



Asociación Ex Alumnos Lenguas Vivas
Departamento de Alumnos Libres

AEXALEVI Exams Specifications 2020

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Written Exams 2020			
Prep II (Optional) (Check Contents 2020) Exam duration: 1 hour	1st Children (Check Contents 2019) Exam duration: 1 hour	2nd Children (Check Contents 2020) Exam duration: 1 hour	3rd Children (Check Contents 2015 – to be updated in 2021) Exam duration: 1 hour
NEW PASSING MARK Grading Scale: 1 to 10 Passing mark: 6 (six) (55 points)		NEW MARKING SCHEME & PASSING MARK Grading Scale: 1 to 10 (1 to 60 points at stake) Passing mark: 6 (six) (33 to 38 points)	
Suggested for children aged 6-7	Suggested for children aged 7-8	Suggested for children aged 8 - 9	Suggested for children aged 9-10
Task A: (50 points) Listening Listen, colour and draw E.g. A big green pencil.	Task A: (10 points) Listening: Listen, colour and draw lines. Oral text with instructions to colour and locate objects in a picture. The listening text is played on a CD player.	Task A: (10 points) Listening: Listen and tick. Five short texts. One question about each text with 3 answers to choose from. The listening text is played on a CD player.	Task A: (10 points) Reading Comprehension 1: Read the text and CIRCLE the correct option. Three short texts with 5 statements for students to match the texts to.
Task B: (25 points) Reading Read and match 5 pictures and 5 words	Task B: (10 points) Reading: Read, draw and colour. 5 items	Task B: (10 points) Reading and Language: Complete the text with the words from a box. 5 words.	Task B: (10 points) Reading Comprehension 2: Read and answer. 5 questions to answer on a text. Short answers are encouraged.
Task B: (25 points) Reading Read and match 5 pictures and 5 words	Task C: (10 points) Reading Look, read and circle <i>Yes</i> or <i>No</i> . 5 statements on a picture.	Task C: (10 points) Communicative exchanges - Reading and language: Read and match. 5 questions with two possible answers each.	Task C: (10 points) Language: Make sentences. 5 sentences - 5 chunks each
Task C: (25 points) Reading Read and draw Numbers 1-10, colours + objects	Task D: (10 points) Reading: Look, read and circle. 5 pictures and statements to complete (3 options ordered alphabetically). Task E: (10 points) Language: Make sentences. 4 sense groups max. – no questions included	Task D: (10 points) Language: Make sentences. (5 slightly longer chunks) Task E: (10 points) Reading and Writing: Look, read and answer. 5 Questions on a picture and short answers with prompts.	Task D: (10 points) Language: Complete a text with words from the box. There are two extra words. 5 blanks Task E: (10 points) Listening: Listen and circle T (true) or F (false). 5 statements The listening text is played on a CD player.
(Continued from previous row)	Task F: (10 points) Communicative exchanges - Reading and language: Match questions and answers. 5 questions with two possible answers each	Task F: (10 points) Writing: Look at the picture and write 5 sentences. Prompts are given.	Task F: (10 points) Writing: Write 5 sentences. A picture and prompts are provided to help create a short and simple text.



