

SYLLABUS

Cambridge IGCSE®
Urdu as a Second Language

0539

For examination in June 2015

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1. Introduction

1.1 Why choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners 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 recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised 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 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

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

Cambridge programmes and qualifications are designed to support learners 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 learners, 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 learners 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 exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/exams officers

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

We are a not-for-profit organisation where the needs of the teachers and learners 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 programmes for learners aged 5 to 19 are certified as meeting the internationally recognised 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 syllabuses provide opportunities for contextualised 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 aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners 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 learners 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 programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecundary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners 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 learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Urdu as a Second Language?

Cambridge IGCSE Urdu as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Learners studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately. The topics selected relate to the interests and needs of the learners in using Urdu as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

Prior learning

Learners beginning this course are expected to have had prior contact with Urdu at school and/or in their community.

Progression

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

Candidates who are awarded grades C to A* in Cambridge IGCSE Urdu as a Second Language are well prepared to follow courses leading to Cambridge International AS and A Level Urdu, or the equivalent.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for 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. To qualify for the Cambridge ICE award learners 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.

Urdu as a Second Language (0539) falls into 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 organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

Cambridge syllabuses, 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 syllabuses 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 syllabuses 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 syllabuses 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 which 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

3.1 Scheme of assessment

For Cambridge IGCSE Urdu as a Second Language, all candidates take two components: Paper 1 Reading and Writing and Paper 2 Listening.

Candidates may choose to take a third component: Component 5 Speaking.

Paper 1 (Compulsory)	Duration	Weighting
Reading and Writing Section 1: four exercises – reading, information transfer, note-making and summary writing. Section 2: two exercises – reading and writing.	2 hours	67%
Paper 2 (Compulsory)	Duration	Weighting
Listening Four comprehension exercises.	Approx. 35–45 minutes	33%

Centres may also choose to enter candidates for speaking. Marks for this optional component do not contribute to the overall grade candidates receive. Instead, where candidates perform to an appropriate standard, certificates record the achievement of grades 1 (high) to 5 (low) in speaking.

Component 5 (Optional)	Duration	Weighting
Component 5 Speaking	10–12 minutes	N/A

3.2 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

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

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

3.3 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
- 3247 Cambridge O Level First Language Urdu
- 3248 Cambridge O Level Second Language Urdu.

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

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

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

4.2 Assessment objectives

The assessment objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated.

AO1: READING – Understand and respond to written language

Candidates will be assessed on their ability to:

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

AO2: WRITING – Communicate clearly, accurately and appropriately in writing

Candidates will be assessed on their ability to:

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

AO3: LISTENING – Understand and respond to spoken language

Candidates will be assessed on their ability to:

- L1 understand and respond to information presented in a variety of forms
- L2 recognise, understand and distinguish between facts, ideas and opinions
- L3 select and organise material relevant to specific purposes.

AO4: SPEAKING – Understand and respond to spoken language

Candidates will be assessed on their ability to:

- S1 communicate clearly, accurately and appropriately
- S2 convey information, articulate experience and express thoughts and opinions
- S3 employ and control a variety of grammatical structures
- S4 demonstrate knowledge of a range of appropriate vocabulary
- S5 employ suitable pronunciation and stress patterns
- S6 listen to and respond appropriately to the contributions of another person.

4.3 Relationship between assessment objectives and components

Paper 1 Reading and Writing

Assessment Objective		Section 1				Section 2	
		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6
AO1	R1	✓	✓	✓	✓	✓	
	R2		✓	✓	✓		
	R3			✓	✓	✓	
	R4		✓	✓		✓	
AO2	W1				✓		✓
	W2				✓		✓
	W3				✓		✓
	W4				✓		✓
	W5				✓		✓
	W6				✓		✓

Paper 2 Listening

Assessment Objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4
AO3	L1	✓	✓	✓	✓
	L2			✓	✓
	L3		✓		✓

Component 5 Speaking

Assessment Objective		Part 1	Part 2	Part 3
AO4	S1	✓	✓	✓
	S2	✓	✓	✓
	S3	✓	✓	✓
	S4	✓	✓	✓
	S5	✓	✓	✓
	S6		✓	✓

Weighting of assessment objectives

The approximate weightings allocated to each of the assessment objectives are summarised below.

