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Urdu

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Oral training guide

Edexcel Advanced Subsidiary GCE in Urdu (8UR01)

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First examination 2010



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Part 1 General guidelines

Introduction

This guide is for teachers who are preparing candidates for and conducting the Edexcel GCE Urdu oral examinations. This guide relates to the requirements of the Edexcel Advanced Subsidiary GCE and Advanced GCE in Urdu specification (for teaching from September 2008).

The Advanced Subsidiary GCE (AS Level) oral examination will be assessed for the first time in June 2009 and the Advanced GCE (A2 Level) oral examination in June 2010. All the tests will be externally assessed by Edexcel.

The AS Level oral examination is *Unit 1: Spoken Expression and Response in Urdu*.

The unit code is:

- 6UR01 Urdu

The A2 Level oral examination is *Unit 3: Understanding and Spoken Response in Urdu*.

The unit code is:

- 6UR03 Urdu

Essential preparation

Teachers should familiarise themselves with the details of the AS oral examination (Unit 1) in the Edexcel GCE Urdu specification (page 4), the assessment requirements (page 9), the unit description (pages 19-23) and the assessment criteria (pages 24-25). The details of the A2 oral examination (Unit 3) can be found on page 6, the assessment requirements on page 11, the unit description on pages 33-35 and the assessment criteria on pages 36-37 of the Edexcel GCE Urdu specification.

Related documents can be downloaded from the Edexcel website at www.edexcel.com. The assessment criteria for Units 1 and 3 can also be found on page 9 of this guide.

It is essential that teachers are aware of the requirements of each unit, as incorrectly conducted tests can adversely affect candidates' marks.

AS Unit 1: Spoken Expression and Response in Urdu

Students will be rewarded for their ability to demonstrate understanding of a short Urdu-language text (linked to one of the general topic areas of the AS specification) and to engage in general discussion on the same general topic area. Understanding of the text will be tested by questions posed by the teacher/examiner, who will then develop the conversation into a more general discussion of the topic area.

Before the test, students will choose one of the four following general topic areas:

Youth culture and concerns

Lifestyle: health and fitness

The world around us: travel, tourism, environmental issues and the Urdu-speaking world

Education and employment.

A definitive list of the subtopics linked to each of these general topic areas is provided below:

- Youth culture and concerns
 - Music and fashion
 - Technology (eg MP3/blogs/mobile phones/internet/games)
 - Relationships (family/friendships and peer pressure)
 - Drink, drugs, sex
- Lifestyle: health and fitness
 - Sport and exercise
 - Food and diet
 - Health issues (eg smoking, skin cancer, health services)
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
 - Tourist information, travel and transport
 - Weather (eg natural disasters, climate change)
 - Pollution and recycling
- Education and employment
 - Education (schooling and higher education)
 - Education policy and student issues
 - The world of work (eg the changing work scene, job opportunities and unemployment).

Students are free to choose any of the four general topic areas, depending on their preference and interests. Students should be advised to choose a topic area with which they are familiar and which they are prepared to discuss in detail.

Unit 1 tests will be set on each of the four topic areas. The tests will be in the form of a short stimulus text in the target language. 15 minutes before the test, students will be given, at random, one of the stimuli for the topic area they have chosen. Examples of these stimuli can be found in the specimen assessment material published by Edexcel and can be downloaded from the Edexcel website at www.edexcel.com.

Each stimulus must be exploited in accordance with the sequence stipulated by Edexcel for each examination session.

This sequence must be applied to all candidates except where a particular instruction might cause distress (for example reference to relative who is ill or similar situation); in this case the next suitable stimulus must be used. The sequence must be continued after breaks in examining in any one day, for example after lunch.

Students will have 15 minutes preparation time to study the stimulus allocated to them. During this time, they should study the text with a view to answering questions about it, and to discussing the subject of the text in more detail.

Students should be encouraged to use this time effectively. Further guidance on preparing students for the test can be found later in this handbook.

It is important that students know that, in the first part of the test (Section A), they will be asked to offer opinions about the subject of the text and the related subtopic, and to discuss it in some detail, in addition to demonstrating comprehension of the text. In the second part of the test (Section B) students will need to talk about other aspects of the general topic area they have chosen.

Students may not use a dictionary or any other resources during the preparation time. They may make notes (up to one side of A4 paper if they wish) but must not write on the stimulus provided.

Students must take both the stimulus and any notes into the examination and may refer to both at any point during the test. Both the stimulus and the notes must be handed to the teacher/examiner at the end of the test, and must be retained by the centre until 20th September in the year of the test.

