



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**ENGLISH AS A SECOND LANGUAGE**

**0511/05**

Paper 5 Oral Assessments A-J

**October/November 2012**

TEACHER'S / EXAMINER'S NOTES

**Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.**

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**READ THESE INSTRUCTIONS FIRST**

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A-J, with Notes for Teacher/Examiner.

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This document consists of **18** printed pages and **2** blank pages.



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## NOTES ON CONDUCTING AND RECORDING THE TESTS

### GENERAL

1. The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single Examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings at CIE to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, there should normally be just one Examiner. Each Centre will select its own Examiner. This is normally a teacher within the English language department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples. CIE is not responsible for any fees agreed.

Centres with more than 30 candidates may use more than one Examiner (applying the ratio of an additional Examiner for each 30 candidates). If using more than one Examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.

5. Centres receive a set of Oral Assessment Cards accompanying this set of Examiner's Notes. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. These materials must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send to CIE the following: (a) recorded sample on cassette(s) or CD(s); (b) completed MS1 Forms (or CAMEO printouts); (c) completed Oral Examination Summary Form(s):

#### (a) Recorded sample

Each Centre must provide a sample of oral tests, to be recorded on cassette(s) or CD(s). The size of the sample required is given in the instructions on the back of the Oral Examination Summary Form.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two cassettes or CDs.

The teacher responsible for internal standardisation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include, in equal number, candidates tested by all teachers.

For instructions on recording the samples see Section 15 below. Cassettes/CDs must be sent to CIE together with completed documents. Cassettes/CDs must be clearly labelled with details of the candidates whose interviews have been submitted.

**(b) Form MS1**

The computer-printed school based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to CIE in the separate envelope provided.
- The middle sheet (which is for the External Moderator's use) must be sent separately to CIE, together with the sample recording and Oral Examination Summary Form(s).
- The bottom sheet must be retained by the Centre in case of postal loss or subsequent enquiries, until after the issue of results.

Form MS1 is to be completed by transferring the mark for each candidate from the Total Mark column on the Oral Examination Summary Form.

Centres submitting marks electronically using CAMEO must include a printout of the internal marks report from CAMEO, together with the sample recording and Oral Examination Summary Form(s).

**(c) Oral Examination Summary Form**

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse of the form. The form must be submitted together with the recorded sample and the middle MS1 copy (or CAMEO printout).

Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) against the names of candidates whose oral tests have been submitted on the cassette(s)/CD(s).

7. The sample cassette(s)/CD(s) along with completed MS1 (or CAMEO printout) and Oral Examination Summary Form should be returned to CIE as soon as the oral tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

**CONDUCTING THE ORAL TESTS**

8. The oral tests should proceed along the following lines:

**Part A** Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

**Part B** Warm-up section: conduct a general conversation by asking the candidate a few questions about herself/himself, hobbies and interests etc., to give the candidate time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, about 2–3 minutes should be spent on this section.

**Part C** Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up has taken place. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2–3 minutes), when the candidate is at liberty to ask questions. The candidate may not make notes during this period. The recording should be paused by the Examiner while the candidate considers the Oral Assessment Card. The Examiner should indicate this by saying 'The recording will now be paused' so that the External Moderator knows that the candidate is being given time to study the card.

**Part D** Main part of the test: conversation based on the Oral Assessment Card. Either the Examiners or the candidate may start the conversation. The notes in this booklet on each card provide some prompts which should be used to help develop the conversation. The initial prompts should invite a personal response, in most cases asking the candidate to relay personal experience or views relating to the topic. The remaining prompts then ask the candidate to consider more sophisticated and perhaps even abstract issues – offering the candidate the chance to direct the conversation. Do not allow candidates to deliver speeches or monologues at any point during the oral test. The main part of the test should last approximately 6–9 minutes.

**The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10–12 minutes.**

**Note that only (D) is to be assessed.**

**The oral test must be conducted in English throughout.**

9. Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that candidates leaving the room where the oral tests take place do not communicate with those waiting to enter.
10. No other person should be present during the oral test, with the exception of another Teacher/Examiner, Moderator or representative of CIE.
11. Candidates may be examined singly or in pairs.

