

**Asset Languages: for the World of Work
French Speaking Test**

INTERMEDIATE

Asset Languages: for the World of Work

Intermediate stage speaking tests

This booklet is for teachers who will act as examiners for Intermediate stage speaking tests. The following pages provide guidelines on setting up and conducting the tests.

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Confidentiality and security

This material is strictly confidential. Please respect the following requirements:

- Keep this material secure at all times.
- Do not leave this material unattended under any circumstances.
- Apart from the *Task preparation sheet*, do not photocopy any part of this material.
- Use this material exclusively for Asset Languages: for the World of Work speaking tests.
- Apart from the *Task preparation sheet*, do not use the materials in this booklet to prepare candidates for speaking tests. The Asset Languages website provides an alternative task which you can use for preparation purposes.

Guidelines for assessment

Understanding the standard of Intermediate

Before conducting a speaking test, ensure that you are familiar with the standard of the Intermediate stage as described by the Languages Ladder statements.

Languages Ladder Statements – Speaking

- | | |
|----------------|---|
| Grade 7 | I can answer simple unprepared questions in a conversation or following a presentation. |
| Grade 8 | I can tell a story or relate the plot of a book or film and give my opinions about it. |
| Grade 9 | I can take part in a discussion, giving and justifying my opinions and ideas. |

You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On *completing* this stage, you should be using and adapting language for new purposes. Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple language

During the speaking test, you will determine whether candidates have demonstrated these grades by assessing their performance in terms of the language they use and communication they achieve.

Language

This refers to the candidate's knowledge of and ability to use vocabulary and structures to convey meaning. Intermediate candidates are expected to have a broad range of language resources relating to predictable situations and familiar matters, including the use of a range of tenses. The candidate is expected to be able to maintain a conversation using a range of language, including giving and justifying opinions. Your assessment will evaluate a candidate's success in using these resources, including range, accuracy and appropriacy.

Communication

This refers to the candidate's ability to take part in the tasks appropriately with a reasonable degree of fluency and some extension of sentences. Hesitations while the candidate searches for language are expected but should not interfere greatly with communication. The candidate is also expected to use strategies to maintain and repair communication, for example, asking for phrases to be repeated, indicating that things have not been understood, asking for clarification and self-correcting. There should be a good attempt to use the target language pronunciation and understanding should not require much effort from the listener.

Structure of Intermediate speaking tests

The following table shows the activities that make up a speaking test.

	Content	Format	Assessment	Test time	Weighting
Preparation	The candidate is given the <i>Task preparation sheet</i> to prepare part 1 up to one week in advance of the test	Candidate only	<i>Not assessed</i>	Up to one week in advance	
Greetings	Introduction to the test and introductions/ greetings	Candidate and teacher only	Conducted and recorded by a teacher <i>Not assessed</i>		
Part 1, task 1 Transactional task	Transactional task with picture / word based stimulus	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	3½ – 4 minutes	60%
Part 1, task 2 Occupational information	Talking and expressing opinions about work (within the task 1 role-play situation)	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	1 – 1½ minutes	
Part 2 Presentation	Candidate talks on a prepared topic and answers questions	Candidate and teacher only or candidate to a group	Conducted and assessed by a teacher <i>Not recorded</i>	3 minutes	40%

Applying the assessment criteria

During a speaking test, assess candidates by applying the criteria shown in the table on page 7. You award each candidate one mark for language and one mark for communication for each of part 1 and part 2, giving four marks in total.



Ensure that you give marks for part 1 and part 2.

To award a language or communication mark:

- 1 Choose which band (0, 1, 2 or 3) best describes a candidate's performance.

Normally you will assign a candidate to band 1, 2 or 3. If it is considered that the response is only equal to that of a Preliminary learner then it is appropriate to award 0 as this is interpreted as the learner being at Preliminary level or below.

- 2 Each band is then subdivided into three levels, e.g. .1, .2 and .3.

This allows you to discriminate within each band to say that the level has been fully achieved (.3), partially achieved (.2) or minimally achieved (.1).

