

SYLLABUS

Cambridge IGCSE®
English as a Second Language (US)

0526

For examination in June and November 2015

This syllabus is available only to Centers taking part in the
Board Examination Systems (BES) Pilot.

If you have any questions about this syllabus, please contact Cambridge at
info@cie.org.uk quoting syllabus code 0526.

Changes to syllabus for 2015

This syllabus has been revised. The key changes are set out below. You are advised to read through the whole syllabus before planning your teaching program.

- The following assessment objectives have been **revised**
 - AO1: Reading
 - AO3: Listening
- New task types (multiple matching and multiple choice) have been added to **Component 3 Listening (Core)** and **Component 4 Listening (Extended)**.
- The number of marks for **Component 4 Listening (Extended)** has been increased from 36 to 40.
- The distinction between the **Core** and **Extended** curriculum content has been clarified.
- The information that is provided for **Component 6 Speaking Coursework** has been clarified.

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1. Introduction

1.1 Why Choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programs and qualifications for students aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognized by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognized by schools, universities, and employers as equivalent in demand to UK GCSEs. Learn more at www.cie.org.uk/recognition

Excellence in Education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment, and services.

More than 9,000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their students an international education based on our curricula and leading to our qualifications. Every year, thousands of students use Cambridge qualifications to gain admission to universities around the world.

Our syllabi are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take into account the different national contexts in which they are taught.

Cambridge programs and qualifications are designed to support students in becoming:

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

Support for Teachers

A wide range of materials and resources is available to support teachers and students in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for Exams Officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsOfficers

Nonprofit, Part of the University of Cambridge

We are a nonprofit organization where the needs of the teachers and students are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products, and services.

Our systems for managing the provision of international qualifications and education programs for students aged 5 to 19 are certified as meeting the internationally recognized standard for quality management, ISO 9001:2008. Learn more at **www.cie.org.uk/ISO9001**

1.2 Why Choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook but retain a local relevance. The syllabi provide opportunities for contextualized learning, and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem solving.

Our goal is to balance knowledge, understanding, and skills in our programs and qualifications to enable candidates to become effective students and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) group award, Cambridge Pre-U, and other education programs, such as the US Advanced Placement program and the International Baccalaureate Diploma program. Learn more about Cambridge IGCSEs at **www.cie.org.uk/cambridgesecundary2**

Guided Learning Hours

Cambridge IGCSE syllabi are designed with the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the candidates' prior experience of the subject.

1.3 Why Choose Cambridge IGCSE English as a Second Language?

Cambridge IGCSE English as a Second Language is accepted by universities and employers as proof of ability to understand and communicate in English. It is aimed at students whose first language is not English, but who use it as a lingua franca or language of study. Successful English as a Second Language candidates have better educational or employment prospects and gain lifelong skills, including:

- better communicative ability in English
- improved ability to understand a range of social registers and styles
- a greater awareness of the nature of language and language-learning skills
- a greater international perspective
- a sound foundation for progression to employment or further study including GCE A and AS Levels, TOEFL, and SAT exams.

Prerequisites

Candidates beginning this course are expected to have had prior contact with English.

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 English as a Second Language are well prepared to follow courses leading to Cambridge International AS and A Level English Language, or the equivalent.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of candidates who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award candidates are required to have studied subjects from five groups: two languages from Group I and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

English as a Second Language (0526) is in Group I, Languages.

Learn more about Cambridge ICE at **www.cie.org.uk/cambridgesecundary2**

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

Detailed timetables are available from **www.cie.org.uk/examsOfficers**

1.5 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 **info@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**. Email us at **info@cie.org.uk** to find out how your organization can register to become a Cambridge school.

2. Teacher Support

2.1 Support Materials

Cambridge syllabi, past question papers, and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabi together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabi is available online. For Teacher Support go to **<http://teachers.cie.org.uk>** (username and password required).

2.2 Resource Lists

We work with publishers providing a range of resources for our syllabi including textbooks, websites, CDs, etc. Any endorsed, recommended, and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those that are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a Glance

Cambridge IGCSE English as a Second Language candidates take **three** components: Reading and Writing (Component 1 *or* Component 2), Listening (Component 3 *or* Component 4) and Component 6 Speaking Coursework.

Candidates who study the Core curriculum take Components 1 and 3, and candidates who study the Extended curriculum take Components 2 and 4. It is not possible for candidates to combine Component 1 with Component 4 or Component 2 with Component 3.

