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# SYLLABUS

Cambridge IGCSE®  
First Language English

**0500**

**0522\***

For examination in June and November 2014

\*This syllabus is accredited for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

There are two syllabuses, **0500** and **0522** for Cambridge IGCSE First Language English:

Syllabus **0500** has optional Speaking and Listening components which do not contribute to the overall grade candidates receive for the written components. Instead, certificates record achievement of grades.

Syllabus **0522** has compulsory Speaking and Listening which contributes to the overall grade candidates receive for the written components. This syllabus has been accredited by the regulator, Ofqual, for use in state maintained schools in England because it meets the requirements of the English National Curriculum. It is known as the Cambridge International Certificate.

Independent schools in the UK may enter for either syllabus **0500** or **0522**.

State maintained schools in England may only enter candidates for syllabus **0522**.

Syllabus **0522** is also available in administrative Zone 3. If you are uncertain about whether you are in this zone, please refer to [http://www.cie.org.uk/profiles/exams\\_officers/guide/preparation/timetabling\\_exams/adminzones/index\\_html](http://www.cie.org.uk/profiles/exams_officers/guide/preparation/timetabling_exams/adminzones/index_html)

Schools outside the UK or Zone 3 should contact Cambridge if they wish to enter candidates for syllabus **0522** instead of syllabus **0500**.

Please contact [international@cie.org.uk](mailto:international@cie.org.uk) or call 00 44 (0)1223 553554 should you require further information.

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# Contents

1. Introduction.....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge IGCSE?	
1.3 Why choose Cambridge IGCSE First Language English?	
1.4 Cambridge International Certificate of Education (ICE)	
1.5 Schools in England, Wales and Northern Ireland	
1.6 How can I find out more?	
2. Assessment at a glance.....	5
Cambridge IGCSE First Language English Syllabus code 0500	
Cambridge International Level 1/Level 2 Certificate First Language English Syllabus code 0522	
3. Syllabus aims and objectives .....	8
3.1 Aims	
3.2 Assessment Objectives and their weighting in the exam	
4. Description of components.....	11
4.1 Paper 1: Reading Passage (Core)	
4.2 Paper 2: Reading Passages (Extended)	
4.3 Paper 3: Directed Writing and Composition (both Core and Extended)	
4.4 Component 4: Coursework Portfolio (both Core and Extended)	
4.5 Component 5: Speaking and Listening (both Core and Extended)	
4.6 Component 6: Speaking and Listening Coursework (both Core and Extended)	
5. Curriculum content.....	17
6. Appendix A .....	19
6.1 Grade descriptions	
6.2 Component 4 – Coursework Portfolio	
6.3 Component 5 – Speaking and Listening	
6.4 Component 6 – Speaking and Listening Coursework	
7. Appendix B: Additional information .....	48
8. Appendix C: Additional information – Cambridge International Certificate .....	50

# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

### Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

## 1.3 Why choose Cambridge IGCSE First Language English?

Cambridge IGCSE First Language English is designed for students whose mother tongue is English. The course allows students to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Successful candidates are well prepared for further study including Cambridge International AS and A Level GCE English Language, Cambridge Pre-U and the Cambridge International AS and A Level English.

## 1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

First Language English (**0500** and **0522**) falls into Group I, Languages.

Learn more about Cambridge IGCSE and Cambridge ICE at [www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

## 1.5 Schools in England, Wales and Northern Ireland

This Cambridge IGCSE is approved for regulation in England, Wales and Northern Ireland. It appears on the Register of Regulated Qualifications <http://register.ofqual.gov.uk> as a Cambridge International Level 1/Level 2 Certificate. There is more information for schools in England, Wales and Northern Ireland in Appendix C to this syllabus.

### School and college performance tables

Cambridge IGCSEs which are approved by Ofqual are eligible for inclusion in school and college performance tables.

For up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website ([www.education.gov.uk/performance-tables](http://www.education.gov.uk/performance-tables)). All approved Cambridge IGCSEs are listed as Cambridge International Level 1/Level 2 Certificates.

## 1.6 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [international@cie.org.uk](mailto:international@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [international@cie.org.uk](mailto:international@cie.org.uk) to find out how your organisation can become a Cambridge school.

## 2. Assessment at a glance

### Cambridge IGCSE First Language English Syllabus code 0500

<b>Candidates take either:</b>	<b>Or:</b>
<p><b>Paper 1: Reading Passage (Core)</b> 1 hour 45 minutes Candidates answer two questions on one passage of 700–800 words. Eligible for Grades C–G. 50% of total marks.</p>	<p><b>Paper 2: Reading Passages (Extended)</b> 2 hours Candidates answer three questions on two passages of 600–700 words each, linked by a common theme. Eligible for Grades A–E on this component.* 50% of total marks.</p>
<b>And either:</b>	<b>Or:</b>
<p><b>Paper 3: Directed Writing and Composition</b> 2 hours Candidates answer one question on a passage or passages totalling 700–800 words. Candidates also answer one composition task from a choice of 6 titles. Eligible for Grades A–G on this component.* 50% of total marks.</p>	<p><b>Component 4: Coursework Portfolio</b> Candidates submit three assignments, each of 500–800 words. Eligible for Grades A–G on this component.* 50% of total marks.</p>

Centres may also choose to enter candidates for Speaking and Listening or for Speaking and Listening Coursework. Marks for these optional components do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record achievement of grades 1 (high) to 5 (low).

<b>Optional</b>	<b>Optional</b>
<p><b>Component 5: Speaking and Listening (Optional)</b> Approx. 10–12 minutes Individual Task and Discussion. Separately endorsed.</p>	<p><b>Component 6: Speaking and Listening Coursework (Optional)</b> Individual activity, Pair-based activity, Group activity. Separately endorsed.</p>

\* A Grade of A\* is available for the overall syllabus if the extended route is followed.

## Cambridge International Level 1/Level 2 Certificate\*

### First Language English

### Syllabus code 0522

<b>Candidates take either:</b>	<b>Or:</b>
<p><b>Paper 1: Reading Passage (Core)</b> 1 hour 45 minutes Candidates answer two questions on one passage of 700–800 words. Eligible for Grades C–G. 40% of total marks.</p>	<p><b>Paper 2: Reading Passages (Extended)</b> 2 hours Candidates answer three questions on two passages of 600–700 words each, linked by a common theme. Eligible for Grades A–E on this component.** 40% of total marks.</p>
<b>And either:</b>	<b>Or:</b>
<p><b>Paper 3: Directed Writing and Composition</b> 2 hours Candidates answer one question on a passage or passages totalling 700–800 words. Candidates also answer one composition task from a choice of 6 titles. Eligible for Grades A–G on this component.** 40% of total marks.</p>	<p><b>Component 4: Coursework Portfolio</b> Candidates submit three assignments, each of 500–800 words. Eligible for Grades A–G on this component.** 40% of total marks.</p>
<b>And either:</b>	<b>Or:</b>
<p><b>Component 5: Speaking and Listening</b> Approx. 10–12 minutes Individual Task and Discussion. 20% of total marks.</p>	<p><b>Component 6: Speaking and Listening Coursework</b> Individual activity, Pair-based activity, Group activity. 20% of total marks.</p>

\* Accredited for use in England, Wales and Northern Ireland.

\*\* A Grade of A\* is available for the overall syllabus if the extended route is followed.



## Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

This syllabus is available to private candidates. They can opt for Paper 1 or Paper 2 **and** Paper 3.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0510 Cambridge IGCSE English as a Second Language
- 0511 Cambridge IGCSE English as a Second Language (count-in oral)
- 1123 Cambridge O Level English Language.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

No candidate may enter for more than one English Language subject.

## 3. Syllabus aims and objectives

### 3.1 Aims

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

- 1 enable students to communicate accurately, appropriately and effectively in speech and writing
- 2 enable students to understand and respond appropriately to what they hear, read and experience
- 3 encourage students to enjoy and appreciate a variety of language
- 4 complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- 5 promote students' personal development and an understanding of themselves and others.

### 3.2 Assessment Objectives and their weighting in the exam

Cambridge IGCSE First Language English has three Assessment Objectives (AOs).

#### AO1: Reading

Candidates will be assessed on their ability to:

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes
- R4 understand how writers achieve effects.

#### AO2: Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 order and present facts, ideas and opinions
- W3 understand and use a range of appropriate vocabulary
- W4 use language and register appropriate to audience and context
- W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

#### AO3: Speaking and listening

Candidates will be assessed on their ability to:

- S1 understand, order and present facts, ideas and opinions
- S2 articulate experience and express what is thought, felt and imagined
- S3 communicate clearly and fluently
- S4 use language and register appropriate to audience and context
- S5 listen to and respond appropriately to the contributions of others.



## Weighting of Assessment Objectives

**Syllabus code 0500**

Paper	AO1 Reading (marks)	AO2 Writing (marks)	AO3 Speaking and Listening (marks)	Whole assessment %
Paper 1: Reading Passage (Core) OR Paper 2: Reading Passages (Extended)	40	10	–	50%
Paper 3: Directed Writing and Composition (Core + Extended) OR Component 4: Coursework Portfolio (Core + Extended)	10	40	–	50%
Component 5: Speaking and Listening (Core + Extended; optional) OR Component 6: Speaking and Listening Coursework (Core + Extended; optional)	–	–	30	Separately endorsed.

