

## **IMPORTANT NOTICE**

### **Cambridge International Examinations (CIE) in the UK and USA**

With effect from the June 2003 examination Cambridge International Examinations will only accept entries in the UK and USA from students registered on courses at CIE registered Centres.

UK and USA private candidates will not be eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination. In that case a letter of support from the Principal of the school which they had attended is required. Other UK and USA private candidates should not embark on courses leading to a CIE examination after June 2003.

This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at Cambridge International Examinations.

# Foreign Language Malay

Syllabus code: 0546

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## NOTE

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1. This syllabus is available in the June examination only.

## INTRODUCTION

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International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Foreign Language Malay falls into Group I, Languages, of the International Certificate of Education (ICE) subjects, together with First Languages, other Foreign Languages, English as a Second Language and Latin.

The *IGCSE Syllabus Synopses* for 2005 gives details of the ICE Group Award. This booklet also includes a brief outline of all IGCSE syllabuses, together with excluded combinations with other subjects.

## AIMS

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The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of following a course in Foreign Language Malay for the IGCSE examination. They are not listed in order of priority.

The aims are to:

- 1 develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where the language is spoken;
- 2 form a sound base of skills, language and attitudes required for further study, work and leisure;
- 3 offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate;
- 4 encourage fuller integration into the local community, where relevant;
- 5 develop a fuller awareness of the nature of language and language learning;
- 6 encourage positive attitudes towards foreign language learning and towards speakers of foreign languages and a sympathetic approach to other cultures and civilisations;
- 7 provide enjoyment and intellectual stimulation;
- 8 complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

## ASSESSMENT OBJECTIVES

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The one assessment objective in Foreign Language is Communication, which incorporates the four sub-skills:

- A** Listening
- B** Reading
- C** Speaking
- D** Writing

### SPECIFICATION GRID

The relationship between the assessment objective skills and the components of the scheme of assessment.

| Assessment Objective Skills | Paper 2 | Paper 3 | Paper 4 |
|-----------------------------|---------|---------|---------|
| <b>A</b> Listening          |         | ✓       |         |
| <b>B</b> Reading            | ✓       | ✓       | ✓       |
| <b>C</b> Speaking           |         | ✓       |         |
| <b>D</b> Writing            | ✓       |         | ✓       |

# ASSESSMENT

## SCHEME OF ASSESSMENT

All candidates have access to all elements of the examination; but for the examination to be appropriate to candidates across the full ability range, there is a different scheme of assessment for candidates expected to gain grades D to G (Core curriculum candidates) and for candidates expected to gain grades A\* to C (Extended curriculum candidates).

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Core and Extended curriculum and take all the relevant papers are eligible for the award of grades A\* to G.

Those candidates who are likely to obtain grade C or higher should be entered for the Extended curriculum papers. All Extended curriculum candidates will be graded twice: once on their performance on the Core curriculum papers and once on their performance on the Extended curriculum papers. Candidates are awarded the higher of the two grades they achieve.

The elements in the assessment are as follows:

| <i>Core curriculum</i><br>Grades available: C to G                      | <i>Extended curriculum (Core + Supplement)</i><br>Grades available: A* to G |
|---|---|
| <b>Paper 2</b> Reading and directed writing<br>(1 hour*) Sections 1 & 2 | <b>Paper 2</b> Reading and directed writing<br>(1½ hours) Sections 1, 2 & 3 |
| <b>Paper 3**</b> Speaking (15 minutes)                                  | <b>Paper 3**</b> Speaking (15 minutes)                                      |
|   | <b>Paper 4</b> Continuous writing<br>(1¼ hours)                             |

\* Candidates only attempting Sections 1 and 2 may leave the examination room after 1 hour or they may take advantage of the full 1½ hours and remain in the room until the end of the examination.

\*\* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.

## WEIGHTING OF PAPERS

| <i>Paper</i> | <i>Weighting: Core</i> | <i>Weighting: Extended</i> |
|--------------|------------------------|----------------------------|
| 2            | 54%                    | 35%                        |
| 3            | 46%                    | 30%                        |
| 4            | n/a                    | 35%                        |

## DESCRIPTION OF PAPERS

The question papers will be set entirely in the target language: this includes rubrics and all questions. All questions requiring written answers, including questions testing Reading Comprehension, are to be answered in the target language. **Dictionaries are not permitted.**

### Paper 2, Reading and Directed Writing (1 hour (Core)/1½ hours (Core + Supplement))

All candidates must attempt Sections 1 and 2 which comprise the Core curriculum. Candidates aiming at grades A\* to C should attempt **all three** sections.

