

**ENGLISH AS A SECOND LANGUAGE 0510  
IGCSE  
2007**

**IMPORTANT NOTICE**

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

University of Cambridge International Examinations accepts entries in the UK and USA only from students registered on courses at CIE registered Centres.

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

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

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

**Exclusions**

This syllabus must not be offered in the same session with the following syllabus:

0500 First Language English

**You can find syllabuses and information about CIE teacher training events on the CIE Website ([www.cie.org.uk](http://www.cie.org.uk)).**



# ENGLISH AS A SECOND LANGUAGE

Syllabus code: 0510

## CONTENTS

---

	<i>Page</i>
I INTRODUCTION	1
II AIMS	1
III ASSESSMENT OBJECTIVES	2
IV ASSESSMENT: SCHEME OF ASSESSMENT SUMMARY AND DESCRIPTION OF COMPONENTS	5
V CURRICULUM CONTENT	16
VI NOTES ON CONDUCTING ORAL TESTS (0510/5)	17
VII GRADE DESCRIPTIONS	21
FORMS FOR ORAL COMPONENTS (0510/5 AND 0510/6)	23

## NOTE

---

Copies of syllabuses, past papers and Examiners' reports are available on CD-ROM and can be ordered using the Publications Catalogue, which is available at [www.cie.org.uk](http://www.cie.org.uk) under 'Qualifications & Diplomas' – 'Order Publications'.



# I INTRODUCTION

---

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

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

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

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

English as A Second Language (E2L) falls into Group I, Languages, of the International Certificate of Education (ICE) subjects together with First Languages, Foreign Languages, and Latin.

It is presumed that most candidates for English as a Second Language will have a primarily instrumental motivation – that is they will be studying the language in order to promote their educational or employment prospects. The rationale for English as a Second Language is based on the widespread use of English as the medium of instruction and as the language of commerce or entertainment. The subject matter of the examination material will reflect this international perspective. However, it will strive to be 'culture-fair' rather than 'culture-free', and will use authentic or 'semi-authentic' material from a range of sources.

Candidates will be expected to understand a wider range of social registers and styles than they can produce and to communicate appropriately.

The topics selected will relate to the interests and needs of the candidates in using English as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

The kinds of settings to be used will be the ones that candidates are likely to encounter, e.g. in dealings with official and semi-official bodies, in studying for academic or occupational purposes, in places of work or in using public services.

# II AIMS

---

The syllabus assesses students' ability to use English as a medium of practical communication, and is aimed at students for whom English is not a first language/mother tongue but for whom it is a lingua franca or language of study.

The aims set out below describe the general educational purposes of a course in an English as a Second Language IGCSE examination, and are the same for all students. They are not listed in order of priority.

The aims are to:

- 1 develop the ability to use English effectively for the purpose of practical communication
- 2 form a sound base for the skills required for further study or employment using English as the medium
- 3 develop an awareness of the nature of language and language-learning skills, along with skills of a more general application
- 4 promote students' personal development.

### III ASSESSMENT OBJECTIVES

---

This syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

#### READING

Candidates will be assessed on their ability to:

- R1 understand and respond to information presented in a variety of forms
- R2 select and organise material relevant to specific purposes
- R3 recognise, understand and distinguish between facts, ideas and opinions
- R4 infer information from texts [*Extended tier only*]

#### WRITING

Candidates will be assessed on their ability to:

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

#### LISTENING

Candidates will be assessed on their ability to:

- L1 understand and respond to information presented in a variety of forms
- L2 recognise, understand and distinguish between facts, ideas and opinions
- L3 select and organise material relevant to specific purposes
- L4 infer information from texts [*Extended tier only*]

#### SPEAKING

Candidates will be assessed on their ability to:

- S1 communicate clearly, accurately and appropriately
- S2 convey information and express opinions effectively
- S3 employ and control a variety of grammatical structures
- S4 demonstrate knowledge of a range of appropriate vocabulary
- S5 engage in and influence the direction of conversation
- S6 employ suitable pronunciation and stress patterns

**SPECIFICATION GRIDS****PAPERS 1 (core) and 2 (extended): READING AND WRITING**

The overall balance of assessment of reading:writing is 50:50 in both Core and Extended tiers.

