

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE SPANISH

0502/05

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

1 March – 30 April 2003

TEACHERS'/EXAMINERS' NOTES

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Part One of the test will be a role play based on one of the situations outlined in this booklet. Candidates should study the situation for five minutes and then be prepared to act the role assigned to them and respond to the parts played by you. Suggestions are given for both roles, but you should be prepared to respond to any direction taken by the candidate within the situation. The role play should last about five minutes.

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

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

PRIMERO DE TODO, LEA ESTAS INSTRUCCIONES

La primera parte del examen será una discusión basada en una de las situaciones descritas en este folleto. Los estudiantes deberán estudiar la situación durante cinco minutos y luego estar preparados para representar el papel que se les haya asignado y responder a la parte desempeñada por usted. Se dan sugerencias para ambos papeles, pero usted deberá estar listo para continuar la discusión en cualquier otra línea que los estudiantes hayan tomado en la situación. La discusión deberá durar unos cinco minutos.

La segunda parte del examen será una conversación con usted acerca de un tema elegido de antemano por el estudiante. La conversación deberá durar unos cinco minutos. Si le parece que el estudiante está dando una charla en vez de considerarle a usted como su interlocutor, deberá interrumpirle después de un minuto y hacerle preguntas específicas sobre el tema.

Las dos partes de este examen, es decir: la discusión y la conversación, deberán ser corregidas en el Centro de acuerdo con las instrucciones, y se deberá grabar una selección de los exámenes para ser moderada externamente.

This document consists of **14** printed pages and **2** blank pages.



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TARJETA A

Estudiante (E): usted mismo

Profesor (P): un(a) amigo/a

Usted conversa con un(a) amigo/a acerca de la discusión que ha tenido con otro/a de sus amigos/amigas.

Las siguientes sugerencias le pueden servir de ayuda, pero usted puede desarrollar la conversación de la forma que quiera. El profesor hablará primero.

P Su amigo/a parece preocupado/a. Pregunte qué es lo que le pasa.

E Hable sobre la discusión que tuvo – lo que la motivó y lo que realmente ocurrió.

P Compadézcase. Pregunte quién tuvo la culpa.

E Diga que usted no tuvo la culpa. Mencione algunos ejemplos de las cosas que se dijeron durante la discusión.

P Sugiera (con mucho tacto) que la culpa puede que no sea de una sola persona.

E Responda con enfado en principio, pero luego admita que algunas de las cosas que dijo las dijo sin pensar. Mencione algunos ejemplos.

P Sugiera que quizás sería una buena idea pedir disculpas.

E No quiere ni pensar en pedir disculpas. Su amigo/a es quien debería disculparse.

P Diga que sería una pena perder un(a) amigo/a. Diga que el orgullo es a veces un pecado.

E De mala gana acepte pedir perdón – pero sólo si le piden disculpas primero.

P Insista en que hacer las paces es siempre mejor que pelearse.

TARJETA B

Estudiante (E): usted mismo

Profesor (P): su padre/madre preocupado/a

Usted está muy contento/a porque le han ofrecido lo que parece ser un trabajo a media jornada maravilloso.

Las siguientes sugerencias le pueden servir de ayuda, pero usted puede desarrollar la conversación de la forma que quiera. El profesor hablará primero.

P Mencione lo contento/a que está hoy su hijo/a.

E Describa el maravilloso trabajo que le han ofrecido. Dé detalles de sus responsabilidades (muy livianas), su horario (muy corto) y su sueldo (muy alto).

P Diga que todo parece ser muy bueno como para ser verdad.

E Quéjese porque esperaba que le felicitasen y no que pensarán mal.

P Pregunte si le han dado la oferta y todos los detalles por escrito.

E Admita que no hay nada escrito, pero que la persona que le ofreció el trabajo parecía muy simpática, aunque quizás un poco joven. Dé más detalles sobre la entrevista y las cosas que se dijeron.

P Pregunte cómo se anunció el trabajo.

E Diga que un(a) amigo/a suyo/a conoce a alguien que trabaja en la compañía. Sugiera un puesto alto que esta persona pueda tener en la compañía.