Candidates only attempting Sections 1 and 2 may leave the examination room after 1 hour, or they may take advantage of the full 1½ hours and remain in the room until the end of the examination. Candidates attempting all three sections are not expected to spend 1 hour on Sections 1 and 2, but may progress to Section 3 when they are ready.

A variety of question types are used in the Reading and Directed Writing Paper. Such types include objective questions, e.g. multiple-choice, box-ticking, matching exercises (in which candidates choose an appropriate letter from a list), grid filling. Other question types, usually on longer texts, require candidates to give short answers in the target language. Answers written in any language other than that being tested are ignored. Provided that answers are unambiguous, long answers in full sentences are often not required. Candidates should be warned that they may gain no marks if they simply copy large chunks from the stimulus material, with no attempt to select what is relevant, making it impossible for examiners to tell whether or not they have understood the text. Students should be encouraged to paraphrase and manipulate the language in order to answer the question appropriately. Half marks do not feature anywhere on the mark scheme.

The Reading exercises are designed to test comprehension skills. If the candidate **clearly communicates the message**, the mark indicated in the bracket alongside the question is scored. This means that a candidate's written work may be less than accurate and still gain the mark. If, however, the language used is so inaccurate as to make the message ambiguous, the mark is not awarded.

The two writing tasks are common to both Core and Extended curriculum candidates, and at this level are designed to reward candidates more for their skill in transmitting a message than the extent to which they are accurate. Material which is irrelevant to the set tasks does not score marks. Minus marks are *never* used: candidates are given every opportunity to gain marks for what they *can* do.

#### Section 1 (20 marks)

Exercise 1 (5 marks): Signs, notices, advertisements, etc. – multiple-choice questions.

Exercises 2 and 3 (10 marks): Brochures, guides, short texts, etc. – objective questions testing specific detail.

Exercise 4 (5 marks): One simple directed writing task in the form of a message, note or postcard. A maximum of 40 words will be required. 3 marks will be available for Communication and 2 for Appropriateness of Language.

#### Section 2 (25 marks)

Exercise 1 (10 marks): A passage of prose with questions testing general understanding, e.g. identifying the main points.

Exercise 2 (15 marks): One directed writing task. Candidates will have to perform tasks (e.g. asking for information, giving personal information, reporting) in the form of a simple letter. 80-100 words in total will be required. 10 marks will be available for Communication and 5 for Quality of Language.

#### Section 3 (20 marks)

Exercises 1 and 2 (20 marks): Two longer texts. Questions will be set to test general and specific comprehension. Questions may also require the ability to identify attitudes, emotions and ideas, the main points or themes, and to draw conclusions and make inferences.

**Paper 3, Speaking** (15 minutes)

The Speaking test will comprise three tests: Role Play tasks, Topic Conversation and General Conversation. The Role Play tasks are provided by Cambridge, but individual Centres are responsible for conducting the tests and for the initial assessment. This assessment is then subject to moderation by Cambridge. The Speaking test will be assessed by a single interview of approximately 15 minutes, to take place in the two-three months before the main examination period, i.e. between 1 March and 30 April for the June examination. Each Centre decides on a convenient period within these dates for its Speaking tests.

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. **In the interests of standardisation, only one teacher/examiner should be appointed per Centre.** Where a Centre wishes to use additional teacher/examiners because it has large numbers of candidates, permission to do so **must** be sought from the IGCSE Foreign Languages Officer at CIE 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 the Centre submits to CIE 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.

Confidential test materials are despatched approximately two-three weeks before the assessment period and will include full instructions on how to conduct the Speaking tests. 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 should they 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.

Each teacher/examiner will be required to record a sample of the 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 (e.g. 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. Centres will be supplied with C90 cassettes by Cambridge to record their sample.

Centres will receive a brief report on the outcome of moderation (Form CW/C/REP).

**Structure of the Examination***Test 1: Role Plays* (about 5 minutes) (30 marks)

Each candidate will be examined in two Role Play situations selected at random by the teacher/examiner from the cards supplied. The first of the two role plays on each card (Role Play A) is more straightforward than the second role play (Role Play B). A number of alternative cards are supplied by Cambridge, and these should be used at random during each session of examining.

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. 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 that this may lead to tasks occurring in a different order, as long as they are all attempted. 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 in the Teachers' Notes which accompany the Role Play cards.

For mark scheme, see Appendix A, 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 of the Speaking test, but must not be pre-learned 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.

The candidate must show quality of preparation, but must not be allowed to deliver a prepared monologue or a series of obviously prepared replies. S/he may be allowed to talk for one to two minutes uninterrupted, but should then be able to respond to the teacher/examiner's questions in a spontaneous and natural manner. The teacher/examiner will try to lead the candidate into using other tenses. 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 Appendix A, Table B of the Marking Instructions.

