

## Section B Guidelines for Assessment

The piece of writing is assessed independently by two markers on a nine-point scale:

+ Above Average –	+ Average –	+ Below Average –
(9) 8 7	6 5 4	3 2 (1)

When awarding a grade, the marker gives equal weighting to content and language accuracy. The following six areas are considered:

- Does the candidate communicate **relevant content** which fully answers the question?
- Is the content **logically organized** and in a **format** appropriate to the question?
- What degree of skill does the candidate show in constructing **paragraphs**?
- Is the **vocabulary**, including its variety and level of formality, appropriate to the question?
- What degree of skill does the candidate show in constructing a variety of **sentence types**?
- How accurate is the candidate's **grammar**, idiomatic usage, punctuation and spelling?

*In short:*

Content	Language accuracy
Relevant content?	Appropriate vocabulary?
Logical organization?	Variety of sentence types?
Well-constructed paragraphs?	Accurate grammar and mechanics?

## Section C Marking Scheme

### Part 1 Reading

- |           |           |            |            |
|-----------|-----------|------------|------------|
| 1. C (96) | 5. C (85) | 9. B (83)  | 13. A (74) |
| 2. A (54) | 6. D (71) | 10. C (47) | 14. B (79) |
| 3. B (78) | 7. D (64) | 11. D (82) | 15. A (87) |
| 4. B (86) | 8. C (90) | 12. D (48) | 16. A (55) |

### Part 2 Language Systems

- |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|
| 17. D (39) | 22. C (45) | 27. B (95) | 32. D (35) | 37. C (88) | 42. A (76) |
| 18. B (52) | 23. A (84) | 28. C (91) | 33. A (60) | 38. C (48) | 43. D (62) |
| 19. C (61) | 24. A (85) | 29. C (70) | 34. D (55) | 39. B (38) | 44. B (66) |
| 20. C (85) | 25. B (22) | 30. B (56) | 35. A (70) | 40. B (64) | 45. A (85) |
| 21. D (79) | 26. D (77) | 31. A (44) | 36. D (39) | 41. C (68) | 46. D (80) |

Note: Figures in brackets indicate the percentages of candidates choosing the correct answers.

- fossil skeleton / carcass / sample // well-preserved fossil // fossilized skeleton
- blood vessels // soft tissue
- DNA // protein // tissue
- leader // head
- shocked // amazed // stunned // astonished // dumbfounded // surprised
- similar to // structured like
- soft tissue // genetic material // material / tissue found // tissue sample
- protein(s) // material // tissue // structure(s) // ones // content(s)
- biochemistry // bio-chemistry
- extraction // retrieval // recovery
- fossilised // fossilized // damaged // degraded
- biological material // T-rex material
- evolution // evolving // transformation // transforming
- clone // create // re-create // recreate // produce // re-produce // reproduce
- becoming / nearly / almost / going extinct // near / nearing / approaching / reaching / facing extinction
- nuclei
- frogs
- genome
- successful
- damaged // degraded // incomplete

**Section D Guidelines for Assessment**

- The candidate's performance is assessed on a SEVEN point scale for Part 1 Individual Presentation and Part 2 Group Discussion.
- Examiners will use an impression-mark scheme and will mark to a pattern of mark distribution. Separate marks will be awarded to each candidate for Part 1 and Part 2. The marks will range from 7 (the best) to 1 (the weakest). The marking scheme is norm-referenced, which means that examiners will not have a detailed verbal description for the level of marks awarded (i.e. 1 to 7) but instead, each day, the examiners will compare and then rank the performance of the candidates, one with another.
- A score of '0' is given ONLY in the following circumstances: for Part 1 if a candidate does not speak at all or if a candidate has copied out the reading passage in full and just reads out the passage; for Part 2 if a candidate does not speak at all, even after being prompted by the examiner.
- Examiners use the checklist below which is printed on the candidate's scoresheet when assessing the candidate's performance.

*Checklist boxes for examiners*

Checklist					
Part 1 Presentation		Part 2 Group Discussion			Remarks
Intelligibility	Audibility	Effective Communication and Interactive Skills	Range of vocabulary and structures		
	Clarity of speech				
Accuracy	Pronunciation		Fluency		
	Grammar				
Fluency	Ease of language production		Intelligibility		
Technical aspects of presentation	Eye contact		Participation and meaningful contribution		
	Manner of delivery				

NOTE:

- If the candidate has been awarded a penalty for either the Individual Presentation or the Group Discussion, you should make an explanatory note in the 'Remarks' column.
- Only the computer-read marks in the 'Mark Given' column will be considered.

- The candidate is awarded one global impression mark independently by each examiner for the Individual Presentation and another for the Group Discussion. The presentation is not designed to test the candidate's summarizing skills so as long as candidate speaks on the specific topic covered in the reading passage. The factual accuracy or completeness of their presentation is not considered in the assessment of the candidate's performance. In Part B, Group Discussion, completion of the discussion task is also not considered in the assessment.

- |       |       |       |       |
|-------|-------|-------|-------|
| 67. A | 71. K | 75. J | 79. F |
| 68. O | 72. L | 76. B | 80. E |
| 69. M | 73. I | 77. D |       |
| 70. G | 74. N | 78. H |       |

81. *the // this*  
of ~ movement
82. *children's*  
children
83. *with // among // amongst*  
interact ~ their
84. *systems*  
system
85. *Great*  
the // ~~the~~
86. *there*  
it
87. *the*  
a
88. *importance*  
important
89. *relax*  
relaxing
90. *these*  
this
91. *no*  
none
92. that *to* eliminate // *eliminating*  
~ eliminate eliminate
93. *In*  
A
94. *are // become*  
children ~ more
95. ~~are~~ // *suggesting*  
suggest
96. *followed*  
following // ~~by~~
97. *example*  
examples
98. *10-minute // ten-minute*  
10-minutes
99. ~~had~~