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<i>Pread. Beginners</i> Exam duration: 1 hour	<i>Preadolescents 1</i> Exam duration: 1 hour	<i>Preadolescents 2</i> Exam duration: 1 hour	<i>Preadolescents 3</i> Exam duration: 1 hour ¼ NEW format: the task on mini-dialogues has been discontinued
<i>Suggested for children aged 9-11</i>	<i>Suggested for children aged 10-11</i>	<i>Suggested for children aged 10--12</i>	<i>Suggested for children aged 11-12</i>
NEW MARKING SCHEME & PASSING MARK			
Grading Scale: 1 to 10 (1 to 70 points at stake)			
Passing mark: 6 (six) (39 to 45 points)			
<p>Reading (10 points) Task A: Read the text and answer 5 questions. Short answers are encouraged. 1 point for compreh 1 point for LANGUAGE (GR, WO, punctuation and spelling)</p>	<p>Reading (10 points) Task A: Read the text and answer 5 questions. Short answers are encouraged. 1 point for compreh 1 point for LANGUAGE (GR, WO, punctuation and spelling)</p>	<p>Reading (10 points) Task A: Read the text and answer 5 questions. Short answers are encouraged. 1 point for compreh 1 point for LANGUAGE (GR, WO, punctuation and spelling)</p>	<p>Reading (10 points) Task A: Read the text and answer 5 questions. Short answers are encouraged. 1 point for comprehension 1 point for LANGUAGE (GR, WO, punctuation and spelling)</p>
<p>Language</p> <p>Task B: (10 points) Make sentences. 5 sentences - 5 chunks each</p> <p>Task C: (10 points) Complete the dialogue with questions from a box. (There will be ONE extra questions) 5 blanks</p> <p>Task D: (10 points) Complete the text with words from a box. (5 blanks – 5 words in the box)</p>	<p>Language</p> <p>Task B: (10 points) Make sentences. 5 sentences - 5 chunks each</p> <p>Task C: (10 points) Complete the dialogue with questions from a box. (There will be THREE extra questions) 5 blanks</p> <p>Task D: (10 points) TENSES: Choose the correct option of the verbs in brackets. 10 pairs of choices</p>	<p>Language</p> <p>Task B: (10 points) Complete the dialogue with questions from a box. (There will be FOUR extra questions) 5 blanks</p> <p>Task C: (10 points) Fill in the blanks with words from a box. (10 blanks – 10 words in the box)</p> <p>Task D: (10 points) TENSES: Choose the correct option of the verbs in brackets. 10 pairs of choices</p>	<p>Language</p> <p>Task B: (10 points) Complete the dialogue with questions from a box. (There will be FOUR extra questions) 5 blanks</p> <p>Task C: (10 points) Fill in the blanks with words from a box. (10 blanks – 12 words in the box - 2 distractors)</p> <p>Task D: (10 points) TENSES: Choose the correct option of the verbs in brackets. 10 pairs of choices</p>
<p>Listening Task E: (10 points) Listen to a text and circle T or F next to the sentences. 5 statements The listening text is played on a CD player.</p>	<p>Listening Task E: (10 points) Listen to a text and circle T or F next to the sentences. 5 statements The listening text is played on a CD player.</p>	<p>Listening Task E: (10 points) Listen to a text and circle T or F next to the sentences. 5 statements The listening text is played on a CD player.</p>	<p>Listening Task E: (10 points) Listen to a text and circle T or F next to the sentences. 5 statements The listening text is played on a CD player.</p>
<p>Writing Task F: (20 points)</p> <p>Write 5 complete sentences on a topic</p> <p>(Prompts will be provided)</p>	<p>Writing Task F: (20 points) Write 5 sentences on a topic. Prompts will be provided to create a short and simple text. Pictures will be included for illustration purposes.</p>	<p>Writing Task F: (20 points) Two options for students to choose ONE Expected outcome: A paragraph (around 60 words) Prompts will be provided.</p>	<p>Writing Task F: (20 points) Two options for students to choose ONE Expected outcome: A paragraph (around 70/80 words) Guidance will be provided.</p>



