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, using discourse connectors and cohesive devices and showing controlled use of organisational patterns
◗ Introduce the presentation, develop particular points, expand and support points of view at some length with subsidiary points, and integrate sub-themes fluently
◗ Bring the presentation to an appropriate conclusion by inviting questions and comments from the examiner

In the Topic discussion phase

◗ Initiate the discussion and encourage the examiner to comment and give his or her opinion on the ideas provided in the presentation
◗ Take responsibility for the maintenance of the discussion
◗ Be prepared to justify the ideas and opinions given in the presentation
◗ Respond to challenges made by the examiner spontaneously and appropriately

In the Interactive phase

◗ Take full responsibility for maintaining the flow of conversation by changing its direction when a particular line of questioning dries up
◗ Negotiate towards a logical conclusion to the interaction

In the Listening phase

◗ Understand inferences and pick up on phonological clues
◗ Demonstrate the ability to recognise a range of idiomatic expressions and colloquialisms

In the Conversation phase

◗ Take responsibility for the maintenance of the conversation
◗ Anticipate the direction of the conversation and cope with topic shifts
◗ Demonstrate the ability to infer and extract meaning from vague or imprecise language
◗ Evaluate and challenge statements and arguments made by the examiner

Language requirements

Language functions
◗ Justifying an argument
◗ Inferring
◗ Expressing caution
◗ Expressing empathy and sympathy
◗ Challenging arguments and opinions
◗ Evaluating different standpoints
◗ Expressing reservations

Grammar
◗ A broad range of complex structures, used flexibly and effectively in combination and contrast
◗ A high degree of grammatical accuracy; errors are rare and difficult to identify

Lexis
◗ Vocabulary specific to the topic and subject areas
◗ A good range of idiomatic expressions and colloquialisms
◗ Signposting expressions, eg *I'd like to begin with..., conversely..., to conclude...*
◗ Vague and imprecise language, eg *a bit more, a hundred people or so*
◗ Phrases and expressions relating to the language functions listed above

Phonology
◗ The correct pronunciation of topic and subject-area specific vocabulary
◗ Various features of pronunciation which only occasionally deviate from an internationally intelligible model
◗ A range of stress and intonation patterns, pitch and volume to convey subtle shifts in meaning and attitude

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   OR   **LIST B**
◗ Independence   ◗ The media
◗ Ambitions   ◗ Advertising
◗ Stereotypes   ◗ Lifestyles
◗ Role models   ◗ The arts
◗ Competitiveness   ◗ The rights of the individual
◗ Young people's rights   ◗ Economic issues

Please note, Grade 11 candidates should **not** select their topic from the lists of subject areas above (see guidance notes on page 41 of the full specification).

Grade 11 communicative skills and language requirements have been mapped to CEFR level C1.2.