intonation are satisfactory.	[5]–[6]
2	The candidate has limited command of idiom and vocabulary. There are frequent errors and inconsistent control of basic structures. Pronunciation and intonation are fair.	[3]–[4]
1	The candidate has little or no command of idiom and vocabulary. There is a high frequency of grammatical errors and little or no control of basic structures. Pronunciation and intonation are poor.	[0]–[2]

Bands	AO1 Performance Descriptors	
5	The candidate has a very good degree of comprehension and responds readily and fluently to the examiner's questions and takes the initiative to develop answers. There is substantial evidence of the ability to argue points of view, develop ideas and deal with complex issues.	[24]–[25]
4	The candidate has a good comprehension and responds competently to the examiner's questions. There is good evidence of the ability to take the initiative, develop ideas and argue points of view with some success in dealing with complex issues.	[19]–[24]
3	The candidate demonstrates some comprehension and responds without undue hesitation. There is some evidence of ability to develop ideas, argue points of view and deal with complex ideas.	[13]–[18]
2	The candidate demonstrates problems in comprehension; some repetition and rephrasing of questions is required. There is some hesitation with little development of opinions or ideas.	[7]–[12]
1	The candidate's responses are minimal. An attempt may be made to convey a message, but communication is limited and hesitant.	[0]–[6]

Bands	AO3 Performance Descriptors	Marks
5	The candidate has a very good command of idiom and vocabulary appropriate to this level. There are very few grammatical errors even where more complex language is used. Pronunciation and intonation are very good.	[9]–[10]
4	The candidate has a good command of idiom and vocabulary. There may be a few grammatical errors where more complex language is used. Pronunciation and intonation are good.	[7]–[8]
3	The candidate has some command of idiom and vocabulary but control is inconsistent. Grammatical errors are more frequent. Pronunciation and intonation are satisfactory.	[5]–[6]
2	The candidate has limited command of idiom and vocabulary. There are frequent errors and inconsistent control of basic structures. Pronunciation and intonation are fair.	[3]–[4]
1	The candidate has little or no command of idiom and vocabulary. There is a high frequency of grammatical errors and little or no control of basic structures. Pronunciation and intonation are poor.	[0]–[2]