Components		Weighting
Candidates take either:	or:	
Component 1 Reading and Writing (Core) Written paper 1 hour 30 minutes There are seven tasks in the paper testing a range of reading and writing skills. Candidates who take this component are eligible for grades C–G. 70 marks Externally marked	Component 2 Reading and Writing (Extended) Written paper 2 hours There are seven tasks in the paper testing a range of reading and writing skills. Candidates who take this component are eligible for grades A*–E. 90 marks Externally marked	70%
and either:	or:	
Component 3 Listening (Core) Written paper Approximately 30–40 minutes Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching and multiple choice. Candidates who take this component are eligible for grades C–G. 30 marks Externally marked	Component 4 Listening (Extended) Written paper Approximately 45 minutes Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note taking. Candidates who take this component are eligible for grades A*–E. 40 marks Externally marked	30%

or:	
Component 6 Speaking Coursework n/a Candidates complete three speaking tasks, chosen by the Center. 30 marks Internally marked/ externally moderated	separately endorsed

Speaking endorsement

In syllabus 0526, marks for the Speaking component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievements of grades 1 (high) to 5 (low) for speaking.

Availability

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

Detailed timetables are available from **www.cie.org.uk/examsOfficers**

Combining this with other syllabi

Candidates can combine syllabus 0526 in an examination series with any other Cambridge syllabus, except:

- syllabi with the same title at the same level
- 0524 Cambridge IGCSE First Language English (US).

4. Syllabus Goals and Objectives

4.1 Goals

The goals of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a sound foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

4.2 Assessment Objectives and Their Weighting in the Exam Papers

Candidates must demonstrate ability in the following areas:

AO1: Reading

- R1 identify and retrieve facts and details
- R2 understand and select relevant information
- R3 recognize and understand ideas, opinions and attitudes and the connections between related ideas
- R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing

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

AO3: Listening

- L1 identify and retrieve facts and details
- L2 understand and select relevant information
- L3 recognize and understand ideas, opinions and attitudes and the connections between related ideas
- L4 understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place

AO4: Speaking

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

4.3 Relationship between Assessment Objectives and Components

The approximate weightings allocated to each of the assessment objectives are summarized in the tables below.

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Assessment objective	Comp 1 (marks)	Comp 2 (marks)	Comp 3 (marks)	Comp 4 (marks)	Comp 6 (marks)	Weighting for qualification (%)
AO1: Reading	35	45	–	–	–	35%
AO2: Writing	35	45	–	–	–	35%
AO3: Listening	–	–	30	40	–	30%
AO4: Speaking	–	–	–	–	30	separately endorsed

4.4 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 arguments, ideas and information both at a straightforward and a more complex level
- structure work so the reader can follow the argument from the beginning to the end
- select material from texts and develop it in relationship to the question, sufficient to show some independence of thought
- describe and reflect upon experience and express effectively what is felt and imagined
- recognize and explain underlying meaning and the writer's attitude to the subject matter
- vary style straightforwardly in different types of writing and give evidence of a good range of language
- spell and punctuate accurately, with few, if any, mistakes
- use well-constructed paragraphs and sentences (of average complexity) and obey standard grammatical conventions
- speak clearly and confidently in response to other speakers and occasionally take the initiative.

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

- understand and communicate arguments, ideas and information at a straightforward level
- ensure that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another
- select material from texts in answer to questions and provide straightforward explanations and developments to show relevance
- recognize more obvious meanings and attitudes
- write with some knowledge of style and the possibility of varying it according to different types of writing; use a range of language adequate to all the tasks set
- spell and punctuate with accuracy so that communication is not impaired
- use adequate paragraphing and some variety of sentence construction
- speak clearly with some confidence, mostly in response to the directions of other speakers; show a readiness to listen to others and to respond appropriately.

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

- understand and communicate information at a basic level
- ensure that all work has a basic sequence
- select material from texts in answer to questions and provide basic explanations
- recognize straightforward meanings and attitudes
- write at least in single sentences with the possibility of sentence variety according to different types of writing; use language adequate to some of the tasks set
- spell and punctuate so that weaknesses do not seriously impair communication
- use occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions
- speak with some confidence, but usually in response to the directions of other speakers; show a readiness to listen to others and to respond.

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 B must follow the Extended curriculum.