The Unit 1 test comprises two sections.

Section A

The teacher/examiner will begin the test by asking the four questions set by Edexcel and printed in the teacher/examiner's material. These questions do not appear on the test card given to the students.

The first two of these four questions ask students to demonstrate factual understanding of the stimulus text. The second two ask students to express their opinions about, or give their reactions to, the subject matter of the stimulus text.

In the interests of comparability and for the purposes of fair assessment across all centres, **the teacher/examiner must not rephrase or expand on these questions.** It is very important that teacher/examiners do not rephrase or expand on these questions, as to do so will adversely affect the students' marks for *Response* and *Understanding (Stimulus specific)*.

However, although the questions provided by Edexcel will use the formal 'you' to address the candidate, the teacher/examiner may use the informal 'you' to address the candidate if more appropriate and undertake any necessary change as a result of this to the linked verbs and adjectives etc. No other unnecessary changes must be made.

As teacher/examiners may not rephrase or expand the four questions set by Edexcel, during preparation for this part of the test students should be coached to give full and/or extended answers to the set questions.

If a student provides a particularly full answer to the third question that pre-empt the fourth question, the teacher/examiner should still ask the fourth question. This is done to ensure that all candidates have the same assessment experience, but students need to be advised that this could occur.

Section B

In this section, the teacher/examiner must initiate a discussion about the general topic area chosen by each student. The specific topic of the stimulus may be used as a starting point for this discussion, but the teacher/examiner must move away from this topic to more general discussion of the topic area and its linked subtopics. Failure to move away to different subtopics could have an adverse impact on final marks.

A list of questions that relate to each of the subtopics identified for all of the general topic areas can be found on page 21 of this guide. The questions are not in sequence, nor are they mandatory. They may be rephrased or substituted by others related to the same subtopic. Teachers should also devise additional questions of their own related to each of the subtopics.

There is no requirement in the AS Unit 1 oral test for students to demonstrate knowledge of countries and contexts in which Urdu is spoken¹, though of course they are free to do so.

Although this unit relates to a chosen general topic area, it is essentially designed to assess manipulation and understanding of the Urdu spoken language. The general topic areas should be considered as different contexts in which students can develop, use and understand spoken Urdu language. *Detailed, specialist Urdu vocabulary or detailed and specialist knowledge of the chosen general topic area are not required.*

Timing of the AS Unit 1 test

The AS Unit 1 test should last between eight and 10 minutes.

The test time should be divided equally between Sections A and B. However, if students complete the answers to the questions in Section A in less than four minutes, the teacher/examiner should ensure that the discussion in Section B is extended, in order that the **total test time is at least eight minutes**. Excess candidate material will not be assessed.

Choice of AS Unit 1 general topic area

Students must consider their free choice of general topic area for the AS Level Unit 1 test very carefully. They should be advised to choose a general topic area which they have prepared and which they are ready to discuss in detail.

It is anticipated that students from the same centre will choose to prepare different general topic areas, in order to reflect the range of their individual interests. Some overlap of topic choice is, however, expected.

Students may use this assessment as an opportunity to compare and contrast different topics both from a UK perspective and from knowledge of an Urdu-speaking country or countries.

Students must inform the teacher/examiner which general topic area they have chosen before the test via an Oral Topic Form, one copy of which must be given to the teacher/examiner (or visiting examiner, if applicable) in advance of the examination.

¹ With the exception of *The world around us: travel, tourism, environmental issues and the Urdu-speaking world*.

A2 Unit 3: Understanding and Spoken Response in Urdu

In this test, students will be rewarded for demonstrating the ability to understand spoken Urdu and to use Urdu to explain, to clarify, to justify a point of view, to express opinions and to defend an argument. They will have to demonstrate knowledge of the issue they have chosen to discuss and will need to show evidence of wide-ranging reading and research into this issue.

Students will introduce the issue they have chosen for up to one minute, after which the teacher/examiner will facilitate debate on this issue for up to a further four minutes.

After debate on this first chosen issue, the teacher/examiner must introduce at least **two further issues** for discussion. Students must not know in advance of the test which further issues the teacher/examiner will choose for discussion: these must be unpredictable elements of the test.

It is in the students' interest for teacher/examiners to cover a range of issues for discussion, in order that students can demonstrate both the breadth and depth of their knowledge and linguistic competence.

