

Handbook of Instructions for Visiting Examiners

Edexcel GCE Oral Tests

Advanced Subsidiary GCE in Modern Foreign Languages (GCEs from 2008):
French (8FR01), German (8GN01), Spanish (8SP01)

Advanced GCE in Modern Foreign Languages (GCEs from 2008):
French (9FR01), German (9GN01), Spanish (9SP01)

Advanced Subsidiary GCE in Modern Foreign Languages (Legacy):
French (8190), German (8230), Spanish (8590)

Advanced GCE in Modern Foreign Languages (Legacy):
French (9190), German (9230), Spanish (9590)

Summer 2009

Summer 2009

This Handbook - Instructions for Visiting Examiners (OR1) and the E39MFL booklet should be read in advance of conducting your first oral test. Both provide important administrative points and should be kept with you for reference during the examining period.

Advanced Subsidiary (AS) refers to the following oral component:

Unit 1 - Spoken Expression and Response in... (GCE from 2008)

Unit 3 - Prepared Oral Topic (legacy specification)

Advanced (A2) refers to the following oral component:

Unit 4.1 - Oral Discussion of issue (legacy specification)

The oral tests must take place between the following dates:

VISITING EXAMINERS: 7 MARCH 2009 - 15 MAY 2009

If you have any queries about the conduct/assessment of the oral tests you may contact the Principal Oral Examiner as detailed below:

French

Legacy Unit 3	Legacy Unit 4.1	GCE 2008 Unit 1
<p>Mr Richard Fleetham 3 Anson Road Gt Wyrley Walsall WS6 6JE</p> <p>Tel: 01922 412000 m.a.fleetham@btinternet.com</p>	<p>Mr Allen Martin 35 Cambridge Road Colchester Essex CO3 3NR</p> <p>Tel: 01206 578391 allenmartin@supanet.com</p>	<p>MR IAN WORTHINGTON LOCKWOOD WELLINGTON COLLEGE CROWTHORNE BERKSHIRE RG45 7PT</p> <p>Tel.: 01344 772155/ 07714214108 IRW@WELLINGTONCOLLEGE.ORG.UK</p>

German

Legacy Unit 3	Legacy Unit 4.1	GCE 2008 Unit 1
<p>Mrs Jennifer Sturdy 64 Bramley Avenue Coulston Surrey CR5 2DQ</p> <p>Tel: 020 8660 0192 jcs64uk@yahoo.com</p>	<p>Mrs Jennifer Sturdy 64 Bramley Avenue Coulston Surrey CR5 2DQ</p> <p>Tel: 020 8660 0192 jcs64uk@yahoo.com</p>	<p>Ms Liz Duffy 63 Ladas Road West Norwood London SE27 0UP</p> <p>Tel.: 020 8761 1466 EDUFFY1@RBKSCH.ORG</p>

Spanish

Legacy Unit 3	Legacy Unit 4.1	GCE 2008 Unit 1
<p>Ms Eileen McGrath 82 Drewstead Road London SW16 1AG</p> <p>Tel.: 020 8677 8961 EMCG35@BTINTERNET.COM</p>	<p>Ms Eileen McGrath 82 Drewstead Road London SW16 1AG</p> <p>Tel.: 020 8677 8961 EMCG35@BTINTERNET.COM</p>	<p>Mr Fraser MacDonald 6 Birkdale Gardens Shirley Croydon Surrey CR0 5HY</p> <p>Tel.: 020 8656 1127 FRASERSMACDONALD@YAHOO.CO .UK</p>

Confidentiality

Examiners are responsible for maintaining the confidentiality of personal data concerning candidates, including marks, during and after the oral tests that they conduct.

Examiners must not disclose the marks given or make comments on performance to candidates or to others.

Practical Arrangements

Thorough preparation of all the oral documents in advance of the oral tests is essential.

Visiting Examiners should ensure they have received a completed Oral Topic Form for Unit 1 (GCE 2008) / Oral Form for Unit 3 and / or Declaration of Issue Form for Unit 4.1 (legacy) for each candidate well before the oral tests are due to take place.

In addition each candidate should bring a copy of the Oral Topic Form / Oral Form / Declaration of Issue Form to the test. Unit 1 candidates are permitted to refer to notes (no more than one side of A4) during the oral test. Unit 4.1 candidates **may** also bring into the examination room a short target-language newspaper / magazine article relevant to their chosen issue, and refer to it at the beginning of the conversation (you do not need a copy of this). **No other materials are permitted during the test for all units.**

Look through each candidate's Oral Topic Form / Oral Form / Declaration of Issue Form familiarising yourself with the context for each topic or issue. Be careful not to make assumptions about any candidate's oral proficiency on the basis of the Oral Topic Form / Oral Form / Declaration of Issue Form.

