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**DUTCH**

**0515/03**

Paper 3 Speaking Role Play Cards One – Nine

**For Examination from 2015**

SPECIMEN TEACHERS' NOTES

**Approx. 15 minutes**

No Additional Materials are required.

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**READ THESE INSTRUCTIONS FIRST**

Each candidate's Speaking Examination must consist of the following **three** parts:

**Part One** of the examination consists of two role plays. The role play situations are set out on pages 16–21 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situation for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

**Part Two** of the examination starts with a presentation by the candidate on a topic of his/her choice. The teacher/Examiner must allow the candidate to speak for 1–2 minutes on his/her prepared topic and then follow this up with specific spontaneous questions related to the topic. This section of the examination must last **about five minutes** in total.

**Part Three** of the examination is a spontaneous conversation of a more general nature and must last **about five minutes**.

In the interests of fairness to candidates, Centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.

The Speaking Examination must be marked by the Centre according to the instructions and a sample recorded for external moderation.

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This document consists of **23** printed pages and **1** blank page.

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**ROLE PLAYS**

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.

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<b>CARD TWO</b>	Page 16	Page 20
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**THE WORKING MARK SHEET** 22

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## ADMINISTRATIVE ARRANGEMENTS

### 1 Examination period

The Speaking examination takes place between 1 March and 30 April for the June examination. Each Centre decides on a convenient period within these dates for its Speaking examinations.

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

### 2 Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking examination for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the Centre. Cambridge is not responsible for any fees agreed.

**In the interests of standardisation, there will be only one teacher/Examiner per Centre.** Where a Centre wishes to use additional teacher/Examiners, permission to do so **must** be sought from the Languages Group at Cambridge before the start of each Speaking examination period. **Permission to use more than one teacher/Examiner will only be granted on the understanding that teacher/Examiners at the Centre work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme.** The sample the Centre submits to Cambridge should include the work of each teacher/Examiner and a Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Please see paragraph 10 (Internal Moderation) for further details.

### 3 Materials for the Speaking examination

Confidential test materials (Teachers' Notes Booklet and Role Play Cards) are despatched by Cambridge approximately two to three weeks before the assessment period. These should be opened in the four working days before the Centre's assessment starts and studied carefully by the teacher/Examiner before conducting his/her first Speaking examination. 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, the Speaking examinations must be completed as soon as is realistically possible.

Please note, the role play situations **remain confidential throughout the examination period (e.g. 1 March to 30 April for the June examination) and until the deadline by which Centre's samples for external moderation must arrive in Cambridge (e.g. 15 May).** The Teacher's Notes Booklet and Role Play Cards must be returned to the Centre's secure room when they are not being used to prepare or conduct the live speaking examinations.

#### 4 Recorded sample

In order to allow Cambridge to check accurately the standard of assessment, each Examiner must record and send to Cambridge a recorded sample as follows:

- **Centres entering 1–16 candidates** must send the recordings of all the candidates
- **Centres entering 17 or more candidates** must send:
  - (i) the recordings of the first 10 candidates according to candidate number

**and**

  - (ii) the recordings of 6 candidates spread evenly across the ability range. The candidates selected should be representative of the range of marks awarded by the Centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the Centre should be included, with the other recordings spaced at equal intervals in between.

**Note:** Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In Centres with just over 17 candidates, Cambridge accepts this may mean that the category (ii) candidates are not fully representative of the range.

The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 9). The recording must be sent to Cambridge, together with the Moderator copy of the completed MS1 mark sheet, and copies of the completed Speaking Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 22 and 23).

#### 5 Two types of mark sheet are provided

- (a) The Speaking Examination Working Mark Sheet is provided in this booklet (see page 22) and should be photocopied as required. It is a working document to be completed during each candidate's Speaking examination. Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the examination must be entered in detail as specified in the Marking Instructions. All additions must be carefully checked.
- (b) The total marks must then be transferred to the computer-printed Internal Assessment Mark Sheet (MS1) or to computer for Centres submitting marks electronically.

