

**MARKING CRITERIA**  
**MML PART IA/IB – USE OF THE LANGUAGE B1 PAPER**

Examiners are reminded to make use of the full range of marks

<i>Mark</i>	<i>Class</i>	<i>Comprehension and Argument</i>	<i>Language</i>	<i>Subdivision/ Comments</i>
80+	I*	Excellent comprehension of the text. Fully coherent and highly persuasive discussion in response to questions on the text; arguments are very well developed and articulated. Full, clear answers with consistently good and relevant use of detail. Excellent command of style.	Excellent command of grammar and lexis. Very high level of linguistic sophistication: assured use of complex structures; vocabulary is very wide-ranging and precise, showing very good use of paraphrasing. No basic errors. Very few errors of any kind. Assured use of punctuation and spelling. Where relevant, very good ability to translate into the language a short passage or a set of sentences, with excellent accuracy and a good sense of idiom.	
70-79	I	Very good comprehension of the text. Fully coherent and very persuasive discussion in response to questions on the text; arguments are well developed and articulated. Full, clear answers with relevant use of detail. Very fluent; good command of style.	Very good command of grammar and lexis. Good level of linguistic sophistication: good use of complex structures; vocabulary is wide-ranging and precise, showing good use of paraphrasing. Very few basic errors. Few errors of any kind. Good use of punctuation and spelling. Where relevant, good ability to translate into the language a short passage or a set of sentences, with very good accuracy and a sense for idiom.	75 – 79: Consistently accurate and precise answers.  70 – 74: High degree of competence but may contain some imperfections.
60-69	II.1	Good comprehension of the text. Coherent and persuasive discussion in response to questions on the text; arguments are generally well developed and articulated. Clear answers, though some relevant detail may be missing. Answers are mostly fluent, with some unidiomatic turns of phrase.	Good command of grammar and lexis. Adequate level of linguistic sophistication: generally good use of a good range of structures, though errors may be present, especially in more complex constructions; good range of vocabulary, though word choice is not always the most precise or idiomatic. Some evidence of good use of paraphrasing. A number of errors, including a few basic ones. Generally good use of punctuation and spelling. Adequate ability to translate into the language a short passage or a set of sentences, with a good level of accuracy and evidence of some feel for idiom. Where lexical gaps occur, an attempt is made to paraphrase.	65 – 69: Competent performance but may contain a number of errors, in particular in more complex areas.  60 - 64: Generally competent but marred by more frequent or more basic errors. Resorts to occasional copying from text instead of using own words.

50-59	II.2	<p>Good to adequate comprehension of the text. Discussion in response to questions on the text is relevant for the most part, but arguments may not be coherent or fully developed. Answers are mostly clear, but may be lacking in focus. May resort to copying from text instead of using own words. Language often lacks fluency; little sense of style and idiom.</p>	<p>Acceptable to fairly poor command of grammar and lexis. Low level of linguistic sophistication: structures tend to be basic and often repetitive; where complex structures are attempted, they are often inaccurate. Limited range of vocabulary. Many errors are present, including a significant number of basic ones. Errors are also present in punctuation and spelling. Where relevant, poor ability to translate into the language a short passage or a set of sentences, with many errors and lexical gaps, and little feel for idiom. Occasional, often unsuccessful, attempt at paraphrasing.</p>	<p>55 –59: There are quite a few errors but the overall sense is not impeded.</p> <p>50 – 54: Performance generally adequate, but some serious errors result in nonsensical expression. Substantial repetition of words used in text instead of using own words.</p>
40-49	III	<p>Evidence of significant comprehension difficulties. Discussion in response to questions on the text is often irrelevant or disjointed. Arguments are poorly expressed and developed. Answers can be unclear. May resort to copying from text instead of using own words. Lacks fluency; very little sense of style or idiom.</p>	<p>Poor to very poor command of grammar and lexis. Structures are basic, often following a repetitive pattern. Little or no attempt at more complex structures. Very limited range of vocabulary. Many errors are present, including many basic ones. Words are often misspelled. Punctuation is poorly managed. Where relevant, very poor ability to translate into the language a short passage or a set of sentences, with a large number of errors and lexical gaps. No attempt at paraphrasing.</p>	<p>45-49: Overall competence is poor, but response is adequate in places.</p> <p>40-44: A very large number of errors. In text-related answers, substantial sections barely comprehensible, but a few relevant points.</p>
15-39	F	<p>Very poor comprehension. Discussion in response to questions is barely comprehensible and/or largely irrelevant. Arguments barely developed. Answers are unclear and gaps or unfinished sentences are present. Substantial copying from text instead of using own words. Language lacks any sense of fluency or style.</p>	<p>Very poor command of grammar and lexis. Structures are very basic, often following a repetitive pattern. No attempt at more complex structures. Very limited range of vocabulary. Word choice is mostly incorrect or unidiomatic. A very large number of errors are present, including many basic ones. Many problems with spelling and punctuation. Where relevant, extremely poor translation of a short passage or a set of sentences. Translation barely makes sense, or there is little attempt to translate at all.</p>	