As students will be rewarded for the ability to understand and respond to the spoken language, it is important that the teacher/examiner's questions are sufficiently challenging to allow the candidate to access the full range of marks for *Comprehension and Development* (see mark grid on page 12 of this guide). If the teacher/examiner's questions are not sufficiently complex and challenging, students' opportunities to score high marks in this area of assessment will be constrained.

Timing of the A2 Unit 3 test

The A2 Unit 3 test should last between 11 and 13 minutes.

The initial issue (chosen by students before the test) should be debated for up to five minutes in total. Students should introduce the issue for about one minute before debate begins, and the teacher/examiner should interrupt students if this introduction exceeds about one minute. This introduction is followed by up to four minutes debate on this issue.

The rest of the test (six to eight minutes) is for discussion of at least two further issues, chosen by the teacher/examiner. Students will not know in advance of the test which issues the teacher/examiner will introduce for discussion. This time does not have to be divided precisely between these further issues, but care should be taken to ensure that students have the opportunity to discuss at least two further issues in detail. Excess material will not be assessed.

Teacher/examiners must ensure that the unpredictable issues in this unit are linked to the general topic areas described in the specification. All students at A2 will be expected to have covered most of the seven general topic areas to some degree, and students who are able to demonstrate good knowledge of any of these areas should be rewarded accordingly. Teacher/examiners should not require the candidate to produce any very detailed or specialised knowledge in the follow-on unpredictable discussions.

Choice of A2 Unit 3 issue

Students should choose an issue which they are prepared to research in depth and which is suitable for debate. Students must take a definite stance on the issue and maintain this during their assessment.

There is no requirement in the A2 Unit 3 oral test for students to demonstrate knowledge of countries and contexts in which Urdu is spoken, though of course they are free to do so.

Students have a completely free choice of the issue they wish to debate; **it does not have to relate to any of the AS or A2 general topic areas.**

As students have to indicate a stance on the issue they have chosen, they would be well advised to consider carefully the way in which the issue for discussion is phrased. It is often useful to use a statement beginning 'I think that ...' or 'In my opinion ...' in order that the stance taken is clear.

Examples of suitable issues, making the stance clear, are ‘I think that university education should be free to all students’, or ‘In my opinion, the ban on smoking in public places is wrong’. Please note that these are given only as an indication of the sort of possible issues and stances that students might consider.

Students must complete an Oral Chosen Issue form in advance of the test, on which they must write a brief statement about the chosen issue. One copy of this form must be given to the teacher/examiner before the test. Students must take a copy of this form into the examination and may refer to this at any point during the test. One copy of the Oral Chosen Issue form must be sent, with the recording, to the examiner.

Preparing students for the oral tests

The AS Unit 1 test

For AS Unit 1, students must choose one of these general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Urdu-speaking world
- Education and employment.

Students have a free choice of these areas.

These areas are the four AS general topic areas which will have been studied in class, but in preparation for the Unit 1 test, students should be encouraged to undertake additional, independent research. They have the opportunity to investigate the general topic area of their choice in greater depth and the freedom to introduce aspects of the topic in which they are interested.

In preparation for this test, teachers can build on their students’ natural curiosity, creativity and individual interests. Possible activities might include the following:

- Students work in small groups to identify which of the general topic areas interests them most, and aspects of that area which they might explore.
- Individual students research a particular aspect of the general topic area they have chosen and present it to the rest of the group. Students might prepare a PowerPoint presentation, a worksheet or vocabulary list for their classmates, or an activity for their classmates to do.
- Students interview each other and/or their teacher to canvass opinion and ideas about a particular topic.
- Students write mind maps to identify links between aspects of the topic and to expand and order their ideas.
- Students consider questions for each other about the general topic area they have chosen, and practise answering these questions in as much detail as possible.
- Students time themselves (or each other) talking about a particular subtopic of the general topic area they have chosen, trying to increase each time the amount of time they can talk without needing to be prompted (from 10 seconds, to 15, to 20, etc).

When researching the general topic area they have chosen, students may use internet-derived sources, but should also be encouraged to refer to books, newspapers, magazines, television and radio programmes. They might also use examples from their own life to illustrate a point, or they might ask their classmates, teachers or the foreign language assistant for help and ideas. Students might consider comparing, for example, reactions to a specific issue in the UK and in other countries.

Teachers should share the content of the assessment grids for this unit with their students, so that students are fully aware of the assessment demands and can bear these in mind when preparing for the test.

Students must be aware that teacher/examiners are not allowed to rephrase or expand on the initial **four** questions on the stimulus text for this unit, and that students should answer these questions as fully as possible.