<i>Exercise</i> ----- <i>Objective</i>	<i>Ex 1</i>	<i>Ex 2</i>	<i>Ex 3</i>	<i>Ex 4</i>	<i>Ex 5</i>	<i>Ex 6</i>	<i>Ex 7</i>
R1	✓	✓	✓	✓	✓ (paper 2 only)		
R2			✓	✓	✓ (paper 2 only)		
R3				✓	✓ (paper 2 only)		
R4		✓ (paper 2 only)	✓ (paper 2 only)				
W1			✓		✓	✓	✓
W2					✓	✓	✓
W3					✓	✓	✓
W4					✓	✓	✓
W5			✓		✓	✓	✓
W6						✓	✓

**PAPERS 3 (core) and 4 (extended): LISTENING**

<i>Part</i> <i>Objective</i>	<i>Pt 1</i> <i>(Qs1-6)</i>	<i>Pt 2</i> <i>Ex 1</i> <i>(Q7)</i>	<i>Pt 2</i> <i>Ex 2</i> <i>(Q8)</i>	<i>Pt 3</i> <i>Ex 1</i> <i>(Q9)</i>	<i>Pt 3</i> <i>Ex 2</i> <i>(Q10)</i>
L1	✓	✓	✓	✓	✓
L2	✓	✓	✓	✓	✓
L3	✓	✓	✓	✓	✓
L4				✓ (paper 4 only)	✓ (paper 4 only)

**COMPONENTS 5 (Speaking) and 6 (Speaking Coursework)**

<i>Objective</i>	
S1	✓
S2	✓
S3	✓
S4	✓
S5	✓
S6	✓

## IV ASSESSMENT

---

### SCHEME OF ASSESSMENT SUMMARY

Candidates will take:

	Duration of Examination	Weighting
PAPER 1 Reading and Writing (Core)	<b>1 hour 30 minutes</b>	<b>70%</b>

**OR**

PAPER 2 Reading and Writing (Extended)	<b>2 hours</b>	<b>70%</b>
---	----------------	------------

**AND EITHER:**

PAPER 3 Listening (Core)	<b>Approx. 45 mins</b>	<b>30%</b>
-----------------------------	------------------------	------------

**OR**

PAPER 4 Listening (Extended)	<b>Approx. 45 mins</b>	<b>30%</b>
---------------------------------	------------------------	------------

Candidates who take the Core tier are eligible for the award of grades C to G. Candidates who take the Extended tier are eligible for the award of grades A\* to E.

#### Oral communication

**Candidates will normally, in addition, offer Component 5 or Component 6.** (Certain categories of Centre are excluded from the requirement.) Marks for the Oral component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievement of grades 1 (high) to 5 (low) for Speaking.

<b>Component 5</b> Oral	<b>Approximately 10 – 12 minutes</b>	<b>n/a</b>
----------------------------	--------------------------------------	------------

**OR**

<b>Component 6</b> Oral (Coursework - assessment)	<b>n/a</b>	<b>n/a</b>
--	------------	------------

**DESCRIPTION OF COMPONENTS****PAPER 1: Reading & Writing  
(Core Tier)****General matters**

Total mark: 56

Assessment of Reading and Writing skills is equally weighted within the component.

Duration: 1 hour 30 minutes.

For all parts of this component, candidates write their answers in spaces provided in a question paper booklet.

Dictionaries may not be used.

The question paper is divided into 7 exercises. (Exercises 4 and 5 are linked.) The exercises have different total mark allocations, and some are broken down into a series of sub-questions. Candidates should attempt all exercises.

