www.dynamicpapers.com

Cambridge Assessment International Education

Cambridge O Level

FRENCH **3015/03**

Paper 3 Speaking Role Play Cards One–Nine **May/June 2020**

TEACHERS' NOTES **Approximately 15 minutes**

2531880956

No additional materials are needed.

INSTRUCTIONS

- Each candidate's Speaking test must consist of the following **three** parts:
- **Part One** of the test consists of two role plays. The role play situations are set out on pages 16–21 of this booklet and must be followed carefully by the teacher/Examiner. The teacher/Examiner must play his/her role as prescribed by Cambridge International in order that candidates are given the opportunity to attempt all tasks. Extra tasks must not be created. Candidates should study the situations for 15 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 test 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 test must last **about 5 minutes** in total.
- **Part Three** of the test is a spontaneous conversation of a more general nature and must last **about 5 minutes**.
- In the interest of fairness to candidates, centres must adhere to the stipulated timings for the Topic Presentation/Conversation and General Conversation.
- The Speaking test must be marked by the centre according to the instructions and a sample submitted for External moderation.

This document has **24** pages. Blank pages are indicated.

DC (KN) 199805
© UCLES 2020

www.dynamicpapers.com

Contents

		Page
ADMINISTRATIVE ARRANGEMENTS		**3**
1	Examination period	3
2	Appointment of teacher/Examiner	3
3	Materials for the Speaking test	3
4	Recorded sample for External moderation	4
5	Two types of mark sheet are provided	4
6	Despatch of materials to Cambridge for External moderation	4
7	Arrangements for the test	5
8	Conduct of the test	5
9	Recording of candidates	6
10	Internal moderation	7
STRUCTURE OF THE TEST		**8**
	Test 1: Role Plays	8
	Test 2: Topic Presentation/Conversation	8
	Test 3: General Conversation	9
	Test 4: Impression	10
MARKING INSTRUCTIONS		**11**
	Table A – Test 1: Role Plays	12
	Tables B and C – Tests 2 and 3: Topic Presentation/Conversation and General Conversation	13
	Table D – Test 4: Impression	15
ROLE PLAYS		**16**

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.

	Role Play A	**Role Play B**
CARD ONE	Page 16	Page 19
CARD TWO	Page 16	Page 20
CARD THREE	Page 16	Page 21
CARD FOUR	Page 17	Page 19
CARD FIVE	Page 17	Page 20
CARD SIX	Page 17	Page 21
CARD SEVEN	Page 18	Page 19
CARD EIGHT	Page 18	Page 20
CARD NINE	Page 18	Page 21

THE WORKING MARK SHEET **22**

THE COVER SHEET FOR MODERATION SAMPLE **23**

© UCLES 2020

www.dynamicpapers.com

ADMINISTRATIVE ARRANGEMENTS

1 Examination period

The Speaking tests take place before the main examination series as notified on the timetable. 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 Cambridge are adhered to in order to allow sufficient time for moderation.

2 Appointment of teacher/Examiner

Each centre selects its own teacher/Examiner to conduct and assess the Speaking tests for its candidates. This is normally a teacher from within the Languages department, but could be someone local from outside the centre. Cambridge is not responsible for any fees agreed.

In the interests of standardisation, there will be only one teacher/Examiner per centre. Where a centre wishes to use additional teacher/Examiners, permission to do so **must** be sought from the Languages Group at Cambridge before the start of each Speaking test period. **Permission to use more than one teacher/Examiner will only be granted on the understanding that teacher/Examiners at the centre work together to ensure a common approach to the conduct of the Speaking tests and the application of the mark scheme.** The sample the centre submits to Cambridge should include the work of each teacher/Examiner and a Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered. Please see paragraph 10 (Internal moderation) for further details.

3 Materials for the Speaking test

Confidential test materials (Teachers' Notes Booklet and Role Play Cards) are despatched by Cambridge approximately two to three weeks before the assessment period. These should be opened in the four working days before the centre's assessment starts and studied, in secure conditions at the centre, by the teacher/Examiner before conducting his/her first Speaking test. 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, the Speaking tests must be completed as soon as is realistically possible. Once the centre has completed its Speaking tests, the materials remain confidential and must be kept in a secure place by the centre.

