Syllabus

Cambridge IGCSE English as a Second Language
Syllabus code 0510 (oral endorsement)
Syllabus code 0511 (count-in oral)
For examination in June and November 2012

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Contents

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at **www.cie.org.uk/recognition**.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **www.cie.org.uk/teachers**.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

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1. Introduction

1.2 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 at Levels 2 and 3 including AS and A Level GCE, and Cambridge Pre-U qualifications.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. English as a Second Language (0510) falls into Group I, Languages.

Learn more about ICE at **www.cie.org.uk/qualifications/academic/middlesec/ice.**

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1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

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2. Assessment at a glance

Cambridge IGCSE English as a Second Language Syllabus code 0510 (oral endorsement)

Candidates take either:	Or:
Paper 1 **Reading and writing (Core)** 1 hour 30 minutes Eligible for grades C–G 70% of total marks	**Paper 2** **Reading and writing (Extended)** 2 hours Eligible for grades A*–E 70% of total marks
And either:	**Or:**
Paper 3 **Listening (Core)** Approx. 30–40 minutes Eligible for grades C–G 30% of total marks	**Paper 4** **Listening (Extended)** Approx. 45 minutes Eligible for grades A*–E 30% of total marks
And either:	**Or:**
Component 5 **Oral** Approx. 10–12 minutes Separately endorsed	**Component 6** **Oral coursework** n/a Separately endorsed

Oral endorsement
In Syllabus 0510, 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.

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2. Assessment at a glance

Syllabus code 0511 (count-in oral)

Candidates take either:	Or:
Paper 1 **Reading and writing (Core)** 1 hour 30 minutes Eligible for grades C–G 70% of total marks	**Paper 2** **Reading and writing (Extended)** 2 hours Eligible for grades A*–E 70% of total marks
And either:	**Or:**
Paper 3 **Listening (Core)** Approx. 30–40 minutes Eligible for grades C–G 15% of total marks	**Paper 4** **Listening (Extended)** Approx. 45 minutes Eligible for grades A*–E 15% of total marks
And either:	**Or:**
Component 5 **Oral** Approx. 10–12 minutes 15% of total marks	**Component 6** **Oral coursework** n/a 15% of total marks

Availability

These syllabuses are examined in the May/June examination session and the October/November examination session.

These syllabuses are available to private candidates.

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

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2. Assessment at a glance

Combining this with other syllabuses

Candidates can combine syllabus 0510 in an exam session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0500 IGCSE First Language English
- 0511 IGCSE English as a Second Language
- 0522 Cambridge International Level 1/Level 2 Certificate First Language English
- 0682 Cambridge International Level 1/Level 2 Certificate English as a Second Language
- 1119 O Level English Language (Malaysia)
- 1120 O Level English Language (Brunei)
- 1123 O Level English Language
- 1125 O Level English Language (Mauritius)
- 1126 O Level English Language Syllabus B (Mauritius)

Candidates can combine syllabus 0511 in an exam session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0500 IGCSE First Language English
- 0510 IGCSE English as a Second Language
- 0522 Cambridge International Level 1/Level 2 Certificate First Language English
- 0682 Cambridge International Level 1/Level 2 Certificate English as a Second Language
- 1119 O Level English Language (Malaysia)
- 1120 O Level English Language (Brunei)
- 1123 O Level English Language
- 1125 O Level English Language (Mauritius)
- 1126 O Level English Language Syllabus B (Mauritius)

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

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3. Syllabus aims and objectives

3.1 Aims

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 aims are to:

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

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 organise material relevant to specific purposes
R3   recognise, 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   recognise, understand and distinguish between facts, ideas and opinions
L3   select and organise material relevant to specific purposes
L4   infer information from texts *[Extended tier only]*

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3. Syllabus aims and objectives

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

Syllabus 0510 (oral endorsement): 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	28	28	–	–	70%
Paper 2 (Extended): Reading and Writing	42	42	–	–	70%
Paper 3 (Core): Listening	–	–	30	–	30%
Paper 4 (Extended): Listening	–	–	36	–	30%
Component 5: Oral	–	–	–	30	Separately endorsed
Component 6: Oral Coursework	–	–	–	30	Separately endorsed

Syllabus 0511 (count-in oral): 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	28	28	–	–	70%
Paper 2 (Extended): Reading and Writing	42	42	–	–	70%
Paper 3 (Core): Listening	–	–	30	–	15%
Paper 4 (Extended): Listening	–	–	36	–	15%
Component 5: Oral	–	–	–	30	15%
Component 6: Oral Coursework	–	–	–	30	15%

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3. Syllabus aims and objectives

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. Candidates aiming for grades A* to C must follow the Extended curriculum.

