

MARKING CRITERIA
MML IA/IB – ORAL B EXAMINATION

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

Mark	Class	Quality of language	Content and presentation
80-85	I* Dist.	Excellent pronunciation. Excellent grammatical accuracy across a wide range of complex structures. Impressive command of syntax. Excellent degree of fluency throughout. Impressive range of vocabulary and idiom. Exceptional grasp of the range of registers appropriate to the discussion.	A truly 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. An excellent level of grammatical accuracy. Very good command of syntactic structures. Very good degree of fluency. Very good range of vocabulary and idiom competently used. Very good grasp of different registers.	Very coherent; good steady pace in presenting material. Flawless understanding of the exam passage, where applicable. Impressive ability to reformulate, summarise and expand. Questions answered fully. Smooth delivery. Discussion is pertinent throughout and shows excellent analytical skills.
60-69	II.1	Pronunciation is mostly accurate. No recurrent basic grammatical errors, a few errors in more complex structures that do not interfere with communication. Good range of syntactic structures. Good range of vocabulary and idiom competently used. Good grasp of different registers.	Coherent and easy to follow. Good to very good ability to reformulate, summarise and expand. All questions answered relevantly, if not always in depth. Mostly pertinent material showing some analytical depth.
50-59	II.2	Faulty pronunciation that sometimes interferes with communication. A satisfactory grasp of basic grammar, though some basic errors occur. Some inaccurate syntactic structures, especially in more complex constructions. Fair degree of fluency; some hesitation. Poor ability to vary vocabulary and idiom. Reasonable ability to work with different registers, though with some slips.	Some evidence of structure and linking; reasonably easy to follow. An adequate ability to reformulate, summarise and expand. Questions are mostly understood and answered fairly relevantly, but with some repetition and hesitation. Material is reasonably pertinent but analysis tends to be superficial.
40-49	III	Flat intonation and poor to very poor pronunciation. At times listener has to work hard to follow and may not follow all that is said. A fair to barely acceptable grasp of basic grammar; frequent errors disrupt communication. Simple and often inaccurate sentence structures; little syntactic variety. Lacking fluency; obvious and disruptive hesitation. Basic knowledge of vocabulary and idiom. Limited awareness of different registers; frequent use of limited range of vocabulary and idiom.	Pace not always appropriate / often halting. Some attempt to reformulate, summarise and expand, but with a limited to very limited degree of success. Questions are not always understood; answers are patchy, simplistic, and/or incomplete. Little or no evidence of analytical skills.

15-39	F	Pronunciation and intonation are an obstacle to communication; sympathetic listener has considerable difficulty following what is said. Major shortcomings in basic elements of grammar; errors are obtrusive and seriously compromise communication. Poor use of constructions; struggles to create sentences. Very poor fluency; very halting. Very basic knowledge of vocabulary and idiom. No awareness of different registers.	Ideas are introduced randomly. Delivery of material is much too fast or too slow for comprehension. Extremely poor ability or no ability to reformulate, summarise and expand. Unable to deal with any but the most basic questions.
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