

CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**FIRST LANGUAGE ENGLISH**

**0500/05**

Paper 5 Speaking/Listening Role Plays

1 March – 30 April 2003

TEACHER'S/EXAMINER'S NOTES

**INSTRUCTIONS TO TEACHER/EXAMINER**

Part One of the test will be a role play based on one of the situations outlined in this booklet. You should be prepared to respond to any direction taken by the candidate within the situation. The role play should last about five minutes.

Part Two of the test will be a conversation with you on a subject chosen by the candidate in advance. The conversation should last about five minutes. If the candidate appears to be giving a talk rather than considering you as interlocutor, you should interrupt after a minute and ask specific questions about the subject.

Both role play and conversation must be assessed by the Centre according to the marking instructions and a sample is to be recorded for external moderation.

**Great care should be taken that any confidential information given does not reach the candidates either directly or indirectly.**

CONTENTS

Role Play Cards A–E with notes for teacher/examiner	pages 3, 4, 5, 6, 7
Administrative Arrangements	page 8
Structure of the Examination	page 11
Marking Instructions	page 12

CARD A

**Candidate (C): Herself/himself**

**Teacher (T): A friend**

The instructions to the candidate on the card read:

You have had a serious argument with a close friend.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- T Your friend looks worried. Ask what is the matter.**
- C Talk about the argument – what led to it and what actually happened.
- T Sympathise. Ask where the fault lies.**
- C Say you are not to blame. Give some examples of what was said during the argument.
- T Suggest (very tactfully) that the fault may not lie entirely on one side.**
- C Respond angrily at first, then admit that some of the things you said were unwise. Give examples.
- T Suggest that an apology might be a good idea.**
- C Refuse even to consider apologising. Your friend owes **you** an apology.
- T Say it would be a pity to lose a friend. Suggest that pride is sometimes a sin.**
- C Reluctantly agree to say sorry – but only if an apology is offered to you.
- T Remark that peace is always preferable to conflict.**

CARD B

**Candidate (C): Herself/himself**  
**Teacher (T): A concerned parent**

The instructions to the candidate on the card read:

You are overjoyed to have been offered what seems to be a wonderful part-time job.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- T Remark how happy your son/daughter looks today.**
- C Describe the wonderful job you have been offered. Give details of the (very light) duties, the (very short) hours and the (very high) pay.
- T Observe that it all sounds too good to be true.**
- C Complain that you were hoping to be congratulated – not to have doubts raised.
- T Ask whether you have the offer – and all the details – in writing. Ask who actually made the job offer.**
- C Admit that there is nothing in writing, but the person who offered you the job was very nice – although rather young. Give some more details about the interview and what was actually said.
- T Ask how the job was advertised.**
- C Say that a friend of yours knows someone who works in the company. Make some suggestions about this person's seniority in the company.
- T Ask if the offer is absolutely definite.**
- C Admit that something was said about checking with the boss. Perhaps you are beginning to have doubts. The job **does** seem a bit too good. Perhaps you will do some checking.
- T Support the idea of a thorough check.**

CARD C

**Candidate (C): Herself/himself**  
**Teacher (T): Another student**

The instructions to the candidate on the card read:

You are both concerned that some new students find it difficult to settle into your school. You wonder what might be done to help them.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- T Remark that there are many new students this term. Some of them don't look very happy.**
- C Suggest some reasons why they might be finding it hard to settle down.
- T You wonder whether something should be done to make them feel welcome.**
- C Tell your friend about your first few weeks in the school – how you felt and how you handled problems.
- T But some new students are shy – they need help.**
- C Suggest one or two ideas that might be helpful.
- T Comment on these suggestions. What about a party for new students?**
- C Respond to this idea, but point out some difficulties.
- T Should teachers do more to welcome new students?**
- C Suggest some ways of involving teachers in activities for new students. Suggest some teachers who would probably be interested in these ideas.
- T Agree that these teachers should be approached.**

## CARD D

**Candidate (C): Himself/herself**

**Teacher (T): A worried parent**

The instructions to the candidate on the card read:

Your parent is concerned that you are complaining of feeling very tired.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- T Ask why son/daughter is feeling so tired.**
- C Complain of too much homework, too much pressure from school, having to do chores at home.
- T But you were assured recently that there was plenty of time for homework as well as frequent parties.**
- C Protest that you must have **some** social life. All work and no play...
- T But what about time spent on the phone, watching TV and playing computer games?**
- C Deny that much time is spent that way. Give examples. Talk about how little sleep is possible because of the pressure of work.
- T Suggest keeping a record of how time is spent. Offer to help.**
- C Refuse the offer of help. Complain that your parent always blames social life for tiredness.
- T Agree on the importance of social life – hate to see tiredness spoil it.**
- C Suddenly feel much better. Remember that homework has been completed. Ask permission to attend a party tonight.
- T Say you are surprised and pleased by rapid recovery.**

CARD E

**Candidate (C): Himself/herself**

**Teacher (T): A (deafened and angry) neighbour**

The instructions to the candidate on the card read:

Your neighbour is complaining about the loud music that kept her/him awake last night.

