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# SYLLABUS

**Cambridge IGCSE®**

**English as a Second Language (US)**

**0526**

For examination in June and November 2014

**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  
[international@cie.org.uk](mailto:international@cie.org.uk) quoting syllabus code 0526.**

### Note

**The subject content of this syllabus is the same as the international version. The range of components available is limited to make coursework, if applicable, a mandatory part of the syllabus. Because of this, there may be component numbers omitted in the list of components.**

**Administration materials appear in UK English and are standard for all our international customers. Please read the *Cambridge Glossary* alongside this syllabus. This is available from our website.**

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# 1. Introduction

## 1.1 Why Choose Cambridge?

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

### Recognition

Every year, hundreds of 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 recognized 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 9,000 schools in over 160 countries that offer our programs 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 programs 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)**

### Nonprofit, Part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a nonprofit organization.

We invest constantly in research and development to improve our programs 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, inquiry, and problem solving, helping them 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 recognized 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 programs, 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 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.

## 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 recognizing the achievements of learners who pass examinations in at least seven subjects. Learners take 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.

English as a Second Language (0526) falls into Group I, Languages.

Learn more about Cambridge IGCSE and Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 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 **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**.

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

## 2. Assessment at a Glance

Candidates take either:		Or:	
<b>Paper 1</b>	<b>Reading and Writing (Core)</b> 1 hour, 30 minutes Eligible for grades C–G 70% of total marks	<b>Paper 2</b>	<b>Reading and Writing (Extended)</b> 2 hours Eligible for grades A*–E 70% of total marks
And either:		Or:	
<b>Paper 3</b>	<b>Listening (Core)</b> Approx. 30–40 minutes Eligible for grades C–G 30% of total marks	<b>Paper 4</b>	<b>Listening (Extended)</b> Approx. 45 minutes Eligible for grades A*–E 30% of total marks
And:			
<b>Component 6</b> n/a Separately endorsed		<b>Oral coursework</b>	

### Oral endorsement

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

### Availability

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

### Combining This with Other Syllabi

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

- syllabi with the same title at the same level
- 0500 Cambridge IGCSE First Language English
- 0511 Cambridge IGCSE English as a Second Language
- 0510 Cambridge IGCSE English as a Second Language

## 3. Syllabus Goals and Objectives

### 3.1 Goals

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

The goals are to:

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

### 3.2 Assessment Objectives and Their Weighting in the Exam Papers

Candidates must demonstrate ability in the following areas:

#### **AO1: Reading**

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

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



#### 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

#### Weighting in the Exam Papers

Paper	AO1: Reading (marks)	AO2: Writing (marks)	AO3: Listening (marks)	AO4: Speaking (marks)	Whole Assessment (%)
Paper 1 (Core): Reading and Writing	35	35	–	–	70%
Paper 2 (Extended): Reading and Writing	45	45	–	–	70%
Paper 3 (Core): Listening	–	–	30	–	30%
Paper 4 (Extended): Listening	–	–	36	–	30%
Component 6: Oral Coursework	–	–	–	30	Separately endorsed

Cambridge IGCSE English as a Second Language candidates study:

- the **Core curriculum** only

or

- the **Extended curriculum**, which includes both the Core and the Extended. Grades A\*, A, and B are available only to candidates taking the Extended curriculum.

### Assessment Objective 1: Reading

#### **Core: All candidates should be able to**

- demonstrate the ability to recognize public notices and signs (including timetables and advertisements).
- demonstrate the ability to extract relevant specific information from forms, letters, brochures, and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds.
- scan for particular information, organize the relevant information, and present it in a logical manner/given format.

#### **Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to**

- demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people.
- demonstrate the ability to identify the important points or themes within an extended piece of writing.
- draw conclusions from and see relations within an extended text.

### Assessment Objective 2: Writing

#### **Core: All candidates should be able to**

- carry out simple writing tasks, such as completing forms and writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus.
- demonstrate the ability to describe, report, and give personal information.
- identify, organize, and present given material in a particular form.

