

Speaking Test Handbook

Cambridge O Level

French 3015

For examination from 2019



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1 Introduction

1.1 About this handbook

This handbook gives practical advice to help you conduct the optional Speaking test (Component 3) of the Cambridge O Level French (3015) examination. This Speaking test is separately endorsed and does not count towards the final result. You should also read:

- the syllabus for Cambridge O Level French (3015) for examination in June 2019 and 2020
- the Paper 3 *Teachers' Notes* and *Role Play Cards*
- non-coursework Speaking test section of the *Cambridge Handbook*.

The aim of this handbook is to:

- clarify points of administration, marking and interpretation which have been brought up in training sessions and enquiries made to Cambridge International
- offer advice and guidance on examination procedures
- provide examples of Speaking test practice, together with suggested marks and examiner comments.

In Section 3 of this handbook there is a copy of assessment materials (*Role Play Cards*) that are sent to Centres every year. New materials are dispatched every year, two to three weeks before the examination period. The examples have been included in this handbook to help teachers become familiar with the requirements of the Speaking test. **For the live examination teachers must use the official documentation sent by Cambridge International before each series.**

1.2 How to use this handbook

First of all, read Section 2 of this handbook and the *Teachers' Notes* to find out about the Speaking test. After reading these sections you will be ready to listen to the sample audio files and practise marking them. Once you have done this, turn to Section 4 and compare your marks to the Principal Moderator's.

Try to practise your first assessment with other teachers, so that you can discuss your marking together before reading Section 4. Don't worry if your opinion varies by a few marks, but try to be consistent. If your marks are different from the Principal Moderator's, try to work out which section is different – listen again to the appropriate part of the audio file and re-read the Principal Moderator's comments.

2 Introduction to the Speaking test

This section includes all the instructions and advice that Centres receive about the live Speaking test two to three weeks before each examination series.

2.1 General guidance

The syllabus is intended for candidates who are learning French as a foreign language.

The main aim is to assess language used for a purpose. You should always mark what the candidate **can** do. Do not penalise what they cannot do.

As teacher/examiner, you need to play the role of a native speaker of French who speaks no other language.

Your role is to help the candidate to show what they are capable of saying in French. You can prompt a candidate who has missed out a task, or when you think they might have something more impressive to say, but you must not feed answers to them.

2.2 How to carry out the live Speaking test

Information is also available in the *Teachers' Notes*. The comments below answer some of the most common questions that teachers have at training sessions.

2.2.1 Sample size

If your Centre has more than 16 candidates you must send a sample that represents the full spread of marks. These samples allow our moderators to check the standard of marking over the full range of performance and means that we can be more accurate when making any adjustments to marks. Try to send tests spread evenly across the range.

You should record all candidates during their Speaking test, and then choose which candidates to include in a sample after all the tests have been assessed. If you choose the candidates for the sample before the tests take place, you may find they perform better or worse than you expected. Do not send all your recordings – just the sample. You must keep all other recordings at your Centre until the end of the results enquiry period in case they are requested by Cambridge International for checking later.

Note: Please check the quality of recordings before you send them to us, and label all recordings clearly.

2.2.2 Preparation

A month or two before

Previous examination papers are available on our website. You should use these to give candidates a practice Speaking test well before the actual examination. This will help both you and your learners to feel more confident, and will help you to understand and practise applying the marking criteria. You should also record your learners during the practice, so that the experience is as close as possible to the live Speaking test experience.

2–3 weeks before

For the live Speaking test, we send the confidential test materials about 2–3 weeks before the assessment period. Always check the *Cambridge Handbook* and refer to the final examination timetables found on the Exams Officer section of our website **www.cambridgeinternational.org** for the precise dates of the assessment period.

4 days before

It is important to prepare yourself for the Speaking test. If you are the person who will be conducting and assessing the tests, you can open the test materials in the four working days before the first live test so that you can familiarise yourself with the role play materials to be used and the marking criteria. By being confident in your own role, and what is expected, you will be in a better position to help candidates who experience any

difficulty. Once the materials have been opened, they must be returned to your Centre's secure storage whenever they are not being used to prepare or conduct live Speaking examinations – you must not tell candidates the content of the Speaking test. After the test has taken place, the test materials must remain confidential and must be kept in your Centre's secure storage until the end of the Speaking test period.

2.2.3 Recording

Speaking tests may be recorded onto CD, or submitted to Cambridge International as digital files – instructions on how to do this are available in the Exams Officer section of our website www.cambridgeinternational.org

For effective moderation, it is essential that we have good-quality recordings. Below are some tips to help you provide the best quality recordings:

- test all recording equipment in the room you are planning to use for the Speaking test before recording candidates
- remember to press the record button before each candidate's test
- if your area often has power cuts, make sure you keep a supply of batteries nearby
- if using external microphones, make sure they are switched on
- if using internal microphones, make sure the equipment is placed near the candidate to make sure the recording is of the best possible quality
- you should record the whole test for each candidate in one go – please do not stop and start recording between different sections of a candidate's test.

2.2.4 Working Mark Sheets

Where to find Working Mark Sheets

- In the *Teachers' Notes* – you should photocopy this as required
- Download from www.cambridgeinternational.org/samples (enter your country and the syllabus code (3015))

To help our moderators understand your marking and identify any areas that need to be adjusted, you must carefully enter the marks for each section for each candidate on the *Working Mark Sheet*. This information is also included in the moderation report that you will receive, to help you prepare candidates for future examinations.

Remember:

- Enter the marks for each section of the exam.
- Do not award any half marks.
- Do not enter Total Marks only.

Ideally, your Centre should use only one teacher/examiner. However, if your Centre has a large number of candidates (we would suggest more than 30) you may apply to the Languages Group at Cambridge International for permission to use more than one teacher/examiner. You must ask for this permission every year, well before the start of the Speaking test period to help us allocate the correct amount of work to each moderator. If you use more than one teacher/examiner, internal moderation must take place at the Centre to make sure that all its Speaking tests are marked to the same standard. The recorded sample should include the work of each teacher/examiner and a working mark sheet should be submitted for each teacher/examiner, with candidate names and numbers **clearly** entered. Guidelines for the internal standardisation of the Cambridge O Level French (3015) Speaking tests are available from Cambridge International on the School Support Hub at www.cambridgeinternational.org/support and in Appendix 2 of this handbook. You can obtain a login to the School Support Hub site from your Examinations Officer.

Once the *Working Mark Sheet* is completed, you should check all additions carefully, and then transfer the total for each candidate to the computer-printed internal *Assessment Mark Sheet (MS1)* or to computer. All transferred marks must be checked carefully. It is the Centre's responsibility to ensure that all marks are added up and transferred correctly.

2.2.5 Despatch of samples

Make sure that you despatch your moderation sample in good time to meet Cambridge International deadlines. If there is any delay in receiving the samples, this can result in a delay to receiving a final grade for your candidates. Please pack CDs carefully.

Deadlines for submitting your external moderation sample may vary so please check the latest version of the *Cambridge Handbook* and *Teachers' Notes*.

2.2.6 Dictionaries

Candidates are not permitted to use dictionaries either during the preparation time immediately before the Speaking test, or during the examination itself.

2.3 Elements of the Speaking test

The Speaking test lasts for approximately 15 minutes for all candidates (during which time the next candidate can be preparing their role plays). The Speaking test has three distinct parts (Test 1, Test 2 and Test 3) and an overall Impression (Test 4).

Section	Duration	Maximum marks awarded
Test 1: Role Play – 2 situations of 5 tasks each (3 marks per task)	Approx. 5 minutes	30 marks
Test 2: Topic Presentation and Conversion	Approx. 5 minutes	30 marks
Test 3: General Conversation	Approx. 5 minutes	30 marks
Test 4: Impression (awarded at the end of the test)		10 marks
Total	Approx. 15 minutes	100 marks in total

All parts of the Speaking test must be examined. Marks cannot be awarded for parts of the test which are not examined. If you carry out Test 2 (Topic Presentation and Conversation) immediately before Test 3 (General conversation), make sure there is a clear break between the conversation at end of Test 2 and the start of conversation in Test 3.

2.3.1 Test 1: Role Play (5 minutes approx.)

You will examine each candidate in two role play situations:

- **Role Play A** will test topics and vocabulary taken from Areas A, B or C of the *Defined Content* (see Appendix 1)
- **Role Play B** is more open-ended.

Advice for Role Play

- Remember that the set testing points earn marks – candidates can only be awarded marks for completing the tasks printed on the *Role Play Cards*
- Where Cambridge International provides a script for the teacher/examiner, you should only make changes to this script if a candidate is stuck or runs out of things to say
- If a candidate misses out a task, try to guide them back to it in as natural a way as possible
- All tasks should be attempted, but it doesn't matter if they are done in a different order
- If you miss out a task, or it is not attempted, then marks cannot be awarded.

Awarding marks for Role Play

Marks should be awarded according to the marking criteria in Table A in the *Teachers' Notes*. For live testing always use the appropriate mark scheme for the specific examination series. The following guidance should also be used:

- 1 mark** Some relevant meaning is communicated, but the message is incomplete. A candidate may be helped to work towards 2 marks if it can be done appropriately within the situation of the role play.
- 2 marks** The full message of the task is clearly communicated.
- 3 marks** The full message of the task is clearly communicated, and is a quality answer. The answer does not have to be perfect, and minor errors are allowed. However, if a candidate uses a verb, the use of that verb must be correct for 3 marks to be awarded.