#### 6 Despatch of materials to Cambridge for External moderation

- (a) Marks and recordings must be returned to Cambridge as soon as all the Speaking examinations have been completed. **The deadline for receipt by Cambridge** of these items is **15 May for the June examination**. Centres must 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 Cambridge in the separate envelope provided.

- (ii) The following items must be sent, to reach Cambridge by no later than 15 June examination:
- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) signed print-out of the marks file for Centres submitting marks electronically
  - a copy of the completed Speaking Examination Working Mark Sheet
  - a copy of the completed Cover Sheet for Moderation Sample
  - the recorded sample
  - details of Internal Moderation procedures (only for Centres permitted to use more than one teacher/Examiner).
- (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) **Quiet conditions:** Centres should ensure well in advance of the Speaking examination that a suitably quiet room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential to exclude unnecessary background noise, e.g. lawn-mowers, phones. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.
- (b) **Invigilation:** examination conditions must prevail in the area where the Speaking 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. Candidates are not allowed to bring any notes for use during their preparation time. Nor are they allowed to make notes.
- (c) **The examination room:** Centres should ensure that a suitably-sized, e.g. not too big, room will be available. 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 Cambridge. In those cases where it is necessary for a second teacher/Examiner to be present during the Speaking examination, only one teacher/Examiner must conduct each examination.

The teacher/Examiner should be positioned so that they face the candidates when they enter the room, with a table between themselves and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.

Teacher/Examiners must not smoke in the examination room or in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary.

## 8 Conduct of the examination

- (a) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room, and indicating 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. However, the use of expressions such as 'very good', which candidates may interpret as a comment on performance, should be avoided.
- (b) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should never correct a candidate.

## 9 Recording of candidates

**The Centre is responsible for supplying blank cassettes/CDs for the recording of moderation samples: these will not be supplied by Cambridge.** The Centre is also responsible for supplying recording equipment (e.g. cassette recorder and microphone). All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate the microphone should be placed even nearer to the candidate before the start of the examination.

Moderation samples must be recorded at normal speed onto either C90 audiocassettes or standard format CDs. Mini cassettes and mini CDs must not be used. **Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.**

If C90 cassettes are used, these are 45 minutes per side and therefore six Speaking examinations should fit on each cassette, three on each side. A CD will record approximately 80 minutes of sound/five candidates.

**The recording must not be stopped once a candidate's examination has started.**

Each cassette/CD must be introduced **by the teacher/Examiner**, as follows:

'Cassette/CD number ...  
Centre number e.g. ES215  
Centre name e.g. King's College  
Examination number 0515  
Examination name Dutch  
Name of Examiner e.g. Mr R Peters  
Date e.g. March 2nd, 2015'

Each candidate must be introduced **by the teacher/Examiner**, as follows:

'Candidate Number e.g. 047  
Candidate Name e.g. Jane Williams  
Role Play Card e.g. Number 4'

After the last recording on side A of a cassette the teacher/Examiner must announce 'No more recordings on this side. Recording continues on side B'. Cassettes must be wound on to the end before turning over or starting a new cassette.

After the last recording on each cassette/CD, the teacher/Examiner must announce 'end of cassette/CD number ...'; and after the last recording on the last cassette/CD 'end of examination'.

### Cassettes

Each cassette box must be clearly labelled with syllabus name, syllabus/component number, Centre name/number and candidate name/number in recording order. Labels are provided by Cambridge for this purpose. In addition, each cassette must be labelled with syllabus/component number and Centre number.



**CDs**

Each CD sleeve must be labelled with syllabus name, syllabus/component number, Centre number and candidate name/number in recording order. Each CD must be labelled with syllabus name, component number and Centre number. CD-friendly marker pens must be used to label CDs. The use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

Centre number\_candidate number\_syllabus number\_component number.

**Before cassettes/CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible.** Cassettes must then be rewound to the start of side 1.

If for any reason the cassette/CD has failed to record or there are problems with the audibility of the recordings, the Centre must contact Cambridge Customer Services immediately to seek advice.

