



Cambridge O Level

ENGLISH LANGUAGE

1120/03

Paper 3 Speaking

For examination from 2024

SPECIMEN MARK SCHEME AND EXAMINER'S NOTES

Approximately 14 minutes



The information in this document is confidential and must NOT reach candidates either directly or indirectly.

INSTRUCTIONS

- This booklet contains:
 - (a) instructions for conducting the tests
 - (b) marking criteria
 - (c) copies of specimen Speaking assessment cards 1–4 with notes for the examiner.

This specimen paper is for general illustrative purposes. Please note the live question paper will have 12 assessment cards.

This document has **16** pages. Any blank pages are indicated.

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PREPARATION IN ADVANCE OF THE SPEAKING TESTS

- Centres must ensure well in advance of the tests that a suitably quiet room is available to be used exclusively for the Speaking tests.
- Centres receive Speaking assessment cards with these Examiner's Notes. These cards **must not be opened** until one working day before the start of the speaking test window. Both the cards and the notes must remain confidential and must be kept in a secure place by the centre until the end of the examination period.

ON THE DAY OF THE SPEAKING TESTS

- The Speaking test must be conducted in English throughout.
- The Speaking tests must take place in a suitable examination room under exam conditions. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
- Only the Speaking examiner(s) will be present in the examination room. No other person should be present during the Speaking test, with the exception of another teacher/examiner, moderator or a representative of Cambridge International.
- A range of Speaking assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the Speaking tests at the Centre and any of the cards could be used on any day during the Speaking test window. In order that candidates are given every opportunity to perform to the best of their ability, the Speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select but the examiner must not allow the candidate to lead the choice of topic.
- Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries or make any written notes.
- Candidates are allowed to ask for clarification if necessary, at any point during the test.
- The examiner should be positioned so that he or she is facing the candidate, with a table or desk in between. The examiner must not allow candidates to see notes made by the examiner.

CONDUCTING THE SPEAKING TEST

The Speaking tests should proceed as follows:

Task	Duration	Task focus
Introduction	N/A	<ul style="list-style-type: none"> State the candidate's number and name. Welcome the candidate and read out the examiner script. <p>This part is <u>not</u> assessed.</p>
Warm-up	1–2 minutes	<ul style="list-style-type: none"> Use the warm-up to put the candidate at ease using the questions provided. <p>This part is <u>not</u> assessed.</p>
Part 1:		
Candidate preparation time	3–4 minutes	<ul style="list-style-type: none"> Give the Speaking assessment card to the candidate. The candidate has 3–4 minutes to read the card and prepare in silence. The candidate is not allowed to make any written notes. The candidate must stay in the test room during the preparation time and the examiner should not interrupt or distract the candidate during this time. <p>This part is <u>not</u> assessed.</p>
Individual talk	1–2 minutes	<ul style="list-style-type: none"> The candidate gives their talk. The candidate can keep the card until the end of the test. <p>This part is assessed.</p>
Part 2:		
Conversation	5–6 minutes	<ul style="list-style-type: none"> Conduct a discussion using the three prompt questions related to the theme of Part 1. <p>This part is assessed.</p>

The total duration of the Speaking test, from the beginning of the introduction to the end of Part 2, should be approximately 14 minutes.

General advice

1 To conduct Speaking tests effectively:

- try to put candidates at their ease from the beginning (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the Speaking test is being conducted in a formal examination situation
- encourage candidates to develop their responses by using additional questions provided.

Please avoid:

- distracting candidates including during candidates' preparation time
- interrupting with your own views or correcting mistakes
- showing impatience, surprise, approval or disapproval of anything candidates express
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- indicating how well the candidate has performed by using phrases such as, 'well done', 'that was very good'.

2 Please consider the following when marking:

Be objective. Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious should not be taken into account when assessing his or her Speaking test. If the candidate's performance is affected because he or she faces difficult circumstances or personal problems at the time of the test, this should be dealt with by an exams officer via special considerations procedures. Examiners must not make any separate allowance themselves.

Be positive. Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean, for example, that matters of inaccuracy in grammar and pronunciation are to be overlooked, but is a reminder that a Speaking test is intended to credit positive achievement.

Be consistent. It is important that the marking criteria are applied in the same way for all the candidates.

MARKING CRITERIA

The marking criteria must be applied consistently to Part 1 and Part 2 of the test, resulting in one overall mark out of 25.