If paired examining is used, then please note the following:

- It is important for the External Moderator to know which candidate is speaking at any one time. This should be achieved by pairing two candidates whose voices are clearly dissimilar. Avoid pairing candidates with the same first names.
  - A conversation must be maintained. Do not let the candidates enter into an informal 'chat' at any time. In this respect, it may be best not to pair good friends.
  - Do not let a candidate ask a series of questions – the conversation must be equal (in terms of contribution) and at no time should one candidate proceed to interview the other.
  - The Examiner should maintain a stronger presence in pair-examining. It is not appropriate for the Examiner to just 'sit back' and let the candidates get on with it. The Examiner needs to direct/control/monitor the conversation more than when examining candidates singly. It may be that the Examiner needs to intervene more often to ensure appropriate and fair discussion, and to maintain the thread/topic.
  - It is best not to pair a strong candidate with a weak one. Try to pair candidates of roughly equal ability.
  - Think again if you are examining in pairs simply to speed up the process of completing the oral tests. Please recognise that the candidates should be given their best chance of success – which might not occur when talking in a pair with an unsuitable partner.
  - Do not give different Oral Assessment Cards to each candidate. The conversation must be a three-way conversation based on a single topic.
12. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
  13. A range of Oral Assessment Cards is provided, and the Examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the oral tests at the Centre. In order that candidates are given every chance to do themselves justice, the Oral Assessment Card should be selected with care. The warm-up may

give the Examiner an indication of the best card to select. Oral Assessment Cards should be chosen randomly, or in a repeated pattern. The Examiner should try to detect which tests are suitable and/or productive for each candidate tested.

14. The Examiner should be positioned so that s/he is facing the candidate, with a table or desk between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

## RECORDING THE SAMPLE

15. Centres must ensure that their recording equipment is in good working order. The recorder and the cassette(s)/CD(s) should be tested on site, some time before the actual oral tests, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for candidate and Examiner. If only one microphone is used it should be placed facing the candidate.

It is important to check audibility levels before recording begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices are clearly audible.

With the exception of a permitted pause between the warm-up and the main part of the test (see Section 8 above), once the oral test has begun the recording should run without interruption.

For Centres using cassette tapes, the recording must begin at the start of side 1 of the cassette, and both sides of the cassette should be used before beginning a new cassette. A candidate's oral test should not be started on one side and continue over to the second side. At the end of examining on each side of the cassette the Examiner should state 'No further recordings on this side'.

Each cassette/CD should begin with a clear statement by the Examiner as follows:

Centre Number:	[e.g.]	AZ 999
Centre Name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2012

Each candidate recorded on the sample should be clearly indicated on the recording by the Examiner as follows:

Candidate Number:	[e.g.]	0021
Candidate Name:	[e.g.]	Abdi Zachariah

At the end of the sample the Examiner should state clearly 'End of Sample'.

Before the sample is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of Side 1. The contents of each cassette/CD must be clearly labelled.

Where CDs are used, it is useful if each track on the CD is re-named, giving the candidate name, rather than 'track 1', 'track 2' etc.

Note: CIE encourages Centres to submit samples on CD.

## GENERAL ADVICE

16. Please bear in mind the following when marking:

**Be objective.** Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious in her homework is irrelevant in assessing her oral test. If the candidate's performance is affected because s/he faces difficult circumstances or personal problems at the time of the test, this is a matter to be dealt with via Special Considerations procedures, for which Exams Officers at Centres complete separate documentation. Examiners must not make any separate allowance themselves in such cases.

**Be realistic.** Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead a marker to ignore particular habitual errors and overlook inaccuracy.

**Be consistent.** It is important that the marking criteria are applied in the same way for all the candidates at the Centre, so that a reliable rank order for the Centre is obtained.

**Be positive.** Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that an IGCSE oral test is intended to credit positive achievement.

17. To conduct oral tests effectively, good Examiners:

- always put candidates at their ease from the outset (smiling as candidates enter the room, indicating where they should sit etc.) while maintaining a clear sense that the oral test is being conducted in a formal examination situation
- never walk about or distract candidates
- always appear interested, even in mundane matters
- never interrupt with their own views
- never correct mistakes
- never show undue surprise or impatience
- never give the impression that there must be 'right' answers to questions
- always bring the best out of their candidates by asking 'open' questions which allow candidates to respond at length, not strings of 'closed' questions prompting yes/no answers
- never conduct the oral test as if it is a test of knowledge
- never indicate their opinion of candidates' performance during or after the oral test – a good Examiner will normally send a candidate out of the test smiling, no matter how good or bad the candidate's performance has been.

### MARKING CRITERIA

Give a mark out of 10 for each category (structure, vocabulary, development and fluency) then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and Fluency
9-10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation.  Pronunciation and intonation are clear.
7-8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation.  Pronunciation and intonation are generally clear.
5-6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly. Errors are noticeable, however, and only partial competence is achieved.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved.  There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3-4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary is not wide or varied and there will be difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation.  Pronunciation and intonation cause some communication difficulty.
1-2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Vocabulary will generally be inadequate to convey even simple ideas.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation.  Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.



## A Clothes

### Candidate's Card

Clothes and appearance are very important to some people, but does it really matter what we look like?