**Overview of Exercises on Paper 1**

		<i>Marks for reading objectives</i>	<i>Marks for writing objectives</i>	<b>Total available marks</b>
<b>Exercise 1</b>	<b>Reading (1)</b>	6	---	<b>6</b>
<b>Exercise 2</b>	<b>Reading (2)</b>	10	---	<b>10</b>
<b>Exercise 3</b>	<b>Information transfer</b>	6	4	<b>10</b>
<b>Exercise 4</b>	<b>Note-making</b>	6	---	<b>6</b>
<b>Exercise 5 (linked to Exercise 4)</b>	<b>Summary</b>	---	4	<b>4</b>
<b>Exercise 6</b>	<b>Writing (1)</b>	---	10	<b>10</b>
<b>Exercise 7</b>	<b>Writing (2)</b>		10	<b>10</b>
				<b>TOTAL 56</b>

**Description of Exercises on Paper 1****Exercise 1 (Core tier)**

*assessment objective* R1

*task* Reading Exercise. Candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper.

Text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.

*total marks* 6

**Exercise 2 (Core tier)**

*assessment objective* R1

*task* Reading Exercise. Candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper.

Text will take the form of a report/newspaper/ magazine article, which incorporates a graphical element.

*total marks* 10

**Exercise 3 (Core tier)**

*assessment objectives* R1, R2, W1, W4

*task* Information transfer. Candidates will be required to complete a form/notes template on the basis of information provided on the question paper.

*total marks* 10

**Exercise 4 (Core tier)**

*assessment objectives* R1, R2, R3

*task* Note-making. Candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.

*total marks* 6

**Exercise 5 (Core tier)**  
**(linked with Exercise 4)**

*assessment objectives* W1, W2, W3, W4, W5

*task* Summary writing. Candidates will be required to write a paragraph-length summary about an aspect or aspects of the passage. They will make use of the notes they made in Exercise 4.

*total marks* 4

**Exercise 6 (Core tier)**

*assessment objectives* W1, W2, W3, W4, W5

*task* Candidates will be required to write approximately 100-150 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

*total marks* 10

**Exercise 7 (Core tier)**

*assessment objectives* W1, W2, W3, W4, W5

*task* Candidates will be required to write approximately 100-150 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

Note: the tasks for Exercise 6 and 7 will be distinguished by requiring different purposes/formats/ audiences/register. (For example, Exercise 6 might be writing an informal letter to a friend describing events during a holiday, Exercise 7 a formal article for a school newspaper arguing whether or not sport should be made compulsory.)

*total marks* 10

<p><b>PAPER 2: Reading &amp; Writing (Extended Tier)</b></p>
--

**General matters**

Total mark: 84

Assessment of Reading and Writing skills is equally weighted within the component.

Duration: 2 hours.

For all parts of this component, candidates write their answers in spaces provided in a question paper booklet.

Dictionaries may not be used.

The question paper is divided into 7 exercises. The exercises have different total mark allocations, and some are broken down into a series of sub-questions. Candidates should attempt all exercises.

**Overview of Exercises on Paper 2**

		<i>Marks for reading objectives</i>	<i>Marks for writing objectives</i>	<b><i>Total available marks</i></b>
<b>Exercise 1</b>	<b>Reading (1)</b>	8	---	<b>8</b>
<b>Exercise 2</b>	<b>Reading (2)</b>	14	---	<b>14</b>
<b>Exercise 3</b>	<b>Information transfer</b>	6	2	<b>8</b>
<b>Exercise 4</b>	<b>Note-making</b>	8	---	<b>8</b>
<b>Exercise 5</b>	<b>Summary</b>	6	4	<b>10</b>
<b>Exercise 6</b>	<b>Writing (1)</b>	---	18	<b>18</b>
<b>Exercise 7</b>	<b>Writing (2)</b>		18	<b>18</b>
				<b><i>TOTAL 84</i></b>

**Description of Exercises on Paper 2****Exercise 1 (Extended tier)**

*assessment objective* R1

*task* Reading Exercise. Candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper.

Text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.

*total marks* 8

**Exercise 2 (Extended tier)**

*assessment objectives* R1, R4

*task* Reading Exercise. Candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper.

Text will take the form of a report/newspaper/ magazine article, which incorporates a graphical element.

*total marks* 14

**Exercise 3 (Extended tier)**

*assessment objectives* R1, R2, R4, W1, W5

*task* Information transfer. Candidates will be required to complete a form/notes template on the basis of information provided on the question paper.

*total marks* 8

**Exercise 4 (Extended tier)**

*assessment objectives* R1, R2, R3

*task* Note-making. Candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.

