

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0510/05

Paper 5 Oral Assessment

1 March – 30 April 2005

TEACHER'S/ EXAMINER'S NOTES

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A-E, with Notes for Teacher/Examiner.

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

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.
2. Centres must ensure well in advance of the tests that a suitable 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 (DNEA in the case of Centres in Namibia), to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. There should be only one Examiner per Centre where possible. Each Centre will select its own Examiner. This is normally a teacher within the Languages 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/DNEA is not responsible for any fees agreed.)
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 (or DNEA in the case of Centres in Namibia) 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 Examinations Summary Form.

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 (or DNEA in the case of Centres in Namibia) 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 (or DNEA in the case of Centres in Namibia) in the separate envelope provided.
- The middle sheet (which is for the External Moderator's use) must be sent separately to CIE (or DNEA in the case of Centres in Namibia) 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 (or DNEA in the case of Centres in Namibia) 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 may be left on throughout this time, or it may be turned off; if it is turned off the Examiner should indicate the fact by saying 'The tape will be paused now': it is important for the Moderator to know that the candidate has been given an opportunity to study the card at this stage.

(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 contain 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 15 minutes.

Note that while (A) to (D) must be taped, 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 or DNEA.
11. Candidates may be examined singly or in pairs. In cases where paired candidates are being taped, 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.
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 or desk in between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

RECORDING THE SAMPLE

15. Centres must ensure that their recording equipment is in good working order. Cassette recording 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.] 15 April 2005"

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 the candidate's 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 use 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 causes some communication difficulty, but 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.	Inaccuracy of stress and intonation prevents communication even after several repetitions.

A Space exploration

Candidate's Card

Space exploration is very expensive and many people think it is not very relevant to our daily lives.

Discuss with the Examiner your thoughts about exploring space.

You may wish to consider such things as:

- whether you would like to go into space
- reasons why it might be important to keep exploring space
- what you think we might find one day
- the cost involved and other ways this money could be used
- why some people or countries are motivated to explore space.

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 Children's toys**Candidate's Card**

Children's toys can be simple and inexpensive or they can be complex and expensive. They can be educational, they can be a means of amusement – or indeed both.

Discuss toys with the Examiner.

You may wish to consider such things as:

- toys you have enjoyed and what it was about them that attracted you
- toys you had or knew about that you didn't like
- the idea that a toy should be educational
- how toys have changed over the years
- the influence of big business on making and selling toys.

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.

C Buildings

Candidate's Card

Across the world there is a huge variety of buildings (e.g. hospitals, monuments, pyramids, religious buildings, skyscrapers). Some are very old and some are very modern.

Discuss buildings with the Examiner and talk about your own preferences.

You may wish to consider such things as:

- a building you have seen that is very beautiful and/or impressive
- old buildings you have seen or know about
- modern buildings you have seen or know about
- how the purpose or function of a building might affect its design
- the type of building you would design if you were asked to build a place for lots of people to work in.

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

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D A career in the police force**Candidate's Card**

Would you become a police officer?

Discuss this with the Examiner, exploring reasons why you may or may not be interested in such a career.

You may wish to consider such things as:

- the qualities a person needs to do such a job
- whether you feel you could do the job
- the difficulties and dangers police officers may face
- some of the more pleasant aspects about police work
- ways that being a police officer might change a person after many years in the job.

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.

E Stuck on a desert island**Candidate's Card**

You have to spend one month alone on a deserted island. Food, water and shelter are provided.

Discuss with the Examiner how you might cope.

You may wish to consider such things as:

- how you might enjoy the experience
- times when you might find it very difficult
- the main things that you would miss
- two or three items you would take with you
- what you might learn about yourself and others from such an experience.

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.

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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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