Please note, the role play situations **remain confidential throughout the examination period**. The Teachers' Notes Booklet and Role Play Cards must be returned to the centre's secure room when they are not being used to prepare or conduct the live Speaking tests.

© UCLES 2020

www.dynamicpapers.com

4 Recorded sample for External moderation

The centre must record the Speaking tests of all candidates. In order to allow Cambridge to check accurately the standard of assessment, the centre must then select a number of recordings to submit as its sample for External moderation, according to the instructions below. Only the recordings chosen as part of the sample for External moderation must be sent to Cambridge. The other recordings must be retained at the centre until the result enquiry period has elapsed as they may be requested by Cambridge at a later stage.

- **Centres entering 1–16 candidates** must send the recordings of all the candidates.
- **Centres entering 17 or more candidates** must send:

  (i) the recordings of the first 10 candidates according to candidate number

  and

  (ii) the recordings of 6 candidates spread evenly across the ability range. The candidates selected should be representative of the range of marks awarded by the centre and should be spread as evenly as possible across that range. If possible, the recordings of the strongest and the weakest candidates at the centre should be included, with the other recordings spaced at equal intervals in between.

Note: Centres entering 17 or more candidates must send a total of 16 recordings. The category (ii) candidates must be chosen from candidates who do not fall into category (i). In centres with just over 17 candidates, Cambridge accepts this may mean that the category (ii) candidates are not fully representative of the range.

The recording should be carried out in accordance with the instructions headed 'Recording of candidates' (see paragraph 9). The recording must be sent to Cambridge, together with the Moderator copy of the completed MS1 mark sheet, and copies of the completed Speaking Examination Working Mark Sheet and Cover Sheet for Moderation Sample (see pages 22 and 23).

5 Two types of mark sheet are provided

(a) The Speaking Examination Working Mark Sheet is provided in this booklet (see page 22), to be photocopied as required. (An electronic version of the Working Mark Sheet is also available.) Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the test must be entered in detail as specified in the Marking Instructions.

(b) The total marks must then be transferred to the computer-printed Internal Assessment Mark Sheet (MS1) or to computer for centres submitting marks electronically.

6 Despatch of materials to Cambridge for External moderation

(a) Marks and recordings must be returned to Cambridge as soon as all the Speaking tests have been completed. Centres must 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 Cambridge in the separate envelope provided.

© UCLES 2020

www.dynamicpapers.com

(ii) The following items must be sent to Cambridge:

- the Moderator copy of the completed Internal Assessment Mark Sheet (MS1) or a signed printout of the marks file for centres submitting marks electronically
- a copy of the completed Speaking Examination Working Mark Sheet
- a copy of the completed Cover Sheet for Moderation Sample
- the recorded sample
- details of Internal moderation procedures (only for centres permitted to use more than one teacher/Examiner).

(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 test

(a) **Quiet conditions**: Centres should ensure well in advance of the Speaking test period that a suitably quiet room will be available. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential to exclude unnecessary background noise, e.g. lawn-mowers, phones. Notices must be displayed to prevent interruptions from people entering the room unaware that a test is in progress.

(b) **Invigilation**: Examination conditions must prevail in the area where the Speaking tests take place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter. Candidates are not allowed to bring any notes for use during their preparation time, nor are they allowed to make notes.

(c) **The examination room**: Centres should ensure that a suitably-sized, e.g. not too big, room will be available. Candidates must be examined singly. No other person should be present during the tests, with the exception of another teacher/Examiner or an Officer from Cambridge. In those cases where it is necessary for a second teacher/Examiner to be present during the Speaking tests, only one teacher/Examiner must conduct each test.

Teacher/Examiners should be positioned so that they face the candidates when they enter the room, with a table between themselves and the candidates. Candidates should not be positioned where they can see what the teacher/Examiner is writing on the mark sheets as this can be distracting.

Teacher/Examiners must not smoke in the examination room or in the presence of candidates. Those who smoke should arrange for breaks in the timetable as necessary.

8 Conduct of the test

(a) Teacher/Examiners should do their best to put candidates at their ease, e.g. by smiling when they enter the room and indicating where they should sit. A good teacher/Examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. However, the use of expressions such as ‘very good’, which candidates may interpret as a comment on performance, should be avoided.