Assessment objective 1: Reading

Core: All candidates should be able to	Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to
• Demonstrate the ability to recognise 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, organise the relevant information and present it in a logical manner/given format.	• 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	Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to
• Carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus. • Demonstrate the ability to describe, report, give personal information. • Identify, organise and present given material in a particular form.	• Carry out longer writing tasks on a wider range of topics in response to a written stimulus.

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3. Syllabus aims and objectives

Assessment objective 3: Listening	
Core: All candidates should be able to	*Extended: In addition to what is required for the Core, candidates taking Extended tier papers 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.	• 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. • Take notes from material they have heard.
Assessment objective 4: Speaking	
Core: All candidates should be able to	*Extended: In addition to what is required for the Core, candidates taking Extended tier papers 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, current affairs. • Conduct a sustained conversation.	• Demonstrate greater flexibility in dealing with new, topical ideas. • Show a sense of audience.

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4. Curriculum content

4.1 Paper 1 – Reading and writing (Core)

General information

Total number of marks: 56

The balance of assessment 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)	6	---	**6**
Exercise 2	Reading (2)	10	---	**10**
Exercise 3	Information transfer	6	4	**10**
Exercise 4	Note-making	6	---	**6**
Exercise 5 *(linked to Exercise 4)*	Summary	---	4	**4**
Exercise 6	Writing (1)	---	10	**10**
Exercise 7	Writing (2)	---	10	**10**
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4. Curriculum content

Description of exercises on Paper 1

Exercise 1 (Core tier)	
Assessment objective	R1
Task	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.
Text type	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
Total marks	6

Exercise 2 (Core tier)	
Assessment objective	R1
Task	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
Text type	Either a report or a newspaper/magazine article, which incorporates a graphical element.
Total marks	10

Exercise 3 (Core tier)	
Assessment objectives	R1, R2, W1, W5
Task	Information transfer. Candidates complete a form or notes using information provided on the question paper.
Total marks	10

Exercise 4 (Core tier)	
Assessment objectives	R1, R2, R3
Task	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Total marks	6

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4. Curriculum content

Exercise 5 (Core tier) - linked with Exercise 4	
Assessment objectives	W1, W2, W3, W4, W5
Task	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.
Total marks	4

Exercise 6 (Core tier)	
Assessment objectives	W1, W2, W3, W4, W5, W6
Task	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.
Total marks	10

Exercise 7 (Core tier)	
Assessment objectives	W1, W2, W3, W4, W5, W6
Task	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 holiday, Exercise 7 a formal article for a school newspaper arguing whether or not sport should be made compulsory.
Total marks	10

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4. Curriculum content

4.2 Paper 2 – Reading and writing (Extended)

General information

Total number of marks: 84

The balance of assessment 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)	8	---	**8**
Exercise 2	Reading (2)	14	---	**14**
Exercise 3	Information transfer	6	2	**8**
Exercise 4	Note-making	8	---	**8**
Exercise 5	Summary	6	4	**10**
Exercise 6	Writing (1)	---	18	**18**
Exercise 7	Writing (2)	---	18	**18**
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4. Curriculum content

Description of exercises on Paper 2

Exercise 1 (Extended tier)	
Assessment objective	R1
Task	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.
Text type	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
Total marks	8

Exercise 2 (Extended tier)	
Assessment objectives	R1, R4
Task	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
Text type	Either a report or a newspaper/magazine article, which incorporates a graphical element.
Total marks	14

Exercise 3 (Extended tier)	
Assessment objectives	R1, R2, R4, W1, W5
Task	Information transfer. Candidates complete a form or notes using information provided on the question paper.
Total marks	8

Exercise 4 (Extended tier)	
Assessment objectives	R1, R2, R3
Task	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
Total marks	8

