

Example candidate response – high

Role play: Card 8

Role play Question 1

Conduct of the test

This role play card was not the one given to the candidate for preparation and announced in the opening before the warm-up question. Clear introduction to the context of this role play and appropriate questioning following the exact wording of the script, as per the requirement. The teacher/examiner appropriately replies briefly to the candidate's question which is used to create a natural conversation, as well as stating 'Excellent'.

Candidate response

The candidate relates well to the role play situation, although this is not necessary. He clearly communicates where he is flying from and to. Additional information given beyond the expected answer, even if it offered partial communication, would not prevent an award of 2 marks.

Mark awarded = 2 out of 2

Role play Question 2

Conduct of the test

Appropriate questioning and response by the teacher/examiner.

Candidate response

To start, the candidate expresses aloud his processing of the requirements of the question. He rephrases his sentence part way though using the word 'flight' and this sounds like 'fly'. Overall, the information around the factual information creates some ambiguity.

Mark awarded = 1 out of 2

Role play Question 3

Conduct of the test

Appropriate conduct by the teacher/examiner.

Candidate response

The sentence is overall unclearly structured at the start due to the changes in direction, and thus the tense is unclear. Overall, information is partly communicated clearly.

Mark awarded = 1 out of 2

Role play Question 4

Conduct of the test

The teacher/examiner extends the script beyond 'why?' for the second part of the question, using an additional word of 'else'. The candidate has already given the second part of the answer in response to his first question. Thus, the second part of the question is not needed here.

Candidate response

In the first response, not only does the candidate answer 'how often?' using an appropriate tense, he also answers 'why?', communicating his information relevantly. His response to the teacher/examiner's second question should also be considered. Here, this additional communication does not negate the meaning of his earlier communication.

Mark awarded = 2 out of 2

Role play Question 5

Conduct of the test

The clarification to the candidate that the question is asking 'how?' is satisfactory. The teacher/examiner correctly follows the guidance to pause after the first part of the question, wait for an answer, and then ask the second part of the question. He ends the role play in an appropriate way.

Candidate response

To the first part of the question, the candidate responds simply and in the past tense to explain the mode of transport. For the second part of the question, he continues using the past tense to explain the length of the journey. The addition of 'I'm bored' to explain the effect of the journey is extra information not required by the question, so the incorrect tense does not distract from the award of 2 marks.

Mark awarded = 2 out of 2

Total mark awarded for the Role play = 8 out of 10

Topic conversation 1: Topic 1 – In the home

Topic conversation 1 Question 1

Conduct of the test

The candidate seeks clarification about whether this is still the role play and at this point the teacher/examiner does not respond clearly. The reason that this occurred was because the teacher/examiner had used the wrong role play card. The first question is asked as required following the given script. Throughout the response the teacher/examiner gives appropriate short confirmations.

Candidate response

The candidate answers the question and goes on to provide some information, as well as an opinion supported with a full justification. The start of the response shows faltering with a correct change of tense to past continuous. The past tense is then continued. There is some use of fillers and repetition which affects the sentence construction, for example, 'the place was nice, a bit like, little bit bored'. He extends his explanations with 'because' but has a singular/plural agreement error 'people is nice'. He qualifies using the idioms 'through the year' and 'all the year' but uses 'nice' rather repetitively.

Topic conversation 1 Question 2

Conduct of the test

The teacher/examiner appropriately responds to the candidate's query about which property to discuss and provides positive affirmations.

Candidate response

The candidate seeks clarification about which place he should discuss; this does not show a lack of understanding of what the question asks. The candidate then answers about both his previous and current place. He volunteers a reason and what the different rooms are. There is another example of an incorrect agreement 'have' rather than 'has'. The response does consist of a lot of phrases rather than connected ideas.

Topic conversation 1 Question 3

Conduct of the test

The teacher/examiner correctly asks the first part of the question before the recommended pause. There is no need to ask the follow up question 'Why' as the candidate has already added this information.

Candidate response

The candidate provides development about his feelings related to his favourite room. The start of the response shows faltering, but then an accurate modal construction '... where I can ...'. He misses out the

pronoun 'it' in 'I like a lot.' However, 'that' is correctly used as a determiner as well as a subordinating conjunction. There is inaccuracy in use of the good vocabulary choices 'chill' and 'disconnect' because these are not used in the past tense, but this is correct with the transformation of 'relax'. There is some stress for effect on 'guitar' and 'piano'.

Topic conversation 1 Question 4

Conduct of the test

The candidate adds their own information voluntarily, so the follow up question does not need to be asked by the teacher/examiner.

Candidate response

The candidate thinks aloud the focus of the question to start. He then responds with some detail, including providing direct speech, but there is some lack of clarity in the final main utterance '... because I can, I can see, of course, past year...'. There are also some errors in sentence structure, for example 'before to', some errors in vocabulary, for example 'come' rather than 'went'. Here, and elsewhere in the topic conversations, there is good pronunciation and fluency, despite some fillers.

Topic conversation 1 Question 5

Conduct of the test

Correct following of the guidance to pause after the first part of the question, wait for an answer, and then ask the second part of the question.

Candidate response

In response to the first part of the question, we know where the candidate wants to live and why, but the candidate reworks or repeats some of his content which can make the message unclear, for example 'I think that in, in Spain, in a very nice mountain, I think in, in a mountain...'. The use of 'I think' is most likely related to him considering the content rather than how to express his ideas. For the second part, the candidate provides an advantage with an explanation, but for the disadvantage after the initial reason, the later explanation moves on to ideas that seem disconnected. He demonstrates good use of the future tense for the first part of the response. For the second part, he uses the second person, as well as correct use of the conditional combined with a modal, 'if you want to be alone you can go...'. He uses adjectives and adverbs, and has a good choice of noun: 'independence'.