**10 Internal moderation**

Where Centres with large numbers of candidates request permission from Cambridge to use more than one teacher/Examiner to conduct and assess the Speaking examination for their candidates, this will be granted on the understanding that the following procedures are put in place. The purpose of these procedures is to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the examination:

- The teacher/Examiners conducting and assessing Speaking examinations at the Centre must work together to ensure a common approach to the conduct of the Speaking examination and the application of the mark scheme.
- One teacher/Examiner at the Centre must take responsibility for the standardisation of the marking of teacher/Examiners at the Centre. This person must ensure that all candidates taking the 0515/03 Speaking test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done by the teacher/Examiner as the test is being conducted and not on the basis of a recording.
- The Speaking tests of all candidates at the Centre must be recorded. A single recorded sample for External Moderation should then be produced according to the instructions in paragraph 4 (Recorded sample), with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the Centre. A Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.
- The final column on the Speaking Examination Working Mark Sheet (Internal and/or External Moderation) must be used to record the results of Internal Moderation and details of the Centre's Internal Moderation procedures must be enclosed with the materials for External Moderation.

Guidelines for the Internal Standardisation/Moderation of Cambridge foreign language Speaking tests are available from Cambridge.

## STRUCTURE OF THE EXAMINATION

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

- (a) A number of alternative Role Play Cards are supplied by Cambridge, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one card containing two role play situations (Role Play A and Role Play B). Each of these situations consists of five tasks (numbered 1–5 on the Role Play Cards). Candidates must be examined in both role play situations on the card they have been given and must complete all the tasks specified on their card. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/Examiner should hand a different card to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They may take the Role Play Card they have prepared into the examination room. However, they may not take the Role Play Card away with them once the Speaking examination is over

Teacher/Examiners should note that although the timing for the role plays is given as five minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

- (b) For each role play situation, the role of the teacher/Examiner is specified on pages 16–21 of this booklet. 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.

Teacher/Examiners must prepare the situations carefully and ensure that they play their role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

- (c) Each situation must 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.
- (d) Should a candidate miss out a task, the teacher/Examiner should try to guide them back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate does not complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that when rephrasing a task they do not change its nature, e.g. if the task requires the candidate to produce a particular vocabulary item and this is in fact supplied by the teacher/Examiner, no credit can be given.

For mark scheme, see Table A of the Marking Instructions.

### Test 2: Topic Presentation/Conversation (about 5 minutes) 30 marks

- (a) This part of the examination starts with a one to two minute presentation by the candidate on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately five minutes.
- (b) It is not expected that all candidates within a Centre will prepare the same topic. Candidates must be encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. Topics dealing with politics or social and economic issues are ambitious for this level of achievement and may disadvantage candidates if they do not possess the linguistic skills and maturity of ideas which such topics necessitate. Candidates



should not be allowed to present 'Myself' or 'My life' as topics as these can often fall outside the General Conversation section.

- (c) Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic but are not allowed to use written notes of any kind.
- (d) The teacher/Examiner must allow the candidate to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing their Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.
- (e) In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks: once the discussion of the prepared Topic begins, candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.
- (f) The teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to provide opinions and justifications and use a variety of tenses. Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). In order to extend the candidate as far as possible, the teacher/Examiner should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about... etc.).

For mark scheme, see Tables B and C of the Marking Instructions.

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

- (a) The teacher/Examiner must indicate to the candidate the point of transition from Topic Conversation to General Conversation.

It can be helpful to ease the candidate into the General Conversation either by starting out from a point of interest noted earlier, or by asking a couple of general 'starter' questions relating to the candidate's everyday life.

Questioning in the General Conversation must not cover the same material as the Topic Conversation, e.g. if the candidate has talked about sport in the Topic Conversation, it is not appropriate for the teacher/Examiner to return to this topic in the General Conversation.