*total marks* 8

**Exercise 5 (Extended tier)**

*assessment objectives* R1, R2, R3, W1, W2, W3, W4, W5

*task* Summary writing. Candidates will be required to write a paragraph-length summary about an aspect or aspects of a text printed in the question paper.

*total marks* 10

**Exercise 6 (Extended tier)**

*assessment objectives* W1, W2, W3, W4, W5, W6

*task* Candidates will be required to write approximately 150-200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

*total marks* 18

**Exercise 7 (Extended tier)**

*assessment objectives* W1, W2, W3, W4, W5, W6

*task* Candidates will be required to write approximately 150-200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. A purpose, format and audience for the writing will be specified.

Note: the tasks for Exercise 6 and 7 will be distinguished by requiring different purposes/formats/ audiences/register. (For example, Exercise 6 might be writing an informal letter to a friend describing events during a holiday, Exercise 7 a formal article for a school newspaper arguing whether or not sport should be made compulsory.)

*total marks* 18

<b>PAPER 3: Listening (Core Tier)</b>
---

**General matters**

Total mark: 30

Duration: approx. 30 minutes

For all parts of this component, candidates write their answers in spaces provided in a question paper booklet. Each part tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a cassette tape played in the examination room. Each text is heard twice on the cassette tape.

The cassette tape is controlled by the invigilator of the examination, not the candidate(s). For details about room, equipment, acoustics, checking the tapes in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the *Handbook for Centres* about the conduct of listening tests.

Dictionaries may not be used.

The paper is divided into three parts, as follows. Candidates should attempt all parts.

**Overview of Paper 3**

**Part 1** – 7 marks.

Assessment Objectives: L1, L2, L3

Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief dialogue), requiring short answers.

**Part 2** – 12 marks.

Assessment Objectives: L1, L2, L3

Two comprehension exercises based on longer spoken texts (e.g. conversation, interview, monologue, talk) requiring completion of gaps on forms/charts printed in the question paper.

**Part 3** – 11 marks. Assessment Objectives: L1, L2, L3

Two comprehension exercises based on longer spoken texts (e.g. conversation, interview, monologue, talk). Questions will have a true/false or box-ticking format.

<b>PAPER 4: Listening (Extended Tier)</b>
---

**General matters**

Total mark: 36

Duration: approx. 45 minutes

For all parts of this component, candidates write their answers in spaces provided in a question paper booklet. Each part tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a cassette tape played in the examination room. Each text is heard twice on the cassette tape.

The cassette tape is controlled by the invigilator of the examination, not the candidate(s). For details about room, equipment, acoustics, checking the tapes in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the *Handbook for Centres* about the conduct of listening tests.

Dictionaries may not be used.

The paper is divided into three parts, as follows. Candidates should attempt all parts.

**Overview of Paper 4****Part 1 – 8 marks**

Assessment Objectives: L1, L2, L3

Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief dialogue), requiring short answers.

**Part 2 – 16 marks**

Assessment Objectives: L1, L2, L3, L4

Two comprehension exercises based on longer spoken texts (e.g. conversation, interview, monologue, talk) requiring completion of gaps on forms/charts printed in the question paper.

**Part 3 – 12 marks**

Assessment Objectives: L1, L2, L3, L4

Two comprehension exercises based on longer spoken texts (e.g. conversation, interview, monologue, talk), requiring short or sentence-length answers.

## COMPONENT 5: Oral

Oral tests are conducted during a period before the main examination session (see relevant session's timetable). Materials for the test are despatched to Centres before this period, and once these have been opened the tests must be conducted as soon as possible, leaving sufficient time to ensure that material for external moderation is received by the advertised deadline.

At least five Oral Assessment Cards will be issued, with an accompanying set of teacher's notes. Each card will introduce a topic for discussion between the teacher/examiner and the candidate, together with suggestions for the development of the conversation.

Each candidate will be examined using **one** Oral Assessment Card selected by the teacher/examiner from the range provided.

