



Ascentis Anglia Language Examinations
Ascentis Level 3 Certificate in ESOL
International (Ofqual Accreditation No. 500/4063/7)
Masters Level (C2)
Speaking Test
Winter 2011/12
Instructions for Examiners

Ascentis Ltd. Reg. in England Co. No. 6799564, Reg. Charity No. 1129180
LANCASTER BUSINESS PARK, OFFICE 4, MANNIN WAY, CATON ROAD, LANCASHIRE, LA1 3SW, ENGLAND
© Anglia Examination Syndicate Ltd. Reg. in England Co. No. 2046325
CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

These materials may not be altered or reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, electrical, chemical, optical, photocopying, recording or otherwise without the prior permission of the copyright owner.

Procedure

The Anglia Masters 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 may be recorded onto a cassette tape/CD or MP3. The tape is 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 and why you are taking this examination?

Other questions are admissible such as:

- How long have you been learning English?
- Why did you want to learn it?
- What do you expect to be doing in, say, 20 years' time?
- How do you expect the world to have changed by then?

Task Two: *up to 8 minutes*

Candidates have prepared the two newspaper articles for this level. They are on the table. Ask each candidate which article 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 isn't compulsory.

Let the candidates begin by saying anything they have to say about the article uninterrupted, after which you will explore the issues with them.

Task Three: up to 8 minutes

Ask each candidate which card they have chosen, A or B. Choose one of the four statements on their chosen card and invite them in turn to speak about it. Allow each candidate up to three minutes to speak alone. The object of this task is to let each candidate speak uninterrupted, after which you will **stimulate debate** with them. It is at your discretion when to begin prompting. The candidate should *not* be left in awkward silence for long periods if he or she has little to say.

MASTERS SPEAKING EXAMINATION, Winter 2011/12

Task Two: Readings for Discussion

READING ONE

THE VALUE OF LIBRARIES

What are libraries for? To the generations that have grown up with free access to local public libraries, this may seem like a stupid question. The recent library closures in the UK and USA have generated heated debate on both sides of the Atlantic. Should we forget about libraries now that we have the iPad and Amazon Kindle? Should we force our children to look things up in printed encyclopaedias when it's so much easier to search for things on the Internet? Should we continue to pay for a building full of books?

According to author and motivational speaker Seth Godin, libraries were initially just 'warehouses for books worth sharing'. This at a time when books cost 'about as much as a small house'. We've come a long way from that. Books have been accessibly priced, widely available and part of our everyday lives for centuries. Many of us have grown up using libraries.

Some people, however, argue that libraries are becoming obsolete. The argument about library closures always seems to boil down to whether paper books themselves are becoming obsolete. It *is* possible for people to own a computer, an e-reader and paper books. It's possible for us to own and use a TV *and* a radio. Video didn't entirely kill the radio star, after all. Although many authors have voiced concern over library closures, one set of voices curiously absent from the discussion are book publishers. Why should publishers be concerned about library closures? People who love to read are likely to enjoy their reading material in many formats. When Neil Gaiman famously gave some of his books and short stories away online, his reasoning was that it is entirely sensible to do so because it is a good way for people to discover new authors. The discovery of a new author usually leads to purchases.

Surely a good library is worth saving and a bad one is worth improving because when libraries work, they offer us much more than books on paper. Good libraries have good librarians. Librarians are information professionals. Can we really do without them in this age of Google information overload? Good libraries offer help for job seekers, group sessions for new parents and their children, access to valuable market research data for would-be entrepreneurs and all manner of things that don't always seem at the forefront of discussions on the value of the library.

There are many things wrong with libraries as they are today. They need better equipment, faster internet connections, better staffing budgets and many other things besides. Some libraries are glowing beacons of civilisation, while others feel dreadful and musty. Libraries have sometimes been accused of being 'too middle-class'. It could be argued that this attitude contains the suggestion that knowledge itself is a bit too fancy, and a state of unsullied ignorance is in some way superior.

The trend for library closures isn't global. South Korea is one of the most technologically trend-aware nations in the world. Yet instead of closing libraries, its government has just approved a programme for spending 552 billion won (\$493 million) on opening 66 public libraries and 114 small libraries.

We need to save the concept of the public library. However, the library itself needs help to evolve. There is no point in hysterically holding on to a model that will never quite hold the same position in our society as it did before. Once we accept this we can find a better way for libraries to continue to exist, entertain us, and light the way for future generations.

Adapted from article: <http://blogcritics.org/books/article/are-public-libraries-obsolete-the-shelf/page-4/#ixzz1VCWGD4m7>

MASTERS SPEAKING EXAMINATION, Winter 2011/12

Task Two: Readings for Discussion

READING TWO

THROWAWAY SOCIETY

These days it seems as if our food culture is as faddish as the fashion industry: a new superfruit or rediscovered heritage vegetable here today, gone tomorrow. For years we've bandied around the same buzz words – *fairtrade*, *food miles*, *organic* and *sustainable*, to name a few. We want traceability and seasonality, but also new cookbooks and glossy restaurants to feed our appetite for novelty. And, yes, our concerns about depleted fish stocks, battery chickens and animal welfare have grown. But the piles of black plastic bin bags keep growing, too.

The amount of food thrown away in Europe and the United States could feed the world three times over, and British households alone discard enough edible food to fill Wembley Stadium to the brim eight times a year. More than a quarter of it is still in its original packaging: that's 5,500 chickens, 1.2m sausages, 4.4m apples and 5m potatoes each and every day. Oh, and 328,000 tonnes of perfectly edible bread a year.

