



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/05

Paper 5 Oral Assessments A–J

May/June 2013

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.



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.

This document consists of **17** printed pages and **3** blank pages.



CONTENTS

NOTES ON CONDUCTING AND RECORDING THE TESTS			Page 3
MARKING CRITERIA			Page 7
ORAL ASSESSMENT (Core and Extended)	A	Leaving school	Page 8
ORAL ASSESSMENT (Core and Extended)	B	Air travel	Page 9
ORAL ASSESSMENT (Core and Extended)	C	Gifts	Page 10
ORAL ASSESSMENT (Core and Extended)	D	Communities	Page 11
ORAL ASSESSMENT (Core and Extended)	E	Knowledge	Page 12
ORAL ASSESSMENT (Core and Extended)	F	Travel journalism	Page 13
ORAL ASSESSMENT (Core and Extended)	G	The medical world	Page 14
ORAL ASSESSMENT (Core and Extended)	H	Gender roles in the modern world	Page 15
ORAL ASSESSMENT (Core and Extended)	I	Activity and theme parks	Page 16
ORAL ASSESSMENT (Core and Extended)	J	Leadership	Page 17

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 CD (or cassette); (b) completed MS1 Forms (or printout of marks submitted electronically); (c) completed Oral Examination Summary Form(s).

(a) Recorded sample

Each Centre must provide a sample of oral tests, to be recorded on CD (or cassette). 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 CDs. You should keep a copy of the recorded sample in case of loss or damage to the original. If the sample sent to CIE 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 CIE together with completed documents. CDs must be clearly labelled with details of the candidates whose oral 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 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, or the 'Internally Moderated Mark' column if a process of internal moderation has taken place, on the Oral Examination Summary Form.

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

(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 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 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 CD.

7. The sample CD(s), along with completed MS1 (or printout of marks submitted electronically) 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 Examiner or the candidate may start the conversation. The notes in this booklet on each card give some prompts which should be used to help develop the conversation. The initial prompts invite a personal response, in most cases asking the candidate to relay personal experiences 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 10–15 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 are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
12. 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 not be chosen randomly, or in a repeated pattern. The Examiner should try to detect which topic might be suitable and/or productive for each candidate tested.
13. The Examiner should be positioned so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see notes made on Oral 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 oral 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 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.

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:	0511	English as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 April 2013

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. It is useful if each track on the CD is 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 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.

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.

16. 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 or 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), 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 Leaving school

Candidate's Card

Leaving school is a key moment in almost everyone's life.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- how you felt or think you will feel about leaving school
- the opportunities and challenges you faced or might face
- whether continuing education is a good idea for everyone
- what governments can do to provide young people with opportunities
- the suggestion that equal opportunities for all young people is an impossible dream.

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 Air travel**Candidate's Card**

More people than ever are travelling by air.

Discuss this development with the Examiner.

Please use the following ideas to help develop the conversation:

- your own experience of flying or whether you would like to fly
- whether you would like a career in the airline industry
- the advantages of air travel over other forms of transport
- some of the negative effects of the growth of the airline industry around the world
- the suggestion that far too many people travel by air without considering the consequences.

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 Gifts**Candidate's Card**

In many cultures, it is important at certain times to offer gifts to other people.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- gifts you have received and how you felt about them
- things you consider when buying gifts for others
- the suggestion that it can be harmful to give children too many gifts
- times when gifts might be inappropriate or not received very well
- the view that humans are naturally selfish and only give to receive something in return.

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 Communities

Candidate's Card

Many people would define a community as a group of people living in the same area and sharing common interests.

Discuss communities with the Examiner.

Please use the following ideas to help develop the conversation:

- your local area and the people who live there
- how you get involved in your local community
- a community that you think is very different from your own
- the problems that might occur within and between communities
- the suggestion that the aim for a global community is impossible to achieve.

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 Knowledge

Candidate's Card

For most people, the desire to know more is a natural part of growing up and getting older.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- how much you feel you know at this stage of your life
- specific knowledge that you would like to gain, and why
- ways in which knowledge can be acquired, e.g. education, the internet
- the idea that 'a little knowledge can be a dangerous thing'
- the suggestion that knowledge is power and can be used as a political tool.

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 Travel journalism

Candidate's Card

In recent years, there has been an increase in the number of books written and television programmes made about travel.

Discuss this development with the Examiner.

Please use the following ideas to help develop the conversation:

- any books or articles you have read about travelling, or programmes you have seen
- which place you would choose to write about or to make a programme about
- what can be learned from other people's experiences of travelling
- ways in which travel journalism could be used to highlight environmental or social issues
- the suggestion that we cannot entirely believe all we read or see.

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 The medical world

Candidate's Card

Healthcare concerns us all, and includes medical treatment as well as ways to prevent illnesses.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- what you do to avoid illness
- whether or not you would like to be a doctor, and why
- the idea that it's better to spend public money on preventing illnesses rather than curing them
- the view that it's much more difficult to remain healthy in the modern world than ever before
- the suggestion that prolonging life should not be the main aim of medicine.

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 Gender roles in the modern world

Candidate's Card

It's fair to say that in the 21st century, the roles of men and women are evolving.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- what you consider as typically male and typically female behaviour
- ways in which people you know conform or do not conform to gender roles
- whether it's easier in society to be a man or a woman, and why
- the suggestion that some professions or jobs are better suited to either men or women
- the idea that men and women are basically the same when it comes to emotions and ambition.

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 Activity and theme parks

Candidate's Card

In many places, there are areas which have been designed for people to play in and enjoy themselves, e.g. water parks, theme parks.

Discuss this topic with the Examiner.

Please use the following ideas to help develop the conversation:

- an activity park or theme park that you have visited or you know about
- what you would like to see in an activity park or theme park
- what might attract adults to such parks
- any negative aspects of these parks, e.g. for local people living nearby
- the suggestion that activity parks and theme parks set out to exploit 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.

J Leadership

Candidate's Card

It's often said that in the world there are leaders and there are followers.

Discuss this idea with the Examiner.

Please use the following ideas to help develop the conversation:

- whether you regard yourself as a leader or as a follower
- people you know who are leaders and why you think they are
- situations where strong leadership is needed
- some of the problems that can arise due to bad leadership
- the suggestion that we don't need leaders at all – that we should aim for equality.

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.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.