

MARKING CRITERIA
MML PART II – ORAL C EXAMINATION

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

The award of a mark of 70 or above in the MML Part II Oral Examination will be noted in the Class List as a mark of special excellence.

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. Impressive both in the presentation and in the discussion. Depth of points made. Richness of examples used. Excellent response to searching questions.
70-79	I	Very good pronunciation. A high level of grammatical accuracy. Very good command of syntactic structures. Very good degree of fluency. Very good range of vocabulary and idiom very competently used. Very good grasp of different registers.	Very coherent and well-structured presentation. High quality and relevance of ideas. Very good use of evidence. Very good contextualization and solid level of conceptualization. Excellent ability to expand on nearly all of the ideas or examples put forward. Fully engaged in the discussion. Questions answered fully. Good steady pace in presenting material.
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. Arguments well supported by evidence. Good quality of ideas. 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 level of grammatical accuracy, though some basic errors occur. Some inaccurate syntactic structures, especially in more complex constructions. Fair degree of fluency; some hesitation. Limited ability to vary vocabulary and idiom. Reasonable ability to work with different registers, though with some slips.	Some evidence of structure and reasonably easy to follow. 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, poor to very poor pronunciation. At times listener has to work hard to follow and may not follow all that is said. A poor to just acceptable deployment 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.	Structure unclear. Material presented is patchy, simplistic and incomplete. Pace not always appropriate and often halting. Questions are not always understood; some attempt to answer questions, but with a limited to very limited degree of success.

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. Extremely 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 and quality of material are barely comprehensible. Extremely poor ability or no ability to understand or answer any questions.
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Examiners should note that any reasonable interpretation of topics is acceptable. Though factual accuracy is, of course, desirable, the examiners should not look for one 'right answer' in candidates' treatment of their chosen topic. Examiners should consult the advice to oral examiners in Section 13.15 of the Instructions to Examiners booklet

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