

**MARKING CRITERIA**  
**MML PART IA – ORAL A EXAMINATION**

<b>Mark</b>	<b>Class</b>	<b>Quality of language</b>	<b>Content and presentation</b>
80-85	I* Dist.	Excellent pronunciation. Very good command of grammatical structures, both simple and more complex. No systematic errors. Very good degree of fluency. Broad range of vocabulary and idiom.	An outstanding performance, in which all the qualities deemed to constitute first-class work are present to a very high degree.
70-79	I	Very good pronunciation. A very good level of grammatical accuracy especially in basic to intermediate-level structures. Good command of more complex structures, but some hesitation may be present. No systematic errors. Good degree of fluency. Good range of vocabulary and some awareness of idiomatic usage.	Very coherent; good steady pace in presenting material, although reasonable pauses for thought may be present. Good understanding of the exam passage, where applicable. Very good ability to summarise, reformulate and expand. Questions are always understood and answered cogently, relevantly and in full. Discussion is pertinent throughout and shows good analytical skills.
60-69	II.1	Pronunciation is mostly accurate. Good command of grammar, though there may be some sporadic errors in basic constructions. Evidence of familiarity with complex structures, though usage may not be flawless. Good range of syntactic structures for this level. Good level of fluency, though some hesitation may be present. Good range of vocabulary, though lexical choices may not always be idiomatic. Errors do not impair communication.	Coherent and generally good pace of delivery. Good ability to summarise; some ability to reformulate and expand. Most questions answered cogently and relevantly, though some ancillary aspects may be left out. Good ability to understand questions, though reformulation may occasionally be required. Evidence of some analytical skills.
50-59	II.2	Faulty pronunciation at times interferes with communication. Acceptable grasp of basic grammar, though there may be recurrent errors. Little or no familiarity with complex structures. Delivery is at times halting or excessively hesitant. Limited range vocabulary and idiom. Usage is often unidiomatic.	Some evidence of structure and linking. Listener may at times struggle to follow. Fair ability to summarise. Little or no ability to reformulate and expand. Questions are usually understood, but rephrasing is often required. Questions are usually answered relevantly, but frequent repetition and hesitation. Some questions are misunderstood. Limited linguistic resources make it difficult for candidate to display analytical skills.

40-49	III	Flat intonation and poor to very poor pronunciation. Listener has difficulty following all that is said. Poor grasp of basic grammar; frequent errors disrupt communication. Simple and often inaccurate sentence structure. Very limited syntactic and lexical range. Delivery is exceedingly halting. No awareness of idiomatic usage.	Pace is halting to very halting. Poor to very poor ability to summarise, often due to poor comprehension of the passage, where applicable. No ability to reformulate and expand. Questions are often misunderstood; answers are irrelevant and incomplete. Little or no evidence of analytical skills.
15-39	F	Pronunciation and intonation are an obstacle to communication; sympathetic listener may have considerable difficulty following what is said. Major shortcomings in basic elements of grammar; no evidence of familiarity with complex structures. Errors are obtrusive and seriously compromise communication. Struggles to form sentences. Very poor fluency; very halting. Extremely limited range of vocabulary and idiom.	Ideas are introduced randomly. Delivery of material is much too halting for comprehension. Very poor ability to summarise and no ability to reformulate and expand. Unable to deal with any but the most basic questions.

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