**Syllabus code 0522\***

Paper	AO1 Reading (marks)	AO2 Writing (marks)	AO3 Speaking and Listening (marks)	Whole assessment %
Paper 1: Reading Passage (Core) OR Paper 2: Reading Passages (Extended)	40	10	–	40%
Paper 3: Directed Writing and Composition (Core + Extended) OR Component 4: Coursework Portfolio (Core + Extended)	10	40	–	40%
Component 5: Speaking and Listening (Core + Extended) OR Component 6: Speaking and Listening Coursework (Core + Extended)	–	–	30	20%

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\* Accredited for use in England, Wales and Northern Ireland.

## 4. Description of components

### 4.1 Paper 1: Reading Passage (Core)

#### 1 hour 45 minutes

Questions are set on one passage of approximately 700–800 words which is printed on the question paper insert. Candidates should spend approximately 10 minutes reading this passage. Dictionaries may not be used. Candidates write all their answers in spaces provided on the question paper.

Candidates taking this component are eligible for grades C–G.

#### Question 1 (30 marks)

This question is divided into a series of sub-questions requiring answers of different lengths.

The sub-questions are based on the passage provided on the question paper insert, and test the following reading objectives (30 marks):

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes
- R4 understand how writers achieve effects.

#### Question 2 (20 marks)

Candidates respond to the passage printed on the question paper insert.

Candidates write approximately 1 to 1½ sides of A4 in response to a writing task.

The question tests the following reading objectives (10 marks):

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes.

In addition, the question tests the following writing objectives (10 marks):

- W1 articulate experience and express what is thought, felt and imagined
- W2 order and present facts, ideas and opinions
- W3 understand and use a range of appropriate vocabulary
- W4 use language and register appropriate to audience and context
- W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

## 4.2 Paper 2: Reading Passages (Extended)

### 2 hours

Questions are set on two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper insert. Candidates should spend approximately 15 minutes reading the passages. Dictionaries may not be used. Candidates write all their answers in spaces provided on the question paper.

Candidates are eligible for grades A to E on this component (and grade A\* at syllabus level).

### Question 1 (20 marks)

This question refers to Passage 1 only and may be sub-divided.

Candidates write approximately 1½ to 2 sides of A4.

The following reading objectives are tested (15 marks):

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes.

In addition, 5 marks are available for the following writing objectives:

- W1 articulate experience and express what is thought, felt and imagined
- W2 order and present facts, ideas and opinions
- W3 understand and use a range of appropriate vocabulary
- W4 use language and register appropriate to audience and context
- W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

### Question 2 (10 marks)

This question refers to Passage 1 only and may be sub-divided.

The question tests reading objective R4, understand how writers achieve effects.

### Question 3 (20 marks)

This question may be sub-divided.

Candidates summarise material in each of the passages, writing approximately 1 side of A4 in total.

The following reading objectives are tested (15 marks):

- R1 understand and collate explicit meanings
- R2 understand, explain and collate implicit meanings and attitudes
- R3 select, analyse and evaluate what is relevant to specific purposes.

In addition, 5 marks are available for the writing objectives:

- W1 articulate experience and express what is thought, felt and imagined
- W2 order and present facts, ideas and opinions
- W3 understand and use a range of appropriate vocabulary
- W4 use language and register appropriate to audience and context
- W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

## 4.3 Paper 3: Directed Writing and Composition (both Core and Extended)

### 2 hours

This paper is divided into two sections, as detailed below. Dictionaries may not be used.

Candidates are eligible for grades A to G on this component (and A\* at syllabus level if the Extended route is followed).

#### Section 1 – Directed Writing (25 marks)

Candidates read one or more short texts which are printed on the question paper and which total 700–800 words in length.

They are then asked to use and develop the given information in another form, e.g. a letter, a report, a speech or a dialogue.

Candidates write approximately 1½ to 2 sides of A4.

This section tests the following writing objectives (15 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 order and present facts, ideas and opinions

W3 understand and use a range of appropriate vocabulary

W4 use language and register appropriate to audience and context

W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

In addition, 10 marks are available for the following reading objectives:

R1 understand and collate explicit meanings

R2 understand, explain and collate implicit meanings and attitudes

R3 select, analyse and evaluate what is relevant to specific purposes.

#### Section 2 – Composition (25 marks)

At least two argumentative/discursive, two descriptive, and two narrative titles will be set. Candidates write on one title only and write approximately 2 sides of A4.

This section tests the following writing objectives (25 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 order and present facts, ideas and opinions

W3 understand and use a range of appropriate vocabulary

W4 use language and register appropriate to audience and context

W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

## 4.4 Component 4: Coursework Portfolio (both Core and Extended)

This component description should be read in conjunction with Appendix A of this syllabus and the relevant section of the *Cambridge Administrative Guide* and the *Cambridge Handbook*.

The information and forms required for the conduct and assessment of coursework are provided in this syllabus.

Candidates are eligible for grades A to G on this component (and A\* at syllabus level if the Extended route is followed).

Candidates submit a portfolio of three assignments, each of about 500–800 words. The assignments may be done in any order, and are:

- **Assignment 1:** informative, analytical and/or argumentative.
- **Assignment 2:** imaginative, descriptive and/or narrative.
- **Assignment 3:** a response to a text or texts chosen by the Centre. The text(s) should contain facts, opinions and arguments. Candidates respond to the text(s) by selecting, analysing and evaluating points from the material (reading objectives R1–R3). They may write in any appropriate form they wish. Different candidates in the same teaching set may choose to respond in different forms.

The final mark for the Coursework Portfolio will be out of 50.

The Coursework Portfolio tests the following writing objectives (40 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 order and present facts, ideas and opinions

W3 understand and use a range of appropriate vocabulary

W4 use language and register appropriate to audience and context

W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

For Assignment 3 only, an additional 10 marks are available for the following reading objectives:

R1 understand and collate explicit meanings

R2 understand, explain and collate implicit meanings and attitudes

R3 select, analyse and evaluate what is relevant to specific purposes.

Work may be handwritten or word-processed.

Dictionaries may be used.

Candidates must include the first draft for one of the three assignments submitted. The first draft will not contribute to the final internally assessed mark, or to the externally moderated mark for the Portfolio.

A teacher/moderator at the Centre assesses the coursework using the Assessment Criteria in Appendix A.

Cambridge must accredit the teacher/moderator to conduct written coursework, usually through successful completion of a written Coursework Training Handbook, available from Publications. In some cases, Cambridge may accredit a teacher/moderator on the basis of prior experience; for this, the teacher/moderator must write to Cambridge for permission, enclosing a CV detailing relevant experience.

The teacher/moderator will conduct and internally assess the coursework, and will submit a sample of candidates' performance for external moderation by Cambridge. Centres will receive a brief report on the outcome of moderation.



## 4.5 Component 5: Speaking and Listening (both Core and Extended)

This component description should be read in conjunction with Appendix A of this syllabus and the relevant section of the *Cambridge Administrative Guide* and the *Cambridge Handbook*.

This component is optional for syllabus code **0500** and is separately endorsed with grades of 1 (high) to 5 (low). For syllabus code **0522**, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks. Candidates are eligible for grades A to G on this component (and A\* at syllabus level if the Extended route is followed).

There is no question paper for the Speaking and Listening test.

The information and forms required for the conduct and assessment of the test are provided in this syllabus.

The speaking and listening tests take place during a period before the main examination series (see the relevant series' timetable). After the tests, the Centre must send back material for external moderation before the advertised final date.

The final mark for Speaking and Listening is out of 30.

There are two parts to the test:

### **Part 1 – Individual Task (3–4 minutes) (10 marks):**

For example, a presentation, a talk, a speech, or a monologue (e.g. the candidate talks about his or her reactions to meeting a famous person; the candidate talks about a recent film he or she has seen and suggests why others would also like it).

The candidate talks for about 3–4 minutes on a single topic or theme which they have selected prior to the test.

The Individual Task tests the following speaking objectives (10 marks):

- S1 understand, order and present facts, ideas and opinions
- S2 articulate experience and express what is thought, felt and imagined
- S3 communicate clearly and fluently
- S4 use language and register appropriate to audience and context.

Dictionaries may be used to prepare the Individual Task, but they may **not** be taken into the examination.

### **Part 2 – Discussion (6–7 minutes) (20 marks):**

The Individual Task leads into a conversation with the teacher/examiner about the candidate's chosen topic (e.g. an account of meeting a famous person could be developed into a discussion of wider issues such as the nature and role of 'celebrity' and media intrusion; a talk about a film could be developed into discussion of wider issues such as censorship, popular culture, and the film industry).

The Discussion tests the following speaking and listening objectives (20 marks):

- S1 understand, order and present facts, ideas and opinions
- S2 articulate experience and express what is thought, felt and imagined
- S3 communicate clearly and fluently
- S4 use language and register appropriate to audience and context
- S5 listen to and respond appropriately to the contributions of others.

A teacher/examiner assesses the tests using the assessment criteria in Appendix A. This teacher/examiner will usually be someone from the Centre's English department. They will conduct and internally assess the tests, and will submit a recorded sample of the candidates' performance for external moderation by Cambridge. Centres will receive a brief report on the outcome of moderation.

## 4.6 Component 6: Speaking and Listening Coursework (both Core and Extended)

This component description should be read in conjunction with Appendix A of this syllabus and the relevant section of the *Cambridge Administrative Guide* and the *Cambridge Handbook*.

This component is optional for syllabus code **0500** and is separately endorsed with grades of 1 (high) to 5 (low). For syllabus code **0522**, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks. Candidates are eligible for grades A to G on this component (and A\* at syllabus level if the Extended route is followed).

The information and forms required for the conduct and assessment of coursework are provided in this syllabus.

Candidates are assessed on their performance during the course in three different speaking and listening tasks. The tasks can be done in any order and candidates can conduct different activities within a class.

