

DEPARTMENT FOR CURRICULUM
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Secondary Schools 2022

English Oral - Marking Criteria

Marks 9 - 10	Excellent	<ul style="list-style-type: none"> - Has full operational command of the language; - Is able to speak naturally and at length with some pauses typical of natural spoken language; - Shows a high level of accuracy in the use of basic and some complex sentence structures and patterns; - Displays a wide range of vocabulary when speaking about a variety of topics; - Is idiomatically accurate; - Expands on input; - Uses clear pronunciation throughout with the correct intonation and stress; - Achieves set tasks competently; - Interacts with ease in a variety of situations and uses appropriate discourse markers.
7 - 8	Very Good	<ul style="list-style-type: none"> - Has very good command of the language; - Is able to speak at length with relative ease though there are some pauses for grammatical and lexical repair that do not hinder effective communication; - Shows consistent control over basic sentence structures and patterns; - Makes some mistakes in the use of complex structures, that do not, however, interfere with communication; - Generally displays a wide range of vocabulary; - Generally shows a good level of idiomatic accuracy; - Uses clear pronunciation and generally correct intonation and stress with some mistakes that do not, however, interfere with communication; - Achieves set tasks relatively well.
5 - 6	Fairly good to good	<ul style="list-style-type: none"> - Has generally effective command of the language; - Uses pauses that rarely interfere with meaning; - Generally displays control over basic grammatical structures and patterns; - Displays a more limited range of vocabulary; - Interacts fairly well with a sufficient degree of naturalness; - Uses generally clear pronunciation that rarely interferes with communication; - Achieves set tasks generally well with an occasional need for prompting.
3 - 4	Slightly inadequate	<ul style="list-style-type: none"> - Shows frequent hesitations that occasionally prevent communication; - Makes some basic mistakes in simple structures; - Uses adequate vocabulary range though strictly limited to familiar contexts; - Uses short responses and needs frequent prompting; - Pronounces common words properly but has problems with unfamiliar words; - Achieves set tasks at the simplest level.
1 - 2	Weak	<ul style="list-style-type: none"> - Can use only limited language in familiar contexts; - Can produce very short, isolated utterances with frequent hesitations and a distracting use of fillers, most of which are in L1; - Needs continual prompting; - Commits frequent basic errors in simple sentence structures; - Displays a range of vocabulary that is limited to the most common words; - Responds slowly, hesitantly and inappropriately to verbal cues; - Makes frequent use of L1 when searching for the right words; - Does not achieve task.