

Assessment criteria for Speaking and Listening tasks

Communicating and Adapting Language task

Assessment Objective: *English/English Language AO1		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-3	Candidates: <ul style="list-style-type: none"> briefly express points of view, ideas and feelings sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features use straightforward vocabulary and grammar, showing awareness of some main features of standard English.
2	4-6	Candidates: <ul style="list-style-type: none"> convey straightforward information and ideas, coherent accounts and narratives in extended turns begin to adapt talk and non-verbal features to meet the needs of different audiences use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy.
3	7-9	Candidates: <ul style="list-style-type: none"> effectively communicate information, ideas and feelings, promote issues and points of view adapt talk to a variety of situations and audiences, using non-verbal features to add to impact use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English.
4	10-12	Candidates: <ul style="list-style-type: none"> confidently convey and interpret information, ideas and feelings, emphasising significant points and issues adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes make appropriate, controlled, effective use of standard English vocabulary and grammar.
5	13-16	Candidates: <ul style="list-style-type: none"> highlight priorities and essential detail when communicating complex and demanding subject matter use a sophisticated repertoire of strategies to meet challenging contexts and purposes show an assured choice and flexible use of standard English vocabulary and grammar in appropriate situations.

*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English Language are applicable. More information on the Assessment Objectives can be found on *page 34*.

Interacting and Responding task

Assessment Objective: *English/English Language AO1		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-3	Candidates: <ul style="list-style-type: none"> respond to what they hear, showing some interest, including non-verbal reactions make brief, occasional contributions and general statements in discussion follow central ideas and possibilities in what they hear and raise straightforward questions.
2	4-6	Candidates: <ul style="list-style-type: none"> respond positively to what they hear, including helpful requests for explanation and further detail make specific, relevant contributions to discussion allow others to express ideas or points of view that may differ from their own and respond appropriately.
3	7-9	Candidates <ul style="list-style-type: none"> listen closely and attentively, engaging with what is heard through perceptive responses make significant contributions that move discussions forward engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail.
4	10-12	Candidates: <ul style="list-style-type: none"> challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion identify useful outcomes and help structure discussion through purposeful contributions.
5	13-16	Candidates: <ul style="list-style-type: none"> sustain concentrated listening, showing understanding of complex ideas through interrogating what is said shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes.

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Creating and Sustaining Roles task

Assessment Objective: *English/English Language AO1		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-3	Candidates: <ul style="list-style-type: none"> draw on obvious and sometimes stereotypical ideas to create simple characters react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas.
2	4-6	Candidates: <ul style="list-style-type: none"> show understanding of characters by creating straightforward roles using speech, gesture and movement engage with situations and ideas, showing understanding of issues and relationships.
3	7-9	Candidates: <ul style="list-style-type: none"> develop and sustain roles and characters through appropriate language and effective gesture and movement make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues.
4	10-12	Candidates: <ul style="list-style-type: none"> create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships.
5	13-16	Candidates: <ul style="list-style-type: none"> create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches explore and respond to complex ideas, issues and relationships in varied formal and informal scenarios.

*The Assessment Objectives reference both GCSE English and GCSE English Language as the Speaking and Listening grids are common to both. Only the Assessment Objectives for English Language are applicable. More information on the Assessment Objectives can be found on *page 34*.

Controlled assessment – Spoken Language Study task

Task setting: High control

A *high level of control* means that Edexcel will set the task for students to complete.

Two tasks will be set. Students must complete one task on two examples of spoken language they have researched.

When will the tasks be available?

The tasks will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

Each task will be valid for both the January and June examination series.

The tasks will be replaced each year.

When should the tasks be made available to students?

Students should have access to the task as soon as they are suitably prepared.

Task taking: High control

Preparation

Students' preparation for the task should include the development of reading skills. Preparation may take place under informal supervision. Preparation should take half of the time allocated to this unit or approximately 10% of the GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre. These could include:
 - the internet
 - notes made in class.

The controlled assessment

A *high level of control* means the completion of the task must be under controlled conditions. This means that students should be supervised whilst they are completing their responses.

Controlled conditions

Students must not prepare a draft response in advance of the controlled assessment. They will be able to complete the task only when supervised. If this takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Students must complete the task individually, without intervention or assistance from others.

Students may have access to:

- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous phrases or paragraphs which could constitute a draft response. Please see Edexcel support materials for further guidance.

Students must not have access to:

- a draft of their response.

Information and communication technology

Students may use IT equipment to complete their controlled assessment but centres must ensure that student IT equipment does not have internet access, and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow up to **two hours** for students to complete the task. This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Students' work must be authenticated.

Task marking: Medium control

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit. Markers must confirm that students have drawn on evidence of spoken language.

Edexcel will externally moderate the marking.

Edexcel will provide support to teachers on task marking in the *Teacher Support Materials*.