**The following suggestions may help you, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- T Say that your neighbour's music was so loud last night that it was impossible to sleep. You are very angry.**
- C Apologise – but you are surprised that your neighbour thought the music was too loud.
- T Ask why it has to be so loud.**
- C Say that this sort of music is impossible to hear properly unless it is reasonably loud. Explain why.
- T Suggest that headphones would be a good idea.**
- C Explain why this would make it impossible to hear the music properly.
- T (Losing patience) Threaten to contact the police if the present situation continues.**
- C Offer to play music only early in the evening. Suggest a schedule of times (different at weekends).
- T Agree reluctantly. Ask why you are so fond of this sort of music.**
- C Attempt a brief explanation of the music.
- T Warn that the threat of the police was a serious one.**

## ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking tests will take place before the main examination period, ie between 1 March and 31 April for the May-June session. Each Centre will decide on a convenient period for its speaking tests.

It is important that the dates for receipt of mark sheets and recorded samples are adhered to in order to allow sufficient time for moderation.

- 2 Materials will be despatched approximately two-three weeks before the assessment period and should be opened four working days before the Centre's assessment starts. Once the materials have been opened, the tests must be completed as soon as is realistically possible.
- 3 Each Centre will select its own examiner. This will usually be a teacher from the English Language Department, but could be someone local from outside the Centre. CIE will not be responsible for any fees agreed.

In the interests of standardisation there should be only one teacher/examiner per Centre. Centres with large numbers of candidates must seek permission from CIE to use additional teachers/examiners. If more than one teacher/examiner is used, internal standardisation must take place at the Centre.

- 4 Each teacher/examiner will be required to record a sample of candidates from each Centre at which he or she examines in accordance with the instructions headed 'Recording of Candidates' (paragraph 7). The recording must be sent to CIE together with the completed mark sheets (see paragraph 5). Candidates must be selected so that the whole mark range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark. Where more than one teacher is involved in the marking, the sample must include examples of the marking by each. The size of the sample should be as follows:

number of candidates entered	number of candidates in sample
0–10	all candidates
11–50	10
51–100	15
above 100	20

CIE reserves the right to ask for further samples.

- 5 Despatch and return of mark sheets

Two mark sheets are provided.

- (a) One mark sheet (the **Oral Examination Summary Form**) is intended as a working document, on which the marks for each section of the test are to be entered in detail as specified in the Marking Instructions. (It is helpful if candidates who are included in the sample are indicated by means of an asterisk (\*) against their names on this form.) Be very careful to check all additions. The total marks should then be transferred to the **Internal Assessment Mark Sheet (MS1)**. Mark sheets are to be returned to CIE once all the speaking tests have been completed. Do not wait until the end of the assessment period before despatching them.
- (b) Copies of each mark sheet are to be retained by the Centre in case of postal losses or delays.



## 6 Arrangements for the examination

- (a) Examination conditions must prevail in the area where the examination takes place, in the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence, and that candidates leaving the interview room do not communicate with those waiting to enter. Candidates are not allowed to bring any notes into the room, nor are they allowed to consult dictionaries.
- (b) Requests for special consideration for candidates with specific problems must be made on the appropriate forms supplied to the Centre and returned to CIE.
- (c) Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/examiner or representative of CIE.
- (d) As teacher/examiner you should be positioned so that you will be facing the candidates when they enter the room, with a table between you and the candidates. Please do not allow candidates to sit in a position where they can see what you are writing on the mark sheets as this can be distracting.

A good teacher/examiner will try to put candidates at their ease and send a candidate out of the examination smiling, no matter how good or bad the performance has been. The use of expressions such as 'very good', which a candidate may interpret as comments on performance, should, however, be avoided.

- (e) Other recommendations: do not walk about or distract candidates in any way (eg by doodling or fiddling with papers); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

## 7 Recording of candidates

Centres should ensure well in advance of the test that a suitably quiet room will be available and that their recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential that unnecessary background noise should be excluded.