Please note that centres have been asked to provide their own tapes.

Checklist

Please ensure that:

- The dates you have chosen to conduct the oral tests are within the timetabled period (7 March to 15 May 2009) and do not clash with other key examinations.
- When you arrange your visit date(s), you have checked the centre will provide a chaperone who will be present throughout all the oral tests.
- 72 hours prior to your visit, you have re-confirmed the centre will provide a chaperone who will be present throughout all the oral tests.
- All Oral Topic Forms / Oral Forms / Declaration of Issue Forms have been received well in advance of your visit to a centre. Ideally at least 3 weeks before your visit.
- The examinations are timetabled so that the Unit 1 (GCE 2008), Unit 3 and Unit 4.1 (legacy) tests are conducted during separate sessions.
- You allow enough time for examining:
 - 15 minutes per candidate for Unit 1 (GCE 2008), not including the 15 minute preparatory period before
 - 15 minutes per candidate for Unit 3 (legacy)
 - 20 minutes per candidate for Unit 4.1 (legacy)
- You allow enough time for breaks:
 - 10 minutes break after 4 candidates
- You exam the following number of candidates per day
 - 16-20 candidates for Unit 1
 - 16-20 candidates for Unit 3
 - 15-16 candidates for Unit 4.1 per day

Centres have been given the following instructions:

1. The Visiting Examiner will contact you before the start of the oral examining period to arrange a suitable date for the oral tests. The examining period is **7 March 2009 - 15 May 2009**.
2. On the day of the tests centres should provide a chaperone who will be present throughout all oral tests. If a chaperone cannot be provided, the oral tests cannot take place and the centre has the option of either rescheduling the test (within the examining period) or changing their entry to Teacher Examined and conducting the oral themselves.
3. Centres should make available a member of staff, not necessarily the chaperone, who will liaise directly with the Visiting Examiner in order to deal with any queries that the centre or Examiner may have with regard to the arrangement of the oral tests. Under no circumstances may candidates contact the Visiting Examiner.
4. Centres should check the schedule with the Visiting Examiner, taking into account school breaks and also refreshment breaks for the Examiner.
5. The examinations should be timetabled so that oral tests for Unit 1, Unit 3 and Unit 4.1 are conducted during separate sessions. The Visiting Examiner assessing the legacy specification may not be the same examiner assessing the GCE 2008 specification.
6. Centres should ensure that a quiet room and waiting area are available. The oral examination room and the waiting area should be out of bounds to all persons except the examiner, chaperone, invigilator and candidates waiting for, or engaged in, the oral tests.
7. Sufficient cassettes of adequate length should be available; C60s are recommended for Unit 1, (2 candidates on each side), Unit 3 (2 candidates each side) and C90s for Unit 4 Paper 1 (2 candidates each side).
8. The recording equipment should be checked to ensure that the tests will be recorded clearly.
9. The attendance registers must be handed to the Visiting Examiner at the start of the session.
10. The Visiting Examiner must have the opportunity to speak to all the candidates together at the beginning of each day or half-day session to explain the procedure in English.
11. Mobile phones should not be brought into the examination room as even if they are on silent mode they cause interference in the recording.

On the day

- Arrive in good time and check the arrangements i.e. room has been set up, chaperone is available
- Make sure you will be comfortable
- See all candidates together before the tests start if at all possible
- Speak to them in English, be positive, remind them of key timings/procedures, but do not talk about marking
- Remind them that you may interrupt them (if the introduction goes over the time limit, for some clarification etc)
- Tell them not to worry if all headings are not covered (Unit 3), or if you disagree with them (Unit 4.1)
- Ask them to leave their mobiles outside

Tape Recording of the Oral Tests

Centres must provide cassettes and tape recorder. You should make and play back a brief test recording before starting to examine. Adjust all controls to the most suitable levels for clear recording of examiner and candidate with minimum background noise. It is vitally important to record each candidate clearly. The tape recorder and the microphone should be placed as close to the candidate as possible.

