



Paper reference:

**603/3560/9: 22Q4JL3Speaking**

# **Open College Network West Midlands Level 3 Certificate in ESOL International (CEFR C2)**

**Interlocutors Instructions**

**June 2022**

**Time: 6 minutes approximately**

## **Information for Interlocutor**

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There are three parts to this assessment.

Part One - Candidate(s) **MUST NOT** prepare for Part One.

Part Two - Candidate(s) are given 4 scenarios a maximum of 2 weeks before the assessment.

Part Three - Candidate(s) are given 4 images a maximum of 2 weeks before the assessment.

The assessment should last approximately **6 minutes** in total (**2 minutes** per part).

**ESOL International**

**Interlocutor's Pack for the C2 Speaking Exam**

**There are three parts to this assessment.**

**The assessment should approximately 6 minutes in total (2 minutes per part).**

## **About the Speaking Assessment**

There are **three** parts to the speaking assessment. Each part is designed to test a different aspect of speaking.

Candidates **must** participate in all three parts of the speaking assessment.

Interlocutors may prompt the candidate to provide a more substantial response where appropriate, however, the nature and number of prompts used will be reflected in the candidate's overall marks.

Each speaking assessment must be recorded for quality assurance purposes and submitted upon request to Open College Network West Midlands.

### **About Part One**

**Candidates MUST NOT prepare for part one.**

Part one tests a candidate's ability to respond to general everyday questions on subjects that are familiar to them.

Examiners should listen for:

- Answers that are appropriate to the question asked
- Answers that use grammar, vocabulary, tone, range and register that is in line with the level being tested.
- Examiners should not prompt for additional responses, unless the candidate's original response is a Yes/No type response.

The questions are general, open questions designed to allow the candidate to provide a short response in sentence format.

The interlocutor **MUST** ask the questions as they appear in the assessment and the candidate offers an appropriate response.

Oral Examiners **MUST** not change the questions or use alternative questions.

***Examiners may re-phrase or repeat but cannot substitute questions.***

## **About Part Two**

Part two tests a candidate's ability to listen and respond appropriately in a range of different situations, using formal or informal language as appropriate. Candidates will be given access to all of the scenario cards a maximum of two weeks before the assessment. The candidate is notified of the scenario they will be assessed on at the beginning of the assessment for part two.

Assessment tasks for part two may be discussions or role plays and ten different scenarios are provided. **Interlocutors choose one** scenario for each candidate. Scenarios must be rotated between candidates ensuring that all scenarios are used and that consecutive candidates have different scenarios.

The interlocutor leads the discussion. Additional information for interlocutors for this part of the assessment can be found in the section Role Play Guidance for Interlocutors. **The Role Play Guidance for Interlocutors must not be shared with candidates.**

***Interlocutors may re-phrase the scenario for the candidate but must not change the topic/content.***

The interlocutor may ask questions to prolong the discussion, which should last for approximately 2 minutes.

## **About Part Three**

Part Three tests a candidate's responses to an image.

Four images will be provided. Interlocutors will use one image for each candidate.

Candidates are given the four images a maximum of two weeks before the assessment, **the image used for the assessment is given at the start of the assessment of part three.**

Interlocutors may ask questions to elicit further information or encourage the candidate to speak for approximately 2 minutes.

## **Part One – Instructions for the Interlocutor**

When the candidate enters the room, allow the candidate to sit down and get comfortable.

Start the recording and state:

**“Good morning/afternoon. This is the speaking assessment for Open College Network West Midlands ESOL International Examinations Level C2 Please tell me your name and the name of the centre...”**

Ensure the candidate states their name and the name of the centre clearly.

State:

**“The date of this assessment is xx/xx/xxxx”**

Then state:

**“This is part one.”**

Ask the questions in part one and allow candidates to answer. Encourage answers that are full sentences where possible. Extended answers are NOT required for part one.

The questions may be repeated or re-phrased but not changed, and **all** questions **must** be asked.

You may prompt the candidate to elicit more information to add to their response if one-word responses are used.

At the end of part one, for the recording state:

**“That is the end of Part One.”**

## Part One – Assessment Materials

This part should last approximately **2 minutes** and the **Interlocutor must ask all 5 questions.**

1. Do you get to spend as much time as you'd like with your friends?
2. Are you the kind of person who likes to plan things carefully?
3. What do you think you'll be doing this time next year?
4. How do you work or study most effectively?
5. What is the best part of the week for you? How do you usually spend your time then?

*The interlocutor may prompt the candidate to elicit more information to add to their response if one-word responses are used. For example:*

*Have you anything else to add?*

*Can you think of anything else?*

*Why do you think that?*

*Why is that so?*

## **Part Two – Instructions for Interlocutor**

Inform the candidate which of the four scenarios they will be assessed on.

**“This is Part Two. We are using Scenario xx.”**

Conduct the role-play dialogue with the candidate. The candidate should start the conversation without the interlocutor reading out the ‘Things to think about’ in the first instance.

To assist you with these dialogues, there is more information in **“Role play guidance for interlocutors”** on the following pages.