Assessment Objective	Paper 1 (marks)	Paper 2 (marks)	Component 5 (marks)	Weighting for qualification
AO1	36			40%
AO2	24			27%
AO3		30		33%
AO4			60	N/A

4.4 Grade descriptions

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

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

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level
- structuring work overall so that the reader can follow the argument from the beginning to the end
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought
- recognising 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 and obeying standard grammatical conventions.

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

- understanding and communicating arguments, ideas and information at a straightforward level
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance
- recognising more obvious meanings and attitudes
- writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set
- spelling and punctuating with accuracy
- using adequate paragraphing and some variety of sentence construction and showing awareness of standard grammatical conventions.

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

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

5. Syllabus content

Assessment Objective	
Reading	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> understand public notices and signs (including timetables and advertisements) 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, organise the relevant information and present it in a logical manner/given format. <p>In addition, candidates aiming for grades C–A* should be able to:</p> <ul style="list-style-type: none"> extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people identify the important points or themes within an extended piece of writing draw conclusions from and see relations within an extended text.
Writing	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> carry out simple writing tasks, e.g. completing forms and short pieces in an appropriate and accurate form of Urdu in response to a written stimulus describe, report and give personal information identify, organise and present given material in a particular form. <p>In addition, candidates aiming for grades C–A* should be able to:</p> <ul style="list-style-type: none"> carry out longer writing tasks on a wider range of topics in response to a written stimulus.
Listening	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> demonstrate understanding of specific details, information and semi-formal announcements in contexts such as news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations demonstrate general comprehension of the speaker's intentions where appropriate. <p>In addition, candidates aiming for grades C–A* should be able to:</p> <ul style="list-style-type: none"> identify the important points 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.

Speaking	<p><i>All candidates should be able to:</i></p> <ul style="list-style-type: none">• 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• take part in a sustained conversation. <p><i>In addition, candidates aiming for grades C–A* should be able to:</i></p> <ul style="list-style-type: none">• demonstrate greater flexibility in dealing with new, topical ideas• show a sense of audience.
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6. Description of components

6.1 Paper 1: Reading and Writing

All questions and responses to be in Urdu.

Total mark: 60

Duration: 2 hours

For all parts of this paper, candidates write their answers in spaces provided in the question paper booklet. Dictionaries may not be used in the examination.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises:

Section 1

- **Exercise 1** – Reading exercise: candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
Assessment objective: R1
Total mark: 6
- **Exercise 2** – Information transfer: candidates will be required to complete a form/notes template on the basis of information provided in the question paper.
Assessment objectives: R1, R2, R4
Total mark: 7
- **Exercise 3** – Note making: candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Assessment objectives: R1, R2, R3, R4
Total mark: 7
- **Exercise 4** – Summary writing: candidates will be required to write a paragraph-length summary about an aspect or aspects of a passage printed in the question paper.
Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5, W6
Total mark: 10

Section 2

- **Exercise 5** – Reading exercise: candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. The text will take the form of a report/newspaper/magazine article.
Assessment objectives: R1, R3, R4
Total mark: 10
- **Exercise 6** – Writing exercise: candidates will be required to write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. A purpose, format and audience for the writing will be specified.
Assessment objectives: W1, W2, W3, W4, W5, W6
Total mark: 20

6.2 Paper 2: Listening

All questions and responses to be in Urdu.

Total mark: 30

Duration: approx. 35–45 minutes

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may not be used in the examination.

Each exercise tests listening comprehension of recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD played in the examination room. All listening material will be heard twice by candidates and appropriate pauses for candidates to write answers will be included on the recording.

The CD is controlled by the invigilator of the examination, not the candidate(s). For details about room, equipment, checking the CD in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the *Cambridge Handbook*.