The number of the centre and your name should be announced at the beginning of the recording on each cassette, and the name and number of each candidate should be announced before each unit test. **Unit 1, Unit 3 and Unit 4.1 tests must be recorded on separate tapes.** The pause button should not be used during a test. Remember the different time allocations for Unit 1, Unit 3 and Unit 4.1. Please ensure that the tape does not run out in the course of a test.

The time allocation for the oral tests is as follows:

Unit 1 (GCE 2008)	8-12 minutes
Unit 3 (Legacy)	10-12 minutes
Unit 4.1 (Legacy)	15 minutes

It is vital to check immediately after completion of each test that the examination has been recorded. In the event that a candidate's performance has not been recorded, you should inform someone at the centre and offer to do the test again.

After the oral tests, each cassette should be rewound to the beginning. Please make sure that each cassette box is clearly labelled using the tape labels provided. You must enter the following information:

- the centre number
- the numbers and names of the candidates (first name and surname) in the order in which they have been recorded
- your name

Spoken Expression and Response - AS Unit 1 (GCE 2008)

Stimulus will be issued on a random-allocation basis as prescribed in the Teacher/Examiner booklet. If the invigilator is not responsible for this, ensure that you do this prior to the 15 minute preparatory period. It is possible for all candidates to opt for the same general topic area, however they must be assigned the stimulus following the sequence given.

Candidates are required to have a 15 minute preparatory period in order to study the stimulus assigned to them. During this time they may make one side of A4 notes, which can be referred to during the oral discussion.

Candidates are not permitted to take any other material (dictionary, photos, maps etc) into the examination room other than their notes and/or Oral Topic Form.

The test time should be divided equally, where appropriate, between Sections A and B. (Some candidates may need fewer than four minutes to fully respond to the stimulus-related questions in Section A).

Start with an invitation to state the chosen general topic area and stimulus.

Section A

- Initiate the discussion by asking the four Edexcel-set questions. You **must** ask all four questions, even if the candidate provides the answer to next question in their initial response. State that you have to ask all the questions, however the candidate can use it as an opportunity to add more information or clarify anything.
- You must ask the questions in the order provided.
- Progression from Sections A to B should occur without any break in recording

Section B

- The candidate should be engaged in a discussion that relates to the same general topic area and subtopics, but must move away from the content of the chosen stimulus.
- Initiate the topic discussion, in straightforward accessible language, by taking up a point that can be related to the general topic area and/or its subtopics.
- It is important that candidates take the leading role in discussing the topic. Your role is to build on what they say to develop an authentic discussion.
- Candidates should be given full opportunity to demonstrate knowledge of their topic in response to your **brief** interventions.

Please note that detailed, specialist language vocabulary or details specialist knowledge of the chosen general topic area are not required. Neither is knowledge of the general topic area in relation to the target language country or other parts of the target language speaking world. These aspects are not being assessed.

Candidates will be awarded marks for:

- Quality of language
 - Grammar and structures
 - Pronunciation, intonation, vocabulary
 - Idiom, range and ability to move away from predictable areas
- Response
 - Development of discussion
- Understanding
 - Relevance and opinion

Prepared Oral Topic - AS Unit 3 (Legacy)

Candidates are not permitted to take any material (photos, maps etc) into the examination room other than the Oral Form, on which they will have listed 5 -10 target-language headings, as a prompt to remind them of the key aspects of the topic.

Presentation of the prepared topic (2 minutes)

Start with an invitation to present the prepared topic (not more than 2 minutes). Do not interrupt unless the candidate needs help. Intervene smoothly after 2 minutes if the presentation has not finished.

Discussion of the prepared topic (10 minutes)

- Initiate the topic discussion, in straightforward accessible language, by taking up a point from the presentation e.g. seeking further information, asking for clarification.
- It is important that candidates take the leading role in discussing the topic. Your role is to build on what they say to develop an authentic discussion.
- Candidates should be given full opportunity to demonstrate knowledge of their topic in response to your brief interventions.
- Candidates are expected to give and justify opinions, supported by relevant information, and show evidence of their research and reading.
- The topic title and headings on the Oral Form represent the overall framework for the discussion and are a guide to the aspects candidates have prepared. It is not, however, necessary to work mechanically through the Oral Form headings; it is also unnecessary to cover all the headings in the discussion.
- Candidates should be tested on their ability to engage in a conversation that goes beyond the target-language headings but remains within the chosen topic area. **Candidates cannot access the highest marks for Response and Quality of Language if they have not moved away from the chosen topic headings.**
- Do not ask for comparisons with the UK. Keep the discussion rooted in the target-language country culture/society.