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4. Curriculum content

Exercise 5 (Extended tier)	
Assessment objectives	R1, R2, R3, W1, W2, W3, W4, W5
Task	Summary writing. Candidates write a 100–120 word summary about an aspect or aspects of a text printed in the question paper.
Total marks	10

Exercise 6 (Extended tier)	
Assessment objectives	W1, W2, W3, W4, W5, W6
Task	Candidates 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.
Total marks	18

Exercise 7 (Extended tier)	
Assessment objectives	W1, W2, W3, W4, W5, W6
Task	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 holiday, Exercise 7 a formal article for a school newspaper arguing whether or not sport should be made compulsory.
Total marks	18

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4. Curriculum content

4.3 Paper 3 – Listening (Core)

General information

Total number of marks: 30

Duration: Approx. 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, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

An invigilator, not the candidate(s), controls the CD. Teachers/invigilators should consult the relevant sections of the *Handbook for Centres* about the conduct 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	
Assessment objectives	L1, L2, L3
Task	Candidates listen to six short scenarios and answer questions on each. Questions require short answers.
Text types	Any of the following: travel announcements, answerphone messages, brief dialogues
Total marks	7

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4. Curriculum content

Questions 7 and 8	
Assessment objectives	L1, L2, L3
Task	Candidates listen to two longer texts and complete gaps in forms or charts.
Text types	Any of the following: conversations, interviews, monologues, talks
Total marks	12

Questions 9 and 10	
Assessment objectives	L1, L2, L3
Task	Candidates listen to two longer texts and answer questions on each. Questions have a multiple choice or box-ticking format.
Text types	Any of the following: conversations, interviews, monologues, talks
Total marks	11

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4. Curriculum content

4.4 Paper 4 – Listening (Extended)

General information

Total number of marks: 36

Duration: Approx. 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, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

An invigilator, not the candidate(s), controls the CD. Teachers/invigilators should consult the relevant sections of the *Handbook for Centres* about the conduct 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	
Assessment objectives	L1, L2, L3
Task	Candidates listen to six short scenarios and answer questions on each. Questions require short answers.
Text types	Any of the following: travel announcements, answerphone messages, brief dialogues
Total marks	8

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4. Curriculum content

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

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

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4. Curriculum content

4.5 Component 5 – Oral

Oral tests take place during a period before the main examination session (see the relevant session's timetable). Before this period Centres will receive materials for the test. Tests must take place as soon as possible after the Centre opens their materials. After the tests the Centre must send back material for external moderation before the advertised deadline.

Centres receive a range of oral test cards, with an accompanying set of teacher's notes. Each card introduces a topic for discussion between the teacher/examiner and the candidate, together with prompts for the development of the conversation.

The teacher/examiner selects **one** oral test card from the range provided for each candidate.

Each oral test lasts approximately 10–12 minutes, as follows:

* non-assessed 'warm-up' conversation (approximately 2-3 minutes)
* time for the candidate to read the oral test card and to prepare a response – candidates may not write notes (approximately 2–3 minutes)
* assessed conversation (6–9 minutes)

A teacher/examiner at the Centre assesses the tests using the Oral Assessment Criteria grid (see the *Oral Tests: guidance for Centres* section later in this booklet).

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

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

The notes accompanying the oral test cards contain full instructions on the administration of the oral test. There is a summary later in this booklet to read in conjunction with general advice on submission of samples for moderation in the *CIE Handbook for Centres*.

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4. Curriculum content

4.6 Component 6 – Oral coursework

This component is an alternative to Component 5.

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

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

Centres may devise other appropriate tasks which 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 session, to suit the Centre. After this, the Centre must submit a recorded sample and the relevant documentation to CIE for external moderation before the advertised deadline (which is the same as that for Component 5).

Candidates must complete **three** oral tasks, and a teacher/examiner at the Centre assesses them using the Oral Assessment Criteria grid (see the *Oral tests: guidance for Centres* section later in this booklet).

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

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

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

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5. Oral tests: guidance for Centres

General information

1 The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests. CIE recommends that the tests take place within one week to allow sufficient time for a single examiner to conduct all of the tests. See Section **4** below.

2 Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.

3 Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings to allow sufficient time for external moderation. It is vital that material does not arrive late.

