Performance: Prepared speaking — Careers

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criteria:

- Conveying meaning: Speaking

Assessment instrument

<table>
<thead>
<tr>
<th>Comments</th>
<th>Task</th>
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<tbody>
<tr>
<td>Students are required to demonstrate a range of spoken language features as they create texts and respond in Korean.</td>
<td>Prepare and present a talk to a group of Korean-speaking students. Your topic is the possible study, work or career options you are considering for when you leave school.</td>
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<td>The task:</td>
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<td>- has a specified audience and text type</td>
<td>You could mention:</td>
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<td>- provides opportunities for students to express their own ideas and opinions on topics of relevance to them and to demonstrate spontaneous language.</td>
<td>• required study or training</td>
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<td>• the type of work and conditions</td>
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<td>• income and opportunities</td>
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<td>• a gap year and/or travel</td>
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<td>• why you are considering these options.</td>
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<td>Your talk should be approximately three minutes long. You will be asked questions after your presentation.</td>
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<td></td>
<td>You have one week to prepare for this assessment task.</td>
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Syllabus references

- Section 3
- Section 5.3
- Section 8.3.3
- Section 8.4.2

Conditions for prepared speaking tasks include that:

- preparation time should reflect the text type being presented
- students will not receive the questions to be asked by the teacher before the task
- students could use a range of visual aids (e.g. PowerPoint), but should not read from a script
- spontaneous answers to questions at the end of the talk will confirm the level of performance of the task.
## Instrument-specific criteria and standards

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<td></td>
<td>The student work has the following characteristics:</td>
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<td></td>
<td>- a wide range of vocabulary and grammar is used effectively, with few errors</td>
<td>- a range of vocabulary and grammar is used effectively, although with some errors</td>
<td>- selected cohesive devices are used to connect familiar thoughts and ideas</td>
<td>- some familiar vocabulary and grammar is used, although frequent errors are made</td>
<td>- responses may be single words or short, well-rehearsed phrases, using familiar vocabulary</td>
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<td>- a range of cohesive devices is used to express connected thoughts and ideas</td>
<td>- selected cohesive devices are used to connect familiar thoughts and ideas</td>
<td>- register is usually appropriate to the situation</td>
<td>- some simple linking words are used, but the meaning as a whole is fragmented</td>
<td>- pronunciation hinders communication</td>
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<td></td>
<td>- register is appropriate to the situation</td>
<td>- pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
<td>- pronunciation may be affected by first language but is comprehensible to a background speaker</td>
<td>- pronunciation hinders communication</td>
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<td>- pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
<td>- ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>- where a variety of structures is used, the essential meaning is clear, although there may be frequent errors</td>
<td>- there is sufficient accuracy to enable some details to be understood</td>
<td>- some simple meanings are conveyed.</td>
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<td>- ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language</td>
<td>- ideas, information and meaning are usually communicated clearly, although errors may occur in complex language</td>
<td>- there is sufficient accuracy to enable some details to be understood</td>
<td>- some simple meanings are conveyed.</td>
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<td>- conversation is initiated and sustained</td>
<td>- conversation is generally sustained</td>
<td>- conversation is generally sustained</td>
<td>- some nonverbal features are used.</td>
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<td>- spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context</td>
<td>- spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant</td>
<td>- spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context</td>
<td>- some nonverbal features are used.</td>
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<td>- appropriate pause fillers and nonverbal features are used where required.</td>
<td>- some appropriate pause fillers and nonverbal features are used.</td>
<td>- some nonverbal features are used.</td>
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