Candidates will be awarded marks for:

- **quality of language**
 - grammar and structures
 - pronunciation, intonation, accuracy
 - vocabulary, idiom and range
- **response**
 - comprehension and spontaneity
 - initiative and development
 - the ability to deal with unpredictable questions
- **knowledge and understanding**
 - information
 - research
 - organisation
 - relevance
 - presentation and opinion

Oral Discussion of Issues - A2 Unit 4: Paper 1 (Legacy)

Candidates are required to take into the examination room a copy of the Declaration of Issue Form with a brief statement of their chosen issue, including their stance. In consultation with the teacher, students may also, if they wish, select a **short** target-language newspaper / magazine article, relevant to the issue, to take into the examination room and refer to at the beginning of the conversation.

Introduction of chosen issue (not more than 1 minute)

Start with an invitation to introduce the chosen issue. Candidates should then outline the issue and take a stance on it. Do not interrupt the introduction unless it begins to run over 1 minute.

Conversation on chosen issue (4 minutes)

- After the introduction you should initiate the conversation by challenging the stance in straightforward, accessible language. During this time candidates are expected to defend and justify their opinions.
- Develop candidates' responses so as to elicit opinion and justification. Play the role of devil's advocate, expressing views contrary to those of the candidate.
- Be careful to avoid an aggressive or confrontational tone.

Conversation on unpredictable areas (10 minutes)

- After 3-4 minutes you should introduce unpredictable areas which may emerge naturally from the initial discussion, but which should move on and away from the candidate's chosen issue. You should aim to initiate a spontaneous discussion in which a **minimum of two further issues** will be covered. These will not require specialised factual knowledge. However the candidates will again be expected to express and justify their views. You should ensure that students are not aware in advance of the further issues that will be discussed.
- You should not take an adversarial stance in this part of the conversation.
- Do not indulge in general chit-chat (enquiries about future plans etc.)
- Aim to conclude the conversation on a positive note.

Candidates will be awarded marks for:

- **quality of language**
 - grammar and structures
 - pronunciation, intonation, accuracy
 - vocabulary, idiom and range
- **response**
 - comprehension and spontaneity
 - initiative and development
 - ability to deal with unpredictable areas
- **justification and debate**
 - grasp of initial issue
 - evidence of research and support for arguments
 - skilful presentation of views and justification
 - ability to express rational ideas and opinions (further issues)
 - ability to relate to wider areas of discussion

Assessment of Units

Candidates' overall performance will be marked out of 50 (Unit 1) or 60 (Units 3 and 4), using the appropriate mark grids.

1. Make brief unobtrusive notes as each test progresses. Candidates' performance must be marked immediately on completion of each test.
2. Enter the marks for each criterion in red in the relevant boxes on the Oral Topic Form / Oral Form and / or Declaration of Issue Form.
3. No assumptions should be made about the oral standards of particular candidates. The performance of each candidate should be marked on its merits according to the standards laid down by Edexcel. Native or bilingual candidates should be assessed according to the same criteria (and for the same length of time) as all other candidates.

Submitting marks to the Call Centre

- For each candidate, first ensure you have checked the arithmetic on the Oral Topic Form / Oral Form / Declaration of Issue Form.
- Have the following available:
 - your examiner number
 - your unique password
 - your allocation report
 - the oral forms arranged in centre/candidate order
- If a centre was part of the first sample (CE1) sent to your Team Leader, the revised totals (in blue on the oral forms) should be submitted.
- Please refer to Section 7 of the E39MFL booklet for details.

Sending samples to your Team Leader

Please send your first sample (CE1) as soon as you have completed your first visit and the second sample (CE2) towards the end of the examining period. Please refer to Section 6 of the E39MFL for details.

After examining

Check that all cassettes and boxes have been clearly labelled. Refer to Section 8 of the E39MFL booklet for instructions on packaging and sending material to Edexcel.

Send the U4 report form to the Principal Examiner immediately your marking has been completed.

APPENDICES

ORAL FORM - UNIT 1: SPOKEN EXPRESSION AND RESPONSE

GCE Modern Foreign Languages - French, German, Italian, Russian, Spanish and Urdu

Jan/June 20____

A copy of this form must be given to the examiner in advance of the examination

Centre Name	Centre No.
Candidate Name	Candidate No.
Subject	Subject No.

