



Anglia
EXAMINATIONS
ENGLAND



Ascentis Anglia Language Examinations
Ascentis Level 2 Certificate in ESOL
International (Ofqual Accreditation No. 500/4064/9)

Proficiency Level (C1)

Speaking Test

Winter 2011/12

Instructions for Examiners

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Procedure

The Ascentis Anglia Proficiency Speaking Test consists of three tasks and should take *approximately* 20 minutes to complete. The test is conducted by you, the examiner, with procedural help from an usher/additional assessor. There are two candidates at each session. The examination is recorded onto a cassette tape, CD or MP3. Recordings are sent to Chichester College for moderation.

BEFORE the candidates enter the room, record their full names, and numbers, clearly onto the tape / CD or MP3.

AFTER the examination, the usher must ensure that the candidates do not return to the area where candidates yet to take the test are still waiting.

Task One: up to 4 minutes

The object here is to give the students **the opportunity to feel more comfortable and to be able to 'warm up'** by asking the candidates to introduce themselves and tell why they are taking the examination. Among the questions you should use are:

- What's your name and number? (This is a necessary double check with the name and number previously recorded).
- Would you please tell me something about yourself?

Other questions are admissible, such as:

- How long have you been learning English?
- What are your future plans?

Task Two: up to 8 minutes

The two readings which the students have prepared are on the table. Ask each candidate which reading they would like to talk about. It is obviously better if the candidates talk about different topics so you should try and steer them to do this, but it is not compulsory.

Let the candidates begin by talking about the article uninterrupted, after which you will **explore the issues** with them.

Task Three: *up to 8 minutes*

The list of topics should be on the table in front of the students. There are two groups of topics with five statements in each group. Ask each candidate which group of topics they have chosen. Then choose at random one of the statements in those groups and invite each candidate in turn to speak alone for up to three minutes. The object of this task is to let the candidates speak uninterrupted, after which you will **stimulate debate** with them. It is at your discretion when to begin prompting. The candidates should be allowed to speak alone for up to three minutes if they are able, but should *not* be left in awkward silence if they have little to say.

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Task Two: Readings for Discussion

READING ONE: WHAT'S WRONG WITH BOYS?

Hundreds of thousands of young boys are left to struggle in lessons because of the 'feminisation' of the curriculum, the rise of coursework, the lack of male primary schoolteachers and the loss of competition between pupils, it has been claimed.

David Levin, the head of the City of London School, said boys had not got a 'good deal' out of the education system because of the rapid shift towards mixed schooling. According to figures, the number of single-sex state schools has fallen dramatically from around 2,500 to just over 400 in 40 years, and this is not the case only in state schools. The shift has been just as dramatic in the independent sector.

Mr Levin said boys had significantly different educational needs to girls, but this tended to be overlooked in mixed classrooms. Girls now perform much better at each key stage of education, including primary school, secondary school, sixth-form college and university.

Mr Levin said: 'We believe that there's a problem across the English speaking world with boys' academic underachievement.' He criticised the introduction of coursework modules into GCSEs. 'The prevalence of

coursework is a major issue – boys don't respond well to it,' he said. 'Boys like immediate targets and tend to favour examinations over coursework, which was developed about 20 years ago specifically in response to the fact that girls were underachieving.'

He said City of London had axed conventional GCSEs in favour of International GCSEs which have no coursework and base results on end-of-course exams. It corresponded with a significant increase in the number of A* and A grades achieved by boys. Mr Levin said: 'We are conscious that boys learn differently so we have been looking very closely at the way in which lessons are conducted. Boys need variety; a mixture of reading from books, competitive teamwork and getting up and moving between exercises.'

Mr Levin also called for a drive to recruit more male primary schoolteachers. 'We are in danger of losing the plot with boys.'

*July 2011 Adapted from article -
www.Telegraph.co.uk*

Points to consider:

- **Should boys and girls be educated separately for some subjects?**
- **How could more men be encouraged to become primary teachers?**
- **In your experience, do boys appear to learn differently to girls?**
- **Would you prefer your grades to be based on coursework or exams?**
- **Do you think that single-sex schools should be closed down?**

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Task Two: Readings for Discussion

READING TWO: SCIENTISTS FIND THE ETERNAL SANDWICH

Scientists have discovered a naturally occurring agent capable of destroying the bacteria that cause meat, fish, eggs and dairy produce to rot. They believe that it could extend the life of perishables such as milk, sandwiches and sausages. So, if you buy a sandwich, you might soon be able to drop it in your bag and keep it for a month or two, until you really feel like it.