(b) In addition, teacher/Examiners should not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers, etc.); should always appear interested, even in mundane matters; should never show undue surprise, impatience or mockery; and should never correct a candidate.

© UCLES 2020

www.dynamicpapers.com

9 Recording of candidates

The centre is responsible for supplying blank CDs in order to record the Speaking tests of all its candidates. The centre is also responsible for supplying recording equipment. All recording equipment must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and teacher/Examiner, the equipment to be used must be tested in situ some time before the actual tests take place, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the teacher/Examiner. If only one microphone is used, it should be placed nearer to the candidate than to the teacher/Examiner. With a softly-spoken candidate, the microphone should be placed even nearer to the candidate before the start of the test.

Centres with 16 or fewer candidates will send all their recordings to Cambridge for External moderation. Centres with more than 16 candidates must select 16 recordings to send to Cambridge for External moderation, according to the instructions in paragraph 4 (Recorded sample for External moderation). Moderation samples must be recorded at normal speed onto standard format CDs. **Mini CDs must not be used for sending the moderation sample to Cambridge. Each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.**

The recording must <u>not</u> be stopped once a candidate's test has started.

Each CD must be introduced **by the teacher/Examiner**, as follows:

'CD number ...
Centre number e.g. AA111
Centre name e.g. King's College
Examination number 3015
Examination name French
Name of Examiner e.g. Mr R Peters
Date i.e. the date on which the test is conducted'

Each candidate must be introduced **by the teacher/Examiner**, as follows:

'Candidate number e.g. 047
Candidate name e.g. Jane Williams
Role Play Card e.g. Number 4'

CDs
Each CD sleeve must be labelled with syllabus name, syllabus/component number, centre name/number and candidate name/number in recording order. Each CD must be labelled with syllabus/component number and centre number. CD-friendly marker pens must be used to label CDs, as the use of biro, for example, may make the contents of the CD unreadable.

Each recorded file on the CD must be clearly named using the following convention:

Centre number_candidate number_syllabus number_component number.

Before CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible.

If for any reason a test has failed to record or there are problems with the audibility of the recordings, the centre must contact Cambridge Customer Services immediately to seek advice.

© UCLES 2020

www.dynamicpapers.com

10 Internal moderation

Centres wishing to use more than one teacher/Examiner to conduct and assess the Speaking tests must request permission from Cambridge (see paragraph 2). This will only be granted on the understanding that the following procedures are put in place to ensure that marks submitted by the centre are consistent for all candidates, irrespective of which teacher/Examiner conducted and assessed the test:

- The teacher/Examiners conducting and assessing Speaking tests at the centre must work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme.

- One teacher/Examiner at the centre must take responsibility for the standardisation of the marking of teacher/Examiners at the centre. This person must ensure that all candidates taking the 3015/03 Speaking test at the centre are judged against the same standards and that a valid rank order of candidates for the centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done by the teacher/Examiner as the test is being conducted and not on the basis of a recording.

- The Speaking tests of all candidates at the centre must be recorded. A single recorded sample for External moderation should then be produced according to the instructions in paragraph 4 (Recorded sample), with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each teacher/Examiner used at the centre. A Speaking Examination Working Mark Sheet should be submitted for each teacher/Examiner, with candidate names and numbers clearly entered.

- The final column on the Speaking Examination Working Mark Sheet (Internal and/or External moderation) must be used to record the results of Internal moderation and details of the centre's Internal moderation procedures must be enclosed with the materials for External moderation.

Guidelines for the Internal standardisation/moderation of Cambridge O Level foreign language Speaking tests are available from Cambridge.

© UCLES 2020

www.dynamicpapers.com

STRUCTURE OF THE TEST

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

(a) A number of alternative Role Play Cards are supplied by Cambridge, and these should be used at random during each session of examining. The teacher/Examiner gives each candidate one card containing two role play situations (Role Play A and Role Play B). Each of these situations consists of five tasks (numbered 1–5 on the Role Play Cards). Candidates must be examined in both role play situations on the card they have been given and must complete all the tasks specified on their card. Having given the first candidate 15 minutes to prepare his/her two situations, the teacher/Examiner should hand a different card to the second candidate to prepare while the first candidate is being examined.

