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**ENGLISH AS A SECOND LANGUAGE**

**0510/05**

Paper 5 Oral Assessments A–J

**October/November 2014**

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 changes from November 2014**

1. The oral 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 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 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 oral 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 oral examination summary form(s).

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

Each centre must provide a sample of oral tests, to be recorded on CD. 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 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 oral tests have been submitted.

### **(b) Form MS1**

The computer-printed school-based assessment mark sheet (MS1 form) 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 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. The candidates' names should appear in the same order on both the summary form and the MS1.

7. The sample CD(s), along with completed MS1 (or printout of marks submitted electronically) and oral examination summary form, should be returned to Cambridge 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.

**Please note important changes from November 2014**

1. The oral 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 oral 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 oral 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 oral 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 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 (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 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 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 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.

**Once the oral 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 October 2014

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 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:

- try to put the candidate at ease from the outset (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the oral test is being conducted in a formal examination
- 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 oral 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
<b>9–10</b>	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.
<b>7–8</b>	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.
<b>5–6</b>	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.
<b>3–4</b>	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.
<b>1–2</b>	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.
<b>0</b>	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.



## A Listening to music

### Candidate's Card

People have always enjoyed listening to music.

Discuss this topic with the examiner.

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

- different kinds of music that you and people you know listen to
- the first music you remember listening to and how it made you feel
- how listening to music has changed and how it might change in the future
- ways in which music can unite or divide people
- the suggestion that music can be used as a powerful tool to influence people's minds and emotions.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

## B Nature conservation

### Candidate's Card

Many people today are concerned about nature conservation and want to help save animals and plants from extinction.

Discuss this topic with the examiner.

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

- wild animals or plants that you enjoy looking at
- an animal or plant that you would like to be protected, and why
- reasons why some animals and plants might become extinct
- the idea that keeping people away from rare animals and plants is the only way to protect them
- the suggestion that it does not matter if some animals or plants become extinct.

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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

## C Governing a country

### Candidate's Card

Around the world there are some very different ways of managing and organising a country.

Discuss this topic with the examiner.

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

- who makes the key decisions in your country
- the changes you would make if you were the leader of your country
- the pros and cons of a country being run by a single leader
- why there are so many very different approaches to running countries
- the suggestion that there should be a single global government.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

## D Solo activities

### Candidate's Card

Some people prefer relaxing by doing things on their own, such as playing games, doing hobbies or doing sports.

Discuss this topic with the examiner.

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

- solo games or activities that you enjoy now
- games or toys you played with on your own when you were younger
- reasons why people sometimes enjoy doing things alone rather than with other people
- the idea that taking part in solo games and activities is the best way to prepare people for real-life situations
- the suggestion that the individual matters more than the social group.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

## E Taking a walk

### Candidate's Card

Walking has many benefits and yet some people do very little walking nowadays.

Discuss this topic with the examiner.

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

- a long or pleasant walk you have taken or would like to take
- times when you prefer not to walk, or avoid it altogether
- advantages of walking over other forms of transport
- the idea that people should have the right to walk wherever they choose
- the suggestion that in the future, no-one will walk anywhere, and the implications of this.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

## F Being up to date

### Candidate's Card

Many people like to be up to date in their choice of clothes and possessions.

Discuss this topic with the examiner.

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

- ways in which you consider yourself either up to date, or behind the times
- some clothes or other possessions considered up to date in your part of the world
- the pros and cons of trying to be up to date
- the idea that people's wish to be up to date is what keeps most companies in profit
- the suggestion that trying to be up to date is just a sign of weakness in a person.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

**G Winning****Candidate's Card**

Is it really more important to take part than to win?

Discuss this topic with the examiner.

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

- a time when you did well or won something
- how it feels to win and how it feels to lose
- whether or not it is good to encourage children to want to win all the time
- the view that you can learn more from failure than from success
- the suggestion that the desire to win is a barrier to achieving world peace.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

## H Superheroes

### Candidate's Card

Fictional characters with 'super' powers – such as Superman, Batman and Wonderwoman – have appeared in comics and films for more than 100 years.

Discuss this topic with the examiner.

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

- the superhero you would like to be, or the super-powers you would like to have
- apart from super-powers, other qualities you expect superheroes to have
- some real-life superheroes in society who should be admired, and why
- the fact that fictional superheroes are usually men and the implications of this
- why humans feel the need to invent superheroes.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.



## I Equality

### Candidate's Card

It's true to say that across the world not everybody is equal.

Discuss this topic with the examiner.

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

- ways that you think you are more fortunate than others
- some examples of inequalities in the world
- reasons why you think there are inequalities in the world
- the view that education is the best way of reducing inequality
- the suggestion that there is no such thing as equality, so it is pointless trying to achieve it.

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 oral 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 oral 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 oral 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 intercede and engage the candidate in a two-way discussion straight away.

## J Jobs

### Candidate's Card

It's generally accepted that adults have to spend most of their lives working.

Discuss this topic with the examiner.

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

- a particular job or career that interests you and why
- what we mean when we talk about 'job satisfaction'
- the effects on people and society if there are not enough jobs for everybody
- the idea that people should receive money from the government if they do not have a job
- the suggestion that the job a person does tells us a lot about that person.

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 oral 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 oral 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 oral assessment must be recorded throughout this period.

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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 intercede and engage the candidate in a two-way discussion straight away.



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