



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

GREEK

0543/03

Paper 3 Speaking and Listening Role Play Booklets One – Nine

1 March – 30 April 2013

TEACHERS' NOTES

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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

Part One of the examination is two role plays: one Speaking role play and one Listening role play. The role play situations are set out on pages 17–28 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by CIE 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 should last **about five minutes** in total.

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

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

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 **30** printed pages and **2** blank pages.



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ADMINISTRATIVE ARRANGEMENTS

1 Examination period

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

It is important that dates given for the completion of the Speaking and Listening examination 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 Appointment of teacher/Examiner

Each Centre selects its own teacher/Examiner to conduct and assess the Speaking and Listening examination for its candidates. 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.

In the interests of standardisation there will be only one teacher/Examiner per Centre. 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 Group at CIE before the start of each Speaking and Listening 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 and Listening examination and the application of the mark scheme.** The sample the Centre submits to CIE should include the work of each teacher/Examiner and a Speaking and Listening 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 and Listening examination

Confidential test materials (Teachers' Notes Booklet and Role Play Booklets) are despatched approximately two to 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 Speaking and Listening 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 tests must be completed as soon as is realistically possible. Once the Centre has completed its Speaking and Listening examinations, the materials remain confidential and must be kept in a secure place by the Centre until the end of the examination period (i.e. until 30 April for the June examination).

Please note, the role play situations remain confidential throughout the examination period (i.e. 1 March to 30 April for the June examination) and the Teachers' Notes Booklet and Role Play Booklets must be returned to the Centre's secure room when they are not being used to prepare or conduct the live Speaking and Listening examinations.

4 Recorded sample

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

- **Centres entering 1–16 candidates** must send the recordings of all 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.

NB. 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, CIE 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 CIE together with the Moderator copy of the completed MS1 mark sheet and copies of the completed Speaking and Listening Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 30 and 31).

5 Two types of mark sheet are provided

- (a) The **Speaking and Listening Examination Working Mark Sheet** is provided in this booklet (see page 30) and should be photocopied as required. It is a working document to be completed **during** each candidate's Speaking and Listening 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 if marks are being submitted electronically.

6 Despatch of materials to CIE for External Moderation

- (a) Mark sheets and recordings are to be returned to CIE once all the Speaking and Listening examinations have been completed. **The deadline for receipt by CIE** 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 CIE in the separate envelope provided.
- (ii) The following items must be sent, to reach CIE by no later than 15 May for the June examination:

- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) or a signed print-out of the marks file for Centres submitting marks electronically
- a copy of the completed Speaking and Listening Examination Working Mark Sheet
- a copy of the completed Cover Sheet for Moderation Sample
- the recorded sample
- Teacher-marked role play booklets for **all** candidates
- 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 and Listening 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 and Listening 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 CIE. In those cases where it is necessary for a second teacher/Examiner to be present during the Speaking and Listening 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 interview 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 its moderation sample: these will not be supplied by CIE. 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 accessed for the purposes of moderation.**

If C90 cassettes are used, these are 45 minutes per side and therefore 6 Speaking and Listening examinations should fit on each cassette, 3 on each side. An audio CD will record approximately 80 minutes of sound/5 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. GR 215*
- Centre name *e.g. King's College, Athens*
- Syllabus number *0543*
- Syllabus name *IGCSE Greek*
- Name of Examiner *e.g. Mr R Peters*
- Date *e.g. March 2nd 2013*'

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

'Candidate number *e.g. 047*
Candidate name *e.g. Jane Williams*
Role Play Booklet *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 candidate on each cassette/CD, the teacher/Examiner must announce 'end of cassette/CD number ...'; and after the last candidate 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 CIE 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 name/number and candidate name/number in recording order. Each CD must be labelled with syllabus/component number and Centre number. CD-friendly marker pens must be used to label CDs as 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 CIE Customer Services immediately to seek advice.

10 Internal moderation

Where Centres with large numbers of candidates request permission from CIE to use more than one teacher/Examiner to conduct and assess the Speaking and Listening 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 and Listening examinations at the Centre must work together to ensure a common approach to the conduct of the Speaking and Listening 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 0543/3 Speaking and Listening examination 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 as the test is being conducted and not on the basis of a recording.
- The Speaking and Listening examinations 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 and Listening Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.
- The final column on the 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 IGCSE foreign language Speaking and Listening tests are available from CIE.

STRUCTURE OF THE EXAMINATION

Tests 1 and 2: Role Plays (about 5 minutes) 30 marks

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

Candidates may not make written notes during their preparation time. They must take the role play booklet they have prepared into the examination room and must hand this to the teacher/Examiner once the examination is over so that the teacher/Examiner can later mark the responses on Role Play B. Please ensure that each candidate writes their Centre number, candidate number and name on the front of their booklet before handing it in.

Teacher/Examiners should note that although the timing for the role plays is given as 5 minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

Test 1: Role Play A (Speaking)

- (b) The role of the teacher/Examiner is specified on pages 17–19 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 are asked to prepare the Role Play A situations carefully and ensure that they play their role as prescribed by CIE 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 him/her back to it, in as natural a way as possible, e.g. by repeating or rephrasing a question if the candidate fails to 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: Role Play B (Listening)

- (e) The role of the teacher/Examiner is specified on pages 20–28 of this booklet. Usually, the candidate has to initiate the dialogue and must ask the teacher/Examiner the questions provided in the role play booklet. After listening to the teacher/Examiner's response to each question, the candidate must tick the appropriate box(es) or complete the notes provided in the role play booklet.