The question paper is divided into four exercises, as follows, and candidates should attempt all exercises:

- **Exercise 1** – Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief message), requiring short answers.
Assessment objectives: L1
Total mark: 6
- **Exercise 2** – Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to complete gaps in a form or chart printed in the question paper.
Assessment objectives: L1, L3
Total mark: 8
- **Exercise 3** – Information correction exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to correct information in notes printed in the question paper.
Assessment objectives: L1, L2
Total mark: 6
- **Exercise 4** – Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to answer open-ended questions, with short or sentence-length answers.
Assessment objectives: L1, L2, L3
Total mark: 10

6.3 Component 5: Speaking (optional)

Total mark: 60

Duration: 10–12 minutes

There is no question paper for the Speaking Test. **The Speaking Test will be conducted and assessed in Urdu.** Speaking Tests take place during a period before the main examination series (see Section 7). The Centre must leave sufficient time to send material to Cambridge for external moderation by the advertised deadline.

A teacher/examiner at the Centre assesses candidates using the *Speaking Assessment Criteria grid* (see Section 7).

The examiner will usually be someone from the Centre's languages department, but could be someone local from outside the Centre.

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

Full instructions on the administration of the Speaking Test are provided later in this booklet to be read in conjunction with general advice on submission of samples for moderation in the *Cambridge Administrative Guide*, available on our website.

There will be three parts to the test:

Part 1

2–3 minute presentation by the candidate on a chosen topic [20 marks]

The topic of the presentation should be chosen by the candidate and must reflect (an) aspect(s) of life in an Urdu-speaking community or Urdu-speaking culture.

*Candidates may prepare a single 'cue card' in Urdu to bring into the examination room. This should be no larger than a postcard, and could contain a maximum of five headings to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics and pictures. **A script of their presentation is not allowed.***

Part 2

3–4 minute discussion with the examiner following on from the presentation [20 marks]

Part 3

3–4 minute conversation with the examiner about general topics (see pages 17 and 18). [20 marks]

At least two topics will be covered in the general conversation: one from Areas A–B and one from Areas C–E. The candidate will not know in advance which topics will be covered by the examiner. Topics must be chosen so as not to overlap with the content of the presentation.

Area A	Everyday activities Home life and school	Home life	A1
		School routine	A2
		Eating and drinking	A3
		Health and fitness	A4
Area B	Personal and social life Self, family and personal relationships	Self, family, personal relationships	B1
		Everyday life	B2
		Eating out	B3
		Holidays	B4
Area C	The world around us Home town and local area	Home town and geographical surroundings	C1
		Clothes	C2
		Shopping	C3
		Public services, customs, etc.	C4
		Natural and man-made environment	C5
		Weather	C6
		Finding the way	C7
		Meeting and greeting phrases	C8
		Travel and transport	C9
		Famous sites and famous cities	C10
Area D	The world of work Continuing education Careers and employment	Further education and training	D1
		Future career plans	D2
		Employment	D3
Area E	The international world Tourism at home and abroad	Holiday travel and transport (see also C8)	E1
		Geographical surroundings (see also C1)	E2
		Weather (see also C5)	E3
		Places and customs	E4
		Food and drink (see also A3)	E5
		Meeting people (see also C7)	E6
	Life in other countries		

Examples illustrating the depth and scope to which the topic areas should be covered in the general conversation section are given below:

- **Area A: Everyday activities**

Areas of discussion might include, for example, how you help in the house, school discipline, dangers of smoking.

- **Area B: Personal and social life**

Areas of discussion might include, for example, responsibilities of having younger siblings, the advantages and disadvantages of tourists for your country.

- **Area C: The world around us**

Areas of discussion might include, for example, the advantages and disadvantages of living in the country or in a town.

- **Area D: The world of work**

Areas of discussion might include, for example, the advantages and disadvantages of going to university/going to work/having a gap year straight after school.

- **Area E: The international world**

Areas of discussion might include, for example, the dangers of eating too much, the value of travel for young people.