Cassette recorders must be used, although in exceptional cases permission will be given to use a reel-to-reel recorder and then transfer the recordings onto cassette; Centres will be responsible for ensuring the good quality of recordings made in this way. The cassette recorder and the cassette(s) to be used should be tested in situ some time before the actual test, ideally with one of the candidates. It is essential that new unrecorded cassettes are used. These will be supplied by CIE. Where possible it is advisable to use a cassette recorder with external microphones so that separate microphones can be used for the candidate and the teacher/examiner. If only one microphone is being used, it should be placed facing the candidate. With a softly-spoken candidate the microphone should be placed nearer to the candidate before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

The recording should begin at the start of side 1 and care should be taken to avoid lo and extraneous noise. Both sides of each cassette should be used before beginning a new e is helpful if, at the end of examining on each side of a cassette, the teacher/examiner sta further recordings on this side'.

Each cassette should be introduced by the teacher/examiner as follows:

'Centre Number *eg ES 215*  
Centre Name *eg King's College, Madrid*  
Examination Number *0500*  
Examination Name *IGCSE First Language English*  
Name of Examiner *eg Mr R Peters*  
Date *eg March 2nd 2003*'

Each candidate should be introduced by the teacher/examiner as follows:

'Candidate Number *eg 047*  
Candidate Name *eg María Ruiz*'

At the end of the sample, please state 'End of sample'.

**Once a test has begun the cassette should run without interruption.**

**On no account should you stop and re-start the cassette during a test.**

The contents of each cassette should be clearly labelled.

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1.

## STRUCTURE OF THE EXAMINATION

### Part 1: Role Play (about 5 minutes) 10 marks

- (a) Each candidate will be examined in **one** role play situation selected by the teacher/examiner from the cards supplied. It is recommended that the teacher/examiner should offer each candidate a choice of two role play situations.

Each candidate should be allowed about 5 minutes to prepare his/her situation. As wide a variety as possible of the cards should be used across candidates at the Centre, but the teacher/examiner may decide not to use a particular card or cards if deemed inappropriate to the circumstances of the candidate(s).

- (b) The role of the candidate is indicated on the candidates' cards provided. This information, augmented by suggested teacher/examiner responses, is repeated on pages 3–7 of this booklet. Teachers/examiners are asked to prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher's/examiner's response. In all cases the teacher/examiner has to initiate the dialogue and bring the situation to a close.

This part of the test is to be assessed using Table A.

### Part 2: Conversation (about 5 minutes) 10 marks

- (a) The candidate should choose a topic. The task of the teacher/examiner is to engineer an informal conversation in which the candidate is encouraged to convey information, opinions and arguments and where possible to converse on equal terms. **Candidates should NOT be allowed to deliver a prepared talk.** If they wish to start in this way, let them, but find a place to turn it into a proper conversation at the first available moment (not longer than a minute into the session).
- (b) It is sometimes helpful to set specific tests during the conversation such as to explain a process ('How did you make this object?') from the very beginning to the very end, or to seek opinions and arguments where a candidate has a rather restrictive informative approach.
- (c) The role of the teacher/examiner is one of an interested and sympathetic listener so that the candidate is allowed the opportunity to put views forward. Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner: the teacher/examiner may wish to ask questions about those views, but must not be antagonistic towards the candidate.
- (d) The teacher/examiner should normally allow the stipulated length of time for each candidate. Whilst some candidates may dry up after a few minutes, the teacher/examiner should persevere with the conversation so that candidates are given every opportunity to do themselves justice. This may be done by asking a few general questions relating to the candidate's everyday life and interests. The teacher/examiner could try to lead on to some topic of interest to the candidate (eg visits abroad, plans for the future). Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/examiner should be ready to explore some other avenue if candidates are obviously out of their depth. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.

- (e) Candidates should be expected to give natural replies to questions; their answers should therefore be in the form of complete sentences. Teachers/examiners should take care not to ask 'closed' questions inviting simply 'yes' or 'no', and ensure that they bring out the best in candidates by asking 'open' questions which allow them to respond at length.
- (f) Teachers/examiners should beware of talking too much and candidates being given credit for what the teacher/examiner has actually said. The onus is on the candidate to show that he or she can converse adequately, but at the same time it is up to the teacher/examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

This part of the test is to be assessed using Table B.

## MARKING INSTRUCTIONS

### Marking: General Principles

- 1 You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- 2 The general approach is a positive one and you should award marks based on what the candidate **can** do rather than deducting marks for errors.
- 3 Above all else, be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or generous marking. If you are unsure of the mark to award, err on the side of generosity.

### Completing the Oral Examination Summary Form

- 1 Complete the information at the head of the form.
- 2 List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
- 3 (a) Indicate the Role Play Card (A, B, C, D or E) used.  
(b) Enter marks for Role Play and Conversation in the relevant columns.  
(c) To calculate the **total mark**:
  - (i) add the marks for Role Play and Conversation;
  - (ii) divide this total by 2;
  - (iii) round up any half mark.