Other considerations:

- If a task requires two elements in an answer (e.g. time and place), the candidate's answer must include both elements to be awarded 2 or 3 marks. If they include one element, they must only be awarded a maximum of 1 mark. You may break tasks into two parts, where appropriate and prompt each item individually (e.g. When? Where?)
- When awarding marks start with 0 and award marks positively to give candidates credit for what they achieve (do not start with 3 marks and deduct marks for errors).
- For a candidate to succeed, the teacher/examiner must also be well-prepared and understand their part in the role play. You should study the Role Plays in advance of the examination and make sure you are familiar with the situations and testing points (note that you can only read the live *Teachers' Notes* four days before the first live Speaking test and this must remain confidential from candidates). If you make a genuine error and forget to include part of a task for a candidate, follow the procedures for reporting maladministration as set out in the *Cambridge Handbook*.

2.3.2 Test 2: Topic Presentation and Conversation (5 minutes approx.)

This part of the Speaking test is a conversation between the teacher/examiner and the candidate on **one topic chosen by the candidate**. The topic must be prepared by the candidate in advance.

The candidate should speak on their choice of topic for one to two minutes uninterrupted, then you should follow this with specific questions on the topics. If the candidate has been talking for two minutes and has not finished their presentation, you must interrupt and ask specific questions. Candidates earn marks for being able to respond appropriately to the teacher/examiner.

Dos and Don'ts – Topic Presentation and Conversation

Do give candidates the freedom to choose their own topic – but make sure that it is a topic on which the candidate can perform to the best of their ability.

Don't encourage all candidates to prepare the same topic. Candidates should talk about something that interests them personally. Holidays, school, life in another country, hobbies and ambitions are all suitable topics.

Don't let candidates choose 'myself' as a topic as this will not leave enough room for new material in the General Conversation

Don't let candidates choose over-ambitious topics such as politics or social issues. They are unlikely to have the necessary skills or maturity to talk about these in depth and will disadvantage themselves.

Marks are awarded for communication and language.

Section	Maximum marks awarded
Communication	15
Language	15
Total marks	30

- Communication: we are looking for the candidate to successfully communicate their message and be able to understand and respond appropriately to the teacher/examiner.
- Language: candidates must be able to accurately use structures to talk about past and future events.

Marks should be awarded using the marking criteria in Table B (Communication) and Table C (Language) in the *Teachers' Notes*. For live testing always use the appropriate mark scheme for the specific examination series.

Remember that marks for Communication and Language usually do not vary by more than one band and it is unusual for the Language mark to be higher than the Communication mark.

The role of the teacher/examiner is to probe and go into depth wherever possible, adjusting the level of questioning according to the ability of the candidate. A variety of different questions will help candidates to perform well. Candidates who are allowed to present a series of pre-learnt answers and who do not demonstrate the ability to deal with unexpected questions will not score high marks.

There should be a clear break between the end of the Topic Conversation (part of Test 2) and the beginning of the General Conversation (Test 3). Make a general comment such as 'Let's talk about something else' to signal a break between the two sections.

2.3.3 Test 3: General Conversation (5 minutes approx.)

This part of the Speaking test is a general conversation between the teacher/examiner and the candidate. You should aim to cover two or three of the *Defined Content* topics (listed in the syllabus, *Defined Content Booklet* and reproduced in Appendix 1 of this handbook) with each candidate, asking a series of linked questions to explore each topic.

- Any point of interest can be developed and you are free to choose which topics you cover with each candidate.
- You must make sure that you cover different topics with different candidates.
- The topics you choose for the General Conversation (Test 3) must be different to the topic discussed in the Topic Presentation and Conversation (Test 2).

Marks should be awarded according to the marking criteria in Table B (Communication) and Table C (Language)

Section	Maximum marks awarded
Communication	15
Language	15
Total marks	30

Candidates will perform better if they can cover fewer topics in depth, rather than talking about a lot of different topics at a very superficial level. You should ask probing questions to give candidates the opportunity to answer in more depth and display their level of linguistic sophistication. Avoiding demanding questions does not help able candidates show what they are capable of. If candidates are clearly struggling with a certain level or type of questioning, then be ready to move on to another subject or rephrase the question. If the candidate presents you with something of interest, be prepared to follow it up with more questions.

You should avoid using closed questions that only require a yes/no answer. In order to help candidates perform at their best, use a variety of different question types (see Section 2.4 for more advice).

Where possible, keep your own input to a minimum and give the candidate the opportunity to work for the marks. Try to use the full range of marks, and if you have any bilingual learners remember that their performance is not the benchmark against which all other foreign language candidates are to be judged. Candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the 'Satisfactory' band or above on Table B.

2.3.4 Test 4: Impression

This part of the Speaking test is your overall impression of the candidates' performance. There are a maximum of 10 marks available. Candidates earn marks for pronunciation, intonation and fluency. Use the marking criteria in Table D in the *Teachers' Notes* when assessing this aspect of the Speaking test.

Remember that candidates do not have to be of native speaker standard to score 9 or 10 marks.

2.3.5 Summary of marking

Remember to be consistent in your marking and if you are unsure which mark to award, always choose the higher one. If you are examining a full range of ability, try not to be too harsh/lenient at one end of the range.

The whole approach to the Speaking test should be a positive one. The test is meant to reflect classroom practice and let candidates show what they are able to do, so please ensure that candidates are well-prepared and are not intimidated by the format of the test itself. Candidates will benefit from practising their 'performance' while it is being recorded before the live Speaking test.

2.4 Differentiation – asking the right questions

All candidates take the same Speaking test, no matter what their ability level is. In the Topic Conversation (part of Test 2) and the General Conversation (Test 3), differentiation between candidates is by outcome. To differentiate successfully between candidates of different abilities, the teacher/examiner must ask the right questions to help each candidate show what they know and what they can do. The level of questioning should be adjusted depending on the ability of each candidate.

It is sometimes useful to start by asking one or two closed questions which only need a yes/no answer, but then you must open up the conversation. Use a variety of different question types – from basic questions that need simple, short responses, to more searching questions such as 'Why?' or 'Tell me more about...' or 'What do you think about...?'. If candidates are clearly struggling with a certain question then you should rephrase it or move on to a different type of question. If the candidate tells you something of interest, you should ask follow up questions. Make sure that more able candidates are asked stretching questions and have the opportunity to show their full ability.

The mark scheme for Communication (Table B, *Teachers' Notes*) refers to a hierarchy of questions:

- (i) simple, straightforward questions
- (ii) straightforward questions with some unpredictable or unexpected elements
- (iii) unexpected questions which may require candidates to develop their ideas and opinions and give justification routinely.

Candidates' responses are judged in terms of the readiness of response to such questions and the need (or not) for rephrasing.

The mark scheme for Language (Table C, *Teachers' Notes*) assesses the range and accuracy of structures and vocabulary used, together with the extent to which the candidates can use different tenses. Candidates must be able to use past and future tenses accurately for a mark of 7 or more to be awarded.

You should keep your input to an appropriate minimum and aim to provide a 'framework' that allows candidates to respond spontaneously.

Although it is a good idea to have banks of questions that can be used to practise getting the best response from candidates at different levels, we do not recommend that you use these lists of questions in the examination. If conversations are not natural and spontaneous, candidates can sound as though they have memorised their answers. It is far better to familiarise candidates on topic areas during the course of study and then approach things more freely during the examination. You need to give the candidate the opportunity to reply to both expected and less predictable questions to show what they are fully capable of. The kinds of questions which could be used to extend a candidate's performance are those which use a variety of different question types.

Please remind candidates to reply to questions in full sentences to be able to show that they can convey past and future meaning.

A suggested hierarchy of questions on 'Holidays' could be as follows. For example, straightforward questions, at a low level, of 'closed' type:

Normalement / d'habitude où vas-tu en vacances?

Où loges-tu? Où restes-tu? À l'hôtel ou chez des amis?

Décris l'hôtel / décris le camping / décris la ferme / décris la maison de tes amis.

D'habitude, que fais-tu pendant les vacances? Fais-tu du sport? Lequel? / Quel sport, le tennis? La natation? Où, à la piscine / la mer?

Avec qui passes-tu les vacances?

Comment est-ce que tu voyages? En avion?

Où est-ce que tu es allé (e) en vacances l'année dernière? Ou est-ce que tu es resté (e)? Combien de temps est-ce que tu as passé en vacances?

At a slightly higher level, different tenses can be used alongside slightly more open question forms which are 'an invitation to respond'.

Où préfères-tu passer tes vacances? Avec qui? Pourquoi? Comment as-tu passé les vacances l'année dernière? Avec qui?

Est-ce que tu préfères passer les vacances avec ta famille ou avec tes amis? Pourquoi?

As-tu voyagé à l'étranger? Où exactement? / Quel(le)s pays / région(s) de ton pays as-tu visité(e/s)?

Comment as-tu voyagé?

Qu'est-ce que tu as vu/visité?

Parle-moi de ta visite / ton séjour en / à / au... (+ interjections as to likes / dislikes)

Comment étaient les gens? Comment était le paysage? / l'hôtel?

Qu'est-ce que tu as préféré (faire) / aimé pendant les vacances? Pourquoi? Parle-moi d'une journée typique pendant tes vacances.

Quel temps faisait-il pendant les vacances?

Qu'est-ce que tu as fait quand il a fait beau / mauvais?

Est-ce que tu voudrais retourner à...? (Note: also in the section below.)

Quels sont tes projets de vacances pour l'année prochaine? Qu'est-ce que tu voudrais faire? Où voudrais-tu aller? / Où iras-tu? Avec qui? Pour combien de temps?