Opened wine and ready meals could also last much longer, in some cases for years, and they may not even need refrigeration.

Last week, researchers at the University of Minnesota reported the discovery of *bisin*, a naturally occurring compound produced by some types of bacteria. They found that it reduces the growth of lethal bacteria, including e-coli, salmonella and listeria. Last year there were 84,500 cases of food poisoning reported in England and Wales alone. Microbiologist Dan O'Sullivan said, 'It seems to be much better than anything that has gone before. It doesn't compromise nutrient quality – we are not adding a chemical, we are adding a natural ingredient.' The technology could also reduce the 20 million

tons of food Britons throw out every year, although it cannot preserve fruit and vegetables as they decompose in a different way.

Because *bisin* is chemically related to *nisin*, which is used to keep processed food sterile and edible for decades, it does not need to be pharmaceutically tested and could be on the market within a year. It has already been patented and the university is in talks with food ingredient manufacturers.

Using *bisin* in this way is not without its critics, however. As with genetically modified (GM) foods, this advance raises questions about food monopolies. Advanced science is fine for those in the food industry who can afford to license it, but where do the smaller producers stand who cannot afford to use it? It is also fodder for conspiracy theorists, who will assume governments to be in technology's thrall with no thought to the safety or longer-term outcomes of such scientific 'progress'.

August 14 2011 Adapted from article – The Sunday Times. P1.

Points to consider:

- Would you be happy to eat food with added *bisin*?
- What do you think is the biggest advantage of using *bisin* in food?
- How much unused food do you throw away?
- Do you think genetically modified food should be banned?
- What do you think food will be like in the future?

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Task Three: Topics

GROUP ONE: CRIME

1. All policemen should carry guns.
2. People accused of a crime should stay in prison until they go to court.
3. We need to build more prisons.
4. Life in modern prisons should be much harder.
5. Parents of young offenders should be held responsible for their children's actions.

GROUP TWO: HOLIDAYS

1. The purpose of a holiday is to relax and put your feet up.
2. Tourism is having a disastrous effect on our planet.
3. Nowadays tourists learn almost nothing about other cultures.
4. Travelling by plane should be made more expensive and budget airlines closed down.
5. Going abroad for a holiday is more exhausting than staying at home.

MARKING CRITERIA ASCENTIS ANGLIA SPEAKING TEST PROFICIENCY (C1) LEVEL

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Candidate can express him/herself fluently and spontaneously. Sentences are well formulated. Will only hesitate when the topic of discussion is difficult.	Covers the subjects very well. Can tackle every aspect of the conversation and discussion without obvious effort.	Good, clear pronunciation and stress/intonation.	Uses good variety of appropriate words and idiom. Is not worried by the different turns the conversation takes.	Rare inaccuracies and inappropriate uses.
M	Candidate is fluent without much hesitation. Candidate keeps the conversation going well. Answers and reactions are to the point. Functionally competent in the language.	Covers the subjects satisfactorily.	Confident pronunciation and stress / intonation.	Good variety of words and idiom without too much observable effort.	A few mistakes and occasional inappropriate utterances.
P	Candidate is fluent, but pauses and hesitates and delivery does not always come across as effortless.	Covers the subjects. May go round points, too, to get over a difficulty in expressing something.	Mother tongue easily detected and leading to oddities in stress and intonation, but not generally interfering with understanding.	Adequate words and idiom for all the debate and discussion, even if some paraphrase noted when a true expression is missing.	Some mistakes.
R	Pauses and hesitation indicating lack of spontaneity in candidate's ability to use spoken English.	Does not confidently cover the subjects. Is hesitant about what to say for language reasons rather than conceptual ones.	Flow of pronunciation and intonation does not inspire confidence in the speaker's proficiency in spoken English.	Vocabulary too limited to be called fully functional in any situation.	Mistakes indicating proficient grammar in spoken English not quite achieved.
U	Little or no communication takes place in English at all.				