Part 1: Individual Presentation

Assessment objective	S1, S2, S3, S4, S5
Task	A presentation on a topic/issue of interest to the candidate relating to (an) aspect(s) of life in an Urdu-speaking community or Urdu-speaking culture. The candidate will talk for about 2–3 minutes on their chosen topic.
Total marks	20

Part 2: Discussion with the Examiner

Assessment objective	S1, S2, S3, S4, S5, S6
Task	The presentation will lead into a 3–4 minute discussion with the examiner about the topic.
Total marks	20

Part 3: Conversation with the Examiner

Assessment objective	S1, S2, S3, S4, S5, S6
Task	Following on from Part 2, the examiner will have a 3–4 minute conversation on general topics with the candidate.
Total marks	20

Dictionaries may not be taken into the test.

7. Administration of the Speaking Test

This guidance should be read in conjunction with the Component 5 description (Section 6) and the mark schemes (this section). There is no question paper for Component 5, the Speaking Test. Information on how to conduct and assess the Speaking Test, and the forms required for assessment, are all provided in this syllabus.

7.1 Conducting the Speaking Test

Candidates must be examined singly. Only one examiner may conduct the test. No other person should normally be present during the examination. In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad their performance.

Other instructions for examiners:

- do not smoke in the examination room
- do not walk about or distract the candidate in any way, for example by doodling or fiddling with papers
- always appear interested, even in mundane matters
- never show undue surprise, impatience or mockery
- never correct a candidate.

7.2 Administrative arrangements

7.2.1 Timing

The Speaking Test takes place before the main examination period: between 1 March and 30 April.

Each Centre decides on a convenient period within these dates for its Speaking Tests.

Refer to Section 7.3 for information regarding the arrangements for external moderation.

7.2.2 Appointment of examiners

Each Centre selects its own examiner to conduct and assess the Speaking Test. This is normally a teacher from within the languages department, but could be someone local from outside the Centre.

In the interests of standardisation, only one examiner should be appointed per Centre. Where a Centre wishes to use (an) additional examiner(s) because it has large numbers of candidates, permission to do so must be sought from the Languages Group at Cambridge well before the start of each Speaking Test period. Permission to use more than one examiner will only be granted on the understanding that examiners at the Centre work together to ensure a common approach to the conduct of the Speaking Test and the application of the mark scheme. The sample that the Centre submits to Cambridge should include the work of each examiner and a *Working Mark Sheet* should be submitted for each examiner, with candidate names and numbers clearly entered.

7.2.3 Mark sheets

Two types of mark sheet are provided:

- (a) The *Working Mark Sheet* is a working document to be completed during each candidate's Speaking Test. Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the test must be entered. All addition must be carefully checked.

A copy of the *Working Mark Sheet* is included on page 29 and should be photocopied as required.

- (b) The total marks recorded on the *Working Mark Sheet(s)* must be transferred to the computer-printed *Internal Assessment Mark Sheet(s)* (MS1) provided by Cambridge (or to computer for Centres submitting marks electronically). All transcriptions must be checked carefully.

7.2.4 Arrangements for the examination

Examination conditions must prevail in the area where the examination takes place. Supervision should be provided to ensure candidates leaving the examination room do not communicate with those waiting to enter.

7.2.5 Selecting a sample to send to Cambridge

The *Cambridge Administrative Guide*, available on our website, provides details of which candidates to include in the sample.

7.2.6 Recording of candidates

The Centre is responsible for supplying blank cassettes/CDs for the recording of its moderation sample: these will not be supplied by Cambridge. The Centre is also responsible for supplying recording equipment (e.g. cassette recorder and microphone). All recording equipment, including cassettes/CDs, must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and examiners, the equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the examiner. If only one microphone is used, it should be placed nearer to the candidate than to the examiner. With a softly-spoken candidate, the microphone should be placed even nearer to the candidate before the start of the examination. Moderation samples must be recorded at normal speed onto either C90 audiocassettes or standard format CDs. Mini cassettes and mini CDs must not be used. **Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.**

The recording must not be stopped once a candidate's examination has started.