Assessment objective 1: Reading	
Core	Extended
<ul style="list-style-type: none"> understand simple texts, e.g. public notices and signs (including timetables and advertisements) identify and retrieve some facts from simple texts, e.g. to complete a form select and organize some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds recognize some ideas, opinions and attitudes in a range of texts begin to understand what is implied but not actually written, e.g. gist, purpose and intention 	<ul style="list-style-type: none"> understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers likely to be read by young people identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form select and organize relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds recognize and understand ideas, opinions and attitudes within extended texts and explore the connections between them understand what is implied but not actually written, e.g. gist, purpose and intention
Assessment objective 2: Writing	
Core	Extended
<ul style="list-style-type: none"> carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100–150 words) in an appropriate and accurate form of English describe, report and give personal information identify, organize and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper 	<ul style="list-style-type: none"> carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English describe, report and give a wide range of information identify, organize, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper

Assessment objective 3: Listening

Core	Extended
<ul style="list-style-type: none"> understand simple information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations identify and retrieve some facts from material, e.g. a formal talk recognize some ideas, opinions and attitudes begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention 	<ul style="list-style-type: none"> understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk recognize and understand ideas, opinions and attitudes and explore the connections between them identify the important points or themes of the material including attitude, relationships between speakers understand what is implied but not actually spoken, e.g. gist, purpose and intention

Assessment objective 4: Speaking

Core	Extended
<ul style="list-style-type: none"> carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs conduct a sustained conversation with some confidence 	<ul style="list-style-type: none"> demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs respond confidently to new, topical ideas conduct a sustained conversation with a sense of audience and purpose

6. Description of Components

6.1 Component 1: Reading and Writing (Core)

This is a written paper which lasts 1 hour 30 minutes.

Candidates may not use dictionaries.

There are seven exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise.

The balance of assessment of reading and writing skills is equal.

The paper is an externally set assessment, marked by Cambridge.

Overview of exercises in Component 1: Reading and Writing (Core)

		Marks for AO1: Reading	Marks for AO2: Writing	Total marks
Exercise 1	Reading	7	–	7
Exercise 2	Reading	11	–	11
Exercise 3	Information transfer	10	4	14
Exercise 4	Note-making	7	–	7
Exercise 5 (<i>linked to Exercise 4</i>)	Summary	–	5	5
Exercise 6	Writing	–	13	13
Exercise 7	Writing	–	13	13
		35	35	70

Description of Exercises in Component 1: Reading and Writing (Core)

Exercise 1

<i>Assessment objective</i>	R1, R2
<i>Task</i>	Reading exercise. Candidates read a short text and answer a series of questions testing skim-/gist-reading skills. Candidates write short (single word/phrase) answers.
<i>Text type</i>	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
<i>Total marks</i>	7

Exercise 2

<i>Assessment objective</i>	R1, R2, R4
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
<i>Text type</i>	Either a report or a newspaper/magazine article, which incorporates a graphical element.
<i>Total marks</i>	11

Exercise 3

<i>Assessment objectives</i>	R1, R2, W1, W5
<i>Task</i>	Information transfer. Candidates complete a form or notes using information provided on the question paper.
<i>Total marks</i>	14

Exercise 4

<i>Assessment objectives</i>	R1, R2, R3
<i>Task</i>	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
<i>Total marks</i>	7

Exercise 5 – linked with Exercise 4

<i>Assessment objectives</i>	W1, W2, W3, W4, W5
<i>Task</i>	Summary writing. Candidates write a 70-word summary about an aspect or aspects of the passage. They make use of the notes they made in Exercise 4.
<i>Total marks</i>	5

Exercise 6

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 100–150 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
<i>Total marks</i>	13

Exercise 7

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 100–150 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 6.
<i>Total marks</i>	13

6.2 Component 2: Reading and Writing (Extended)

This is a written paper which lasts two hours.

Candidates may not use dictionaries.

There are seven exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise.

The balance of assessment of reading and writing skills is equal.

The paper is an externally set assessment, marked by Cambridge.

Overview of exercises in Component 2: Reading and Writing (Extended)

		Marks for AO1: Reading	Marks for AO2: Writing	Total marks
Exercise 1	Reading	9	–	9
Exercise 2	Reading	15	–	15
Exercise 3	Information transfer	6	2	8
Exercise 4	Note-making	9	–	9
Exercise 5	Summary	6	5	11
Exercise 6	Writing	–	19	19
Exercise 7	Writing	–	19	19
		45	45	90

Description of Exercises in Component 2: Reading and Writing (Extended)

Exercise 1

<i>Assessment objective</i>	R1, R2
<i>Task</i>	Reading exercise. Candidates read a short text and answer a series of questions testing skim-/gist-reading skills. Candidates write short (single word/phrase) answers.
<i>Text type</i>	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
<i>Total marks</i>	9

Exercise 2

<i>Assessment objectives</i>	R1, R2, R4
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
<i>Text type</i>	Either a report or a newspaper/magazine article, which incorporates a graphical element.
<i>Total marks</i>	15