- (f) 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 ensure that they respond to the candidate's questions exactly as prescribed by CIE in order that all candidates are given equal opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

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 this may lead to tasks occurring in a different order, as long as they are all attempted.

In Role Play B candidates are permitted to ask the teacher/Examiner to repeat the response to a question. In such cases, the response must be repeated exactly as it appears in this booklet: it must not be re-worded in any way.

- (g) There are 5 marks available for Listening/Comprehension (see Table B) and each candidate's mark should be noted on the Speaking and Listening Examination Working Mark Sheet **during** the examination.

Once all the Speaking and Listening examinations have been completed, the teacher/Examiner should mark each candidate's written responses to the Role Play B tasks using **red** ink. The mark schemes are provided in Table C. Teacher/Examiners should write the mark awarded for each question in the 'For Examiner's Use' column. They must not correct or amend the response provided by the candidate. The mark out of 10 should be noted on the front of the role play booklet before being transferred to the Speaking and Listening Examination Working Mark Sheet. All additions and transfers must be checked.

All role play booklets must be sent to CIE together with the recorded sample.

For mark schemes, see Table B and Table C of the Marking Instructions.

Test 3: 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 5 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 pre-empt 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: 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 convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table D 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 Table D of the Marking Instructions.

Test 4: 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 5 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 it is preferable to 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 another 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 provide opinions and justifications 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 convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table D 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 Table D of the Marking Instructions.

Listening/Comprehension 10 marks

At the end of the examination, based on the candidate's overall performance in the Topic and General Conversation sections, the teacher/Examiner awards a mark out of 10 for Listening/Comprehension.

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

MARKING INSTRUCTIONS

Use the Speaking and Listening Examination Working Mark Sheet (see page 30: to be photocopied as required).

Test 1 Role Play A (Speaking). 15 marks. Use Table A.

Enter the mark for each task in the five columns 1–5 of the Speaking and Listening Examination Working Mark Sheet.

Test 2 Role Play B (Listening). 15 marks. Use Table B and Table C.

- (i) Enter the mark (maximum 5) for Listening/Comprehension (Table B) in column 6.
- (ii) Enter the mark (maximum 10) for the written responses (Table C) in column 12 once all the Speaking and Listening examinations have been completed. The written responses must be marked using **red** ink and the mark awarded for each question should be written in the 'For Examiner's Use' column. Teacher/Examiners must not correct or amend the response provided by the candidate. Write the total mark on the front of each booklet before transferring the mark to the Working Mark Sheet.

Test 3 Topic Presentation/Conversation. 30 marks. Use Table D.

- (i) A mark out of 15 on Scale (a) Responsiveness.
Enter the mark in column 7.
- (ii) A mark out of 15 on Scale (b) Linguistic content.
Enter the mark in column 8.

Test 4 General Conversation. 30 marks. Use Table D.

Mark as for Test 3 using Table D.
Enter marks out of 15 in columns 9 and 10.

Listening/Comprehension (Tests 3 and 4). 10 marks. Use Table E.

Enter the mark (**maximum 10**) in column 11.

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 Play A (Speaking) (15 Marks)

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

The role play tests 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 five tasks to be performed in Role Play A (Speaking) will be assessed on the scale below. Marks may not be awarded for the completion of tasks other than those specified by CIE in the Role Play Booklets/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.

TABLE B and TABLE C – Test 2: Role Play B (Listening) (15 marks)**TABLE B: Listening/Comprehension (5 marks)**

A mark out of 5 is awarded for the candidate's overall performance on Role Play B using the scale below:

Category		Mark
Outstanding	No problems of comprehension.	5
Very good	Few problems of comprehension. Generally understands responses first time but may require occasional repeating/re-phrasing.	4
Satisfactory	Some problems of comprehension and needs some repeating/re-phrasing.	3
Weak	Has general difficulty in understanding and needs frequent repeating/re-phrasing of responses.	2
Poor	Severe problems of comprehension.	0–1

TABLE C: Responses to tasks (10 marks)

Question no.	Role Plays 1, 4, 7	Role Plays 2, 5, 8	Role Plays 3, 6, 9
1	A	C	B
2	19, 3	30, 2	17, 4
3	C	A	B
4	B, F	A, E	C, D
5	C	A	B
6 (a)	B	C	A
6 (b)	C	A	B
7	99, 3, 5, 1	6, 2, 4, 55	77, 3, 9, 3

TABLE D – Tests 3 and 4: Topic Presentation/Conversation and General Conversation (2 x 30 marks)

Each of Tests 3 and 4 is marked on two scales:

Scale (a) Responsiveness. This assesses the candidate's response in terms of immediacy of reaction/response, fluency of response, presentation of material in the topic.