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<u>1st Year</u> Exam duration: 1 hour NEW TASK! Ex. E Choose the correct option.	<u>2nd Year</u> Exam duration : 1 hour NEW TASK! - Ex. E Choose the correct option.	<u>3rd Year</u> Exam duration 1 ¼ hours
<u>CEFR LEVEL: A1</u>	<u>CEFR LEVEL: A2</u>	<u>CEFR LEVEL: A2+</u>
Suggested for Adolescents as from 13 years old NEW MARKING SCHEME & PASSING MARK Grading Scale: 1 to 10 (1 to 70 points at stake) Passing mark: 6 (six) (39 to 45 points)		
<u>Task A: Reading (10 points)</u> 5 questions Longer texts, varied text type Shorts answers are encouraged when appropriate 1 points for comprehension 1 points for LANGUAGE (grammar, word order, punctuation and spelling)	<u>Task A: Reading (10 points)</u> 5 questions Longer texts, varied text types Shorts answers are encouraged when appropriate 1 points for comprehension 1 points for LANGUAGE (grammar, word order, punctuation and spelling)	<u>Task A: Reading (10 points)</u> 5 questions Longer texts, varied text types Shorts answers are encouraged when appropriate 1 points for comprehension 1 points for LANGUAGE (grammar, word order, punctuation and spelling)
<u>Task B: (10 points)</u> Complete the dialogue (with clues: first or last word/s). 5 blanks	<u>Task B: (10 points)</u> Complete the dialogue (with clues: first or last word/s). 5 blanks	<u>Task B: (10 points)</u> Complete the dialogue (with clues: first or last word/s). 5 blanks
<u>Task C: (10 points)</u> Tenses and verb patterns 10 blanks	<u>Task C: (10 points)</u> Tenses and verb patterns 10 blanks	<u>Task C: (10 points)</u> Tenses, modals and verb patterns 10 blanks
<u>Task D: (10 points)</u> NEW TASK!! Choose the correct option to complete the exchanges below. 5 exchanges with 2 options to choose from each	<u>Task D: (10 points)</u> NEW TASK!! Choose the correct option to complete the exchanges below. 5 exchanges with 2 options to choose from each	<u>Task D: (10 points)</u> Choose the correct option to complete the exchanges below. 5 exchanges with 2 options to choose from each
<u>Task E: (10 points)</u> Fill in the blanks with words from a box. 10 blanks – 10 words	<u>Task E: (10 points)</u> Fill in the blanks with words from a box. 10 blanks – 12 words – 2 distractors	<u>Task E: (10 points)</u> Fill in the blanks with words from a box. (10 blanks – 13 words – 3 distractors)
<u>Task E: WRITING (20 points)</u> Two options for students to choose ONE. Expected outcome: A paragraph (around 50/60 words) Guidance will be provided.	<u>Task E: WRITING (20 points)</u> Two options for students to choose ONE. Expected outcome: A paragraph (around 60/70 words) Guidance will be provided.	<u>Task F: WRITING (20 points)</u> Two options for students to choose ONE Expected outcome: A text of one or two paragraphs (around 80 words) Guidance will be provided.