So, for example, you would award a language mark of 3.2 to a candidate whose performance you think is best described as 'partially achieving the language criteria for band 3'.

The 'Completing a mark sheet' section on page 9 explains how to record a candidate's marks on a mark sheet.

Assessment of part 2 – the presentation

Part 2 of the test comprises a prepared, uninterrupted presentation and a subsequent discussion of the same topic. The presentation gives the teacher the opportunity to hear and evaluate the candidate speaking continuously. The candidate's subsequent performance in answering the teacher's questions is likely to differ from the presentation in terms of language and communication, and the teacher should bear in mind the following considerations:

- to be placed at the top of the highest assessment band (score 3.3), a candidate needs to achieve the standard of the highest band descriptors in **both** the presentation and discussion sections.

- teachers should apply each descriptor to the whole candidate performance in the presentation and discussion and, where the quality of the two sections varies markedly, make an aggregate assessment of the standard achieved.

Intermediate assessment criteria

This mark scheme is to be interpreted at Intermediate standard.

Language	
<p>A wide range of structures are used successfully, including tenses or time references. There may be a few grammatical errors. A range of vocabulary is used.</p>	<p>Band 3 3.3, 3.2, 3.1</p>
<p>There is an attempt to use a range of structures, including tenses or time references. There are some grammatical errors. There is an attempt to use a range of vocabulary.</p>	<p>Band 2 2.3, 2.2, 2.1</p>
<p>A limited range of structures is used, including tenses or time references. Grammatical errors are evident. A limited range of vocabulary is used.</p>	<p>Band 1 1.3, 1.2, 1.1</p>
<p>Response below Intermediate (grade 7) level.</p>	<p>Band 0</p>
Communication	
<p>The main points of the task are communicated. Responses are successfully extended. Hesitations do not make communication difficult. A range of simple strategies is used to maintain communication. There is a good attempt to use the target language pronunciation. Understanding requires little effort from the listener.</p>	<p>Band 3 3.3, 3.2, 3.1</p>
<p>Some of the main points of the task are communicated. Responses sometimes extended. Hesitation can sometimes make communication difficult. A few simple strategies are used to maintain communication. There is some attempt to use the target language pronunciation. Understanding requires little effort from the listener.</p>	<p>Band 2 2.3, 2.2, 2.1</p>
<p>Few of the main points of the task are communicated. Responses are basic. Hesitation makes communication difficult. Strategies to maintain communication are not always successful. There is little attempt to use the target language pronunciation. Understanding requires considerable effort from the listener.</p>	<p>Band 1 1.3, 1.2, 1.1</p>
<p>Response below Intermediate (grade 7) level.</p>	<p>Band 0</p>

Completing a mark sheet

The facing page shows an example of a completed mark sheet, and the following notes explain how to complete the various sections.

Using a PENCIL, complete one mark sheet for each candidate. The Examination Details, Centre No. and Centre Name will already have been completed.



Before completing the mark sheets, ask your Examinations Officer for a list of candidate numbers for your students.

Accredited Teacher No. – leave this box empty.

Candidate Name – write the candidate's first name and family name.

Candidate No. – write the number in the top row of boxes, then confirm the number by shading the appropriate boxes in the grid below.

Ensure that the number you enter on this mark sheet matches the number supplied by the Examinations Officer. If they do not match, candidates might not receive their grades.

What is the candidate's first language? – Select one of the languages listed or, if a suitable language is not listed, write the language in the box provided.

Task attempted – mark the number of the set of visual materials you use in part 1 task 2.

Marks awarded – for part 1 and part 2, you must award ONLY ONE mark in each row (*Language* and *Communication*). If you need to change a mark, rub out the original mark and underline the new one.



Note that the final 'To be completed by the Moderator' section of the mark sheet is for completion by an External Moderator and not by your centre.

Preparing Intermediate speaking tests

Any teacher can conduct an Intermediate speaking test and is responsible for ensuring that the test is conducted correctly.