These questions could be used at a higher level still and could include more 'invitations to respond' and more short questions of the 'Why?' variety which demand explanations and justifications.

Quelle(s) différence(s) entre ton pays / ta région / ta routine quotidienne et ... est-ce que tu as remarquée(s)?

Qu'est-ce que tu as pensé de la cuisine / du mode de vie / des gens (etc) en/à... Pourquoi? Est-ce que tu voudrais y retourner? Pourquoi / pas?

Si tu avais le temps et l'argent, où voudrais-tu aller? Pourquoi? Décris tes vacances idéales.

Parle-moi de tes (des) meilleures vacances.

À ton avis, à quoi servent les vacances?

Note: with these final questions you should be ready to push candidates to respond fully to a variety of question types (using a variety of tense, subordination/a variety of more complex structures). The ability to respond spontaneously to unexpected questions is also rewarded.

In general, more able candidates often respond well to the 'Tell me about...' kind of question, but this should not be allowed to develop into a monologue.

You could try building up such banks of questions on topics such as sport, free time/entertainment, my home/country, school, work and future plans, life in another country. These can then be used in class, in pair work or indeed as starting points for candidates preparing Topic Conversation subjects.

Remember, it is helpful to start candidates off with an easy question or two to 'warm them up'. It is also helpful to ask a series of questions in the same topic area – do not change topics without telling the candidate as they can lose their train of thought very easily. The best performances from candidates of all abilities come from situations in which the teacher/examiner **listens** to the candidate.

3 Role Play Cards

For the purposes of helping you to prepare for your role in the Speaking test, this section contains examples of the *Role Play Cards* that are given to Centres for each examination series. The example cards included here relate to the accompanying sample recordings and to the questions (for teachers) included at the end of the *Teachers' Notes*. These cards will not be used in future examinations.

During each live examination series you must use the *Role Play Cards* despatched to your Centre and follow the instructions in the *Teachers' Notes* relevant to the live examination series.



FRENCH

3015/03

Paper 3 Speaking Role Play Card One

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: pâtissier/pâtissière

Vous êtes dans une pâtisserie. Vous voulez acheter un gâteau d'anniversaire.

- 1 (i) Saluez le pâtissier/la pâtissière; **et**
(ii) Dites ce que vous voulez acheter.
- 2 Écoutez le pâtissier/la pâtissière et choisissez quelle sorte de gâteau vous voulez.
- 3 Dites pour quelle personne vous achetez le gâteau.
- 4 Donnez l'âge de cette personne.
- 5 (i) Remerciez le pâtissier/la pâtissière; **et**
(ii) Demandez le prix.

B

Candidat(e): vous-même
Professeur: employé(e) dans un grand magasin

Vous avez laissé votre portefeuille à la caisse dans un grand magasin. Vous téléphonez au magasin.

- 1 (i) Saluez l'employé(e); **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 Répondez à la question.
- 3 Décrivez le portefeuille (donnez 2 détails).
- 4 (On a trouvé votre portefeuille.)
(i) Vous êtes content(e): que dites-vous?; **et**
(ii) Dites ce qu'il y a comme pièce d'identité dans votre portefeuille.
- 5 Posez 1 question sur les heures d'ouverture du magasin.



FRENCH

3015/03

Paper 3 Speaking Role Play Card Two

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: pâtissier/pâtissière

Vous êtes dans une pâtisserie. Vous voulez acheter un gâteau d'anniversaire.

- 1 (i) Saluez le pâtissier/la pâtissière; **et**
(ii) Dites ce que vous voulez acheter.
- 2 Écoutez le pâtissier/la pâtissière et choisissez quelle sorte de gâteau vous voulez.
- 3 Dites pour quelle personne vous achetez le gâteau.
- 4 Donnez l'âge de cette personne.
- 5 (i) Remerciez le pâtissier/la pâtissière; **et**
(ii) Demandez le prix.

B

Candidat(e): vous-même
Professeur: Monsieur/Madame Cartant

Vous faites un séjour chez la famille Cartant. Après une soirée en ville, vous ratez le dernier bus pour rentrer. Vous téléphonez à Monsieur/Madame Cartant.

- 1 (i) Saluez Monsieur/Madame Cartant; **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 Répondez à la question.
- 3 (i) Faites vos excuses; **et**
(ii) Expliquez pourquoi vous ne pouvez pas prendre un taxi.
- 4 (Vous devez attendre Monsieur/Madame Cartant.) Dites ce que vous allez faire pendant que vous attendez (donnez 2 détails).
- 5 Posez 1 question sur l'arrivée de Monsieur/Madame Cartant.



FRENCH

3015/03

Paper 3 Speaking Role Play Card Three

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: pâtissier/pâtissière

Vous êtes dans une pâtisserie. Vous voulez acheter un gâteau d'anniversaire.

- 1 (i) Saluez le pâtissier/la pâtissière; **et**
(ii) Dites ce que vous voulez acheter.
- 2 Écoutez le pâtissier/la pâtissière et choisissez quelle sorte de gâteau vous voulez.
- 3 Dites pour quelle personne vous achetez le gâteau.
- 4 Donnez l'âge de cette personne.
- 5 (i) Remerciez le pâtissier/la pâtissière; **et**
(ii) Demandez le prix.

B

Candidat(e): vous-même
Professeur: ami(e) français(e), Pascal(e)

Vous allez passer des vacances chez Pascal(e), un(e) ami(e) français(e). Malheureusement, vous devez changer les dates de votre séjour. Vous téléphonez à Pascal(e).

- 1 (i) Saluez votre ami(e); **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 (i) Faites vos excuses; **et**
(ii) Expliquez pourquoi vous devez changer les dates de votre séjour.
- 3 (i) Dites quand vous pourrez venir en France; **et**
(ii) Dites pour combien de temps.
- 4 Répondez à la question.
- 5 Demandez à Pascal(e) ce qu'il/elle a organisé comme activités pour le séjour.



FRENCH

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Paper 3 Speaking Role Play Card Four

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: vendeur/vendeuse dans un magasin

Vous êtes dans un magasin. Vous voulez acheter des cartes postales.

- 1 (i) Saluez le vendeur/la vendeuse; **et**
(ii) Dites ce que vous voulez acheter.
- 2 Dites combien de timbres vous voulez.
- 3 Écoutez le vendeur/la vendeuse et choisissez la destination de vos cartes postales.
- 4 (i) Remerciez le vendeur/la vendeuse; **et**
(ii) Demandez le prix.
- 5 Dites où vous logez (par exemple: hôtel? camping?).

B

Candidat(e): vous-même
Professeur: employé(e) dans un grand magasin

Vous avez laissé votre portefeuille à la caisse dans un grand magasin. Vous téléphonez au magasin.

- 1 (i) Saluez l'employé(e); **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 Répondez à la question.
- 3 Décrivez le portefeuille (donnez 2 détails).
- 4 (On a trouvé votre portefeuille.)
(i) Vous êtes content(e): que dites-vous?; **et**
(ii) Dites ce qu'il y a comme pièce d'identité dans votre portefeuille.
- 5 Posez 1 question sur les heures d'ouverture du magasin.



FRENCH

3015/03

Paper 3 Speaking Role Play Card Five

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: vendeur/vendeuse dans un magasin

Vous êtes dans un magasin. Vous voulez acheter des cartes postales.

- 1 (i) Saluez le vendeur/la vendeuse; **et**
(ii) Dites ce que vous voulez acheter.
- 2 Dites combien de timbres vous voulez.
- 3 Écoutez le vendeur/la vendeuse et choisissez la destination de vos cartes postales.
- 4 (i) Remerciez le vendeur/la vendeuse; **et**
(ii) Demandez le prix.
- 5 Dites où vous logez (par exemple: hôtel? camping?).

B

Candidat(e): vous-même
Professeur: Monsieur/Madame Cartant

Vous faites un séjour chez la famille Cartant. Après une soirée en ville, vous ratez le dernier bus pour rentrer. Vous téléphonez à Monsieur/Madame Cartant.

- 1 (i) Saluez Monsieur/Madame Cartant; **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 Répondez à la question.
- 3 (i) Faites vos excuses; **et**
(ii) Expliquez pourquoi vous ne pouvez pas prendre un taxi.
- 4 (Vous devez attendre Monsieur/Madame Cartant.) Dites ce que vous allez faire pendant que vous attendez (donnez 2 détails).
- 5 Posez 1 question sur l'arrivée de Monsieur/Madame Cartant.



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Paper 3 Speaking Role Play Card Six

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: vendeur/vendeuse dans un magasin

Vous êtes dans un magasin. Vous voulez acheter des cartes postales.

- 1 (i) Saluez le vendeur/la vendeuse; **et**
(ii) Dites ce que vous voulez acheter.
- 2 Dites combien de timbres vous voulez.
- 3 Écoutez le vendeur/la vendeuse et choisissez la destination de vos cartes postales.
- 4 (i) Remerciez le vendeur/la vendeuse; **et**
(ii) Demandez le prix.
- 5 Dites où vous logez (par exemple: hôtel? camping?).

B

Candidat(e): vous-même
Professeur: ami(e) français(e), Pascal(e)

Vous allez passer des vacances chez Pascal(e), un(e) ami(e) français(e). Malheureusement, vous devez changer les dates de votre séjour. Vous téléphonez à Pascal(e).