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<u>4TH Year</u> Exam duration: 1.30 hours	<u>5TH Year:</u> Exam duration: 1.45 hours	<u>6TH Year</u> Exam duration: 2 hours	<u>7th Year –</u> Exam duration: 2.30 hours
<u>CEFR LEVEL: B1</u>	<u>CEFR LEVEL: B1+</u>	<u>CEFR LEVEL: B2.1</u>	<u>CEFR LEVEL: B2</u>
NEW MARKING SCHEME & PASSING MARK			
Grading Scale: 1 to 10 (1 to 70 points at stake)			
Passing mark: 6 (six) (39 to 45 points)			
Task A: (10 points) Paraphrasing (5 sentences - beginning and ending given.)	Task A: (10 points) Paraphrasing (5 sentences - beginning and ending given.)	Task A: (10 points) Paraphrasing (5 sentences - beginning and ending given.)	Task A: (10 points) Paraphrasing with key word given (5 sentences - beginning and ending given.)
Task B: (10 points) Tenses, modals and verb patterns 10 blanks	Task B: (10 points) Tenses, modals and verb patterns 10 blanks	Task B: (10 points) Tenses, modals and verb patterns 10 blanks	Task B: (10 points) Tenses, modals and verb patterns 10 blanks
Task C: (10 points) Fill in the blanks with words from a box. (10 blanks – 14 words - 4 distractors).	Task C: (10 points) Fill in the blanks with words from a box. (10 blanks – 14 words - 4 distractors).	Task C: (10 points) Fill in the blanks with words from a box (10 blanks – 15 words – 5 distractors).	Task C: (10 points) Fill in the blanks. 10 blanks
Task D: (10 points) Dialogue / mini dialogues to test functional language 5 blanks	Task D: (10 points) Dialogue / mini dialogues to test functional language 5 blanks	Task D: (10 points) Dialogue to complete with a word or phrase (to test structures and functional language) 5 blanks	Task D: (10 points) Dialogue to complete with a word or phrase (to test structures and functional language) 5 blanks
Task E: Reading (10 points) 5 questions about a text 1 points for comprehension 1 points for LANGUAGE	Task E: Reading (10 points) 5 questions about a text 1 points for comprehension 1 points for LANGUAGE	Task E: Reading (10 points) 5 questions about a text (answers <u>in the sts' own words</u>). LIFTING FROM TEXT WILL BE PENALIZED 1 points for comprehension 1 points for LANGUAGE	Task E: Reading (10 points) 5 questions about a text (answers <u>in the sts' own words</u>) LIFTING FROM TEXT WILL BE PENALIZED 1 points for comprehension 1 points for LANGUAGE
Task F: WRITING (20 points) Two options for students to choose ONE, which may include different text types. Check SYLLABUS for more details. Expected outcome: A text around 100 words (between 80 -120) Much longer or shorter pieces will be penalized. Off subject pieces will be penalized as well.	Task F: WRITING (20 points) Two options for students to choose ONE, which may include different text types. Check SYLLABUS for more details. Expected outcome: A text around 120 words (between 100 -150) Much longer or shorter pieces will be penalized. Off subject pieces will be penalized as well.	Task F: WRITING (20 points) Two options for students to choose ONE, which may include different text types. Check SYLLABUS for more details. Expected outcome: A text around 150 words (between 120 -180) Much longer or shorter pieces will be penalized. Off subject pieces will be penalized as well.	Task F: WRITING (20 Points) Two options for students to choose ONE, which may include different text types. Check SYLLABUS for more details. Expected outcome: A text around 180 words (between 150 -200) Much longer or shorter pieces will be penalized. Off subject pieces will be penalized as well.

INTENSIVE COURSES

Suggested for adult learners or teenagers as from 16 years old

INTENSIVE I Exam duration: 1.15 hours	INTENSIVE II - Exam duration: 1.15 hours
CEFR LEVEL: A1+	CEFR LEVEL: A2
<b style="color: red;">NEW PASSING MARK <b style="color: blue;">Grading Scale: 1 to 10 (1 to 100 points at stake) <b style="color: blue;">Passing mark: 6 (six)	

PART I: READING:

TWO TASKS BASED ON TWO DIFFERENT TEXTS

- A) Read the text and do a task (tick True / False or Doesn't Say, find information, complete a form, etc.)

10 Points

- B) Read the text and answer 4/5 questions

20 points

3 points for comprehension

2 points for LANGUAGE (grammar, word order, punctuation and spelling)

Part II: LANGUAGE:

TWO TASKS

- C) Read the text and complete the blanks with the most suitable option
(10 blanks – 3 options each)

20 points

- D) Complete the dialogues or mini dialogues

20 points

Intensives 1 & 2: to test question making and functional language

Intensives 3 & 4: to test functional language and structures

Part III: WRITING:

- E) **Writing task based on a written prompt** (a letter, an advertisement, any kind of text that would lead to contextualized writing). Possible text types: a blog entry, an email, a short story, an article (according to the level).

30 points

AEXALEVI Oral Exams Specifications

NEW 2020 SPECIFICATIONS

The Written & the Oral components of the AEXALEVI EXAMS of all levels take two independent marks from 1-10.

The passing mark for each part in all levels is 6 (six).

Candidates do not need to pass the Written Part of the test to be able to sit for the Oral Part. If a student fails one of the components, he/she will have to sit for that part again to get a certificate.

AEXALEVI Oral Exams Very Young Learners (Prep I & II)

Prep I

The exam will be carried out by the AEXALEVI examiner.