The Centre must send back material for external moderation before the advertised submission date.

The final mark for Speaking and Listening Coursework is out of 30.

### Task 1 – An individual activity

- For example, the candidate talks about his or her favourite hobby; the candidate describes a place that he or she has visited and enjoyed.

### Task 2 – A pair-based activity

- For example, two candidates role-play an argument between two neighbours; the teacher interviews two candidates about how something at school could be improved.

### Task 3 – A group activity

- For example, candidates discuss in a group who to invite (and why) to open the new local shopping centre; in a parole board scenario, the teacher presents cases for prisoners, and candidates discuss in a group whether or not each case merits early release.

Tasks are equally weighted in the final assessment and test the following speaking and listening objectives (30 marks):

S1 understand, order and present facts, ideas and opinions

S2 articulate experience and express what is thought, felt and imagined

S3 communicate clearly and fluently

S4 use language and register appropriate to audience and context

S5 listen to and respond appropriately to the contributions of others (Tasks 2 and 3 only).

Dictionaries may be used in preparing for the activities, but they may **not** be used during the activities.

A teacher/moderator assesses the activities using the Assessment Criteria in Appendix A. This teacher/moderator will usually be someone from the Centre's English department. They will conduct and internally assess the activities, and will submit a recorded sample of candidates' performance for external moderation by Cambridge. Centres will receive a brief report on the outcome of moderation.

## 5. Curriculum content

Candidates may follow either the Core curriculum only or the Extended curriculum which includes both the Core and Extended. Candidates aiming for grades A\* to C must follow the Extended curriculum. Candidates aiming at grades D and below must follow the Core curriculum. Grade C is also available on the Core curriculum.

### Assessment objective 1: Reading

#### Core

*All candidates should:*

- demonstrate understanding of words within extended texts
- scan for and extract specific information
- identify main and subordinate topics, summarise, paraphrase, re-express
- show some sense of how writers achieve their effects
- recognise and respond to simple linguistic devices including figurative language.

#### Extended

*In addition to what is required in the Core, candidates following the Extended curriculum should:*

- show a more precise understanding of extended texts
- recognise the relationship of ideas
- draw inferences, evaluate effectiveness, compare, analyse, synthesise
- show understanding of how writers achieve their effects
- recognise and respond to more sophisticated linguistic devices.

### Assessment objective 2: Writing

#### Core

*All candidates should:*

- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- show some sense of audience
- demonstrate adequate control of vocabulary, syntax and grammar
- exercise care over punctuation and spelling
- write accurate simple sentences
- attempt a variety of sentence structures
- recognise the need for paragraphing
- use appropriate vocabulary.

#### Extended

*In addition to what is required in the Core, candidates following the Extended curriculum should:*

- show a wider and more varied sense of different styles to interest, inform or convince the reader
- show a clear sense of audience
- demonstrate a sophisticated use of vocabulary and structures
- demonstrate accuracy in punctuation and spelling
- write accurate complex sentences
- employ varied sentence structures
- write in well-constructed paragraphs
- use imaginative and varied vocabulary.

**Assessment objective 3: Speaking and Listening****Core**

*All candidates should:*

- understand and convey both simple and detailed information
- present facts, ideas and opinions in an orderly sequence
- make relevant comments on what is heard, seen or read
- describe experience in simple terms and express intelligibly what is thought and imagined
- recognise and give statements of opinion and attitude
- speak audibly and intelligibly with appropriate tone, intonation and pace.

**Extended**

*In addition to what is required in the Core, candidates following the Extended curriculum should:*

- understand and convey more complex information in an interesting and authoritative way
- consciously order and present facts, ideas and opinions for a particular audience
- evaluate and reflect on what is heard, seen or read
- describe and reflect on experience, and express effectively what is thought and imagined
- discuss statements of opinion and attitude, discerning underlying assumptions and points of view.

## 6. Appendix A

### 6.1 Grade descriptions

Grade descriptions give a general indication of the standards of achievement likely to be shown by candidates awarded particular grades.

To achieve a **Grade A**, a candidate will be able to:

- Understand and communicate information at both a straightforward and a complex level.
- Understand facts, ideas and opinions, and order and present in detail what is relevant for specific purposes.
- Describe and reflect upon experience and detail, analysing effectively what is felt and what is imagined.
- Recognise implicit meanings and attitudes of a writer.
- Show a clear sense of audience and an understanding of appropriate uses of language.
- Write in well constructed paragraphs, using a full range of appropriate sentence structures, and show accuracy in spelling and punctuation.
- Select and use appropriate spoken styles and registers. Candidates will vary their sentence structure, vocabulary and expression confidently for a range of purposes, sustaining discussion through the use of a variety of contributions, listening with sensitivity, and occasionally taking the initiative.

To achieve a **Grade C**, a candidate will be able to:

- Understand and convey information both at a straightforward level and at a more complex level.
- Understand basic facts, ideas and opinions, presenting them with a degree of clarity and accuracy.
- Evaluate material from texts and select what is relevant for specific purposes.
- Describe and reflect upon experience and express effectively what is felt and what is imagined.
- Recognise the more obvious implicit meanings and attitudes of a writer.
- Show a sense of audience and an awareness of appropriate uses of language.
- Write in paragraphs, using a variety of types of sentence and taking care over spelling and punctuation.
- Use varied vocabulary when speaking, and organise their Individual Task to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, mostly in response to the directions of the speaker(s), showing a readiness to listen to others and to respond appropriately.

To achieve a **Grade F**, a candidate will be able to:

- Understand and convey information at a straightforward level.
- Understand basic facts, ideas and opinions, presenting them with a degree of coherence.
- Select material from texts and comment upon it at a literal level.
- Describe experience in concrete terms, expressing intelligibly what is felt and what is imagined.
- Recognise clear meanings and explicit attitudes of a writer.
- Show awareness that language is used in different ways in different circumstances.
- Write at least in correct, simple sentences – weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication.
- Develop ideas, describe events and convey their opinions clearly when speaking. In discussion, they listen with concentration and make contributions in response to others' ideas and views.

## 6.2 Component 4 – Coursework Portfolio

### 6.2.1 General guidance

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Assessment Guide*.

#### 1 Format of the Portfolio

- The three assignments (together with the first draft of one of them) must be securely fastened (e.g. by stapling or treasury tags) and each must be marked clearly with the candidate's name, Centre number and candidate number.
- Work for external moderation must **not** be sent to Cambridge in plastic folders or bulky and heavy ring binders.
- A completed Individual Candidate Record Card must be included with each portfolio.

#### 2 Assignments: general issues

- Assignments should arise from the programme of study undertaken by the teaching group.
- The best assignments are usually those that come from a shared learning experience but are finally chosen by individual candidates; negotiation of assignments with the teacher is recommended (bearing in mind that these should be sufficiently challenging to stretch candidates to their full potential). For example, a class might study types of short story and their structures and conventions before individual candidates choose their own titles and write their own short stories for Assignment 2.
- Questions from past examination papers should not normally be used for coursework. Candidates are not expected to work under timed conditions.
- Assignments 1–3 may be completed in any sequence during the course. It is generally better that candidates do more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.

#### 3 Assignments: meeting the syllabus requirements

- The assignments must clearly demonstrate different writing intentions and styles to the reader. For example:

<p><b>Assignment 1:</b> informative, analytical and/or argumentative</p>	<p>Two examples:</p> <ul style="list-style-type: none"> <li>• a logbook/diary giving information on what was done during two days of a work experience or an activity weekend (i.e. writing to <i>inform</i>)</li> <li>• an argument from an informed, personal viewpoint about a topical issue, e.g. arguing against the ill-treatment of prisoners (i.e. writing to <i>persuade</i>)</li> </ul>
<p><b>Assignment 2:</b> imaginative, descriptive and/or narrative</p>	<p>Two examples:</p> <ul style="list-style-type: none"> <li>• a detailed description of the people who frequent a local shop, and the atmosphere of the shop (i.e. writing to <i>describe</i>)</li> <li>• a story about internet hacking, demonstrating the candidate's understanding of how to create character, significant events and structure (such as climax or an unusual ending) (i.e. writing to <i>entertain</i>)</li> </ul>

Candidates may submit poetry for Assignment 2, but this must be accompanied by some form of commentary by the candidate, e.g. about how the poem(s) came to be written.

**Assignment 3:**

- Assignment 3 is a piece of directed writing in response to a text or texts chosen by the teacher (or by the candidate, with the teacher's approval). This assignment is assessed for both writing and reading skills.
- Centres are advised to set text(s) of about one side of A4 in length altogether. Text(s) may consist of controversial facts, opinions and/or arguments which can be analysed and evaluated by the candidate and can be transformed and integrated into their own views. Note, that if a literature text(s) is used, candidates should respond to the facts, opinions and arguments contained in the text(s) rather than to the writer's choice of language and literary devices.
- Text(s), which may be of local, national or global interest – or all three – should be suitable for the ability range of the candidates, and may be drawn from a variety of sources: e.g. newspapers, magazine articles, travel writing, text-based websites, propaganda and media. Note, text(s) that are mainly informative or that provide content which has no development/discussion should not be set.
- The candidate should explain the views presented in the text(s), develop any ideas of interest and argue with or against them, examining them for inconsistencies and substituting complementary or opposing views.
- The assignment may be written in any appropriate form (e.g. an article, a letter, or the words of a speech), but teachers must make sure that Assignment 3 does not have the same form and style as Assignment 1 in the final Portfolio.
- A copy of all texts used for the third assignment must be included with the sample of Portfolios sent to the External Moderator.