The total duration of the oral test should be approximately 10-12 minutes, made up of:

- non-assessed 'warm-up' conversation (approximately 2-3 minutes)
- time for the candidate to read the Assessment Card and to prepare a response (no written notes are permitted) (approximately 2-3 minutes)
- assessed conversation (6-9 minutes)

Internal assessment will be conducted by a teacher/examiner at the Centre using the Oral Assessment Criteria grid (see the *Notes on Conducting the Oral Tests* section later in this booklet).

The teacher/examiner will usually be someone from the Centre's English Language department, but could be someone local from outside the Centre. In either case, the teacher/examiner must have been accredited by CIE to conduct oral tests, usually through successful completion of a Distance Training Pack (DTP), available from CIE Publications. (*In some cases, accreditation may be granted on the basis of prior experience of conducting similar tests; for this, permission should be sought in the first instance by writing to CIE enclosing a CV detailing relevant experience.*)

The teacher/examiner will conduct and internally assess the tests, and will submit a recorded sample of candidate's performances for external moderation by CIE. Centres will receive a brief report on the outcome of moderation.

**Full instructions on the administration of the oral will be found in the Teachers/Examiner's Notes accompanying the Oral Test cards. A summary is provided later in this booklet, and should be read in conjunction with general advice on submission of samples for moderation in the *CIE Handbook for Centres*.**

## COMPONENT 6: Oral coursework [alternative to Component 5]

Centres will devise their own oral tasks. These may be carried out at any time during the year preceding the written examination to suit the individual situations of Centres, but a taped sample and the relevant documentation must be submitted to CIE by the advertised deadline (which is the same as that for Paper 5).

Each student will be assessed on **three** oral tasks, which will be internally assessed using the Oral Assessment Criteria grid (see the *Notes on Conducting the Oral Tests* section below).

Examples of suitable tasks include: role play situations; interviews; telephone conversations; paired or group discussions; debates. Centres are free to devise other appropriate tasks which will help candidates demonstrate the skills outlined in the Assessment Criteria grid. (Further guidance on suitable types of task is given in the Distance Training Pack obtainable from CIE Publications.)

The teacher/examiner for the tests will usually be someone from the Centre's English Language department, but could be someone local from outside the Centre. In either case, the teacher/examiner must have been accredited by CIE to conduct oral tests, usually through successful completion of a Distance Training Pack (DTP), available from CIE Publications. (*In some cases, accreditation may be granted on the basis of prior experience of conducting similar tests; for this, permission should be sought in the first instance by writing to CIE enclosing a CV detailing relevant experience.*)

The teacher/examiner will conduct and internally assess the tests, and will submit a recorded sample of candidate performances for external moderation by CIE. Centres will receive a brief report on the outcome of moderation. Internal assessment and submission of samples for moderation must be conducted in accordance with the instructions in the *CIE Handbook for Centres*.

## V CURRICULUM CONTENT

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

ASSESSMENT OBJECTIVE	CORE	SUPPLEMENT
	<i>All students should be able to:</i>	<i>In addition to what is required for the Core, students taking Extended level papers should be able to:</i>
<b>1. Reading</b>	<ul style="list-style-type: none"> <li>- demonstrate the ability to recognise public notices and signs (including timetables and advertisements)</li> <li>- demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds</li> <li>- scan for particular information, organise the relevant information and present it in a logical manner/given format</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people</li> <li>- demonstrate the ability to identify the important points or themes within an extended piece of writing</li> <li>- draw conclusions from and see relations within an extended text</li> </ul>
<b>2. Writing</b>	<ul style="list-style-type: none"> <li>- carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus</li> <li>- demonstrate the ability to describe, report, give personal information</li> <li>- identify, organise and present given material in a particular form</li> </ul>	<ul style="list-style-type: none"> <li>- carry out longer writing tasks on a wider range of topics in response to a written stimulus</li> </ul>
<b>3. Listening</b>	<ul style="list-style-type: none"> <li>- demonstrate understanding of specific details, information and semi-formal announcements, e.g. news, weather, travel, and in interviews, dialogues and telephone conversations</li> <li>- demonstrate general comprehension of the speaker's intentions where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- identify the important points or themes of the material they hear, including attitudes</li> <li>- draw conclusions from and identify the relationships between ideas within the material they hear</li> <li>- show awareness of major variations in register</li> <li>- take notes from material they have heard</li> </ul>
<b>4. Speaking</b>	<ul style="list-style-type: none"> <li>- demonstrate competence in a range of speech activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs</li> <li>- conduct a sustained conversation</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate greater flexibility in dealing with new, topical ideas</li> <li>- show a sense of audience</li> </ul>