- 1 (i) Saluez votre ami(e); **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 (i) Faites vos excuses; **et**
(ii) Expliquez pourquoi vous devez changer les dates de votre séjour.
- 3 (i) Dites quand vous pourrez venir en France; **et**
(ii) Dites pour combien de temps.
- 4 Répondez à la question.
- 5 Demandez à Pascal(e) ce qu'il/elle a organisé comme activités pour le séjour.



FRENCH

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Paper 3 Speaking Role Play Card Seven

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: garçon/serveuse dans une crêperie

Vous êtes dans une crêperie. Vous voulez une table pour une personne.

- 1 (i) Saluez le garçon/la serveuse; **et**
(ii) Dites ce que vous voulez.
- 2 Dites où vous voulez la table (par exemple: terrasse? jardin? fenêtre?).
- 3 Écoutez le garçon/la serveuse et choisissez la sorte de crêpe que vous voulez.
- 4 Dites que vous êtes en vacances chez des amis.
- 5 (i) Remerciez le garçon/la serveuse; **et**
(ii) Posez 1 question appropriée (par exemple: toilettes? addition?).

B

Candidat(e): vous-même
Professeur: employé(e) dans un grand magasin

Vous avez laissé votre portefeuille à la caisse dans un grand magasin. Vous téléphonez au magasin.

- 1 (i) Saluez l'employé(e); **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 Répondez à la question.
- 3 Décrivez le portefeuille (donnez 2 détails).
- 4 (On a trouvé votre portefeuille.)
(i) Vous êtes content(e): que dites-vous?; **et**
(ii) Dites ce qu'il y a comme pièce d'identité dans votre portefeuille.
- 5 Posez 1 question sur les heures d'ouverture du magasin.



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Paper 3 Speaking Role Play Card Eight

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: garçon/serveuse dans une crêperie

Vous êtes dans une crêperie. Vous voulez une table pour une personne.

- 1 (i) Saluez le garçon/la serveuse; **et**
(ii) Dites ce que vous voulez.
- 2 Dites où vous voulez la table (par exemple: terrasse? jardin? fenêtre?).
- 3 Écoutez le garçon/la serveuse et choisissez la sorte de crêpe que vous voulez.
- 4 Dites que vous êtes en vacances chez des amis.
- 5 (i) Remerciez le garçon/la serveuse; **et**
(ii) Posez 1 question appropriée (par exemple: toilettes? addition?).

B

Candidat(e): vous-même
Professeur: Monsieur/Madame Cartant

Vous faites un séjour chez la famille Cartant. Après une soirée en ville, vous ratez le dernier bus pour rentrer. Vous téléphonez à Monsieur/Madame Cartant.

- 1 (i) Saluez Monsieur/Madame Cartant; **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 Répondez à la question.
- 3 (i) Faites vos excuses; **et**
(ii) Expliquez pourquoi vous ne pouvez pas prendre un taxi.
- 4 (Vous devez attendre Monsieur/Madame Cartant.) Dites ce que vous allez faire pendant que vous attendez (donnez 2 détails).
- 5 Posez 1 question sur l'arrivée de Monsieur/Madame Cartant.



FRENCH

3015/03

Paper 3 Speaking Role Play Card Nine

For Examination from 2019

SPECIMEN ROLE PLAY

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

You must carry out the tasks specified in the situations overleaf. The roles to be played by the Examiner and yourself are indicated. You have 15 minutes to prepare the situations.

The important thing is to convey the message.

You should remember that you are taking part in a **conversation**: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.

Although it may not be specified, you are expected to include such details as “Good Morning”, “Thank you”, etc., as appropriate.

A

Candidat(e): vous-même
Professeur: garçon/serveuse dans une crêperie

Vous êtes dans une crêperie. Vous voulez une table pour une personne.

- 1 (i) Saluez le garçon/la serveuse; **et**
(ii) Dites ce que vous voulez.
- 2 Dites où vous voulez la table (par exemple: terrasse? jardin? fenêtre?).
- 3 Écoutez le garçon/la serveuse et choisissez la sorte de crêpe que vous voulez.
- 4 Dites que vous êtes en vacances chez des amis.
- 5 (i) Remerciez le garçon/la serveuse; **et**
(ii) Posez 1 question appropriée (par exemple: toilettes? addition?).

B

Candidat(e): vous-même
Professeur: ami(e) français(e), Pascal(e)

Vous allez passer des vacances chez Pascal(e), un(e) ami(e) français(e). Malheureusement, vous devez changer les dates de votre séjour. Vous téléphonez à Pascal(e).

- 1 (i) Saluez votre ami(e); **et**
(ii) Expliquez pourquoi vous téléphonez.
- 2 (i) Faites vos excuses; **et**
(ii) Expliquez pourquoi vous devez changer les dates de votre séjour.
- 3 (i) Dites quand vous pourrez venir en France; **et**
(ii) Dites pour combien de temps.
- 4 Répondez à la question.
- 5 Demandez à Pascal(e) ce qu'il/elle a organisé comme activités pour le séjour.

4 Commentary and assessment of recorded Speaking test samples

Now that you have read through Sections 1–3, you should be ready to practise marking the accompanying sample recordings. Using the mark scheme in the *Teachers' Notes*, try to mark the samples and then check your marks against those of the Principal Moderator given in this Section. Try to align your marking to that of the moderator using the comments to guide you.

Please find below the moderator's marks and comments on each of the sample recordings.

Candidate 1 – Card 6 (Track 1)

Role Play A

Task 1	No problems	3 marks
Task 2	No problems	3 marks
Task 3	No problems. Note that the minimal response is quite appropriate.	3 marks
Task 4	No problems	3 marks
Task 5	No problems. The use of <i>du</i> instead of <i>un</i> is acceptable.	3 marks

Total: 15 marks

Role Play B

Task 1	The mispronunciation of <i>mauvais</i> prevents a mark of 3 from being awarded.	2 marks
Task 2	The candidate manages to correct himself which is quite acceptable and then goes on to communicate that he has eaten a small meal and drunk what we presume is coffee, but the ambiguity prevents a mark of 3 from being awarded.	2 marks
Task 3	The utterance <i>je pense je vas dormir en un hôtel</i> is not accurate enough for a mark of 3, but the message is clearly there.	2 marks
Task 4	The time is correctly communicated but there is no expression of pleasure. The task is therefore only partially completed.	1 mark
Task 5	Again, the message is there, but the form of the verb is not accurate.	2 marks

Total: 9 marks

Topic Presentation and Conversation: *Holidays*

The initial exposition of the topic is very competent and lasts just over the one minute minimum. The candidate presents his material quite quickly but the messages are clearly communicated and there are several instances of good past and future tenses. Occasionally, the pronunciation is a little distorted. (This is taken into account at the end of the exam in the Impression mark.) Appropriate unusual vocabulary has been researched.

The examining in this follow up conversation section is skilful and a good natural conversation develops in which the examiner picks up certain leads (such as that the candidate has lived in India) and invites the candidate to develop them further. There is one very natural question to help guide the candidate back on track when he talks about visiting the Eiffel Tower in America. Normally, one would never correct a candidate but this kind of querying to establish meaning is acceptable as the candidate can correct his slip-up. The overall timing in this section is just right (a few seconds over 5 minutes).

The candidate is usually very successful in communicating his messages and is able to understand and respond to both straightforward and unexpected questions. Only occasional rephrasing/help is needed from the examiner and he is able to develop his answers. He regularly develops ideas and opinions and offers some justifications. In terms of the mark for Communication (Table B, *Teachers' Notes*), it is clear that the candidate is being encouraged and stretched to work and he works well for the marks.

13 marks

In terms of the mark for Language (Table C, *Teachers' Notes*), there are many good examples of confident tense usage and a fairly wide range of mostly accurate structures. There are also some errors of auxiliaries, and tense errors in response to some questions or where he is trying to develop material in a natural way. Occasional non- French words appear. His performance still falls into the 'Very Good' category but at the bottom end of the marking band.

12 marks

Total = 13 + 12 = 25 marks

General Conversation

The examiner makes it very clear that she is passing on to the final part of the exam and this is helpful. She starts off with a closed question asking if the candidate likes his school and he is able to take the initiative and expand on several aspects. He talks about favourite subjects and teachers and his response is rapid and very natural. He can routinely give and develop ideas and opinions and he is again successful in communicating his ideas unambiguously. He is very responsive and confident. He answers several quite stretching questions, for example about the necessary qualities for a journalist and he is clearly at ease with his material. The conversation moves on to sport and he is again consistent in his performance and maintains his speed of response and length of answers on a different topic area. He finally moves on to talk about the area where he lives and is, once again, able to talk freely about his area, transport and what changes he would like to make if he were the Mayor of London. There is hardly any need to repeat/rephrase a question and the speed of this conversation and his ability to expand are impressive.

In terms of Communication (Table B, *Teachers' Notes*), this performance just passes into the top band (Outstanding), and he is again being stretched to work for the marks.

14 marks

In terms of Language (Table C, *Teachers' Notes*), he is usually able to respond in a variety of tenses which are mostly appropriate and accurate. There are instances of ambiguity due to incorrect conjugation and incorrect tense usage. His structures are, again, mostly accurate. His performance is at the bottom of the 'Very Good' band and had the tenses been a little more accurate it would have been at the top of the 'Very Good' band.

12 marks

Total = 14 + 12 = 26 marks

Impression

The candidate is very fluent, but there are some mistakes of pronunciation and intonation. He makes a fair attempt at intonation.

8 marks

Total = 15 + 9 + 25 + 26 + 8 = 83 marks

This represents a comfortable grade A performance.