<b>Assignment 3</b> Example 1	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s):</i> several letters published in a newspaper in response to a proposal for a new development in the locality</li> <li>• <i>Assignment:</i> Analyse and evaluate the information and views you have read and write an article based on them for the newspaper. Your own views should be based on the content of the letters.</li> </ul>
Example 2	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s):</i> a magazine article advocating the cull of a species of animal that has become a nuisance</li> <li>• <i>Assignment:</i> Analyse and evaluate the information and views expressed in the article and either (a) write your own article in response or (b) write a letter to the author of the article.</li> </ul>

**4 Drafting assignments**

- In coursework, as in preparation for other forms of examination, it is natural for the teacher and student to discuss the work and how it is progressing. Teachers will be more confident that the work is authentic if first drafts (e.g. plans following discussion) are completed in class, and seen and noted by them.
- Teachers must not mark, correct or edit draft material prior to submission of the assignment proper, as this is classed as improper practice. Students should draft and redraft their work (see point 5 below), and teachers should give **general** advice.

**5 Inclusion of a first draft in the Portfolio**

- Each candidate's Portfolio must include a first draft of one of the three assignments.
- A first draft is defined as the first attempt at a continuous piece of writing. It may be word-processed or handwritten. It does not have to be neat, and may include crossings out and any indications that sections are to be moved from one part of the writing to another. A first draft may also include general comments by the teacher.

- Candidates are encouraged to revise, edit and correct their work and may discuss the process with their teachers. However, teachers are reminded that their advice must not constitute correction and that candidates must be responsible for specific corrections of spelling, punctuation and grammar.
- Candidates should not submit rough, outline plans.
- The first draft of one of the assignments will not contribute to the final internally assessed mark, or to the externally moderated mark for the Portfolio. This draft is for the External Moderator's use only. It will be used by the External Moderator to:
  - help understand the process by which the assignment was completed
  - provide some evidence of any changes and improvements made by the candidate while working towards the final assignment
  - understand how the Centre assessment has been reached.
- Information gained from draft coursework pieces may also be used in the Principal Moderator's report to Centres to help develop teachers' understanding of the processes involved in coursework.

## **6 Length of assignments**

- The component description suggests 'between 500 and 800 words' for each assignment. This is a sufficient length to attract the highest marks. Work that is significantly under- or over-length is likely to be self-penalising.

## **7 Use of word processors**

- Each assignment may be either hand-written or word-processed. Electronic dictionaries and/or spell-checkers may be used.
- Candidates should be reminded of the importance of careful proofreading of all their work. Typing errors, or the use of a wrong choice from a computer spell-check or thesaurus, must be counted as errors, and shown as such.

## **8 Checking Portfolios to ensure that the syllabus requirements have been met**

- Teachers should check the contents of Portfolios before finalising them: where candidates have been given many assignments and have made the final choice themselves, it is easy for two similar arguments or two similar stories to be included inappropriately.
- If a Portfolio does not meet the syllabus requirements, it should be assessed in the normal way and an overall mark awarded according to the quality of the work. For assessment of writing, a third of that mark should then be deducted for each piece that is wrongly included or is missing. If Assignment 3 is not included, additionally no marks should be awarded for Reading.

## **9 Checking Portfolios for authenticity**

- It is the Centre's responsibility to guarantee that all coursework submitted by candidates is their original work. Any work found to have been plagiarised must be removed before the Coursework Portfolio is marked. The Portfolio should then be marked in the normal way and a mark awarded for the overall quality. For each piece removed from the Portfolio, one third of the overall mark for Writing should then be deducted. If the piece removed is Assignment 3, no marks can be awarded for Reading.
- Texts which provide material for informative or argumentative work, and which have been scanned/downloaded from publications, CD-ROMs and the internet, should be shown to the teacher; the teacher must remind candidates not to copy sections or whole sentences as their own. If appropriate, references to source material should be provided by the candidate at the end of an assignment.

## **10 Feedback following external moderation**

- Centres will receive a brief report from the External Moderator on the assessment of their candidates' Portfolios. This will usually be sent at the time results are issued.



## 6.2.2 Marking and moderating instructions

- 1** Teachers provide a comment on the quality of the Portfolio overall at the bottom of each candidate's Individual Candidate Record Card; they must also mark each assignment by indicating strengths and weaknesses and by providing a comment at the end. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and candidates. However, the final overall mark for the Portfolio must be an assessment of how the coursework grade criteria have been met. This final mark must reflect how achievement has varied across the different assignments, and how performance has varied across the assessment criteria for each assignment. Assessment, therefore, usually involves balancing strengths and weaknesses in the candidate's work overall. For this reason, the final mark is not necessarily a mathematical calculation based on marks/grades awarded to individual assignments during the course.
- 2** The teacher must mark each candidate's Portfolio out of a total of 50, in line with the criteria below. The total mark for the Portfolio is divided into 40 marks for writing and 10 marks for reading. For writing, a single mark out of 40 is given for the quality of the candidate's overall performance in the three assignments. For reading, the mark out of 10 is given according to how well the candidate demonstrates understanding of the text(s) in the response to the task set for Assignment 3 only.
- 3 Internal moderation**

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard. **Within each Centre, it is essential that the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry.** The Centre assessments are then subject to external moderation.
- 4 External moderation**
  - External moderation of internal assessment is carried out by Cambridge. Centres must submit candidates' total or internally assessed marks to Cambridge, as well as samples of the work and administrative forms. The final dates and methods for submitting these materials are detailed in the *Cambridge Administrative Guide* and the *Cambridge Handbook*.
  - The teacher/moderator 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 numbers, candidates assessed by the Centre.
  - Further information about the arrangements for external moderation of this component are detailed in Section 6.2.6 below.
  - If Cambridge's moderator thinks it necessary, Cambridge will request further samples of candidates' work. The Centre must send these as soon as the request is received.

### 6.2.3 Assessment criteria

**Table A: Grade descriptions for Writing (Assignments 1–3)**

#### Band 1 (36–40): Confident and stylistic completion of challenging tasks throughout the Portfolio.

- **W1:** Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. Arguments are cogent and developed in mature, persuasive thought.
- **W2/5 (paragraphing):** Facts, ideas and opinions are ordered logically, each stage in the argument or narrative carefully linked to the next. Paragraphing is a strength, and candidates are confident in experimenting where appropriate in the structure of expressive writing.
- **W3/5 (sentence structures):** Candidates write with assurance, using a wide range of effective vocabulary and varied, well-constructed sentences.
- **W4:** Candidates vary their style with assurance to suit audience and context in all three assignments.
- **W5 (spelling, punctuation and grammar):** Candidates write accurately. They use punctuation and grammatical structures to define shades of meaning. They spell simple, complex and technical words with precision.

#### Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing.

- **W1:** Candidates describe and reflect upon experience and analyse with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent.
- **W2/5 (paragraphing):** Facts, ideas and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.
- **W3/5 (sentence structures):** Candidates write with some confidence, demonstrating an emergent range of varied vocabulary and some fluency in the construction of sentences.
- **W4:** Candidates give evidence of understanding the need to write appropriately to audience and context even if there is not complete consistency in the three assignments.
- **W5 (spelling, punctuation and grammar):** Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation and grammar are minor, and rare at the top of this band.

### Band 3 (26–30): Competent writing with some development of ideas.

- **W1:** Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the benefit of the reader. Arguments are expressed in a competent series of relevant points and a clear attempt is made to develop some of them.
- **W2/5 (paragraphing):** A clear attempt is made to present facts, ideas and opinions in an orderly way, although there may be some insecurity in the overall structure.
- **W3/5 (sentence structures):** Candidates write competently, using appropriate if sometimes unadventurous vocabulary and writing sentences that mostly link ideas successfully.
- **W4:** Candidates make a clear attempt in at least one assignment to write with a sense of audience and there may also be some evidence of adapting style to context.
- **W5 (spelling, punctuation and grammar):** Candidates use punctuation and grammar competently although the range is not strong. There may be a number of minor errors especially at the bottom of this band and even occasional errors of sentence separation.

### Band 4 (21–25): Satisfactory content with brief development and acceptable expression.

- **W1:** Candidates express with some clarity what is felt and imagined. Arguments are relevant to the topic and are developed partially with some brief effectiveness.
- **W2/5 (paragraphing):** There is evidence of overall structure, but the writing may be presented more carefully in some sections than in others. There may be examples of repetition and the sequence of sentences within paragraphs may be insecure in places.
- **W3/5 (sentence structures):** Candidates write with occasional competence, using a mixture of effective and straightforward vocabulary and some complex and some simple sentences.
- **W4:** Candidates show occasional evidence of writing with some understanding of audience and context, but this is not sustained.
- **W5 (spelling, punctuation and grammar):** They use a limited range of punctuation and grammatical structure with some care, although occasionally grammatical error will cause the reader some difficulty. There may be quite numerous errors, particularly of sentence separation and the misuse of commas.

### Band 5 (16–20): Simple writing, the meaning of which is not in doubt.

- **W1:** Candidates express intelligibly what is felt and imagined. Arguments are expressed with variable relevance, logic and development.
- **W2/5 (paragraphing):** Facts, ideas and opinions are presented in paragraphs which may be inconsistent. The overall structure is unsound in places.
- **W3/5 (sentence structures):** Candidates use simple straightforward vocabulary. Simple sentences are correctly used and there may be an attempt to write complex sentences which have a slight lack of clarity.
- **W4:** Candidates make slight variations of style according to audience and context, although this does not seem deliberate.
- **W5 (spelling, punctuation and grammar):** Candidates show knowledge of simple punctuation and grammar, but the amount of error, especially of tense and the use of prepositions, is sometimes considerable. Sentences separation is often poor, but error does not prevent the reader from understanding what is written.