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

Category		Mark
Outstanding	(a) A spontaneous interchange between candidate and Examiner. Responds confidently to all question types. Fluent. Not necessarily of native speaker standard. (b) Very accurate use of structures, vocabulary and idiom with occasional errors in more complex language. Not necessarily of native speaker standard.	14–15
Very good	(a) Can respond satisfactorily to both straightforward and unexpected questions. (b) Wide range of mostly accurate structures, vocabulary and idiom.	12–13
Good	(a) Has no difficulty responding to straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased. (b) Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory	(a) Responds satisfactorily to straightforward questions but has difficulty responding to some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation. (b) Adequate range of structures and vocabulary. Can convey past and future meaning ; some ambiguity.	7–9
Weak	(a) Has difficulty responding to even straightforward questions, but still attempts an answer. (b) Shows elementary, limited vocabulary and faulty manipulation of structures.	4–6
Poor	(a) Has great difficulty in replying to the questions. (b) Shows very limited range of structures and vocabulary.	0–3

TABLE E – Tests 3 and 4: Topic Conversation and General Conversation (1 x 10 marks)**Listening/Comprehension (10 marks)**

A mark out of 10 is awarded based on the candidate's overall performance in the Topic Conversation **and** the General Conversation.

Category		Mark
Outstanding	No problems of comprehension. A spontaneous interchange between candidate and Examiner.	9–10
Very good	Generally understands questions first time, but may require occasional re-phrasing.	7–8
Good/Satisfactory	Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing.	5–6
Weak	Has difficulty even with straightforward questions and needs frequent repeating/re-phrasing of responses.	3–4
Poor	Frequently fails to understand the questions.	0–2

For Role Play Cards One, Two, Three. Role Play A (Speaking)

A

Υποψήφιος/α: ο εαυτός σου
Εξεταστής/ρια: ένας Έλληνας φίλος/μια Ελληνίδα φίλη σου

Έχετε κανονίσει με τους γονείς σου να πάτε μια εκδρομή στο χωριό της μητέρας σου για λίγες μέρες. Παίρνεις τηλέφωνο τον Έλληνα φίλο/την Ελληνίδα φίλη σου για να τον/την καλέσεις να έρθει μαζί σας στην εκδρομή.

E Πες: «Ναι, παρακαλώ;»

Υ Χαιρέτησε τον φίλο/τη φίλη σου και εξήγησε για ποιο λόγο τηλεφωνείς.

E Ζήτησε να μάθεις πότε θα φύγουν και πόσες μέρες θα λείψουν.

Υ Ανάφερε: (i) την ημέρα που θα φύγετε γι' αυτήν την εκδρομή και
(ii) πόσες μέρες θα λείψετε.

E Ρώτησε: «Πώς θα πάτε, με το αυτοκίνητο ή με το τρένο;»

Υ Άκουσε τον φίλο/τη φίλη σου και απάντησε με ποιο τρόπο θα πάτε στο χωριό της μητέρας σου.

E Πες: «Καλή ιδέα, αλλά ξέρεις ότι ασχολούμαι πολύ με τα σπορ. Τι σπορ μπορώ να κάνω εκεί;»

Υ Άκουσε τον φίλο/τη φίλη σου και απάντησε κατάλληλα δίνοντας μια λεπτομέρεια.

E Πες: «Ωραία, τότε. Θα ρωτήσω τους γονείς μου και θα σε πάρω τηλέφωνο.»

Υ Ρώτησέ τον/την αν μπορεί να φέρει κάτι μαζί του/της (CD; παιχνίδι; κιθάρα;).

E Απάντησε κατάλληλα και κλείσε τον διάλογο.

For Role Play Cards Four, Five, Six. Role Play A (Speaking)

A

Υποψήφιος/α: ο εαυτός σου
Εξεταστής/ρια: ο/η υπάλληλος σε γραφείο ταξιδιών

Προγραμματίζεις να κάνεις ένα αεροπορικό ταξίδι στην Κύπρο με τους γονείς σου. Βρίσκεσαι σε ένα γραφείο ταξιδιών και μιλάς σε έναν/μία υπάλληλο για να κανονίσεις αυτό το ταξίδι.

E Πες: «Καλημέρα σας. Πώς μπορώ να σας βοηθήσω;»

Y Χαιρέτησε τον/την υπάλληλο και πες για ποιο λόγο βρίσκεσαι εκεί.

E Ρώτησε: «Θέλετε και ξενοδοχείο ή αυτοκίνητο;»

Y Άκουσε τον/την υπάλληλο και διάλεξε ένα από τα δύο στοιχεία που ανέφερε.

E Πες: «Ωραία! Πότε θα φύγετε και πόσες μέρες θα μείνετε;»

Y Ανάφερε: (i) την ημερομηνία που θα φύγετε και
(ii) τις μέρες που θα μείνετε.

E Ρώτησε: «Πόσα άτομα θα ταξιδέψετε;»

Y Άκουσε τον/την υπάλληλο και δώσε μια κατάλληλη απάντηση.

E Πες: «Όλα εντάξει! Θα σας στείλουμε ταχυδρομικώς τα εισιτήρια και όλες τις πληροφορίες για το ταξίδι σας.»

Y Ευχαρίστησε τον/την υπάλληλο και κάνε μια ερώτηση για τον τρόπο πληρωμής (μετρητά; πιστωτική κάρτα;).

E Απάντησε κατάλληλα και κλείσε τον διάλογο.

