

Unit 1: Spoken Expression and Response

Marking guidance for oral examiners

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learnt*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.