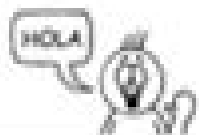


G.C.S.E. SPEAKING CRITERIA FOR YOU!



Grade A*	Grade C	Grade D
Speak for 6 minutes (no more!!)	Speak for 4 minutes (no less!!)	Speak for 3-59 minutes or less!
Use 6 tenses or more	Use 2 tenses or more	Use one tense correctly
Speak in paragraphs!	Use some complex (long) sentences	Use simple sentences
Say all of the words that you use correctly & clearly including complex ones	Mostly say all of the words you use with the correct pronunciation	Know how to say the words that you use / make some mistakes with complex words or verb endings
Use a range of holiday vocabulary from the booklet as well as extra words specific to the country you talk about	Some repetition of the same vocabulary eg Yesterday I played football, today I am playing football, tomorrow I'll play football	A lot of words are repeated
Use a range of different connectives/sentence starters/intensifiers/adjectives	Often use connectives/sentence starters/intensifiers/adjectives	Use one or two connectives such as and & but
Give longer answers to fewer questions	Give a mixture of longer & shorter answers	Answer a lot of questions with short replies
Answer straight away & speak at normal speed	Mostly answer straight away & mostly speak at near normal speed	Speak slowly & sometimes hesitate
Answer all of the questions thoroughly giving details. Be able to tell the story of what happened.	Answer all of the questions that you are asked	You do not answer all of the questions that you are asked
Own what you say! Say it with feeling!	Show that you know what you are saying	You don't always know what you are saying!
Give several opinions & explain why in detail	Give a minimum of 2 opinions & explain	Give an opinion
Answer the unpredictable question fully + a verb e.g. yes, I eat 5 fruit & vegetables every day because it's healthy e.g. at 10:30 this morning I ate an apple, moreover, I drank a glass of orange juice for breakfast.	Answer the unpredictable question in a full sentence (with a verb in it) e.g yes, I love apples	Answer the unpredictable question but not in a full sentence (e.g yes, fruit)
Everything you say is correct & makes perfect sense (Every word counts!!)	Most of what you say is correct makes sense	You leave words out or use the wrong word a few times

What grade am I on now?

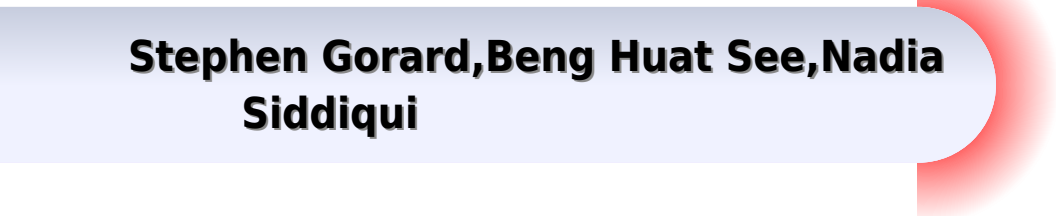
Where do I want to be?

Peer assessment:

I have highlighted the boxes I need to work on.

Assessing Gcse English Pupil

**Stephen Gorard, Beng Huat See, Nadia
Siddiqui**



Assessing Gcse English Pupil:

GCSE English Language for AQA Progress Plus Student Book Lindsay McNab, Imelda Pilgrim, Marian Slee, 2015-03-19 A new series of bespoke full coverage resources developed for the 2015 GCSE English Language qualifications Endorsed for the AQA GCSE English Language specification for first teaching from 2015 this print Student Book is designed for students working from grades 5 to 9 With progress at its heart this differentiated resource covers a range of 19th 20th and 21st century texts and has spelling punctuation and grammar support integrated throughout The Student Book includes in depth guidance to help students develop the skills necessary to write about an unseen text as well as a dedicated spoken language section An enhanced digital version and free Teacher s Resource are also available OECD Reviews of Evaluation and Assessment in Education: Northern Ireland, United Kingdom Shewbridge Claire, Hulshof Marian, Nusche Deborah, Staehr Lars Stenius, 2014-01-16 This comprehensive review of Northern Ireland s educational evaluation and assessment framework finds a programme that is thoughtfully designed and which stands out internationally **AQA GCSE English Language: AQA GCSE English Language Student Book 1** Helen Backhouse, Beverley Emm, David Stone, 2015-01-01 This book develops the reading and writing skills that students will be assessed on in the exams Using a thematic approach that focuses on the AOs with SPAG delivered in context this book supports students of all abilities Peer and self assessment activities end of chapter assessments and sample exam papers allow progress to be monitored **Assessment at 16** Keith Selkirk, 2020-05-04 What students are deemed to have achieved when they are sixteen is the measure of how successful or otherwise their progress through the system of compulsory education has been And yet despite the importance of the process there has been no clear consensus about how best to assess students at sixteen The various formal examinations which have been tried have now largely been superseded by the GCSE a common system of examining at sixteen Originally published in 1988 the book discusses the development of this system its application to the main subject areas of the curriculum and some of its innovative aspects from both a theoretical and a practical standpoint In addition it also looks at the broader aspects of assessment of pupils at the age of sixteen and how we can give a more rounded indication of their achievements and abilities by the use of profiles and records of achievement **Constructive Talk in Challenging Classrooms** Valerie Coultas, 2006-12-04 This book offers practical and honest advice on how to make learning fun through the use of talk and collaborative group work It uses tried and tested examples from some of the most challenging classrooms in inner city schools **Essential Guides for Early Career Teachers: Assessment** Alys Finch, 2025-02-28 The Essential Guides for Early Career Teachers provide accessible carefully researched quick reads for early career teachers covering the key topics they will encounter during their training year and first two years of teaching This title on Assessment provides a range of practical but critically engaged strategies and approaches to assessment It offers a brief history of the core ideas and educational philosophy underpinning these looks at links to planning and reflection examines the concept of progress over

