

Example candidate response – middle

Role play: Card 1

Role play Question 1

Conduct of the test

The context is introduced appropriately by the teacher/examiner, and the first question correctly follows the script as is expected.

Candidate response

The candidate responds using a sentence in the future tense. Candidates can simply give a brief phrase such as 'in the playground' and as long as it is mainly accurate and not ambiguous in terms of the message, that would be awarded 2 marks.

Mark awarded = 2 out of 2

Role play Question 2

Conduct of the test

Appropriate questioning by the teacher/examiner. However, the teacher/examiner could have responded briefly to the previous answer before asking this question.

Candidate response

The candidate does miss out the article before 'cinema' and pauses before conveying how, but the information is clearly communicated.

Mark awarded = 2 out of 2

Role play Question 3

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. A comment following the candidate's response could be given.

Candidate response

The candidate responds with a sentence to the first part of the question, but the construction 'enjoy to watch' is incorrect. The hesitation in pronunciation of 'comedy' is acceptable. Although the second part of the response provides two simple reasons, the incorrect use of 'it's' makes the meaning ambiguous.

Mark awarded = 1 out of 2

Role play Question 4

Conduct of the test

There is an appropriate questioning style. The teacher/examiner on this occasion does appropriately respond with 'OK'.

Candidate response

For the first part of the question, although the information is communicated, the candidate only uses a phrase. In the second part of the question, a sentence is given. The question uses a past construction, so use of the modal does not address the time frame.

Mark awarded = 1 out of 2

Role play Question 5

Conduct of the test

The questioning by the teacher/examiner is appropriate. He responds to this response by simply stating 'OK'.

Candidate response

The candidate includes verbs, but these are used inconsistently ('drink' and 'eating'). Further, the candidate does not respond in a complete sentence so cannot show full understanding of the future tense. Overall, information is partly communicated.

Mark awarded = 1 out of 2

Total mark awarded for the Role play = 7 out of 10

Topic conversation 1: Topic 3 – Food and drink

Topic conversation 1 Question 1

Conduct of the test

Appropriate introduction and questioning. However, the teacher/examiner could have encouraged the candidate to give a fuller response, using for example, 'Tell me more about...'.

Candidate response

The response is a brief phrase with relevant content.

Topic conversation 1 Question 2

Conduct of the test

The teacher/examiner appropriately gives the candidate thinking time and then repeats the question using the exact wording. The candidate mishears the word 'lunchtime' and so the teacher/examiner repeats 'lunchtime' when it would have been more appropriate to move on to the next question.

Candidate response

The candidate, once he understands the question, lists some food items. He uses a less common noun 'watermelon' but repetitively uses 'eat'. The use of fillers, the satisfactory pronunciation and the fluency of delivery here is fairly consistent throughout the topic conversations.

Topic conversation 1 Question 3

Conduct of the test

The teacher/examiner appropriately confirms the candidate's clarification of the first part of the question. Because the candidate says how he helped, rather than asking the question after the pause asking for this idea, the teacher/examiner slightly rephrases the alternative question after the pause, presenting it as a closed question. It would have been more appropriate to repeat the question in the hope of getting a correct response.

Candidate response

The candidate responds to the idea of 'how?' rather than 'when?' for the first part of the question. For his second question, although this is a closed question, the candidate provides a satisfactory explanation of why helping is difficult. He links his ideas with 'because' but has uncertainty around the tense, 'cut, cutting'.

Topic conversation 1 Question 4

Conduct of the test

Appropriate questioning, although the teacher/examiner could have encouraged the candidate to give a fuller response, using for example, 'Tell me more about...'.

Candidate response

The candidate provides two satisfactory reasons for both aspects of the questions without any support. He uses some good vocabulary, but he does not use articles and often misses out the pronoun. He unsuccessfully uses a conditional structure, and he tends to provide phrases. The pausing before responding, evident here and elsewhere in this topic conversation, is the candidate potentially thinking of content, rather than how to express his ideas, as these pauses are at the start of an utterance.

Topic conversation 1 Question 5

Conduct of the test

When the candidate indicates he does not understand the first part of the question, the teacher/examiner appropriately repeats it exactly as printed. He waits for the response before asking the second part of the question.

Candidate response

The candidate uses some ambition in his sentence structure, starting with a subordinating connective and using the modal, but there is an error ('can't always eating'). The repetition of 'I' affects the fluency of the message.