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

The discussion of the topic will pave the way for the General (unprepared) Conversation. The teacher/examiner will 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. Teacher/examiners should aim to cover at least two to three topics in this section of the test. As in the Topic Conversation, the teacher/examiner should try to lead the candidate into using other tenses (themes could be visits to other countries, plans for the future, etc.) and he or she can then be extended as far as possible. Precise factual information or knowledge is not required, and candidates will not be penalised for lack of such knowledge. Questions will be adjusted to the candidate's ability and the teacher/examiner should be ready to pass on quickly to another subject if candidates are obviously out of their depth.

Candidates will be expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. The teacher/examiner should take care to avoid questions inviting simply "yes" or "no" by using a variety of interrogatives, e.g. when? how? why? how many? how long? with whom? with what? etc.

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

*Test 4: Impression (10 marks)*

At the end of the test the teacher/examiner will make an assessment of the candidate's pronunciation, accent and fluency, following the guidelines given in the Marking Instructions. While the teacher/examiner may use the opportunity of the candidate's introduction to the Topic to assess these factors, the final assessment will be based on the candidate's overall performance. Exceptional performance in the Role Play situations (i.e. one in which a fluid and natural conversation develops) should be rewarded by a high impression mark.

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



**Paper 4, Continuous Writing** (1¼ hours)

Candidates are expected to produce two pieces of continuous writing in which they demonstrate their mastery of the written target language in a more 'open' way than in the writing task on Paper 2. The first of the two tasks will be fairly structured and the second one will be more creative (narrative, descriptive, etc.). 250 words to be produced in total.

Candidates are expected to communicate as accurately as possible, and should, in so doing, make use of a wider variety of idiom, vocabulary, structure and appropriate tense. A system of positive marking is used to assess the written tasks. The system rewards qualities and merit rather than penalising shortcomings. Examiners seek material worthy of credit and do not indicate errors. Each of the two questions is marked out of 25 under the following three headings:

- |          |                     |     |
|----------|---------------------|-----|
| <b>1</b> | Communication       | 20% |
| <b>2</b> | Quality of Language | 60% |
| <b>3</b> | General Impression  | 20% |

Candidates should avoid writing irrelevant material as this cannot gain credit.

# CURRICULUM CONTENT

Students may follow the Core curriculum only or the Extended curriculum which includes both the Core and Supplement. Students aiming for grades A\* to C must follow the Extended curriculum.

Although Listening is not tested formally in the examination, it is hoped that students will attain the same objectives as those following other IGCSE Foreign Language courses. The objectives for Listening are therefore included below:

| PAPER                                  | CORE  | SUPPLEMENT   |
|--|---|--|
|  | <i>All students should be able to:</i>  | <i>In addition to what is required in the Core, students taking Extended level papers should be able to:</i>   |
| <b>2. Reading and directed writing</b> | <ul style="list-style-type: none"> <li>- demonstrate understanding of words within short texts such as public notices, instructions and signs</li> <li>- extract relevant specific information from texts such as brochures, guides, letters and forms of imaginative writing considered likely to be within the experience of and reflecting the interests of young people</li> <li>- show a general understanding of more extended texts</li> <li>- scan for particular information, organise the relevant information and present it in a given format</li> <li>- carry out basic writing tasks (such as asking for detailed information, giving some personal information, reporting) on the basis of a stimulus such as a short notice, letter, advertisement, visual aid or text to be completed</li> </ul> | <ul style="list-style-type: none"> <li>- show comprehension of a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>- demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>- draw conclusions from, and see relations within an extended text</li> </ul>     |
| <b>3. Speaking</b>                     | <ul style="list-style-type: none"> <li>- respond to unprepared questions in a general conversation on topics of interest to the candidate</li> <li>- perform role-playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends</li> <li>- report, express opinions and respond to questions on a topic of the candidate's choice</li> </ul>  | <ul style="list-style-type: none"> <li>- play a part in discussion; choose and organise ideas and present them clearly</li> <li>- adapt to the needs of the audience and the situation</li> </ul>  |
| <b>4. Continuous writing</b>           |   | <ul style="list-style-type: none"> <li>- express thoughts, feelings and opinions in order to interest, inform or convince</li> <li>- demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling</li> </ul>   |
| <b>Listening</b>                       | <ul style="list-style-type: none"> <li>- demonstrate understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews</li> <li>- demonstrate general comprehension of the above</li> </ul>  | <ul style="list-style-type: none"> <li>- demonstrate general and specific understanding of longer and more complex material</li> <li>- identify the important points or themes of the material, including attitudes, emotions and ideas that are expressed</li> <li>- draw conclusions from, and identify the relationships between ideas within the material</li> </ul> |

## GRADE DESCRIPTIONS

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### Grade A

- Reading** Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.
- Speaking** Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.
- Writing** Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

### Grade C

- Reading** Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.
- Speaking** Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.
- Writing** Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

### Grade F

- Reading** Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.
- Speaking** Candidates take part in simple conversations showing some ability to communicate simple ideas in straightforward language. Their pronunciation is generally accurate, and although there may be some grammatical inaccuracies, the main points are communicated.
- Writing** Candidates write short sentences and communicate simple ideas. Although there may be mistakes in spelling and grammar, the main points are communicated.

