IQM3001

LEVEL 3 · CONTROLLED ASSESSMENT

English for Academic Purposes

Assessment 2: Speaking Assessment SPA

Candidate-facing speaking rubric

Duration
30 minutes per group of four

Total marks
50

Assessment window
Sample 2026

Assessment set
Set S of 2026

Audience
Candidate and staff

Release timing
exam release

How the assessment is marked

The two criteria contribute equally. The final raw mark is out of 50.

Read across both criteria. Each criterion is marked out of 25, giving a final raw mark out of 50.

Performance level	Mark range / anchors	**Individual presentation and language control** **25 marks** Organisation and delivery of information; vocabulary, grammar, pronunciation, pace and ability to explain and justify ideas.	**Participation, interaction and listening** **25 marks** Participation and interaction with other students; use of accurate and appropriate vocabulary, grammar and pronunciation patterns, including intonation and stress.
Exceptional	**21–25**	• Organises information purposefully, with a clear and sustained line of explanation and justification. • Uses a wide and precise range of vocabulary and grammar with consistently clear pronunciation. • Controls pace, volume and delivery confidently so meaning is effortless to follow.	• Language adapts to suit different contexts (e.g. casual conversation, answering questions, asking questions), and situations, adjusting tone when necessary. • Engages in conversations, initiates and maintains a two-way dialogue, asking questions and responding appropriately to others, including more complex exchanges. • Demonstrates good listening/engagement and can provide relevant and detailed responses including to more complex questions with depth and clarity. • Pronunciation is usually clear, occasional mispronunciations do not affect communication. Intonation and stress patterns are generally accurate. • Uses a wide range of sentence structures, including complex sentences, can use appropriate tenses, modals, and conditional forms with accuracy. • Can express and justify ideas and opinions on a range of topics with ease, providing relevant examples or explanations.
Strong	**16–20**	• Organises information clearly and develops relevant explanations and justifications. • Uses a good range of vocabulary and grammar with mostly clear pronunciation. • Maintains generally fluent pace and delivery; minor lapses do not impede meaning.	• Language adapts to suit different contexts (e.g. casual conversation, answering questions, asking questions), and situations, adjusting tone when necessary. • Engages in conversations, maintains a two-way dialogue, asking questions and responding appropriately to others. • Demonstrates good listening/engagement and can provide relevant responses including to more complex questions with clarity. • Pronunciation is usually clear, occasional mispronunciations do not affect communication. Intonation and stress patterns are generally accurate. • Uses a range of sentence structures, can use appropriate tenses, modals, and conditional forms with reasonable accuracy. • Can express and justify opinions on familiar and unfamiliar subjects.
Competent	**11–15**	• Presents a clear sequence of relevant information with some explanation or justification. • Uses sufficient vocabulary and grammar to communicate accurately in familiar contexts. • Pronunciation, pace and volume are generally clear despite some hesitation or error.	• Can handle a variety of communicative situations (e.g. casual conversation, answering questions, asking questions), adjusting tone when necessary. • Engages in conversations, asking questions and responding appropriately to others. • Pronunciation allows listeners to understand without difficulty. • Uses a wide enough range of sentence structures and tenses appropriately. • Can express opinions on familiar and unfamiliar subjects.

Performance level	Mark range / anchors	**Individual presentation and language control** **25 marks** Organisation and delivery of information; vocabulary, grammar, pronunciation, pace and ability to explain and justify ideas.	**Participation, interaction and listening** **25 marks** Participation and interaction with other students; use of accurate and appropriate vocabulary, grammar and pronunciation patterns, including intonation and stress.
Developing	**6–10**	• Presents some relevant information, but organisation or explanation is uneven. • Uses a limited language range; errors and imprecision sometimes obscure meaning. • Frequent hesitation, uneven pace or unclear pronunciation reduces effectiveness.	• Can cope in some communicative situations (e.g. casual conversation, answering questions, asking questions). • Engages in conversations, asking questions and responding to others. • Pronunciation allows listeners to understand the content. • Uses a limited range of sentence structures and tenses. • Can express opinions on familiar subjects.
Limited	**1–5**	• Provides isolated or poorly organised information with little explanation or justification. • Uses very limited vocabulary and grammar; frequent errors impede communication. • Delivery is difficult to follow because pronunciation, pace or volume is not controlled.	• Can cope in some communicative situations (e.g. casual conversation, answering questions, asking questions). • Pronunciation allows listeners to understand some of the content. • Attempts to use a range of sentence structures and tenses. • Can only express opinions on familiar subjects.
No evidence	**0**	• No creditworthy presentation evidence is demonstrated. • Language and delivery cannot be assessed.	• No creditworthy interaction or listening evidence is demonstrated. • Participation cannot be assessed.