Further questions: Rather than asking a further question on the same topic of his own choice, the teacher/examiner relies inappropriately on the first part of the alternative question and does not go on to ask the complete set of questions which would lead to an opportunity for the candidate to provide at least one reason or explanation.

The response is relevant but is limited in terms of ability to assess for the quality of the language, other than noting the use of the adverbial phrase.

Topic conversation 2: Topic 5 – People and places

Topic conversation 2 Question 1

Conduct of the test

The teacher/examiner appropriately introduces this second topic and asks the first question. However, he could have encouraged the candidate to give a fuller response, using for example, 'Tell me more about...'.

Candidate response

A simple statement relevantly answers the question, but there is an incorrect addition of an article.

Topic conversation 2 Question 2

Conduct of the test

The teacher/examiner appropriately asks the question and could have encouraged the candidate to give a fuller response.

Candidate response

A simple statement relevantly answers the question. The addition of an article here is a repeated error, so does not need to be considered again.

Topic conversation 2 Question 3

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 responds relevantly to both parts of the question. Even though there is inaccuracy in the sentence constructions, showing in particular difficulty with verbs, simple information is communicated and an appropriate collocation 'take photos' is used.

Topic conversation 2 Question 4

Conduct of the test

The teacher/examiner uses an appropriate style of questioning for the two parts of the question. As the candidate only gives one reason, the teacher/examiner appropriately encourages a fuller response.

Candidate response

The candidate responds relevantly to both parts of the question. In response to the question requiring the future tense, he appropriately uses the modal form, though he finds it difficult to communicate the more complex idea of people from other nationalities. Note, he does pronounce the word very clearly during the further questions. There is hesitancy and repetition of 'can' when the candidate is asked to express another reason, but he does convey a number of simple reasons. The ambitious structure 'if I go to travel, it can be convenient' is good. 'Convenient' was used in the first topic conversation, so is not credited.

Topic conversation 2 Question 5

Conduct of the test

Appropriate questioning by the teacher/examiner.

Candidate response

The candidate provides a satisfactory reason for the advantage. He finds it difficult to communicate the disadvantage, shown by the lack of sentence control and stilted delivery. His final utterance is incomplete, possibly due to pronunciation – perhaps he meant to say 'meaning'. However, he does use good vocabulary – 'environment' and 'maybe'.

Further questions: Instead of asking a further question on the same topic of his own choice, the teacher/examiner relies inappropriately on the alternative question but does ensure that the candidate is given an opportunity to give at least one reason or explanation.

As the additional question is targeting the same idea already discussed for Question 5, the candidate finds it difficult to offer some further explanations, though he does introduce the idea of 'different knowledge'. He does control his verbs, 'can make ... learn ...' but he struggles with 'knowledge'.

Mark awarded for Communication for Topic conversation 1 and 2 = 9 out of 15

Mark awarded for Quality of language for both Topic conversation 1 and 2 = 8 out of 15

Total mark awarded for the Topic conversations = 17 out of 30

Whole test

How the teacher/examiner performance could improve

Role play – the teacher/examiner could interact more in response to the candidate, as is indicated in the script. By offering light, brief responses between questions and maintaining the given role, this helps to sustain the candidate's awareness of their role.

Topic conversations - in the more accessible questions, the teacher/examiner should have encouraged the candidate to develop his responses further. Also, he should not use the alternative questions as further questions. Alternative questions are to be used when a candidate is unable to answer the previous part or parts of a question. The timings of both parts of the test were short at just under 3½ minutes, so the teacher/examiner should have asked two further open questions of his own choice on the topic to extend the timings.

How the candidate performance could improve

Role play – the candidate should aim to always answer the last three questions in complete sentences and show that he can consistently use the correct tense expected from the question. He should also make sure that the correct pronouns are used to ensure clarity of communication.

Topic conversations: Communication – the candidate's responses to the first two questions on both topics are quite brief. He communicates most of the required information, though he needs to make sure his answers are not ambiguous, and that he offers further information and opinions. Some straightforward reasons are communicated, but these could also be developed further with explanations.

Topic conversations: Quality of language – there is some satisfactory use of straightforward structures, but the candidate should ensure tenses are more secure, and understand the use of articles and pronouns. He sometimes attempts more complex structures, but he needs to control their accuracy. The vocabulary is mostly satisfactory, but he could aim to offer a greater range. Pronunciation is mostly understandable of less challenging words, but the candidate should work on reducing his use of fillers and repetition of words directly after each other, as well as aim to improve his fluency.

Total mark awarded for the speaking test = 24 out of 40