- Grouping arrangement: pairs (ideal) or groups of up to four children
- Exam duration: 6-12' interview with pairs/groups of four children
- Exam format:
Part I: Personal Questions: Name, age, family, pets, toys (**Check AEXALEVI Contents for suggestions**)
Part II: Questions on pictures from the book (or colour photocopies from the book).

Prep II

- The exam will be carried out by the AEXALEVI examiner.
- Grouping arrangement: pairs (ideal) or groups of up to four children
- Exam duration: 6-12' interview with pairs/groups of four children
- Exam format:
Part I: Personal Questions: Name, age, family, pets, toys (**Check AEXALEVI Contents for suggestions**).
Part II: Questions on pictures from the book (or colour photocopies from the book).

Important for institutions whose students are taking Prep II Written Part!

- The Written & the Oral components will take two different marks from 1-10. However, children do not need to pass the Written to be able to sit for the Oral. **The final mark will be an average of both parts of the test. This is only valid for PREP.**

AEXALEVI Oral Exams for Children

1st Children Exam carried out in pairs	2nd Children Exam carried out in pairs	3rd Children Exam carried out in pairs
<p>Part 1: Ice-breaker</p> <p>The examiner will ask children 3 - 5 personal questions based on the contents dealt with during the course. Questions based on students' answers may follow. (Check AEXALEVI Contents for suggestions).</p> <p>Part 2: Picture description</p> <p>The examiner will ask candidates questions on TWO pictures from the textbook/readers. Questions will be varied and will include grammar and vocabulary relevant to the level.</p> <p>Candidates are expected to come to the exam session with the <u>TEXT BOOK AND/OR READERS</u> so that the examiner can proceed to ask the questions based on the pictures.</p>	<p>Part 1: Ice-breaker</p> <p>The examiner will ask children 3 - 5 personal questions based on the contents dealt with during the course. Questions based on students' answers may follow. (Check AEXALEVI Contents for suggestions).</p> <p>Part 2: Picture description</p> <p>The examiner will ask candidates questions on TWO pictures from the textbook/readers. Questions will be varied and will include grammar and vocabulary relevant to the level.</p> <p>Candidates are expected to come to the exam session with the <u>TEXT BOOK AND/OR READERS</u> so that the examiner can proceed to ask the questions based on the pictures.</p>	<p>Part 1: Ice-breaker</p> <p>The examiner will ask children 3 - 5 personal questions based on the contents dealt with during the course. Questions based on students' answers may follow. (Check AEXALEVI Contents for suggestions).</p> <p>Part 2: Picture description</p> <p>The examiner will ask candidates questions using two pictures from the textbook/readers as prompts.</p> <p>Candidates are expected to come to the exam session with the <u>TEXT BOOK AND/OR READERS</u> so that the examiner can proceed to ask the questions based on the pictures.</p>
		<p>Part 3: Extended Speaking (based on a card provided by the examiner).</p> <p>Candidates will have to talk about a specific and familiar topic for about 1 minute.</p> <p>TASKS will be based on the contents dealt with during the course.</p> <p>The examiner may ask follow-up questions about the topic as a means to interact with the student.</p> <p>PREP TIME Procedure: The examiner will give candidates a few minutes to think about the topic and prepare for the task. When PREP TIME is over, candidates will carry out the task in front of his/her partner, and the examiner, who will assess the candidates' performance. The examiner's intervention will be kept to a minimum.</p>