For Role Play Cards Seven, Eight, Nine. Role Play A (Speaking)**A****Υποψήφιος/α: ο εαυτός σου****Εξεταστής/ρια: Έλληνας καθηγητής/Ελληνίδα καθηγήτρια του σχολείου**

Το σχολείο σου θα φιλοξενήσει μαθητές από το εξωτερικό και ζητά τη βοήθεια μαθητών για την οργάνωση αυτής της επίσκεψης. Τώρα μιλάς στον Έλληνα καθηγητή/στην Ελληνίδα καθηγήτρια για να του/της πεις ότι θέλεις να βοηθήσεις.

E Χαιρέτησε τον υποψήφιο/την υποψήφια και ρώτησε αν θέλει κάτι;»

Υ Χαιρέτησε τον καθηγητή/την καθηγήτρια και εξήγησε για ποιο λόγο θέλεις να του/της μιλήσεις.

E Πες: «Οργανώνουμε δύο ομάδες, μια καλλιτεχνική και μια αθλητική. Σε ποια ενδιαφέρεσαι να βοηθήσεις;»

Υ Άκουσε τον καθηγητή/την καθηγήτρια και διάλεξε την ομάδα που σε ενδιαφέρει.

E Πες: «Ποιες μέρες θα μπορείς να βοηθήσεις και για πόσες ώρες;»

Υ Ανάφερε: (i) τις μέρες και
(ii) τις ώρες που θα μπορείς να βοηθήσεις.

E Πες: «Πολύ ωραία! Ποιες ξένες γλώσσες μιλάς;»

Υ Άκουσε τον καθηγητή/την καθηγήτρια και δώσε μια κατάλληλη απάντηση.

E Πες: «Εντάξει, λοιπόν. Σημειώνω το όνομά σου και θα τα ξαναπούμε σύντομα.»

Υ Ευχαρίστησε τον καθηγητή/την καθηγήτρια και κάνε μια ερώτηση για τη διάρκεια της επίσκεψης.

E Απάντησε κατάλληλα και κλείσε τον διάλογο.

For Role Play Cards One, Four, Seven. Role Play B (Listening)

For
Examiner's
Use

B

Υποψήφιος/α: ο/η υπάλληλος στο Δήμο
Εξεταστής/ρια: νέος/νέα που θέλει να εργαστεί ως εθελοντής

Είσαι υπάλληλος στο Δήμο της Αθήνας. Πριν λίγες μέρες έγινε μια ανακοίνωση στο ραδιόφωνο όπου ζητούσατε άτομα για να βοηθήσουν σε διάφορες δραστηριότητες του Δήμου. Ένας νέος/ μια νέα σε παίρνει τηλέφωνο και ζητά να γραφτεί. Μιλάς μαζί του/της και κρατάς σημειώσεις στη λίστα με τους εθελοντές.

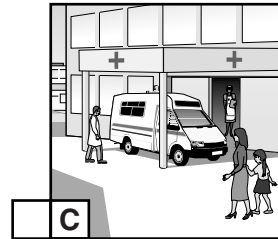
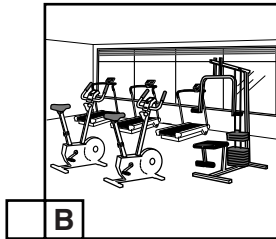
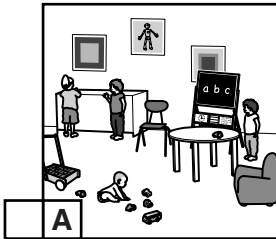
Ρώτησέ τον/την τις πιο κάτω ερωτήσεις. Σημείωσε ✓ στα σωστά κουτιά και κράτησε σημειώσεις.

Εσύ θα αρχίσεις το διάλογο.

Υ Δήμος Αθήνας, καλημέρα σας. Πώς μπορώ να σας βοηθήσω;

Ε Καλημέρα σας. Άκουσα στο ραδιόφωνο την ανακοίνωσή σας και σας τηλεφωνώ, επειδή θέλω να γραφτώ εθελοντής. Με ενδιαφέρει να βοηθήσω στους παιδικούς σταθμούς της πόλης.

1 Ο νέος/η νέα θέλει να βοηθήσει στο:



[1]

Υ Α! Ωραία! Χρειαζόμαστε κι άλλα άτομα. Πέστε μου, πότε μπορείτε να αρχίσετε και πόσες φορές την εβδομάδα θέλετε να βοηθήσετε;

Ε Το κολλέγιό μου κλείνει στο τέλος Ιουνίου, αλλά μπορώ να αρχίσω στις 19 Ιουλίου, επειδή θα λείπω για διακοπές. Μπορώ να βοηθήσω τρεις φορές την εβδομάδα.

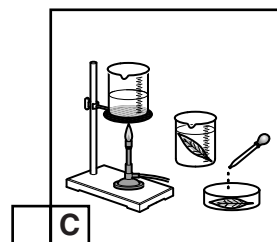
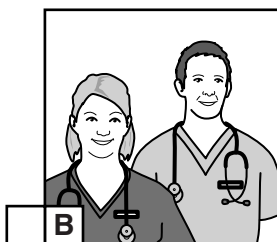
2 Ο νέος/η νέα μπορεί να αρχίσει εθελοντική εργασία στις Ιουλίου και θα βοηθά φορές την εβδομάδα.

[2]

Υ Τι ακριβώς σπουδάζετε στο κολέγιο που πάτε;

Ε Σπουδάζω χημικός.

