



Anglia Examinations

Junior Level

Speaking Test

2024-25 Set 3

Instructions for Assessors

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CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

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LOCATION: a quiet place in the school.

DURATION: 5 - 8 minutes.

PARTICIPANTS: two candidates; assessor; usher/safety monitor.

MATERIALS: pictures supplied.

RECORDING: The examination is to be recorded as an MP3. The recording is sent to Anglia Examinations HQ at Chichester College in the UK for moderation.

Before the candidates have entered the room, record their full names and numbers clearly onto the MP3. (This can be done while the candidates are in the room, but be careful if you record their names and then immediately ask them again what their names are. At this age, they will realise there is no information gap, wonder why you are asking again, and may not want to role-play just for the test.)

After the examination, the usher should ensure that the candidates do not return to the area where candidates yet to take the test are still waiting.

Task 1 Introduction: 1–2 minutes. **Introductory warm-up**

The assessor welcomes and reassures the candidates. It is recommended you say,

‘Hello. My name is xxxxx. This is the Junior Speaking test. Are you OK? Good, let’s begin.’

The assessor encourages the candidates to introduce themselves. If the candidate has clearly prepared a short introduction and sets off to recite it, allow him/her to go through it and ask a question at the end. Otherwise, conduct the introduction with two or three simple, specific question prompts from the following:

- Name (What is your name?)
- Age (How old are you?)
- Family (How many people are there in your family? What are their names? How old is your brother? How old is your sister?)
- Pets (Have you got a pet? What is its name?)

Task 2: 2–3 minutes *maximum*.

The assessor has two pictures, which each show a person doing a different action: a woman is drinking tea/a woman is cooking fish.

The assessor says,

‘Now, [<name>]. Listen to the questions. Which picture is it?’

The assessor gives a statement using the present continuous and the students must choose which picture the examiner is talking about. The first statement will relate to the main action of the picture.

e.g. The woman is drinking tea.

The assessor gives three follow up statements to each candidate. Each time, the candidate must choose which picture the statements refer to. The statements may be in the present continuous or present simple:

e.g.

The woman is wearing blue trousers.

The woman has brown hair.

The woman is cooking fish.

The woman is sitting on a chair.

The woman is wearing a pink shirt.

The woman is wearing a red skirt.

The woman is in the kitchen.

If the candidate is correct, say 'Good'. If he/she is not correct or says nothing, simply say, 'It's this picture' calmly and kindly and move on to the next question.

e.g.

A: The woman is wearing blue trousers.

C: (points to the right picture)

A: Good. The woman is cooking fish.

C: (points to the other picture, which is wrong)

A: It's this picture. The woman has brown hair.

C: (points to the right picture)

A: Good. The woman is wearing a red skirt.

C: (points to the wrong picture)

A: It's *this* one. Thank you.

Task 3: 2–3 minutes *maximum*. The assessor has the pictures face down on the table.

The assessor says,

'Now, [<name>]. There are two pictures on the table. Which picture do you want?'

Each student picks one.

- The assessor points to some objects for the students to name in turn. Taking turns, the students find some more.

If the candidate does not produce the right answer, the assessor gives it. The assessor should not emphasise the fact that a candidate fails to produce the right answer. Then the assessor goes on with the test and asks the next question.

e.g.

A: Where is this picture?

C: A kitchen.

A: Yes. Now, what's this? (points to bowl)

C: A bowl.

A: What is in the bowl?

C:um.....um.....fruit.

A: And what fruit is it?

C: ...um...bananas, pear and apple

A: And what animal is on the chair?

C:um....

A: Is it a dog?

C: No. It's a ...um ...um...

A: It's a cat. Now, ...

Task 3a: Optional Extension (where appropriate) 2–3 minutes *maximum*.

- The assessor may ask any or all of the children to perform a chant, rhyme, song or poem they know.

When the test is over, thank the students and say, 'Well done'.

