

**ENGLISH HOME LANGUAGE  
GRADE 12  
RUBRIC FOR PREPARED SPEECH**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Mark: \_\_\_\_\_/40

Topic/Title: \_\_\_\_\_

Criteria	Level 7 8–10	Level 6 7–7½	Level 5 6–6½	Level 4 5–5½	Level 3 4–4½	Level 2 3–3½	Level 1 0–2½
<b>Structure</b>	The structure is flawless. There is a clear, riveting introduction and an insightful relevant conclusion. Information is effectively organised and new ideas flow smoothly from one to the other.	The structure is clear and well developed, although there are times when transitions between ideas could be better. There is a clear introduction and a pleasing conclusion, which fulfils the function of signposting the speech, as well as rounding off the speech effectively.	There is a sense of structure, but there are times when this is not well sustained. There is an introduction and conclusion, but these are functional rather than enhancing the quality of the speech.	There is a basic structure and evidence of a body and conclusion. However, the overall speech lacks logical development and cohesion. The introduction and conclusion do not fulfil their purpose adequately.	The structure is lacking cohesion. There is no clear distinction between new ideas. The speech may lack either an introduction or a conclusion.	There is little evidence of structure. The speech has been sequenced illogically and ideas do not follow on meaningfully from each other. The speech is with an introduction and/or conclusion.	There is no evidence of structure. The candidate does not seem to have made any effort to prepare sufficiently and meanders through the speech without any real sense of purpose. There is no evidence of an introduction or conclusion.
<b>Content</b>	The content has substance, is thought-provoking and – at times – profound. The candidate has selected appropriate, and relevant, content for the topic.	The content has substance, but this is not sustained. Some content may be superfluous.	The content tends to be adequate or pedestrian. The candidate does have something to say, but the content has not been fully developed. Some content is inaccurate and/or irrelevant.	The content is mediocre. There is evidence of research, but the candidate has not been able to synthesise the research into the speech.	The content is very superficial and there is very little evidence of research. What research there is, is presented almost independently of the speech.	There is very little real content and the speech tends to be almost wholly narrative. It does not convey the sense of having been prepared and the marker has to trawl for content.	Some ideas relating to the topic are evident, but they are almost completely undeveloped and seem to emerge by coincidence rather than by design. There is a great deal of irrelevant rambling.
<b>Register and Vocabulary</b>	The use of register is excellent and sustained successfully throughout the speech. The level of vocabulary is sophisticated and the candidate employs the vocabulary correctly and meticulously.	The use of register is pleasing and very appropriate. However, the control of register is not always fluent. The level of vocabulary is rich and varied and the candidate employs	The use of register is correct, although some errors in register may occur. The vocabulary is correct but ordinary, or has minor flaws.	The use of register is not always appropriate and tends to be either too colloquial or too forced. While the candidate uses vocabulary competently for the most part, errors in	The use of register is too casual and can be deemed inappropriate. There are errors in vocabulary, context and grammatical structure which hamper communication.	The use of register is incorrect and tends towards slang and an overuse of contractions. The candidate makes numerous errors in grammar and the vocabulary is limited.	The use of register is incorrect and the candidate is entirely too colloquial. The candidate's use of grammar is flawed and the vocabulary is inappropriate or inaccurate.

		the vocabulary correctly.		correct usage and context occur.			
<b>Delivery</b>	The delivery is superior and displays flair and individuality. The candidate has used pace, pause and varied intonation to enhance the quality of the speech. Eye contact is convincingly maintained and the audience is effectively addressed. The candidate is spontaneous, fluent and sincere.	The delivery is of a high standard. However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always sustained. The candidate is sincere, but the delivery lacks the overall polish and flair of a Level 7.	The delivery is of a pleasing standard, but the candidate is not able to alter the elements of pace, pause and intonation effectively. The candidate tries to employ eye contact, but this is quite sporadic. There is often a dependence on key cards. This affects the candidate's sincerity and conviction.	The quality of delivery is competent. The candidate may be hesitant, or else speak too fast. Pace, pause and intonation have not been given sufficient consideration which impacts on the overall delivery. Eye contact is limited and the candidate is tending towards relying heavily on key cards. The candidate may move unnecessarily, which is distracting to the audience.	The quality of delivery is lacklustre. The candidate lacks fluency. There is minimal attention to pace, pause and intonation. Eye contact is very limited and the candidate is tending towards reading the speech. The speech does not reveal a sense of the candidate's personality. The candidate may employ distracting movement, which detracts from the overall quality of the speech.	The quality of delivery is less than adequate. It is difficult to follow the speech because of a halting delivery which is monotonous. The candidate does not employ any eye contact and is reading the speech entirely or constantly looking for his/her place on cue cards. The candidate may engage in excessive movement which serves no specific purpose.	The delivery is very poor. The candidate cannot use techniques of delivery with any success and is often inaudible or inarticulate. The delivery is hesitant and stumbling with distracting movements. Consequently, the speech is generally muddled and nonsensical.

IEB 2014

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**Comments:** \_\_\_\_\_

**Assessed by:** \_\_\_\_\_