3 Ο νέος/η νέα σπουδάζει:

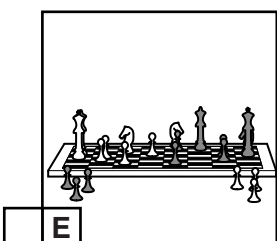
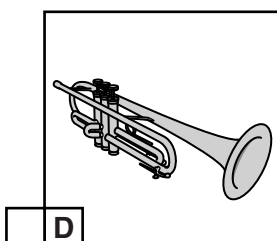
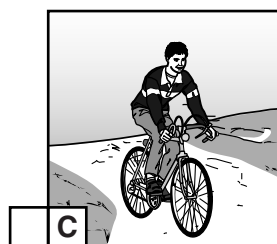
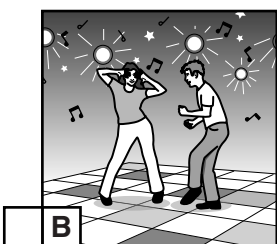
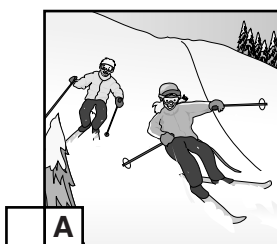


[1]

Υ Τα ενδιαφέροντά σας, ποια είναι; (Σημείωσε ✓ σε 2 κουτιά.)

Ε Μου αρέσει να πηγαίνω για χορό με τους φίλους μου και να τραγουδώ σε μια χορωδία.

4



[2]

Υ Ποιες μέρες προτιμάτε να εργαστείτε;

Ε Προτιμώ να εργάζομαι μόνο σε περίοδο γιορτών.

5 Α σαββατοκύριακα

Β καθημερινές

Γ αργίες

[1]

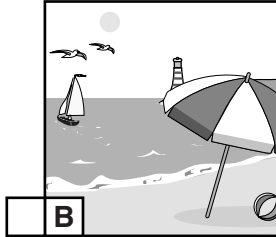
Υ Έχετε προσφέρει εθελοντική εργασία άλλη φορά;

Ε Ναι. Πριν τρία χρόνια βοήθησα στο καθάρισμα μιας παραλίας το καλοκαίρι. Πέρσι το φθινόπωρο δούλεψα για λίγο σε ένα τσίρκο.

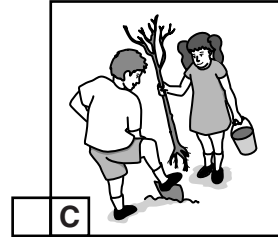
6 (a) Ο νέος/η νέα βοήθησε σε ένα/μία:



A



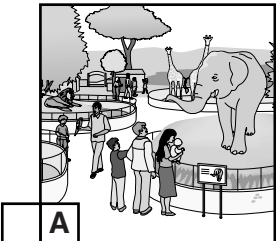
B



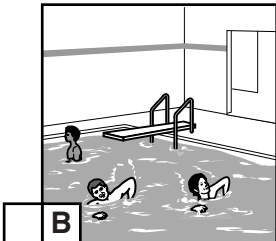
C

[1]

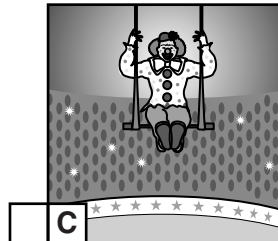
(b) Πέρσι δούλεψε για λίγο σε ένα/μία:



A



B



C

[1]

Υ Πέστε μου, παρακαλώ, τον αριθμό τηλεφώνου σας, για να επικοινωνήσω μαζί σας με περισσότερες λεπτομέρειες.

Ε Το τηλέφωνό μου είναι μηδέν, ενενήντα εννιά, είκοσι επτά, τριάντα έξι, σαράντα πέντε, έντεκα.

Ευχαριστώ πολύ για τη βοήθειά σας. Γεια σας.

7 Αριθμός τηλεφώνου:

0			2	7		6	4			1
---	--	--	---	---	--	---	---	--	--	---

[1]

For Role Play Cards Two, Five, Eight. Role Play B (Listening)

For
Examiner's
Use

B

Υποψήφιος/α: ο/η υπάλληλος στο Δήμο
Εξεταστής/ρια: νέος/νέα που θέλει να εργαστεί ως εθελοντής

Είσαι υπάλληλος στο Δήμο της Αθήνας. Πριν λίγες μέρες έγινε μια ανακοίνωση στο ραδιόφωνο όπου ζητούσατε άτομα για να βοηθήσουν σε διάφορες δραστηριότητες του Δήμου. Ένας νέος/ μια νέα σε παίρνει τηλέφωνο και ζητά να γραφτεί. Μιλάς μαζί του/της και κρατάς σημειώσεις στη λίστα με τους εθελοντές.

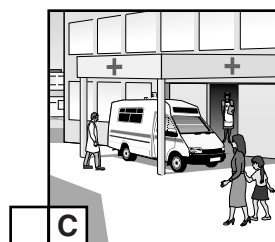
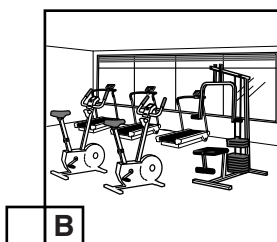
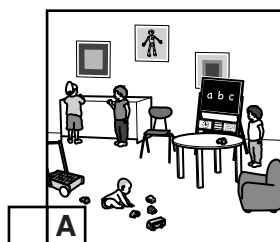
Ρώτησέ τον/την τις πιο κάτω ερωτήσεις. Σημείωσε ✓ στα σωστά κουτιά και κράτησε σημειώσεις.

