

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FOREIGN LANGUAGE GERMAN

0525/03

Paper 3 Speaking Role Plays One – Nine

October/November 2005

TEACHERS' NOTES

15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Part One of the test will be two role plays based on the situations outlined in this booklet. Candidates should study the situations for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by you. Suggestions are given for both roles, but you should be prepared to respond to any direction taken by the candidate within the situation. The role plays 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 or two and ask specific questions about the subject.

Part Three of the test should be a conversation of a more general nature and should last about five minutes.

Both role plays and conversations should be marked by the Centre according to the instructions and a sample recorded for external moderation.

This document consists of **18** printed pages and **2** blank pages.



Each candidate role play card contains two role plays. The list below gives details of the pages on which the role play cards appear in this booklet.

CARD ONE	A	Page 13
	B	Page 16
CARD TWO	A	Page 13
	B	Page 17
CARD THREE	A	Page 13
	B	Page 18
CARD FOUR	A	Page 14
	B	Page 16
CARD FIVE	A	Page 14
	B	Page 17
CARD SIX	A	Page 14
	B	Page 18
CARD SEVEN	A	Page 15
	B	Page 16
CARD EIGHT	A	Page 15
	B	Page 17
CARD NINE	A	Page 15
	B	Page 18

ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking tests take place in the two-three months before the main examination period. Please consult the IGCSE timetable for the dates of the November examination. Each Centre will decide on a convenient period within the dates for its speaking tests.

It is important that the dates given for the completion of the speaking tests and the despatch of recordings and mark sheets to CIE (see paragraph 6) are adhered to in order to allow sufficient time for moderation.

- 2 In the interests of standardisation there will be only one teacher/examiner per Centre. Each Centre selects its own teacher/examiner. This is normally a teacher from within the Languages Department, but could be someone local from outside the Centre. CIE is not responsible for any fees agreed. Where a Centre wishes to use additional teacher/examiners because it has a large number of candidates, permission to do so must be sought from the IGCSE Languages Officer well before the start of each oral examination period.
- 3 Materials are despatched approximately two-three weeks before the assessment period. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/examiner before conducting his/her first tests. Teacher/examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, they remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
- 4 Each teacher/examiner will be required to record a sample of candidates from each Centre at which he or she examines. The teacher/examiner is asked to select and record six candidates, covering as wide a range of ability as possible. The candidates selected should be spread as evenly as possible across the range of marks (2 good, 2 middling, 2 weak). This will enable the moderator to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 8). The recording must be sent to CIE together with the moderator copy of the completed MS1 Mark Sheet and a copy of the completed Oral Examination Summary Mark Sheet (see paragraphs 5 and 6).
- 5 Two types of mark sheet are provided:
- (a) One mark sheet (the **Oral Examination Summary Mark Sheet**) 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. Be very careful to check all additions.
 - (b) The total marks should then be transferred to the **Internal Assessment Mark Sheet (MS1)**.
- 6 Despatch and return of mark sheets and recorded sample:
- (a) Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for **receipt** by CIE of these items is **15 November** for the November examination. **Do not wait until the end of the assessment period before despatching them.**
 - (b) (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.
 - (ii) The Moderator copy of the completed Internal Assessment Mark Sheet (MS1), a copy of the completed Oral Examination Summary Mark Sheet and the recorded sample must be sent **to reach CIE no later than 15 November** for the November examination.
 - (c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the examination

- (a) Examination conditions must prevail in the area where the examination takes place, including 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.
- (b) Candidates are not allowed to bring any notes for use during their preparation time. Nor are they allowed to make notes.
- (c) Requests for special consideration for candidates with specific problems must be made on Special Consideration forms.
- (d) Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/examiner or an Officer from CIE.
- (e) 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.
- (f) In order to put candidates at their ease, smile when they enter the room, and indicate where they should sit. A good teacher/examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. Avoid, however, the use of expressions such as 'very good', which a candidate may interpret as a comment on performance.
- (g) Please do not smoke in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary, and to smoke elsewhere than in the interview room.
- (h) Other recommendations: do not walk about or distract candidates in any way (eg by doodling or fiddling with papers, etc); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; **never correct a candidate.**

8 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 on to cassette; Centres will be responsible for ensuring the good quality of recordings made in this way. The 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 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 long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each side of a cassette, the teacher/examiner states 'No 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 eg 0525
Examination Name eg IGCSE Foreign Language German
Name of Examiner eg Mr R Peters
Date eg November 1st 2005

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

'Candidate Number eg 047
Candidate Name eg Jane Williams
Role Play Card eg Number '4

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

Test 1: Role Plays (about 5 minutes) 30 marks

- (a) Each candidate will be examined in two role play situations selected at random by the teacher/examiner from the cards supplied. Each card will contain two situations, both of which will be examined.