Exercise 3

<i>Assessment objectives</i>	R1, R2, R4, W1, W5
<i>Task</i>	Information transfer. Candidates complete a form or notes using information provided on the question paper.
<i>Total marks</i>	8

Exercise 4

<i>Assessment objectives</i>	R1, R2, R3
<i>Task</i>	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
<i>Total marks</i>	9

Exercise 5

<i>Assessment objectives</i>	R1, R2, R3, W1, W2, W3, W4, W5
<i>Task</i>	Summary writing. Candidates write a 100–120-word summary about an aspect or aspects of a text printed in the question paper.
<i>Total marks</i>	11

Exercise 6

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
<i>Total marks</i>	19

Exercise 7

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 6.
<i>Total marks</i>	19

6.3 Component 3: Listening (Core)

This is a written paper which lasts approximately 30–40 minutes.

Candidates may not use dictionaries.

Candidates write all their answers in spaces provided in a question paper booklet. Candidates should attempt all questions.

Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

An invigilator, not the candidate(s), controls the CD. Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* about the conduct of listening tests and for details about rooms, equipment, guidance on acoustics and checking the CDs in advance.

The paper is an externally set assessment, marked by Cambridge.

Description of Questions in Component 3: Listening (Core)

Questions 1 to 4	
<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to four short extracts and answer questions on each. Questions require short answers, no longer than three words each.
<i>Text types</i>	Answerphone messages or brief dialogues (formal or informal).
<i>Total marks</i>	8 (2 marks per extract)

Question 5	
<i>Assessment objectives</i>	L1, L2
<i>Task</i>	Candidates listen to a talk and complete gaps in a form.
<i>Text types</i>	A formal talk.
<i>Total marks</i>	8

Question 6	
<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to six short extracts and match each speaker to appropriate content.
<i>Text types</i>	Short, informal monologues.
<i>Total marks</i>	6

Question 7	
<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to a discussion between two speakers and answer 3-option multiple-choice questions.
<i>Text types</i>	A semi-formal discussion between two speakers, with a host to introduce the discussion.
<i>Total marks</i>	8

6.4 Component 4: Listening (Extended)

This is a written paper which lasts approximately 45 minutes.

Candidates may not use dictionaries.

Candidates write all their answers in spaces provided in a question paper booklet.

Candidates should attempt all questions.

Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

An invigilator, not the candidate(s), controls the CD. Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* about the conduct of listening tests and for details about rooms, equipment, guidance on acoustics and checking the CDs in advance.

The paper is an externally set assessment, marked by Cambridge.

Description of Questions in Component 4: Listening (Extended)

Questions 1 to 4	
<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to four short extracts and answer questions on each. Questions require short answers, no longer than three words each.
<i>Text types</i>	Answerphone messages or brief dialogues (formal or informal).
<i>Total marks</i>	8 (2 marks per extract)

Question 5

<i>Assessment objectives</i>	L1, L2
<i>Task</i>	Candidates listen to a talk and complete gaps in a form.
<i>Text types</i>	A formal talk.
<i>Total marks</i>	8

Question 6

<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to six short extracts and match each speaker to appropriate content.
<i>Text types</i>	Short, informal monologues.
<i>Total marks</i>	6

Question 7

<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to a discussion between two speakers and answer multiple-choice questions.
<i>Text types</i>	A semi-formal discussion between two speakers, with a host to introduce the discussion.
<i>Total marks</i>	8

Question 8

<i>Assessment objectives</i>	L1, L2, L3, L4
<i>Task</i>	Candidates listen to a talk and complete short notes either under bullet points or in a template. Then they listen to a short discussion based on this talk, and complete sentences using no more than three words.
<i>Text types</i>	A formal talk followed by a semi-formal discussion.
<i>Total marks</i>	10

6.5 Component 6: Speaking Coursework

Centers devise their own speaking tasks. Examples of suitable tasks include:

- role-play situations
- interviews
- telephone conversations
- paired or group discussions
- debates.

Centers may devise other appropriate tasks which will help candidates demonstrate the skills outlined in the speaking assessment criteria grid in Section 7.2 of this syllabus.

Candidates can complete these tasks at any time during the year before the main examination series, to suit the Center. After this, the Center must submit a recorded sample and the relevant documentation to Cambridge for external moderation before the advertised deadline (which is the same as that for Component 5).

Candidates must complete **three** speaking tasks, and a teacher/examiner at the Center assesses them using the speaking assessment criteria grid (see Section 7 *Speaking Coursework: Guidance*).

