

**International General Certificate of Secondary Education  
CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**FIRST LANGUAGE ENGLISH**

**0500/5**

PAPER 5 Speaking/Listening Role Plays A,B,C,D,E

TEACHER'S/EXAMINER'S NOTES

**SEPTEMBER–OCTOBER 2002**

Approx. 15 minutes

No additional materials are required.

**TIME** Approx. 15 minutes

**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.**

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CARD A

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

The instructions on the Candidate's Card are:

You are worried about a close friend of yours who refuses to take any exercise, eats too much, and is beginning to look rather unhealthy. He/she is very sensitive to criticism.

**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 Tell your friend that you intend to spend your afternoon visiting a fast food restaurant, followed by a few hours watching television.**
- C Say you prefer a healthier meal for lunch and a good walk. Invite your friend to join you.
- T (a little annoyed) Ask if your plans are being criticised. What is wrong with them?**
- C Explain why you think your plan is better.
- T Ask if your friend is suggesting that fast food is bad for you.**
- C Explain the dangers of eating too much fast food. Talk about a balanced diet.
- T (more annoyed) Is your friend hinting that you are becoming unhealthy?**
- C Tactfully, pass on a few comments you have heard about your friend's health.
- T Invite your friend to mind his/her own business. Say it is more important to enjoy life.**
- C Explain why you are concerned. Ask if there is anything troubling your friend. Apologise if offence has been caused.
- T Grudgingly accept the idea of a healthy meal and a walk.**

CARD B

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

**Teacher (T): A parent**

The instructions on the Candidate's Card are:

Your parent is concerned that you seem to be doing very little homework. You have a different opinion.

**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 You remark that you have seen very little evidence recently of much homework being done.**
- C You say that you have been working hard. Explain why you may not have been seen working at home.
- T Ask how school work is going. Can you see some?**
- C Say how the work is progressing. Offer to show some of the best of it – in a few days' time.
- T (a little doubtful). Ask how many times you will be seeing friends in the evening this week.**
- C Only a few times – give details. Say that social life and school can be combined without harm to either. Explain how.
- T Ask if there is a plan for revising the year's work.**
- C Explain how it will work out; there is no actual written plan at the moment.
- T Suggest that, perhaps, work ought to be taken a little more seriously.**
- C Give reassurance that all will be well.
- T Express the hope that your son/daughter is right.**

CARD C

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

**Teacher (T): A parent**

The instructions on the Candidate's Card are:

You have recently been spending a good deal of time with a new friend. Your parent has heard one or two rather bad things about this 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 You ask your daughter/son to say who the friend is and how they met.**
- C You give the information and emphasise what a nice person your new friend is.
- T You say you have heard that the friend is a rather wild, unreliable person.**
- C Strongly disagree. Give examples of how steady and reliable the friend is.
- T Ask how the friend gets on at school. You have heard that he/she caused some trouble a few weeks ago.**
- C Explain the incident was a very small one. Describe it and say how it was dealt with by the teachers.
- T Say you would like to meet the friend.**
- C Explain why that might be difficult. Give more examples of the friend's good character.
- T Explain the dangers of getting involved in bad company.**
- C Insist that you are a strong character. You would never be persuaded to behave badly.
- T Say that you will trust your daughter/son for the time being.**

CARD D

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

**Teacher (T): A much loved aunt/uncle**

The instructions on the Candidate's Card are:

You have noticed that your aunt/uncle who has come to visit smokes heavily and coughs a lot. You are rather worried.

**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 (coughing) Say you want the window shut – it's getting chilly.**
- C Say that you don't like breathing tobacco smoke. Say why.
- T Say that there is nothing wrong with smoking.**
- C Explain some of the dangers.
- T Insist that you don't smoke very much.**
- C Disagree. Say what you have seen of your relative's smoking.
- T Say that you would find it very hard to give up smoking.**
- C Suggest some ways of giving up smoking.
- T Ask why your relative is so concerned.**
- C Explain that you are very fond of your relative. Give details of your worries.
- T Say that you just may try to give up smoking.**

## CARD E

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

**Teacher (T): An elderly person who disapproves of teenagers**

The instructions on the Candidate's Card are:

One day you bump into an elderly person who is carrying a heavy parcel. You apologise, but the elderly person is rather angry.

**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 how thoughtless young people are nowadays.**
- C Apologise and explain how you came to bump into him.
- T Ask why young people always rush around.**
- C Say that you were in a great hurry and explain why.
- T Ask if young people have any idea of how to work these days.**
- C Say how much school work you do, how much homework, and how much pressure you are under.
- T What about all the bad behaviour of young people?**
- C Explain that most young people behave very well. Say what young people do locally to help the community.
- T Admit that perhaps the criticism has been a bit hasty.**
- C Say why young people sometimes appear in a bad light. Suggest how people of different generations might learn to understand one another.
- T Agree that at least one teenager doesn't seem to be too bad. Say goodbye.**

## ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking tests will take place before the main examination period, as indicated on the timetable. 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 candidates marked by all teachers. 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 2nd October 2002*'

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 deduct 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<br>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<br>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<br>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<br>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 in one criterion, or occasionally perhaps two criteria, may still be awarded a mark in this grade. |
| Grade 1<br>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<br>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<br>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<br>5-6 marks  | The candidate demonstrates the ability not only to prepare and organise ideas, but also 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<br>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<br>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.

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