The General Conversation must last the stipulated five minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

- (b) The teacher/Examiner should aim to cover **two or three** of the Defined Content Topics in this section of the examination (these are listed in the Curriculum Content section of the syllabus booklet). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/Examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Examples of suitable topics are 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 to discuss these topics.

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 pass on quickly to a new topic if candidates are obviously out of their depth. Care should be taken to avoid questions which might cause embarrassment, e.g. where a candidate has only one parent. (Centres are requested to supply such information to the teacher/Examiner in advance.)

- (c) Candidates are expected to give natural replies to questions so their answers need not be in the form of complete sentences. However, candidates whose conversation consists largely of monosyllabic or disjointed replies cannot gain much credit for such a performance, and it is therefore the teacher/Examiner's responsibility to avoid questions inviting answers of simply 'yes' or 'no'. Instead, the teacher/Examiner must use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. when? how many? how long? with whom? with what? how? etc. to more searching questions such as why? tell me about... what do you think about?
- (d) Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to explain and justify their opinions and use a variety of tenses (themes could be past visits to other countries, plans for the future, etc.). Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). More able candidates may not be able to do themselves justice if the more stretching questions are avoided.
- (e) Candidates should be prompted and encouraged where necessary and long silences should be avoided. However, a candidate should not be interrupted unless it is clear 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.
- (f) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions e.g. names of examinations, types of school, etc.
- (g) The teacher/Examiner must avoid talking too much themselves and limiting the amount of time available to the candidate to show what they can do. 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 the teacher/Examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

For mark scheme, see Tables B and C of the Marking Instructions.

#### **Test 4: Impression: 10 marks**

At the end of the examination, the teacher/Examiner must make an assessment of the candidate's pronunciation, intonation and fluency based on the candidate's overall performance in the Speaking examination.

For mark scheme, see Table D of the Marking Instructions.

## MARKING INSTRUCTIONS

Use the Speaking Examination Working Mark Sheet (see page 22: to be photocopied as required).

**Test 1 Role Plays.** 30 marks. Use Table A.

Enter the mark for each task in the ten columns 1–10 of the Speaking Examination Working Mark Sheet.

**Test 2 Topic Presentation/Conversation.** 30 marks. Use Tables B and C.

- (i) Award a mark out of 15 for Communication using Table B.  
Enter the mark in column 11.
- (ii) Award a mark out of 15 for Language using Table C.  
Enter the mark in column 12.

**Test 3 General Conversation.** 30 marks. Use Tables B and C.

Mark as for Test 2 using Tables B and C.  
Enter marks out of 15 in columns 13 and 14.

**Test 4 Impression.** 10 marks. Use Table D.

Enter the mark (maximum 10) in column 15.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double check the addition as even small errors create problems.

### Marking: General Principles

- 1 Teacher/Examiners are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.
- 2 The general approach is a positive one and marks should be awarded based on what the candidate can do rather than deducted for errors.
- 3 Above all else, teacher/Examiners should be consistent in their marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. Where teacher/Examiners are unsure of the mark to award, they should err on the side of generosity.

**TABLE A – Test 1: Role Plays (30 marks)**

In this part of the examination, the teacher/Examiner plays the part of a patient and well-off foreigner with no knowledge of the candidate's first language.

The role plays test the ability of the candidates to communicate needs, information, requests, etc., in plausibly life-like situations. Intelligibility is therefore more important than grammatical or syntactic accuracy. However, verbal communication only is assessed: credit is not given for gestures, facial expressions or other non-verbal forms of communication.

Candidates are required to give natural responses, not necessarily in the form of full sentences. The use of appropriate register and correct idiom is rewarded.

Each of the ten tasks to be performed in the role plays will be assessed using the mark scheme below. Marks may not be awarded for the completion of tasks other than those specified by Cambridge in the Role Play Cards/Teachers' Notes Booklet, nor for tasks that are omitted.

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc.) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

- NB 1** If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.
- 2** When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:
- 0 = nothing of worth communicated  
 1 = partial communication  
 2 = all points communicated – but with some linguistic inaccuracies – meaning clear  
 3 = meaning clear and accurately conveyed.
- 3** Short utterances, if appropriate, can be worth three marks.