4 Centres with 30 or fewer candidates should normally just use one examiner. Each Centre selects its own examiner. This is normally a teacher within the English language department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples. CIE is not responsible for any fees agreed.

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

5 Centres entering candidates for the examination will receive a set of oral test cards, notes about administration and forms for entering marks. Teachers/examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests take place. The oral test cards must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.

6 Each Centre must send to CIE the following:

- recorded sample on cassette(s) or CD(s);
- completed MS1 Forms or electronic files of marks created using CAMEO;
- completed Oral Examination 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 onto either a C90 audiocassette or a standard format CD. All recording equipement must be of as high a standard as possible to ensure that moderation samples are clearly audible. Where Centres 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 Oral Examination Summary Form state the size of the sample required. If possible please transfer the sample onto one or two cassettes or CDs.

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

For instructions on recording the samples see Section **15** below. Please label cassettes/CDs clearly with details of the candidates whose interviews have been recorded.

Form MS1

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

As an alternative to the submission of the MS1 mark sheet, Centres may submit oral test marks in electronic format on a floppy disk or CD-ROM. Electronic files of marks must be created using CAMEO.

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

7 Immediately after completing the oral tests at the Centre, please return the recorded sample along with completed MS1 and Oral Examination Summary Form. Please do not wait until the end of the assessment period before sending them.

Please note: if the sample received is unsatisfactory, or the process of internal standardisation conducted at the Centre has not produced a reliable rank order of candidates, CIE will ask the Centre to send a further oral sample and the accompanying forms.

Conducting the Oral tests

8 The procedure for oral tests should be as follows:

(A) Start the recording. Give the candidate's name and number. Welcome the candidate(s) and explain briefly what is going to happen during the test.

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

(C) Hand the oral test card to the candidate. This must take place AFTER the warm-up has taken place. Give any necessary explanation at this point, followed by a short preparation period (approximately 2–3 minutes), when the candidate may ask questions. The candidate may not make notes during this period. The examiner should pause the recording while the candidate considers the oral test card. The examiner should indicate this by saying 'the recording will now be paused' so that the External Moderator knows that the examiner is giving the candidate time to study the card.

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(D) Main part of the test: This is a conversation based on the oral test card. Either the examiner or the candidate may start the conversation. This section of the test should last approximately 6–9 minutes.

The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 10–12 minutes. Note that only (D) is assessed. The oral test must be conducted in English throughout.

9 The oral tests must take place under examination conditions. The Centre must provide adequate supervision to ensure that candidates leaving the room for the oral tests do not communicate with those waiting to enter.

10 No other person should be present during the oral test, with the exception of another teacher/examiner, moderator or representative of CIE.

11 Candidates may be examined singly or in pairs.

If paired examining is used, please note the following:

- It is important for the External Moderator to know which candidate is speaking at any one time. Therefore, pair two candidates whose voices are clearly dissimilar, and avoid pairing candidates with the same first names.

- The candidates must maintain a conversation, and not start to 'chat' informally at any time. Therefore it may be best not to pair good friends.

- Do not let a candidate ask a series of questions. The conversation must be equal (in terms of contribution) and at no time should one candidate proceed to interview the other.

- The examiner should maintain a stronger presence in pair-examining. It is not appropriate for the examiner to just 'sit back' and let the candidates get on with it. The examiner needs to direct/control/monitor the conversation more than when examining candidates singly. The examiner may need to intervene more often to ensure appropriate and fair discussion, and to maintain the thread/topic.

- It is best not to pair a strong candidate with a weak one. Try to pair candidates of roughly equal ability.

- Think again if you are examining in pairs simply to speed up the process of completing the oral tests. In order to give candidates their best chance of success it may be better not to pair them with an unsuitable partner.

- Do not give different oral test cards to each candidate. The conversation must be a three-way conversation based on a single topic.

12 Candidates must not bring any notes into the examination room, or use a dictionary.

13 There is a range of oral test cards, and the examiner (not the candidate) chooses the card for each candidate. Please use as wide a variety as possible of the cards during the oral tests at the Centre. To give candidates every chance to do themselves justice, select the oral test card with care. The warm-up may give the examiner an indication of the best card to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate, the examiner may move into more productive areas. There is no need to stick rigidly to the examiner prompts in such cases.**

14 The examiner should face the candidate, with a table or desk in between. Candidates should not be able to see notes made on Oral Examination Summary Forms or similar paperwork.

