
MALAY

0546/03

Paper 3 Speaking Role Play Cards One – Nine

For Examination from 2016

SPECIMEN TEACHER'S NOTE

Approx. 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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

Part One of the examination consists of two role plays. The role play situations are set out on pages 13–18 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situation for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by the teacher/Examiner.

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

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

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

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

This document consists of **20** printed pages and **2** blank pages.

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ARRANGING THE SPEAKING TESTS

1 Examination period

Choose a date or dates for your speaking tests between 1 March and 30 April (no earlier and no later).

2 Choosing a teacher/Examiner

Choose a teacher/Examiner (usually from your languages department). Cambridge is not responsible for any fees agreed if you choose a teacher/Examiner from outside your Centre.

There should be only **one** teacher/Examiner per Centre. If it is **impossible** to use only one teacher/Examiner, you **must** contact Cambridge before the date of the speaking tests for permission to use more than one teacher/Examiner. Special instructions for this can be found in the section "Using more than one teacher/Examiner" in this booklet.

3 Speaking test materials

The confidential speaking test materials will be sent to you before the speaking test period.

Open these **4 working days before** your speaking tests, so that the teacher/Examiner can fully prepare to conduct the tests.

Keep the materials in a secure place until 15 May. Only the teacher/Examiner should have access to the materials. Materials must not be removed from the Centre. When not being used by the teacher/Examiner for preparation or for the tests, the materials must be locked away.

4 Mark sheets

Use the Working Mark Sheet during each speaking test to record the marks.

Teacher/Examiners must mark the candidates during the tests, not afterwards.

Transfer the total mark for each candidate to the MS1 or online marks return system.

5 Test venues

The room chosen for the speaking tests must be **quiet** and **suitably sized**, with **examination notices displayed** to prevent interruptions.

The preparation room should be close to the examination room. This room should be separate and not be accessible to other candidates.

An Invigilator must be present to supervise the candidate who is preparing to go into their test, to ensure that candidates cannot communicate with each other.

Each candidate must be tested on their own. There may be another member of staff or teacher/Examiner present, but only one teacher/Examiner may take part in each test.

6 Recording the tests

Before the tests, check that the equipment works and that both candidate and teacher/ Examiner are clearly audible. External microphones are strongly recommended. Cambridge do not supply equipment, CDs or cassettes.

All tests must be recorded.

Once the test begins, the recording must **not** be paused or stopped.

At the beginning of each candidate's test, announce:

"Candidate number....., Candidate name....., Role Play Card number....."

At the end of each candidate's test, announce:

"End of test"

Use C90 cassettes or CDs (.mp3 format) to submit your recordings.

The cassette/CD and sleeve must be labelled with 0546/3 IGCSE Malay, Centre name/ number and candidate numbers included.

Check your cassettes/CDs before sending them to Cambridge, to ensure they are not blank or damaged. If there is a problem, immediately contact Cambridge.

Cassettes

Three candidates' tests should fit onto one side of one C90 cassette. Fast forward to the end of Side A before starting to record on Side B.

At the beginning of each cassette, announce:

"Cassette number....., Centre number....., Centre name....., Examination number 0546, Examination name Malay, Name of Examiner....., Date....."

At the end of each cassette side, announce:

"End of cassette number...., side"

At the end of the last candidate's test, announce:

"End of test. End of examinations."

Rewind your cassettes to the beginning of Side A before sending them to Cambridge.

CDs

Each candidate's test should be recorded as a separate digital file in .mp3 format.

Each .mp3 file on the CD must be named in the format:

Centre number_candidate number_ syllabus number_component number

A CD will hold approximately 80 minutes of sound, or 5 candidates' tests.

7 Recorded sample

Centres entering 1–16 candidates must send all their recordings to Cambridge.

Centres entering 17 or more candidates must send a total of 16 recordings:
The recordings of their first 10 candidates (according to their candidate numbers).
Recordings of another 6 candidates, spread among the ability range (top, middle, bottom).
Highlight the candidates included in the sample on the Working Mark Sheet, for the ease of the Moderator.

8 Using more than one teacher/Examiner

If you need to do this, you **must** contact Cambridge in advance for permission.
Follow the instructions below:

- All teacher/Examiners must meet to study the test materials and confirm they will conduct the tests in the same way.
- One teacher/Examiner will lead the team. This person is responsible for making sure that all the candidates have been assessed in the same way and that a valid rank order of candidates for the whole Centre has been produced.
- This lead teacher/Examiner produces the overall sample to send to Cambridge: this will contain 16 recordings, including the first ten candidates in the Centre (by candidate number), plus another 6 spread between the top, middle and bottom of the mark range. This sample must contain, where possible, an equal number of recordings from each teacher/Examiner.
- Include the Working Mark Sheet of each teacher/Examiner, with their name clearly written on, in the packet to send to Cambridge.
- The lead teacher/Examiner will check the marking of a sample of each teacher/Examiner's tests and record their findings on each Working Mark Sheet, in the column "Internal and/or External Moderation".