**TABLES B and C – Tests 2 and 3: Topic Presentation/Conversation and General Communication (2 × 30 marks)**

Each of Tests 2 and 3 is awarded two marks, a mark out of 15 for Communication and a mark out of 15 for Language (see Tables B and C)

It is important that teacher/Examiners award marks positively. In order to ensure that they reward achievement rather than penalise failure or omissions, teacher/Examiners should get in the habit of starting at the bottom of the mark schemes and working upwards through the descriptors when awarding marks.

The teacher/Examiner should adopt a 'best-fit' approach. For each of the two assessment criteria, Communication (Table B) and Language (Table C), the teacher/Examiner must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As the teacher/Examiner works upwards through the Mark Scheme, s/he will eventually arrive at a set of descriptors that fits the candidate's performance. When s/he reaches this point, the teacher/Examiner should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

When awarding the marks for the Topic Presentation/Conversation the teacher/Examiner may find that the quality of the work produced in the presentation is superior to that produced in the conversation (or vice versa). In such cases, the teacher/Examiner will need to award a mark that takes into account both the strengths and weaknesses of the performance.

To select the most appropriate mark within each set of descriptors, teacher/Examiners should use the following guidance:

- If most of the descriptors fit the work, then the teacher/Examiner will award the middle mark in the band.
- If the descriptors fully fit the work (and the teacher/Examiner had perhaps been considering the band above), the highest of the three marks will be awarded.
- If there is just enough evidence (and the teacher/Examiner had perhaps been considering the band below), then the lowest mark in the band will be awarded.

Where there are only two marks within a band, the choice will be between work which in most respects meets the descriptor and work which just meets the descriptors.

**TABLE B – Mark Scheme for Communication**

This assesses the candidate's response in terms of comprehension of the teacher/Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

Outstanding	<ul style="list-style-type: none"> <li>• A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types.</li> <li>• Can justify and explain routinely.</li> <li>• Very consistent performance. Not necessarily of native speaker standard.</li> </ul>	14–15
Very good	<ul style="list-style-type: none"> <li>• Generally understands questions first time, but may require occasional rephrasing. Can respond satisfactorily to both straightforward and unexpected questions.</li> <li>• Regularly develops own ideas and opinions and provides justifications.</li> </ul>	12–13
Good	<ul style="list-style-type: none"> <li>• Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones.</li> <li>• Communicates essential elements and can expand occasionally.</li> <li>• Regularly expresses opinions with some simple justifications.</li> </ul>	10–11
Satisfactory	<ul style="list-style-type: none"> <li>• Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing.</li> <li>• Communicates most of the essential elements.</li> <li>• Can convey simple, straightforward opinions.</li> </ul>	7–9
Weak	<ul style="list-style-type: none"> <li>• Has difficulty with many straightforward questions, but still attempts an answer.</li> <li>• Communicates simple pieces of information.</li> </ul>	4–6
Poor	<ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates a few facts.</li> </ul>	1–3
	<ul style="list-style-type: none"> <li>• Communicates no relevant information.</li> </ul>	0



**TABLE C – Mark Scheme for Language**

This assesses the linguistic content of the candidate's answers in terms of complexity, accuracy, range of structures, vocabulary and idiom.

Outstanding	<ul style="list-style-type: none"> <li>• Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language.</li> <li>• Not necessarily of native speaker standard.</li> </ul>	14–15
Very good	<ul style="list-style-type: none"> <li>• Wide range of mostly accurate structures and vocabulary.</li> </ul>	12–13
Good	<ul style="list-style-type: none"> <li>• Good range of generally accurate structures, varied vocabulary.</li> </ul>	10–11
Satisfactory	<ul style="list-style-type: none"> <li>• Adequate range of structures and vocabulary. Can use past and future tenses accurately. Some ambiguity.</li> </ul>	7–9
Weak	<ul style="list-style-type: none"> <li>• Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.</li> </ul>	4–6
Poor	<ul style="list-style-type: none"> <li>• Shows very limited range of structures and vocabulary.</li> </ul>	1–3
	<ul style="list-style-type: none"> <li>• Nothing coherent or accurate enough to be comprehensible.</li> </ul>	0

**TABLE D – Impression (10 marks)**

This assesses the candidate's performance across the whole Speaking examination in terms of pronunciation, intonation and fluency.