Εσύ θα αρχίσεις το διάλογο.

Υ Δήμος Αθήνας, καλημέρα σας. Πώς μπορώ να σας βοηθήσω;

Ε Καλημέρα σας. Άκουσα στο ραδιόφωνο την ανακοίνωσή σας και σας τηλεφωνώ, επειδή θέλω να γραφτώ εθελοντής. Με ενδιαφέρει να βοηθήσω στα νοσοκομεία της πόλης.

1 Ο νέος/η νέα θέλει να βοηθήσει στο:



[1]

Υ Α! Ωραία! Χρειαζόμαστε κι άλλα άτομα. Πέστε μου, πότε μπορείτε να αρχίσετε και πόσες φορές την εβδομάδα θέλετε να βοηθήσετε;

Ε Το κολέγιό μου κλείνει στο τέλος Ιουνίου, αλλά μπορώ να αρχίσω στις 30 Ιουλίου, επειδή θα λείπω για διακοπές. Μπορώ να βοηθήσω δύο φορές την εβδομάδα.

2 Ο νέος/η νέα μπορεί να αρχίσει εθελοντική εργασία στις Ιουλίου και θα βοηθά φορές την εβδομάδα.

[2]

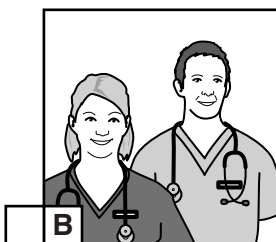
Υ Τι ακριβώς σπουδάζετε στο κολέγιο που πάτε;

Ε Σπουδάζω κομμωτική.

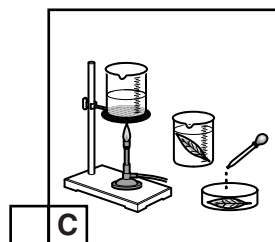
3 Ο νέος/η νέα σπουδάζει:



A



B



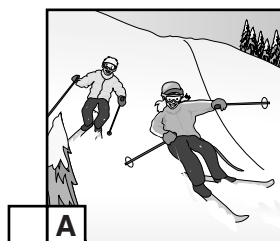
C

[1]

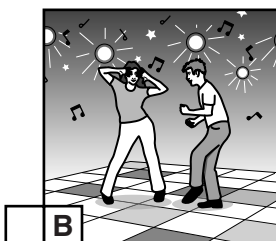
Υ Τα ενδιαφέροντά σας, ποια είναι; (Σημείωσε ✓ σε 2 κουτιά.)

Ε Μου αρέσει να πηγαίνω για σκι το χειμώνα και να παίζω σκάκι σε μία λέσχη.

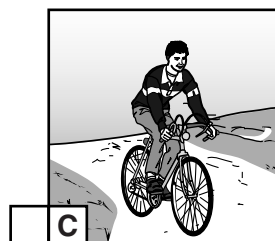
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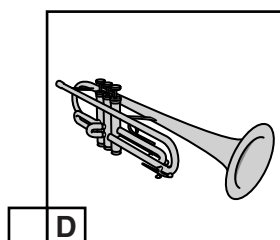
A



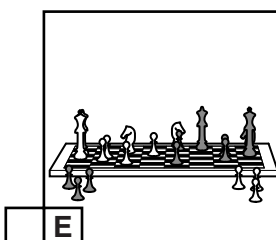
B



C



D



E



F

[2]

Υ Ποιες μέρες προτιμάτε να εργαστείτε;

Ε Προτιμώ να εργάζομαι Σάββατα και Κυριακές.

5 A σαββατοκύριακα

B καθημερινές

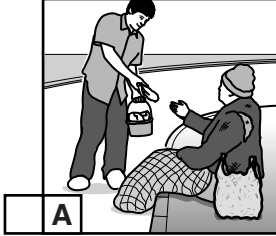
C αργίες

[1]

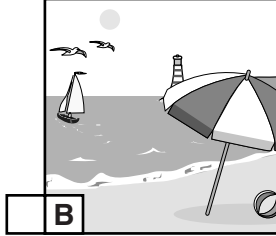
Υ Έχετε προσφέρει εθελοντική εργασία άλλη φορά;

Ε Ναι. Πριν τρία χρόνια βοήθησα το καλοκαίρι στο φύτεμα δέντρων. Πέρσι το φθινόπωρο δούλεψα για λίγο σε ένα ζωολογικό κήπο.