P Pregunte si la oferta es definitiva.

E Admita que se dijo algo acerca de consultarlo con el jefe. Quizás usted esté empezando a tener dudas. El trabajo parece ser demasiado bueno. Quizás sería una buena idea hacer unas indagaciones.

P Considere una buena idea hacer unas indagaciones.

TARJETA C

Estudiante (E): un estudiante
Profesor (P): otro estudiante

Ustedes están preocupados porque piensan que los nuevos estudiantes encuentran difícil aclimatarse al colegio. Se preguntan qué podrían hacer para ayudarles.

Las siguientes sugerencias le pueden servir de ayuda, pero usted puede desarrollar la conversación de la forma que quiera. El profesor hablará primero.

P Comente que hay muchos estudiantes nuevos este trimestre. Algunos no parecen estar muy contentos.

E Sugiera algunas razones por las que pueden encontrar difícil aclimatarse al colegio.

P Usted piensa que quizás se podría hacer algo para que se sientan mejor.

E Cuéntele a su amigo/a acerca de sus primeras semanas en el colegio – cómo se sintió y cómo solucionó sus problemas.

P Pero algunos de los estudiantes son tímidos y necesitan ayuda.

E Sugiera una o dos ideas que puedan servir de ayuda para estudiantes que sean algo tímidos.

P Comente algo sobre las sugerencias. ¿Qué le parecería hacer una fiesta para los nuevos estudiantes?

E Responda a esta idea, pero mencione algunas dificultades.

P ¿Deberían hacer algo los profesores para dar la bienvenida a nuevos estudiantes?

E Sugiera algunas ideas para que los profesores se vean envueltos en actividades dirigidas a estudiantes nuevos. Mencione algunos profesores que probablemente estarían interesados en estas ideas.

P Póngase de acuerdo en preguntar a esos profesores.

TARJETA D

Estudiante (E): usted mismo

Profesor (P): un padre/una madre preocupado/a

Su padre/madre está preocupado/a porque usted se queja de estar muy cansado/a.

Las siguientes sugerencias le pueden servir de ayuda, pero usted puede desarrollar la conversación de la forma que quiera. El profesor hablará primero.

P Pregunte por qué su hijo/a está tan cansado/a.

E Quéjese de tener muchos deberes, mucha presión en el colegio y de tener que ayudar en las tareas de la casa.

P Pero no hace mucho tiempo que su hijo/a le aseguró que tenía tiempo suficiente para los deberes así como para las tan frecuentes fiestas.

E Proteste diciendo que también debe tener una vida social. Todo trabajo y no pasárselo bien ...

P Pero, ¿qué hay del tiempo perdido en el teléfono, viendo la televisión y jugando con el ordenador?

E Niegue que pase mucho tiempo haciendo esas cosas. Ponga ejemplos. Hable sobre lo poco que duerme debido a la presión del trabajo.

P Sugiera que guarde un registro de cómo emplea su tiempo. Ofrezca su ayuda.

E Rechace la oferta de ayuda. Quéjese de que los padres siempre echan la culpa del cansancio a la vida social.

P Esté de acuerdo con la importancia de tener una vida social – es una pena que el cansancio lo eche a perder.

E Siéntase mejor de repente. Acuértese de que ha terminado los deberes. Pida permiso para ir a una fiesta esta noche.

P Sorprendido y contento por la rápida mejoría.

TARJETA E

Estudiante (E): usted mismo

Profesor (P): un(a) vecino/a (ensordecido/a y enfadado/a)

Su vecino/a ha venido a quejarse de que el volumen de su música no le/la ha dejado dormir en toda la noche.

Las siguientes sugerencias le pueden servir de ayuda, pero usted puede desarrollar la conversación de la forma que quiera. El profesor hablará primero.

P Diga que su música estaba tan alta anoche que le fue imposible dormir. Usted está muy enfadado/a.

E Pida disculpas, pero le sorprende que su vecino/a piense que la música estaba demasiado alta.

