

Sample Assessment Material Speaking

ES2C24 – VTCT (iTEC) Level 2 Certificate in ESOL
International (C1)

1.1. Oral examination

The Oral examination is divided into three parts. Each part is designed to test a different aspect of speaking. The Interlocutor and the Speech Assessor conduct the oral examination according to the Oral Examination Guidelines.

Learners must participate in all three parts of the speaking assessment.

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

Each speaking assessment must be recorded for quality assurance purposes.

Learners are permitted to make notes for parts 2 and 3 only. These should not comprise of a script or full sentences. At the end of the assessment, any learner notes must be collected and submitted for marking with the learner recording.

The assessment should last no more than 6 minutes in total (2 minutes per part).

Part One

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

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

Questions:

1. If you won the National Lottery, what is the first thing you would do?
2. If I had a superpower, I would like to be invisible. What superpower would you like and why?
3. Tell me a little about your friends.
4. Do you think there are too many celebrities?
5. What are your hobbies?

Part Two

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

Interlocutors may ask questions to elicit further information or encourage the learner to speak for at least 2 minutes; however, the nature and number of these prompts will be reflected in the learner's overall marks.

Part 2 – Assessment Materials

Scenario 1
<p>We are going to discuss your views on tattoos. Some people today are covered from head to foot in tattoos. Does it matter?</p> <p>Things to think about:</p> <ul style="list-style-type: none">• Is it appropriate to show tattoos in the workplace?• Tattoos are expensive. Should people try to spend their money on something more worthwhile?• Are tattoos art?• Is it a passing fad or are they here to stay?
Scenario 2
<p>We are going to discuss deforestation. It is estimated that around 18 million acres of forest are lost every year due to deforestation. We can't let this continue, can we?</p> <p>Things to think about:</p> <ul style="list-style-type: none">• Trees are a particularly important producer of oxygen for the planet.• Many animal species rely on forests for their existence.• Should some farmland now be given back to nature?• Forests are much needed for recreation and our mental wellbeing.
Scenario 3
<p>We are going to discuss the impact of Internet shopping. It is likely that internet shopping will continue to grow. What will become of the high street and shopping centres?</p> <p>Things to think about:</p> <ul style="list-style-type: none">• What is happening in your town/city centre right now?• What will happen to town and city centres as shops and out-of-town shopping

centres continue to close?

- Less people travel to and from shops. Will this benefit the environment?
- Could more people move back from the countryside to live in town/city centres?

Scenario 4

We are going to discuss gold. This year the price of gold reached an incredible \$2,000 an ounce. Why do we value the metal so highly?

Things to think about:

- Why do many people like to own gold jewellery and other items?
- Gold mines cause serious environmental damage. Should we stop mining gold?
- Why is gold such a powerful symbol?
- Will we stop valuing gold so highly in the future?

Scenario 5

We are going to discuss who is responsible for children's diets. With many children classified as obese should governments ban advertisements for fast food or is it their parent's responsibility? What is your view?

Things to think about:

- Do advertisers of fast food aim their advertising campaigns at children?
- If fast food is consumed moderately then there is no problem.
- Should parents be told what they can let their children eat?
- Are children's diets the responsibility of parents or governments?

Scenario 6

We are going to discuss a vital resource, water. Without it we can't survive. Yet we are using 2,700 litres of this scarce resource every time we make a single t-shirt.

Things to think about:

- Should we raise awareness of how much water is used when producing items of clothing?
- The effect of an increasing population on water and other scarce resources.
- Should we put restrictions on manufacturing which wastes water?
- What could be the effects of our planet running out of water?

Scenario 7

If a species of animal such as the elephant became extinct, would it bother you?

Things to think about:

- Do we really need to conserve all species of animals?
- Are humans more important than animals?
- Many species of animals have become extinct so it might just be their time.
- Animals are a vital part of our natural world and the world would be a much poorer

place without them. How can we help them survive?

Scenario 8

We are going to discuss how we should do more to reduce our carbon footprint. Cars, planes, and cruiseships cause a lot of pollution. Should we use them less?

Things to think about:

- Staycation, or holidaying in your own country, is becoming popular; will you try it?
- If it is a short car journey, why not walk or cycle?
- Should public transport be improved to get motorists off the road?
- If people rented a car when they needed one, rather than owned one, would they use it less?

Scenario 9

We are going to discuss giving to charity. Many people give to charity while others do not think it is important. What is your view?

Things to think about:

- Do you give charities money your time or donations?
- Should we give to charities or is it up to others to look after themselves?
- We pay our taxes. Surely it is up to governments to help those in need?
- Giving is a wonderful feeling. Do you agree?

Scenario 10

We should stop using so much plastic and protect the environment.

Things to think about:

- How can we cut down the amount of plastic we use?
- Plastic pollutes our seas and finds its way into the food chain.
- Plastic does not biodegrade easily so we are causing problems for the future.
- We need to be careful about how we dispose of plastics. We should use more recyclable materials instead.

Part Three

Part Three tests a learner's responses to a visual prompt.

Ten prompts will be provided in the form of graphs, charts, or photographs. Interlocutors will use one or two prompts for each learner.

Learners are given the ten prompts a maximum of two weeks before the assessment, the prompt(s) used for assessment are given at the start of part three.

Interlocutors may ask questions to elicit further information or encourage the learner to speak for at least 2 minutes; however, the nature and number of these prompts will be reflected in the learner's overall marks.

Image One

- What can you see in the image?
- Describe how this image makes you feel?
- What do you think was the reason behind this picture being taken?
- Where could this picture have been taken?

Image Two

- What can you see in the image?
- Should we use animals in this way?
- Would you go to such an event?
- It is regarded as 'The sport of Kings', do you agree?

Image Three

- What do you see in the image?
- What has caused this problem?
- What do you think will be the effect on the people in the picture?
- How can this problem be prevented?

Image Four

- What do you see in the image?
- Who or what do you think is responsible for the fire?

- How can we prevent these fires?
- A dramatic picture. How does it make you feel?

Image Five

- What can you see in the image?
- Where do you think the picture was taken?
- Will this sort of transport be used in the future?
- Do you have a problem with traffic near where you live?

Image Six

- Which city do you think this is?
- It is Manhattan, a borough of New York City. Would you live there?
- Would you hang this picture on a wall in your home?
- Tell me about some of the detail you can see in the picture?

Image Seven

- Tell me what you see in the photograph?
- Where do you think the picture was taken?
- There are no pictures/images on the walls. Why do you think that is?
- Does the picture fill you with hope?

Image Eight

- What do you think is happening in the photograph?
- How does this image make you feel?
- What statement do you think this photograph is making?
- Where do you think the photograph might have been taken?

Image Nine

- What can you see in the image?
- Stonehenge – a famous prehistoric monument. Is it important that we preserve such reminders of our past?
- Do you find the image interesting?

- Do you have similar monuments in your country?

Image Ten

- What do you see in the picture?
- What emotions does this image create for you?
- Do you find the picture artistic or simply out of focus?
- Would you hang the picture in your front room?

Image One



Image Two



Image Three



Image Four



Image Five



Image Six



Image Seven



Image Eight



Image Nine



Image 10