## **VI NOTES ON CONDUCTING ORAL TESTS (0510/5)**

### **GENERAL**

- (i) The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single Examiner to conduct all of the tests. (But see (iv) below.)
- (ii) Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
- (iii) Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings to allow sufficient time for external moderation. It is vital that material does not arrive late.
- (iv) For Centres with 30 or fewer candidates, there should normally be just one examiner. Each Centre will select its own Examiner. This is normally a teacher within the English language department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples.

Centres with more than 30 candidates may use more than one Examiner (applying the ratio of an additional Examiner for each 30 candidates). If using more than one Examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.

- (v) Centres entering candidates for the examination will receive a set of Oral Test Cards, notes about administration and forms for entering marks. Teachers/Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. The Oral Test Cards must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
- (vi) Each Centre must send to CIE (or DNEA in the case of Centres in Namibia) the following: (a) tape-recorded sample on cassette(s); (b) completed MS1 Forms; (c) completed Oral Examination Summary Form(s). Please be careful to adhere to instructions given on the forms about their completion and return.

#### **(a) Tape-recorded sample**

Each Centre must provide a sample of oral tests, to be recorded on cassette(s). The size of the sample required is given in the instructions on the back of the Oral Examination Summary Form.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two cassettes.

The teacher responsible for internal standardisation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include in equal number candidates tested by all teachers.

For instructions on recording the samples see section (xv) below. Cassettes must be clearly labelled with details of the candidates whose interviews have been taped.

#### **(b) Form MS1**

This is a computer-printed mark sheet which is completed by transferring the mark for each candidate from the Total Mark column on the Oral Examination Summary Form.

#### **(c) Oral Examination Summary Form**

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse of the form.

Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) against the names of candidates whose interviews have been recorded on the cassette.

- (vii) The sample cassette(s) along with completed MS1 and Oral Examination Summary Form should be returned as specified as soon as the oral tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

**CONDUCTING THE ORAL TESTS**

(viii) The oral tests should proceed along the following lines:

(A) Start the tape. Give the candidate's name and number. Welcome the candidate(s) and explain briefly what is going to happen in the course of the test.

(B) Warm-up section: conduct a general conversation by asking the candidate(s) a few questions about herself/himself, the school, etc. to give candidate(s) time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, about 2-3 minutes should be spent on this section.

(C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up has taken place. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2-3 minutes), when the candidate is at liberty to ask questions. The candidate may not make notes during this period. The tape recorder should be paused by the Examiner while the candidate considers the Topic Card. The Examiner should indicate this by saying 'the tape will now be paused' so that the External Moderator knows that the candidate is being given time to study the card.

(D) Main part of the test: conversation based on the Oral Assessment Card. Either the Examiner or the candidate may start the conversation. This section of the test should last approximately 6-9 minutes.

**The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10-12 minutes.**

**Note that only (D) is to be assessed.**

**The oral test must be conducted in English throughout.**

(ix) Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that candidates leaving the room for the oral tests do not communicate with those waiting to enter.

(x) No other person should be present during the oral test, with the exception of another Teacher/Examiner, Moderator or representative of CIE.

(xi) Candidates may be examined singly or in pairs.