Level	Marks	Description			
		S1: present facts, ideas and opinions	S2: demonstrate control of a range of vocabulary and grammatical structures	S3: demonstrate control of pronunciation and intonation	S4: respond appropriately and maintain communication
5	21–25	<ul style="list-style-type: none"> Facts/ideas/opinions are developed and detailed Well-organised presentation of relevant content 	<ul style="list-style-type: none"> Wide range of appropriate vocabulary used with some precision Accurate use of a wide range of grammatical forms 	<ul style="list-style-type: none"> Pronunciation, pace and intonation used effectively to convey meanings 	<ul style="list-style-type: none"> Expresses fluently what is thought, felt and imagined Responds fully and confidently
4	16–20	<ul style="list-style-type: none"> Some development and/or detail of facts/ideas/opinions Some organisation of relevant content 	<ul style="list-style-type: none"> Range of appropriate vocabulary used with occasional precision Accurate use of a range of grammatical forms 	<ul style="list-style-type: none"> Pronunciation is clear and intonation is usually appropriate 	<ul style="list-style-type: none"> Expresses clearly what is thought, felt and imagined Responds appropriately
3	11–15	<ul style="list-style-type: none"> Occasional development and/or detail of facts/ideas/opinions Straightforward use of relevant content with occasional linking 	<ul style="list-style-type: none"> Range of straightforward vocabulary mainly used appropriately Accurate use of simple grammatical forms 	<ul style="list-style-type: none"> Pronunciation is mostly clear 	<ul style="list-style-type: none"> Some clear explanation of what is thought, felt and imagined Responds adequately
2	6–10	<ul style="list-style-type: none"> Facts/ideas/opinions are general and/or brief Lists some relevant facts/ideas/opinions 	<ul style="list-style-type: none"> Sometimes selects appropriate vocabulary Some accurate use of simple grammatical forms 	<ul style="list-style-type: none"> Pronunciation is intelligible 	<ul style="list-style-type: none"> Some general sense of what is thought, felt and imagined is conveyed Sometimes able to respond
1	1–5	<ul style="list-style-type: none"> Gives some facts/ideas/opinions that are occasionally relevant 	<ul style="list-style-type: none"> Vocabulary occasionally sufficient to convey basic ideas/facts/opinions Grammatical forms are occasionally used accurately 	<ul style="list-style-type: none"> Pronunciation is sometimes intelligible 	<ul style="list-style-type: none"> A little or very general sense of intended meaning is conveyed Occasionally able to respond
0	0	No response	No response	No response	No response

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SPEAKING ASSESSMENT CARD 1

Ways of learning

Introduction

Confirm the candidate's number and name and welcome the candidate. Then read the following to the candidate:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- Can you tell me about your friends?
- What would you like to do during the next school holidays?
- What kind of music do you like?

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 1: **Ways of learning** to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **your favourite subjects at school**. Then, we will have a conversation related to **Ways of learning**. You now have 3–4 minutes to prepare for both parts of the test. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **your favourite subjects at school**. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

If the candidate has not started speaking after approximately 15 seconds, prompt the candidate by reading the following script:

Examiner script: *Are you ready to start your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **your favourite subjects at school?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Ways of learning**. This part of the test will last 5–6 minutes.*

- *Do you prefer studying on your own or with your friends? Why?*
- *What different things do people like to learn outside of school?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'All students should study a range of science and arts subjects throughout secondary school.'*

'Students should be free to choose the subjects they want to study.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

To elicit further discussion before moving on to another question, use any of the following:

Examiner script:

- *Can you tell me more about ...?*
- *Can you tell me why ...?*
- *Can you explain what you mean ...?*
- *Can you give me any examples of ...?*

If a candidate has very little to say in response to a question after prompting, move on to the next one.

SPEAKING ASSESSMENT CARD 2

Being tidy

Introduction

Confirm the candidate's number and name and welcome the candidate. Then read the following to the candidate:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- Can you tell me about your friends?
- What would you like to do during the next school holidays?
- What kind of music do you like?

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 2: *Being Tidy* to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **someone you know who is very tidy or someone you know who is very messy**. Then, we will have a conversation related to **Being tidy**. You now have 3–4 minutes to prepare for both parts of the test. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **someone you know who is very tidy or someone you know who is very messy**. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

If the candidate has not started speaking after approximately 15 seconds, prompt the candidate by reading the following script:

Examiner script: *Are you ready to start your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **someone you know who is very tidy or someone you know who is very messy?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Being tidy**. This part of the test will last 5–6 minutes.*

- *Do you enjoy tidying up and cleaning at home? Why or why not?*
- *When is it important to be tidy and organised at school, and why?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Being a messy person is the sign of a creative mind.'*

'People who don't tidy up after themselves are just lazy and selfish.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

To elicit further discussion before moving on to another question, use any of the following:

Examiner script:

- *Can you tell me more about ...?*
- *Can you tell me why ...?*
- *Can you explain what you mean ...?*
- *Can you give me any examples of ...?*

If a candidate has very little to say in response to a question after prompting, move on to the next one.