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5. Oral tests: guidance for Centres

Recording the sample

15 Centres must ensure that their recording equipment is in good working order. Before the oral tests take place, the Centres should test the recording equipment and the cassette(s)/CDs on site, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible it is advisable to use a recorder with external microphones so that the candidate and examiner can have separate microphones. If there is only one microphone it should face the candidate.

It is important to check audibility levels before recording begins; avoid adjustments to the volume control during an examination. Take care to avoid extraneous noise and long gaps. Examiners should check throughout the oral testing session to ensure that voices are clearly audible.

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

For Centres using audiocassettes, the recording must begin at the start of side 1; use both sides of the cassette beginning a new one. Do not start a candidate's oral test on one side and continue over to the second side. At the end of examining on each side of a cassette the examiner should state "No further recordings on this side".

Each recording should begin with a clear statement by the examiner as follows:

"Centre Number:	[e.g.]	AZ 999
Centre Name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner Name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2011

The examiner should clearly indicate each candidate recorded on the sample as follows:

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

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

Before despatching the cassette/CD, please check that every candidate is clearly audible. Rewind each cassette to the start of side 1, and clearly label each cassette/CD.

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5.1 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
9–10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation. Pronunciation and intonation are clear.
7–8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear.
5–6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly. Errors are noticeable, however, and only partial competence is achieved.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3–4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary is not wide or varied and there will be difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1–2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Vocabulary will generally be inadequate to convey even simple ideas.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.

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6. Appendix

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;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style straightforwardly in different types of writing and giving evidence of a good range of language;
- spelling and punctuating accurately, with few, if any, mistakes;
- using well constructed paragraphs and sentences (of average complexity) and obeying standard grammatical conventions;
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

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

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

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

- understanding and communicating information at a basic level;

- ensuring that all work has a basic sequence;

- selecting material from texts in answer to questions and providing basic explanations;

- recognising straightforward meanings and attitudes;

- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set;

- spelling and punctuating so that weaknesses do not seriously impair communication;

- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions;

- speaking with some confidence, but usually in response to the directions of other speakers; showing a readiness to listen to others and to respond.

6.2 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**.

Access to teachers' email discussion groups and suggested schemes of work may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

6.3 Forms 0510 (oral endorsement)

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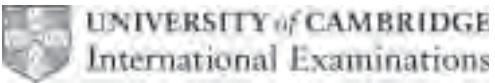
Oral Examination Summary Form

IGCSE 0510/5

Please read the instructions printed overleaf and in the Instructions and Mark Scheme before completing this form.

Centre Number						Centre Name		June/November	2	0	1	2

Candidate Number	Candidate Name	Teaching Group/ Set	Oral Test Card	Structure (max 10)	Vocabulary (max 10)	Development and Fluency (max 10)	Total Mark (max 30)	Externally Moderated Mark (max 30)

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

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0510/05/OR/S/12

A. INSTRUCTIONS FOR COMPLETING ORAL ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.

2. List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Indicate the oral test card used, the individual marks for each section and the total mark in the appropriate column.

4. The final column on the form is for the use of the external moderator only.

5. The teacher/examiner completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet MS1 to each Centre showing the names and index numbers of each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Form to the computer-printed mark sheet MS1.

2. Despatch the top sheet of the computer-printed mark sheet MS1 to CIE as soon as possible, and no later than 30 April for the June session and 31 October for the November session.

3. Send samples of the candidates' work covering the full ability range together with this Summary Form and the first copy of MS1 (marked 'This copy is to be sent to the Moderator), to CIE as soon as possible, and no later than 30 April for the June session and 31 October for the November session.

4. Indicate the candidates whose recorded oral tests have been selected for external moderation by means of an asterisk (*) against the candidates' names on the Oral Examination Summary Form. The size of the sample should be as follows:

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

5. Where more than one teacher/examiner is involved in marking the work, 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.

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, CIE will request a further oral sample and the accompanying forms to be sent.