Candidate 2 – Card 7 (Track 2)

Role Play A

Task 1	No problems	3 marks
Task 2	It is clear that the type of fruit required is banana.	3 marks
Task 3	The <i>deux</i> is mispronounced. It is clear that it is not <i>un</i> , but not a clear <i>deux</i> .	2 marks
Task 4	Although one banana was mentioned before this is ignored. No problems.	3 marks
Task 5	No problems	3 marks

Total: 14 marks

Role Play B

Task 1	The message is clear, but the verb is inaccurate.	2 marks
Task 2	The candidate is again inaccurate in his verb usage, but it would appear to be the same error as before and this is therefore ignored. However, the accumulation of other inappropriate language prevents a mark of 3 from being scored. It is clear that a time and place are mentioned.	2 marks
Task 3	The candidate is initially thrown by the 'unexpected' question and seeks a repetition of the question. Had he then responded successfully it would not have prevented a mark of 3 from being scored. However, he clearly has not understood and asks for another repetition. The examiner repeats the question, but there is still no response and then she finally shortens it to <i>où</i> which he does understand and he is able to say <i>dans un restaurant</i> . The task is completed but due to the amount of hesitation and repetition a mark of 3 is not awarded.	2 marks
Task 4	An interesting task to mark. The first part would appear to be an attempt, perhaps, to indicate that the key has been lost (fallen?) in the woods. It is ignored. The set task is to apologise and offer to pay for the key. The apology is not given here, but right at the beginning of this role play the candidate did apologise well, so this is allowed to count here. He then finally utters <i>Je voudrais un achète payer pour la clé</i> . This is just enough to convey the idea of an offer to pay and the self-correction of <i>achète</i> to <i>payer</i> is allowed. He therefore just scores 2 on this task.	2 marks
Task 5	This task is only partially completed: <i>À quelle heure dans son arrive?</i>	1 mark

Total: 9 marks

Topic Presentation and Conversation: *School*

The candidate presents fairly confidently and for nearly two minutes. He has prepared fairly well. Most of his messages are fairly straightforward and there are also some simple opinions. In terms of language there are some correct present tenses and one case of him using a perfect tense when he talks about what he has studied. (This will be important later on when assessing a mark for Language.) There is not a huge variety of structures. Once the discussion starts the standard of the candidate's French is not as good as in his presentation. He needs quite an amount of rephrasing to start him off again and he has difficulty answering unexpected questions. The performance is inconsistent: at times he can respond well once he has the question repeated, but at others he is hesitant and very dependent upon the examiner.

8 marks

For Communication (Table B, *Teachers' Notes*), the performance falls into the 'Satisfactory' band.

For Language (Table C, *Teachers' Notes*), the examiner is clearly aware of the need to include questions to test for tense and nearly veers off the subject as she talks about weekend activities. The topic, however, goes back onto the correct subject matter with a question on which homework the candidate did last night to which he replies in correct language (*j'ai fini*), but in an inappropriate way which does not answer the question. There are several instances of correct future meaning expressed using *je vais* and an infinitive and the correct instance of a perfect in the presentation means that the mark is not limited to 6. (There need to be instances of correct past and future tenses to score a mark of 7 or more for Language.) The performance in terms of the performance descriptors clearly rises above the weak descriptors and is placed in the middle of the 'Satisfactory' band.

8 marks

Total = 8 + 8 = 16 marks

General Conversation

Again, the examiner indicates helpfully that she is passing on to the next section of the test and starts with a good open question inviting the candidate to talk about his town. He can at times communicate quite well, but as the conversation progresses he starts to tire and he is clearly at times trying to translate word for word when he talks about his home area. There are instances of correct tenses but the conversation starts to get patchy in terms of both content and language. To his credit he does try to respond to some unexpected questions, but his level of performance is inconsistent and he, again, needs repetition on some straightforward questions and is at times hesitant.

8 marks

For Communication, the performance is very similar to before.

For Language, the performance is also in the 'Satisfactory' band, but at the bottom of the band as the range of structures is not always adequate, resulting in some ambiguity.

7 marks

Total = 8 + 7 = 15 marks

Impression

The candidate makes some attempt at intonation and despite there being errors of pronunciation, he is fairly fluent. His pronunciation is not too heavily influenced by the intrusion of another language.

6 marks

Total = 14 + 9 + 16 + 15 + 6 = 60 marks

This performance represents the lowest mark for the award of a C grade.

Candidate 3 – Card 1 (Track 3)

Role Play A

Task 1	There is a slight mispronunciation but a mark of 3 is awarded. The use of the perfect here is entirely acceptable as it does not change the message.	3 marks
Task 2	No problems.	3 marks
Task 3	The intrusion of <i>à</i> is ignored and does not prevent a mark of 3.	3 marks
Task 4	The candidate gives a local brand name <i>une Fanta</i> which at this level is accepted.	3 marks
Task 5	The mispronunciation on <i>toilettes</i> introduces a little ambiguity; the language is not the most appropriate.	2 marks

Total: 14 marks

Role Play B

Task 1	No problems. A greeting + <i>j'ai perdu la clé</i> .	3 marks
Task 2	The answer is brief but appropriate.	3 marks
Task 3	A simple but appropriate response: <i>je suis à la maison</i> .	3 marks
Task 4	There is no apology (which already limits the mark for this two-part task to 1). The offering to pay is not fully completed (<i>payer pour la clé</i>), but there is some partial achievement. The benefit of the doubt is given to the candidate. This would have been difficult to prompt, but it might have helped the candidate here to query her meaning e.g.: <i>Qu'est-ce que vous voulez faire?</i>	1 mark
Task 5	This sounds like <i>vous avons arrive</i> . The message is clear but not accurate enough for a mark of 3 to be awarded.	2 marks

Total: 12 marks

Topic Presentation and Conversation: South Africa

The candidate makes an initial exposition of just less than one minute before she is asked questions by the examiner. She can communicate messages at a simple level about the geographical location, the capital, and the sport there but she clearly needs guidance from the examiner. The language in this introduction to her topic is basic and there are frequently incorrect attempts at verbs and faulty manipulation of structures. The examiner pitches his level of questioning in a skilful way and his questions are very clear and very well phrased. He makes a big difference to this candidate as he is calm and encourages her to work for the marks. He is ready to take any French she produces and base his next question on it whilst still bearing in mind that he is trying to elicit different tenses from her if he can. Following his lead, the candidate is able to attempt answers to most of the questions. She clearly has difficulty at times but she does keep going and tries her best to convey relevant meaning. There is hesitation on her part and the verb forms are often not attempted or are incomplete. She uses structures such as *je t'aime* for *j'aime* and sometimes confuses nouns for verbs. Sometimes, her answers do not answer the question, e.g. when she is asked what she did with her family and instead she lists the people in her family. The examiner correctly presses on with a different question and is not thrown, which is important as this candidate is not confident. Despite finding even straightforward questions hard, a fairly natural (if somewhat limited) conversation does take place and the timing of 5 minutes is achieved.

For Communication (Table B, *Teachers' Notes*), the candidate's performance is just at the top of the 'Weak' band as she always attempts an answer. She is able just to follow the meaning and time frames in several questions due to the way in which the examiner puts the questions and as a result she is able to communicate simple pieces of information.

6 marks

For Language (Table C, *Teachers' Notes*), the candidate's performance also falls into the 'Weak' band. Verbs and structures tend to be limited or incomplete and the vocabulary is also elementary.

5 marks

Total = 6 + 5 = 11 marks

General Conversation

The examiner clearly indicates the transition to the final part of the test. He asks simple closed questions on family life, interests (music and TV) and finally asks briefly about school life and future plans. Again, the candidate usually attempts to answer, but as she tires, there is at times ambiguity of message and she is heavily dependent upon the examiner in terms of rephrasing and steering the conversation. There are occasional encouraging patches when her meaning is clearly transmitted such as when she says she has sisters and that she would like a brother, but at other times messages are incomplete. There is also interference from another language on key vocabulary items.

For Communication (Table B, *Teachers' Notes*), her performance again falls in the 'Weak' band but at a slightly lower level.

5 marks

For Language (Table C, *Teachers' Notes*), the language is very similar to that heard before. Verbs, structures and vocabulary are very limited. Phrases rather than sentences are often given and are often incomplete. Subject/verb accords are attempted but the incorrect use of the subject pronoun means these are unsuccessful.

5 marks

Total = 5 + 5 = 10 marks

Impression

The performance rises above the bottom band as she is frequently comprehensible and can convey some meaning. Her pronunciation is at times influenced by other languages. The performance does not have any characteristics of the 5–6 band. A mark of 4 is awarded which recognises her good attempt on the role play section.

4 marks

Total = 14 + 12 + 11 + 10 + 4 = 51

This mark represents 1 mark above the lowest mark for the award of a grade D. It is interesting to note that a good role play performance and sympathetic examining have helped this candidate to achieve her best possible mark.

Candidate 1 – Card 2 (Track 4)

Role Play A

Task 1	No problems.	3 marks
Task 2	No problems.	3 marks
Task 3	No problems.	3 marks
Task 4	The gender error is minor. No problems.	3 marks
Task 5	The subject verb accord is faulty (therefore a mark of 3 is not possible), but the message is clear.	2 marks

Total: 14 marks

Role Play B

Task 1	No problems.	3 marks
Task 2	No problems. The answer is brief but appropriate.	3 marks
Task 3	No problems.	3 marks
Task 4	The meaning is there, but the language is inaccurate.	2 marks
Task 5	No problems: both parts of the task are done with only a minor slip.	3 marks

Total: 14 marks

Topic Presentation and Conversation: *Future plans*

The candidate introduces her topic in an interesting way. The subject matter is mature in nature and she is able to use complex language and a very wide range of vocabulary in order to explain and justify her opinions about her future plans. (Interestingly, the language she uses in her topic presentation already satisfies the requirement to express herself using past and future tenses.) Her presentation lasts for one and a half minutes.