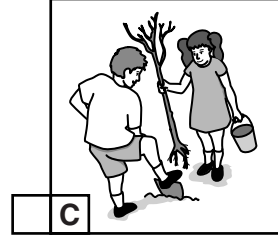
6 (a) Ο νέος/η νέα βοήθησε σε ένα/μία:



A



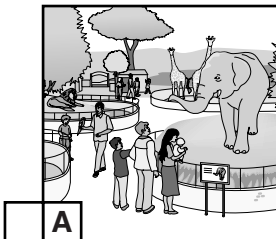
B



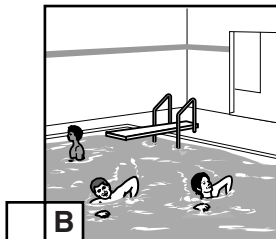
C

[1]

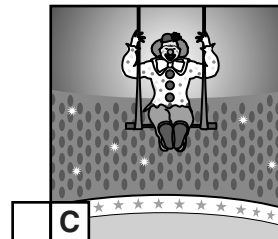
(b) Πέρσι δούλεψε για λίγο σε ένα/μία:



A



B



C

[1]

Υ Πέστε μου, παρακαλώ, τον αριθμό τηλεφώνου σας, για να επικοινωνήσω μαζί σας με περισσότερες λεπτομέρειες.

Ε Το τηλέφωνό μου είναι μηδέν, εξήντα ένα, είκοσι τρία, ογδόντα τέσσερα, σαράντα εφτά, πενήντα πέντε.
Ευχαριστώ πολύ για τη βοήθειά σας. Γεια σας.

7 Αριθμός τηλεφώνου:

0		1		3	8		4	7		
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[1]

For Role Play Cards Three, Six, Nine. Role Play B (Listening)

For
Examiner's
Use

B

Υποψήφιος/α: ο/η υπάλληλος στο Δήμο
Εξεταστής/ρια: νέος/νέα που θέλει να εργαστεί ως εθελοντής

Είσαι υπάλληλος στο Δήμο της Αθήνας. Πριν λίγες μέρες έγινε μια ανακοίνωση στο ραδιόφωνο όπου ζητούσατε άτομα για να βοηθήσουν σε διάφορες δραστηριότητες του Δήμου. Ένας νέος/ μια νέα σε παίρνει τηλέφωνο και ζητά να γραφτεί. Μιλάς μαζί του/της και κρατάς σημειώσεις στη λίστα με τους εθελοντές.

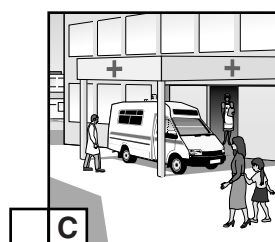
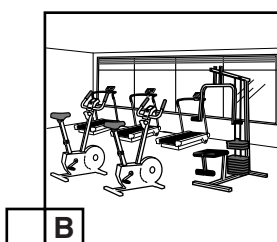
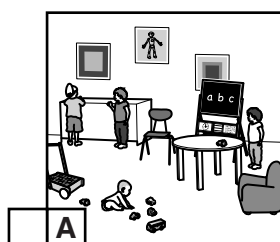
Ρώτησέ τον/την τις πιο κάτω ερωτήσεις. Σημείωσε ✓ στα σωστά κουτιά και κράτησε σημειώσεις.

Εσύ θα αρχίσεις το διάλογο.

Υ Δήμος Αθήνας, καλημέρα σας. Πώς μπορώ να σας βοηθήσω;

Ε Καλημέρα σας. Άκουσα στο ραδιόφωνο την ανακοίνωσή σας και σας τηλεφωνώ, επειδή θέλω να γραφτώ εθελοντής. Με ενδιαφέρει να βοηθήσω στα γυμναστήρια της πόλης.

1 Ο νέος/η νέα θέλει να βοηθήσει στο:



[1]

Υ Α! Ωραία! Χρειαζόμαστε κι άλλα άτομα. Πέστε μου, πότε μπορείτε να αρχίσετε και πόσες φορές την εβδομάδα θέλετε να βοηθήσετε;

Ε Το κολέγιό μου κλείνει στο τέλος Ιουνίου, αλλά μπορώ να αρχίσω στις 17 Ιουλίου, επειδή θα λείπω για διακοπές. Μπορώ να βοηθήσω τέσσερις φορές την εβδομάδα.

2 Ο νέος/η νέα μπορεί να αρχίσει εθελοντική εργασία στις Ιουλίου και θα βοηθά φορές την εβδομάδα.

[2]

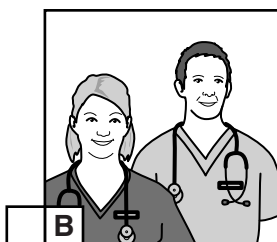
Υ Τι ακριβώς σπουδάζετε στο κολέγιο που πάτε;

Ε Σπουδάζω νοσοκόμος/νοσοκόμα.

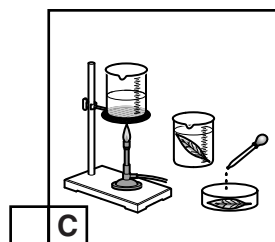
3 Ο νέος/η νέα σπουδάζει:



A



B



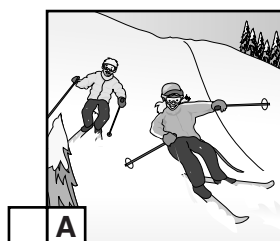
C

[1]

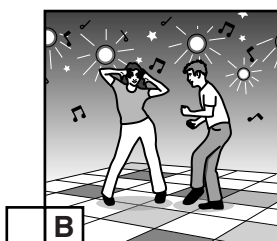
Υ Τα ενδιαφέροντά σας, ποια είναι; (Σημείωσε ✓ σε 2 κουτιά.)

