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**ENGLISH AS A SECOND LANGUAGE**

**0510/53**

Paper 5 Speaking Assessments A–J

**May/June 2015**

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

### **Please note important change from June 2015**

The warm-up section may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**

### **Please note important changes from November 2014**

1. The speaking assessment cards **must not be opened** until one working day before the test. Please note, this is a change from previous instructions.
2. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

## GENERAL

1. The speaking tests take place in the period before the main examination series, as notified on the timetable. Each centre decides on a convenient period within these dates for its speaking 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 speaking tests and for the receipt of mark sheets and recordings at Cambridge 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. Cambridge 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 speaking assessment cards accompanying this set of examiner's notes. These cards **must not be opened** until one working day before the test. **Please note this is a change from the previous instructions.** 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 Cambridge the following: (a) recorded sample on CD; (b) completed MS1 forms (or printout of marks submitted electronically); (c) completed Speaking Examination Summary Form(s).

### **(a) Recorded sample**

Each centre must provide a sample of speaking tests, to be recorded on CD. The size of the sample required is given in the instructions on the back of the Speaking 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 CDs. You should keep a copy of the recorded sample in case of loss or damage to the original. If the sample sent to Cambridge is inaudible or faulty in any way, you may be asked to provide a replacement.

The teacher responsible for internal moderation 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 14 below. CDs must be sent to Cambridge together with completed documents. CDs must be clearly labelled with details of the candidates whose speaking tests 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 Cambridge in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge, together with the sample recording and Speaking 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, or the 'internally moderated mark' column if a process of internal moderation has taken place, on the Speaking Examination Summary Form.

Centres submitting marks electronically must include a printout of the internal marks report, together with the recorded sample and Speaking Examination Summary Form.

### (c) Speaking Examination Summary Form

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

Please be careful to check all mark additions. The Speaking 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 speaking tests have been submitted on the CD. The candidates' names should appear in the same order on both the summary form and the MS1 form.

7. The sample CD(s), along with completed MS1 (or printout of marks submitted electronically) and Speaking Examination Summary Form, should be returned to Cambridge as soon as the tests have been completed at the centre. Please do not wait until the end of the assessment period before sending them.

## CONDUCTING THE SPEAKING TESTS

### 8. Please note important change from June 2015

The warm-up section may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**

### Please note important changes from November 2014

1. The speaking assessment cards **must not be opened** until one working day before the test. Please note, this is a change from previous instructions.
2. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

The speaking tests should proceed as follows:

**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 and general topics, 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** Give the speaking assessment card to the candidate. This must take place AFTER the warm-up. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2–3 minutes), when the candidate may ask questions. The candidate may not make notes during this period.

Please note: the preparation period must be recorded.

**Part D** Main part of the test. Conversation based on the speaking assessment card. Either the examiner or the candidate may start the conversation. The prompts must be used in the order they appear on the card. All prompts must be used. Do not allow candidates to deliver speeches or monologues at any point during the test. The main part of the test should last approximately 6–9 minutes.

**The total duration of the speaking test, from the beginning of (A) to the end of (D), should be approximately 10–15 minutes and recorded in full.**

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

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

9. Examination conditions must prevail in the area where the speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the room where the speaking tests take place do not communicate with those waiting to enter.
10. No other person should be present during the speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge.
11. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
12. A range of speaking 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 speaking tests at the centre. In order that candidates are given every chance to do themselves justice, the speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
13. The examiner should be positioned so that he or she is facing the candidate, with a table or desk in between. Candidates should not be able to see notes made on Speaking Examination Summary Forms or similar paperwork.

## RECORDING THE SAMPLE

14. Centres must ensure that their recording equipment is in good working order. The recording equipment should be tested on site, some time before the actual speaking tests, ideally with one of the candidates. 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 speaking testing session to ensure that voices are clearly audible.

**Once the speaking test has begun, the recording must run without interruption.**

Each 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 April 2015

Each candidate should be clearly indicated 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 CD is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled. Each track on the CD should be re-named, giving the candidate name and number, rather than 'track 1', 'track 2', etc.

## GENERAL ADVICE

15. Please bear the following in mind 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 his or her speaking test. If the candidate's performance is affected because he or she 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.

**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 an examiner 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 speaking test is intended to credit positive achievement.

**16.** To conduct speaking tests effectively:

- try to put candidates at their ease from the outset (smiling as they enter the room, indicating where they should sit), while maintaining a clear sense that the speaking test is being conducted in a formal examination situation
- show interest, even in mundane matters
- use 'open' questions which allow candidates to respond at length, not 'closed' questions which prompt yes/no answers.

Please avoid:

- walking about or distracting candidates
- interrupting with your own views or correcting mistakes
- showing undue surprise or impatience
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- indicating how well the candidate has performed during or after the test.

