### O Level Oral English Mark Scheme

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Reading Aloud</th>
<th>Picture Description</th>
<th>Conversation</th>
</tr>
</thead>
</table>
| 10 – 12    | - Pronunciation & Articulation: to read a passage with good pronunciation and clear articulation of the words  
- Rhythm & Fluency: to read with appropriate rhythm and stress to achieve a well-paced, fluent rendering of a passage  
- Expressiveness: to read with appropriate variation of pitch and tone in order to convey the information, ideas, and feelings in a passage | - Description: to describe scenes of general human interest through the use of language  
- Interpretation & Explanation: to interpret and explain the situations in the picture  
- Language: to use a range of appropriate vocabulary and structures to complete the task  
- Coherence: to develop ideas in a clear and coherent | - Personal Response: to give a personal response to the theme of the picture and the passage  
- Clarity of Expression: to express oneself clearly and succinctly in a conversation, using appropriate vocabulary and structures  
- Engagement in Conversation: to discuss issues with the examiner stemming from the picture and the passage |
| 7 – 9      | - Reads the passage with near-perfect pronunciation and very clear articulation  
- Reads with fluency and good pace, using appropriate rhythm and stress  
- Varies the pitch and tone in order to convey the information, ideas and feelings in a passage | - Makes detailed observations  
- Intelligently combines these with explanations and interpretations  
- Uses a wide range and suitable range of vocabulary and structures  
- Develops the description coherently on any aspect of the picture and is satisfying to the listener | 13 – 16 | - Gives and develops intelligent personal responses to the theme  
- Expresses and develops ideas clearly, succinctly, and naturally using appropriate vocabulary and structures  
- Shares ideas and opinions with the examiner. Introduces new ideas or initiates discussion of relevant issues |
| 4 – 6      | - Generally clear articulation with occasional errors in pronunciation  
- A mainly fluent reading with some mistakes in stress and rhythm  
- Some variation in pitch and tone for expressive effect, but not always appropriate to the passage | - Makes observations on the picture  
- Links these with explanations and interpretations  
- Uses an adequate range of appropriate vocabulary and structures  
- Describes fairly coherently, though some ideas may be thrown in as afterthoughts | 9 – 12 | - Offers some personal responses to the theme, with some elaboration  
- Is generally clear and coherent, using largely appropriate vocabulary and structures  
- Responds well to examiner’s prompts, but shows less initiative |
| 0 – 3      | - Pronunciation of words is rather inaccurate, but some attempt to maintain clarity of articulation  
- Reading is hesitant with frequent mistakes in stress and rhythm  
- A slight attempt to achieve expressiveness through variation of pitch and tone. Uses largely inappropriate variations | - Describes picture superficially  
- Makes some attempt to link this with explanation and interpretation  
- Uses a basic, somewhat inappropriate, vocabulary and simple structures  
- Describes picture with little coherence | 5 – 8 | - Simple personal responses with little development  
- Makes disjointed responses which may be unclear, but with some attempts to use appropriate vocabulary and structures  
- Depends heavily on the examiner for encouragement and prompting |

**Mark Range**

- **16 – 20**: Outstanding performance.
- **12 – 15**: Good performance.
- **8 – 11**: Average performance.
- **4 – 7**: Below average performance.
- **0 – 3**: Poor performance.