

NEW GCSE Assessment criteria (speaking component - Edexcel)

<p>Communicates comprehensive and detailed information related to chosen stimulus</p> <p>Interacts very well</p> <p>Speaks very confidently and with spontaneity</p> <p>Frequently takes initiative and develops elaborate responses</p> <p>No difficulty in expressing and explaining a range of ideas and points of view</p> <p>Very little or no hesitation</p> <p>Able to deal with unpredictable elements without difficulty</p>	16-18	<p>Uses wide range of appropriate vocabulary and structures, including complex lexical items</p> <p>Consistently competent use of different tenses.</p>	6	<p>Very accurate, with only isolated and usually insignificant errors.</p> <p>Consistently good pronunciation and intonation.</p>	6
<p>Communicates detailed and relevant information related to chosen visual/topic/stimulus.</p> <p>Interacts well.</p> <p>Speaks confidently.</p> <p>Takes initiative and develops more elaborate responses.</p> <p>Has little difficulty expressing and explaining ideas and points of view.</p> <p>Little hesitation and little or no prompting necessary.</p> <p>Able to deal with unpredictable elements with some success.</p>	12-15	<p>Good variety of appropriate vocabulary and structures.</p> <p>Unambiguous use of different verb tenses.</p> <p>Generally at ease with subordination.</p>	5	<p>Some errors, especially in more complex structures, but generally accurate.</p> <p>Pronunciation and intonation generally good.</p>	5
<p>Communicates relevant information related to the chosen stimulus but with some obvious omissions.</p> <p>Some interaction</p> <p>Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms.</p> <p>Conveys opinions, but rarely expands.</p> <p>Some hesitation</p> <p>Able to deal with some unpredictable elements.</p>	8-11	<p>Adequate but predictable range of vocabulary and structures.</p> <p>May include different tenses or time frames, perhaps with some ambiguity</p> <p>Some examples of subordination</p>	3 - 4	<p>A fair number of errors made, including some basic, but communication overall unaffected.</p> <p>Pronunciation and intonation generally accurate.</p>	3 - 4
<p>Limited communication related to chosen visual/topic/stimulus.</p> <p>Some coherence in unambiguous presentation of simple information and opinions, but responses very limited.</p> <p>Very hesitant and reliant on teacher-examiner prompting.</p> <p>Able to deal with isolated unpredictable elements.</p>	4-7	<p>Limited and/or repetitive range of vocabulary or structures.</p> <p>Predominantly uses short sentences</p>	2	<p>Many basic errors, but main points communicated.</p> <p>Simple 'pre-learnt' stereotypes correct.</p> <p>Pronunciation generally understandable.</p>	2
<p>Minimal description of chosen stimulus.</p> <p>Conveys little relevant information in minimal responses (mainly one word)</p> <p>Largely disjointed and unconnected ideas.</p> <p>Very limited comprehension of basic questions.</p> <p>Wholly-reliant on teacher-examiner prompting..</p>	1-3	<p>Very limited range of basic structures</p> <p>Frequently resorts to non-target language</p> <p>Rarely offers complete sentences.</p>	1	<p>Consistently inaccurate language and pronunciation frequently impede communication</p> <p>Only isolated examples of accurate language.</p>	1