Before conducting a speaking test, read through this booklet to familiarise yourself with the test structure, the test topics and vocabulary. This familiarity will help you to select the best task for each candidate and to ensure that you use a variety of topics. Please note that this booklet is for use for one academic year.

Managing time

The total duration of all the assessed activities in a test should be 8 minutes. This allowance does not include the time required to introduce a candidate, for candidate preparation or for any administrative activities.

Throughout the test, keep a careful track of the time. Move through the tasks appropriately, ensuring that each candidate is given the opportunity to demonstrate their ability by responding fully to the whole range of prompts. Allocate the full time to each task so that every candidate has a fair opportunity to speak. When the required time for the task has passed, do not ask further questions that will cause the test to overrun. When a candidate has finished the activities for a task, bring the task to a clear finish.

Separating the test parts

You can conduct part 2 (the presentation) of a speaking test separately from part 1 at any convenient time before or after it. It may be in the form of candidate teacher interaction or it may be given to a group.

Choosing topics & tasks for assessments

We have provided stimulus materials that allow a range of work-related situations to be covered. Use the full range of material available and vary the tasks for different candidates. Ensure that you do not repeat areas of vocabulary in the test. For example, the topic you choose for part 1 must be different from the topic of the candidate's presentation.

Task preparation sheet

In order to prepare for the test, the *Task preparation sheet* should be photocopied and given to candidates up to one week before the test. Please ensure that a variety of tasks is used. Candidates should prepare by revising key vocabulary items, as well as thinking of things which may be asked during the test and ensuring that they can communicate these points in the target language. The candidate may not bring any notes into the test. You must not use the *Task preparation sheet* to practise with the candidate. The Asset Languages website provides an alternative task that you can use for preparation purposes.

Note: It is expected that the candidate brings their copy of the *Task preparation sheet* into the test. A copy of the *Task preparation sheet* is included in the Candidate's Booklet for emergency use only, when a candidate has forgotten to bring the sheet along with them.

Using questions correctly

Throughout the test, questions / prompts are given for you to use. They are provided as suggestions, but you may use your own questions where necessary. When you act as an examiner, be aware that your technique can significantly influence how well a candidate can demonstrate their ability to speak a language.

For part 1

- When asking questions, use open questions (for example, 'Tell me about a typical day on your work experience') rather than using closed questions (for example, 'Did you enjoy your work experience?'), which only require yes/no answers.
- Ensure that your language is at the appropriate level for the Intermediate stage.
- If a candidate struggles, prompt them or rephrase the question.

For part 2

Once a candidate has finished their presentation, you must ask questions about the presentation for one minute. Questions should:

- ask for extra information about the topic
- invite the candidate to express opinions
- allow the candidate to show their ability to use a range of language structures (including tenses) and vocabulary.

Avoiding malpractice

When you conduct speaking tests, take care to follow the guidelines in this booklet and to be consistent and impartial in your dealings with candidates. If you deviate significantly from recommended practice, you risk arousing suspicions of 'malpractice'. We consider malpractice to be any attempt to give an unfair advantage, or any breach of the regulations governing the conduct of assessment that may threaten the integrity of Asset Languages. So remember:

- use a variety of topics from this booklet when testing a group of students; you must not give all candidates the same tasks
- although it is important to prepare candidates for a speaking test, you must not coach them to the point where questions are rehearsed
- to ensure fairness to all candidates, take care to respect the timings for each task.

Choosing a suitable location for conducting tests

For part 1 tasks

Before the speaking tests, find and reserve a room that is suitable both for assessing candidates and for recording the test sessions.

Choose a room that:

- can accommodate yourself and a candidate in reasonable comfort
- is equipped with two chairs and a table or desk suitable for placing a cassette recorder and microphone
- is sufficiently quiet to avoid distractions and to permit you to make good quality recordings

- provides suitable conditions for a test: acceptable air temperature, ventilation, lighting and cleanliness
- does not display any materials that might help candidates during tests.