**Band 6 (11–15): Writing can be followed despite difficulties with expression.**

- **W1:** Candidates make a simple attempt to express what is felt and imagined. Arguments are expressed very simply and briefly.
- **W2/5 (paragraphing):** Facts, ideas and opinions may appear in partially formed paragraphs of inappropriate length and some attempt is made to provide a beginning and an end.
- **W3/5 (sentence structures):** Candidates use simple, mainly accurate vocabulary. Attempts to write complex sentences may involve repetition of conjunctions and some blurring.
- **W4:** Candidates may show occasional, brief acknowledgement of the possibility of writing for different audiences and contexts, but overall there is little variation of style.
- **W5 (spelling, punctuation and grammar):** Candidates occasionally use appropriate punctuation and can spell simple words, but the reader is not convinced that their understanding, especially of grammar, is adequate.

**Band 7 (6–10): Some of the writing can be followed.**

- **W1:** Candidates occasionally express what is felt, thought and imagined, but they are hampered by their command of language.
- **W2/5 (paragraphing):** Inadequate presentation of facts, ideas and opinions creates blurring, although there may be some signs of an overall structure.
- **W3/5 (sentence structures):** Candidates demonstrate a narrow vocabulary and there are unlikely to be more than a few accurate sentences.
- **W4:** Candidates occasionally write inappropriately or their command of language is not strong enough to acknowledge audience or context.
- **W5 (spelling, punctuation and grammar):** Weaknesses in spelling, punctuation and grammar are persistent, but the reader is able to follow at least part of the writing.

**Band 8 (0–5): Writing does not communicate adequately.**

- **W1:** Very simple meanings are attempted, but most of the work is too inaccurate and blurred to make sense.
- **W2/5 (paragraphing):** An absence of overall structure and paragraphing leads to confusion.
- **W3/5 (sentence structures):** Very simple meanings are attempted, but the candidate's knowledge of vocabulary and sentence structures is too slight to make adequate sense.
- **W4:** There is insufficient evidence of audience or context to reward.
- **W5 (spelling, punctuation and grammar):** The amount and breadth of error prevents sufficient communication of meaning.

**Table B: Grade descriptions for Reading (Assignment 3 only)**

<b>Band 1 (9–10)</b>	Candidates analyse and evaluate several ideas and details from the text(s), and develop lines of thought. Their own ideas are closely related to the original text(s) and show a good understanding of the main arguments.
<b>Band 2 (7–8)</b>	Candidates respond in detail to ideas from the text(s), explaining them and expressing views on them with varying degrees of effectiveness. There is some reference to details in the original. Their own ideas are based on those of the original text(s).
<b>Band 3 (5–6)</b>	Candidates show some response to the ideas in the text(s), summarising them and giving simple views on them. Their own thinking is relevant, if not always tightly focused on the original text(s).
<b>Band 4 (3–4)</b>	Candidates give a response to the original. Their ideas are relevant to the topic but make only occasional references to individual ideas or details in the original text(s).
<b>Band 5 (1–2)</b>	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
<b>Band 6 (0)</b>	There is no discernible reference to the topic or to the text(s).

#### 6.2.4 Instructions for completing Individual Candidate Record Cards

- 1** A copy of the relevant Individual Candidate Record Card can be found in this Appendix, and should be photocopied by Centres, as required.
- 2** Complete the information at the head of the form.
- 3** Mark the coursework assignment for each candidate according to the Assessment criteria provided in this Appendix.
- 4 (a)** Enter a mark for Writing (out of 40) and a mark for Reading (out of 10 – Assignment 3 only) in the appropriate spaces on the Record Card.  
**(b)** Complete other sections of the form.
- 5** Add the marks for Writing and Reading and enter the total mark (out of 50) in the appropriate box on the Record Card ('Total mark to be transferred to Coursework Assessment Summary Form').
- 6** **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). A single valid and reliable set of marks should be produced, which reflects the relative attainment of all the candidates in the coursework component at the Centre.
- 7** Transfer the marks to the First Language English – Component 4, Coursework Portfolio, Coursework Assessment Summary Form, in line with the instructions in this Appendix.
- 8** Retain all Individual Candidate Record Cards and samples of coursework as these are required for external moderation.

**Note:** Teachers should use these Record Cards only for students who have undertaken coursework as part of their Cambridge IGCSE.

### 6.2.5 Instructions for completing Coursework Assessment Summary Form

- 1 A copy of the relevant Coursework Assessment Summary Form can be found in this Appendix, and should be photocopied by Centres, as required.
- 2 Complete the information at the head of the form.
- 3 List the candidates in an order which allows the information to be transferred easily for submission to Cambridge at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
- 4 Transfer each candidate's marks from her/his Individual Candidate Record Card to this summary form as follows:
  - (a) Enter the marks for Writing (out of 40) and Reading (out of 10 – Assignment 3 only) in the relevant columns.
  - (b) Enter the total (out of 50) in the column headed Total Mark.
  - (c) In the column headed 'Internally Moderated Mark', enter the mark (out of 50) awarded **after** internal moderation took place. Leave blank if not applicable.
- 5 Both the teacher/moderator completing the form and, where applicable, the internal moderator(s) must check the form and complete and sign the bottom portion.

### 6.2.6 Arrangements for external moderation

- 1 The total marks, or where applicable the Internally Moderated Marks, on the Coursework Assessment Summary Form should be submitted to Cambridge. The final dates and methods for submitting these internally assessed marks are detailed in the *Cambridge Assessment Guide* available on our website.
- 2 Please send the following to Cambridge:
  - the candidates' work with the corresponding Individual Candidate Record cards. Only send the work required for the sample.
  - the Summary Form(s) with an asterisk (\*) against the candidates' names who are in the sample.
  - the final or the internally moderated marks.

## 6.3 Component 5 – Speaking and Listening

This component is optional for syllabus **0500** and is separately endorsed. For syllabus **0522**, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks.

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Assessment Guide*.

### 6.3.1 Test structure

#### **Part 1: Individual Task (3–4 minutes) 10 marks**

For example, a presentation, a talk, a speech, a monologue.

- The candidate talks for about 3–4 minutes on a single topic or theme selected by the candidate prior to the test. The talk should be continuous and there should be no need for the teacher/examiner to intervene. Teachers/examiners only interrupt to ask questions if candidates show no signs of finishing after about 4½ minutes, or to prompt candidates who are finding it difficult to continue.
- Candidates need to show that they are able to prepare and organise material, are aware of audience, and that they can select and employ a range of language devices.
- The Individual Task should be lively and interesting; candidates should therefore prepare a topic in which they have a personal interest.
- Candidates are encouraged to make presentations which are lively, by perhaps incorporating more creative presentational styles; taking up a 'voice' or presenting a dramatic monologue, for example.
- Candidates may bring a 'cue card' (about postcard size) into the examination room, to remind them of the main points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. A script is not allowed.
- Teachers may advise on the suitability of topics, but must not be involved in the preparation of material for the Individual Task.

This part of the test is to be assessed using Table A of the assessment criteria, which can be found later in this section.

#### **Part 2: Discussion (6–7 minutes) 20 marks**

- The Individual Task leads into a conversation with the teacher/examiner about the candidate's chosen topic. The role of the teacher/examiner in this conversation is that of an interested and sympathetic participant, allowing the candidate every opportunity both to put views forward, and to seek information and opinions from the teacher/examiner.
- During the Individual Task, teachers/examiners are likely to make notes in order to help them ask appropriate questions.
- Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions are of the 'tell me more about...', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'.
- Candidates should be encouraged to consider how a conversation might develop around their chosen topic; if they cannot think of six questions they could be asked, the topic is unlikely to be easy to discuss.
- Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner. The teacher/examiner may wish to ask questions about those views, but must not be antagonistic towards the candidate.

- The teacher/examiner should normally allow 6–7 minutes for each candidate. If a candidate 'dries up' after a few minutes, the teacher/examiner should keep trying to make conversation so that the candidate is given every opportunity to do themselves justice. Teachers/examiners should be ready to explore another aspect of the topic if candidates are obviously out of their depth. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.
- Teachers/examiners should beware of talking too much and of candidates being given credit for what the teacher/examiner has actually said. Candidates are responsible for showing that they can converse adequately; at the same time the teacher/examiner must make sure the candidate is given every opportunity to converse by following up any opening given.

This part of the test is to be assessed using Table B of the assessment criteria, which can be found later in this section.

## 6.3.2 Administrative arrangements

### 1 Timetabling

- The Speaking and Listening tests take place in the two months before the main examination period as notified on the timetable. Each Centre will decide on a convenient time within this period for its tests.
- To allow sufficient time for moderation, please keep to the dates given for completing the Speaking and Listening tests and for sending recordings and marks to Cambridge (see point 7 below).

### 2 Materials for the Speaking and Listening test

- Instructions, Mark Schemes and Oral Examination Summary Forms for conducting and assessing the Speaking and Listening test are provided in this syllabus booklet and must be photocopied as required.
- The Centre must provide its own CDs (for the recording of the test for external moderation) and these must be of good quality. (Note, it is permissible to use audio cassettes, but the use of CDs and digital recording equipment is strongly preferred.)
- There is no question paper for the Speaking and Listening test.

