



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

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ENGLISH AS A SECOND LANGUAGE

0510/05

Paper 5 Oral Assessments A-E

October/November 2007

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-E, with Notes for Teacher/Examiner.

This document consists of **13** printed pages and **3** 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. (But see 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) tape-recorded sample on cassette(s); (b) completed MS1 Forms; (c) completed Oral Examination Summary Form(s):

(a) Tape recorded sample

Each Centre must provide a sample of oral tests, to be recorded on cassette(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.

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. The cassettes must be sent to CIE together with completed documents. Cassettes must be clearly labelled with details of the candidates whose interviews have been taped.

(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 tape 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.

(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.

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 interviews have been recorded on the cassette.

7. The sample cassette(s) along with completed MS1 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:
 - (A) Start the tape. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.
 - (B) Warm-up section: conduct a general conversation by asking the candidate a few questions about herself/himself, the school, 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.
 - (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 tape recorder should be paused by the Examiner while the candidate considers the Topic Card. The Examiner should indicate this by saying 'the tape will now be paused' so that the External Moderator knows that the candidate is being given time to study the card.

- (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 give some suggestions about questions and prompts which might be used. This section 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 for the oral tests 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 Topic 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 Assessment Card should be selected with care. The warm-up may give the Examiner an indication of the best card to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the Examiner prompts in such cases.**

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

RECORDING THE SAMPLE

15. Centres must ensure that their recording equipment is in good working order. Cassette recorders must be used. The recorder and the cassette(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 taping 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 on the tapes are clearly audible.

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

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".

Side 1 of each cassette 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.] 01 October 2007"

Each candidate taped on the sample should be clearly indicated on the recording by the teacher 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 cassette 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 must be clearly labelled.

GENERAL ADVICE

16. 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. Oral Test 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 accuracy 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 and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure [out of 10]	Vocabulary [out of 10]	Fluency [out of 10]
9-10	The candidate demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of conversation and perhaps initiate new topics. Pronunciation and intonation are accurate, with only the occasional slip.
7-8	There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication.	The candidate has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.	The candidate responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener.
5-6	The candidate will be uneasy and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained.	Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.	The candidate makes a real attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication.
3-4	Responses will usually be single words or very simple sentences – with errors. Error will tend to blur but not obscure communication.	Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy cause some communication difficulty, but the candidate can usually be understood by a sympathetic listener.
1-2	Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview.	Enough English words are known to convey occasional snippets of information, but conversation will be very limited and confused.	Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	No response/inaccuracy of stress and intonation prevents communication even after several repetitions.

A Weather and climate

Candidate's Card

The world seems to be experiencing more extreme weather than ever before.

Discuss the reasons for this and its effects with the Examiner.

You may wish to consider such things as:

- your ideal weather conditions; times of the year you particularly like
- occasions when you have been affected by bad weather
- the extent to which you plan your life around the weather
- examples of the effects of severe weather
- the extent to which climate affects or shapes a culture.

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

You are not allowed to make any written notes.

Notes for Teacher/Examiner

Phase 1: Warm-up

Ask the candidate a few questions about herself/himself, the school etc. to give her/him time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

Phase 3: Development

Discuss with the candidate the ideas and suggestions put forward.

B Performance arts

Candidate's Card

Some people seem to have been born to perform; others prefer just to watch.

Discuss the art of performance with the Examiner.

You may wish to consider such things as:

- performances you have seen, or been part of
- your views on some of the types of performance art that exist - e.g. theatre, ballet, musical concerts, the circus
- positive and negative aspects of being a performer
- how important you think it is to develop performance arts in schools
- the role of performance art in society; the idea that it should do more than just entertain.

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

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C Love**Candidate's Card**

It's all around us, but it's hard to define.

Discuss love with the Examiner.

You may wish to consider such things as:

- what the word love means to you; how you would define it
- different types of love
- how and why love can fade
- how love can become harmful, or even destructive
- whether love or money is more important in life.

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

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D Objects of desire

Candidate's Card

Some people like to be surrounded by possessions.

Discuss this idea with the Examiner.

You may wish to consider such things as:

- an object or item that you would really like to have
- examples of what other people regard as desirable objects
- how owning such objects might bring problems
- why, by contrast, some people decide to have very few possessions
- whether collecting expensive items is wrong, or pointless.

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

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Notes for Teacher/Examiner

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E Owning a restaurant

Candidate's Card

If you owned a restaurant, how would you manage it?

Discuss the idea of being a restaurant owner with the Examiner.