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2
Nothing comprehensible	0

## For Role Play Cards One, Two, Three. Role Play A.

## A1

**Kandidaat: jezelf**  
**Docent: medewerker bij de bioscoop**

Je wilt naar de film. Je gaat naar de bioscoop om de kaartjes te kopen.

**D Begroet de kandidaat en zeg: ‘Kan ik u helpen?’**

K1 (i) Begroet de medewerker **en**

(ii) Zeg wat je wilt doen.

**D Vraag: ‘Voor welke dag is het?’**

K2 Zeg voor welke dag je kaartjes wilt kopen.

**D Zeg: ‘Er zijn twee voorstellingen op die dag. Welke voorstelling wilt u zien: de voorstelling om zeven uur ’s avonds of de voorstelling om negen uur ’s avonds?’**

K3 Luister naar de medewerker en zeg welke voorstelling je wilt.

**D Vraag: ‘Hoeveel kaartjes wilt u?’**

K4 Zeg hoeveel kaartjes je wilt kopen.

**D Zeg: ‘Alstublieft, hier zijn uw kaartjes’.**

K5 (i) Bedank de medewerker **en**

(ii) Vraag naar de kosten.

**D Zeg hoeveel de kaartjes kosten en sluit het gesprek af.**

## For Role Play Cards Four, Five, Six. Role Play A.

## A2

**Kandidaat: jezelf**  
**Docent: medewerker bij een fietsenwinkel**

Je wilt fietsen huren. Je gaat naar de fietsenwinkel.

**D Begroet de kandidaat.**

K1 **(i)** Begroet de medewerker **en**

**(ii)** Zeg wat je wilt doen.

**D Zeg: 'Dat kan. Hoeveel fietsen wilt u huren?'**

K2 Zeg hoeveel fietsen je wilt.

**D Vraag: 'Wat voor soort fiets wilt u? Is het voor volwassenen of voor kinderen?'**

K3 Luister naar de medewerker en kies het soort fiets dat je wilt.

**D Vraag: 'Hoelang wilt u de fietsen hebben?'**

K4 Zeg voor hoelang je de fietsen wilt.

**D Zeg: 'Prima. Ik zal de fietsen zo even voor u halen.'**

K5 **(i)** Bedank de medewerker **en**

**(ii)** Stel één vraag over de fiets. (bijvoorbeeld: kleur? bel?)

**D Geef antwoord op de vraag en sluit het gesprek af.**

## For Role Play Cards Seven, Eight, Nine. Role Play A.

## A3

**Kandidaat: jezelf**  
**Docent: Nederlandse vriend(in) Erik(a)**

Je wilt volgende week naar de stad gaan. Je belt je Nederlandse vriend(in) Erik(a).

**D** **Neem de telefoon op en zeg: 'Hallo, met Erik(a).'**

K1 **(i)** Begroet Erik(a) **en**

**(ii)** Zeg waarom je belt.

**D** **Vraag: 'Wat wil je in de stad doen?'**

K2 Zeg wat je in de stad wilt doen.

**D** **Zeg: 'Dat is een goed idee. Ik ga mee. Op welke dag zullen we gaan: op woensdag of op zaterdag?'**

K3 Luister naar Erik(a) en kies de dag waarop je wilt gaan.

**D** **Vraag: 'Hoe laat wil je afspreken?'**

K4 Zeg hoe laat je wilt afspreken.