AEXALEVI Oral Exams for Pre-Adolescents

<i>Preadolescents Beginners</i>	<i>Preadolescents 1</i>	<i>Preadolescents 2</i>	<i>Preadolescents 3</i>
The exam will be carried out in pairs.			
<p>PART I: Icebreaker</p> <p>The examiner will ask children 4 - 6 personal questions based on the contents dealt with during the course. Follow-up questions based on students' answers will be encouraged.</p>	<p>PART I: Icebreaker</p> <p>The examiner will ask children 4 - 6 personal questions based on the contents dealt with during the course. Follow-up questions based on students' answers will be encouraged.</p>	<p>PART I: Icebreaker</p> <p>The examiner will ask children 4 - 6 personal questions based on the contents dealt with during the course. Follow-up questions based on students' answers will be encouraged.</p>	<p>PART I: Icebreaker</p> <p>Students will be asked to introduce themselves. The examiner may ask follow up questions in order to interact with the candidate.</p>
<p>PART II: Reader</p> <p>The examiner will ask candidates questions on the pictures in the reader and/or about the characters.</p> <p style="color: red;">Candidates are expected to come to the exam session with the reader so that the examiner can proceed to ask the questions based on the pictures.</p>	<p>PART II: Reader</p> <p>The examiner will ask candidates questions on the pictures in the reader and/or about the characters and main events in the story.</p> <p style="color: red;">Candidates are expected to come to the exam session with the reader so that the examiner can proceed to ask the questions based on the pictures.</p>	<p>PART II: Reader</p> <p>The examiner will ask candidates questions about the characters and main events in the story. Students are expected to talk about the story. <u>Memorization of plot should be discouraged.</u></p>	<p>PART II: Reader</p> <p>The examiner will ask candidates questions about the characters and main events in the story. Students may also be asked to talk about specific events in the story and to give their opinion about it. <u>Memorization of plot should be discouraged.</u></p>
Part III: Extended Speaking			
<p>Candidates will be given a card with a task. They will have to talk about a specific and familiar topic for about 1 minute. The examiner may ask follow-up questions about the topic as a means to interact with the student.</p> <p>The topics will be selected from the coursebook and syllabus. The complexity of the topics will vary according to each level.</p> <p>PREP TIME Procedure: The examiner will give candidates a few minutes to think about the topic and prepare for the task. When PREP TIME is over, candidates will carry out the task in front of his/her partner, and the examiner, who will assess the candidates' performance. The examiner's intervention will be kept to a minimum.</p>			
<p>Sample Task I: Talk about this topic for about ONE minute. Be ready to answer the examiner's questions.</p> <p>Talk about your best friend.</p> <ul style="list-style-type: none"> - His/Her likes and dislikes - His/Her favourite sport - His/Her routines 	<p>Sample Task II: Talk about this topic for about ONE minute. Be ready to answer the examiner's questions</p> <p>Talk about your last holidays:</p> <ul style="list-style-type: none"> - Where did you go? - Who did you go with? - How long did you stay? - What did you do? 		

AEXALEVI Oral Exams for Youngsters and Intensives I and II

1 st Year	2 nd Year – Intensive I	3 rd Year – Intensive II
The oral exam will be carried out in pairs.		
<p>PART I: Icebreaker</p> <p>The examiner will ask students 4 - 6 personal questions based on the contents dealt with during the course. Follow-up questions based on students' answers will be encouraged.</p>	<p>PART I: Icebreaker</p> <p>The examiner will ask students 4 - 6 personal questions based on the contents dealt with during the course. Follow-up questions based on students' answers will be encouraged.</p>	<p>PART I: Icebreaker</p> <p>Students will be asked to introduce themselves. The examiner may ask follow up questions in order to interact with the candidate.</p>
<p>PART II: Reader</p> <p>The examiner will ask candidates questions on the pictures in the reader and/or about the characters and main events in the story.</p> <p style="color: red;">Candidates are expected to come to the exam session with the reader so that the examiner can proceed to ask the questions based on the pictures.</p>	<p>PART II: Reader</p> <p>The examiner will ask candidates questions about the characters and main events in the story. Students are expected to talk about the story. <u>Memorization of plot should be discouraged.</u></p>	<p>PART II: Reader</p> <p>The examiner will ask candidates questions about the characters and main events in the story. Students may also be asked to talk about specific events in the story and to give their opinion about it. <u>Memorization of plot should be discouraged.</u></p>
Part III: Extended Speaking		
<p>Candidates will be given a card with a task. They will have to talk about a specific and familiar topic for about 1 minute. The examiner may ask follow-up questions about the topic as a means to interact with the student.</p> <p>The topics will be selected from the coursebook and syllabus. The complexity of the topics will vary according to each level.</p> <p style="color: red;">PREP TIME Procedure: The examiner will give candidates a few minutes to think about the topic and prepare for the task. When PREP TIME is over, candidates will carry out the task in front of his/her partner, and the examiner, who will assess the candidates' performance. The examiner's intervention will be kept to a minimum.</p>		
<p>Sample Task I: Talk about this topic for about ONE minute. Be ready to answer the examiner's questions.</p> <p>Talk about your routine.</p> <ul style="list-style-type: none"> - What do you do in the morning? - What do you do in the afternoon? - What do you do at weekends? 	<p>Sample Task II: Talk about this topic for about ONE minute. Be ready to answer the examiner's questions</p> <p>Talk about your last birthday party.</p> <ul style="list-style-type: none"> - When was it? - Who came? - What did you do with your friends? - Did you get any presents? 	

