**AS Speaking test (50 marks) (AQA)**

Discussion of a stimulus card (5 minutes) and conversation on 3 of the AS topics. Candidates choose the first of the 3 they wish to discuss (3 mins max)

**Media** (Television / Advertising / Communication technology) **Healthy living** (Sport & exercise / Health & well-being / Holidays)

**Popular culture** (Cinema / Music / Fashion and trends) **Family and relationships** (Family / Friendships / Marriage & partnerships)

**PART 1 Discussion of stimulus card**

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| **Mark** | **In response to the stimulus questions** |
| **6** | Develops a wide range of relevant points |
| **4** | Develops a number of relevant points |
| **3** | Some relevant points mad but with little development |
| **2** | Reponses brief and lacking in development |
| **0-1** | No or very little meaningful response |

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| **Mark** | **In the more general discussion** |
| **6** | Responds to all opportunities to express and develop ideas and opinions |
| **4** | Some evidence of developing ideas and opinions |
| **3** | Ideas and opinions are simplistic and under-developed |
| **2** | Meaningful ideas and opinions are very rarely expressed |
| **0-1** | No or very little meaningful response |

**Knowledge of grammar**

This is an overall assessment of the candidate’s performance throughout the whole test.

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| **Mark** |  |
| **13-16** | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious error in more complex structures. |
| **10-12** | Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication. |
| **7-9** | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension. |
| **4-6** | Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive. |
| **0-3** | Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences. |

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark \_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 50 Grade \_\_\_\_\_\_\_\_\_\_\_\_**

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| **A** | **B** | **C** | **D** | **E** |
| **43** | **38** | **33** | **29** | **25** |

**PART 2 Conversation**

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| **Mark** | **Fluency** |
| **9-10** | A generally confident speaker demonstrating a good pace of delivery, with some slight hesitation between and during utterances. |
| **7-8** | Prompt to respond but hesitating regularly between and during utterances. |
| **5-6** | Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation. |
| **3-4** | The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of conversation if severely impaired. |
| **0-2** | Little or no fluency. |

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| **Mark** | **Interaction** |
| **9-10** | Sustains a meaningful exchange, takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas. |
| **7-8** | Reacts reasonably well with some, but infrequent, evidence of spontaneity in response to opportunities to develop ideas. |
| **5-6** | Tend to react rather than initiate, but attempts to give additional information. Little evidence of spontaneity and much use of pre-learned responses. |
| **3-4** | Generally dependent on the examiner. Volunteering little additional information. Little evidence of spontaneity and much use of pre-learned responses. |
| **0-2** | Little or no significant reaction |

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| **Mark** | **Pronunciation and intonation** |
| **5** | Good |
| **4** | Fairly good |
| **3** | Intelligible |
| **2** | Poor |
| **0-1** | Barely intelligible |

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| **Strengths** |
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| **Area of focus** |
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