### 3 Appointment of examiner(s)

- Each Centre selects its own examiner. This is usually a teacher from within the English Department, but could be someone local from outside the Centre.
- The teacher/examiner conducts and assesses the test and submits a recorded sample for moderation by Cambridge.
- To make it easier to keep a common standard, there should be only one teacher/examiner per Centre.
- Before the start of the examination period, Centres with large numbers of candidates (more than 30) must get agreement from Cambridge to use additional teachers/examiners.
- Cambridge is not responsible for any fees agreed.

### 4 Internal moderation

- **If more than one teacher/examiner is used, it is essential that internal moderation takes place at the Centre.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard; a single valid and reliable set of marks should be produced which reflects the relative achievement of all the candidates in the test at the Centre. The Centre assessments are then subject to external moderation.

### 5 Arrangements for external moderation

- Each teacher/examiner must record the Speaking and Listening test of **all** candidates they examine. The recording should be carried out according to the instructions in point 9 below.



- External moderation of the Speaking and Listening test will be carried out by Cambridge.
- The total marks, or where applicable the Internally Moderated Marks, on the Oral Examination Summary Form should be submitted to Cambridge. The final dates and methods for submitting these internally assessed marks are detailed in the *Cambridge Assessment Guide* available on our website.
- The teacher/examiner 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/examiner involved, the sample must include in equal numbers, candidates assessed by the Centre.
- Please send the following to Cambridge:
  - the candidates' work with the corresponding Oral Examination Summary Form. Only send the work required for the sample.
  - the final or the internally moderated marks.
- Information about external moderation including details about samples may be found in the *Cambridge Handbook* and the *Cambridge Administrative Guide*.
- Cambridge may request further samples of candidates' work. The Centre must send these as soon as the request is received.

## 6 The Oral Examination Summary Form

- (a) The Oral Examination Summary Form is a working document, on which the marks for each section of the test are to be entered in detail, as specified in 6.3.3 Assessment criteria instructions. Be very careful to check all additions.
- (b) The total marks, or where applicable the Internally Moderated Marks, should then be submitted to Cambridge as detailed in the *Cambridge Administrative Guide*.

## 7 Despatch and return of marks and recorded sample

- (a) Marks are to be returned to Cambridge once all the Speaking and Listening tests have been completed. The final date for receipt is the end of the examination period for the Speaking and Listening tests as detailed on the timetable. Do not wait until the end of the assessment period before sending them.
- (b) (i) The Cambridge copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to Cambridge in the separate envelope provided where this is the method of submission.
  - (ii) A copy of the completed Oral Examination Summary Form, and the recorded sample must be sent to reach Cambridge by no later than the end of the examination period for the Speaking and Listening tests as notified on the timetable.
- (c) Copies of all marks are to be kept by the Centre in case of postal losses or delays.

## 8 Arrangements for the examination

- Examination conditions must be in place in the area where the examination takes place. A supervisor must be present outside the examination room to make sure that candidates leaving the room do not communicate with those waiting to enter. Candidates may bring a 'cue card' (about postcard size) into the examination room to remind them of the main points they wish to make. Candidates may also bring with them a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. Candidates are not allowed to have a script, nor are they allowed to consult dictionaries.
- Requests for special consideration must be made on the Special Consideration forms supplied to the Centre, and returned to Cambridge as indicated.
- Candidates must be examined on their own. No other person should be present during the examination, with the exception of another teacher/examiner, the moderator, or an officer from Cambridge.

- The teacher/examiner should be positioned so that they face the candidate when they enter the room, with a table between the teacher/examiner and the candidate. Do not allow candidates to sit in a position where they can see what the teacher/examiner is writing on the mark sheets as this can be distracting.
- A good teacher/examiner tries to put candidates at ease and sends candidates out of the examination smiling, no matter how good or bad their performance. The use of expressions such as 'very good', which a candidate may interpret as comments on performance, should, however, be avoided.
- Other recommendations for teacher/examiners: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

## 9 Recording of candidates

- Centres must check well in advance that a suitably quiet room is available and that their recording equipment is working. Please avoid rooms that are too close to a playground, recreation room or noisy classroom. Unnecessary background noise must be excluded.
- The recording equipment and the CD(s) should be tested *in situ* before the actual test, ideally with one of the candidates. It is essential that new unrecorded CDs are used. These must be supplied by the Centre. A recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/examiner. If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate before the start of the test. Please do not adjust the volume control during an examination. (Note, it is permissible to use audio cassettes, but the use of CDs and digital recording is strongly preferred.)
- Each recording should be introduced clearly by the teacher/examiner as follows:  
 "Centre name and number: e.g. *New School, Wellington; Centre number NZ999*  
Examination: *Cambridge IGCSE First Language English, Syllabus 0500/0522, Component 5, Speaking and Listening*  
Examiner: e.g. *Ms Tui Smith*  
Date: e.g. *2nd March, 2014*"  
 Each candidate should be introduced clearly by the teacher/examiner as follows:  
 "Candidate number: e.g. *0123*  
Candidate name: e.g. *Charlie Cheng*"  
 At the end of the recording, please state "*End of recording*".
- Once a test has begun, **do not interrupt the recording**. On no account should you stop and re-start the recording during a test. The contents of each CD must be clearly labelled. Before the CD is sent to Cambridge, make spot checks to ensure every candidate can be clearly heard.
- For Centres using cassette tapes, in addition to the above, the recording should begin at the start of side 1. Care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. At the end of the examining on each side of the cassette, the teacher/examiner states: 'No further recordings on this side.' Cassettes should be rewound to the start of side 1 before sending to Cambridge.

## 10 Feedback following external moderation

- Centres will receive a brief report from the External Moderator on the assessment of their candidates' speaking and listening test. This will usually be sent at the time results are issued.

### 6.3.3 Assessment criteria

#### Marking: general principles

- 1 You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- 2 The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.
- 3 Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

**Table A: Grade descriptions for Component 5, Part 1 – Individual Task (10 marks)**

<b>Band 1</b> 9–10 marks	Full and well organised use of content; lively delivery sustaining audience interest; employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.
<b>Band 2</b> 7–8 marks	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices soundly.
<b>Band 3</b> 5–6 marks	Adequate use of content; delivery is secure but at times unimaginative, resulting in some loss of audience interest; language devices are used safely and appropriately.
<b>Band 4</b> 3–4 marks	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in significant loss of audience interest; limited employment of language devices with some inaccuracy.
<b>Band 5</b> 1–2 marks	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to use language devices or devices used with serious error.
<b>Band 6</b> 0 marks	Does not meet the above criteria.

**Table B: Grade descriptions for Component 5, Part 2 – Discussion (20 marks)**

For Part 2, separate marks for each category (Speaking, Listening) should be arrived at.

Speaking		Listening	
<b>Band 1</b> 9–10 marks	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.	<b>Band 1</b> 9–10 marks	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
<b>Band 2</b> 7–8 marks	Subject matter is organised and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices soundly.	<b>Band 2</b> 7–8 marks	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
<b>Band 3</b> 5–6 marks	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely and appropriately.	<b>Band 3</b> 5–6 marks	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
<b>Band 4</b> 3–4 marks	There is evidence of some linking together of ideas relating to the subject matter but it is inconsistent; accepts that the listener is in full control of the conversation. Limited use of language devices with some inaccuracy.	<b>Band 4</b> 3–4 marks	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
<b>Band 5</b> 1–2 marks	Simple facts and ideas are expressed with generally unsuccessful attempts at organisation; is barely capable of engaging in a two-way conversation. Not able to use language devices or devices used with serious error.	<b>Band 5</b> 1–2 marks	Responds simply or is unable to respond to questions or prompts; cannot recognise changes in the direction of the conversation.
<b>Band 6</b> 0 marks	Does not meet the above criteria.	<b>Band 6</b> 0 marks	Does not meet the above criteria.

### 6.3.4 Instructions for completing Oral Examination Summary Forms

- 1 A copy of the Oral Examination Summary Form is provided in the Appendix, and should be photocopied by Centres, as required.
- 2 Complete the information at the head of the form.
- 3 List the candidates in an order which allows the information to be easily submitted to Cambridge at a later stage (i.e. in candidate index number order, where this is known). Give a **brief** description of each candidate's Individual Task (e.g. 'Human Rights', 'Hockey' etc.) in the column provided.
- 4 Enter the marks for the Individual Task and the Discussion (Speaking and Listening) in the relevant columns.
- 5 Add the marks and enter the total (out of 30) in the column headed 'Total Mark'.
- 6 In the column headed 'Internally Moderated Mark' enter the mark (out of 30) awarded **after** any internal moderation took place. Leave blank if not applicable.
- 7 Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form, and complete and sign the bottom portion.

### 6.3.5 Arrangements for external moderation

- 1 The total marks, or where applicable the Internally Moderated Marks, on the Oral Examination Summary Form should be submitted to Cambridge. The final date and methods for submitting these internally assessed marks are detailed in the *Cambridge Assessment Guide* available on our website.
- 2 The teacher/examiner 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 numbers, candidates assessed by the Centre.
- 3 Please send the following to Cambridge:
  - the candidates' work, and only candidates required for the sample, with the corresponding Oral Examination Summary Form. On this form place an asterisk (\*) against the candidates' names who are in the sample.
  - the final or the internally moderated marks.
- 4 Send the required materials and marks to Cambridge, to arrive by the end of the examination period as detailed in the timetable. Do not wait until the end of the assessment period before sending these items.
- 5 If Cambridge's moderator thinks it is necessary, Cambridge may request further samples of candidates' work. The Centre must send these as soon as the request is received.

## 6.4 Component 6 – Speaking and Listening Coursework

This component is optional for syllabus **0500** and is separately endorsed. For syllabus **0522**, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks.

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Assessment Guide*.