AEXALEVI Oral Exams for Youngsters

<u>4TH Year</u>	<u>5TH Year</u>	<u>6TH Year</u>	<u>7th Year</u>
The oral exam will be carried out in pairs			
<p>Part I: Icebreaker</p> <p>Students will be asked to introduce themselves. The examiner may ask follow up questions to foster fluent stretches of language. The examiner's intervention will be minimum.</p>	<p>Part I: Icebreaker</p> <p>Students will be asked to introduce themselves. The examiner may ask follow up questions to foster fluent stretches of language. The examiner's intervention will be minimum.</p>	<p>Part I: Icebreaker</p> <p>Students will be asked to introduce themselves. The examiner may ask follow up questions to foster fluent stretches of language. The examiner's intervention will be minimum.</p>	<p>Part I: Icebreaker</p> <p>Students will be asked to introduce themselves. The examiner may ask follow up questions to foster fluent stretches of language. The examiner's intervention will be minimum.</p>
<p>Part 2 – Reader</p> <p>The examiner will ask candidates to talk about the main events in the story, describe the characters and give their opinion.</p> <p><u>Memorization of plot should be discouraged.</u></p>	<p>Part 2 – Reader</p> <p>The examiner will ask candidates to talk about the main events in the story, describe the characters and give their opinion.</p> <p><u>Memorization of plot will be penalized.</u></p>	<p>Part 2 – Reader</p> <p>The examiner will ask candidates to discuss the main events in the story, describe the characters, give their opinion and provide their own/alternative interpretations of key events/circumstances. E.g. Students may be asked to respond to hypothetical situations derived from the story.</p> <p><u>Critical thinking skills will be assessed.</u></p> <p><u>Memorization of plot will be penalized.</u></p>	<p>Part 2 – Reader</p> <p>The examiner will ask candidates to discuss the main events in the story, describe the characters, give their opinion and provide their own/alternative interpretations of key events/circumstances. E.g. Students may be asked to respond to hypothetical situations derived from the story.</p> <p><u>Critical thinking skills will be assessed.</u></p> <p><u>Memorization of plot will be penalized.</u></p>
Part 3 – Extended Speaking/Discussion Task			
<p>Candidates will carry out this task in pairs (or groups of three if there is an odd number of students). The examiner will give candidates a card with a task and some visual input (a graph/chart, pictures) which will lead to a discussion among the candidates. Candidates may have to discuss the advantages or disadvantages of something, make choices and/or comparisons, give and ask for opinions. Remind students that turn-taking will be assessed within Task Achievement. It is also important for students to distribute talking time evenly. Complexity of the tasks will vary according to the level.</p> <p>Procedure: The examiner will give candidates a few minutes to discuss the task among them and prepare for the task. When PREP TIME is over, candidates will carry out the interaction/discussion in front of the examiner, who will assess the candidates' performance. The examiner's intervention will be kept to a minimum.</p>			