The ensuing conversation is very spontaneous and rapid in pace. The candidate responds at length to all kinds of questions and is always able to give detail and develop her answers. She is very fluent and can follow the examiner when necessary, but can also take the initiative. She talks freely in a range of tenses, she can also talk in the first and third persons, and she can use a very wide range of structures and vocabulary. There are some minor slips and also occasional errors in sequences of tense, but these only occur in more complex language. She is a fluent and very accurate communicator who interests the listener and can justify her opinions and explain them routinely. She is clearly able to 'think on her feet'. The examiner conducts this part of the exam at quite a pace – she clearly knows the standard of her candidate and stretches her accordingly. The timing of the follow-up conversation is a little long (five and a half minutes for the whole section), but is within acceptable limits. The candidate has prepared her topic well in terms of vocabulary and structures and can access the information in a very natural way according to the needs of the examiner. Her performance is in the 'Outstanding' band.

For Communication (Table B, <i>Teachers' Notes</i>):	15 marks
For Language (Table C, <i>Teachers' Notes</i>):	14 marks

Total = 15 + 14 = 29 marks

General Conversation

The examiner indicates that she is moving on to talk about the candidate's family and this signals the start of the general conversation. The conversation again develops in a totally natural way and covers the topics of family, activities/interests and school. The candidate communicates extremely well on a good range of topics at a rapid pace. The examiner moves well from one topic to another and, again, a genuine spontaneous conversation develops. The candidate can develop her answers, give lengthy responses and justify her opinions. She speaks fluently and can take the initiative. In terms of language, there are only occasional minor slips in more complex sequences of language. She shows that she can use a range of tenses accurately, and a very wide range of structures, pronouns, adverbs and conjunctions.

For Communication (Table B, Teachers' Notes):

15 marks

For Language (Table C, Teachers' Notes):

14 marks

Total = 15 + 14 = 29 marks

Impression

The candidate fulfils all the descriptors in the top marking band. Her accent (although not a native speaker) is very good with only the occasional slight mistake.

10 marks

Total = 14 + 14 + 29 + 29 + 10 = 96 marks

This performance of this candidate represents the very highest level of O Level speaking performance.

Candidate 2 – Card 6 (Track 5)

Role Play A

Task 1	The message is clearly there despite being inaccurate.	2 marks
Task 2	The candidate indicates who the tickets are for rather than a day. This could have been queried by the examiner.	0 marks
Task 3	The candidate just reads the cue and does not achieve even partial achievement despite a prompt from the examiner.	0 marks
Task 4	The candidate does not understand the task which requires him to listen and choose one of the options offered.	0 marks
Task 5	The candidate partially communicates but does not manage to formulate a correct question or transmit a complete message.	1 mark

Total: 3 marks

Role Play B

Task 1	The candidate does not greet the examiner and then fails to communicate the situation.	0 marks
Task 2	The examiner repeats the cue and despite inaccuracies the candidate communicates what he is eating and drinking.	2 marks
Task 3	Despite a sympathetic prompt the candidate fails to communicate.	0 marks
Task 4	The candidate only achieves communication of part of the task and does not express his pleasure.	1 mark
Task 5	The candidate does not attempt a question.	0 marks

Total: 3 marks

Topic Presentation and Conversation: *Tanzania*

The candidate has, to his credit, clearly prepared a lot of material for his presentation. He manages to convey essential points about the country, geographical features and the food. He sustains this at a fairly straightforward level linguistically, but at this stage he is fairly fluent. In the follow up conversation however, the level of performance dips and he has difficulty in answering straightforward questions, which often need reformulations from the examiner. During the Topic Conversation, the language remains at a fairly weak level. There are often incorrect attempts at verbs and there are no instances of correct past and future tenses. The language is often 'list-like' and only a weak range of structures is displayed. In cases such as this where the language of the presentation is at a higher level than in the conversation a 'best fit' approach is taken. The examiner is clearly aware of the need to reformulate questions and to keep his questions clear. Although this candidate is not a strong candidate the examiner manages to keep the conversation at an appropriate level (even if there are quite a few lists). There are a few attempts to try to get the candidate to talk about how he travelled round, but they are not successful.

In terms of Communication (Table B, *Teachers' Notes*), this performance falls in the middle of the 'Satisfactory' band.

8 marks

In terms of Language (Table C, *Teachers' Notes*), the performance falls at the top of the 'Weak' band. (NB. Remember that for a score of 7+ for Language there must be examples of correct past and future tenses.)

6 marks

Total = 8 + 6 = 14 marks

General Conversation

The examiner indicates very clearly that he is moving on to the final section of the test which is helpful to the candidate. Several different topics are talked about and despite the candidate sometimes lacking confidence and not always being able to answer, the conversation does develop in a fairly natural way. The examiner is clearly trying to pick up on interesting points offered by the candidate and tries to get him to develop points on holidays and sport in particular. At times the candidate can communicate quite well, but at other times he needs reformulations and rephrasing and relies very much on the examiner. Again, to his credit, he always tries to answer and on some parts of some topics he is fairly fluent (e.g. holidays in Spain). The performance is however inconsistent and he finds it very hard to respond well to unexpected questions which are out of the safe zone of straightforward questions. There are a few instances of correct past tenses, but no future tenses which, again, limits the Language mark.

For Communication (Table B, *Teachers' Notes*):

8 marks

For Language (Table C, *Teachers' Notes*):

6 marks

Total = 8 + 6 = 14 marks

Impression

Despite quite a number of errors there is an attempt at intonation and expression. The correct band for such a performance is 5–6 marks. The performance on the role plays is weak, but on the presentation of the topic there are some good attempts to pronounce well despite prepared material being delivered. The benefit of the doubt is given between these two marks.

6 marks

Total = 3 + 3 + 14 + 14 + 6 = 40 marks

A mark of 40 represents the lowest mark for the award of a grade E.

Candidate 3 – Card 5 (Track 6)

Role Play A

Task 1	No problems.	3 marks
Task 2	The mispronunciation on <i>tickets</i> prevents a mark of 3 being scored.	2 marks
Task 3	No problems. (A minimal response of <i>deux</i> would have been appropriate for a mark of 3.)	3 marks
Task 4	A full and accurate response.	3 marks
Task 5	The minor error does not prevent 3 marks being scored.	3 marks

Total: 14 marks

Role Play B

Task 1	The message is there, but the verb is not quite correctly conjugated and there are several minor errors.	2 marks
Task 2	The errors made are minor. Note, however, that had there been extensive rephrasing on this unexpected question a mark of 2 would have been appropriate.	3 marks
Task 3	The candidate has already said the trousers are too small. The examiner shows she is aware of this by repeating this point and then asks for one other detail. The candidate responds that he wants to <i>échanger la couleur</i> (minor error: a mark of 3 is just achieved).	3 marks
Task 4	The candidate gets a little lost here and despite the efforts of the examiner to bring him back on course he does not ask an appropriate question.	0 marks
Task 5	The examiner gets the candidate back on task but he does not give his opinion about the new trousers and say why he likes them. He instead states a preference of size and colour and does not complete the task.	0 marks

Total: 8 marks

Topic Presentation and Conversation: *Holidays*

The candidate does quite a long and fairly fluent presentation. He can communicate messages quite clearly in the presentation, but at times there is ambiguity due to incorrect verb forms. He delivers his presentation without much hesitation and is able to express opinions and simple justifications. In the follow-up conversation, he understands the examiner quite well and she does not have to resort to a lot of reformulation. He can usually respond to straightforward questions and can respond satisfactorily to a few unexpected ones, occasionally needing some rephrasing. In terms of language, he uses one past tense correctly and several future tenses (usually present continuous tense). Even though there is a not a good range of structure and vocabulary, he can use some dependent infinitives. Overall, it is interesting to note that his performance does not drop dramatically after his presentation and that even when inaccurate he is fairly successful in communicating his messages.

For Communication (Table B, *Teachers' Notes*), the performance fits at the top of the 'Good' band.

11 marks

For Language (Table C, *Teachers' Notes*), the range of structures is adequate. There are some instances of correct verb usage but it is not 'generally accurate'. This level of performance fits at the top of the 'Satisfactory' band.

9 marks

Total= 11 + 9 = 20 marks

General Conversation

The candidate talks quite confidently on several topic areas. Some of the exchanges are very straightforward and there appear to be few unexpected questions but he can give opinions and some simple justifications. He is, again, reasonably successful at getting the essential elements across and his speed of response is good. There is little hesitation and he is fairly forthcoming. He is also able to perform fairly consistently across the topics. Generally, it is a very similar performance to that heard in the Topic Conversation. In terms of language, there are again some correct future times frames but only one example of a correct perfect tense. The examiner is aware of the need to elicit some past tenses and it would have been safer to ask a few more questions in the perfect tense. There is an adequate range of structures and vocabulary. There is some confusion over the use of *plus* and *beaucoup*.

For Communication (Table B, *Teachers' Notes*):

11 marks

For Language (Table C, *Teachers' Notes*):

9 marks

(It should be noted that had there not been the single use of the perfect tense, the mark for Language would have been limited to 6).