Each cassette/CD must be introduced **by the teacher/examiner**, as follows:

'Cassette/CD number...
 Centre number e.g. PK215
 Centre name e.g. King's College
 Examination number 0539
 Examination name Cambridge IGCSE Urdu as a Second Language
 Name of Examiner e.g. Mr R Peters
 Date e.g. 2nd March 2015'

Each candidate must be introduced by the examiner, as follows:

'Candidate Number e.g. 047
 Candidate Name e.g. William Lee'

After the last recording on side A of a cassette the examiner must announce 'No more recordings on this side. Recording continues on side B.' Cassettes must be wound on to the end before turning over or starting a new cassette. After the last candidate on each cassette, the examiner must announce 'end of cassette no. ...'; and after the last candidate on the last cassette 'end of examination'.

The contents of each cassette/CD should be clearly labelled.

Each recorded file on the CD must be clearly named using the following convention:
 Centre number_candidate number_0539_05.

Before cassettes/CDs are despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes must then be rewound to the start of side 1.

If for any reason the cassette/CD has failed to record, or there are problems with the audibility of the recordings, the Centre must contact Cambridge Customer Services immediately to seek advice.

7.2.7 Internal moderation

Where Centres with large numbers of candidates request permission from Cambridge to use more than one examiner to conduct and assess the Speaking Test for their candidates, this will be granted on the understanding that the following procedures are put in place. The purpose of these procedures is to ensure that marks submitted by the Centre are consistent for all candidates, irrespective of which examiner conducted and assessed the examination.

- The examiners conducting and assessing Speaking Tests at the Centre must work together to ensure a common approach to the conduct of the Speaking Test and the application of the mark scheme.
- One examiner at the Centre must take responsibility for the standardisation of the marking of examiners at the Centre. This person must ensure that all candidates taking the 0539/05 Speaking Test at the Centre are judged against the same standards and that a valid rank order of candidates for the Centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done as the test is being conducted and not on the basis of a recording.
- The Speaking Tests of all candidates at the Centre must be recorded. A single recorded sample for external moderation should then be produced according to the instructions in Section 7.3.1 with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each examiner used at the Centre. A *Working Mark Sheet* should be submitted for each examiner, with candidate names and numbers clearly entered.

- The final column on the *Working Mark Sheet* (Internally Moderated Mark) must be used to record the results of internal moderation and details of the Centre's internal moderation procedures must be enclosed with the materials for external moderation.

7.3 Arrangements for external moderation

7.3.1 External moderation

External moderation of internal assessment is carried out by Cambridge.

- Centres must submit the internally assessed **marks** of all candidates to Cambridge.
- Centres must also submit the internally assessed **Speaking Test** recordings 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.

7.3.2 Despatch of materials to Cambridge for external moderation

- (a) Mark sheets and recordings must be returned to Cambridge as soon as all the Speaking Tests have been completed. **The deadline for receipt by Cambridge** of these items is **15 May** for the June examination series. Centres must not wait until the end of the assessment period before despatching them.
- (b)
 - (i) The Board copy of the completed *Internal Assessment Mark Sheet* (MS1) must be returned to Cambridge in the separate envelope provided, if the Centre is not submitting marks electronically.
 - (ii) The following items must be sent, to reach Cambridge by no later than 15 May for the June examination:
 - the moderator copy of the completed *Internal Assessment Mark Sheet* (MS1) or a signed print-out of the marks file for Centres submitting marks electronically
 - a copy of the completed *Working Mark Sheet*
 - a copy of the completed *Cover Sheet for Moderation Sample*
 - the recorded sample
 - details of internal moderation procedures (only for Centres permitted to use more than one examiner).
- (c) Copies of both types of mark sheet must be retained by the Centre in case of postal losses or delays.

7.4 Speaking Assessment Criteria grid (0539/05)

Part 1: Presentation [Total: 20 marks]

Enter the separate marks for Content and Presentation [max. 10 marks]; Vocabulary, Pronunciation and Intonation [max. 5 marks]; and Structures [5 marks]; onto the *Working Mark Sheet*.

