

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FOREIGN LANGUAGE MANDARIN CHINESE

0547/03

Paper 3 Speaking Role Play Cards One – Nine

1 March – 30 April 2003

TEACHERS' NOTES

15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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

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

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

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

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



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

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

ADMINISTRATIVE ARRANGEMENTS

- 1 The speaking tests take place in the two-three months before the main examination period, ie between 1 March and 30 April for the June examination. Each Centre decides on a convenient period within these dates 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 In the interests of standardisation there will be only one teacher/examiner per Centre. Each Centre selects its own teacher/examiner. This is normally a teacher from within the Languages Department, but could be someone local from outside the Centre. CIE is not responsible for any fees agreed. Where a Centre wishes to use additional teacher/examiners because it has a large number of candidates, permission to do so must be sought from the IGCSE Languages Officer well before the start of each oral examination period. If permission is given to use more than one teacher/examiner, internal moderation must take place at the Centre to ensure that all its Speaking tests are marked to the same standard. The sample should include the work of each teacher/examiner and an Oral Examination Summary Mark Sheet should be submitted for each teacher/examiner, with candidate names and numbers clearly entered.
- 3 Confidential test materials are despatched approximately two-three weeks before the assessment period. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/examiner before conducting his/her first tests. Teacher/examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, they remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
- 4 Each teacher/examiner will be required to record a sample of candidates from each Centre at which he or she examines. The teacher/examiner is asked to select and record six candidates, covering as wide a range of ability as possible. The candidates selected should be spread as evenly as possible across the range of marks (2 good, 2 middling, 2 weak): if there is a large range of marks (eg 40-90), teacher/examiners should be especially careful to send tests spread across the range, not just the top 2, middle 2 and bottom 2. This will enable the moderator to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed "Recording of Candidates" (see paragraph 8). The recording must be sent to CIE together with the moderator copy of the completed MS1 and a copy of the Oral Examination Summary Mark Sheet (see paragraphs 5 and 6).
- 5 Two types of mark sheet are provided
 - (a) One mark sheet (the **Oral Examination Summary Mark Sheet**) is intended as a working document, on which the marks for each section of the test are to be entered in detail as specified in the Marking Instructions. Be very careful to check all additions.
 - (b) The total marks should then be transferred to the **Internal Assessment Mark Sheet (MS1)**.

6 Despatch and return of mark sheets and recorded sample

- (a) Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for **receipt by CIE** of these items is **15 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 arrive at CIE by 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 prepare the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter.
- (b) Candidates are not allowed to bring any notes for use during their preparation time. Nor are they allowed to make notes.
- (c) Requests for special consideration for candidates with specific problems must be made on Special Consideration forms.
- (d) Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/examiner, or an Officer from CIE.
- (e) As teacher/examiner you should be positioned so that you will be facing the candidates when they enter the room, with a table between you and the candidates. Please do not allow candidates to sit in a position where they can see what you are writing on the mark sheets as this can be distracting.
- (f) In order to put candidates at their ease, smile when they enter the room, and indicate where they should sit. A good teacher/examiner will usually send a candidate out of the interview smiling, no matter how good or bad the performance has been. Avoid, however, the use of expressions such as “very good”, which a candidate may interpret as a comment on performance.
- (g) Please do not smoke in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary, and to smoke elsewhere than in the interview room.
- (h) Other recommendations: do not walk about or distract candidates in any way (eg by doodling or fiddling with papers, etc); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; **never correct a candidate.**

8 Recording of candidates

Centres should ensure well in advance of the test that a suitably quiet – and, if possible, small – 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 and Centres are responsible for ensuring the good quality of recordings. 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 HK215*
 Centre Name *eg King’s College*
 Examination Number *0547*
 Examination Name *IGCSE Foreign Language Mandarin Chinese*
 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 William Lee*
 Role Play Card *eg Number 4*”

At the end of the sample, please state “End of sample”.

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

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

The contents of each cassette should be clearly labelled.

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

STRUCTURE OF THE EXAMINATION

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

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

A number of alternative cards are supplied, and these should be used at random during each session of examining. Having given the first candidate 15 minutes to prepare his/her two situations, you should hand a different card to the second candidate to prepare while you examine the first candidate.

Candidates 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 examination is over.

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

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

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

This section is intended to be a conversation between the teacher/examiner and the candidate on one topic of the candidate's choice. Suitable subjects might be, for example: 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. These are only examples: candidates should be encouraged to choose a topic in which they have a personal interest. 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 be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics as these can become too general and can often pre-empt the General (unprepared) Conversation section.

The topic must be prepared by candidates in advance, but must not be pre-learnt and delivered as a monologue. The teacher/examiner should allow the candidate to speak on their choice of topic for one to two minutes uninterrupted and then follow this up with specific questions on the topic. Where a candidate has been talking for two minutes and shows no sign of finishing their initial exposition, the teacher/examiner must interrupt and ask specific questions. 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 may use illustrative material, eg photographs, if this seems appropriate to their topic, but are not allowed to use written notes of any kind.

The candidate must show quality of preparation, but must not be allowed to deliver a prepared monologue or a series of obviously prepared replies. In order to extend the candidate as far as possible you should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about ... etc).

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

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

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

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

Test 4: Impression 10 marks

At the end of the test you should make an assessment of the candidate's pronunciation, accent and fluency, following the guidelines given in the Marking Instructions. While you may use the opportunity of the candidate's introduction to the topic to assess these factors, your final assessment must be based on the candidate's overall performance. Exceptional performance in the role play situations (ie one in which a fluid and natural conversation develops) should be rewarded by a high impression mark.

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

MARKING INSTRUCTIONS

Use the Oral Examination Summary Mark Sheet.