Candidates may not make written notes during their preparation time. They 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 Speaking test is over.

Teacher/Examiners should note that although the timing for the role plays is given as five minutes, the actual time it takes to complete them will often be less and will vary from candidate to candidate.

(b) For each role play situation, the role of the teacher/Examiner is specified on pages 16–21 of this booklet. 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.

Teacher/Examiners must prepare the situations carefully and ensure that they play their role as prescribed by Cambridge in order that candidates are given the opportunity to attempt all the required tasks. The teacher/Examiner must not create extra tasks, nor must s/he omit tasks.

(c) Each situation must 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.

(d) 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, e.g. by repeating or rephrasing a question if the candidate does not complete the task at the first attempt or gives an ambiguous response. It does not matter to Moderators that this may lead to tasks occurring in a different order, as long as they are all attempted. However, teacher/Examiners must ensure that, when rephrasing a task, they do not change its nature, e.g. if the task requires the candidate to produce a particular vocabulary item and this is in fact supplied by the teacher/Examiner, no credit can be given.

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

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

(a) This part of the test starts with a one to two minute presentation by candidates on a topic of their choice which they will have prepared in advance. The teacher/Examiner will follow up the presentation with specific questions on the topic, bringing the total time for the Topic Presentation and Topic Conversation to approximately five minutes.

(b) It is not expected that all candidates within a centre will prepare the same topic. Candidates must be encouraged to choose a topic in which they have a personal interest. Suitable subjects might be, for example, 'School life', 'Hobbies and pastimes' (general or specific), 'My country', 'Life in another country', 'My ambitions', 'Holidays'. 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

© UCLES 2020

www.dynamicpapers.com

should not be allowed to present 'Myself' or 'My life' as topics as these can often pre-empt the General Conversation section.

(c) Candidates may use illustrative material, e.g. photographs, if this seems appropriate to their topic. However, they are not allowed to make or use written notes of any kind. Furthermore, illustrative material must not contain any words or notes of any kind. If illustrative material is used, the centre must enclose a photocopy of the material with the sample for External moderation. The centre number and candidate number must be clearly stated on the photocopy of the illustrative material.

(d) The teacher/Examiner must allow candidates to speak for one to two minutes uninterrupted on their chosen topic before starting the Topic Conversation. Where a candidate has been talking for two minutes and shows no sign of finishing his/her Topic Presentation, the teacher/Examiner must interrupt and start the Topic Conversation.

(e) In the Topic Conversation, candidates should be able to respond to the teacher/Examiner's questions in a spontaneous and natural manner. It is the extent to which candidates can manipulate their prepared material according to the needs of the teacher/Examiner that determines their marks: once the discussion of the prepared Topic begins, candidates must not be allowed to deliver a prepared monologue or a series of obviously prepared replies.

(f) The teacher/Examiner must try to extend the candidate as far as possible by giving him/her the opportunity to provide opinions and justifications and use a variety of tenses. Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). 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 the mark scheme, see Tables B and C of the Marking Instructions.

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

(a) The teacher/Examiner must indicate to the candidate the point of transition from Topic Conversation to General Conversation.

It can be helpful to ease the candidate into the General Conversation either by starting out from a point of interest noted earlier, or by asking a couple of general 'starter' questions relating to the candidate's everyday life.

Questioning in the General Conversation must not cover the same material as the Topic Conversation, e.g. if the candidate has talked about sport in the Topic Conversation, it is not appropriate for the teacher/Examiner to return to this topic in the General Conversation.

The General Conversation must last the stipulated five minutes for each candidate. Some candidates may dry up after a few minutes, but it is important to persevere with the conversation (e.g. by complete changes of subject), so that they are given every opportunity to do themselves justice.

(b) The teacher/Examiner should aim to cover **two or three** of the Defined Content Examination Topics in this section of the test (these are listed in the Syllabus Content section of the syllabus booklet). With weaker candidates, it may be necessary to cover a greater number of topics superficially, but with more able candidates, the teacher/Examiner should ask a series of linked questions on just two or three topics, in order to explore these in greater depth. Examples of suitable topics are 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 to discuss these topics.

© UCLES 2020

www.dynamicpapers.com

Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. The teacher/Examiner should be ready to pass on quickly to another topic if candidates are obviously out of their depth. Teacher/Examiners should try to avoid questions which might embarrass or upset a candidate.