## MARKING CRITERIA

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and 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 Teaching and Learning

### Candidate's Card

We are constantly learning new skills and knowledge, often with the help of teachers.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- ways your teachers have helped you to learn
- whether or not you would like to be a teacher, and why
- advantages and disadvantages of having lessons at home
- the suggestion that we are always learning throughout life
- the view that teaching and learning is more important now than in the past.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

## B Important things in life

### Candidate's Card

Everyone has things in life that are important to them.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- what is important to you, and why
- whether things you value now are different from those you valued in the past
- things that other people think are important, but you do not
- the suggestion that the only truly important thing is money
- the idea that individuals do not consider the same things to be important as organisations do.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

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#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

## C Arts and crafts

### Candidate's Card

Many people have the ability to produce a piece of art or craft.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- pieces of art or craft you or others have made, and how
- why you like some types of art or craft and not others
- reasons why people make pieces of art or craft
- challenges and opportunities people face in having a career in arts and crafts
- the suggestion that it's less important to learn about arts and crafts than to learn academic subjects at school.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

## D Being a critic

### Candidate's Card

We often criticise things without thinking about how our opinions affect other people.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- what things you criticise, and why
- whether criticism can sometimes be helpful
- reasons why some people find it easier to be critical rather than to praise
- the suggestion that we often criticise without considering the consequences
- the idea that social media has made it easier for people to be more critical.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

## E Storytelling

### Candidate's Card

Around the world, stories are shared for entertainment and education.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- types of stories you remember from when you were a child
- skills needed to be a good storyteller
- whether the best stories always have a happy ending
- whether storytelling will still be popular in the future
- the idea that telling stories is a vital part of cultural identity.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

**F Choice****Candidate's Card**

Every day we are faced with decisions and choices, which often have consequences.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- the kinds of choices you make every day
- which choices you find easy and which you find difficult to make, and why
- the view that young people are not mature enough to make good decisions
- whether it's better to have fewer choices or more when you are buying something
- the suggestion that parents should make all decisions for their children.

You may introduce **related** ideas of your own to expand on these prompts.

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

**Notes for the teacher/examiner****Part A**

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

**Part B**

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

**Part C**

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

**Part D The assessed phase**

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

## G Role models

### Candidate's Card

Role models can be people you know personally or from the media, who have an influence on you.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- who your role models are, and why
- whether you would or would not make a good role model
- advantages and disadvantages of being a role model
- what you expect of celebrity role models
- the view that people are influenced more by celebrity role models than by parents and teachers.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

## H The cinema

### Candidate's Card

Many people like going to watch a film at the cinema.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- types of films you like or do not like, and why
- reasons why people do or do not enjoy going to the cinema
- the suggestion that films should always be educational
- whether it is better to read a story or to see a film-version of the story
- the view that too much money is spent on producing films.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.



## I Personality

### Candidate's Card

Our world is an interesting place because we all have different personalities.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- what type of person you are and whether you are similar to your family members
- whether it's possible to be good friends with somebody who has a different personality to you
- advantages and disadvantages of having a caring personality
- the view that it is impossible to change our personality in adult life
- whether different personality types are better suited to particular jobs.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.

## J Technology

### Candidate's Card

Technology already impacts on the lives of people, and will have an even greater impact in the future.

Discuss this topic with the examiner.

**Use the following prompts, in the order given below, to develop the conversation:**

- technology you could not live without
- skills you need to use technology effectively
- what you think the greatest technological development is, and why
- positive and negative effects of technological advances on our lives
- the suggestion that technology destroys privacy.

You may introduce **related** ideas of your own to expand on these prompts.

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

### Notes for the teacher/examiner

#### Part A

Start the recording and state the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test. Remind the candidate that only Part D is assessed.

#### Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies and general topics. The main aim is to put the candidate at ease. Please do not talk about examinations or feeling nervous. You should also try to elicit areas of interest which may give you an indication of an appropriate speaking assessment card for Part D. If this is not possible, please select a topic which will work well for the candidate. Cards should not be chosen at random.

#### Part C

Give the speaking assessment card to the candidate, stating which card has been given. Allow the candidate 2–3 minutes to prepare for the conversation. The candidate may ask questions during this phase for clarification, but do not allow the candidate to make written notes. The speaking assessment must be recorded throughout this period.

#### Part D The assessed phase

Conduct a 6–9-minute conversation with the candidate, working through the five prompts on the card in the order given and developing the topic with the candidate. You should ensure all five prompts are used in the order given on the card. A conversation should occur from the outset; if the candidate attempts to deliver an extended speech or monologue, please interrupt and engage the candidate in a two-way discussion straight away.



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