Assessment criteria for Spoken Language Study task

Assessment Objective: A02		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-5	<ul style="list-style-type: none"> Limited awareness of the ways spoken language works. Limited awareness of the ways spoken language changes according to the relevant context. Little or no relevant exemplification. Little awareness of the ways in which language use may influence other speakers and listeners.
2	6-10	<ul style="list-style-type: none"> Some awareness/understanding of the ways spoken language works. Some awareness/understanding of the ways spoken language changes according to the relevant contexts. Response is supported by some general exemplification. Some awareness of the ways in which language use may influence other speakers and listeners.
3	11-15	<ul style="list-style-type: none"> Clear understanding of the ways spoken language works. Clear understanding of the ways in which spoken language changes according to context and why these changes occur. Response is supported by sound exemplification. Clear understanding of the ways in which language use may influence other speakers and listeners and why this occurs.
4	16-20	<ul style="list-style-type: none"> Thorough understanding of the ways in which spoken language works. Assured understanding of the ways spoken language changes according to context and why these changes occur. Response is supported by thorough exemplification. Thorough understanding of the language choices speakers may make, the influence these may have on other speakers and listeners and why this occurs.
5	21-24	<ul style="list-style-type: none"> Perceptive understanding of the way spoken language works. Perceptive understanding of the ways spoken language changes according to context and why these changes occur. Response is supported by relevant exemplification and a sustained focus. Sustained focus, which shows a perceptive understanding of the language choices speakers make, the influence these may have on other speakers and listeners and why this occurs.

Controlled assessment – Writing for the Spoken Voice (Writing) task

Task setting: High control

A *high level of control* means that Edexcel will set the task for students to complete.

Students will complete one task from a choice of three.

When will the task be available?

The task will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

The tasks will be valid for both the January and June examination series.

The tasks will be replaced each year.

When should the tasks be made available to students?

Students should have access to the tasks as soon as they are suitably prepared.

Task taking: High control

Preparation

Students' preparation for the task should include the development of writing skills. Preparation may take place under informal supervision. Preparation should take half of the allocated time for this unit or approximately 10% of the GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre. These could include:
 - the internet
 - notes made in class.

The controlled assessment

A *high level of control* means that the completion of the task must be under controlled conditions. This means that students should be supervised whilst they are writing up their responses.

Controlled conditions

Students must not prepare a draft response in advance of the controlled assessment. They will be able to write their responses only when supervised. If the writing takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The task must be collected at the end of the controlled assessment.

Students must write their responses individually, without intervention or assistance from others.

Students may have access to:

- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas and linguistic features. Notes must not include continuous phrases or paragraphs which could constitute a draft response. Please see Edexcel support materials for further guidance.

Students must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

Information and communication technology

Students may use IT equipment to complete their controlled assessment but centres must ensure that student IT equipment does not have internet, dictionaries, thesauri, grammar or spell-check program access, and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow up to **two hours** for students to write up their responses to the task. This time may be distributed over one or more sessions at the centre's discretion.

Authentication

Students' work must be authenticated.

Task marking: Medium control

A medium level of control means that teachers mark the controlled assessment task using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

Edexcel will provide support to teachers on task marking in the *Teacher Support Materials*.

Assessment criteria for Writing for the Spoken Voice (Writing) task

Assessment Objective: AO4 (i) and (ii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-3	<ul style="list-style-type: none"> Expresses ideas at a basic level. Little awareness of the purpose and audience. Basic vocabulary; little variety of sentence structure; little evidence of control. Organisation is simple with little success in introducing and developing a response.
2	4-6	<ul style="list-style-type: none"> Expresses ideas that are sometimes appropriate. Some grasp of the purpose and audience. Some evidence of control in the choice of vocabulary and sentence structures. Organisation shows some grasp of text structure, with opening and development, and some appropriate paragraphing.
3	7-9	<ul style="list-style-type: none"> Expresses and develops ideas appropriately. A clear sense of the purpose of the writing and audience. Well-chosen vocabulary, and shows some evidence of crafting in the construction of sentences. Organisation is sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices.
4	10-12	<ul style="list-style-type: none"> Effectively presents ideas in a sustained way. A secure sustained realisation of the purpose of the writing task and its intended audience. Aptly chosen vocabulary and well-controlled variety in the construction of sentences. Organisation is secure, with a well-judged text structure, effective paragraphing and use of cohesive devices between and within paragraphs.
5	13-16	<ul style="list-style-type: none"> Achieves precision and clarity in presenting compelling and fully developed ideas. A strong, consistent fulfilment of the writing task sharply focused on the writer's purpose and audience. An extensive vocabulary in the construction of varied sentence forms. Organisation is convincing, with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of cohesive devices.

Assessment Objective: AO4 (iii)		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1	<ul style="list-style-type: none"> Spelling is at times inaccurate which hinders meaning. Punctuation devices are used with basic control; little success in conveying intended emphasis and effects. Sentences show a basic attempt to structure and control expression and meaning.
2	2-3	<ul style="list-style-type: none"> Spelling is often accurate. Punctuation devices are used with some control which helps to convey intended effects. Sentences show some attempt at controlling expression and meaning.
3	4-5	<ul style="list-style-type: none"> Spelling is mostly accurate. Punctuation devices are used with sound control, mostly enabling intended emphasis and effects to be conveyed. Sentences are clearly structured, with sound control of expression and meaning.
4	6-7	<ul style="list-style-type: none"> Spelling is almost always accurate. Punctuation devices are used with precision and support the effects which are intended. Sentences are well-structured, with effective control of expression and meaning.
5	8	<ul style="list-style-type: none"> Spelling is consistently accurate. Punctuation devices are used with sophistication, enabling intended emphasis to be conveyed effectively. Sentences are convincingly structured, with sophisticated control of expression and meaning.