P Pregunte por qué tiene que tener el volumen tan alto.

E Diga que este tipo de música hay que escucharla a un volumen alto para poder apreciarla. Explique por qué.

P Sugiera que quizás sea una buena idea utilizar otros auriculares.

E Explique cómo con auriculares no se podría escuchar la música de una forma adecuada.

P (Perdiendo la paciencia.) Amenace con llamar a la policía si la situación continúa igual.

E Proponga poner la música solamente a la noche. Sugiera un horario (diferente los fines de semana).

P Póngase de acuerdo pero con dudas. Pregunte por qué le gusta tanto ese tipo de música.

E Intente explicar brevemente por qué le gusta ese tipo de música.

P Explique que la amenaza de llamar a la policía iba en serio.

ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking tests take place in the two months before the main examination period. Centres should consult the IGCSE timetable for details of the period set aside for the speaking tests. Each Centre will decide on a convenient time within this period for its speaking tests.

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

- 2 Materials will be despatched approximately two-three weeks before the assessment period. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/examiner before conducting his/her first tests. Teacher/examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, they remain confidential and the tests must be completed as soon as is realistically possible.
- 3 Each Centre will select its own examiner. This will usually be a teacher from within the Language Department, but could be someone local from outside the Centre. The teacher/examiner will conduct and assess the test and submit a recorded sample for external moderation by CIE. CIE will not be responsible for any fees agreed.

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

- 4 Each teacher/examiner will be required to record a sample of candidates from each Centre at which he or she examines. The teacher/examiner is asked to select and record both the role play and conversation tests of six candidates, covering as wide a range of ability as possible. The candidates selected should be spread as evenly as possible across the range of marks (2 good, 2 middling, 2 weak). This will enable the Moderator to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (paragraph 8). The recording must be sent to CIE together with the Moderator copy of the completed MS1 and a copy of the completed Oral Examination Summary Form (see paragraphs 5 and 6).

- 5 Two mark sheets are provided

(a) One mark sheet (the **Oral Examination Summary Form**) is intended as a working document, on which the marks for each section of the test are to be entered in detail as specified in the Marking Instructions. Be very careful to check all additions.

(b) The total marks should then be transferred to the **Internal Assessment Mark Sheet (MS1)**.

- 6 Despatch and return of mark sheets and recorded sample

(a) Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for **receipt by CIE** of these items is **15 May** for the June examination. **Do not wait until the end of the assessment period before despatching them.**

(b) (i) The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.

(ii) The Moderator copy of the completed Internal Assessment Mark Sheet (MS1), a copy of the completed Oral Examination Summary Mark Sheet and the recorded sample must be sent **to reach CIE no later than 15 May** for the June examination.

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

7 Arrangements for the examination

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

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

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

8 Recording of candidates

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

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

The recording should begin at the start of side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each side of a cassette, the teacher/examiner states 'no further recordings on this side'.

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

'Centre Number *eg ES 215*
Centre Name *eg King's College, Madrid*
Examination Number *0502*
Examination Name *IGCSE First Language Spanish*
Name of Examiner *eg Mr R Peters*
Date *eg March 2nd 2003*

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

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

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

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

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

The contents of each cassette should be clearly labelled.

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

STRUCTURE OF THE EXAMINATION**Part 1: Role Play** (about 5 minutes) 10 marks

- (a) Each candidate will be examined in one role play situation selected in rotation by the teacher/examiner from the cards supplied.

Each candidate should be allowed about 5 minutes to prepare his/her situation.

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

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

Part 2: Conversation (about 5 minutes) 10 marks

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

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

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

MARKING INSTRUCTIONS

Marking: General Principles

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

Completing the Oral Examination Summary Form

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

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

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

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

Grade Descriptions

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

TABLE B: Grade Descriptions for Conversation

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

Note: The descriptions given are of *typical* candidates' work in the grades. Remember that grade 1 does not indicate perfection but rather the best general standard that can reasonably be expected of a 16 year old. Teacher/examiners should therefore be prepared to use the whole range of the marks. It may also help to see the grades as follows:

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