Content and Presentation		Vocabulary, Pronunciation and Intonation		Structures	
Knowledge of facts; ability to express opinions and raise issues for discussion.					
Very Good					
9/10	<ul style="list-style-type: none">• Full and well organised coverage of the topic• Ideas and opinions included as well as factual points• Lively presentation• Examiner's interest fully sustained	5	<ul style="list-style-type: none">• Uses a wide range of precise vocabulary• Achieves shades of meaning• Successfully communicates sophisticated ideas and information• Vocabulary generally accurate• Pronunciation and intonation are clear	5	<ul style="list-style-type: none">• Uses a variety of complex structures• Generally accurate
Good					
7/8	<ul style="list-style-type: none">• Good coverage and sound organisation of the topic• Makes relevant factual points with some ideas and opinions• Presentation somewhat stilted• Examiner's interest sustained	4	<ul style="list-style-type: none">• Uses a sufficient range of vocabulary, which sometimes lacks precision• Vocabulary errors do not impede communication• Pronunciation and intonation are generally clear	4	<ul style="list-style-type: none">• Uses some complex structures and a range of simple structures• Errors do not impede communication

Satisfactory					
5/6	<ul style="list-style-type: none"> Adequate coverage of the topic, generally organised Includes some factual points with few ideas or opinions Presentation is pedestrian Examiner's interest generally sustained 	3	<ul style="list-style-type: none"> Uses a limited range of vocabulary which conveys simple ideas and information clearly but lacks precision Hesitates and searches for words when going beyond simplicity Vocabulary errors do not usually impede communication Pronunciation and intonation sometimes lack clarity but communication is not impeded 	3	<ul style="list-style-type: none"> Generally uses simple structures Errors occur when complex structures are attempted Simple structures used generally accurately Any errors in simple structures do not impede communication
Weak					
3/4	<ul style="list-style-type: none"> Thin coverage of the topic, lacking organisation Few ideas or opinions Mostly coherent but weak presentation Examiner's interest sometimes not sustained 	2	<ul style="list-style-type: none"> Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas Pauses frequently Vocabulary errors often impede communication Pronunciation and intonation cause some communication difficulties 	2	<ul style="list-style-type: none"> Generally uses very simple structures, such as single-word responses Errors often occur and some impede communication
Poor					
1/2	<ul style="list-style-type: none"> Very thin and often irrelevant coverage Very little factual information, only vague ideas and opinions Incoherent presentation Examiner's interest is not sustained 	1	<ul style="list-style-type: none"> Uses enough words to convey only very short pieces of information Conversation is limited and confused Pronunciation and intonation cause frequent communication difficulties 	1	<ul style="list-style-type: none"> Uses only very simple structures Errors often impede communication
0	No rewardable content	0	No rewardable output	0	No rewardable output

Part 2: Topic Conversation [Total: 20 marks] and Part 3: General Conversation [Total 20 marks]

Enter the separate marks for Comprehension and Responsiveness [max. 10 marks]; Vocabulary, Pronunciation and Intonation [max. 5 marks]; and Structures [5 marks] onto the *Working Mark Sheet*.

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

Comprehension and Responsiveness		Vocabulary		Structures	
Very Good					
9/10	<ul style="list-style-type: none">No problems of comprehensionResponses are natural and spontaneous even to unexpected questions and to changes in direction of the conversationAble to present and defend a point of viewShows sustained ability to initiate and maintain conversation and to contribute at some lengthPronunciation and intonation are clear	5	<ul style="list-style-type: none">Uses a wide range of precise vocabularyAchieves shades of meaningSuccessfully communicates sophisticated ideas and informationVocabulary generally accurate	5	<ul style="list-style-type: none">Uses a variety of complex structuresGenerally accurate
Good					
7/8	<ul style="list-style-type: none">Few problems of comprehensionResponds thoughtfully, and copes reasonably well with unexpected questions and with changes in direction of the conversationReasonably forthcoming but tends to follow examiner's leadResponds relevantly and at a length to questions which makes frequent prompting unnecessaryPronunciation and intonation are generally clear	4	<ul style="list-style-type: none">Uses a sufficient range of vocabulary, which sometimes lacks precisionVocabulary errors do not impede communication	4	<ul style="list-style-type: none">Uses some complex structures and a range of simple structuresErrors do not impede communication

