



ENGLISH AS A SECOND LANGUAGE

0511/05

Paper 5 Oral Assessments A–J

May/June 2014

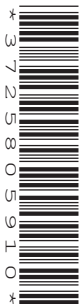
TEACHER'S / EXAMINER'S NOTES

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

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.

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NOTES ON CONDUCTING AND RECORDING THE TESTS

GENERAL

1. The oral tests take place in the period before the main examination session as notified on the timetable. Each centre decides on a convenient period within these dates for its oral tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single Examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings at 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. 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 Cambridge 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 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.

MS1 Form 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. It helps the external moderator if the candidates 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. 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 use more advanced vocabulary and structures. 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 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.

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 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 the oral test 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
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 Electronic games

Candidate's Card

Playing electronic games is very popular among children and adults.

Discuss this topic with the examiner.

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

- electronic games you like to play or ones that you know about
- electronic games that other people play and why they enjoy them
- positive and negative aspects of this type of game-playing
- reasons why such games are played by adults as well as children
- the suggestion that electronic games for children should be banned.

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 etc, 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

Hand the oral assessment card to the candidate, stating which card you have selected. Now pause the recording, saying these words, 'The recording will now be paused.' 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.

Part D The assessed phase

Restart the recording. 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 addressed, using suitable paraphrase where necessary. 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 The future**Candidate's Card**

The future is of interest to us all.

Discuss this topic with the examiner.

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

- what you expect to do in the immediate future
- your longer term aims and goals
- whether most people's lives in the future will be better than they are now
- the view that within 100 years, humanity will have destroyed itself
- the suggestion that some people can predict the future.

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

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C Secrets and rumours

Candidate's Card

Almost all of us have been affected by secrets or rumours at some point in our lives.

Discuss this topic with the examiner.

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

- the people you tell your secrets to
- whether or not you are a good keeper of secrets
- some good things and some bad things about secrets and rumours
- the suggestion that we should all tell the truth all of the time
- the idea that countries like to keep secrets from each other.

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 etc 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.

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D Keeping fit

Candidate's Card

More and more people are taking part in intensive exercise programmes to try to get fitter.

Discuss this topic with the examiner.

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

- how and when you keep fit
- some people you know who regularly do exercise and the reasons for this
- the advantages and disadvantages of a regular fitness programme
- the stresses and dangers of being obsessed with fitness
- the suggestion that the people who profit from the fitness industry are not motivated by the right reasons.

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 etc 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

Hand the oral assessment card to the candidate, stating which card you have selected. Now pause the recording, saying these words, 'The recording will now be paused.' 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.

Part D The assessed phase

Restart the recording. 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 addressed, using suitable paraphrase where necessary. 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 Wasting time

Candidate's Card

It's often said that we should make the best use of our time.

Discuss this topic with the examiner.

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

- occasions when you feel you are wasting time
- how you try to make the best use of your time
- how 'wasting time' means different things to different people
- the reasons why some people regret the way they have spent their time
- the suggestion that it is our duty to use our time wisely.

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 etc 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

Hand the oral assessment card to the candidate, stating which card you have selected. Now pause the recording, saying these words, 'The recording will now be paused.' 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.

Part D The assessed phase

Restart the recording. 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 addressed, using suitable paraphrase where necessary. 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 Young children

Candidate's Card

Looking after young children can be both a pleasure and a challenge.

Discuss this topic with the examiner.

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

- what you remember about being a young child
- some young children you know and how they behave
- the qualities needed to be a teacher of young children
- the suggestion that it is easier to be the parent of a 6-year-old than the parent of a 16-year-old
- the idea that society would be better if people were stricter with their young children.

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

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

Notes for the teacher/examiner

Part A

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

Part B

Conduct a 2–3-minute warm-up. Talk about the candidate's personal interests, hobbies etc 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

Hand the oral assessment card to the candidate, stating which card you have selected. Now pause the recording, saying these words, 'The recording will now be paused.' 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.

Part D The assessed phase

Restart the recording. 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 addressed, using suitable paraphrase where necessary. 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 Small shops and businesses

Candidate's Card

In many parts of the world, there is competition between small and big businesses.

Discuss this topic with the examiner.

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

- shops and small businesses in your area
- a new business you think might benefit your local community
- advantages and disadvantages of owning a local business
- the view that big global businesses are destroying local communities
- the suggestion that all businesses should be run only for profit and for no other reason.

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 etc 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

Hand the oral assessment card to the candidate, stating which card you have selected. Now pause the recording, saying these words, 'The recording will now be paused.' 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.

Part D The assessed phase

Restart the recording. 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 addressed, using suitable paraphrase where necessary. 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 Fundraising

Candidate's Card

Many people raise money for good causes.

Discuss this topic with the examiner.

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

- ways that you, or people you know, have been involved in fundraising
- some good causes that you feel would benefit from some extra money
- the challenges people and organisations face when trying to raise funds
- the suggestion that sometimes not enough of the money raised goes to the cause itself
- the view that there should be no need for fundraising in modern society.

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 etc 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

Restart the recording. 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 addressed, using suitable paraphrase where necessary. 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 Memories

Candidate's Card

Looking back on your life is a good way to remember the good times and also to learn from the difficult times.

Discuss this topic with the examiner.

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

- some of your own happy memories and how accurately you recall them
- some stories that people you know have told you about their past
- some ways that memories are recorded (e.g. diaries, photographs) and the benefits of each method
- what it would be like to lose your memory
- the suggestion that many people spend too much time dwelling on the past.

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

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

Notes for the teacher/examiner

Part A

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

Part B

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J Extreme weather

Candidate's Card

People around the world have to face extreme weather conditions such as floods, droughts, hurricanes and heatwaves.

Discuss this topic with the examiner.

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

- extreme weather you have experienced or know about
- how well you think you would cope with extreme weather conditions
- ways in which people can prepare for severe weather conditions
- the suggestion that humans alone are responsible for changes in climate which bring about extreme weather
- the idea that climate change is not a major problem – humans will survive.

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 etc 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

Hand the oral assessment card to the candidate, stating which card you have selected. Now pause the recording, saying these words, 'The recording will now be paused.' 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.

Part D The assessed phase

Restart the recording. 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 addressed, using suitable paraphrase where necessary. 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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