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- clothes that you like and when you would wear them
- times when you have worn special clothing for a special occasion
- whether it is important for people to wear uniforms at work
- the idea that it is the person that matters and not his or her outer appearance
- the suggestion that clothes can be used to make a statement.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## B Competition in sport

### Candidate's Card

Many people enjoy taking part in, or watching, sports competitions.

Discuss competitive sport with the Examiner.

Please use the following ideas to help develop the conversation:

- times when you have watched or taken part in competitive sport
- your reaction to winning or losing
- positive and negative effects on children who take part in competitive sports
- how watching or taking part in competitive sports may help people with life generally
- the idea that competition in sport between countries may do more harm than good.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## C Privacy

### Candidate's Card

Some people think we are living in a society where we are constantly watched and our privacy limited.

Discuss this view with the Examiner.

Please use the following ideas to help develop the conversation:

- times when you like to be on your own and enjoy your privacy
- how you feel about your personal details being stored on computer systems
- the use of security cameras to watch people
- ways in which people can protect their privacy
- the suggestion that it is more important to share information than to protect it.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## D Reading

### Candidate's Card

Reading is still an important part of most people's lives.

Discuss the subject of reading with the Examiner.

Please use the following ideas to help develop the conversation:

- what you read for pleasure
- how important you feel that it is to read
- the type of material that young children should be reading
- whether there should be any censorship of written material
- the suggestion that people are easily influenced by what they read.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## E Social networking

### Candidate's Card

Some people spend many hours a day on social network websites.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- any experience you have of social networks
- your views on people who spend lots of time on social network websites
- the advantages and disadvantages of sharing comments, ideas and images on such websites
- the idea that parents should consider limiting their children's use of networking sites
- the suggestion that more use of the internet means less real communication.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## F Famous people as role models

### Candidate's Card

Teenagers often look up to famous people as role models.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- a famous person you admire and why
- whether you would like to be famous
- ways in which famous people can set good and bad examples
- the idea that some famous people do not deserve as much money as they receive
- the suggestion that only the media is responsible for creating famous personalities.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## G Making music

### Candidate's Card

Some people think that making music can bring great benefits.

Discuss this aspect of music with the Examiner.

Please use the following ideas to help develop the conversation:

- times when you have been involved in music – e.g. playing an instrument, singing
- the music you would like to be involved in creating
- ways in which music can benefit people
- the idea that everyone should be made to learn a musical instrument
- the suggestion that music can be used as a tool to influence or manipulate people.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## H Young offenders

### Candidate's Card

Many countries face the problem of crime amongst young people and there are different ideas about how to deal with it.

Discuss this problem with the Examiner.

Please use the following ideas to help develop the conversation:

- a time when you did something wrong as a child
- what you have experienced or heard about young people committing crimes
- how young people can be prevented from committing crimes
- the idea that parents should always be held responsible for their children's wrongdoings
- the suggestion that, whatever the punishment, some young people will always commit crimes.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.



## I Space travel

### Candidate's Card

Many people are fascinated by space travel.

Discuss space travel with the Examiner.

Please use the following ideas to help develop the conversation:

- whether you would like to work on a space station or on the moon
- what you would miss most about being on Earth
- why you think there are so many books and films that focus on space travel
- whether it is sensible to spend lots of money on developing spacecraft
- the suggestion that the future of humanity lies in space travel.

You are free to consider any **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.

## J Treatment of animals

### Candidate's Card

People around the world have different views on how animals should be treated.

Discuss the way we treat animals with the Examiner.

Please use the following ideas to help develop the conversation:

- times when you have come into close contact with an animal or watched one closely
- how you feel animals should be treated
- the different kinds of pleasure that people get from owning or watching animals
- the idea that humans should be allowed to use animals as they wish
- the suggestion that too much time and money is spent on conserving the world's wild animals.

You are free to consider any other **related** ideas of your own.

Remember, you are not allowed to make any written notes.

### Notes for the Teacher/Examiner

#### Part A

Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.

#### Part B

Conduct a 2-3 minute warm-up. Talk about the candidate's personal interests, hobbies, life outside school etc. The main aim is to place the candidate at ease. This phase might also give you an indication of a suitable and productive Oral Assessment Card for Part D, given the candidate's responses.

#### Part C

Hand the Oral Assessment Card to the candidate, announcing which card you have selected. You must now pause the recording, indicating that you have done so by announcing 'The recording will now be paused'. Allow the candidate 2-3 minutes to prepare for the conversation/discussion. Do not allow the candidate to make notes. The candidate may ask questions during this phase to clarify the procedure.

#### Part D The assessed phase

Conduct a 6-9 minute conversation with the candidate, utilising the prompts on the card and developing the topic with the candidate. A conversation should occur from the outset. Do not allow candidates to deliver speeches or monologues at any point during the oral test.