### 6.4.1 Administrative arrangements

#### 1 Materials for Speaking and Listening Coursework

Instructions, Mark Schemes, Individual Candidate Record Cards and Coursework Assessment Summary Forms for Speaking and Listening Coursework are provided in this Appendix and must be photocopied as required. Centres devise their own tasks to help candidates demonstrate the skills outlined in the assessment criteria.

#### 2 Appointment of internal teacher/moderator

- This is usually a teacher from within the English Department, but could be someone local from outside the Centre.
- The teacher/moderator conducts and assesses the tasks and submits a recorded sample for moderation by Cambridge.
- To make it easier to keep a common standard, there should only be one teacher/moderator per Centre.
- Before the submission of samples, Centres with large numbers of candidates (more than 30) must get agreement from Cambridge to use additional teachers/moderators.

#### 3 Internal moderation

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard. A single valid and reliable set of marks should be produced which reflects the relative achievement of all the candidates in the coursework at the Centre.

**It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry.**

The Centre assessments are then subject to external moderation.

#### 4 Arrangements for external moderation

- Each teacher/moderator must record the Speaking and Listening coursework according to the instructions in point 5 below.
- External moderation of Speaking and Listening Coursework is carried out by Cambridge.
- The total mark, or where applicable the internally moderated marks, should be submitted to Cambridge. The final dates and methods for submitting these internally assessed marks are detailed in the *Cambridge Administrative Guide* available on our website.
- The Centre should transfer the recording of the **Task 2** (Pair-based Activity) of candidates in the sample (and only these candidates) onto a new CD.
- The Centre should send the new CD to Cambridge immediately. Individual Candidate Record Cards and Coursework Assessment Summary Forms must be enclosed with the recording.
- Further information about external moderation may be found in the *Cambridge Handbook* and the *Cambridge Administrative Guide*.
- If Cambridge's moderator thinks it necessary, Cambridge will request further samples of candidates' work. The Centre must send these as soon as the request is received.

## 5 Recording of candidates

- Centres must provide a suitably quiet room and check that their recording equipment is working. Please avoid rooms that are too close to a playground, recreation room or noisy classroom. Unnecessary background noise must be excluded.
- The recording equipment and the CD(s) should be tested *in situ* before the activity, ideally with one of the candidates. It is essential that new CDs are used. These are supplied by the Centre. A recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/moderator. If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate. Please do not adjust the volume control during a recording. (Note, it is permissible to use audio cassettes, but the use of CDs and digital recording is strongly preferred.)
- Task 1** and **Task 2** for **all** candidates should be recorded.
- Each recording should be introduced by the teacher/moderator as follows:  
“Centre name and number: e.g.: *New College, Johannesburg; Centre Number ZA999*  
Examination: *Cambridge IGCSE First Language English, Syllabus 0500/0522, Component 6: Speaking and Listening Coursework*  
Moderator: e.g.: *Ms Sally Jones*  
Date: e.g.: *January 7th 2014”*  
 Each candidate should be introduced clearly by the teacher/moderator as follows:  
“Candidate number: e.g. *3210*  
Candidate name: e.g. *Kelvin Johnson”*  
 At the end of the recording, please state *“End of recording”*.
- Once a recording has begun, **do not interrupt the recording**. On no account should you stop and re-start the recording during an activity. The contents of each CD must be clearly labelled. Before the CD is sent to Cambridge, make spot checks to ensure every candidate can be heard.
- For Centres using cassette tapes, in addition to the above, the recording should begin at the start of side 1. Care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. At the end of the examining on each side of the cassette, the teacher/moderator states: ‘No further recordings on this side.’ Cassettes should be rewound to the start of side 1 before sending to Cambridge.

## 6 Feedback following external candidates

- Centres will require a brief report from the External Moderator or the assessment of their candidates’ speaking and listening coursework. This will usually be sent at the time results are issued.

### 6.4.2 Assessment criteria

#### Marking: general principles

- You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.
- Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge’s external moderation process allows for adjustments to be made to consistently harsh or generous marking.

**Table A: Grade descriptions for Component 6, Task 1 – Individual Activity (10 marks)**

<b>Band 1</b> <b>9–10 marks</b>	Full and well organised use of content; lively delivery sustaining audience interest; employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.
<b>Band 2</b> <b>7–8 marks</b>	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices soundly.
<b>Band 3</b> <b>5–6 marks</b>	Adequate use of content; delivery is secure but unimaginative, resulting in some loss of interest; language devices are used safely and appropriately.
<b>Band 4</b> <b>3–4 marks</b>	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in significant loss of audience interest; limited employment of language devices with some inaccuracy.
<b>Band 5</b> <b>1–2 marks</b>	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to use language devices or devices used with serious error.
<b>Band 6</b> <b>0 marks</b>	Does not meet the above criteria.



**Table B: Grade descriptions for Component 6, Task 2 – Pair-based Activity (10 marks)**

For Task 2, separate marks for each category (Speaking, Listening) should be arrived at.

Speaking		Listening	
<b>Band 1 5 marks</b>	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices (e.g. tone, irony, emphasis) accurately and sometimes eloquently.	<b>Band 1 5 marks</b>	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
<b>Band 2 4 marks</b>	Subject matter is organised and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices soundly.	<b>Band 2 4 marks</b>	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
<b>Band 3 3 marks</b>	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely and appropriately.	<b>Band 3 3 marks</b>	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
<b>Band 4 2 marks</b>	There is evidence of some linking of ideas relating to the subject matter but it is inconsistent; accepts that the listener is in full control of the conversation. Limited use of language devices with some inaccuracy.	<b>Band 4 2 marks</b>	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
<b>Band 5 1 mark</b>	Simple facts and ideas are expressed with generally unsuccessful attempts at organisation; is barely capable of engaging in a two-way conversation. Not able to use language devices or devices used with serious error.	<b>Band 5 1 mark</b>	Responds simply or is unable to respond to questions or prompts; cannot recognise changes in the direction of the conversation.
<b>Band 6 0 marks</b>	Does not meet the above criteria.	<b>Band 6 0 marks</b>	Does not meet the above criteria.

**Table C: Grade descriptions for Component 6, Task 3 – Group Activity (10 marks)**

<b>Band 1</b> <b>9–10 marks</b>	Can argue ideas and opinions in persuasive detail without dominating the rest of the group; adept at acting as group leader; usefully refers back to previous points; always looks to suggest new approaches and to move forward; listens sympathetically and considers the views of others fully.
<b>Band 2</b> <b>7–8 marks</b>	Can argue ideas and opinions soundly but may at times overshadow other members of the group; is capable of leading the group but with only partial assurance; refers back to previous points soundly but not entirely successfully; recognises the need to suggest new approaches but implements this only partially; listens with a degree of sympathy for others' views but has a tendency to interrupt at times.
<b>Band 3</b> <b>5–6 marks</b>	Frequent but generally brief contributions are made; generally accepts a position of group member rather than facilitator/leader; makes occasional reference to previous points; may help to support new approaches but rarely initiates them; listens carefully and responds briefly but appropriately to others.
<b>Band 4</b> <b>3–4 marks</b>	Brief and infrequent contributions are made; plays a limited part in the group; cannot make use of previous points; follows the general drift of the discussion but struggles to support new approaches; listens inconsistently and may even drift away from the discussion.
<b>Band 5</b> <b>1–2 marks</b>	May only make one or two contributions or may offer mostly inappropriate contributions; plays no real role in group membership; is largely ignorant of previous points; does not offer support for new approaches; may appear to listen but shows little evidence of listening.
<b>Band 6</b> <b>0 marks</b>	Does not meet the above criteria.

### 6.4.3 Instructions for completing Individual Candidate Record Cards

- 1 A copy of the Individual Candidate Record Card is provided in this Appendix, and should be photocopied by Centres, as required.
- 2 Complete the information at the head of the form.
- 3 Mark the coursework tasks for each candidate according to the Assessment criteria provided.
- 4 Enter a description of each of the three coursework activities (Individual Activity, Pair-based Activity and Group Activity) and the mark for each task in the appropriate spaces. Complete all sections of the form.
- 5 Add the marks for the three activities and enter the mark (out of 30) in the Total Mark box on the Record Card.
- 6 **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); a single valid and reliable set of marks should be produced which reflects the relative achievement of all the candidates at the Centre who have entered the Speaking and Listening Coursework component.
- 7 Transfer the marks to the First Language English – Component 6, Speaking and Listening Coursework Assessment Summary Form in line with the instructions provided in this Appendix.
- 8 Keep all Individual Candidate Record Cards and samples of recorded coursework as these are required for external moderation.

**Note:** Teachers should use these Record Cards only for students who have undertaken coursework as part of their Cambridge IGCSE.

### 6.4.4 Instructions for completing Coursework Assessment Summary Forms

- 1 A copy of the Speaking and Listening Coursework Assessment Summary Form is provided in this Appendix, and should be photocopied by Centres, as required.
- 2 Complete the information at the head of the form.
- 3 List the candidates in an order which allows the marks to be submitted to Cambridge at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
- 4 Transfer each candidate's marks from their Individual Candidate Record Card to this form as follows:
  - (a) Enter the marks for the Individual Activity ('Task 1'), the Pair-based Activity ('Task 2') and the Group Activity ('Task 3') in the relevant columns.
  - (b) Add the marks and enter the total (out of 30), in the column headed 'Total Mark'.
  - (c) In the column headed 'Internally Moderated Mark', enter the mark (out of 30) awarded **after** any internal moderation took place. Leave blank if not applicable.
- 5 Both the teacher/moderator completing the form and, where applicable, the internal moderator(s) should check the form, and complete and sign the bottom portion.