General Topic Area Stimulus

For Edexcel examiner's use only

Administration

OR 1 Form correctly completed Yes / No

Recording sufficiently clear? Yes / No

Conduct of Test (please tick relevant boxes)

Test conducted correctly

Test conducted incorrectly

Timing too long

Too much time spent on section A

Too much time spent on section B

Timing too short

Inadequate time spent on section A

Inadequate time spent on section B

Discussion did not move away from stimulus

Further questions not appropriate

Incorrect stimuli used

General comments, if any

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Unit 1: Spoken Expression and Response marks

Quality of language		Response	Understanding		Total
Accuracy	Range of lexis		Stimulus specific	General topic area	
/8	/8	/20	/4	/10	/50

Team Leader's use only

Quality of language		Response	Understanding		Total
Accuracy	Range of lexis		Stimulus specific	General topic area	
/8	/8	/20	/4	/10	/50

Edexcel examiner name Signature

Date

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2-3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
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.

Mark	Quality of language (Range of lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2-3	Lexis restricted; operates generally in simple sentences.
4-5	Adequate range of lexis; limited range of structures.
6-7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1-4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5-8	Few examples of spontaneous discourse; limited appropriately to questions; needs prompting.
9-12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13-16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17-20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5-6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7-8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Unit 3 Oral Form

AS/A Modern Foreign Languages (Prepared Oral Topic)

Centre Name	Centre No.
Candidate Name	Candidate No.
Subject Name	Subject No.

To be completed by the candidate in the target language

Unit 3 Topic Title and Headings (up to 10 bullet points)

Title

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

NB Two copies of this completed form must be made: one for the Examiner and one for the candidate. Candidates may take their copy into the Unit 3 Oral test. Only one copy needs to be submitted with the tape.

For Edexcel Examiner's use only

Recording sufficiently clear?	Yes / No* <i>*Please delete as appropriate</i>
Timing?	Too long / too short / accurate*
Choice of topic conforms to specification?	Yes / No*
Unpredictable questions asked?	Yes / No*
General comment, if any.	
.....	
.....	

Unit 3 marks

Quality of Language	Response	Knowl. & Underst.	Total
Senior Examiner's use only			

Edexcel Examiner name

Signature & Date

.....

.....

Quality of Language (A03)			
Mark	Accuracy	Mark	Range of Lexis
9-10	Highly accurate with perhaps some very minor errors. Pronunciation and intonation authentic.	9-10	Wide range of lexis and good variety of structures with only occasional limitation.
7-8	Generally accurate but some errors in more complex language. Pronunciation and intonation generally good.	7-8	Good range of lexis with some examples of more complex structures.
5-6	Accuracy variable, but errors rarely impede communication. Pronunciation and intonation inconsistent but comprehensible.	5-6	Adequate range of lexis; limited range of structures.
3-4	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.	3-4	Lexis restricted; operates generally in simple sentences.
1-2	Isolated examples of correct language; pronunciation and intonation often impede communication.	1-2	Very basic lexis; minimal command of structure.
0	No rewardable language.	0	No rewardable language.

Mark	Response (A01)
18-20	High incidence of spontaneous, fluent discourse; able to respond readily to unpredictable questions; develops and sustains discourse well.
15-17	Fairly frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals capably with unpredictable questions.
12-14	Some examples of fluent discourse but not always spontaneous or well-developed; some hesitation in more complex areas; some difficulty with unpredictable questions.
9-11	Few examples of spontaneous discourse; limited development of responses; fails to respond adequately to more complex or unpredictable questions; needs prompting at times.
5-8	Lack of spontaneity; cannot develop responses; relies on examiner's prompts; responds to obvious questions but comprehension very basic with even common question forms misunderstood at times.
1-4	Most replies inappropriate and at a very basic level; very reliant on examiner's language; minimal responses; demonstrates little comprehension.
0	No rewardable language.

Mark	Knowledge and Understanding (A04)
18-20	Very detailed, wide-ranging and well-researched knowledge; wealth of relevant opinion and evidence, demonstrating understanding; excellent control of ideas.
15-17	Good detailed knowledge; evidence of thorough research; opinion and evidence generally sound. Ideas well organised.
12-14	Fair knowledge but insecure in some areas; opinion and information adequate. Some uncertainty and lack of research. Not always able to organise ideas.
9-11	Limited knowledge; degree of hesitation and uncertainty in opinion and evidence offered; loses thread at times; gaps in knowledge indicating lack of research; some irrelevance; starting to be repetitive.
5-8	Very limited knowledge; frequently irrelevant and/or repetitive; little appropriate opinion and evidence offered.
1-4	Very little substance offered; scarcely any evidence of research or knowledge of chosen topic.
0	No rewardable language.