# APPENDIX A: SPEAKING PAPER 3

## MARKING INSTRUCTIONS AND SUMMARY MARK SHEET

### MARKING INSTRUCTIONS

#### 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, could 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 (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 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.<br>(b) The highest level to be expected of the best IGCSE candidates.   | 14-15 |
| Very good    | (a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions.<br>(b) Wide range of mostly accurate structures, vocabulary and idiom.                   | 12-13 |
| Good         | (a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased.<br>(b) Good range of generally accurate structures, varied vocabulary.   | 10-11 |
| Satisfactory | (a) Understands straightforward questions but has difficulty with some unexpected ones and needs some rephrasing. Fairly fluent, but some hesitation.<br>(b) Adequate range of structures and vocabulary. Can convey past and future meaning: some ambiguity. | 7-9   |
| Weak         | (a) Has difficulty even with straightforward questions, but still attempts an answer.<br>(b) Shows elementary, limited vocabulary and faulty manipulation of structures.  | 4-6   |
| Poor         | (a) Frequently fails to understand the questions and has great difficulty in replying.<br>(b) Shows very limited range of structures and vocabulary.  | 0-3   |

**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  |

**COMPLETING THE ORAL EXAMINATION SUMMARY MARK SHEET**

- 1 Complete the information at the head of the form.
- 2 List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known).

**3 (a) Test 1 Role Plays.**

Enter the Role Play Card number for each candidate in the column provided.

Enter the mark out of 3 for each task in the ten columns 1-10.

**(b) Test 2 Topic Conversation.**

(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.

**(c) Test 3 General Conversation.**

(i) A mark out of 15 on Scale (a) Comprehension/responsiveness.  
Enter the mark in column 13.

(ii) A mark out of 15 on Scale (b) Linguistic content.  
Enter the mark in column 14.

**(d) Test 4 Impression.**

Enter the mark (maximum 10) in column 15.

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

**ARRANGEMENTS FOR EXTERNAL MODERATION**

- 4 Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Centre (in late March for the June examination) showing the names and index numbers for each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Mark Sheet (see next page) to the computer-printed mark sheet (MS1).
- 5 The top copy of the computer-printed mark sheet (MS1) must be despatched in the envelope provided to arrive as soon as possible at CIE: it must arrive no later than 15 May for the June examination.
- 6 Record a sample of the candidates' work as specified in this syllabus and in the Teachers' Notes Booklet which you will receive at the time of the examination, and send the recordings with a copy of the Summary Mark Sheet and the moderator copy of the computer-printed mark sheet (MS1), to reach CIE by no later than 15 May for the June examination. Once the Oral Examination has been completed, do not wait until the end of the assessment period before despatching these items.

**Please read the instructions in the syllabus and in the Teachers' Notes Booklet before completing this form.**

|               |  |             |  |               |          |          |          |          |
|---------------|--|-------------|--|---------------|----------|----------|----------|----------|
| Centre Number |  | Centre Name |  | June/November | <b>2</b> | <b>0</b> | <b>0</b> | <b>5</b> |
|---------------|--|-------------|--|---------------|----------|----------|----------|----------|

| Candidate Number | R.P. Card no. | Candidate Name | Role Play A (max 15) |   |   |   |   |   | Role Play B (max 15) |   |   |   |    | Topic and Discussion (max 30) |    |    | General Conversation (max 30) |    | Impression (max 10) | Total Mark | External Moderation |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------------|---------------|----------------|----------------------|---|---|---|---|---|----------------------|---|---|---|----|-------------------------------|----|----|-------------------------------|----|---------------------|------------|---------------------|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|                  |               |                | Task Mark (Max)      | 1 | 2 | 3 | 4 | 5 | 6                    | 7 | 8 | 9 | 10 | 11                            | 12 | 13 | 14                            | 15 |                     |            |                     | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                  |               |                |                      |   |   |   |   |   |                      |   |   |   |    |                               |    |    |                               |    |                     |            |                     |    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|                                      |  |           |  |      |  |
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| Name of teacher completing this form |  | Signature |  | Date |  |
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