Satisfactory					
5/6	<ul style="list-style-type: none"> Understands discussion around basic situations and concepts, but has difficulty with more complex ideas Some delay in response Needs prompting and encouragement to develop topics but attempts to keep the conversation going May rely heavily on seemingly prepared responses Pronunciation and intonation sometimes lack clarity but communication is not impeded 	3	<ul style="list-style-type: none"> Uses a limited range of vocabulary which conveys simple ideas and information clearly but lacks precision Hesitates and searches for words when going beyond simplicity Vocabulary errors do not usually impede communication 	3	<ul style="list-style-type: none"> Generally uses simple structures Errors occur when complex structures are attempted Simple structures used generally accurately Any errors in simple structures do not impede communication
Weak					
3/4	<ul style="list-style-type: none"> Generally has difficulty understanding Responses to questions raised on the majority of topics are limited and brief Needs prompting and encouragement to go beyond single word responses Pronunciation and intonation cause some communication difficulties 	2	<ul style="list-style-type: none"> Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas Pauses frequently Vocabulary errors often impede communication 	2	<ul style="list-style-type: none"> Generally uses very simple structures, such as single word responses Errors often occur and some impede communication
Poor					
1/2	<ul style="list-style-type: none"> Severe problems of comprehension Very marked hesitation. Limited responsiveness Responses are so brief and imprecise that little is communicated Pronunciation and intonation cause frequent communication difficulties 	1	<ul style="list-style-type: none"> Uses enough words to convey only very short pieces of information Conversation is limited and confused 	1	<ul style="list-style-type: none"> Uses only very simple structures Errors often impede communication
0	No rewardable output	0	No rewardable output	0	No rewardable output

8. Appendix

- Speaking Test Working Mark Sheet
- Cover Sheet for Moderation Sample

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June

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Name of examiner completing this form		Signature		Date						
Name of internal moderator (where appropriate)		Signature		Date						

Instructions for completing Speaking Test Working Mark Sheet

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to the *Internal Assessment Mark Sheet (MS1)* or the electronic marks file at a later stage (i.e. in candidate 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 the group or set.
3. The final column on the form should be used if more than one person has conducted the test in a Centre, and internal moderation has taken place.
4. The examiner completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion

Cambridge IGCSE Urdu as a Second Language (0539/05): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and enclosed with the moderation documentation and recorded sample to be despatched to Cambridge.

Centre name:

Centre number:

1 Tick to confirm that the required moderation documents are enclosed:

- ☐ (i) Moderator copy of MS1 **or** signed printout of marks file if marks submitted electronically.
- ☐ (ii) Copy of completed Working Mark Sheet(s) (WMS).*
- (* One WMS per examiner in Centres using more than one examiner)

If any other documents are enclosed for Cambridge's attention, please list them below:

.....

2 Tick to confirm that documentation has been checked for arithmetical and transcription errors:

- ☐ (i) Addition of marks on WMS has been checked and Total Mark is correct for each candidate.
- ☐ (ii) Total Mark for each candidate has been correctly transferred to the MS1 or electronic marks file.

3 Tick to confirm that the recording quality of the moderation samples has been checked:

- ☐ All sample recordings are clearly audible.
- ☐ Samples are recorded on standard size CDs/cassettes and recorded at normal speed.
- ☐ Digital recordings only: each candidate is saved individually and files are saved as .mp3.

4 Tick to confirm that the correct number of candidates has been submitted for moderation:

- ☐ Recordings of the complete Speaking Test for the number of candidates specified in the *Cambridge Administrative Guide*.

5 CENTRES USING MORE THAN ONE EXAMINER — tick to confirm Internal Moderation procedures:

- ☐ Copy of permission from Cambridge to use more than one examiner enclosed.
- ☐ Internal moderation carried out and details of internal moderation procedures enclosed.

Materials checked by:

(name)
(signature)

Date:

9. Other information

Equality and inclusion

Cambridge International Examinations 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 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 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 results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and 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 entry codes, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

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