

## MODERATOR'S COMMENTS ON SCHOOL-BASED ASSESSMENT OF SPEAKING TEST

<b>Centre Name</b>		<b>Centre Number</b>	
<b>Syllabus Title</b>	Please select	<b>Syll/Comp Code</b>	Select / 03
<b>Component Title</b>	Speaking	<b>Series</b>	Please select
<b>Name of Teacher / Examiner conducting the test</b>			

**Key:** RP = role play; TC = topic conversation

### A CONDUCT OF THE SPEAKING TEST

Examiners must prepare the role play situations and the conversations carefully and play their role as prescribed by Cambridge International in order to give candidates the opportunity to attempt all of the required tasks.

**RP    TC1    TC2**

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> |                          |                          | Please give each candidate a single card according to the sequence shown in the randomisation grid available in the Instructions for teachers/examiners.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>This section was conducted well.</b>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Please do not miss out any tasks.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Please do not change or replace any tasks. You must ask each question <b>exactly as it is printed</b> .   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If a candidate does not answer a question or gives an ambiguous response, please repeat the question <b>once</b> in order to give him/her the opportunity to work for the available marks.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | In tasks 3, 4 and 5, if a candidate does not answer a question after it has been repeated <b>once</b> , please ask the alternative question(s) provided.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | When there is a <b>[PAUSE]</b> in the script, please let the candidate answer first and then ask the second question provided after the pause.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If necessary, encourage a fuller response by asking an extension question, e.g. <i>'Tell me more about...'</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | It is important to try and cover all five tasks within the 4 minutes available.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask <b>up to two</b> further questions of your choice on the <b>same</b> topic as the other questions so that the conversation lasts 4 minutes. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If the topic conversation still lasts 3½ minutes or less, even after asking extension questions and <b>two</b> further questions of your choice, you <b>must</b> stop the conversation.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If asking up to two further questions, please do not ask questions which test candidates' general knowledge.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sometimes the Examiner interrupted the candidate too soon: it is important to give candidates time to finish their answers.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Please introduce the topic area at the start of each topic conversation.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | This section of the test was missing for one or more candidates.  |

## **B ASSESSMENT OF THE SPEAKING TEST**

- The application of the assessment criteria and the standard of marking were generally satisfactory.
- Marking over all or part of the centre's range was generous and scaling of marks was recommended.
- Marking over all or part of the centre's range was severe and scaling of marks was recommended.
- The application of the assessment criteria was inconsistent and scaling was not possible.

Assessment:

*In addition, please note the following:*

**RP      TC1      TC2**

- Marks cannot be awarded for elements/sections of the examination that are missing.
- When a role play task is not attempted, no marks can be awarded. When a task is only partially complete, the maximum mark is 1.
- 2 marks can be awarded for a one-word/brief answer provided that it is correct and appropriate.
- The time frame must be correct for a mark of 2 to be appropriate.
- No marks can be awarded for a task if the Examiner supplies the answer and the candidate simply repeats it.
- To score high marks for Communication, candidates must show they can communicate information which is consistently relevant, develop answers and give opinions and justification.
- To score high marks for Quality of Language, candidates need to show control of a wide range of language and structures with good pronunciation.

**C ADMINISTRATIVE ASPECTS OF THE SPEAKING TEST**

**C1 Recording quality**

- Clear recording(s)                       Recording quality was variable.                       Recording quality was poor.

**C2 Presentation of the recorded sample**

- Presentation of the sample was good.                       Requires attention – see section D below.

**C3 Composition of the sample**

- The sample was appropriate.                       Requires attention – see section D below.

**C4 Documentation**

- Satisfactory                       Requires attention – see section D below.

**C5 Clerical errors**

- Thank you for the careful addition and transcription of marks.  
 Clerical error(s) found and corrected. The centre is responsible for the correct addition and transcription of marks.

**D ANY ADDITIONAL COMMENTS**

<b>Initials of Moderator</b>	
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