(c) Candidates are expected to give natural replies to questions so their answers need not be in the form of complete sentences. However, candidates whose conversation consists largely of monosyllabic or disjointed replies cannot gain much credit for such a performance, and it is therefore the teacher/Examiner's responsibility to avoid questions inviting answers of simply 'yes' or 'no'. Instead, the teacher/Examiner must use a variety of question types and interrogative adverbs, ranging from a basic level of simple questions which demand short predictable responses, e.g. when? how many? how long? with whom? with what? how? etc., to more searching questions such as why? tell me about… what do you think about?

(d) Questions should be adjusted to the candidate's ability. However, as in the Topic Conversation, the teacher/Examiner must try to extend the candidate as far as possible by giving them the opportunity to explain and justify their opinions and use a variety of tenses (themes could be past visits to other countries, plans for the future, etc.). Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language (see Table C of the Marking Instructions). More able candidates may not be able to do themselves justice if the more stretching questions are avoided.

(e) Candidates should be prompted and encouraged where necessary, and long silences should be avoided. However, candidates should not be interrupted unless it is clear that they 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.

(f) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, e.g. names of examinations, types of school, etc.

(g) The teacher/Examiner must avoid talking too much and limiting the amount of time available to candidates to show what they can do. The onus is on candidates to show that they can converse adequately in the language, but at the same time it is up to the teacher/Examiner to make sure that candidates are given every opportunity to do so by following up any opening given.

For the mark scheme, see Tables B and C of the Marking Instructions.

Test 4: Impression 10 marks

At the end of the test, the teacher/Examiner must make an assessment of the candidate's pronunciation, intonation and fluency based on the candidate's overall performance in the Speaking test.

For the mark scheme, see Table D of the Marking Instructions.

© UCLES 2020

www.dynamicpapers.com

MARKING INSTRUCTIONS

Use the Speaking Examination Working Mark Sheet (see page 22: to be photocopied as required). An electronic version of the Working Mark Sheet is also available.

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

Enter the mark for each task in the ten columns 1–10 of the Speaking Examination Working Mark Sheet.

Test 2 Topic Presentation/Conversation. 30 marks. Use Tables B and C.

(i) Award a mark out of 15 for Communication using Table B.
Enter the mark in column 11.

(ii) Award a mark out of 15 for Language using Table C.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Tables B and C.

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

Test 4 Impression. 10 marks. Use Table D.

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.

Marking: General Principles

1 Teacher/Examiners 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 marks should be awarded based on what the candidate can do rather than deducted for errors.

3 Above all else, teacher/Examiners should be consistent in their marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. Where teacher/Examiners are unsure of the mark to award, they should err on the side of generosity.

© UCLES 2020

[Turn over

www.dynamicpapers.com

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

In this part of the test, the teacher/Examiner plays the part of a sympathetic native speaker 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 (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** 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.

© UCLES 2020

www.dynamicpapers.com

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 start at the bottom of the mark scheme and work 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.

© UCLES 2020

[Turn over

www.dynamicpapers.com

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	• 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	• 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	• 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	• 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	• Has difficulty with many straightforward questions, but still attempts an answer. • Communicates simple pieces of information.	4–6
Poor	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates a few facts.	1–3
	• Communicates no relevant information.	0

© UCLES 2020

www.dynamicpapers.com

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	• 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	• Wide range of mostly accurate structures and vocabulary.	12–13
Good	• Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory*	• Adequate range of structures and vocabulary. **Can use past and future tenses accurately.** Some ambiguity.	7–9
Weak	• Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.	4–6
Poor	• Shows very limited range of structures and vocabulary.	1–3
	• Nothing coherent or accurate enough to be comprehensible.	0

*Candidates who do not show that they are able to use past and future tenses accurately cannot be awarded a mark in the Satisfactory band or above for Language.

TABLE D – Test 4: Impression (10 marks)

This assesses the candidate's performance across the whole Speaking test 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

© UCLES 2020

[Turn over

www.dynamicpapers.com

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

A

Candidat(e) : vous-même
Professeur : employé(e) dans une pharmacie

Vous entrez dans une pharmacie. Vous voulez acheter du shampooing.