SPEAKING ASSESSMENT CARD 3

Helping people

Introduction

Confirm the candidate's number and name and welcome the candidate. Then read the following to the candidate:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- Can you tell me about your friends?
- What would you like to do during the next school holidays?
- What kind of music do you like?

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 3: **Helping people** to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **a time when you helped someone**. Then, we will have a conversation related to **Helping people**. You now have 3–4 minutes to prepare for both parts of the test. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **a time when you helped someone**. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

If the candidate has not started speaking after approximately 15 seconds, prompt the candidate by reading the following script:

Examiner script: *Are you ready to start your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **a time when you helped someone?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Helping people**. This part of the test will last 5–6 minutes.*

- *Do you always ask for help when you need it? Why or why not?*
- *In what ways do people help each other in your community?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'Young people can benefit a lot from doing voluntary work in their local area.'*

'People have a responsibility to help others in need, wherever they are in the world.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

To elicit further discussion before moving on to another question, use any of the following:

Examiner script:

- *Can you tell me more about ...?*
- *Can you tell me why ...?*
- *Can you explain what you mean ...?*
- *Can you give me any examples of ...?*

If a candidate has very little to say in response to a question after prompting, move on to the next one.

SPEAKING ASSESSMENT CARD 4

Mobile phones

Introduction

Confirm the candidate's number and name and welcome the candidate. Then read the following to the candidate:

Examiner script: *First, we will start with a short warm-up where I will ask you some questions to find out more about you. This part is not assessed. After the warm-up there are two assessed parts to the test: an individual talk and a conversation.*

Warm-up activity (1–2 minutes)

Use the following questions.

- Can you tell me about your friends?
- What would you like to do during the next school holidays?
- What kind of music do you like?

Candidate preparation time with materials (3–4 minutes)

Read the following script and then hand Speaking assessment card 4: **Mobile phones** to the candidate.

Examiner script: *Now, we will begin the assessed part of the test. The first part is an individual talk. You are going to talk for 1–2 minutes about **how you use mobile phones in your daily life**. Then, we will have a conversation related to **Mobile phones**. You now have 3–4 minutes to prepare for both parts of the test. You can't make any written notes, but you can ask me if there is anything you do not understand. You may keep the card until the end of the test. Here is your card.*

Allow 3–4 minutes for preparation and then ask the candidate to start the individual talk.

Part 1: Individual talk (1–2 minutes)

Examiner script: *You now have 1–2 minutes to talk about **how you use mobile phones in your daily life**. I will stop you after two minutes, but do not worry if you have not finished your talk. Would you like to start?*

After two minutes, thank the candidate. Then move on to Part 2 of the test.

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Additional instructions for Part 1: Individual talk

If the candidate has not started speaking after approximately 15 seconds, prompt the candidate by reading the following script:

Examiner script: *Are you ready to start your talk?*

If the candidate has still not responded after another 5 seconds, prompt the candidate again by reading the following and pointing to the Speaking assessment card:

Examiner script: *Would you like to tell me about **how you use mobile phones in your daily life?***

If the candidate still does not start, move on to Part 2 of the test by saying the following:

Examiner script: *Thank you. Now let's move on to Part 2 of the test.*

Part 2: Conversation (5–6 minutes)

Ask each of the questions in the order in which they appear below.

Examiner script: *Now I am going to ask you a few questions related to **Mobile phones**. This part of the test will last 5–6 minutes.*

- *Do you think there are times when it is not appropriate to use a mobile phone? Why or why not?*
- *What are the advantages and disadvantages of using mobile phones in school?*
- *How far do you agree with the following opinions? You can discuss one or both opinions.*

Point to the two opinions printed on the Speaking assessment card and read them to the candidate.

Examiner script: *'It's impossible to imagine life today without a mobile phone.'*

'Chatting to friends by mobile phone is not as enjoyable as seeing them face-to-face and doing things together.'

Thank you. This is the end of the test.

Additional instructions for Part 2: Conversation

To elicit further discussion before moving on to another question, use any of the following:

Examiner script:

- *Can you tell me more about ...?*
- *Can you tell me why ...?*
- *Can you explain what you mean ...?*
- *Can you give me any examples of ...?*

If a candidate has very little to say in response to a question after prompting, move on to the next one.

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