If a student provides a particularly full answer to the third question that pre-empts the fourth question, the teacher/examiner should still ask the fourth question. This is done to ensure that all candidates have the same assessment experience, but students need to be advised that this could occur.

The 15 minutes preparation time

Before the Unit 1 test, students will have 15 minutes to study a stimulus text linked to the general topic area they have chosen. Students must not write on this stimulus, but can make notes on a separate piece of paper. Both the stimulus and any notes must be taken into the exam room, and students can refer to these at any point during the test. However, students must not refer to dictionaries or any other resources during the preparation time.

Teachers may wish to advise their students of the following to ensure that they make good use of their time:

- Begin by reading the entire text through (possibly two or three times).
- Make bullet point notes of the main points of the text.
- Make a note of any vocabulary from the text which might be useful in discussion of this topic.
- Do not waste time writing out complete sentences; you will not be allowed to read out long prepared statements anyway (remember that marks are awarded for spontaneity in this unit).
- Consider the types of questions which might be asked about the text, and your answers to these questions.
- Identify any vocabulary you already know that might be useful when answering questions on this topic.

The A2 Unit 3 oral test

For A2 Unit 3, students choose an issue they wish to debate and must take a stance on this issue. They do not have to choose an issue related to the country/culture whose language they are studying, but they can do so if they wish. The issue does not have to relate to one of the general topic areas in the Edexcel specification.

Much of the preparation for this unit will be similar to that for Unit 1 (see above). Teachers should share the assessment grids for this unit with the students, and make sure that students are aware of the need to defend the stance that they have adopted on their chosen initial issue.

When choosing the issue they wish to debate for the first part of this test, students would be well-advised to choose an issue about which they have a strong opinion. As mentioned previously, they should phrase the title of the issue so that their stance is clear, for example 'I think that ...' or 'In my opinion ...'. They must be sure that the issue can provide them with sufficient material for a one-minute presentation followed by four minutes of debate (they should have four or five different arguments in support of their point of view) and can include facts and figures to support their argument.

Examining technique

Teacher/examiners should take every care to familiarise themselves with the requirements of the oral tests, as tests which are conducted incorrectly can adversely affect the students' marks.

Teacher/examiners conducting the tests need to put the students at ease, to be friendly and approachable and to ensure that the questions asked encourage the students to achieve the highest standard of which they are capable. They must balance this with the responsibility to conduct the test to comply with the conditions of the Edexcel specification. Students will also expect that the test will be conducted with due seriousness and formality.

In order to put students at ease, the teacher/examiner should ensure that the examination room is prepared well in advance, providing sufficient space (including table space on which students may put the AS Unit 1 allocated stimulus and any notes, or the A2 Unit 3 oral form) for both the teacher/examiner and each student to feel comfortable.

The teacher/examiner should ask a range of questions which will push the students to reach their linguistic 'ceiling'. With the exception of the four prescribed questions on the AS Unit 1 stimulus, which must not be rephrased, the teacher/examiner should encourage students to expand on answers and to provide detail and clarification.

In the A2 Unit 3 test, the teacher/examiner should challenge the students' point of view, allowing students to defend their opinion and to demonstrate the ability to debate. In the A2 Unit 3 test, the teacher/examiner must also ensure that the questions are sufficiently complex and challenging to allow students to access the full range of marks available for *Comprehension*. General conversation should be avoided, as it is not appropriate in this test. Students should continue to demonstrate their ability to debate and discuss issues throughout the test and the teacher/examiner should give them every opportunity to do so. In-depth, specialist and/or factual knowledge is not expected in the Unit 3 test.

The teacher/examiner should establish eye contact with the students, make the students feel that the teacher/examiner is listening intently to the responses and should refrain from interrupting or from talking too much. It is the teacher/examiner's role to keep the discussion going, to encourage the students and to ensure that the test is correctly conducted, but their contribution should be kept to a minimum. The teacher/examiner must not correct students' language, nor express disapproval. The test should conclude on a positive note and students should leave the exam room feeling that they have given the best performance they possibly could.

Examining technique checklist for AS Unit 1 and A2 Unit 3

- The teacher/examiner should put the candidate at ease and remain friendly and encouraging throughout.
- The teacher/examiner should ask open questions and offer encouragement.
- The teacher/examiner should not proffer anecdotes, opinions, advice or information.
- The conversation/discussion should flow naturally.
- The teacher/examiner should elicit from the candidate a range of functions, for example narrate, explain, clarify, hypothesise, justify, speculate, describe.
- The teacher/examiner must not allow the candidate to recite large amounts of pre-learned material.
- The teacher/examiner should encourage students to reach their linguistic ceiling.
- The test should end on a positive note.
- The teacher/examiner must keep to the time allocated to the test.