If paired examining is used, then please note the following:

- It is important for the External Moderator to know which candidate is speaking at any one time. This should be achieved by pairing two candidates whose voices are clearly dissimilar. Avoid pairing candidates with the same first names.
- A conversation must be maintained. Do not let the candidates enter into an informal 'chat' at any time. In this respect, it may be best not to pair good friends.
- Do not let a candidate ask a series of questions – the conversation must be equal (in terms of contribution) and at no time should one candidate proceed to interview the other.
- The Examiner should maintain a stronger presence in pair-examining. It is not appropriate for the Examiner to just 'sit back' and let the candidates get on with it. The Examiner needs to direct/control/monitor the conversation more than when examining candidates singly. It may be that the Examiner needs to intervene more often to ensure appropriate and fair discussion, and to maintain the thread/topic.
- It is best not to pair a strong candidate with a weak one. Try to pair candidates of roughly equal ability.
- Think again if you are examining in pairs simply to speed up the process of completing the Oral Tests. Please recognise that the candidates should be given their best chance of success – which might not occur when talking in a pair with an unsuitable partner.
- Do not give different Topic Cards to each candidate. The conversation must be a three-way conversation based on a single topic.

- (xii) Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
- (xiii) A range of Oral 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 oral tests at the Centre. In order that candidates are given every chance to do themselves justice, the Assessment Card should be selected with care. The warm-up may give the Examiner an indication of the best card to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the Examiner prompts in such cases.**
- (xiv) The Examiner should be positioned so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

### RECORDING THE SAMPLE

- (xv) Centres must ensure that their recording equipment is in good working order. Cassette recorders must be used. The recorder and the cassette(s) should be tested on site, some time before the actual oral tests, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for candidate and Examiner. If only one microphone is used it should be placed facing the candidate.

It is important to check audibility levels before taping begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps. Checks should be made throughout the oral testing session to ensure that voices on the tapes are clearly audible.

With the exception of a permitted pause on the tape between the warm-up and the main part of the test, once the oral test has begun the cassette should run without interruption.

The recording must begin at the start of Side 1 of the cassette, and both sides of the cassette should be used before beginning a new cassette. A candidate's oral test should not be started on one side and continue over to the second side. At the end of examining on each side of a cassette the Examiner should state "No further recordings on this side".

Side 1 of each cassette should begin with a clear statement by the Examiner as follows:

Centre Number:	[e.g.]	AZ 999
Centre Name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2007"

Each candidate taped on the sample should be clearly indicated on the recording by the teacher as follows:

Candidate Number	[e.g.]	1234
Candidate Name	[e.g.]	Abdi Zachariah"

At the end of the sample the Examiner should state clearly "End of Sample".

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of Side 1. The contents of each cassette must be clearly labelled.

**ORAL ASSESSMENT CRITERIA GRID (0510/5 and 0510/6)**

Give a mark out of 10 for each category (structure, vocabulary and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure [out of 10]	Vocabulary [out of 10]	Fluency [out of 10]
<b>9-10</b>	The candidate demonstrates ability to use a variety of structures accurately and consistently. There may be errors when sophistication is attempted, but the examiner is convinced that the candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information/ideas are communicated. There will be only the occasional misuse of vocabulary.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation and perhaps initiate new topics. Pronunciation and intonation are appropriate, with only the occasional slip.
<b>7-8</b>	There may be mostly simple structures, but some more complex sentences will be attempted successfully. There will be some errors but these will not impede communication.	The candidate has a sufficient range of vocabulary to convey information and ideas but there is lack of precision. Vocabulary is not wide or varied.	The candidate responds relevantly to questions and at a length which makes frequent prompting unnecessary. Stress and intonation patterns are generally accurate. Little effort is required by the listener.
<b>5-6</b>	The candidate will be uneasy and error-prone when venturing beyond simple structures. However, simple accuracy will often be achieved and communication will be maintained.	Vocabulary conveys simple ideas and information clearly but lacks precision. There is some searching for words and hesitation when going beyond simplicity.	The candidate makes a real attempt to respond to questions. S/he may need frequent prompting and will tend to offer one sentence at a time, but keeps conversation going. Some noticeable inaccuracy of stress and intonation, but unlikely to impede communication.
<b>3-4</b>	Responses will usually be single words or very simple sentences – with errors. Error will tend to blur but not obscure communication.	Vocabulary will sometimes be inadequate to convey even simple ideas and there will be frequent pauses.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond the single word response. Stress and intonation inaccuracy causes some communication difficulty, but candidate can usually be understood by a sympathetic listener.
<b>1-2</b>	Single word responses will be the norm and attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made at points during the interview.	Enough English words are known to convey occasional snippets of information, but conversation will be very limited and confused.	Responses are so brief and imprecise that little is communicated. Use of single words is the norm, and there will be long gaps. Stress and intonation patterns cause difficulty for even the most sympathetic listener. Repetition is necessary to achieve communication.
<b>0</b>	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	No response/inaccuracy of stress and intonation prevents communication even after several repetitions.