#### **Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to**

- carry out longer writing tasks on a wider range of topics in response to a written stimulus.

### Assessment Objective 3: Listening

**Core:** All candidates should be able to

- demonstrate understanding of specific details, information, and semi-formal announcements, e.g., news, weather, travel, and in interviews, dialogues, and telephone conversations.
- demonstrate general comprehension of the speaker's intentions where appropriate.

**Extended:** In addition to what is required for the Core, candidates taking Extended tier papers should be able to

- identify the main ideas or themes of the material they hear, including attitudes.
- draw conclusions from and identify the relationships between ideas within the material they hear.
- show awareness of major variations in register.
- take notes from material they have heard.

### Assessment Objective 4: Speaking

**Core:** All candidates should be able to

- demonstrate competence in a range of speech activities, e.g., respond to questions on topics within a defined range such as past and present schooling, future plans, and current affairs.
- conduct a sustained conversation.

**Extended:** In addition to what is required for the Core, candidates taking Extended tier papers should be able to

- demonstrate greater flexibility in dealing with new, topical ideas.
- show a sense of audience.

## 4. Curriculum Content

### 4.1 Paper 1: Reading and Writing (Core)

#### General Information

Total number of marks: 70.

The balance of assessment (weighting) of Reading and Writing skills is equal.

Duration: 1 hour, 30 minutes.

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

Candidates may not use dictionaries.

There are 7 exercises in the question paper. Exercises 4 and 5 are linked. The exercises have different total mark allocations, and some exercises consist of a series of sub-questions. Candidates should attempt all exercises.

#### Overview of Exercises on Paper 1

		Marks for Reading Objectives	Marks for Writing Objectives	Total Available Marks
Exercise 1	Reading (1)	7	---	<b>7</b>
Exercise 2	Reading (2)	11	---	<b>11</b>
Exercise 3	Information transfer	10	4	<b>14</b>
Exercise 4	Note-making	7	---	<b>7</b>
Exercise 5 ( <i>linked to Exercise 4</i> )	Summary	---	5	<b>5</b>
Exercise 6	Writing (1)	---	13	<b>13</b>
Exercise 7	Writing (2)	---	13	<b>13</b>
				<b>70</b>

## Description of Exercises on Paper 1

**Exercise 1 (Core Tier)**

<i>Assessment objective</i>	R1
<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 (Core Tier)**

<i>Assessment objective</i>	R1
<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 that incorporates a graphical element.
<i>Total marks</i>	11

**Exercise 3 (Core Tier)**

<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 (Core Tier)**

<i>Assessment objectives</i>	R1, R2, R3
<i>Task</i>	Taking notes. 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 (Core Tier)—Linked to 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 (Core Tier)	
<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 (Core Tier)	
<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. For example, Exercise 6 might be to write an informal letter to a friend describing events during a vacation and Exercise 7 a formal article for a school newspaper arguing whether or not sports should be made compulsory.
<i>Total marks</i>	13

## 4.2 Paper 2: Reading and Writing (Extended)

### General Information

Total number of marks: 90.

The balance of assessment (weighting) of Reading and Writing skills is equal.

Duration: 2 hours.

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

Candidates may not use dictionaries.

There are 7 exercises in the question paper. The exercises have different total mark allocations, and some exercises consist of a series of sub-questions. Candidates should attempt all exercises.

### Overview of Exercises on Paper 2

		Marks for Reading Objectives	Marks for Writing Objectives	Total Available Marks
Exercise 1	Reading (1)	9	---	<b>9</b>
Exercise 2	Reading (2)	15	---	<b>15</b>
Exercise 3	Information transfer	6	2	<b>8</b>
Exercise 4	Note-making	9	---	<b>9</b>
Exercise 5	Summary	6	5	<b>11</b>
Exercise 6	Writing (1)	---	19	<b>19</b>
Exercise 7	Writing (2)	---	19	<b>19</b>
				<b>90</b>

