

Sample Speaking Examination Marking Key–Stage 3	
Criteria	/25
<p><b>Content:</b> responses are relevant, well-structured and well-supported with examples. Overall cohesion is achieved and questions are answered effortlessly, demonstrating a mastery over oral interaction.</p> <p><b>Grammar and lexis:</b> grammatical errors are few and of the kind made by native speakers, which in no way interfere with communication. Lexical choice is wide-ranging and appropriate and demonstrates an understanding of implied meaning and connotation. The ability to generate humour may be evident.</p> <p><b>Pronunciation:</b> clear and fluent speech is demonstrated. Stress and intonation are used to highlight significant points and supporting detail. Accent in no way impedes communication.</p> <p><b>Communication strategies:</b> appropriate register is maintained, repair strategies are used for clarification, turn-taking and non-verbal skills are used consistently and effectively. Prepared notes enhance communication.</p>	21 - 25
<p><b>Content:</b> responses are relevant, well-organised and opinion is justified with examples. A range of cohesive devices is used correctly and the candidate is able to answer unprepared questions of some complexity.</p> <p><b>Grammar and lexis:</b> responses demonstrate control over a wide range of grammatical structures and vocabulary. Some correct colloquial/idiomatic expressions are evident.</p> <p><b>Pronunciation:</b> is generally clear and fluent. Stress and intonation are used appropriately and with success. Accent does not interfere with comprehension.</p> <p><b>Communication strategies:</b> appropriate register is maintained, repair strategies are used for clarification, turn-taking and non-verbal skills are used consistently and effectively. Prepared notes enhance communication.</p>	16 - 20
<p><b>Content:</b> response is relevant, organised and opinion is justified with simple examples. Cohesive devices are used correctly. Less complex unprepared questions are answered adequately.</p> <p><b>Grammar and lexis:</b> responses show general control over grammatical structures and subject-specific vocabulary. Errors in unprepared sections do not impede communication.</p> <p><b>Pronunciation:</b> is generally clear and fluent with appropriate use of stress and intonation. Slight interference from L1/D1 is evident.</p> <p><b>Communication strategies:</b> appropriate register is attempted with a degree of success; attempts are made to employ repair strategies for clarification, turn-taking and non-verbal skills. Prepared notes assist communication.</p>	11 - 15
<p><b>Content:</b> responses are relevant, clearly structured and opinions are justified with simple examples. A limited range of cohesive devices are used correctly. Some unprepared questions are answered adequately.</p> <p><b>Grammar and lexis:</b> frequent errors are evident but meaning is still clear. Vocabulary is sufficient to communicate ideas.</p> <p><b>Pronunciation:</b> is often clear but there are small patches of speech which are unclear due to incorrect pronunciation, intonation or stress.</p> <p><b>Communication strategies:</b> responses demonstrate some ability to use repair strategies, take turns and use non-verbal language. Lapses in register are evident. Candidate relies on notes to support communication in Section 2.</p>	6 - 10
<p><b>Content:</b> response is basic or off task, using simple cohesive devices to link short utterances. Candidate attempts to answer simple questions.</p> <p><b>Grammar and lexis:</b> simple grammatical structures with frequent errors are evident. Vocabulary is limited.</p> <p><b>Pronunciation:</b> is generally clear in common words but causes strain for the listener at other times.</p> <p><b>Communication strategies:</b> little awareness of register and clarification strategies is evident. Candidate may rely on non-verbal language. Responses in Section 2 are read from notes.</p>	1 - 5

A mark of zero (0) will be awarded to a student who does not attend the examination.

Sample Speaking Examination Marking Key–Stage 2	
Criteria	/25
<p><b>Content:</b> responses are relevant, well-organised and opinion is justified with examples. A range of cohesive devices is used correctly and the candidate is able to answer unprepared questions of some complexity.</p> <p><b>Grammar and lexis:</b> responses demonstrate control over a wide range of grammatical structures and vocabulary. Some correct colloquial/idiomatic expressions are evident.</p> <p><b>Pronunciation:</b> is generally clear and fluent. Stress and intonation are used appropriately and with success. Accent does not interfere with comprehension.</p> <p><b>Communication strategies:</b> appropriate register is maintained, repair strategies are used for clarification, turn-taking and non-verbal skills are used consistently and effectively. Prepared notes enhance communication.</p>	21 - 25
<p><b>Content:</b> response is relevant, organised and opinion is justified with simple examples. Cohesive devices are used correctly. Less complex unprepared questions are answered adequately.</p> <p><b>Grammar and lexis:</b> responses show general control over grammatical structures and subject-specific vocabulary. Errors in unprepared sections do not impede communication.</p> <p><b>Pronunciation:</b> is generally clear and fluent with appropriate use of stress and intonation. Slight interference from L1/D1 is evident.</p> <p><b>Communication strategies:</b> appropriate register is attempted with a degree of success; attempts are made to employ repair strategies for clarification, turn-taking and non-verbal skills. Prepared notes assist communication.</p>	16 - 20
<p><b>Content:</b> responses are relevant, clearly structured and opinions are justified with simple examples. A limited range of cohesive devices are used correctly. Some unprepared questions are answered adequately.</p> <p><b>Grammar and lexis:</b> frequent errors are evident but meaning is still clear. Vocabulary is sufficient to communicate ideas.</p> <p><b>Pronunciation:</b> is often clear but there are small patches of speech which are unclear due to incorrect pronunciation, intonation or stress.</p> <p><b>Communication strategies:</b> responses demonstrate some ability to use repair strategies, take turns and use non-verbal language. Lapses in register are evident. Candidate relies on notes to support communication in Section 2.</p>	11 - 15
<p><b>Content:</b> response is basic, using simple cohesive devices to link short utterances. Candidate attempts to answer simple questions.</p> <p><b>Grammar and lexis:</b> simple grammatical structures with frequent errors are evident. Vocabulary is limited.</p> <p><b>Pronunciation:</b> is generally clear in common words but causes strain for the listener at other times.</p> <p><b>Communication strategies:</b> little awareness of register and clarification strategies is evident. Candidate may rely on non-verbal language. Responses in Section 2 are read from notes.</p>	6 - 10
<p><b>Content:</b> responses are very brief or irrelevant, using few cohesive devices. Candidate makes few attempts to answer simple questions.</p> <p><b>Grammar and lexis:</b> simple sentences with frequent errors are evident. Vocabulary is limited so that only broad meaning is conveyed. Candidate relies on notes and non-verbal language to communicate certain ideas.</p> <p><b>Pronunciation:</b> is unclear at most times and causes strain for the listener.</p> <p><b>Communication strategies:</b> very few communication strategies are employed, no awareness of register is evident and there is a heavy reliance on notes or body-language.</p>	1 - 5

A mark of zero (0) will be awarded to a student who does not attend the examination.