time as a mirror for quality teaching and learning and explores the idea of pupil self assessment Most importantly it recognises that assessment can and should be at the heart of enabling and accelerating the progress of all learners Clear accessible and practical An unmissable guide to classroom assessment Professor Dame Alison Peacock **Assessment In Secondary Schools** Brooks, Val,2002-01-01 The entire text is devoted to assessment and therefore it is able to offer an in depth consideration of aspects of assessment which exercise teachers at the beginning of their career for example the relationship between assessment and learning how assessment contributes to planning ways of marking pupils work writing reports for parents and meetings with parents Teaching Primary English David Wray,Jane Medwell,2013-11-26 In this stimulating collection of specially commissioned essays teachers and researchers in the forefront of thinking in this area consider both the controversies and the day to day realities of teaching primary English The book s four sections reflect the organisation of the National Curriculum for English Speaking and Listening Reading Writing with a final section on issues that confront the teacher across the English curriculum Particular attention is paid to assessment within the three strands of the National Curriculum and throughout the contributors combine the latest research with practical suggestions about what it means for the teacher in the classroom Teaching Primary English takes up and develops the themes of David Wray and Jane Medwell s very successful Literacy and Language in the Primary Years Students teachers and everyone with an interest in how children acquire the skills of literacy will want to read it **Handbook of Research on Teaching the English Language Arts** Douglas Fisher,Diane Lapp,2023-12-22 Now in its fifth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the fourth edition in 2017 this new edition is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies Addressing all the language arts within a holistic perspective speaking listening viewing language writing reading it covers new and important topics such as online learning multimodalities culturally responsive learning and more **A Practical Guide to Teaching English in the Secondary School** Andrew Green,2012 A Practical Guide to Teaching English in the Secondary School is an essential companion to the best selling Learning to Teach English in the Secondary School Written by expert professionals it offers straightforward advice inspiration and support for all training and newly qualified English teachers *A Guided Reader for Secondary English* David Stevens,2012-08-21 The Guided Reader for Secondary English draws on extracts from the published work of some of the most influential education writers to provide insight guidance and clarity about key issues affecting Secondary English teachers The book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms The extracts are

accompanied by a summary of the key ideas and issues raised questions to promote discussion and reflective practice and annotated further reading lists to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters cover Theoretical models of curricular English The nature and structure of the Secondary School English curriculum Historical perspectives Texts and intertextuality The arts context for secondary English Assessment and evaluation Linguistic and cultural contexts Future possibilities and tensions Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well as existing teachers this accessible but critically provocative text will be an essential resource for those that wish to deepen their understanding of Secondary English Education *Curriculum and Assessment in English 11 to 19* John Richmond, Andrew Burn, Peter Dougill, Angela Goddard, Mike Raleigh, Peter Traves, 2017-04-21 Curriculum and Assessment in English 11 to 19 provides a clear balanced and persuasive critique of the current English curriculum in secondary schools and colleges in England **Learning to Teach in the Secondary School** Susan Capel, Marilyn Leask, Tony Turner, 2007-04-11 This best selling textbook offers a sound and practical introduction to the skills needed to gain Qualified Teacher Status and will help student teachers to develop the qualities that lead to good practice and a successful future in education *Testing and Assessment* Great Britain. Parliament. House of Commons. Children, Schools and Families Committee, 2008 Testing and Assessment Third report of session 2007 08 Vol 2 Oral and written Evidence **The P scales** Francis Ndaji, Peter Tymms, 2009-09-17 This is the first book devoted to the P scales there has been no published research on the P scales There is no documentation of the benefits that schools have derived from using the P scales and no account has been given of how easy or otherwise teachers have found it to use the P scales in the assessment of their pupils The book introduces the P scales and their application to teachers describes the various subject areas of the scales and how to apply them in the assessment of pupils attainment levels The book also describes how schools can use the assessment data collected in self evaluation and setting of improvement targets for their pupils It also discusses the P scales in terms of the validity and reliability of data collected and investigates the extent to which the scales measure what they were designed to measure Head teachers have recounted their experiences of using the P scales outlining the difficulties they have had in their schools using the scales and the benefits the schools have derived **Ontologies of English** Christopher J. Hall, Rachel Wicaksono, 2020-01-02 A critical examination of the ways in which English is conceptualised for learning teaching and assessment in a range of domains from both social and cognitive perspectives Researchers and postgraduates working on English in L1 and L2 educational contexts will find it valuable for research and collaboration English Curriculum in Schools Louise Poulson, 1998-09-01 This work offers a comprehensive account of the development of English as a school subject It also examines the debates over English which have centred on the National Curriculum and its assessment Drawing on data from two recent studies it investigates what is taught in the English curriculum Particular attention has been given to the divisions between language and literature in