Contact Cambridge for advice before the tests begin if you are unsure about how to follow these instructions.

9 Sending materials to Cambridge

As soon as you have completed the speaking tests, and **no later than 15th May**, send:

the recorded sample
all the working mark sheets
a copy of the MS1/print out of the marks input screen
the Cover Sheet for Moderation Sample
any other materials requested by Cambridge (for example if permission to use more than one teacher/Examiner has been given).

CONDUCTING THE SPEAKING TESTS

10 Conduct of the tests

Candidates are not allowed to bring any notes, or make any notes during their preparation time. Candidates must not take the Role Play Cards away from the examination room.

The teacher/Examiner should do their best to make the candidate feel relaxed about the test.

There must be no smoking or walking about during the test.

Teacher/Examiners should not correct candidates, or express surprise/disapproval. They should appear interested and engaged in the conversation.

In all sections of the test, make sure that the candidate has the opportunity to speak more than the teacher/Examiner.

11 Role Plays

Candidates should arrive at the preparation room 15 minutes before their test. Give the candidate one Role Play Card to study for 15 minutes. Use the nine cards in rotation, so that candidates do not all do the same role plays.

Each candidate must perform both the A and B role play on their card. While one candidate is doing their test, the next has 15 minutes of preparation time with their Role Play Card. The teacher/Examiner must keep to the script provided. If a candidate misses out a task, the teacher/Examiner should try to guide them back to it by repeating a question. However they must not change the task, for example:

The candidate is told *“say which colour you would like”* but misses this task out. The teacher/Examiner should repeat or rephrase the prompt given on the script *“What colour would you like?”*, hoping that the candidate will then attempt the task. The teacher/Examiner must not give away the answer, for example by saying *“would you like this blue one, or that orange one?”* as the candidate cannot get a mark for answering *“blue”* or *“orange”* in that scenario.

12 Topic Presentation/Conversation

Candidates should choose a topic they are interested in. Examples include “School life”, “Hobbies”, “My country” and “My ambitions”. Topics should not be too ambitious for the linguistic level or maturity of the candidate. Please avoid topics “Myself” or “My life” as these can overlap with the General Conversation.

Candidates present their topic, **uninterrupted**, for 1–2 minutes. They may bring supporting illustrative material such as photos, if appropriate, but no written notes.

After 1–2 minutes, the teacher/Examiner asks questions to encourage a conversation to develop. The whole section must last 5 minutes.

The conversation must not be pre-prepared: the dialogue should be spontaneous.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include “how”, “why”, “when”, “tell me more about...”

13 General Conversation

The teacher/Examiner must announce when the Topic Conversation ends, and the General Conversation starts.

The General Conversation must not overlap with the subjects discussed in the Topic Conversation.

The General Conversation must last 5 minutes.

The conversation should cover two or three different topics from the Syllabus Content Examination Topics.

If a candidate is weak, you may need to cover more topics in less depth.

With a stronger candidate, you may want to use only two or three topics, in greater depth.

Candidates are not expected to have precise factual knowledge in this section.

If a candidate is having difficulty answering, move on to another topic.

The teacher/Examiner must stretch the candidate to show opinions, justifications and past and future meaning. Questions should include “how”, “why”, “when”, “tell me more about...”

14 Marking

Mark the candidate whilst they are speaking. Use Table A for the Role Plays, Tables B and C for the Topic and General Conversations, and Table D for the Impression mark. See the table on the next page for full instructions.

MARKING INSTRUCTIONS**General marking guidance:**

Do not use half marks.

Mark positively: reward what the candidate can do, not what they cannot do.

For each Table, start at the bottom and work upwards until you find the description that best fits the candidate's performance. Then check the next band up, in case the candidate fulfills some of that description.

The teacher/Examiner is a sympathetic native speaker: the candidate's language does not need to be completely perfect in order to get full marks.

In the role plays, candidates are tested on their ability to communicate the required information: grammatical accuracy and full sentences are not essential.

In Tables B, C and D, use the mark at the bottom of the descriptor band if the candidate has only just fulfilled some of the criteria. Use the mark at the top of the descriptor band for candidates who fulfill all of the criteria in that band securely, but are not good enough for the band above. Use the mark in the middle of the band (when available) for candidates who are fairly secure in that band.

Role Play A

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 1–5.

Role Play B

Use Table A. Enter a mark (0, 1, 2 or 3) for each task in columns 6–10.