Jan/June 200_

Unit 4.1 Declaration of Issue Form

AS/A Modern Foreign Languages (Oral Discussion of Issues)

Centre Name	Centre No.
Candidate Name	Candidate No.
Subject Name	Subject No.

To be completed by the candidate in the target language

Unit 4 Paper 1 Issue (A2 candidates). Candidates must indicate their stance on the issue.

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Unit 3 Topic

.....

Unit 5/1 Topics and Texts and Unit 5/2 Coursework Topic (for A2 candidates)

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.....

Candidate's Statement: I declare that the material I have used for Unit 5 is not the same as the material for Unit 3 and that the focus of study is different for each unit.

Signed.....Date.....

NB Two copies of this completed form must be made: one for the Examiner and one for the candidate. Candidates may take their copy into the Unit 4 Paper 1 Oral test. Only one copy needs to be submitted with the tape.

For Edexcel Examiner's use only

Recording sufficiently clear? Yes / No* **Please delete as appropriate*

Timing? Too long / too short / accurate*

Choice of issue conforms to specification? Yes / No*

Unpredictable areas explored? Yes / No*

General comment, if any.

Unit 4 Paper 1 marks

Quality of Language	Response	Justif. & Debate	Total
Senior Examiner's use only			

Edexcel Examiner name

Signature & Date

.....

.....

Quality of Language (AO3)			
Mark	Accuracy	Mark	Range of Lexis
9-10	Highly accurate. Excellent pronunciation and intonation.	9-10	Impressive range of lexis and complex structures. Excellent use of language to express abstract concepts.
7-8	Good level of accuracy with occasional, usually minor, errors. Good pronunciation and intonation.	7-8	Good range of lexis and structures. Good use of language to express abstract concepts.
5-6	Accuracy variable with some basic errors. Pronunciation and intonation generally good with some lapses.	5-6	Adequate range of lexis and structures. Some ability to handle language of abstract concepts.
3-4	Basic errors, impeding comprehension at times. Pronunciation and intonation erratic.	3-4	Limited range of lexis and structures. Very little evidence of abstract language.
1-2	Very flawed language, often impeding comprehension. Pronunciation and intonation very inauthentic.	1-2	Very limited range of lexis and structures; mainly simple sentences. No evidence of abstract language.
0	No rewardable language.	0	

Mark	Response (AO1)
18-20	Very high incidence of spontaneous discourse; excellent level of response and development of unpredictable areas.
15-17	High incidence of spontaneous discourse; minimal hesitation; develops responses appropriately; deals very well with unpredictable areas.
12-14	Fairly frequent examples of spontaneous discourse; responds without undue hesitation; few comprehension problems; some development; responds to and deals with unpredictable areas.
9-11	Some spontaneous discourse; some hesitation in more complex areas; some comprehension problems; responds to more straightforward unpredictable areas but rarely develops them further.
5-8	Minimal spontaneous discourse; recites pre-learnt material; understands basic questions but fails to respond adequately to more complex questions; some response to unpredictable areas, but unable to develop them.
1-4	No spontaneous discourse; very basic comprehension; unable to deal with unpredictable areas.
0	No rewardable language.

Mark	The Issue (AO2)
5	Excellent grasp of initial issue.
4	Good grasp of initial issue.
3	Adequate grasp of initial issue, but occasionally lacks focus.
2	Limited grasp of initial issue.
1	Very little grasp of initial issue.
0	No grasp of issue.

Mark	Justification and Debate (AO2)
14-15	Very high level of authentic debate sustained. Independent judgement and impressive discussion of initial and subsequent issues.
11-13	Good level of authentic debate sustained. Justifies views capably on initial and subsequent issues.
8-10	Maintains authentic debate but views not always fully justified on initial and subsequent issues.
6-7	Adequate level of debate but limited insight and justification of views on initial and subsequent issues.
3-5	Inadequate level of debate. Very little insight and justification of views on initial and subsequent issues.
1-2	No meaningful debate produced; views never justified.
0	No rewardable material.

TAPE LABELS

January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Examiner		

January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
1		
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4		
Examiner		

January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
1		
2		
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4		
Examiner		

January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
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January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
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Examiner		

January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
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Examiner		

January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
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4		
Examiner		

January/June 200.... oral examination		
Language / Unit		
Centre no.		
	Candidate name	Candidate no.
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