You may wish to consider such things as:

- your experience of being in restaurants
- the staff you would need and the characteristics/skills you would be looking for
- the type of menu you would offer; how you would make a success of your restaurant
- reasons why restaurants might become unpopular or fail
- how expensive restaurants justify their prices.

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MARKING CRITERIA

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8. The oral tests should proceed along the following lines:
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"Centre Number: [e.g.] AZ 999
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 Examination: 0510 English as a Second Language
 Examiner Name: [e.g.] Ms Z. Abced
 Date: [e.g.] 01 October 2007"

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"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 cassette 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 must be clearly labelled.

GENERAL ADVICE

16. 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. Oral Test 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 accuracy 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 and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure [out of 10]	Vocabulary [out of 10]	Fluency [out of 10]
9-10	The candidate demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of conversation and perhaps initiate new topics. Pronunciation and intonation are accurate, with only the occasional slip.
7-8	There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication.	The candidate has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.	The candidate responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener.
5-6	The candidate will be uneasy and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained.	Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.	The candidate makes a real attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication.
3-4	Responses will usually be single words or very simple sentences – with errors. Error will tend to blur but not obscure communication.	Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy cause some communication difficulty, but the candidate can usually be understood by a sympathetic listener.
1-2	Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview.	Enough English words are known to convey occasional snippets of information, but conversation will be very limited and confused.	Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	No response/inaccuracy of stress and intonation prevents communication even after several repetitions.

F Watching sport

Candidate's Card

Some people like to take part in sports, others prefer to be spectators.

Discuss watching sport with the Examiner.

You may wish to consider such things as:

- sports that you go to see or would like to see
- what it is about sport that makes it interesting to watch
- any sports you think are boring and not fun to watch
- the difference between watching on television and actually being there
- whether some sportsmen and women get paid far too much money.

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

You are not allowed to make any written notes.

Notes for Teacher/Examiner

Phase 1: Warm-up

Ask the candidate a few questions about herself/himself, the school etc. to give her/him time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

The candidate should be given a few minutes to read through the task and prepare. No written notes should be made.

Phase 3: Development

Discuss with the candidate the ideas and suggestions put forward.

G Winning the lottery

Candidate's Card

Many people dream about winning the lottery and how it would change their lives.

Discuss this idea with the Examiner.

You may wish to consider such things as:

- how you feel about lotteries
- if you did win a lot of money, what you would do with it
- how you might feel if you bought a ticket for a friend and he/she won the jackpot
- the idea of lottery money being used for charity
- the argument that lotteries encourage gambling and should be banned.

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

You are not allowed to make any written notes.

Notes for Teacher/Examiner

Phase 1: Warm-up

Ask the candidate a few questions about herself/himself, the school etc. to give her/him time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task

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Phase 3: Development

Discuss with the candidate the ideas and suggestions put forward.

H Happiness

Candidate's Card

We all like to be happy, but what does that mean to each of us?

Discuss happiness with the Examiner.

You may wish to consider such things as:

- happy moments you have had in your life
- what might make someone unhappy
- how you would define happiness
- the idea that as we get older we expect to be less happy
- whether it is true that "Happiness is a state of mind".

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

You are not allowed to make any written notes.

Notes for Teacher/Examiner

Phase 1: Warm-up

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Phase 2: Initial Task

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

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Phase 3: Development

Discuss with the candidate the ideas and suggestions put forward.

I The Police

Candidate's Card

A police force is necessary to enforce the law, but how strict should it be?

Discuss aspects of policing with the Examiner.

You may wish to consider such things as:

- any experience you have had with the police
- the characteristics needed to be a good police officer
- what you would do if you were Head of Police
- reasons why the police might be criticised
- how much power the police should have.

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

You are not allowed to make any written notes.

Notes for Teacher/Examiner

Phase 1: Warm-up

Ask the candidate a few questions about herself/himself, the school etc. to give her/him time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

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Phase 3: Development

Discuss with the candidate the ideas and suggestions put forward.

J Young children

Candidate's Card

Some young children need to be constantly busy and require a lot of attention.

Discuss this idea with the Examiner.

You may wish to consider such things as:

- your experience of being with young children
- activities you think young children enjoy
- the challenges of being a teacher of young children
- how young children might be treated differently in different societies
- situations where young children have to 'grow up' very quickly.

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

You are not allowed to make any written notes.

Notes for Teacher/Examiner

Phase 1: Warm-up

Ask the candidate a few questions about herself/himself, the school etc. to give her/him time to get used to the exam situation. Do not mark this phase.

Phase 2: Initial Task

Hand the assessment card to the candidate and go through the instructions to make sure the candidate understands what has to be done.

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