Topic Presentation/Conversation

Use Table B to give a mark out of 15 for communication in column 11.
Use Table C to give a mark out of 15 for language in column 12.

General Conversation

Use Table B to give a mark out of 15 for communication in column 13.
Use Table C to give a mark out of 15 for language in column 14.

Impression

Use Table D to give a mark out of 10 for impression in column 15.

CHECK YOUR ADDITION OF MARKS CAREFULLY

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

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

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

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

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

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

NB 1 If there are two elements in a task and only one is completed, then a maximum of one mark only may be awarded.

2 When awarding marks, teacher/Examiners should start at the bottom of the mark scheme and work upwards:

0 = nothing of worth communicated

1 = partial communication

2 = all points communicated – but with some linguistic inaccuracies – meaning clear

3 = meaning clear and accurately conveyed.

3 Short utterances, if appropriate, can be worth three marks.

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

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

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

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

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

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

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

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

TABLE B – Mark Scheme for Communication

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

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

TABLE C – Mark Scheme for Language

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

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

TABLE D – Impression (10 marks)

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

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

General Marking Principle:

Be consistent in your marking. External Moderation is designed to be able to make adjustments to **consistently** harsh or generous marking. If you are unsure which mark to give, err on the side of generosity.

Untuk Kartu Permainan Satu, Dua, Tiga. Lakonan A

A

Calon: anda

Guru: pekerja di sebuah kedai buah-buahan

Anda berada di Malaysia. Anda pergi ke sebuah kedai buah-buahan untuk membeli buah epal.

G Sambut calon. Tanya apa dia mahu beli.

- C (i) Sambut pekerja **dan**
(ii) terangkan apa yang anda mahu.

G Tanya “Anda mahu epal merah atau epal hijau?”

- C Jawab soalan mengenai epal itu.

G Tanya berapa biji epal calon mahu.

- C Beritahu berapa biji epal anda mahu.

G Kata “Baiklah, ini epal anda.”

- C (i) Ucapkan terima kasih **dan**
(ii) tanya harga epal-epal itu.

G Beritahu harga dan tanya sama ada calon mahu apa-apa lagi.

- C Beritahu buah apa lagi yang anda mahu.

G Beri jawapan yang sesuai dan tamatkan perbualan.

Untuk Kartu Permainan Empat, Lima, Enam. Lakonan A

A

Calon: anda
Guru: seorang kawan dari Malaysia

Anda menelefon seorang kawan dari Malaysia untuk mengajaknya ke sebuah pesta.

G Jawab telefon.

- C (i) Sambut ucapan kawan anda **dan**
(ii) ajak dia ke sebuah pesta.

G Kata ini satu cadangan yang baik dan anda boleh pergi pada hari Rabu atau hari Khamis.

- C Dengar jawapan tersebut dan beritahu pada hari apa yang anda mahu pergi.

G Tanya di mana pesta itu akan diadakan.

- C Beritahu di mana pesta itu akan diadakan.

G Kata sesuatu mengenai jawapan itu dan tanya jam berapa anda berdua akan pergi.

- C Beritahu jam berapa anda akan pergi ke pesta itu.

G Kata itu bagus dan beritahu anda akan bayar untuk tiket itu.

- C (i) Ucapkan terima kasih kepada dia **dan**
(ii) tanya di mana anda berdua akan berjumpa.

G Beri jawapan yang sesuai dan tamatkan perbualan.

Untuk Kartu Permainan Tujuh, Lapan, Sembilan. Lakonan A**A****Calon: anda****Guru: pekerja di sebuah tempat perkhemahan**

Semasa bercuti di Malaysia, anda menelefon sebuah tempat perkhemahan untuk membuat tempahan untuk anda dan keluarga anda.

- G Jawab telefon dan kata, “Tempat Perkhemahan Sinaran. Boleh saya bantu?”**
- C (i) Sambut pekerja **dan**
(ii) terangkan apa yang anda mahu.
- G Tanya dia mahu tempah percutian itu untuk berapa hari.**
- C Beritahu anda mahu tempahan itu untuk berapa hari.
- G Tanya pada hari apa mereka akan sampai.**
- C Beritahu hari apa anda akan sampai.
- G Tanya sama ada mereka akan sampai pagi atau petang.**
- C Dengar soalan dan beritahu bila anda akan sampai.
- G Beritahu bahawa tempahan sudah dibuat.**
- C (i) Ucapkan terima kasih **dan**
(ii) tanya satu soalan mengenai tempat perkhemahan itu (tempat mandi? kedai makanan?)
- G Beri jawapan yang sesuai dan tamatkan perbualan.**

Untuk Kartu Permainan Satu, Empat, Tujuh. Lakonan B**B****Calon: anda****Guru: penyambut tetamu di hotel**

Anda sedang bercuti di Malaysia. Televisyen di bilik anda rosak dan anda mahu menonton sebuah program malam itu. Anda pergi ke ruang menyambut tetamu dan terangkan masalah anda.