Assessment criteria

Students will be rewarded for their performances according to the following assessment criteria, which will be applied on a 'best fit' basis.

Unit 1

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2-3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2-3	Lexis restricted; operates generally in simple sentences.
4-5	Adequate range of lexis; limited range of structures.
6-7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1-4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5-8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9-12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13-16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17-20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5-6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7-8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Unit 3

Mark	Response (AO1)
0	No rewardable material.
1-4	Minimal incidence of spontaneous discourse; very limited range of structures; no use of abstract language.
5-8	Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language.
9-12	Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts.
13-16	Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts.
17-20	Very high incidence of spontaneous discourse; impressive range of lexis and structures.

Mark	Quality of language (AO3)
0	No rewardable material.
1-2	Very flawed language, often impeding comprehension; pronunciation and intonation very inauthentic.
3	Basic errors, impeding comprehension at times; pronunciation and intonation erratic.
4	Accuracy variable with some basic errors; pronunciation and intonation generally good with some lapses.
5	Good level of accuracy with occasional, usually minor, errors; good pronunciation and intonation.
6-7	Highly accurate; excellent pronunciation and intonation.

Mark	Reading and research (AO2)
0	No rewardable material.
1	Scant evidence of any reading and research into the chosen issue and other topics discussed; very superficial.
2-3	Little evidence of reading and research into the chosen issue and other topics discussed; obvious gaps and very little detail.
4	Adequate evidence of reading and research into the chosen issue and other topics discussed but overall lacks breadth and detail; somewhat inconsistent.
5-6	Good to very good evidence of wide reading and research into the chosen issue and other topics discussed with occasional gaps; some pertinent detail at times.
7	Excellent evidence of in-depth and very wide reading and research into the chosen issue and other topics discussed; excellent detail.

Mark	Comprehension and development (AO1)
0	No rewardable material.
1-4	Minimal comprehension; many basic question forms unknown; minimal development.
5-7	Limited comprehension; basic question forms generally known but little beyond; limited development of resources.
8-10	Adequate level of comprehension; responds appropriately to basic question forms but experiences problems with more complex question forms and structures; adequate development.
11-13	Copes with a variety or wide variety of question forms although more complex forms pose problems at times; generally good to very good development of responses.
14-16	Excellent level of comprehension; responds at a consistently high level to a wide range of complex and challenging question forms; excellent development.

Part 2 Exemplar material

AS Unit 1 specimen tests and commentaries

Candidate 1

Education and employment – sample stimulus 1



Comments on the oral assessment

The teacher/examiner had in front of her the stimulus and four questions set by Edexcel. She began the test by greeting the candidate and asked the first two questions based on the stimulus. The follow-up questions required the candidate to compare education with learning a skill, and the last question sought the candidate's opinion about good education. The teacher/examiner followed correct procedure by ensuring that each question was worded exactly as given on her copy of the stimulus.

Then she moved away from the stimulus and asked the candidate's views about the current situation of education in Pakistan. She picked up on some of his comments and asked his opinion about how to improve the current education system.

The ending was on a positive remark from the teacher/examiner.

[Total time: 8 minutes 15 seconds]

Assessment feedback

Quality of language (Accuracy)

The candidate spoke fairly fluently and the pronunciation was generally good. He used a few English words but this did not impair the communication.

Mark band: 6-7

Quality of language (Range of Lexis)

The candidate used a good variety of structures and a wide range of lexis in answering all questions, particularly when he compared the education system of Pakistan with other countries.

Mark band: 6-7

Response

The candidate took the initiative throughout the test and had no comprehension problems. He dealt with unpredictable questions, for example 'Why is the education system in Dubai so effective?' He was able to go beyond the prepared stimulus material when he analysed the political situation of Pakistan in great detail.

Mark band: 13-16

Understanding (Stimulus specific)

The candidate gave full and detailed answers to prescribed questions, demonstrating excellent understanding of the stimulus. He used his own language to elaborate on the answers to the first two questions. He defined each skill mentioned in the stimulus (question 2) and gave examples of good education-related jobs (question 4).