Total = 11 + 9 = 20 marks

Impression

The candidate is fairly fluent and there is a good attempt to pronounce correctly. The intonation is generally good with only a few mistakes. There is not much hesitation.

8 marks

Total = 14 + 8 + 20 + 20 + 8 = 70 marks

The mark of 70 represents the lowest mark for the award of a grade B.

Appendices

Appendix 1: Defined Content topic list

Appendix 2: Guidelines for internal standardisation/moderation

Appendix 1: Defined Content topic list

Topic areas	Examination topics	
Area A	Everyday activities	
Home life and school	Home life	A1
	School routine	A2
Food, health and fitness	Eating and drinking	A3
	Health and fitness	A4
Area B	Personal and social life	
Self, family and personal relationships	Self, family, personal relationships, pets	B1
	House and home	B2
	Leisure, entertainments, invitations	B3
	Eating out	B4
	Festivals and special occasions	B5
Holidays and special occasions	Holidays; getting around	B6
	Accommodation	B7
Area C	The world around us	
Home town and local area	Home town and geographical surroundings	C1
	Shopping	C2
	Public services	C3
	Natural environment	C4
	Weather	C5
	Finding the way	C6
	Meeting people	C7
	Places and customs	C8
	Travel and transport	C9
Area D	The world of work	
Continuing education	Further education and training	D1
Careers and employment	Future career plans	D2
	Employment	D3
Language and communication in the workplace	Communication	D4
	Language at work	D5
Area E	The international world	
Tourism at home and abroad	Holiday travel and transport (see also C9)	E1
	Geographical surroundings (see also C1)	E2
Life in other countries and communities	Weather (see also C5)	E3
	Places and customs (see also C8)	E4
	Food and drink (see also A3)	E5
	Meeting people (see also C7)	E6
World events and issues	Issues according to available resources and individual interest	E7

Appendix 2: Guidelines for Internal Standardisation/Moderation of Cambridge Foreign Language Speaking tests

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 - 3.4.3 For Examiners requiring adjustment, enter new, agreed, total marks on the Working Mark Sheet
 - 3.4.4 For Examiners requiring adjustment, ensure that it is the new, agreed, total marks that are transferred to the MS1 Mark Sheet or computer (for Centre's returning marks electronically)
 - 3.4.5 Keep a written record of procedures and adjustments

4 Report to Cambridge on Internal Moderation procedures

1 Introduction

1.1 Aim of these guidelines

It is essential that any Centre using more than one examiner to conduct and assess the Speaking test in any language puts in place processes to achieve a consistent approach before, during and after the Speaking test for its candidates. There are a number of ways in which this consistency can be achieved, and this document aims to provide guidance on methods which have been used successfully by Centres in the past.

Guidance is provided on the following:

- how to **standardise the conduct** of the test across different examiners (Part 2)
- how to **carry out Internal Moderation and produce a single rank order for the Centre** after the tests take place (including how to adjust marks for an examiner whose assessment is out of line) (Part 3)
- what to include in the report to Cambridge International on Internal Moderation procedures (Part 4).

In addition, a suggested format for recording outcomes of internal standardisation after the examination has taken place and reporting to Cambridge International is provided. The final part of this document contains an overview of the process.

1.2 Why is consistency important?

Where more than one examiner is used to conduct and assess Speaking tests within a Centre, the risks are as follows:

- (a) **an inconsistent approach to conducting the test** – this may result in candidates being afforded different opportunities to show what they can do, depending on which examiner conducted their examination
- (b) **inconsistent marking** – this will mean that a Centre's marks will follow two or more rank orders instead of the single rank order required.

To work effectively, External Moderation relies on each Centre, for each language, adopting a consistent approach for all candidates taking the Speaking test and producing a reliable rank order of candidates for the whole Centre.

External Moderation is the process by which Cambridge International brings each Centre's marks into line with the agreed international standard. The Cambridge International moderator checks the assessment at different points in each Centre's rank order and recommends adjustments where necessary. Any adjustments must be applied

to the Centre's rank order as a whole, and cannot be applied to individual examiner rank orders. If it is necessary to adjust a Centre's marks to bring them into line with the required standard, but the standard of marking at that Centre is inconsistent (e.g. one examiner is more severe or more generous in the way they award marks than another), there is a risk that any adjustment will affect certain candidates more or less favourably than others.

1.3 Request for further sample

Centres using more than one examiner are required to record the Speaking tests for all their candidates. Cambridge International moderators will check the sample provided by the Centre to ensure assessment is consistent.

If there is evidence of inconsistency, it may be necessary to ask the Centre to provide a further sample in order to ensure that all candidates are treated fairly. It is therefore essential that Centres keep all the recordings of all candidates and keep a clear record of internal sampling and the decisions reached.

1.4 Feedback

Cambridge International will provide each Centre with feedback as to examining technique, the consistency and range of the sample and the way the assessment criteria have been applied.

2 How to standardise the conduct of the Speaking test across different examiners

This section suggests several ways in which Centres can achieve a more consistent approach to oral examining. This is a separate process from the standardising of the **assessment** through the internal moderation of marks at the Centre (see Part 3 below).

2.1 Appointment of coordinating examiner

The first step in the process is for the Centre to identify one teacher to act as coordinating examiner. The coordinating examiner is responsible for ensuring the standardisation procedures within the Centre.

2.2 Working together to ensure consistency

There are a variety of ways in which examiners in Centres can work together to ensure consistency and some suggested approaches are outlined in 2.2.2 below. The method each Centre decides on will depend on how familiar examiners are with the requirements of the Cambridge International speaking test.

2.2.1 Which approach to standardisation will be the most suitable?

This table suggests how the different approaches to ensuring consistency outlined in 2.2.2 below can be combined depending on how familiar a Centre is with the Cambridge International standard and requirements. Whichever approach or combination of approaches is adopted, once the live Speaking tests have been conducted, the Centre/coordinating examiner will have to implement one of the methods of standardising assessment outlined in the *Teachers' Notes*.

	(a)	(b)	(c)	All to be followed by one of the approaches to standardising assessment outlined in Section 3.
New Cambridge International Centre				
New Cambridge International Centres OR a Centre which has received feedback indicating areas for improvement				
Centre familiar with the Cambridge International requirements which has received positive feedback				

2.2.2 Three approaches which Centres can adopt to ensure consistency

(a) Meeting in advance of mock/practice Speaking tests

Where a Centre is new to Cambridge International, it is important that all the examiners have the opportunity to meet in order to discuss approaches to the conduct and assessment of the Speaking test and listen together to mock/practice Speaking tests, as well as carry out their own mock/practice tests.

This process ensures that all examiners feel as confident as possible before they conduct the live Speaking tests for candidates.

A good time to get together is before the practice/mock Speaking Tests. The *Teachers' Notes* should be read with great care, especially the notes on guidance on each section of the test. A common approach should be agreed at the meeting and can then be trialled in the practice/mock tests. Things can be reviewed after the practice/mock tests and any improvements/refinements implemented for the live tests.

Areas that examiners are advised to consider when they meet are as follows:

- **Role Plays:** Examiners should consider both their own role and what they expect of the candidate. As preparation for the practice/mock Speaking tests, they should establish some basic common principles such as whether they will split longer tasks and when not to deviate at all from the script provided in the *Teachers' Notes*. As well as discussing possible candidate responses, Examiners can try out the role plays on each other. This will help all examiners at the Centre arrive at a clear, shared view of their own role in the role plays.
- **Timings:** it is helpful to discuss timings at this stage and to ensure that all examiners are aware of the stipulated timings and the importance of respecting them so that all candidates within the Centre are given equal opportunity to show what they can do.
- **Administration of the Speaking test:** examiners should agree on how they will introduce each candidate and on how they will introduce each section of the test as the test progresses. This helps ensure that all candidates receive the same treatment and opportunities to talk.
- **The type and style of questions for Topic and General Conversation:** Examiners should go through the requirements for the Conversation sections to ensure they all take a common approach, e.g. that they are all aware of the need to:
 - give candidates the opportunity to work in a variety of tenses (Past and Future)
 - give candidates the opportunity to answer unexpected questions
 - ask open questions (using a variety of interrogatives) and avoid closed questions
 - cover a range of topics.

For successful moderation (internal and external) to take place, it is important that the approach to questioning between examiners at a Centre should be a uniform one and that the types and levels of questions asked should be similar. However, **although a consistent approach is required, this must not be at the expense of spontaneity**. It is acknowledged that it is common practice to make use of question banks during the learning process prior to the Speaking test but examiners should only make use of such materials in a judicious way and as a last resort in the test room.

- **Mark scheme:** it will be necessary to go through the mark scheme and ensure that all examiners have a common understanding of the descriptors and their application before they conduct their practice/mock Speaking tests. This process will also help to inform their question techniques.
- **Practice exams from previous years:** it will also be extremely useful for examiners to listen together to practice/mock Speaking tests from previous years or to listen to Cambridge International samples of work (e.g. *Speaking Test Handbook*), focusing on good techniques to elicit responses from candidates at all levels of ability. Examiners can then discuss the application of the assessment criteria and how to incorporate examples of good practice into their own examining.

After the meeting, all examiners should arrange to conduct and assess practice/mock Speaking tests individually with their own groups before meeting together and considering the work of the Centre as a whole. See Part 3 for procedures that can be followed after the practice/mock tests to ensure marking is in line across the examining team. Even though these are practice/mock tests, Centres are strongly recommended to record all candidates so that procedures for standardising the assessment of the tests can be trialled. (Please note that all candidates have to be recorded for the live Speaking tests in Centres with more than one examiner.)