## VII GRADE DESCRIPTIONS

---

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

At **Grade A** the candidate has demonstrated expertise by:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style straightforwardly in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately (with few if any mistakes);
- using well constructed paragraphs and sentences (of average complexity) and obeying standard grammatical conventions;
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

At **Grade C** the candidate has demonstrated competence by:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- recognising more obvious meanings and attitudes;
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set;
- spelling and punctuating with accuracy so that communication is not impaired);
- using adequate paragraphing and some variety of sentence construction;
- speaking clearly with some confidence, mostly in response to the directions of other speakers; showing a readiness to listen to others and to respond appropriately.

At **Grade F** the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions;
- speaking with some confidence, but usually in response to the directions of other speakers; showing a readiness to listen to others and to respond.





## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B. 1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Indicate the Oral Assessment Card (Card with Oral Topics) used, the individual marks for each section and the total mark in the appropriate column.
4. The final column on the form is for the use of the External Moderator only.
5. The teacher completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre showing the names and index numbers of each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Form to the computer-printed Coursework mark sheet MS1.
2. Despatch the top sheet of the computer-printed Coursework mark sheet MS1 to CIE as soon as possible, and no later than 30 April for the June session and 31 October for the November session.
3. Send samples of the candidates' work covering the full ability range together with this Summary Form and the first copy of MS1 (marked 'This copy is to be sent to the Moderator), to CIE as soon as possible, and no later than 30 April for the June session and 31 October for the November session.
4. Indicate the candidates whose tape recorded oral tests have been selected for external moderation by means of an asterisk (\*) against the candidates' names on the Oral Examination Summary Form. The size of the sample should be as follows:

number of candidates entered	Number of candidates in sample
0-10	all candidates
11-50	10
51-100	15
101-200	20
above 200	10% of candidates

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.





## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B. 1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
  - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
  - (b) In the column headed 'Total Mark', average the marks to present a mark out of 30 awarded before internal moderation took place.
  - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June session and 31 October for the November session.
3. Send samples of the candidates' work covering the full ability range together with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 30 April for the June session and 31 October for the November session.
4. Indicate the candidates who are in the sample by means of an asterisk (\*) against the candidates' names overleaf. The size of the coursework sample should be as follows:

number of candidates entered	Number of candidates in sample
0-10	all candidates
11-50	10
51-100	15
101-200	20
above 200	10% of candidates

5. Where more than one teacher is involved in the marking, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. With the sample work, please enclose some notes about instructions given to candidates (written or verbal), and information as to how internal moderation was carried out.

**ENGLISH AS A SECOND LANGUAGE Oral – Coursework (0510/6)**  
**Individual Candidate Record Card**  
**IGCSE**

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number		Centre Name		June/November	2	0	0	7
Candidate Number		Candidate Name		Teaching Group/Set				
Description of task		Structure	Vocabulary	Fluency				
		(max 10)	(max 10)	(max 10)				
		(max 10)	(max 10)	(max 10)				
		(max 10)	(max 10)	(max 10)	<b>TOTAL</b>			
Marks to be transferred to the Coursework Assessment Summary Form		Average of above marks (max 10)	Average of above marks (max 10)	Average of above marks (max 10)	<b>(max 30)</b>			
Name of teacher completing this form	Signature		Date					



## INSTRUCTIONS FOR COMPLETING INDIVIDUAL RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignment for each candidate according to the criteria sheet attached.
3. Enter marks and final marks in the appropriate spaces. **NOTE THAT THE FINAL TOTAL MARK FOR EACH CANDIDATE SHOULD BE PRESENTED AS AN AVERAGE OUT OF 30.** Complete all other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks (**EACH OUT OF 30**) should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre.
6. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** See the instructions on the Coursework Assessment Summary Form (0510/06/CW/S).