Mark: 4

Understanding (General topic area)

The candidate had a wealth of knowledge and excellent understanding of the general topic area as he talked about the system of education in Pakistan and then compared it with other countries. He talked about the Government budget and the role of the present ruling political party. He expressed his opinion about the misuse of resources in Pakistan and compared it with India and China.

Mark band: 9-10

Candidate 2

Education and employment – sample stimulus 2



Comments on the oral assessment

The teacher/examiner had in front of her the stimulus and four questions set by Edexcel. The first two questions based on the stimulus were answered in a well-elaborated form and the candidate used her own words. The follow-up questions required the candidate's opinion about co-education and the advantages of a good education. She gave detailed examples of the advantages and disadvantages of co-education and described the vital differences between an uneducated and an educated person.

Then the teacher/examiner moved away from the stimulus and asked the candidate's opinion about the job situation in Pakistan. The candidate gave an excellent review of the type of jobs available and linked them with the existing education system. This led to further discussion on limited resources for education and the reasons behind it. The candidate discussed in detail the various government policies and problems with the education system in Pakistan.

The ending was on a positive remark by the teacher/examiner.

[Total time: 9 minutes 13 seconds]

Assessment feedback

Quality of language (Accuracy)

The quantity of language was highly accurate with some very minor errors and the candidate's pronunciation and intonation was predominantly authentic.

Mark: 8

Quality of language (Range of Lexis)

The candidate used a wide range of lexis and good variety of structures when she discussed the co-education system generally and government policies relating to education in Pakistan.

Mark: 8

Response

The candidate was able to respond readily to all questions, and she developed and sustained discourse well. She took the initiative throughout, rarely hesitated and had no comprehension problem.

Mark band: 17-20

Understanding (Stimulus specific)

The candidate gave full, detailed and elaborated answers to the prescribed questions, demonstrating excellent understanding of stimulus.

Mark: 4

Understanding (General topic area)

The candidate had a wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area. She demonstrated great familiarity with the education and employment situation in and outside Pakistan.

Mark band: 9-10

Candidate 3

Lifestyle: health and fitness – sample stimulus 2



Comments on the oral assessment

The candidate answered the first two questions based on the stimulus in a fairly short but accurate form. She did not use her own words, nor did she try to elaborate on her answers. The follow-up questions required the candidates to give reasons for the popularity of ‘fast food’ amongst young people and, apart from eating appropriately, what else should be done for maintaining good health. She gave good answers, but again they were short and could have been elaborated. The teacher/examiner rephrased question 4 in an attempt to get more information from the candidate. This was incorrect procedure and must be avoided.

Moving on to other aspects of the general topic area, the teacher/examiner asked for the candidate’s views on the lifestyle of the younger generation, their health and their attitude towards their parents (older people). Again the candidate failed to extend her opinion. She answered in a reasonable manner but often repeated herself. To complete the 8-minute task, the teacher/examiner had to throw in extra questions and managed to get some answers.

[Total time: 8 minutes 2 seconds]

Assessment feedback

Quality of language (Accuracy)

The quality of language was generally accurate with minor errors. The candidate’s pronunciation and intonation was authentic.

Mark band: 6-7

Quality of language (Range of Lexis)

The candidate used a good range of lexis with some examples of complex structure.

Mark band: 6-7

Response

The candidate was able to respond readily to all questions, demonstrating good understanding of the stimulus.

Mark band: 9-12

Understanding (Stimulus specific)

The candidate gave satisfactory answers to prescribed questions but did not elaborate on the set questions. The duration of the first part of the test was fairly short.

Mark: 2

Understanding (General topic area)

The candidate had a wealth of relevant ideas and opinions, but did not express herself openly and in detail. She often repeated herself.

Mark band: 7-8

Candidate 4

Youth culture and concerns – sample stimulus 1



Comments on the oral assessment

The teacher/examiner had in front of her the stimulus and four questions set by Edexcel. She began the test by greeting the candidate and asked the first two questions based on the stimulus. Both were answered well by the candidate, with some elaboration. The follow-up questions asked the candidate's opinion about good relationship requirements and whether forgiveness is a sign of weakness. The candidate managed to express her opinions about both topics but could not express her feelings in detail.

The teacher/examiner asked the candidate about her views regarding the relationship of the younger and older generations and the problem of friction between the two generations, and then about fashion and pop music. The candidate was hesitant about expressing her opinion in great detail, and in some questions required prompting. However, she was fluent throughout the test.

[Total time: 8 minutes 33 seconds]

Assessment feedback

Quality of language (Accuracy)

The quantity of language was highly accurate with some very minor errors. The candidate's pronunciation and intonation was predominantly authentic.