We're told that one in every three bags of food we lug back from the supermarket ends up in the bin and that it's costing each one of us between £15,000 to £24,000 in a lifetime, but the issue of waste is the poor relation in food debates. Despite all the warnings about food price rises driven by an expanding population and climate variability, and that about 1 billion people suffer from hunger (that's about 15% of the world's population), our domestic food waste keeps on growing. It only really seems to matter when the garbage bag breaks on its way out the door, disgorging its slimy detritus over the new slate tiles. As long as multipack offers on fresh fruit, vegetables and meat continue to seduce us into throwing too much into the supermarket trolley, we are likely to continue overbuying and needlessly discarding, forgetting that the freezer, the juicer and a little bit more kitchen savvy could have come to the rescue. Marinades buy time for meat hovering on the brink of its use-by date. Puddings, cakes and smoothies use up wrinkly fruit, and all those vegetables softly languishing in the fridge drawer can be transformed into deliciously sticky roasted treats for salads, risottos, pasta and more.

Still we prefer to send most of it to landfill, where, airless in plastic bags and compressed by the weight bearing down on it, rotting food does not behave as it would in a garden compost bin. Instead it produces methane – a greenhouse gas 23 times more powerful at trapping heat than carbon dioxide – and a poisonous black gunge that seeps into our watercourses. More and more councils across Britain are offering, or considering the introduction of, separate food-waste collections, and there's no doubt that seeing how much you chuck out each week can be so alarming that a little more thought might go into the weekly shop. After all, it is estimated that by reducing food waste, we could also reduce Britain's carbon-dioxide equivalent emissions by at least 18m tonnes a year – the same as taking

one in five cars off the road. That's a lot more than we could ever achieve by reducing food packaging, eliminating plastic bags or swapping the gas-guzzler for a Toyota Prius.

Ash-grounded aeroplanes, low interest rates on savings, rising taxes and those ever-increasing shopping bills may yet make more of us stop and think. What you do with the money you save is up to you.

Adapted from article May 2010 www.timesonline.co.uk

Examiner's notes on the articles: possible points to explore

Reading One:

- Do you think that libraries have a place in future societies?
- How significant are books for the people in your family?
- Do libraries in your country sound similar to those mentioned in the article?
- Why do you think a country like South Korea is planning for more libraries, while so many around the world are closing?
- What are the disadvantages of reading on an iPad or Amazon Kindle, as opposed to a paper book?

Reading Two:

- Would you describe your family as wasteful?
- What is the recycling system like in your country?
- Is the high turnover of food products really such a bad thing?
- How aware are you of the *food miles* related to the food in your fridge and cupboards, and does it worry you?
- What is the best way to deal with the issue of waste?



MASTERS SPEAKING EXAMINATION, Winter 2011/12

TASK THREE

STATEMENT 1

Too many people now attend university and degree qualifications have lost their value.

STATEMENT 2

Everyone should go to university before embarking on a career.

STATEMENT 3

The use of CCTV (closed circuit television) in public places such as in hospitals or on motorways is an invasion of privacy.

STATEMENT 4

CCTV (closed circuit television) should be installed everywhere, in an attempt to improve crime rates.

A



MASTERS SPEAKING EXAMINATION, Winter 2011/12

TASK THREE

STATEMENT 1

There are no better people to look after a baby than its own parents. At least one of the parents should stay at home with the child until he/she is old enough to attend school.

STATEMENT 2

When a child is young it is more beneficial for the parents to return to work, thereby giving the child the opportunity to develop socially at play groups as well as providing the financial security for the future of the child.

STATEMENT 3

National lottery competitions provide people with hope to better their lives. They also provide a great deal of funds for the community and participation should be encouraged.

STATEMENT 4

National lotteries are a form of gambling. They are often the first step on the path to major addiction and should be banned.

B



MARKING CRITERIA ASCENTIS ANGLIA SPEAKING TEST MASTERS (C2) LEVEL

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Candidate is completely fluent and fully functional in spoken English. Sentences are well formulated. Reactions and answers are appropriate in length and to the point. No more hesitation than a native speaker might employ while thinking about what to say.	Fully covers the subject. Unfazed by any subject. Only hesitation conceptual rather than linguistic.	Good, clear pronunciation and stress/intonation. Skilled use of the rhythm of the conversation.	Uses wide variety of appropriate words and idiom. Is not worried by any turn the conversation might take.	Very rare inaccuracies in grammar. Very few inappropriate uses, which may be seen not as mistakes, but as part of the candidate's personal dialect.
M	Candidate is fluent, without much hesitation. Candidate keeps the conversation going well. Answers and reactions are to the point. Fully functional almost to native speaker level.	Covers the subject very well.	Good confident pronunciation and stress / intonation.	Good variety of words and idiom without observable effort.	Rare mistakes. Very occasional inappropriacies, but these never interfering with the flow of the conversation.
P	Candidate is fluent, but hesitates to consider his/her words a little more than a native speaker might.	Covers the subject adequately. Keeps the flow.	Mother tongue easily detected and leading to some slight oddities in stress and intonation, but not interfering with understanding.	Adequate variety of words and idiom for all the debate and discussion.	Occasional mistakes, but these are incidental.
R	Pauses and hesitation indicating that candidate has not got a full mastery of the spoken language yet.	Does not confidently cover the subject. 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 mastery of spoken English.	Vocabulary too limited to be called fully functional in any situation.	Mistakes seem more than incidental indicating total mastery of grammar in spoken English not quite achieved.
U	Very little communication takes place in English at all.				