A number of alternative cards are supplied, and these should be used at random during each session of examining. Having given the first candidate 15 minutes to prepare his/her two situations, you should hand a different card to the second candidate to prepare while you examine the first candidate. At the end of the examination the first candidate should be asked to give the third candidate a card different from the one he/she has been asked to prepare, and so on.

- (b) Unless there are exceptional circumstances (eg speech impediments) each situation should be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/examiner should not leave too long a pause but should lead the candidate on to the next task.
- (c) Should a candidate miss out a task, the teacher/examiner should try to guide him/her back to it in as natural a way as possible. It does not matter to moderators that tasks may occur in a different order as long as they are all attempted.
- (d) The roles of the candidate and teacher/examiner are indicated on the cards. Teacher/examiners are asked to prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher/examiner's response. Usually, the teacher/examiner has to initiate the dialogue. The teacher/examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language. Suggested responses are given on pages 13-18 of this document.

For marking pattern, see Table A of the Marking Instructions.

Test 2: Topic (prepared) Conversation (about 5 minutes) 30 marks

Candidates are required to prepare **one topic only**. Suitable subjects might be for example: 'School life', 'Hobbies and pastimes', 'Travel', etc. (These are only examples: candidates should be encouraged to choose topics in which they have a personal interest.) Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics as these can become too general and can often pre-empt the General (unprepared) Conversation section. Candidates may use illustrative material, eg photographs, if this seems appropriate to their topic, but are not allowed to use written notes of any kind.

The candidate must show quality of preparation, but must not be allowed to deliver a prepared monologue or a series of obviously prepared replies. You, as teacher/examiner, must try to lead the candidate into using a variety of tenses, as 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 Scale (b) (see Table B of the Marking Instructions). In order to extend the candidate as far as possible you should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about... etc).

For marking pattern, see Table B of the Marking Instructions.

Test 3: General (unprepared) Conversation (about 5 minutes) 30 marks

- (a) You should normally allow the stipulated length of time for each candidate. Whilst some candidates may dry up after a few minutes, you should persevere with the conversation (eg by complete changes of subject), so that candidates are given every opportunity to do themselves justice.
- (b) The discussion of the topic will have paved the way for the unprepared conversation. You should start out from any point of interest noted earlier, or ask general questions relating to the candidate's everyday life, school (subjects, number of periods, times, games, etc), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this. As in the Topic Conversation, you must try to lead the candidate into using a variety of tenses (themes could be visits to other countries, plans for the future, etc) and he or she can then be extended as far as possible. 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 Scale (b) (see Table B of the Marking Instructions). Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. Be ready to pass on quickly to another subject if candidates are obviously out of their depth. Take care to avoid questions which might cause embarrassment, eg where a candidate has only one parent. (Centres are requested to supply such information to the teacher/examiner in advance.)
- (c) Candidates should be expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. You should take care to avoid questions inviting simply 'yes' or 'no' by using a variety of interrogatives, eg when? how? why? how many? how long? with whom? with what? etc.
- (d) Questions should be adjusted to the candidate's ability. Candidates should be prompted and encouraged where necessary and long silences should be avoided. On the other hand, do not interrupt a candidate unless you are sure that he or she cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.
- (e) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, eg names of examinations, types of school, etc.
- (f) Beware of talking too much and giving the candidate credit for what you have in fact said yourself. The onus is on the candidate to show that he or she can converse adequately in the language, but at the same time it is up to you to make sure that the candidate is given every opportunity to do so by following up any opening given.

For marking pattern, see Table B of the Marking Instructions.