### 6.4.5 Arrangements for external moderation

- 1 The total marks, or where applicable the Internally Moderated Marks, on the Coursework Assessment Summary Form should be submitted to Cambridge. The final dates and methods for submitting these internally assessed marks are detailed in the *Cambridge Assessment Guide* available on our website.
- 2 Please send the following to Cambridge:
  - the recordings of **Task 2**, and only candidates required for the sample, with the corresponding Coursework Assessment Summary Form. On this form place an asterisk (\*) against the candidates' names who are in the sample.
  - the final or the internally moderated marks.
- 3 Send the required materials and marks to Cambridge, to arrive by the end of the examination period as detailed in the timetable. Do not wait until the end of the assessment period before sending these items.
- 4 If Cambridge's moderator thinks it is necessary, Cambridge may request further samples of candidates' work. The Centre must send these as soon as the request is received.

FIRST LANGUAGE ENGLISH – Component 4: Coursework Portfolio

Individual Candidate Record Card

**Cambridge IGCSE 2014**

Please read the instructions contained in this Appendix and the relevant section of the *Cambridge Handbook* before completing this form.

Centre Number					Centre Name	June/November	2	0	1	4
Candidate Number					Candidate Name	Teaching Group/Set				

**Assignments 1 (informative/analytical/argumentative) and 2 (imaginative/descriptive/narrative)**

Date of completion	Full title of Assignment	First draft included*
		yes/no (please delete as appropriate)
		yes/no (please delete as appropriate)

**Assignment 3\*\***

Date of completion	Full title of Assignment	Brief description of stimulus text(s)	First draft included*
			yes/no (please delete as appropriate)

\* A first draft must be included for one of the three Assignments.

\*\*A copy of all texts used for Assignment 3 must be included in the sample sent to the moderator.

<b>Teacher's comments on overall Coursework Portfolio:</b>	Mark for writing (out of 40)	
	Mark for reading (out of 10) (Assignment 3 only)	
	<b>Total mark (out of 50): to be transferred to Coursework Assessment Summary Form</b>	

WMS309



UNIVERSITY of CAMBRIDGE  
International Examinations

0500/04/NCW/I/14  
0522/04/NCW/I/14

FIRST LANGUAGE ENGLISH – Component 4: Coursework Portfolio  
Coursework Assessment Summary Form

**Cambridge IGCSE 2014**

Please read the instructions contained in this Appendix and the relevant section of the *Cambridge Handbook* before completing this form.

Centre Number					Centre Name		June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>
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Candidate Number	Candidate Name	Teaching Group/Set	Mark for Writing (max 40)	Mark for Reading (max 10)	<b>Total Mark (max 50)</b>	<b>Internally Moderated Mark (if appropriate) (max 50)</b>

Name of teacher completing this form		Signature		Date					
Name of internal moderator (if applicable)		Signature		Date					

WMS310



UNIVERSITY of CAMBRIDGE  
International Examinations

0500/04/NCW/I/14  
0522/04/NCW/I/14

FIRST LANGUAGE ENGLISH – Component 5: Speaking and Listening

Oral Examination Summary Form

Cambridge IGCSE 2014

Please read the instructions printed in this Appendix and in the relevant section of the *Cambridge Handbook* before completing this form.

<b>Centre Number</b>						<b>Centre Name</b>		<b>June/November</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>
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Candidate Number	Candidate Name	Brief description of topic	Individual Task (max 10)	Discussion		Total Mark (max 30)	Internally Moderated Mark (if appropriate) (max 30)	For Cambridge External Moderator's Use
				Speaking (max 10)	Listening (max 10)			

Name of teacher/examiner completing this form		Signature		Date						
Name of internal moderator (if applicable)		Signature		Date						

## FIRST LANGUAGE ENGLISH – Component 6: Speaking and Listening Coursework

## Individual Candidate Record Card

**Cambridge IGCSE 2014**Please read the instructions contained in this Appendix and in the relevant section of the *Cambridge Handbook* before completing this form.

<b>Centre Number</b>					<b>Centre Name</b>		<b>June/November</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>
<b>Candidate Number</b>					<b>Candidate Name</b>		<b>Teaching Group/Set</b>				

	Description of task	Mark for each task	
<b>Task 1 Individual Activity</b>		(max 10)	
<b>Task 2 Pair-based Activity</b>		<b>Speaking (max 5)</b>	
		<b>Listening (max 5)</b>	
<b>Task 3 Group Activity</b>		(max 10)	

**TOTAL MARK (OUT OF 30):**  
to be transferred to Coursework  
Assessment Summary Form

WMS311



UNIVERSITY of CAMBRIDGE  
International Examinations

0500/06/CW/I/14  
0522/06/CW/I/14

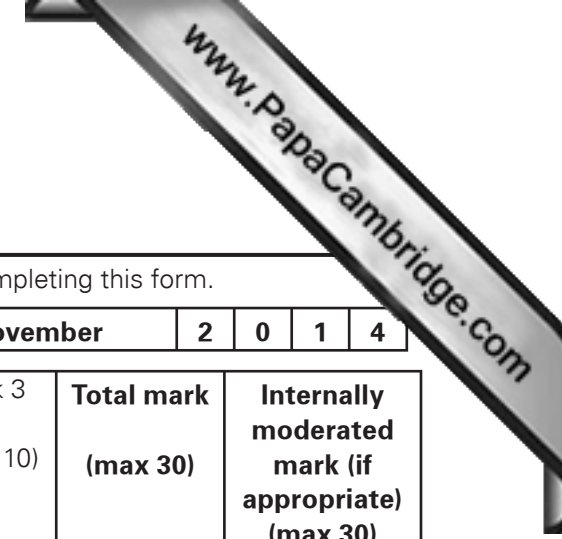


FIRST LANGUAGE ENGLISH – Component 6: Speaking and Listening Coursework

Coursework Assessment Summary Form

**Cambridge IGCSE 2014**

Please read the instructions contained in this Appendix and in the relevant section of the *Cambridge Handbook* before completing this form.



<b>Centre Number</b>						<b>Centre Name</b>		<b>June/November</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>4</b>
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Candidate Number	Candidate Name	Teaching Group/Set	Task 1 (max 10)	Task 2 Speaking (max 5)	Task 2 Listening (max 5)	Task 3 (max 10)	Total mark (max 30)	Internally moderated mark (if appropriate) (max 30)

Name of teacher/moderator completing this form		Signature		Date						
Name of internal moderator (where applicable)		Signature		Date						

WMS312



0500/06/CW/S/14  
0522/06/CW/S/14

## 7. Appendix B: Additional information

### Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

### Recommended prior learning

We recommend that candidates who are beginning this course should have a level in English equivalent to First Language competence.

### Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE First Language English are well prepared to follow courses leading to Cambridge International AS and A Level First Language English, or the equivalent.

### Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, Grade A\* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For syllabus **0500** Cambridge also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.

... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.

... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

## Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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## 8. Appendix C: Additional information – Cambridge International Certificate

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Syllabus **0522** is accredited for use in England, Wales and Northern Ireland. Additional information on this accredited version is provided below.

### Prior learning

Candidates in England who are beginning this course should normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

Other candidates beginning this course should have achieved an equivalent level of general education.

### NQF Level

This qualification is approved by Ofqual, the regulatory authority for England, as part of the National Qualifications Framework as a Cambridge International Level 1/Level 2 Certificate.

Candidates who gain grades G to D will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who gain grades C to A\* will have achieved an award at Level 2 of the National Qualifications Framework.

### Progression

Cambridge International Level 1/Level 2 Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

This syllabus provides a foundation for further study at Levels 2 and 3 in the National Qualifications Framework, including GCSE, Cambridge International AS and A Level GCE, and Cambridge Pre-U qualifications.

Candidates who are awarded grades C to A\* are well prepared to follow courses leading to Level 3 AS and A Level GCE English Language, or the Cambridge International AS and A Level English.

### Guided learning hours

The number of guided learning hours required for this course is 130.

Guided learning hours are used to calculate the funding for courses in state schools in England, Wales and Northern Ireland. Outside England, Wales and Northern Ireland, the number of guided learning hours should not be equated to the total number of hours required by candidates to follow the course as the definition makes assumptions about prior learning and does not include some types of learning time.

### Overlapping qualifications

Centres in England, Wales and Northern Ireland should be aware that every syllabus is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables. Candidates should seek advice from their school on prohibited combinations.

## Spiritual, Ethical, Social, Legislative, Economic and Cultural Issues

The study of First Language English demands from candidates an understanding of the cultural contexts from which spring the many forms and varieties of the English language. In undertaking a course in First Language English, candidates are likely to extend their linguistic knowledge and ability and widen their appreciation of social and cultural issues. The study of a range of writing may raise spiritual, moral, ethical and social issues and help develop candidates' awareness of other cultures.

First Language English offers opportunities to develop ideas on sustainable development and environmental issues, health and safety, and the international dimension by way of the varied content of reading material, writing tasks and speaking and listening discussions.

## Avoidance of bias

Cambridge has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

## Language

This syllabus and the associated assessment materials are available in English only.

## Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## Key Skills

The development of the Key skills of application of number, communication, and information technology, along with the wider Key Skills of improving your own learning and performance, working with others and problem solving can enhance teaching and learning strategies and motivate candidates towards learning independently.

This syllabus will provide opportunities to develop the key skills of

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

The separately certificated Key Skills qualification recognises achievement in

- application of number
- communication
- information technology.

Further information on Key Skills can be found on the Ofqual website (**www.ofqual.gov.uk**).



## Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

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University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

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