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

Enter the mark for each task in the ten columns 1-10 on the Oral Examination Summary Mark Sheet.

Test 2 Topic Conversation. 30 marks. Use Table B.

(i) A mark out of 15 on Scale (a) Comprehension/responsiveness.
Enter the mark in column 11.

(ii) A mark out of 15 on Scale (b) Linguistic content.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Table B.

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

Test 4 Impression. 10 marks. Use Table C.

Enter the mark 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 You 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 you should award marks based on what the candidate can do rather than deducting marks for errors.
- 3 Above all else, please **be consistent in your marking**. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.

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

This part of the examination is primarily a test of the candidate's ability to communicate needs, information, requests, etc, in plausibly life-like situations. Intelligibility is therefore of greater importance than grammatical or syntactic accuracy. However, verbal communication only will be assessed: credit will not be given for gestures, facial expressions or other non-verbal forms of communication. The use of appropriate register and correct idiom will be rewarded. The teacher/examiner will play the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

Each of the ten tasks to be performed in the examination will be assessed on the scale below. Candidates will be required to give natural responses, not necessarily in the form of "sentences": short answers, if appropriate to the task, can be awarded 3 marks.

Marks are awarded as follows:

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors 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 Teacher/examiners are reminded that 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 – especially true in Role Play A.

TABLE B – Tests 2 and 3: Topic Conversation and General Conversation (2 x 30 marks)

Scale (a) Comprehension/responsiveness. This assesses the candidate's response in terms of comprehension of the teacher/examiner, immediacy of reaction/response, fluency of response, presentation of material in the topic.

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

NB This table is used for Tests 2 AND 3.

Category		Mark
Outstanding	(a) Not necessarily of native speaker standard.	14-15
	(b) The highest level to be expected of the best IGCSE candidates.	
Very good	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions.	12-13
	(b) Wide range of mostly accurate structures, vocabulary and idiom.	
Good	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased.	10-11
	(b) Good range of generally accurate structures, varied vocabulary.	
Satisfactory	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation.	7-9
	(b) Adequate range of structures and vocabulary. Can convey past and future meaning; some ambiguity.	
Weak	(a) Has difficulty even with straightforward questions, but still attempts an answer.	4-6
	(b) Shows elementary, limited vocabulary and faulty manipulation of structures.	
Poor	(a) Frequently fails to understand the questions and has great difficulty in replying.	0-3
	(b) Shows very limited range of structures and vocabulary.	

TABLE C – Impression (10 marks)

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

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

A

你：你自己

老师：一位中国朋友

你和一位中国朋友在一家中国饭馆吃饭。

You are eating with a Chinese friend in a Chinese restaurant.

师：你以前吃过中国菜吗？

生：回答他的问题。

师：你会不会用筷子？

生：回答他的问题。

师：菜单你看得懂吗？

生：回答他的问题。

师：你喜欢吃鱼吗？

生：回答他的问题。

师：你想喝什么？

生：回答他的问题。

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

A

你：你自己

老师：医生

你觉得不舒服。你在医院看病。

You feel unwell, and go to see a doctor in a hospital in China.

师：你哪儿不舒服？

生：回答他的问题。 [你肚子疼。]

师：你已经病了多长时间了？

生：回答他的问题。

师：你吸烟吗？

生：回答他的问题。

师：你来中国以前，你身体怎么样？

生：回答他的问题。

师：你昨天吃了什么菜？

生：回答他的问题。

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

A

你：你自己

老师：你的中国朋友

你的中国朋友来你家住几天。你给他介绍情况。

Your Chinese friend has come to stay for a few days. You are showing him/her around your home.

师：你家里有多少人？

生：回答他的问题。

师：你们常常做中国菜吗？

生：回答他的问题。

师：我们这儿离市中心远不远？

生：回答他的问题。

师：你的学校在哪个方向？

生：回答他的问题。

师：这儿对面是什么地方？

生：回答他的问题。

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

B

你：你自己

老师：一位中国人

有一位中国人来你的学校。你给他介绍学校的情况。

A Chinese visitor has come to your school and you are telling him/her about it.

师：我的话你能听得懂吗？

生：回答他的问题。

师：你的汉语班有多少学生？

生：回答他的问题。

师：你的汉语班有哪些国家的同学？

生：回答他的问题。

师：你们会用毛笔写汉字吗？

生：回答他的问题。

师：你觉得外国人学汉语最大的困难是什么？

生：回答他的问题。

For Role Play Cards Two, Five, Eight. Role Play B.

B

你：你自己

老师：一位航空小姐

你跟一个美国朋友坐飞机去武汉。你跟一位航空小姐谈话。

You and an American friend are flying to Wuhan. You are chatting to an air hostess.

师：你们都是美国人吗？

生：回答他的问题。

师：你的朋友会不会说汉语？

生：回答他的问题。

师：这是你第一次去武汉吗？

生：回答他的问题。

师：你想看中文报纸吗？

生：回答他的问题。

师：你去武汉作什么？

生：回答他的问题。

For Role Play Cards Three, Six, Nine. Role Play B.

B

你：你自己

老师：一位售票员

你和两个朋友坐火车去长城。你跟一位售票员说话。

You and two friends are going by train to the Great Wall. You are talking to a ticket-seller.

师：你们去哪儿？

生：回答他的问题。

师：有几个人去？

生：回答他的问题。

师：你们准备几点回来？末班车晚上八点半。

生：回答他的问题。

师：汉语你说得非常流利。是在哪儿学的呢？

生：回答他的问题。

师：除了长城以外，你还想看北京的哪些名胜古迹？

生：回答他的问题。