Later, when conducting tests, ensure that you maintain an ordered and quiet atmosphere.

If you designate another location as a waiting area, it should be some distance from the test room. Also, it should ideally contain enough chairs for candidates to sit while they wait.

For part 2

The requirements for part 2 are less demanding because you do not have to record candidates' presentations. However, you must ensure that you choose a room that provides the furniture and power supply that you need to work with an OHP or any other equipment needed to support the presentations. Also, if you choose to hold the presentations in front of a class or group, you need a room that can comfortably accommodate more people.

Controlling the quality of recordings

Before conducting any speaking tests, make a brief test recording in the test room. Listen to the recording to check that the microphone is suitably positioned on the table or desk to capture clearly the voices of both yourself and candidates. Also, after recording the first candidate, listen to the quality of the recorded sound to confirm that it is clear and comprehensible.

From time to time during a task, check the cassette recorder to confirm that it is still recording.

Labelling cassettes and cassette boxes

After completing the tests, you must clearly and securely label each cassette and its box with the assessment title, centre name and centre number (where available).

While you conduct tests, keep accurate lists of the sequence in which you record candidates. Then, in each cassette box, provide a list of candidates recorded on the relevant cassette (in the order you have recorded them) and all their candidate numbers. Also, distinguish between candidates recorded on side A and on side B. This information is to enable OCR to identify which candidates appear on any particular cassette.

Conducting Intermediate speaking tests: World of Work

Requirements for both part 1 tasks

For every candidate, record both part 1 tasks. Record no more than 10 candidates on each side of a 90-minute cassette. During the tests, use a watch or alarm clock to keep track of time.

Materials needed:

- this *Examiner's Booklet*
- a *Candidate's Booklet*
- candidate mark sheets
- a cassette recorder
- cassettes (provided by OCR)
- an external microphone
- a watch or clock, preferably with a second hand, suitable for timing the test.

One week before the test

Hand out the task preparation sheet for part 1 to allow the candidate to prepare for the test. The candidate must **not** be told the precise nature of the *Task information sheet* and will not be allowed to bring any notes into the test.

Conducting task 1 of part 1

The aim of task 1 is to give each candidate the opportunity to express his/her opinion and to justify his/her choices.



Duration: 3½ – 4 minutes.

To conduct task 1

- 1 Before you begin the test, confirm which task the candidate has been given to prepare.
- 2 Ensure that the cassette recorder is recording. At the beginning of each recording, state clearly:

'Centre [number]. [Language] [stage] Asset Speaking Tests.'

'Candidate [number]. [Candidate name].'
- 3 Read the opening greeting from the *Information for the teacher*.
- 4 Pass the Candidate's Booklet open at the relevant *Task information sheet*. Allow 30 seconds for the candidate to prepare. Dictionaries must not be used and notes must not be used.

Note: It is expected that the candidate brings their copy of the *Task preparation sheet* into the test. A copy of the *Task preparation sheet* is included in the Candidate's Booklet for emergency use only, when a candidate has forgotten to bring the sheet along with them.

- 5 Read the target language introduction and wait for the candidate to lead the conversation.
- 6 If the candidate struggles to lead the conversation, use the suggested questions/prompts which can be found in the *Information for the teacher* section. You may also use your own - please see the *Using questions correctly* section for further guidance.
- 7 If the candidate struggles with one of the questions, then rephrase the question or try another one.
- 8 Ensure that all three bullet points are covered for this part.

Conducting task 2 of part 1

The aim of task 2 is to give the candidate the opportunity to speak spontaneously and to respond to questions.



Duration: 1 – 1½ minutes.

- 1 Ask questions to help elicit a 1 – 1½ minute conversation about the candidate's job. Suggested questions are provided in the *Information for the teacher* or you may use your own. Please see the *Using questions correctly* section for further guidance.
- 2 The questions should be asking for opinions, and require use of a range of structures and tenses. If the candidate struggles with one of the questions, then rephrase the question or try another one.
- 3 Ask questions until the allotted time is completed.
- 4 Please ensure that all *Task information sheets* and *Task preparation sheets* are collected in at the end of this part.
- 5 Record your assessment for part 1 on the mark sheet.