(b) Meeting shortly before the live Speaking test period

If a group of examiners is already familiar with the requirements for the Speaking test, it may be more appropriate for them to meet shortly before the live Speaking test period in order to 'cross mark' some previous Speaking tests, e.g. from the previous year or from the Centre's practice/mock tests. A sample of between 3 and 6 candidates, depending upon the range of ability in a Centre, should be sufficient for this exercise, which will give examiners the opportunity to refresh their memory of the standard and agree on how to apply this standard. If a Centre has entered candidates for the Cambridge

Speaking test in previous series, the Cambridge International report and feedback should be re-read at this point so that any feedback previously given as to the conduct and assessment of the test can be taken on board.

- (c) Meeting in the four working days before the Centre's chosen Speaking test period

As already mentioned, this approach is likely to be sufficient on its own where examiners are familiar with the requirements of the Speaking test and where the Centre has received feedback saying that the conduct of the test was satisfactory and the assessment was consistent. **It must be used in conjunction with one of the approaches to standardising the assessment** (see Part 3).

All examiners meet in the 4 working days before the Centre's chosen Speaking test period and prepare the live examination materials. They discuss between themselves any queries/points arising from the materials and establish basic **common** principles such as whether they will split longer tasks and when not to deviate at all from the script provided in the *Teachers' Notes*. They remind themselves of any feedback from Cambridge International in the previous session.

Centres are reminded that, once opened, Speaking test materials (*Teachers' Notes* and *Role Play Cards*) must remain in the Centre, in confidential storage when they are not being used for preparation by the Examiners, and the contents must not be divulged to candidates.

Each Examiner should then conduct and assess his/her live Speaking tests. The next part of the procedure is outlined in Part 3.

3 How to carry out Internal Moderation and produce a single rank order for the Centre

This Part explains how, once Speaking tests have been conducted, Centres can check that assessment across examiners is in line and ensure marks submitted to Cambridge International follow a single rank order.

This is a separate process from the standardising of the conduct of the test at the Centre (see Part 2 above).

3.1 Each examiner lists their candidates in rank order

Once the Speaking tests have been completed, each examiner should make a list of their candidates and their marks, in rank order.

3.2 Each examiner chooses a sub-sample

Using this rank order, each examiner should choose a sample of three candidates based on candidate performance at the top, middle and bottom of their mark range. Because each examiner may have examined groups of different candidate ability, their application of the assessment criteria needs to be checked across the range of marks produced by candidates in their group(s).

3.3 Cross-check each examiner's assessment according to the Centre's preferred method

It is up to a Centre how they 'cross-check' the assessment. The following suggestions are all acceptable:

- (a) The coordinating examiner checks each examiner's sub-sample

One method is for the co-ordinating examiner responsible for submitting the sample to Cambridge International, to listen to and assess the samples each examiner has selected. At this stage, no changes should be made to the marks on the Working Mark Sheet completed by the original examiner. The 'checker' should keep a separate record of their marks on a 'clean' Working Mark Sheet.

- (b) Each examiner checks the sub-sample for all examiners

A second way is for each examiner to listen to and check the sample of work of all the other examiners. This could be done in a group or individually. This approach may be too time-consuming to be practical for larger Centres, with more than two or three examiners, but if time permits, this will ensure consistency of approach to the assessment. Again, each 'checker' should keep a record of their marking on a 'clean' Working Mark Sheet: at this stage marks should not be altered on the Working Mark Sheet completed by the original Examiner.

- (c) A 'second' examiner is responsible for assessment

An alternative approach adopted in some Centres is for one examiner to conduct the test with a second examiner present in the room (but out of sight of the candidate), who also assesses all the candidates during the test. The second examiner who carries out the additional assessment could be the same person for all conducting examiners or examiners can work in pairs and mark each other's candidates. If the latter approach is adopted a sub-sample should still be checked and the marking agreed by both examiners.

3.4 How to adjust the total marks for examiners whose assessment is out of line

3.4.1 For each examiner decide whether their assessment is in line with the agreed standard

Once the work has been checked, the coordinating examiner (or the group of examiners) need(s) to decide whether the marking of each examiner is in line with the Centre's agreed standard.

If the marking of an examiner is **consistently** out of line with the Centre's agreed standard by **more than +/– 2 or 3 marks**, the marks of candidates in that examiner's group will need to be adjusted by the Centre **before final marks are submitted to Cambridge International**. Where a particular examiner is judged to be 'out of line', it is well worth selecting some more of that examiner's candidates for a further check. It may be that differences occur in a particular area of the test/mark scheme (e.g. Role Plays), in which case these further checks could concentrate on that particular area.

3.4.2 For examiners who are out of alignment, decide whether assessment is too harsh or too lenient and what adjustment is necessary

Once the marking of a particular examiner has been identified as out of line with the Centre's standard, the coordinating examiner needs to decide whether the original examiner has been too harsh or too lenient and to what degree. If, for example, the original marking is judged to be too severe by 4 marks, the **final total mark** for all candidates in the group affected needs to be raised by 4 marks. **Please note it is not sufficient to change the mark of just the sample candidates.** The sample has been chosen to represent the standard of assessment across the group of candidates examined by a particular examiner. Therefore decisions based upon checks made on the sample candidates must be applied to the whole group examined by that examiner.

In some cases, the marking of a particular examiner may be judged too harsh or too lenient in one part of the mark range, e.g. marks above 80 are in line but marking is severe for candidates scoring below that mark. In such cases, the coordinating examiner should only adjust the marks for candidates examined by that examiner over the part of the mark range affected.

3.4.3 For examiners requiring adjustment, enter new, agreed, total marks on the Working Mark Sheet

Where an examiner's standard requires adjustment, the coordinating examiner(s) should not amend the original marks entered by the examiner on the Working Mark Sheet. Instead, a new total mark should be entered in the final column of the Working Mark Sheet (headed 'External or Internal Moderation'). Returning to the example in 3.4.2, for an examiner whose standard is judged to be severe by 4 marks, the coordinating examiner should enter +4 and the new **total mark** (in a different colour ink is helpful) alongside the original marks in the 'External or Internal Moderation' column.

This will ensure that candidates get the mark they deserve and that all stages of the process are easy to track.

3.4.4 For examiners requiring adjustment, ensure that it is the new, agreed, total marks that are transferred to the MS1 Mark Sheet or to computer (for Centres returning marks electronically)

The final total mark for each candidate at the Centre must be transferred to the MS1 Mark Sheet or to computer (for Centres that are returning marks electronically). Where candidates were examined by an examiner whose marks have been adjusted, it is the new, agreed, total mark that must be transferred from the Working Mark Sheet to the MS1 Mark Sheet or to computer. To avoid errors, marks should not be transferred to MS1 Mark Sheets or to computer until Internal Moderation on all groups has been finished.

3.4.5 Keep a written record of procedures and adjustments

Centres using more than one examiner are required to enclose details of their Internal Moderation procedures with the sample they submit to Cambridge International (see Part 4 for guidance). The Centre should also keep a copy of this report.

4 Report to Cambridge International on Internal Moderation procedures

After the Speaking tests have been conducted and marking has been checked across all examiners, the coordinating examiner selects the sample for External Moderation according to the instructions in the syllabus/ *Teachers' Notes* for the appropriate year. This sample must be sent to Cambridge, to arrive by the date specified, along with the required paperwork (see syllabus/ *Teachers' Notes*), including the 'Cover Sheet for Moderation Sample'.

The coordinating examiner in the Centre should complete the cover sheet. This includes ticking the boxes to confirm that Internal Moderation has taken place and that a brief report on the Centre's Internal Moderation procedures is enclosed. The purpose of the report is to explain how conduct of the examination was standardised in the Centre and how the application of the assessment criteria was agreed and checked. The report should include the following:

- (a) the name of the coordinating examiner, the names of all examiners used at the Centre and a **brief** description of the procedures used in the Centre to ensure that conduct and assessment of the Speaking test was consistent
- (b) confirmation that a minimum of three candidates has been checked for **each** examiner and that these candidates cover the range of marks awarded by that examiner
- (c) the names of any examiner(s) found to be out of alignment, why the differences in marks awarded occur (e.g. 'Examiner X was more generous in awarding the mark for linguistic content for the conversation sections') and whether the 'size' of the differences mean it was necessary to adjust the final total marks for this examiner (e.g. differences of **more than +/- 2 or 3 marks**)
- (d) for any examiner requiring adjustment, details of any further candidates checked
- (e) for any examiner requiring adjustment, details of the adjustment: size of adjustment, whether marks have been raised or lowered, whether the adjustment covers all or part of the range
- (f) confirmation that the original Working Mark Sheets for all examiner(s) are enclosed and, that for any examiner found to require adjustment, the final column has been used to indicate the adjustment required and the new agreed total mark for each candidate
- (g) confirmation that the new agreed total mark for each candidate has been transferred to the MS1 Mark Sheet (or to computer) and that this transfer has been checked and is correct
- (h) confirmation that a sample of candidates, across the full mark range of the Centre, has been selected as the EXTERNAL MODERATION sample and checked
- (i) a list of the candidates in the EXTERNAL MODERATION sample, including the name of the examiner who conducted their test and the marks awarded in the Centre (including the original marks and total and the new agreed total mark).

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road,
Cambridge, CB2 8EA, United Kingdom t: +44 1223
553554 f: +44 1223 553558
e: info@cambridgeinternational.org
www.cambridgeinternational.org