**Individual oral: Interactive skills**

**Criterion A: Productive skills**
To what extent does the student demonstrate an ability to use the language effectively and accurately?

- Do the student’s pronunciation and intonation facilitate the understanding of the message?
- Does the student’s use of vocabulary facilitate the understanding of the message?
- Does the student’s use of grammar facilitate the understanding of the message?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Communication does not reach a standard described by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | **The response and communication are of limited effectiveness.**
- Pronunciation and intonation used limit the understanding of the message.
- The range of vocabulary used is limited.
- Some basic grammatical structures are used accurately. These are isolated and limited in range. |
| 3–4   | **The response and communication are partially effective.**
- Pronunciation and intonation used generally limit the understanding of the message.
- The range of vocabulary used is sometimes varied.
- Most basic grammatical structures are used accurately. |
| 5–6   | **The response is generally accurate and communication is generally effective.**
- Pronunciation and intonation used generally facilitate the understanding of the message.
- The range of vocabulary used is varied.
- Basic and a limited range of more complex grammatical structures are used accurately. |
| 7–8   | **The response is accurate and communication is effective.**
- Pronunciation and intonation used almost always facilitate the understanding of the message.
- Vocabulary is varied and effective.
- Basic and some more complex grammatical structures are used accurately. |
| 9–10  | **The response is accurate and communication is very effective.**
- Pronunciation and intonation used always facilitate the understanding of the message.
- Vocabulary is varied and effective.
- Basic and more complex grammatical structures are used accurately. |

**Criterion B: Interactive and receptive skills**
To what extent does the student understand and demonstrate an ability to interact and develop answers throughout the oral?

- Is the student able to understand straightforward exchanges?
- Is the student able to answer appropriately?
- Is the student able to maintain a conversation?

<table>
<thead>
<tr>
<th>Marks</th>
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<tbody>
<tr>
<td>0</td>
<td>Comprehension and interaction do not reach a standard described by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–3   | **Comprehension and interaction are limited.**
- Limited responses in the target language are produced and rarely demonstrate comprehension.
- Limited appropriate information is provided.
- Participation is limited: most questions must be repeated and/or rephrased. |
| 4–6   | **Comprehension and interaction are partially sustained.**
- Responses in the target language are produced and occasionally demonstrate comprehension.
- Appropriate information is occasionally provided.
- Participation is partially sustained: some questions must be repeated and/or rephrased. |
| 7–9   | **Comprehension and interaction are generally sustained.**
- Responses in the target language are produced and generally demonstrate comprehension.
- Appropriate information is generally provided.
- Participation is generally sustained. |
| 10–12 | **Comprehension and interaction are mostly sustained.**
- Responses in the target language are produced and most demonstrate comprehension.
- Appropriate information is provided.
- Participation is sustained. |
| 13–15 | **Comprehension and interaction are consistently sustained.**
- Responses in the target language are produced and demonstrate comprehension.
- Appropriate and detailed information is provided.
- Participation is sustained with some independent contributions. |
Internal assessment criteria

Overview

Individual oral
Assessment criteria are used to assess the individual oral, which is awarded a total of 25 marks.

There are two assessment criteria.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Productive skills</th>
<th>10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Interactive and receptive skills</td>
<td>15 marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25 marks</strong></td>
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</tbody>
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The internally assessed component contributes 25% of the assessment total.