Conducting Part 2

The aim of part 2 is to give each candidate the opportunity to demonstrate their ability to speak uninterrupted about a prepared topic and to answer questions about it.

You can conduct part 2 separately from part 1 at any convenient time before or after it. Also, you can opt to conduct this part in front of a small group or class.



Do not record this part of the speaking test.



Duration: 3 minutes.

Materials needed:

- this *Examiner's Booklet*
- candidate mark sheets
- a watch or clock, preferably with a second hand, suitable for timing the test
- an OHP, a projector or any other appropriate presentation equipment.

Preparation

In advance of the test, ask each candidate to prepare a 1 – 1½ minute presentation. Note the topic of the presentation for each candidate to ensure that the topic for part 1 does not significantly overlap with the topic of their presentation.

You may conduct this part alone with a candidate or in front of a group or class. If you choose this second option, introduce part 2 to the group before the assessment begins. Stress to all group members that they:

- must remain silent throughout
- must not distract or interrupt candidates in any way during the presentations
- may only ask you questions, or interact with each other, after you have told them that part 2 is over.

Content of a presentation

Each presentation should be an account of an organisation or company that the candidate has personally researched. For example a description of the structure of the local newspaper office, or how a local employer markets his product. Candidates could include the following points:

- Location
- Details of employees
- Details of products or services provided
- Any other relevant information (sales figures, future plans)

A candidate must not bring any written notes to their presentation but may bring up to three visual prompts (containing no text) such as OHTs, PowerPoint slides, objects or photos.

To conduct a part 2 assessment

- 1 Introduce the part by reading the *Information for the teacher* page.
- 2 Listen to the candidate and only intervene if communication breaks down completely. In such a case, prompt and encourage the candidate.
- 3 When the candidate has finished, ask questions in the target language about the presentation for up to one minute. The questions should be asking for opinions, a range of structures and tenses. Please see the *Using questions correctly* section for further guidance.
- 4 Read the closing statement from the *Information for the teacher* page.
- 5 Bring the test to a formal close and record your assessment for part 2 on the mark sheet.
- 6 At this point you and other students may interact with the candidate in the usual way. This interaction does not form part of the assessment.

After completing tests

Ensure that you have completed all the mark sheets and labelled all the cassettes correctly.

If more than one teacher at your centre is conducting and marking the same speaking test, the centre must ensure that all teachers are marking to the same standard (standardisation) before submitting the tests to OCR.

After standardisation, hand all mark sheets and cassettes to the Examinations Officer for despatch to OCR for moderation. This moderation ensures that OCR standards are applied uniformly across all centres.

Support documents

For more support with conducting speaking tests, the following documents are available.

External Assessment Reference Guide

Ask your Examinations Officer for this guide, or download it from <http://www.assetlanguages.org.uk/examsOfficers/default.aspx>.

The guide provides more information on administration and marks submission, when you can conduct speaking tests, the equipment needed, recording candidates, standardisation and submitting test marks with recordings.

Situation A

Task preparation sheet: to be given to the candidate one week before the test.

This sheet will help you to prepare for your test. You may take it into the test with you.

During the test you will be given a task information sheet which you will need to look at.

You must not make notes on this task preparation sheet.

Part 1: Task 1 3½ – 4 minutes

You work in a hotel in Paris.

You are going to attend an exhibition in London. You will be travelling there with some colleagues. You discuss the travel possibilities with your colleague (your interviewer) who does not speak English. Use the task information sheet to do the following:

- tell your colleague about the travel options available through Exhibition Services Ltd
- say which you prefer and why
- ask your colleague to make the booking.
Tell him / her 3 pieces of information he / she will need (e.g. what time plane / train to book, what class, number of passengers, etc.)

