

LANGUAGE SCALES

| SCORE | GRAMMAR & VOCABULARY | DISCOURSE MANAGEMENT | PRONUNCIATION |
|--------------|--|---|--|
| 5 | <p>Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms.</p> <p>Uses a range of appropriate general vocabulary and some specialised vocabulary to discuss and give views on a familiar researched topic.</p> | <p>Produces extended stretches of language despite some hesitation.</p> <p>Contributions are relevant despite some repetition.</p> <p>Uses a range of cohesive devices.</p> | <p>Is intelligible.</p> <p>Intonation is generally appropriate.</p> <p>Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.</p> |
| 4 | <i>PERFORMANCE SHARES FEATURES OF BAND 3 AND BAND 5</i> | | |
| 3 | <p>Shows a good degree of control of simple grammatical forms.</p> <p>Uses a range of appropriate general vocabulary when talking about a familiar researched topic.</p> | <p>Produces utterances which are extended beyond short phrases despite some hesitation.</p> <p>Contributions are mostly relevant, but there may be some repetition.</p> <p>Uses basic cohesive devices.</p> | <p>Is mostly intelligible and has some control of phonological features at both utterance and word levels.</p> |
| 2 | <i>PERFORMANCE SHARES FEATURES OF BAND 1 AND BAND 3</i> | | |
| 1 | <p>Shows sufficient control of simple grammatical forms.</p> <p>Uses a limited range of appropriate everyday vocabulary to talk about a familiar researched topic.</p> | <p>Produces utterances which are characterised by short phrases and frequent hesitation.</p> <p>Repeats information or digresses from the topic.</p> | <p>Is mostly intelligible, despite limited control of phonological features.</p> |
| 0 | <i>PERFORMANCE BELOW BAND 1</i> | | |

PRESENTATION SCALES

| SCORE | CONTENT | ORGANISATION | DELIVERY |
|--------------|---|--|--|
| 5 | <p>The presentation clearly addresses different aspects of the task given.</p> <p>Ideas are suitably developed. The listener is fully informed.</p> | <p>Presentation is clearly organised, with clear visual support.</p> <p>Clear line of argument through the presentation.</p> | <p>Delivery appears natural, within the limits of the language level. Some hesitation may occur while searching for ideas but does not cause a strain on the listener.</p> <p>Occasional breakdowns in discourse may occur. Speech is fluid without reliance on clearly rehearsed phrases.</p> |
| 4 | <i>PERFORMANCE BETWEEN BAND 3 AND BAND 5</i> | | |
| 3 | <p>The presentation addresses one or two aspects of the task given. There may be some irrelevance.</p> <p>There is some evidence of development of ideas.</p> <p>The listener is on the whole informed.</p> | <p>Presentation is generally clearly organised, although occasional digression may affect the line of argument.</p> <p>OR</p> <p>Line of argument is generally clear but may lack a clear beginning or end.</p> <p>OR</p> <p>Visual support is generally clear, although it may occasionally not support the line of argument.</p> | <p>Hesitation may cause some strain on the listener as the candidate searches for language or ideas.</p> <p>Some breakdowns in discourse may occur.</p> <p>Speech appears natural, although there may be some evidence of rehearsed phrases.</p> |
| 2 | <i>PERFORMANCE BETWEEN BAND 1 AND BAND 3</i> | | |
| 1 | <p>Significant irrelevances and misinterpretation of the task may be present.</p> <p>Ideas may not be developed.</p> <p>The listener is minimally informed.</p> | <p>Presentation shows some organisation but may be difficult to follow because of digression or lack of clear order in ideas.</p> <p>OR</p> <p>Visual support may be confusing or consist of large amounts of text, which may be read.</p> | <p>Frequent hesitation causes considerable strain on the listener, making it difficult to follow the speech.</p> <p>Frequent breakdowns in discourse may occur.</p> <p>OR</p> <p>Speech relies on repetition of rehearsed phrases or appears to be read from a pre-prepared text.</p> |
| 0 | <i>PERFORMANCE BELOW BAND 1</i> | | |