## Description of Exercises on Paper 2

**Exercise 1 (Extended Tier)**

<i>Assessment objective</i>	R1
<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 (Extended Tier)**

<i>Assessment objectives</i>	R1, 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 that incorporates a graphical element.
<i>Total marks</i>	15

**Exercise 3 (Extended Tier)**

<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 (Extended Tier)**

<i>Assessment objectives</i>	R1, R2, R3
<i>Task</i>	Taking notes. 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 (Extended Tier)**

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



**Exercise 6 (Extended Tier)**

<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 (Extended Tier)**

<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. For example, Exercise 6 might be to write an informal letter to a friend describing events during a vacation and Exercise 7 a formal article for a school newspaper arguing whether or not sports should be made compulsory.
<i>Total marks</i>	19

## 4.3 Paper 3: Listening (Core)

### General Information

Total number of marks: 30.

Duration: Approximately 30–40 minutes.

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, speeches) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

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

Candidates may not use dictionaries.

## Overview of Paper 3

**Questions 1 to 6**

<i>Assessment objectives</i>	L1, L2, L3
<i>Task</i>	Candidates listen to six short scenarios and answer questions on each. Questions require short answers.
<i>Text types</i>	Any of the following: travel announcements, voicemail messages, brief dialogues
<i>Total marks</i>	7

**Questions 7 and 8**

<i>Assessment objectives</i>	L1, L2, L3
<i>Task</i>	Candidates listen to two longer texts and fill in the blanks in forms or charts.
<i>Text types</i>	Any of the following: conversations, interviews, monologues, talks
<i>Total marks</i>	12

**Questions 9 and 10**

<i>Assessment objectives</i>	L1, L2, L3
<i>Task</i>	Candidates listen to two longer texts and answer questions about each. Questions have a multiple-choice or box-checking format.
<i>Text types</i>	Any of the following: conversations, interviews, monologues, talks
<i>Total marks</i>	11

## 4.4 Paper 4: Listening (Extended)

### General Information

Total number of marks: 36.

Duration: Approximately 45 minutes.

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, speeches) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

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

Candidates may not use dictionaries.

### Overview of Paper 4

Questions 1 to 6	
<i>Assessment objectives</i>	L1, L2, L3
<i>Task</i>	Candidates listen to six short scenarios and answer questions about each. Questions require short answers.
<i>Text types</i>	Any of the following: travel announcements, voicemail messages, brief dialogues
<i>Total marks</i>	8

Questions 7 and 8	
<i>Assessment objectives</i>	L1, L2, L3, L4
<i>Task</i>	Candidates listen to two longer texts and fill in the blanks in forms or charts.
<i>Text types</i>	Any of the following: conversations, interviews, monologues, talks
<i>Total marks</i>	16

Questions 9 and 10	
<i>Assessment objectives</i>	L1, L2, L3, L4
<i>Task</i>	Candidates listen to two longer texts and answer questions about each. Questions require short or sentence-length answers.
<i>Text types</i>	Any of the following: conversations, interviews, monologues, talks
<i>Total marks</i>	12

## 4.5 Component 6: Oral Coursework

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

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

Centers may devise other appropriate tasks that will help candidates demonstrate the skills outlined in the Oral Assessment Criteria grid.

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 stated deadline.

Candidates must complete **three** oral tasks, and a teacher/examiner at the Center assesses them using the Oral Assessment Criteria grid (see the *Oral Coursework: Guidance* section later in this booklet). For the external moderation process, Centers need to submit only a recording of candidates engaged in a discussion or a conversation.

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 administer oral tests, usually through successful completion of a Speaking Test Training Handbook, available from Cambridge Publications. At least one teacher in each Center offering a subject including coursework must be accredited by Cambridge.

The teacher/examiner will administer and internally assess the tests 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 administer internal assessment and submit samples for moderation in accordance with the instructions in the *Cambridge Handbook*.