Allow the dialogue to continue for approximately 2 minutes. **Use all of the ‘Things to think about’ as required.**

At the end of the dialogue state:

**“That is the end of part two.”**

## **Role play guidance for the Interlocutor**

### **For Scenario 1**

Introduce the scenario to the candidate by saying:

**“There is no need to teach mathematics at school, because computers give us all the answers we need.”**

*The candidate should engage in a conversation about teaching mathematics in schools.*

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about:

- Whether computers are a reliable substitute for understanding mathematics.
- How learning mathematics can help in other areas of your life.
- Whether it is important to spend time at school developing information technology skills.
- The importance of choosing relevant topics for lessons at school.

Candidates should be prompted with the ‘Things to think about’ where appropriate to keep the conversation flowing for approximately 2 minutes.



## **For Scenario 2**

Introduce the scenario to the candidate by saying:

**“Young children should never be allowed access to electronic devices, such as mobile phones and electronic games.”**

*The candidate should engage in a conversation about children using electronic devices.*

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about:

- Why children want to use electronic devices.
- What effects electronic devices can have on children.
- How technology may support learning.
- Whether all people in a family should limit their use of technology.

Candidates should be prompted with the ‘Things to think about’ where appropriate to keep the conversation flowing for approximately 2 minutes.

### **For Scenario 3**

Introduce the scenario to the candidate by saying:

**“Cycling should be our main means of transport.”**

*The candidate should engage in a conversation about cycling.*

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about:

- What needs to be done to encourage more people to cycle.
- The environmental benefits of more people cycling.
- Whether people should be free to make their own choices about how they get around.
- How cycling for pleasure differs from cycling as a means of transport.

Candidates should be prompted with the ‘Things to think about’ where appropriate to keep the conversation flowing for approximately 2 minutes.

## **For Scenario 4**

Introduce the scenario to the candidate by saying:

**“Living in a city always provides better opportunities than rural living.”**

*The candidate should engage in a conversation about living in cities and rural living.*

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about:

- Why so many people choose to live in a city.
- What may encourage people to move to live in the countryside.
- The impact other people may have on the choice of where to live.
- How moving home affects people.

Candidates should be prompted with the ‘Things to think about’ where appropriate to keep the conversation flowing for approximately 2 minutes.

## Part Two – Assessment Materials

<b>Scenario 1</b>
<b>“There is no need to teach mathematics at school, because computers give us all the answers we need.”</b>
<b>Scenario 2</b>
<b>“Young children should never be allowed access to electronic devices, such as mobile phones and electronic games.”</b>
<b>Scenario 3</b>
<b>“Cycling should be our main means of transport.”</b>
<b>Scenario 4</b>
<b>“Living in a city always provides better opportunities than rural living.”</b>

### **Part Three – Instructions for the Interlocutor**

Inform the candidate which of the four images they will be assessed on.

There is additional guidance for the interlocutor in **“Image Guidance for the Interlocutor”** on the following page.

**“This is Part Three. We are using Image xx”**

Conduct the dialogue with the candidate.

Use the image and guidance to encourage the candidate to speak for approximately 2 minutes.

At the end of this part state:

**“This is the end of Part Three. This is the end of this speaking assessment.”**

**Stop the recording. Make sure that the candidate has filled in the boxes for their name, the level and the date of the assessment.**

## **Part Three - Image Guidance for the Interlocutor**

Part Three consists of a short discussion based on one Image.

The candidate should speak for **approximately 2 minutes**.

The interlocutor should prompt the candidate if needed, with all of the bullet points listed for each image.

### **Image One**

- What might motivate someone to take a photograph like this one?
- What impression of nature does the image give?
- Are photographers just as skilful as other artists?
- Would you agree that everyone has the ability to be creative?

### **Image Two**

- Is shopping always a pleasurable activity?
- Do you think this type of shopping will grow or decline in the future?
- What can shops do to attract customers and increase customer loyalty?
- Why do some people shop when they already have everything they need?

### **Image Three**

- What approach to diet and food choices does this image represent?
- Who is responsible for teaching us about a healthy diet?
- What is the impact of wanting to eat food that is not grown locally all year round?
- Should all people be encouraged to grow their own food?

### **Image Four**

- Why might people choose to do an activity such as this?
- How might spending time in this way affect the relationship between the people?
- Is spending time outdoors always more beneficial than being inside?
- Is patience an important skill to learn?

**Image One**



<https://pixabay.com/photos/dragonfly-dew-spider-web-cobweb-1729157/>

**Image Two**



[https://cdn.pixabay.com/photo/2016/01/07/20/29/square-1126485\\_340.jpg](https://cdn.pixabay.com/photo/2016/01/07/20/29/square-1126485_340.jpg)



**Image Three**



[https://cdn.pixabay.com/photo/2017/09/16/19/21/salad-2756467\\_340.jpg](https://cdn.pixabay.com/photo/2017/09/16/19/21/salad-2756467_340.jpg)

**Image Four**



[https://cdn.pixabay.com/photo/2014/09/20/03/41/fishing-453296\\_340.jpg](https://cdn.pixabay.com/photo/2014/09/20/03/41/fishing-453296_340.jpg)