Mark band: 6-7

Quality of language (Range of Lexis)

The candidate used a good range of lexis with some examples of complex structures.

Mark band: 6-7

Response

The candidate was able to respond readily to all questions, and she developed and sustained discourse well. She took the initiative throughout, but was reluctant to elaborate more on some of the issues.

Mark band: 13-16

Understanding (Stimulus specific)

The candidate gave satisfactory answers to prescribed questions but did not elaborate on the set questions. The duration of the first part of the test was fairly short.

Mark: 3

Understanding (General topic area)

The candidate had a wealth of relevant ideas and opinions, but did not express herself openly and in detail. She often repeated herself.

Mark band: 7-8

List of suggested questions for use in the AS Unit 1 Oral Test Section B

Listed below are indications of the type of questions teacher/examiners might use in Section B of the AS Unit 1 speaking test.

In Section B of the AS Unit 1 test, the teacher/examiner should develop a discussion about the general topic area chosen by the student. This discussion should move away from the focus of the stimulus used in Section A to the general topic area and its linked subtopics. There is no requirement to cover all of the subtopics. The teacher/examiner may choose one or more of these subtopics for discussion. The number of subtopics covered will depend on the student's response and the student may have more opportunity to demonstrate the extent of his or her knowledge and linguistic ability through a thorough discussion on one or two subtopics than a superficial discussion of several.

Section B will last for not less than 4 minutes, as part of the overall test which lasts 8-10 minutes.

These questions are not prescriptive, but indicate the type of question that a teacher/examiner might ask. An example is given for each of the prescribed subtopics. Open questions should be used where possible in order to elicit a full response from the candidate.

The general principle of the discussion should always be to start by asking more straightforward, accessible questions and then to move on to questions that can progressively take students towards their 'linguistic ceiling'. The teacher/examiner should encourage the student to expand his or her answers and to give reasons for his or her opinions.

Students will have chosen to be tested on one of the following general topic areas and their subtopics, as listed on page 22 of the specification.

- **Youth culture and concerns**
 - Music and fashion
 - Technology (eg MP3/blogs/mobile phones/internet/games)
 - Relationships (family/friendships and peer pressure)
 - Drink, drugs, sex
- **Lifestyle: health and fitness**
 - Sport and exercise
 - Food and diet
 - Health issues (eg smoking, skin cancer, health services)
- **The world around us: travel, tourism, environmental issues and the Urdu-speaking world**
 - Tourist information, travel and transport
 - Weather (eg natural disasters, climate change)
 - Pollution and recycling
- **Education and employment**
 - Education (schooling and higher education)
 - Education policy and student issues
 - The world of work (eg the changing work scene, job opportunities and unemployment)

Youth culture and concerns

Music and fashion

What are your views about designer clothes and shoes?

ڈیزائنر کپڑوں اور جوتوں کے بارے میں آپ کی کیا رائے ہے؟

Technology (eg MP3/blogs/mobile phones/internet/games)

Do you think that the internet has affected social relationships and interaction between people?

انٹرنیٹ نے لوگوں کے آپس میں ملنے کے تعلقات پر بہت گہرا اثر ڈالا ہے۔ آپ کا کیا خیال ہے؟

Relationships (family/friendships and peer pressure)

What are the differences in thinking between the older and younger generations?

نئی اور پرانی نسل کی سوچ میں کیا فرق ہے؟

Drink, drugs, sex

Why is the use of drugs on the increase amongst young people?

نئی نسل میں منشیات کا استعمال کیوں بڑھ رہا ہے؟

Lifestyle: health and fitness

Sport and exercise

What is the importance of sport and exercise for a healthy lifestyle?

صحت مند طرز زندگی کے لئے کھیل اور ورزش کی کیا اہمیت ہے؟

Food and diet

Why is fast food so popular amongst young people?

نوجوان نسل میں فاسٹ فوڈ کیوں اتنا مقبول ہے؟

Health issues (eg smoking, skin cancer, health services)

Why is it important to ban smoking in public places?

عوامی جگہوں پر تمباکو نوشی پر پابندی کیوں ضروری ہے؟

The world around us: travel, tourism, environmental issues and the Urdu-speaking world

Tourist information, travel and transport

How has the increase in petrol prices affected tourism?

پٹرول کی قیمت میں اضافے کی وجہ سے سیاحت کس طرح متاثر ہوئی ہے؟

Weather (eg natural disasters, climate change)

Do you think that the environment has been affected by increased air travel?

