

Key Stage 3

Subject Assessment Criteria: English- Spoken Language

| Level | Assessment Descriptor |
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| Distinction with honours | <ul style="list-style-type: none"> - Spoken English is sophisticated, expressive, and entirely apt for purpose and audience. - Pupil expresses sophisticated and advanced ideas/feelings/interpretations using a sophisticated repertoire of vocabulary and/or dramatic techniques. Pupil organises and structures their presentation/speech/performance using a judicious range of strategies. - Pupils listen intently, consider questions/feedback, and offers perceptive responses and if appropriate, elaborates with further ideas and information; gives effective feedback to other groups. - Language is used to enhance performance/speech; it is wholly appropriate and to enhance the presentation/speech/performance. - The purpose of the presentation/ speech/performance is achieved with success. |
| Distinction | <ul style="list-style-type: none"> - Spoken English is convincing and thoughtful. - Pupils are confident in matching their talk to the demands of different contexts, including those that are unfamiliar. - Spoken English is adapted to the purpose, developing ideas thoughtfully, conveying their opinions clearly using appropriate intonation and emphasis. - Vocabulary is used in precise and creative ways and the presentation/speech/performance is organised so that communication is clear. - Pupils make significant contributions to discussions, evaluating others' ideas and varying how and when they participate. They use standard English confidently in situations that require it. |
| High merit | <ul style="list-style-type: none"> - Spoken English is confident. - Pupils talk and listen with confidence in an increasing range of context and can adapt their talk to the demands of different contexts, purposes, and audiences with confidence. - Pupils take an active part in discussions, listening carefully, making contributions, and asking questions which respond to others' ideas and views. They take different roles and showing understanding of ideas and sensitivity to others. - Presentation/speech/performance is well-organised and engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Features of standard English vocabulary and grammar are used appropriately. - Pupils demonstrate their knowledge of language variety and usage effectively and use standard English confidently to suit the needs of the task. |
| Merit | <ul style="list-style-type: none"> - Spoken English is developing in confidence. - Pupils talk and listen with some confidence in different contexts, exploring and communicating ideas. Pupil listens to questions/feedback; watches other performances and gives feedback to other groups. - In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. - Pupils organise and structure their presentation clearly and appropriately. - Pupil uses language that is appropriate to the formal setting of performance and presentation and begins to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are showing more confidence of standard English and when it is used. - Achieves the purpose of their presentation with some confidence. |
| Pass | <ul style="list-style-type: none"> - Spoken English is developing. - Pupils begin to show confidence in talking and listening, particularly where topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. - They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used. - Expresses straightforward ideas/information/feelings using some vocabulary and dramatic techniques - Attempts to organise and structure their presentation appropriate to the task - Tries to meet the needs of the performance and purpose |
| Unlevelled | <ul style="list-style-type: none"> - Limited response/participation in speech/discussion/performance and limited engagement with the task. - Limited use of intonation, tone, volume, mood, gesture and expression to add impact. |