

Year 7, 8 and 9 Speaking and Listening Mark Scheme – this is best fit depending on the type of speaking and listening task

	Content	Skills
19 - 20: Outstanding	<ul style="list-style-type: none"> • For speeches – sophisticated choice of topic that is appropriate to the audience • A perceptive understanding of the importance of supporting points with evidence and research • Perceptive and engaging contributions/ responses in discussion situations 	<ul style="list-style-type: none"> • Outstanding use of appropriate style and register for the task • Able to use a sophisticated range of devices e.g. anecdote, quotation, statistics • For speeches – able to structure a cohesive and sophisticated argument • Able to listen and respond in a perceptive way to questions asked in group/ class discussions
16 - 18: Excellent	<ul style="list-style-type: none"> • Thoughtful and challenging choice of topic for speeches • Excellent evidence of research and a recognition of the importance of supporting points with evidence • Thoughtful and challenging contributions/ responses in discussion situations 	<ul style="list-style-type: none"> • Thoughtful use of style and register for the task • Thoughtful use of a range of devices e.g. anecdote, quotation and statistics • Thoughtful structure to the speech • Able to listen and respond in a thoughtful way to questions asked in group/ class discussion
12 - 15: Good	<ul style="list-style-type: none"> • Clear choice that is appropriate to the audience • Clear evidence of research and beginning to support ideas with effective evidence • Interesting contributions to class/ group discussions 	<ul style="list-style-type: none"> • Has clearly thought about the style and register used • Clear evidence that they are using some devices to engage – may not be a range • Clear evidence of a structure – but may be simply for and against • Able to listen and respond in a thoughtful way – though may need to be pushed to develop answers

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<p>8 - 11: Satisfactory</p>	<ul style="list-style-type: none"> • An interesting topic – not always suitable or thought through • Will use evidence – but may be evidence, rather than argument led • Some contribution to class – but may have to be pushed to develop ideas 	<ul style="list-style-type: none"> • Style and register may vary and may not always be appropriate – for example there may be lapses in Standard English • Some limited use of devices to engage the listener • Poor structure – argument may be lacking • Some evidence that they are listening, but contributions are not always appropriate
<p>7 and below – unacceptable</p>	<ul style="list-style-type: none"> • Topic choice not thought through • Little evidence of research or too much research and no argument • Little or no contributions to class discussion 	<ul style="list-style-type: none"> • Style and register may be inappropriate • Little evidence of devices • Little or no structure – for example it may simply be a list or copied research with no evidence of engagement with the ideas • Little evidence that they are listening. Few contributions to discussions.