**D** **Zeg: 'Prima. Ik kan je eerst komen ophalen.'**

K5 **(i)** Bedank Erik(a) **en**

**(ii)** Stel één vraag. (bijvoorbeeld: bus?/fiets? in de stad eten?)

**D** **Geef antwoord op de vraag en sluit het gesprek af.**

## For Role Play Cards One, Four, Seven. Role Play B.

## B1

**Kandidaat: jezelf**  
**Docent: Nederlandse vriend(in) Guus(je)**

Je hebt een ongeluk gehad in Nederland. Je belt je vriend(in) Guus(je).

**D** **Neem de telefoon op en zeg: 'Hallo, met Guus(je).'**

K1 **(i)** Begroet Guus(je) **en**

**(ii)** Leg uit waarom je belt.

**D** **Zeg: 'Wat erg! Heb je je pijn gedaan?'**

K2 Zeg waar het pijn doet. (Noem **twee** dingen.)

**D** **Vraag: 'Kan ik je misschien ergens mee helpen?'**

K3 Vraag aan Guus(je) of hij/zij je kan komen halen.

**D** **Zeg: 'Natuurlijk! Waar ben je precies?'**

K4 Geef antwoord op de vraag.

**D** **Zeg: 'Ik kom je zo snel mogelijk halen.'**

K5 (Guus(je) komt je zo snel mogelijk halen.)

**(i)** Reageer blij **en**

**(ii)** Zeg wat je gaat doen terwijl je op Guus(je) wacht.

**D** **Reageer op de kandidaat en sluit het gesprek af.**

**Kandidaat: jezelf**  
**Docent: politieagent**

Op vakantie in Nederland raak je je portemonnee kwijt. Je gaat naar het politiebureau om te melden dat je hem hebt verloren.

**D Begroet de kandidaat en zeg: ‘Waar kan ik u mee helpen?’**

K1 (i) Begroet de agent en

(ii) Leg uit wat er aan de hand is.

**D Vraag: ‘Waar en wanneer heeft u uw portemonnee verloren?’**

K2 (i) Zeg waar en

(ii) wanneer je de portemonnee hebt verloren.

**D Vraag: ‘Kunt u beschrijven hoe uw portemonnee eruit ziet?’**

K3 Geef antwoord op de vraag. (Geef één detail.)

**D Zeg: ‘Goed, ik heb het opgeschreven. Ik hoop dat u nog steeds van uw vakantie geniet.’**

K4 (i) Geef één positieve mening over de plaats waar je bent en

(ii) zeg waarom je van de plaats houdt.

**D Zeg: ‘Ik ben blij om het te horen. U kunt morgen weer terugkomen om te kijken of we de portemonnee hebben gevonden.’**

K5 (De agent zegt dat je morgen kunt terugkomen.) Stel één vraag over de openingstijden.

**D Geef antwoord op de vraag en sluit het gesprek af.**



**Kandidaat: jezelf****Docent: Nederlandse vriend(in) André/Andrea**

Je gaat naar Nederland, maar je moet de datums van je vakantie wijzigen. Je belt je vriend(in) André/Andrea.

**D** **Neem de telefoon op en zeg: ‘Hallo, met André/Andrea.’**

K1 (i) Begroet André/Andrea **en**

(ii) Leg uit waarom je belt.

**D** **Vraag: ‘Waarom moet je de datums van je vakantie wijzigen?’**

K2 Leg uit waarom je de datums van je vakantie moet wijzigen. Geef **twee** redenen.

**D** **Reageer op de kandidaat en zeg: ‘Wanneer kun je naar Nederland komen?’**

K3 Geef antwoord op de vraag.

**D** **Zeg: ‘Dat komt goed uit. We kunnen gaan zeilen. Wat vind je daarvan?’**

K4 (André/Andrea stelt voor dat jullie gaan zeilen.)

(i) Reageer op het voorstel **en**

(ii) Zeg wat je zelf graag wilt gaan doen.

**D** **Zeg: ‘Prima! Ik ga het organiseren.’**

K5 Je wilt een cadeau voor de moeder van André/Andrea meenemen. Stel **één** vraag over het cadeau aan André/Andrea.

**D** **Geef antwoord op de vraag en sluit het gesprek af.**



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