## 5. Oral Coursework: Guidance

### 5.1 General Information

Each Center must send to Cambridge the following:

- recorded sample on CD(s);
- marks from internally assessed coursework;
- completed Coursework Assessment Summary Form(s). Please follow instructions given on the forms about their completion and return.

#### 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 so that it can be accessed for the purpose of moderation.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). The instructions on the back of the Coursework Assessment Summary Form state the size of the sample required. If possible, please transfer all the samples onto one or two CDs.

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

Please label CDs clearly with details of the candidates whose oral tests have been submitted.

#### Marks from Internally Assessed Coursework

A computer-printed mark sheet will be provided. This is called the MS1 (internally assessed mark sheet). Complete it by transferring the mark for each candidate from the Total Mark column (or from the Internally Moderated Mark column if internal moderation has taken place) on the Coursework Assessment Summary Form.

As an alternative to the submission of the MS1 (internally assessed mark sheet), Centers may submit oral test marks electronically. Please see the *Cambridge Administrative Guide* available on our website for details of how to submit marks electronically.

#### Coursework Assessment 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 Coursework Assessment Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) by the names of candidates whose discussions have been recorded on the CD.

**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 oral sample and the accompanying forms.**

## 5.2 Oral 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
<b>9–10</b>	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.
<b>7–8</b>	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.
<b>5–6</b>	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.
<b>3–4</b>	Structures will generally be very simple, limited, and with errors that 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.
<b>1–2</b>	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.
<b>0</b>	Completely limited/No attempt at a response.	Completely limited/No attempt at a response.	Completely limited/No attempt at a response.

## 6. Appendix A

### 6.1 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades.

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

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

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

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

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


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

## 6.2 Forms



Centre Number					Centre Name		June/November	2	0	1	4
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Name of teacher/examiner completing this form		Signature		Date					
Name of internal moderator (where appropriate)		Signature		Date					

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## A. Instructions for completing coursework assessment summary forms

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

## B. Procedures for External Moderation

1. The total marks recorded on the Coursework Assessment Summary Form must be submitted to Cambridge. The marks from the Coursework Assessment Summary Form can be transferred to the MS1 (internally assessed mark sheet) or submitted electronically. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide*.
2. Send samples of the candidates' work covering the full ability range together with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, or a printout of marks submitted electronically to Cambridge as soon as possible, and no later than the deadline give in the *Cambridge Administrative Guide*.
3. Indicate the candidates who are in the sample by means of an asterisk (\*) against the candidates' names overleaf. The size of the coursework sample should be as follows:

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

4. Where more than one teacher/examiner is involved in the marking, the sample must include candidates marked by all teachers/examiners. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
5. 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.
6. 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 oral sample and the accompanying forms to be sent.

ENGLISH AS A SECOND LANGUAGE 2014 Oral – Coursework (0526/6)

Individual Candidate Record Card

Cambridge IGCSE

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

Centre Number					Centre Name		June/November	2	0	1	4
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 Coursework Assessment Summary Form	Average of above marks (max 10)		Average of above marks (max 10)		Average of above marks (max 10)		<b>TOTAL</b> <b>(max 30)</b>				
Name of teacher/examiner completing this form						Signature		Date			



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## Instructions for Completing Individual Record Cards

1. Complete the information at the head of the form.
2. Mark the Coursework assignment for each candidate according to the criteria sheet attached.
3. Enter marks and final marks in the appropriate spaces. **NOTE THAT THE FINAL TOTAL MARK FOR EACH CANDIDATE SHOULD BE PRESENTED AS AN AVERAGE OUT OF 30.** Complete all other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks (**EACH OUT OF 30**) should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre.
6. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** See the instructions on the Coursework Assessment Summary Form (0526/06/CW/S).

## 7. Appendix B: Additional Information

### 7.1 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. ("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 with the subject.

### 7.2 Recommended Prerequisites

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

### 7.3 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.

### 7.4 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.

### 7.5 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.

## 7.6 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.

## 7.7 Support and Resources

Copies of syllabi, 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 categorized 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 (unit lesson plans) 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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