G Sambut calon. Tanya bagaimana anda boleh bantu.

C (i) Sambut penyambut tetamu **dan**
(ii) beritahu masalah anda.

G Tanya “Bila kali terakhir anda guna TV ini?”

C Jawab soalan itu.

G Beritahu bahawa hotel penuh tetapi esok anda akan pindahkan calon ke bilik lain.

C (i) Suarakan rasa tidak puas hati anda **dan**
(ii) terangkan mengapa tidak ada faedahnya pindah bilik esok.

G Tanya masa program disiarkan dan program apa.

C (i) Beritahu penyambut tetamu masa program disiarkan **dan**
(ii) program itu mengenai apa.

G Beritahu bahawa dia boleh menonton program itu di bilik TV dan anda akan tempah bilik itu khas untuk dia.

C Tanya satu soalan mengenai bilik TV itu.

G Beri jawapan yang sesuai dan tamatkan perbualan.

Untuk Kartu Permainan Dua, Lima, Lapan. Lakonan B

B

Calon: anda
Guru: doktor

Anda sedang bercuti di Malaysia. Anda pergi ke sebuah klinik sebab anda sakit perut.

G Sambut calon. Tanya “Apa masalah anda?”

- C (i) Sambut doktor dan
(ii) terangkan apa masalah anda.

G Tanya dia apakah makanan yang terakhir sekali dia makan.

- C Jawab soalan doktor.

G Beritahu calon dia mesti berehat di rumah pada keesokan hari.

- C (i) Anda terkejut dan
(ii) beritahu bahawa anda tidak boleh buat begitu. Beri satu sebab (majlis hari jadi? Lawatan?)

G Beritahu bahawa calon mesti makan makanan yang berzat.

- C Tanya soalan mengenai cara pemakanan berzat itu.

G Beri jawapan yang sesuai, seperti buah-buahan segar. Kata calon mesti jaga kesihatannya.

- C Beritahu **dua** perkara yang anda akan buat untuk menjaga kesihatan anda.

G Beri jawapan yang sesuai dan tamatkan perbualan.

Untuk Kartu Permainan Tiga, Enam, Sembilan. Lakonan B**B**

Calon: anda
Guru: tuanpunya kedai kopi

Anda sedang mencari pekerjaan semasa musim cuti dan anda menelefon mengenai iklan yang anda baca dalam sebuah akhbar.

- G Jawab telefon dan kata, “Kedai Kopi Sentral, boleh saya bantu?”**
- C (i) Sambut tuanpunya kedai **dan**
(ii) terangkan mengapa anda menelefon.
- G Tanya umur calon dan tanya apakah pengalaman dia dalam pekerjaan seperti ini.**
- C (i) Beritahu umur anda **dan**
(ii) pengalaman anda dalam bidang pekerjaan ini.
- G Beritahu bahawa calon perlu bangun awal sebab kedai kopi buka pada pukul 7 pagi.**
- C (i) Tunjukkan rasa gembira anda.
(ii) Terangkan mengapa anda tidak ada masalah bangun awal.
- G Beri jawapan yang sesuai dan tanya, “Anda ada apa-apa soalan?”**
- C Tanya soalan mengenai pekerjaan itu (melayan pelanggan? mencuci pinggan?)
- G Beri jawapan yang sesuai dan tanya, “Bila anda boleh mula kerja?”**
- C Jawab soalan itu.
- G Beri jawapan yang sesuai dan tamatkan perbualan.**

Cambridge International General Certificate of Secondary Education Malay (0546): Cover Sheet for Moderation Sample

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

Centre name:

Centre number:

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

(i) Moderator copy of MS1 or printout of Internal Marks Report.

(ii) Copy of completed Working Mark Sheet(s) (WMS).*

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

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

.....

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

(i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.

(ii) Total Mark for each candidate has been correctly transferred to the MS1 or computer.

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

All sample recordings are clearly audible.

Samples are recorded on standard size CDs/cassettes and recorded at normal speed.

Digital recordings only: each candidate saved individually and files saved as .mp3.

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

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

Recordings of the complete Speaking test for all candidates.

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

(i) Recordings of the complete Speaking test for 6 candidates across the range **AND**

(ii) Recordings of the complete Speaking test for the first 10 candidates by candidate number.

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

Copy of permission from Cambridge to use more than 1 Examiner enclosed.

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

Materials checked by:

(name)

(signature)

Date:

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