

Asset Languages: for the World of Work French Speaking Test

PRELIMINARY

Asset Languages: for the World of Work

Preliminary stage speaking tests

This booklet is for teachers who will act as examiners for Preliminary 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 Preliminary

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

Languages Ladder Statements – Speaking

Grade 4 I can take part in a simple conversation and I can express my opinions.

Grade 5 I can give a short prepared talk, on a topic of my choice, including expressing my opinions.

Grade 6 I can give a short prepared talk, on a topic of my choice, expressing opinions and answering simple questions about it.

On *completing* this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. Your pronunciation should be clear and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

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. Preliminary candidates are expected to have a range of language resources relating to predictable everyday matters, including the use of simple forms of tenses, for example the 'near' future and the ability to express opinions. Your assessment will evaluate a candidate's success in using these resources with sufficient range, accuracy and appropriacy.

Communication

This refers to a candidate's ability to take part in the tasks appropriately and with a reasonable degree of fluency. Hesitations while the candidate searches for language are expected but should not overly interfere with communication. The candidate is also expected to use strategies to maintain or repair communication if necessary, for example, asking for things to be repeated, indicating that things have not been understood and self-correcting. There should be a good attempt to use the target language pronunciation and a minimum of effort needed by the listener for understanding.

Structure of Preliminary 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 in English 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	2½ – 3 minutes	60%
Part 1, task 2 Occupational information	Talking and answering questions 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>	2 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 Breakthrough learner then it is appropriate to award 0 as this is interpreted as the learner being at Breakthrough 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.

← OPEN OUT

Preliminary assessment criteria

This mark scheme is to be interpreted at Preliminary standard.

Language	
<p>A range of structures is used successfully. 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. 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 range of simple structures is used. 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 Preliminary (grade 4) level.</p>	<p>Band 0</p>
Communication	
<p>The main points of the task are communicated. Responses are sometimes extended. Hesitations do not make communication difficult. Simple strategies to repair or clarify communication can be used when needed. 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 are not usually extended. Hesitation can sometimes make communication difficult. There is an attempt to repair or clarify communication when needed. There is some attempt to use the target language pronunciation. Understanding requires some 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 not extended. Hesitation makes communication difficult. There is no attempt to repair or clarify communication when needed. 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 Preliminary (grade 4) 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 used 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 Preliminary speaking tests

Any teacher can conduct a Preliminary 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 6 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 your job') rather than using closed questions (for example, 'Do you enjoy your job?'), which only require yes/no answers.
- Ensure that your language is at the appropriate level for the Preliminary stage.
- If a candidate struggles, prompt them or rephrase the question.

For part 2

Once a candidate has finished their presentation, you must ask **two** questions about the presentation. Questions should:

- ask for extra information about the topic
- allow the candidate to show their ability to use a range of language structures 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 Preliminary 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 demonstrate their ability to take part in a typical work-based conversation.



Duration: 2½ – 3 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 – 1½minutes.

To conduct task 2

- 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 basic, factual details or very simple opinions. If the candidate struggles with one of the questions, then rephrase the question or try another one.
- 3 Please ensure that all *Task information sheets* and *Task preparation sheets* are collected in at the end of this part.
- 4 Record your assessment for part 1 on the mark sheet.

Conducting Part 2

The aim of part 2 is to give the 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: 2 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 – 1 ½ 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 area of work that they are interested in, or of their own personal work experience. For example the typical day of a journalist, why I'd like to become a chef or working at the supermarket on a Saturday.

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 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 two questions in the target language about the presentation. The questions should be asking for basic, factual details or very simple opinions. 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 2½ – 3 minutes

You work in the sales office for a construction company.

You are going to take part in a conversation with a possible buyer (your interviewer) at a development of new flats. A French person is interested in buying a property in England, but does not speak English.

- find out at least 3 pieces of information about the possible buyer (e.g. his / her name, his / her address, how many bedrooms he /she wants etc.)
- look at the task information sheet and give the price of the flat he / she is interested in
- look at the task information sheet and tell the buyer about the flat

Part 1: Task 2 1 – 1½ minutes

The buyer will ask you about your job in the sales office.

- answer the questions the buyer asks you about your job in the sales office

Situation A

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

You must not make notes.
Dictionaries must not be used.
You have 30 seconds to read the information below.

CA Construction New homes

01592 – 445122
www.cacon.co.uk



Prices

1 bedroom flats	£100,000
2 bedroom flats	£150,000
3 bedroom flats	£200,000

internet
connection



central heating



shower



garden



parking



super-modern kitchen



10 minutes from station



supermarket close by



This sheet may be photocopied for test purposes only.

CA Construction
New homes

01592 – 445122
www.cacon.co.uk



internet connection



parking



central heating



super-modern kitchen



shower



10 minutes from station



garden



supermarket close by



Prices

1 bedroom flats	£100,000
2 bedroom flats	£150,000
3 bedroom flats	£200,000

Part 1: Task 1 **2½ – 3 minutes**

Introduction

Centre [number]. French Preliminary Asset Speaking Tests.
Candidate [number]. [Candidate name].

Hello. Come in and sit down. We're going to do your French Speaking test.

In this part of the test you are going to take part in a conversation, using the task information sheet to help you. First you have 30 seconds to look at the task information sheet.

[Hand candidate task information sheet and wait 30 seconds.]

Let's begin. *Vous travaillez au Bureau de Vente et je voudrais acheter un appartement.*

Suggested prompts and questions	
<ul style="list-style-type: none"> find out at least 3 pieces of information about the buyer 	<p>Greet the candidate and allow him/her to ask you at least 3 pieces of information. If necessary, offer information as follows:</p> <p><i>Je m'appelle</i> <i>Ça s'écrit</i> <i>Voulez-vous mon adresse/numéro de téléphone ?</i></p>
<ul style="list-style-type: none"> give the price of the flat he / she is interested in 	<p>Specify which flat you are interested in. If the candidate does not offer the price, ask for it.</p> <p><i>Combien coûte un appartement avec une chambre/deux chambres/ trois chambres ?</i></p>
<ul style="list-style-type: none"> tell the buyer about the flat 	<p>Allow time for the candidate to talk about the flat. If necessary, ask questions from the list below:</p> <p><i>Comment est l'appartement ?</i> <i>Est-ce qu'il y a un jardin ?</i> <i>Qu'est-ce qu'il y a d'autre dans l'appartement ?</i> <i>L'appartement est-il loin de la gare ?</i> <i>Qu'est-ce qu'il y a comme boutiques à proximité ?</i></p>

Part 1: Task 2 1 – 1½ minutes

Suggested prompts and questions	
<ul style="list-style-type: none"> answer the questions the buyer asks you about your job in the sales office 	<p>Ask questions to help elicit a 1 – 1½ minute conversation about the candidate's job, as given on the task preparation sheet. Again, prompt where necessary. Questions should ask for basic, factual details, or very simple opinions.</p> <p><i>A quelle heure commencez-vous à travailler/terminez-vous de travailler ?</i> <i>Comment est-ce que vous allez à votre travail ?</i> <i>Votre travail est-il intéressant ? Pourquoi (pas)?</i></p>

Part 2: 2 minutes

<p>Presentation</p>	<p>Right, let's speak in English again. Now I'd like to hear your presentation, and then I'll ask you two questions.</p> <p>Bon, maintenant en français.</p> <p>Je t'écoute. Tu peux commencer maintenant ?</p> <p>Merci.</p> <p><i>[Ask 2 questions]</i></p> <p>Let's finish in English. That's the end of your speaking test.</p>
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