Ε Μου αρέσει να κάνω ποδηλασία με την οικογένειά μου και να παίζω τρομπέτα σε μία μπάντα.

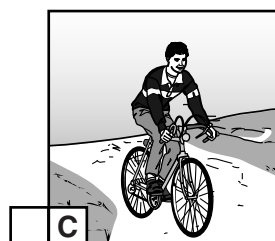
4



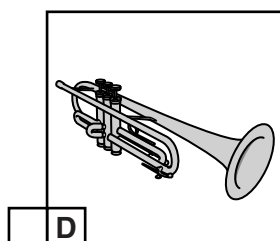
A



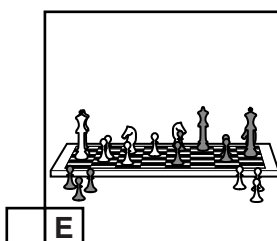
B



C



D



E



F

[2]

Υ Ποιες μέρες προτιμάτε να εργαστείτε;

Ε Προτιμώ να εργάζομαι τις καθημερινές.

5 A σαββατοκύριακα

B καθημερινές

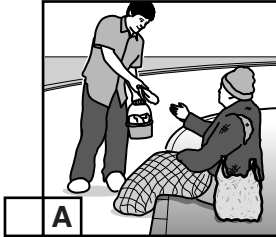
C αργίες

[1]

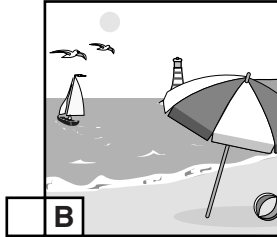
Υ Έχετε προσφέρει εθελοντική εργασία άλλη φορά;

Ε Ναι. Πριν τρία χρόνια το καλοκαίρι βοήθησα στο μοίρασμα φαγητών σε άστεγους. Πέρσι το φθινόπωρο δούλεψα για λίγο σε μια πισίνα.

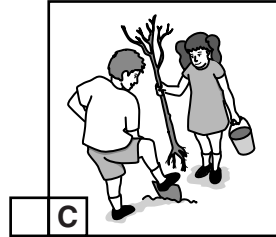
6 (a) Ο νέος/η νέα βοήθησε σε ένα/μία:



A



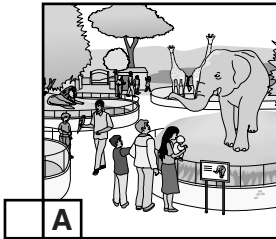
B



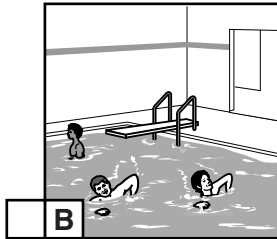
C

[1]

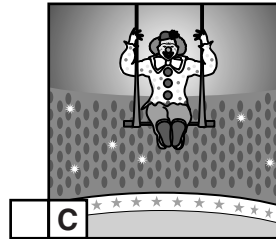
(b) Πέρσι δούλεψε για λίγο σε ένα/μία:



A



B



C

[1]

Υ Πέστε μου, παρακαλώ, τον αριθμό τηλεφώνου σας, για να επικοινωνήσω μαζί σας με περισσότερες λεπτομέρειες.

Ε Το τηλέφωνό μου είναι μηδέν, είκοσι πέντε, εβδομήντα επτά, εξήντα τρία, ενενήντα τέσσερα, τριάντα οκτώ.

Ευχαριστώ πολύ για τη βοήθειά σας. Γεια σας.

7 Αριθμός τηλεφώνου:

0	2	5			6			4		8
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[1]

BLANK PAGE

IGCSE Greek (0543) June 2013: Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the Moderation documentation and recorded sample to be despatched to CIE.

Centre name:

Centre number:

1 Tick to confirm that the required moderation documents are enclosed:

- (i) Moderator copy of MS1 **or** printout of marks file if marks submitted electronically.
- (ii) Copy of completed Working Mark Sheet(s) (WMS).*
- (iii) Teacher-marked Role Play Booklets for **all** candidates (not just those in the sample).

(* One WMS per Examiner in Centres using more than one Examiner)

If any other documents are enclosed for CIE's attention, please list them below:

.....

2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

- (i) Addition of marks on Role Play B has been checked and Total Mark on the front cover is correct for each candidate.
- (ii) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- (iii) Total Mark for each candidate has been correctly transferred to the MS1 or computer if marks submitted electronically.

3 Tick to confirm that the recording quality of Moderation samples has been checked:

- All sample recordings are clearly audible.
- Samples are recorded on standard size CDs/cassettes and recorded at normal speed.
- Digital recordings only: each candidate saved individually and files saved as .mp3.

4 Tick to confirm that the correct number of candidates has been submitted for moderation:

For Centres with 16 or fewer candidates, the following are enclosed:

- Recordings of the complete Speaking and Listening test for all candidates.

For Centres with 17 or more candidates, the following are enclosed:

- (i) Recordings of the complete Speaking and Listening test for 6 candidates across the range
AND
- (ii) Recordings of the complete Speaking and Listening test for the first 10 candidates by candidate number

5 CENTRES USING MORE THAN 1 EXAMINER – tick to confirm Internal Moderation procedures:

- Internal moderation carried out and details of Internal Moderation procedures enclosed.

Materials checked by:

	(name)
	(signature)

Date:

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