Part 1: Task 2 1 – 1½ minutes

Later in the day, you talk with your colleague about your job in the hotel.

- answer the questions your colleague asks you about your job in the hotel

Task information sheet: to be given to the candidate during the test.

Situation A

You must not make notes.

Dictionaries must not be used.

You have 30 seconds to read the information below.

EXHIBITION SERVICES LTD – TRAVEL OPTIONS



TRAVEL OPTION 1

Depart:	10:00 & 12:00
Time:	Paris to London 1 hour 15 minutes
Price:	£80 return
Food:	Free snacks
Airport to city centre transfer time:	1 hour
Transport links to exhibition:	Bus / underground from airport

TRAVEL OPTION 2

Depart:	07:00 & 17:00
Time:	Paris to London 2 hours 30 minutes
Price:	£59 return
Food:	Meals in dining car
Station to city centre transfer time:	0 minutes (goes direct to city centre)
Transport links to exhibition:	Taxi / on foot from the station

Information for the teacher**Situation A****Part 1: Task 1 3½ – 4 minutes**

Introduction	<p>Centre [number]. French Intermediate Asset Speaking Tests. Candidate [number]. [Candidate name].</p> <p><i>Bonjour. Entrez et asseyez-vous. Nous allons maintenant procéder à votre épreuve orale de français.</i></p> <p><i>Dans cette partie de l'examen, vous allez prendre part à une conversation en vous aidant de la feuille d'informations correspondante. Pour commencer, vous avez 30 (trente) secondes pour regarder la feuille d'informations.</i></p> <p>[Hand candidate task information sheet and wait 30 seconds.]</p> <p><i>Bien, commençons. Vous travaillez dans un hôtel à Paris et vous allez à Londres pour voir une exposition. Je suis un/une de vos collègues.</i></p>
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Suggested prompts and questions

<ul style="list-style-type: none"> ▪ tell your colleague about the travel options ▪ say which you prefer and why ▪ ask your colleague to make the booking. Tell him / her 3 pieces of information he / she will need 	<p>Greet the candidate and allow him/her to tell you about the travel options. If necessary, offer information as follows:</p> <p style="text-align: center;"><i>Ça coûte combien ? Quelle est la durée du voyage ? Comment est-ce qu'on peut se rendre à l'exposition ? Qu'est-ce qu'il y a à manger (à bord) ?</i></p> <p>Ask the candidate which option he / she prefers, and why:</p> <p style="text-align: center;"><i>Quelle option vous paraît la meilleure ? Pourquoi ? Est-ce que les heures de départ vous conviennent ? Avez-vous déjà voyagé par avion / en Eurostar ?</i></p> <p>Now the candidate has to ask his / her colleague (you) to make the booking, and must give 3 pieces of information that the colleague (you) will need to do this. Prompt questions might be:</p> <p style="text-align: center;"><i>A quelle heure va-t-on partir / arriver ? Il nous faut combien de billets ? En quelle classe ? Où va-t-on se retrouver ?</i></p>
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Part 1: Task 2 **1 – 1½ minutes**

Suggested prompts and questions	
<ul style="list-style-type: none">answer the questions your colleague asks you about your job	<p>Ask questions to help elicit a 1 – 1½ minute conversation.</p> <p>Lead into a conversation which gives the candidate an opportunity to talk about work. Questions should elicit opinions and a range of tenses.</p> <p><i>Depuis combien de temps travaillez-vous dans cet hôtel ?</i> <i>Qu'est-ce qui vous plaît le plus dans votre travail ?</i> <i>Qu'est-ce que vous trouvez difficile ?</i> <i>Quels sont vos projets d'avenir ?</i></p>

Part 2: **3 minutes**

Presentation	<p><i>Maintenant je veux entendre ta présentation. Ensuite je te poserai des questions.</i></p> <p><i>Tu peux commencer?</i></p> <p><i>Merci.</i></p> <p>[Ask questions related to the presentation]</p> <p><i>C'est la fin de ton test oral. Merci beaucoup.</i></p>
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