

### MARKING SCALE: SPEAKING

	<b>TASK ACHIEVEMENT</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>FLUENCY AND PRONUNCIATION</b>
<b>5</b>	The student copes with the tasks successfully.	Vocabulary is varied. Can paraphrase when necessary. Occasional inaccuracies may occur.	Speech is grammatically correct with minor slips. Varied language constructions used.	Fluent. Pronunciation correct. Occasional hesitation and pauses of thought may occur.
<b>4</b>	The student copes with the tasks well.	Good vocabulary. Has some ability to paraphrase. Some inaccuracies occur.	Speech is mostly grammatically correct. Complex structures may often contain an error.	Mostly fluent. Pronunciation mostly correct. Some noticeable pauses. Occasional words mispronounced.
<b>3</b>	The student copes with the tasks unevenly.	Basic vocabulary mostly used correctly.	Simple language used correctly. Complex structures often contain an error.	Hesitant. Noticeable pauses. Basic pronunciation correct although mistakes are evident.
<b>2</b>	The student copes with the tasks in a limited way.	Limited vocabulary. Words often misused.	Limited control of grammar. Systematically makes basic mistakes.	Laconic. Limited control of pronunciation. Frequent long pauses.
<b>1</b>	The student attempts the tasks but is disorganised and illogical.	Very limited vocabulary. Inaccurate and inappropriate use of words interferes with understanding.	Very limited control of grammar. Many grammar mistakes interfere with understanding.	Very laconic. Pronunciation problems interfere with understanding.
<b>0</b>	The student does not attempt the tasks.	Extremely limited vocabulary makes communication impossible.	Numerous grammar mistakes make the speech unintelligible.	A non-speaker. Impossible to follow.