Candidates may not use dictionaries.

The teacher/examiner will usually be someone from the Center's English Language department, but could be someone local from outside the Center. In either case, Cambridge must accredit the teacher/examiner to conduct speaking coursework, usually through successful completion of a *Speaking Test Training Handbook*, available from Cambridge Publications. In some cases, Cambridge may accredit a teacher/examiner on the basis of prior experience of conducting similar coursework activities; for this, the teacher/examiner must write to Cambridge for permission, enclosing a CV detailing relevant experience.

The teacher/examiner will conduct and internally assess the coursework, and will submit a recorded sample of candidate performances for external moderation by Cambridge. Centers will receive a brief report on the outcome of moderation.

The teacher/examiner must conduct internal assessment and submit samples for moderation in accordance with the instructions in the *Cambridge Handbook*.

7. Speaking Coursework: Guidance

7.1 General Information

External Moderation

External moderation of internal assessment is carried out by Cambridge.

- Centers must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centers must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Administrative Guide*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide* available on our website.

Recorded Sample

Moderation samples must be recorded at normal speed and submitted on a standard format CD. All recording equipment must be of as high a standard as possible to ensure that moderation samples are clearly audible. Where Centers make use of digital recording software, each candidate's file must be saved individually as .mp3 format so that it can be accessed for the purpose of moderation.

Please label CDs clearly with details of the candidates whose speaking coursework has been submitted.

Speaking Coursework Summary Form

Enter marks in detail for each candidate on this document. Instructions for its completion are on the reverse of the form. Please check addition of all marks. The Speaking Coursework Summary Form must show the breakdown of marks for all the candidates, not just those included in the sample. Please put an asterisk (*) by the names of candidates whose Speaking Coursework has been recorded on the CD. You should keep a copy of the recorded sample in case of loss or damage to the original. If the sample sent to Cambridge is inaudible or faulty in any way, you may be asked to provide a replacement.

Please note: if the sample received is unsatisfactory, or the process of internal standardization conducted at the Center has not produced a reliable rank order of candidates, Cambridge will ask the Center to send a further sample.

7.2 Speaking Assessment Criteria Grid

Give a mark out of 10 for each category (Structure, Vocabulary, Development and Fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and Fluency
9–10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation. Pronunciation and intonation are clear.
7–8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear.
5–6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly. Errors are noticeable, however, and only partial competence is achieved.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3–4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary is not wide or varied and there will be difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1–2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Vocabulary will generally be inadequate to convey even simple ideas.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.

8. Other Information

Equality and Inclusion

Cambridge has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge International Examinations has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed to if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Language

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

Grading and Reporting

Cambridge IGCSE Certificate 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. The letters Q (result pending), X (no results), and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry Codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as "administrative zones". Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about examination timetables, administrative instructions, and entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

9. Appendix

- 0526/06 Speaking Coursework Summary Form
- 0526/06 Individual Candidate Record Card

A. Instructions for completing speaking coursework summary forms

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

B. Procedures for External Moderation

1. External moderation of internal assessment is carried out by Cambridge. Centers must submit the internally assessed marks of all candidates to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide* on our website.
2. Centers must also submit the internally assessed work of a sample of candidates to Cambridge. The *Cambridge Administrative Guide* provides details of which candidates are to be included in the sample.
3. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names on the Speaking Coursework Summary Form.
4. With the sample work, please enclose some notes about instructions given to candidates (written or verbal), and information as to how internal moderation was carried out.
5. Please note: in the event that the sample received is deemed to be unsatisfactory, or that the process of internal standardisation conducted at the Centre has not produced a reliable rank order of candidates, Cambridge will request a further speaking sample to be sent.

ENGLISH AS A SECOND LANGUAGE 2015 Speaking – Coursework (0526/6)

Individual Candidate Record Card

Cambridge IGCSE

Please read the instructions printed overleaf and in Section 3 of the *Cambridge Handbook* before completing this form.

Center Number						Center Name		June/November	2	0	1	5					
Candidate Number						Candidate Name		Teaching Group/Set									
Description of task						Structure		Vocabulary		Development and Fluency							
						(max 10)		(max 10)		(max 10)							
						(max 10)		(max 10)		(max 10)							
						(max 10)		(max 10)		(max 10)							
Marks to be transferred to the Speaking Coursework Summary Form						Average of above marks (max 10)		Average of above marks (max 10)		Average of above marks (max 10)		TOTAL (max 30)					
Name of teacher/examiner completing this form								Signature				Date					

Instructions for Completing Individual Record Cards

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

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