P **Dites : « Bonjour Monsieur/Mademoiselle. Je peux vous aider ? »**

C1 **(i)** Saluez l'employé(e) ; **et**

(ii) Dites ce que vous voulez faire.

P **Demandez : « Préférez-vous une grande ou une petite bouteille ? »**

C2 Écoutez l'employé(e) et choisissez le shampooing que vous préférez.

P **Dites : « Voici votre shampooing. Ce sera tout ? »**

C3 Dites que vous avez aussi mal à la tête.

P **Dites : « Est-ce que vous voulez des médicaments ? »**

C4 Dites que vous voulez une boîte d'aspirine.

P **Dites : « Voilà Monsieur/Mademoiselle. »**

C5 **(i)** Remerciez l'employé(e) ; **et**

(ii) Demandez le prix.

P **Répondez de façon appropriée et terminez la conversation.**

© UCLES 2020

www.dynamicpapers.com

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

A

Candidat(e) : vous-même
Professeur : employé(e) à la gare routière

Vous allez à la gare routière. Vous voulez un ticket de car pour aller à Paris.

P **Dites : « Bonjour Monsieur/Mademoiselle. Je peux vous aider ? »**

C1 **(i)** Saluez l'employé(e) ; **et**

(ii) Dites ce que vous voulez.

P **Demandez : « D'accord. Pour quel jour voulez-vous le ticket Monsieur/Mademoiselle ? »**

C2 Dites pour quel jour vous voulez le ticket.

P **Demandez : « Quel car préférez-vous prendre, le car de 11 heures ou le car de 13 heures ? »**

C3 Écoutez l'employé(e) et choisissez l'heure de départ que vous voulez.

P **Dites : « Il y a des réductions pour les étudiants. Quel âge avez-vous ? »**

C4 Dites quel âge vous avez.

P **Dites : « Très bien Monsieur/Mademoiselle. Voici votre ticket. »**

C5 **(i)** Remerciez l'employé(e) ; **et**

(ii) Posez **1** question sur le car (par exemple : accès internet ? toilettes ?).

P **Répondez de façon appropriée et terminez la conversation.**

© UCLES 2020

[Turn over

www.dynamicpapers.com

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

A

Candidat(e) : vous-même
Professeur : employé(e) dans une librairie

Vous entrez dans une librairie. Vous voulez acheter une carte d'anniversaire.

P **Dites : « Bonjour Monsieur/Mademoiselle. Je peux vous aider ? »**

C1 **(i)** Saluez l'employé(e) ; **et**

(ii) Dites ce que vous voulez faire.

P **Demandez : « Bien. La carte, c'est pour un enfant ou pour un adulte ? »**

C2 Écoutez l'employé(e) et choisissez la sorte de carte que vous voulez.

P **Dites : « Voici une jolie carte. Ce sera tout ? »**

C3 Dites que vous voulez un timbre pour la carte.

P **Demandez : « C'est pour quel pays Monsieur/Mademoiselle ? »**

C4 Dites pour quel pays vous voulez le timbre.

P **Dites : « Et voici votre timbre. »**

C5 **(i)** Remerciez l'employé(e) ; **et**

(ii) Demandez le prix.

P **Répondez de façon appropriée et terminez la conversation.**

© UCLES 2020

www.dynamicpapers.com

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

B

Candidat(e) : vous-même
Professeur : employé(e) à la piscine

Hier, vous avez laissé votre maillot de bain à la piscine. Vous téléphonez pour savoir si votre maillot est à la piscine.

P **Dites : « Piscine municipale. Bonjour. »**

C1 **(i)** Saluez l'employé(e) ; **et**

(ii) Expliquez pourquoi vous téléphonez.

P **Demandez : « Quand avez-vous nagé hier et où exactement avez-vous laissé votre maillot ? »**

C2 **(i)** Dites **quand** vous avez nagé hier ; **et**

(ii) Dites **où** exactement vous avez laissé votre maillot.

P **Demandez : « Comment est votre maillot Monsieur/Mademoiselle ? »**

C3 Répondez à la question.

P **Dites : « Vous avez de la chance. On a retrouvé votre maillot ce matin ! »**

C4 (On a retrouvé votre maillot ce matin.)

