

## Exam format

Total exam time: 25 minutes

### The exam consists of five assessed phases:

- ▶ Formal presentation of a topic prepared by the candidate (up to 5 minutes)
- ▶ A candidate-led discussion of the topic presentation with the examiner (up to 5 minutes)
- ▶ Interactive phase (up to 5 minutes)
- ▶ Listening phase (up to 3 minutes)
- ▶ Conversation on two subject areas selected by the examiner (up to 6 minutes)

## Candidate performance

In addition to the items listed for the previous grades, the candidate is expected to demonstrate the following communicative skills and meet the language requirements listed below during the exam.

### Communicative skills

#### In the Formal topic presentation phase

- ▶ Give a formal presentation, discursive in nature, on a chosen subject, with an identifiable structure and sequence, using discourse connectors and cohesive devices
- ▶ Introduce the presentation, develop particular points, give supporting reasons and examples
- ▶ Conclude the presentation by inviting questions and comments from the examiner

#### In the Topic discussion phase

- ▶ Initiate and engage the examiner in a discussion of some of the points made
- ▶ Share the responsibility with the examiner for the maintenance of the discussion
- ▶ Respond to the examiner's requests for clarification or elaboration
- ▶ Be prepared to defend a point of view and develop an argument further

#### In the Interactive phase

- ▶ Take responsibility for the direction and maintenance of the interaction
- ▶ Utilise turn-taking conventions to ensure that the interaction flows and develops naturally
- ▶ Relate his or her own contributions closely to those of the examiner

#### In the Listening phase

- ▶ Understand a range of spoken texts and recognise implicit meaning
- ▶ Use contextual, grammatical and lexical cues to identify attitude, mood and intentions and anticipate what follows
- ▶ Use knowledge of grammar, lexis and register to identify context and participants from a piece of discourse

#### In the Conversation phase

- ▶ Share the responsibility with the examiner for the maintenance of the conversation
- ▶ Offer new contributions to influence the direction of the conversation
- ▶ Participate without much obvious searching for expressions

## Language requirements

### Language functions

- ▶ Developing an argument
- ▶ Defending a point of view
- ▶ Expressing beliefs
- ▶ Expressing opinions tentatively
- ▶ Summarising information, ideas and arguments
- ▶ Deducing

### Grammar

- ▶ A broad range of complex structures to express thoughts clearly
- ▶ A high degree of grammatical accuracy, although minor errors may occur when attempting to use a combination of structures across sentence boundaries

### Lexis

- ▶ Vocabulary specific to the topic and subject areas
- ▶ A range of idiomatic expressions and colloquialisms
- ▶ Modifying words, eg *basically, quite, certainly*
- ▶ Intensifiers, eg *absolutely, completely, totally*
- ▶ Tentative expressions, eg *I may be wrong but..., don't you think it might be...*
- ▶ Signposting words, eg *firstly, finally*
- ▶ Phrases and expressions relating to the language functions listed above

### Phonology

- ▶ The correct pronunciation of topic and subject-area specific vocabulary
- ▶ Sounds with minimal interference from the first language
- ▶ A range of stress and intonation patterns, pitch and volume to:
  - engage and maintain the examiner's interest
  - signal the provision of new information
  - indicate discourse structure

## Subject areas for the Conversation phase

Two subject areas will be selected by the examiner from the appropriate list below. The centre should inform the examiner which list has been prepared by the candidate (see page 43 of the full specification).

### LIST A

- ▶ Roles in the family
- ▶ Communication
- ▶ The school curriculum
- ▶ Youth behaviour
- ▶ Use of the internet
- ▶ Designer goods

OR

### LIST B

- ▶ International events
- ▶ Equal opportunities
- ▶ Social issues
- ▶ The future of the planet
- ▶ Scientific developments
- ▶ Stress management

Please note, Grade 10 candidates should **not** select their topic from the lists of subject areas above (see guidance notes on page 41 of the full specification).