*Example: Mark for Role Play = 6, Mark for Conversation = 7, Total Mark = 7 (i.e.  $13 \div 2$ , rounded up).*
- (d) In the column headed 'Internally Moderated Mark' enter the total mark (out of 10) awarded **after** internal moderation took place.
- 4 Both the teacher/examiner completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

**TABLE A: Criteria and Grade Descriptions for Role Play****Criteria**

- 1 To respond promptly to changes of direction by the teacher/examiner (mood and subject matter).
- 2 To develop ideas, to reinforce opinions, to insist upon points of view and to initiate new material.
- 3 To speak clearly.
- 4 To use a range of language.

**Grade Descriptions**

Grade 5 1-2 marks	The candidate responds to the teacher/examiner with simple (verging on the monosyllabic) and generally logical answers, and asks simple questions.
Grade 4 3-4 marks	The candidate responds to the teacher/examiner with <b>slightly more extended</b> , generally logical answers, and is at least <b>aware of the situation, and the role the examiner is playing</b> . (At this level, candidates will tend to be repetitive and emphasise, often by insistent questioning, just one or two points, so that the role play may become rather circular in nature.)
Grade 3 5-6 marks	The average candidate <b>attempts to explain the situation at reasonable length</b> and may ask questions <b>and make statements which offer some new directions</b> . <b>Some sensitivity</b> will be shown to the various stances adopted by the teacher/examiner. Note that at this level teachers/examiners will often have to balance strengths and weaknesses; for example an inventive candidate may be an unclear speaker with a narrow range of language.
Grade 2 7-8 marks	The candidate shows <b>confidence</b> in explaining the situation at reasonable length and will also <b>demonstrate some linguistic ability and clarity of speech</b> (for example in emphasising a point or adopting various tones to express emotion). At this level the candidate shows sensitivity to the various stances adopted by the teacher/examiner <b>and is able to vary his or her own approach</b> . Look for signs of these qualities (not necessarily highly developed) and also of initiative in developing or taking charge of the situation. A candidate weaker on one criterion, or occasionally perhaps two criteria, may still be awarded a mark in this grade.
Grade 1 9-10 marks	The candidate shows considerable confidence in developing <b>and, wherever necessary, taking charge of the situation</b> . <b>Points of view will be explained, often fully, in a confident and flexible sentence and language style</b> . Look for candidates who: <ol style="list-style-type: none"> <li>(i) use both fact and opinion and distinguish between them;</li> <li>(ii) listen carefully to the teacher/examiner and consider and analyse the points raised.</li> </ol>

TABLE B

## Grade Descriptions for Conversation

Grade 5 1-2 marks	The candidate expresses simple facts and ideas audibly with some attempt at organisation and can respond to the teacher's/examiner's questions with simple, but clearly expressed answers.
Grade 4 3-4 marks	The candidate shows both some factual knowledge of the subject and evidence that the material has been thought out previously in some sequence. The candidate speaks quite clearly, maybe in a fairly consistent tone and at a reasonably smooth and effective pace. Points raised by the teacher/examiner are sometimes taken up and developed in some detail (such as response to the request to describe a process or a set of directions).
Grade 3 5-6 marks	The candidate demonstrates not only the ability to prepare and organise ideas, but to adapt them to the situation of a conversation – listening carefully and responding to requests for detail and, in a simple way, to new ideas. The candidate to some extent develops ideas for the benefit of the teacher/examiner, and may respond to comments as well as questions. Diction, pace and volume are such as to add interest and a feeling of confidence.
Grade 2 7-8 marks	The candidate enters into an interesting conversation in which well-prepared and organised ideas are expressed and explained if necessary in considerable detail. The candidate is prepared to answer queries on specific points and to show confidence in responding to alterations in the direction of the prepared material and in defending a point of view. While the material may be still largely factual, the candidate is able to express thoughts and feelings accurately and in detail. Diction is clear and the pace and volume confident.
Grade 1 9-10 marks	The candidate conducts a conversation on equal terms, responding readily to requests for detailed explanations, extending subject matter and eliciting attitudes from the teacher/examiner. The candidate responds to alterations in the drift of conversation and readily defends a point of view. The material is very well known and prepared and an enthusiasm is apparent in the way in which the conversation proceeds. Both the delivery of the candidate's speech and the language in which ideas are expressed are noteworthy.

**Note:** The descriptions given in Tables A and B are of *typical* candidates' work in the grades. Remember that grade 1 does not indicate perfection but rather the best general standard that can reasonably be expected of IGCSE candidates. Examiners should therefore be prepared to use the whole range of the marks. It may also help to see the grades as follows:

- Grade 5 Some awareness of how to approach the task.
- Grade 4 A limited competence.
- Grade 3 General competence.
- Grade 2 A confident completion of the task.
- Grade 1 Some expertise in handling the situation.