(i) Vous êtes content(e) : que dites-vous ? **et**

(ii) Expliquez **pourquoi** vous avez besoin de votre maillot (par exemple : plage ? rivière ?).

P **Dites : « Alors, venez le chercher à la réception Monsieur/Mademoiselle. »**

C5 Posez **1** question sur la possibilité de venir à la piscine tout de suite.

P **Répondez de façon appropriée et terminez la conversation.**

© UCLES 2020

[Turn over

www.dynamicpapers.com

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

B

Candidat(e) : vous-même
Professeur : ami(e) français(e), Luc(ie)

Vous êtes dans le train pour aller chez votre ami(e) Luc(ie). Vous lui téléphonez pour dire que le train est en retard.

P **Dites : « Allô, Luc(ie) à l'appareil. »**

C1 **(i)** Saluez Luc(ie) ; **et**

(ii) Dites pourquoi vous téléphonez.

P **Dites : « Ah non ! C'est dommage. Quand vas-tu arriver ? »**

C2 Répondez à la question.

P **Dites : « Tu dois avoir faim. Est-ce que tu as mangé quelque chose dans le train ? »**

C3 **(i)** Dites ce que vous avez mangé ; **et**

(ii) Dites ce que vous avez bu dans le train.

P **Dites : « Très bien, alors, je viendrai te chercher à la gare. »**

C4 Demandez si Luc(ie) peut vous attendre à la sortie.

P **Dites : « Bien sûr ! Je serai là. Et ce soir, on pourrait peut-être aller en ville ? »**

C5 (Luc(ie) vous propose d'aller en ville ce soir.)

(i) Expliquez **pourquoi** vous **ne** voulez **pas** aller en ville ce soir ; **et**

(ii) Faites vos excuses.

P **Répondez de façon appropriée et terminez la conversation.**

© UCLES 2020

www.dynamicpapers.com

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

B

Candidat(e) : vous-même
Professeur : ami(e) français(e), Daniel(le)

Vous téléphonez à votre ami(e) français(e), Daniel(le). Vous voulez parler de vos projets pour le week-end prochain.

P **Dites : « Allô, Daniel(le) à l'appareil. »**

C1 **(i)** Saluez Daniel(le) ; **et**

(ii) Expliquez pourquoi vous téléphonez.

P **Demandez : « Alors, qu'est-ce que tu vas faire samedi ? »**

C2 **(i)** Dites que vous voudriez faire des courses ; **et**

(ii) Dites ce que vous allez acheter.

P **Dites : « J'aimerais t'accompagner. On pourrait peut-être aller au centre commercial ? »**

C3 (Daniel(le) vous propose d'aller au centre commercial.)

(i) Vous êtes enthousiaste ; que dites-vous ? **et**

(ii) Expliquez **pourquoi** vous aimez faire des courses au centre commercial.

P **Dites : « Très bien. Alors, comment veux-tu aller au centre commercial ? »**

C4 Répondez à la question.

P **Dites : « D'accord, et après les courses, on pourrait aller au restaurant italien. »**

C5 Demandez à Daniel(le) s'il/si elle peut faire une réservation pour le déjeuner au restaurant italien.

P **Répondez de façon appropriée et terminez la conversation.**

© UCLES 2020

[Turn over

© UCLES 2020

FRENCH (3015)
Speaking Examination Working Mark Sheet

Please read the instructions printed in the Teachers' Notes Booklet before completing this form.

Centre Number						Centre Name		**June**	**2**	**0**	**2**	**0**

Candidate Number	R.P. Card no.	Candidate Name		Role Play A (max 15)					Role Play B (max 15)					Topic / Topic Conversation (max 30)		General Conversation (max 30)		Impression (max 10)	Total Mark	Internal and/or External Moderation
			Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
			Mark (Max)	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**15**	**15**	**15**	**15**	**10**	**100**	

Name of Examiner completing this form in capitals		Signature		Date						

www.dynamicpapers.com

www.dynamicpapers.com

Cambridge O Level French (3015): 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 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 tests of all candidates.

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

- ☐ (i) Recordings of the complete Speaking tests of 6 candidates across the range **AND**
- ☐ (ii) Recordings of the complete Speaking tests of 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) | **Date:**

(signature)

© UCLES 2020

www.dynamicpapers.com

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

© UCLES 2020