Further questions: The timing of the test is just over 3½ minutes, so correctly, the teacher/examiner does not ask any further questions and moves on to the next topic conversation.

Topic conversation 2: Topic 6 – Celebrations

Topic conversation 2 Question 1

Conduct of the test

The teacher/examiner appropriately introduces this second topic and asks the first question. He responds acceptably, showing he has listened to the candidate.

Candidate response

The content is suitable and conveyed as two sentences. The suffix -th has not been added to the number and the simple past indicative of 'be born' is incorrect.

Topic conversation 2 Questions 2 and 3

Conduct of the test

Appropriate questioning and positive response. The teacher/examiner does not ask Question 3 because the candidate talks about things he likes to do which he considers special. The candidate also responds in the future tense as required by Question 3. This is an acceptable approach.

Candidate response

Both Questions 2 and 3 are addressed in the candidate's developed response to Question 2. He considers his negative and positive opinion on celebrations/special things. He provides plenty of examples and engages the teacher/examiner by referring to golf, showing some confidence. There are some awkward expressions, for example 'I don't like a lot big celebrations' and '... that I don't use to do normally' but the latter shows ambition of structure. The tense is generally controlled: 'love to do ... like to go.' The use of 'adrenaline' to categorise his examples is a good choice of noun.

Topic conversation 2 Question 4

Conduct of the test

The teacher/examiner correctly follows the guidance to pause after the first part of the question, wait for an answer, and then ask the second part of the question.

Candidate response

The candidate starts his response to both parts of the question by rephrasing part of the question to make sure he responds relevantly. He provides information and an opinion in response to the first part. For the second part, he gives more context and a straightforward reason. There is evidence of sufficient control of past tense in the response to the first part. For the second part he uses future and present rather than past tense quite consistently. He also has a couple of agreement errors, 'mom love' and 'she feel'. The use of fragments in a list at the end is acceptable though there is an error with 'We go to walk.' There is good use of the abstract noun 'peace' to provide an opinion.

Topic conversation 2 Question 5

Conduct of the test

The interruption and slight exchange about the teacher/examiner having been to Pamplona for the bull fighting is an acceptable exchange, showing engagement with the candidate. For the next part of the question, the teacher/examiner suitably guides the candidate to focus on one of the two celebrations the candidate has mentioned. During the response the candidate seeks clarification about some of the content and the teacher/examiner appropriately reassures the candidate. Even if the information given was incorrect, it is recommended not to correct the candidate, as this is not a test of factual knowledge. The response to the candidate about it being a very long tradition would have been best presented as a statement rather than a closed question. The teacher/examiner does not aim to keep to the 4 minutes allocated to the topic conversation.

Candidate response

There is a lot of content offered here by the candidate and there is some confidence in expressing his ideas which are relevant and include some development of information. In both parts to the question, he refers to alcohol when he could have developed a different idea about the preparations. There is a loss of control overall of structures in this section, partly due to rephrasing of ideas. For the response to the first part of the question, the candidate uses past and present tense with some errors, but also uses reasonably controlled structures such as, 'I think that I have been...'; 'I'm training now to be ...'. He uses a superlative 'biggest' and knows specific nouns related to the celebration, such as 'bullfighter'. There is one word which he does not know how to express and does not have a way to talk around this. There is good rising intonation in the candidate's question and a little use of emphasis on key words, for example, 'love' and 'leave'.

Further questions: The timing of the test is around 4½ minutes. The responses to the fifth question parts overall are long, so there is no requirement for further questions.

Mark awarded for Communication for Topic conversation 1 and 2 = 13 out of 15

Mark awarded for Quality of language for Topic conversations 1 and 2 = 12 out of 15

Total mark awarded for Topic conversations = 25 out of 30

Whole test

How the teacher/examiner performance could improve

Role play – The teacher/examiner does not need to ask the second part of the question if the candidate has already given the answer in the first part of the response. This can cause potential confusion to a candidate and increases the demand on the candidate because they are being asked to add further content.

The candidate sounds confused at the start of the first topic conversation. This is because he was given a different role play card during the 10-minute preparation period. It is important to check that the randomisation grid in the Instructions for Teachers/Examiners is followed correctly throughout the whole test procedure.

Topic conversations – The teacher/examiner should appropriately interrupt and move along the candidate if they are providing overlong responses and there is a possibility that a topic conversation will exceed 4 minutes.

How the candidate performance could improve

Role play – Rather than have faltering starts, which can affect the clarity of meaning, the candidate can give himself a little time to process the question before answering, to ensure that he understands the question focus and consider his response. He would benefit from being more consistently in control over his sentence structures, and in particular his tense use.

Topic conversations: Communication – The candidate's responses reasonably confidently communicate information, but the faltering, particularly at the start can affect communication. He frequently develops ideas and opinions, and there are some justifications, but these can be enhanced further by offering additional ideas and/or more detail.

Topic conversations: Quality of language – There is a good range of structures used, some ambitious, but the candidate needs to have better control overall, particularly with agreement of tense and singularity/plurality. Vocabulary is good and mostly accurately used, but occasionally more synonyms could be offered. Overall, there is good pronunciation, fluency and intonation, with occasional stress for emphasis, but the candidate needs to develop his fluency, by reducing the use of the 'yeah' filler, disconnected ideas and rephrasing.

Total mark awarded for the whole speaking test = 33 out of 40