English as well as the debates about the teaching of grammar and Standard English Underpinning the analysis is a concentration on the differences and similarities between the primary and secondary curricula Promoting the importance of English language in contemporary society the book provides an overview of the current scene **Rethinking and Reviving Subject English** Pete Bennett,Louise Lambert,Rob Smith,2022-09-27 This book invites readers to engage with the rich and complex debates of contemporary English education outlining new possibilities to revive the teaching of English Bringing together diverse voices and insights from educators in English across the primary secondary further and higher education phases the book offers reflections and critical engagement with the lived experiences of English teachers and pupils in contemporary educational spaces Each chapter includes example vignettes from classrooms which tell something of the story of English teaching today The book considers how politics and policy have worked to close the opportunities of the English classroom for self expression and critical engagement with the world a murder The authors then offer an exploration of the opportunities for a re imagining of English the murmurs of teachers and pupils that resist such closures The chapters explore new thinking new practices and new possibilities for English classrooms as inclusive emancipatory critical and creative spaces Offering a thoughtful and hopeful dialogue from practising English teacher researchers the book will be essential reading for researchers and students of English language and literature education as well as trainee teachers of English

Reforming Lessons: Why English Schools Have Improved Since 2010 and How This Was Achieved Nick Gibb,Robert Peal,2025-08-18 Reforming Lessons provides a first hand account of the ambitious programme of reform that has led to a transformation in English schools since 2010 and seen pupils rise through the ranks of international comparison tests such as PIRLS and PISA Co authored by former Schools Minister Nick Gibb and Headteacher Robert Peal the book explores the key principles behind the reforms and reveals the impact they had on school leadership accountability teaching methods curriculum design and pupil behaviour Addressing the long legacy of progressive approaches to teaching in English schools and the development of evidence led alternatives the book shows that approaches to education such as warm strict teacher led instruction and knowledge rich curriculum have been simultaneously both controversial and hugely successful Chapters cover Reforms to the primary curriculum phonics and mathematical mastery The return of rigour in the secondary curriculum School structures academies and free schools Academic standards Grassroot reforms Changes to teacher training and the introduction of the Early Career Framework Providing a fascinating insight into the major reforms that have shaped England s school system and the drivers behind them this is essential reading for anyone working in the education sector policy makers and those interested in education reform **Making Schools Better for Disadvantaged Students** Stephen Gorard,Beng Huat See,Nadia Siddiqui,2022-11-25 2023 BERA Educational Research Book of the Year Around the world governments charities and other bodies are concerned with improving education especially for the lowest attaining and most disadvantaged students Making Schools Better for Disadvantaged Students presents detailed research into how poverty

affects student segregation and underachievement in schools It contains the first ever large scale evaluation of how funding can best be used to lower the poverty attainment gap for disadvantaged students Drawing on a wealth of empirical research from England India and Pakistan as well as worldwide reviews of relevant studies the book presents high quality evidence on the impact of funding policy initiatives such as the Pupil Premium funding in England and the many variations of similar schemes worldwide It analyses education measures which have been put in place and discusses ways in which these can be used efficiently and fairly to allocate funding to students who are persistently at risk of underachievement The book is unique in synthesising many forms of evidence from around the world and finding a definition of educational disadvantage that can be used fairly across different contexts Offering significant implications for ways to improve educational outcomes for disadvantaged students the book will be essential reading for students of education policy sociology of education and educational practices and all researchers school leaders and policy makers working in this area

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- Chapter 4: Assessing Gcse English Pupil in Specific Contexts
- Chapter 5: Conclusion

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