



AIM Awards & Anglia Examinations

Level 3 (Masters C2)

Speaking Test

Early Summer 2015

Instructions for Examiners

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LOCATION: a quiet place in the school.

DURATION: about 20 minutes.

PARTICIPANTS: 2 students; an examiner; an interlocutor if possible; an usher.

MATERIALS NEEDED: readings to be handed out to students one week prior to exam.

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 is to be recorded and saved in MP3 format. The recording is sent to Chichester College for moderation.

BEFORE the candidates enter the room, record their full names, numbers and the level of the examination clearly.

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 talk about why they are taking the examination. At this level, this task should be slightly more formal than previous levels and more like the warm up stage of an interview for a job or a place in higher education. 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? Where do you think it will take you?
- What do you expect to be doing in, say, 20 years' time?
- How do you expect the world to have changed by then?
- Why do you think you in particular would be suitable for your chosen profession?

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, using the questions as possible prompts.

Task Three: up to 8 minutes

Ask each candidate which card they would like to choose, 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.

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Task Two: Readings for Discussion

READING ONE

DOWNTIME? IT'S ENOUGH TO MAKE YOU SICK!

The condition of developing symptoms of sickness at the weekend or while on holiday, also known as leisure sickness, was first identified by Dutch psychologists Ad Vingerhoets and Maaïke Van Huijgevoort. They have been fielding calls about the theory since 2001, when their team of researchers reported on their survey of 1,893 Dutch people in which about 3 percent of respondents indicated that they seldom felt ill on work days but developed a variety of symptoms during downtime.

Typical symptoms included headache, fatigue, nausea, sore or aching muscles, depression or anxiety, while others just felt generally unwell. Whatever the case, the symptoms dissipated once the person returns to work.

The underlying cause of the problem, according to Vingerhoets, is to do with stress. Whether psychological or physiological, stress causes the adrenal glands to release adrenaline, which gives us energy and boosts immunity. However, this in turn makes the body release cortisol, which diminishes our immunity. Once work slows down and stress lessens, the adrenaline stops pumping, leading to a surplus of cortisol, which weakens the immune system. This leaves a person susceptible to illness.

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Task Two: Readings for Discussion

READING TWO

DEGREE SCORN

'Mickey Mouse' is a pejorative term used to describe degree courses regarded as less intellectually rigorous and less worthwhile than traditional academic subjects. The term took off in the late 1990s. Since then educational snobbery has increased, many stating that 'Mickey Mouse' degrees should be abolished, with academics debating the removal of certain creative subjects from the GCSE curriculum. A 2012 report from the Taxpayers' Alliance claims that these degrees cost taxpayers over £40 million a year and are more common than ever. The head of research said, 'They lend the respectability of scholarly qualifications to non-academic subjects, but courses are lightweight and intellectually threadbare.'

However, a spokesman from Universities UK rejected the criticisms. 'This is a misunderstanding of what is happening in higher education and the labour market. These degrees are based on demand from employers and developed in association with them. The skills developed on these courses are essential to the success of the economy. The Prime Minister too has attacked the 'snobbery' of those who denigrate vocational qualifications, adding that courses such as golf course management and marketing could lead to decent jobs. Without the option to study these degrees, aspiring creative undergraduates would be left without a solid educational route.'

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

Reading One:

- What's your initial reaction to the article on 'leisure sickness'?
- Do you believe in 'mind over matter' when it comes to illness?
- Why does stress seem to be a greater problem in the workplace than it used to be?
- What can we do to limit the amount of stress in our lives?
- What makes the perfect work / life balance, in your opinion?

Reading Two:

- What's your opinion of these so called 'Mickey Mouse' degree courses?
- Has education changed for the better or worse?
- Is too much importance placed on having a university degree?
- To what extent are traditional, academic subjects a waste of time?
- In a job interview, what skills or attributes is it most important to convey, other than qualifications?



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TASK THREE

STATEMENT 1

Technology has destroyed the art of communication.

STATEMENT 2

Young people communicate more with their friends and families thanks to technology.

STATEMENT 3

School holidays are too long in the summer because children's learning regresses.

STATEMENT 4

Children need a long summer holiday from school in order to fully relax and spend valuable time with family members.

A



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TASK THREE

STATEMENT 1

Plastic surgery is really no different to education. It is merely a means of improving oneself.

STATEMENT 2

Plastic surgery should only be legal for medical reasons.

STATEMENT 3

The main purpose of prison is punishment.

STATEMENT 4

The main purpose of prison should be rehabilitation.

B



MARKING CRITERIA AIM AWARDS & ANGLIA SPEAKING TEST LEVEL 3 (MASTERS C2)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D at C2	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 at C2	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 inaccuracies, but these never interfering with the flow of the conversation.
P at C2	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.
P at C1	Candidate can express him / herself fluently and spontaneously. Sentences are well formulated but there may be hesitation when the topic of discussion is difficult.	Can tackle almost all aspects of the conversation and discussion without too much effort, although some is detected.	Good, clear pronunciation and stress / intonation, but some mother-tongue interference noticeable.	Uses a good variety of words and idioms. Is not worried by the different turns the conversation takes, but lacks full control of nuance.	Some inaccuracies and inappropriate uses, expected at C1 level.
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.				