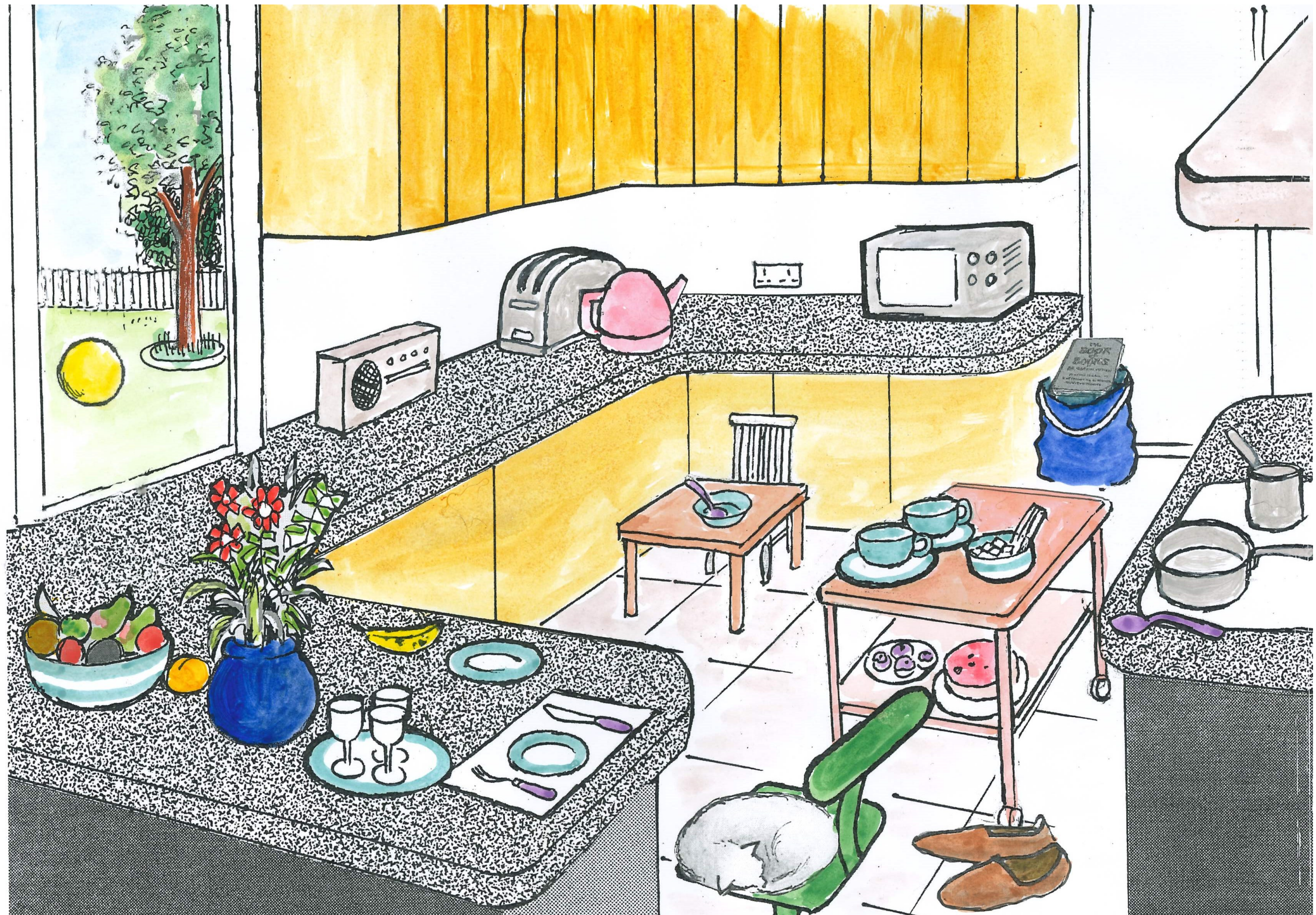
NB

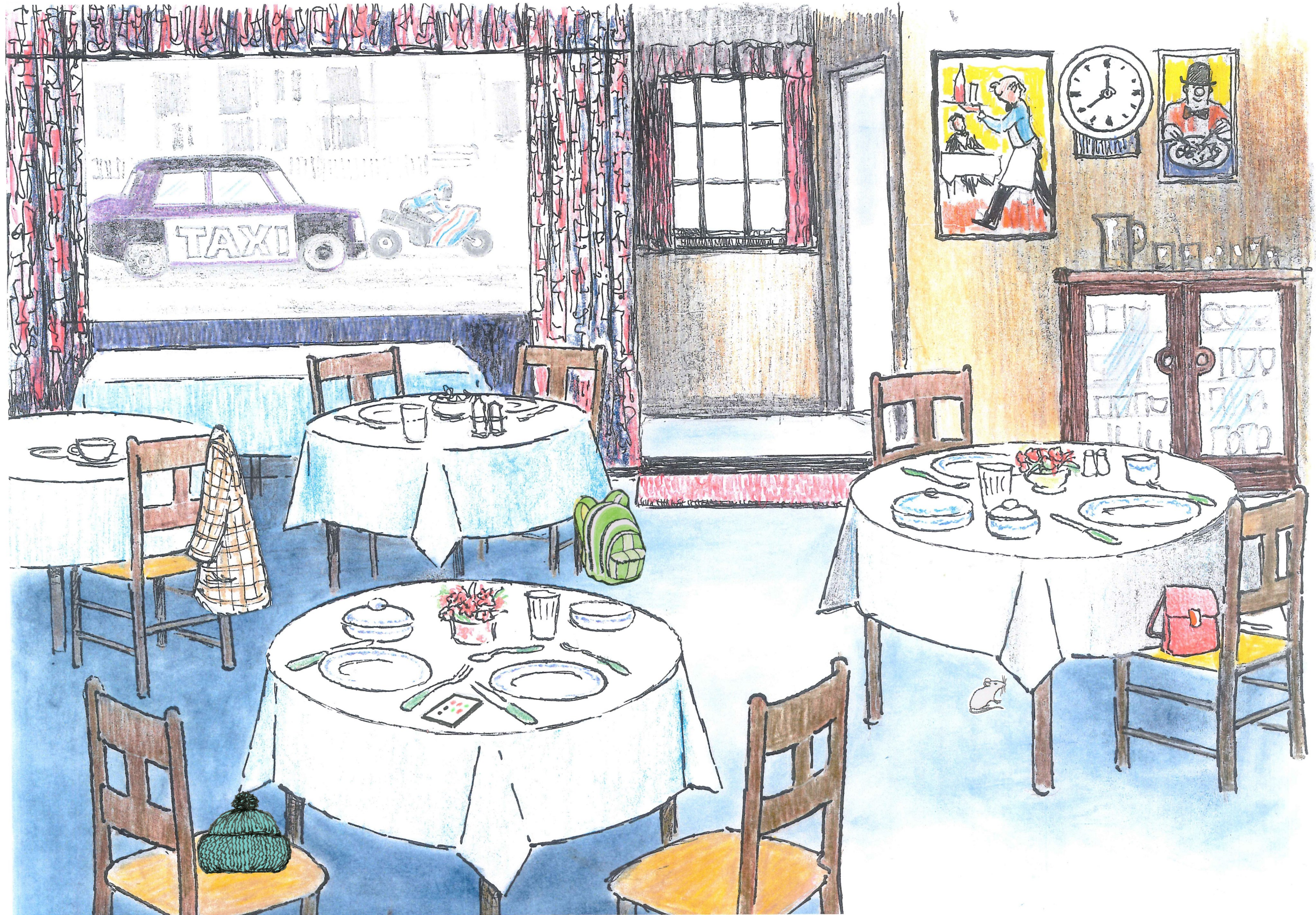
This is not a compulsory word-for-word script but a strong recommendation for how the test should be conducted. If circumstances mean that the words should be slightly changed to get the best from the candidate, as an assessor you have the right to do this. Conversations often do not run exactly as planned and some flexibility is allowed to keep the test as stress-free and natural as possible. The Anglia Examinations moderators will take account of this when monitoring the recording.

However, remember that at Junior level, candidates are not expected to answer questions at length. Keep all meta-language very simple. Name the candidate frequently. Do not be tempted to chat or add extra information about yourself, for example. This confuses the candidate and takes valuable testing time.









Speaking Test Assessment Sheet



Please stick your candidate label here

For Office Use:

Set 3 2024-2025

Please tick (✓) below:

First Step ☐

Junior ☐

Primary ☐

Preliminary (A1) ☐

Please tick (✓) the appropriate number:

Communication & Content

Pronunciation

Grammar and Vocabulary

	Refer				Pass		Merit		Distinction	
0	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 - 14				15 - 19		20 - 23		24 - 30		

Total: /30

Examiner's notes (e.g. examples of good language, obvious mistakes, areas of misunderstanding, examples of higher level language which is receptively understood but not produced):

Continue on the back of this sheet if necessary

Examiner's Name:

Projected Grade:

Examiner's signature:

Total /30

Date of Test:

Speaking Test Assessment Sheet

Examiner's notes continued



MARKING CRITERIA ANGLIA SPEAKING TEST JUNIOR, PRIMARY AND PRELIMINARY (A1) LEVELS

	COMMUNICATION / CONTENT	PRONUNCIATION	RANGE OF VOCABULARY / GRAMMATICAL ACCURACY
D	The student can comfortably respond to the examiner's questions at this level.	Clearly understandable throughout the test.	The student is clearly at ease with the basic words and grammatical structures of the level.
M	The student understands the examiner most of the time and gives a correct answer to the majority of the questions.	Sufficiently adequate to be understandable.	The student knows the basic words and grammatical structures of the level. There may be a few errors.
P	The student understands a good proportion of the questions, and gives right answers in around 50% of cases.	Poor, but understandable at least half the time.	The student knows the most basic words and grammar needed for the level although there are obvious errors / omissions.
R	A combination of not answering and answering incorrectly make communication virtually impossible.	The student cannot be understood most of the time.	The student knows insufficient basic words or grammar to participate in the test.
U	No communication in English taking place at all.		