

The criteria for Pass, Merit and Distinction, **arranged as strands**

Requirement to reach level: Communication and Interaction + 2 others at same or higher level
NB - This NOT a mark scheme for specific tasks. It is an overall description of a Learner's performance covering different aspects at a particular level by the end of the course.

Communication and Interaction

<i>Strands</i>	Pass	Merit	Distinction
<i>Relevance and detail of information</i>	gives some relevant information	conveys mainly relevant information	communicates detailed and relevant information,
<i>Length of response</i>	in generally short responses.	with occasional longer responses.	including extended responses.
<i>Opinions and justifications</i>	conveys simple opinions.	expresses opinions with some simple justification.	expresses a variety of opinions with justification.
<i>Questions</i>	asks some straightforward questions.	asks some varied questions to obtain information.	asks a variety of questions using a range of question forms.
<i>Development of response</i>	may not always understand questions asked, but responds to those which are understood are comprehensible	responds to questions and develops some answers.	responds to a variety of questions, often developing their answers.
<i>Level of interaction (Code: coping with unpredictable / unexpected?)</i>	demonstrates a basic level of interaction.	demonstrates a good level of interaction.	demonstrates a very good level of interaction.

***Range of language [refer to grammar requirements set out in the awarding organisation's specification.]**

<i>Strands</i>	Pass	Merit	Distinction
<i>Grammatical structures</i>	uses mostly simple grammatical structures.	manipulates straightforward grammatical structures with some variation and occasional complex structures	manipulates a variety of grammatical structures including some complex structures.
<i>Vocabulary and expressions</i>	uses a limited range of familiar vocabulary and expressions.	uses relevant and some varied vocabulary and expressions	uses a range of relevant vocabulary and a variety of expressions.

<i>Tenses</i>	makes reference to present and past and/or future events with occasional success.	is generally successful in making reference to present, past and future events.	is mostly successful in making references to present, past and future events.

Accuracy

<i>Strands</i>	Pass	Merit	Distinction
<i>Accuracy</i>	is mainly correct when using familiar vocabulary and simple grammatical structures.	uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures.	uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures.
<i>Impact of errors on communication</i>	is likely to make errors , which sometimes impede communication	is likely to make errors , particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication.	is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.

Pronunciation (*and intonation*)

<i>Strands</i>	Pass	Merit	Distinction
<i>Comprehensibility</i>	uses pronunciation that is mostly understandable .	uses generally good pronunciation and intonation but with some inconsistency .	uses pronunciation and intonation that are overall accurate and intelligible .
<i>Impact of errors on communication</i>	makes errors that sometimes impede communication.	makes some errors that occasionally impede communication.	makes errors which rarely impede communication.
<i>Accuracy of pronunciation</i>	there may be frequent native language interference.	there may be some native language interference.	there may be only isolated native language interference