

**International General Certificate of Secondary Education  
CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**ENGLISH AS A SECOND LANGUAGE**

**0510/5**

PAPER 5 Oral Assessment

TEACHER'S/EXAMINER'S NOTES

**SEPTEMBER – OCTOBER 2002**

Approx. 15 minutes

No additional materials are required.

**TIME**    Approx. 15 minutes

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**These notes consist of 14 printed pages and 2 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 suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings at CIE (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.)

Centres with large numbers of candidates using more than one Examiner must make arrangements for their examiners to undertake internal moderation so that a common standard is applied to all candidates.

5. Centres receive a set of Oral Assessment Cards accompanying this set of Examiners' 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 Examination 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 (Form 0510/05/CW/S/00 (for Centres in Namibia Form 0510/05/NCW/S/00) )**

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 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 (except in a case where the Examiner has decided to use Assessment Card F). 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 give some suggestions about questions and prompts which might be used.) This section of the test should last approximately 8–10 minutes. (However, if Card F is used, the main part of the test consists of the candidate talking about the topic for a few minutes, followed by questions from the Examiner.)

**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. (Only in the case of Card F is the making of notes allowed in the course of the interview; in cases where this card is used, the Examiner should ensure that any notes made by the candidate are destroyed.)
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 recorders must be used. The recorder and the cassette(s) should be tested on site, some time before the actual oral tests, ideally with one of the candidates. The Warm-up section of the test also provides an opportunity to check audibility. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for candidate and Examiner. If only one microphone is used it should be placed facing the candidate. It is important to check audibility levels before taping begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices on the tapes are clearly audible.

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

The recording must begin at the start of Side 1 of the cassette, and both sides of the cassette should be used before beginning a new cassette. A candidate's oral test should not be started on one side and continue over to the second side. At the end of examining on each side of a 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.]	1 October 2002"

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 in mind the following when marking:

**Be objective.** Do not allow any knowledge of candidates' personality and attitudes 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 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.)

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 then add these marks to give an overall total out of 30.

Mark	Structure [out of 10]	Vocabulary [out of 10]	Fluency [out of 10]
9-10	The candidate demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the 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 Reliable females

### Candidate's Card

Discuss with the Examiner your reaction to the idea that girls are more sensible, reliable and hardworking than boys.

You may wish to consider such things as:

- boys and girls in the family– the help they give to parents
- boys and girls at school – their performance and results
- career choices for boys and girls
- differences in behaviour between the two genders outside school.
- changing roles as teenagers get older. Do men have more responsibilities than women?
- whether boys and girls should be subject to the same rules at home and at school

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 Changes in lifestyle

### Candidate's Card

Discuss with the Examiner the changes that have occurred in the way people live in your country since the time that your grandparents were teenagers.

You may wish to consider such things as:

- standards of living; income and possessions
- standards of health care and knowledge about healthy living
- attitudes to religion and other beliefs
- the way that teenagers behave at home and at school
- the clothes that are worn by teenagers
- opportunities to travel and knowledge of the world

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.

## C Why do wars happen?

### Candidate's Card

Discuss with the Examiner views about the causes of war and how they can be prevented.

You may wish to consider such things as:

- the causes of wars in the past
- why nations sometimes prefer to fight than to talk
- the people who suffer in a war
- how wars can be prevented
- the role of the United Nations and other international organisations
- whether you would ever be prepared to fight in a war

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.

## D Marriage

### Candidate's Card

Discuss with the Examiner your views about the importance of marriage in your country and in your own life.

You may wish to consider such things as:

- the best way to choose a marriage partner
- what influence your family should have on your choice of partner
- why some people consider marriage important for a stable society
- what qualities you might look for in a potential husband or wife
- whether marriage always has to be a lifelong relationship
- what problems are caused when a marriage breaks up

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.

**E The happiest time of your life****Candidate's Card**

Discuss with the Examiner the advantages and disadvantages of being a teenager today.

You may wish to consider such things as:

- the ways in which your life will become more difficult when you are an adult
- any ways in which it is easier to be an adult than a teenager
- some of the things that cause conflict between adults and teenagers
- the pressures that teenagers feel at school and at home
- the things that make you particularly happy and/or sad
- temptations and dangers that teenagers face

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.

**F Choose a Topic****Candidate's Card**

Choose **one** of the topics below and talk about it for a few minutes. The Examiner will ask you some questions when you have finished. You may take a minute or two to write some brief notes before you begin.

- 1 The influence of religion on my life.
- 2 My feelings about growing older.
- 3 An occasion when I was ill.
- 4 Boys love sport – girls are just bored by it.
- 5 Some things that make me very angry.

**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. For Card F only, brief written notes may be made but you should collect them at the end of the session.

**Phase 3: Development**

Discuss with the candidate the ideas and suggestions put forward.