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ENGLISH AS A SECOND LANGUAGE 2012
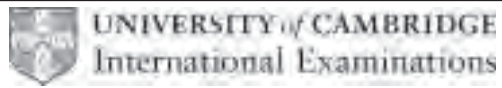
Coursework Assessment Summary Form

IGCSE 0510/6

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

Centre Number						Centre Name		June/November	2	0	1	2

Candidate Number	Candidate Name	Teaching Group/ Set	Structure (max 10)	Vocabulary (max 10)	Development and Fluency (max 10)	Total Mark **(max 30)**	Internally Moderated Mark **(max 30)**

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 to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:

   (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).

   (b) In the column headed 'Total Mark', average the marks to present a mark out of 30 awarded before internal moderation took place.

   (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.

   4. Both the teacher completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.

2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June session and 31 October for the November session.

3. Send samples of the candidates' work covering the full ability range together with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 30 April for the June session and 31 October for the November session.

4. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf. The size of the coursework sample should be as follows:

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

5. Where more than one teacher/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.

6. 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.

7. 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, CIE will request a further oral sample and the accompanying forms to be sent.

ENGLISH AS A SECOND LANGUAGE 2011 Oral – Coursework (0510/6)

Individual Candidate Record Card

IGCSE

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

Centre Number						Centre Name		June/November	2	0	1	2
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)	**TOTAL** **(max 30)**

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 (0510/06/CW/S).

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6. Appendix

6.4 Forms 0511 (count-in oral)

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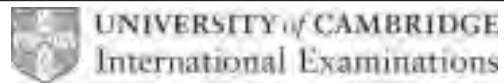
Oral Examination Summary Form

IGCSE 0511/5

Please read the instructions printed overleaf and in the Instructions and Mark Scheme before completing this form.

Centre Number						Centre Name				June/November	2	0	1	2

Candidate Number	Candidate Name	Teaching Group/ Set	Oral Test Card	Structure (max 10)	Vocabulary (max 10)	Development and Fluency (max 10)	Total Mark (max 30)	Externally Moderated Mark (max 30)

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

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UNIVERSITY *of* CAMBRIDGE
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0511/05/OR/S/12

A. INSTRUCTIONS FOR COMPLETING ORAL ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.

2. List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Indicate the oral test card used, the individual marks for each section and the total mark in the appropriate column.

4. The final column on the form is for the use of the external moderator only.

5. The teacher/examiner 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

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3. Send samples of the candidates' work covering the full ability range together with this Summary Form and the first copy of MS1 (marked 'This copy is to be sent to the Moderator), to CIE as soon as possible, and no later than 30 April for the June session and 31 October for the November session.

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101–200	20
above 200	10% of candidates

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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, CIE will request a further oral sample and the accompanying forms to be sent.

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ENGLISH AS A SECOND LANGUAGE 2012
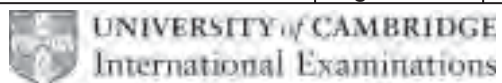
Coursework Assessment Summary Form

IGCSE 0511/6

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

Centre Number						Centre Name		June/November	2	0	1	2

Candidate Number	Candidate Name	Teaching Group/ Set	Structure (max 10)	Vocabulary (max 10)	Development and Fluency (max 10)	Total Mark **(max 30)**	Internally Moderated Mark **(max 30)**

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 to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:

    (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).

    (b) In the column headed 'Total Mark', average the marks to present a mark out of 30 awarded before internal moderation took place.

    (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.

    4. Both the teacher completing the form and the internal moderator (where appropriate) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

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2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June session and 31 October for the November session.

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101–200	20
above 200	10% of candidates

5. 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.

6. 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.

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ENGLISH AS A SECOND LANGUAGE 2011 Oral – Coursework (0511/6)

Individual Candidate Record Card

IGCSE

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

Centre Number						Centre Name		June/November	2	0	1	2
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)	**TOTAL** **(max 30)**

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 (0511/06/CW/S).

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7. Additional information

7.1 Guided learning hours

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

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

7.2 Recommended prior learning

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

7.3 Progression

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 IGCSE English as a Second Language are well prepared to follow courses leading to 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

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

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

- A candidate who obtains…

    … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
    … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
    … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
    … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
    … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
    … the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
    … the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
    … the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
    … no marks receives a percentage uniform mark of 0%.

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

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

7.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

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