ہوائی سفر کرنے والوں کی تعداد میں اضافے کی وجہ سے ماحولیات پر کیا اثرات ہو رہے ہیں؟

Pollution and recycling

Why is the Government keen on recycling?

حکومت ری سائیکلنگ پر اتنا زور کیوں دیتی ہے؟

Education and employment

Education (schooling and higher education)

Do you think that young people prefer to have vocational or academic education?

کیا آپ کے خیال میں نوجوان نسل اعلیٰ تعلیم کے مقابلے میں فنی تربیت کو زیادہ ترجیح دیتی ہے؟

Education policy and student issues

Do you agree that all students should have free university education?

کیا آپ اس بات پر متفق ہیں کہ طالب علموں کے لئے یونیورسٹی کی تعلیم مفت ہونی چاہیے؟

The world of work (eg the changing work scene, job opportunities and unemployment)

Why is unemployment on the increase these days?

آج کل بے روزگاری میں کیوں اضافہ ہو رہا ہے؟

A2 Unit 3 specimen tests and commentaries

Candidate 5



Comments on the oral assessment

The candidate introduced her topic and expressed her opinion in favour of education being less important for women in our society. When challenged by the teacher/examiner that women are now generally educated in most countries, she gave examples of countries like China, Cambodia and Pakistan where women were not treated equally when it came to education. She extended her argument by giving the example of the Arabian Peninsula, which progressed due to resources like oil and petrol and not because of equal education for both genders.

Having given the candidate the opportunity to debate this, the teacher/examiner moved away from the initial topic and pursued the question of drug problems in different countries, which led naturally into a discussion of what was being done to overcome this problem in developed countries.

At this point the teacher/examiner introduced a new element and asked the candidate's views about marriage by choice as compared to arranged marriage. The candidate suggested ways in which the issue could be tackled.

The test was terminated on a friendly and positive note.

[Total time: 12 minutes 11 seconds]

Assessment feedback

Response

The candidate used an impressive range of lexis and structures when she talked about issues involving education for women, drugs and marriage by choice.

Mark band: 17-20

Quality of language

The candidate had excellent pronunciation and intonation and generally a good command of selection of appropriate vocabulary when it came to using argumentative language.

Mark band: 6-7

Reading and research

There was a clear evidence of in-depth and wide reading and research into the chosen issue and other topics discussed. The candidate gave detailed examples of all three issues.

Mark: 7

Comprehension and development

The candidate showed an excellent level of comprehension. She responded at a consistently high level to a wide range of challenging question forms. For example, she discussed in detail the lack of strict measures in developed countries for controlling the use of drugs.

Mark band: 14-16

Candidate 6



Comments on the oral assessment

The candidate introduced the issue by referring to an article in the Urdu magazine *Raabta*, and opened his argument by going against the issue. When challenged by the teacher/examiner that so-called pop music is destroying the young generation, he gave examples of 'Vital Signs' and 'Junoon' (Pakistani pop groups) as representing good music and lyrics. He extended his arguments by saying that Pakistani pop music is an inspiration for him and generally the music is pleasing to hear. Obviously there are some loud groups but with so many changes in society, the existing music represents the true face of the society. He gave examples of singers like Anjum, Shehzad Roy and Vital Signs (singing holy songs). Then the teacher/examiner moved on to the next issue, whether the life of older Asians in the UK was comfortable or difficult. The candidate compared the life of older Asians in the UK about 40 years ago with the modern period.

At this point the teacher/examiner decided to introduce the topic of girls doing well in education compared with boys. The candidate agreed with the statement, and then gave examples of more opportunities for girls and their dedication and commitment to achieving higher education. The test ended on a friendly and conciliatory note.

[Total time: 12 minutes 48 seconds]

Assessment feedback

Response

The candidate gave frequent examples of spontaneous discourse and used a good range of lexis and structures. He responded readily to the examiner's questions.

Mark band: 13-16

Quality of language

The candidate appeared to express himself fairly fluently with occasional, usually minor, errors. His pronunciation and intonation were generally good with a few lapses.

Mark: 5

Reading and research

There was good evidence of in-depth and wide reading and research into the chosen issue and other topics discussed. The candidate gave good examples of all three with occasional gaps.

Mark band: 5-6

Comprehension and development

The candidate had a good knowledge of Asian pop music and had marshalled sound arguments to justify his opposition. He coped well with a variety of question forms, although more complex forms posed problems at times.

Mark band: 11-13

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