CAMBRIDGE
International Examinations

Cambridge
IGCSE

Speaking and Listening Training Handbook

Cambridge IGCSE®
First Language English
0500 and 0522

Cambridge Secondary 2

Contents

Introduction

The purpose of this training handbook

This handbook offers guidance on how to approach both the Speaking and Listening Test (Component 5) and the Speaking and Listening Coursework (Component 6) of the IGCSE First Language English syllabus.

The main purpose of this support material is:

- to remind you of the requirements of the Speaking and Listening Test and Coursework options
- to suggest suitable approaches for you and your learners in preparing for the assessment of Speaking and Listening skills
- to provide samples of a range of topics, activities and approaches chosen by candidates from previous sessions
- to exemplify the practice of applying the work scheme through examiner commentaries
- to provide you with a good understanding of the standards
- to provide a route to accreditation as a coursework assessor.

Sections 1–5 of this handbook will deal with the Speaking and Listening Test (Component 5).

Sections 6–9 concern the Speaking and Listening Coursework (Component 6).

Section 10 contains the accreditation submission forms and instructions.

CD1 contains the practice marked samples (1–9) referred to in Sections 1–9.

CD2 contains the accreditation task samples (A–G) referred to in Section 10.

The content of this handbook is not intended to be prescriptive. Candidates can choose from a very wide range of topics and approaches, well beyond those selected for inclusion in this handbook as long as the assessment criteria can be fully applied.

How to use this training handbook

If you wish to work through this handbook to make use of the training exercises but are not intending to apply for accreditation, you should follow the process below.

Work through the guidance and advice in the handbook and attempt to mark the practice recordings provided on the accompanying CD1 comparing your marks with those of the moderator which can be found in the appendices. The moderator's comments in Sections 5 and 9 are designed to help guide you to the appropriate achievement bands.

The Speaking and Listening Test and the Speaking and Listening Coursework components of the Cambridge IGCSE First Language English syllabuses 0500 and 0522 are marked by Centres themselves and moderated externally by Cambridge. For entries for **June 2014** onwards, it is a requirement that each Centre has at least one accredited coursework assessor to ensure that marking within the Centre is both accurate and consistent. This accreditation is required for entries for Component 5 and Component 6.

Accreditation

Gaining accreditation for either one of these components will automatically qualify you to mark the other. If you wish to apply for accreditation as a coursework assessor there are two routes open to you.

1. Accreditation by prior learning

If you have enough experience of education and assessment, particularly the assessment of Speaking and Listening Tests or Coursework within the subject, as well as suitable qualifications, you can send a full and detailed CV to the IGCSE Accreditation Coordinator at the following address:

Cambridge IGCSE Accreditation Coordinator (EDM)
Cambridge International Examinations
Cambridge Assessment DC10
Hill Farm Road
Whittlesford
Cambridge
CB22 4FZ
UK

Your CV should include:

- positions held and the roles carried out whilst in that position

- qualifications

- teaching experience (including examinations boards and syllabuses)

- experience of Speaking and Listening Tests (or Coursework), their moderation and any moderation training

- any further experience.

If you do not have sufficient experience to be considered suitable for accreditation via the CV route, you can apply by working through the training in this handbook and then completing the accreditation tasks in Section 10. Instructions on how to do this are provided below. Remember to leave sufficient time to undertake the training if your application by CV is unsuccessful or if it becomes necessary for you to re-submit any subsequent attempts having used the training route.

Please note that there is a small fee for each accreditation submission that you make. Details of this can be found on the Cambridge website www.cie.org.uk

2. Accreditation using this training handbook

If you wish to apply to gain accreditation for **Component 5** using this handbook, you should:

- read Sections 1–5 of this handbook

- practise marking the sample recordings **(tracks 1–4) on CD1**, checking your marks against those provided in Appendix A of the handbook. Consider the moderator's comments in Section 5 and use these to gain an understanding of the application of the Mark Scheme especially where your marks have diverged from those given

- listen to the Accreditation Samples A – D **(tracks 1–4) on CD2**

- read and copy the forms on pages 41–49

- complete the Cover Sheet with your personal information, and the Mark Sheets with your marks and comments justifying your decisions

- Save a copy of these completed forms for your records, then send them to the address below or scan them and email them to info@cie.org.uk putting **'IGCSE Teacher Accreditation'** in the subject line.

If you wish to apply to gain accreditation for **Component 6** using this handbook, you should:

• read Sections 1 and 6–9 of this handbook

• practise marking the sample recordings **(tracks 5–11) on CD1**, checking your marks against those provided in Appendix B. Consider the moderator's comments in Section 9 and use these to gain an understanding of the application of the Mark Scheme especially where your marks have diverged from those given

• listen to the Accreditation Samples E–I **(tracks 5–9) on CD2**

• copy the forms on pages 41, 50–59

• complete the Cover Sheet with your personal information, and the Mark Sheets with your marks and comments justifying your decisions

• Save a copy of these completed forms for your records, then send them to the address below or scan them and email them to info@cie.org.uk putting **'IGCSE Teacher Accreditation'** in the subject line.

Responding to Applicants

Whether you have chosen the CV or the training route please allow 4–6 weeks for Cambridge to assess your application and inform you of the outcome.

You will be notified of the outcome of your application by post. Where your application has been successful you will receive a certificate and a feedback report. Where accreditation has not been awarded, you will receive feedback on how you might improve your performance and will be invited to try again. Applications can be submitted as many times as necessary to secure accredited Speaking Test examiner/coursework assessor status but there will be an administrative fee each time. Details of this can be found on the Cambridge website www.cie.org.uk

If your application has not been successful this does not mean that you will no longer be able to teach. It simply means that you should not moderate the marking of other teachers in your school.

Please ensure that once you have received confirmation of your accredited status, that your Centre registers you with Cambridge using the Teacher Assessment Form 1. This can be filled in electronically from the Cambridge website www.cie.org.uk. Go to the 'Cambridge for' tab and then down to 'Examinations Officer' and 'Teacher Assessment'. You will find the form on the right hand side of the page.

Further help

We hope that after working through this training handbook, the criteria and requirements for the conduct and assessment of the Speaking and Listening Test and Coursework components will be clear to you. However, if you have any problems or if you have any further questions, please do not hesitate to contact us.

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Section 1: Speaking and Listening

Speaking and Listening skills form an integral part of the broader aims of Cambridge IGCSE First Language English, which are reproduced here from the syllabus. You should always refer to the syllabus (for the year of the examination) as the authority on all technical and academic aspects of the programme.

1.1 The aims of the IGCSE First Language English programme

As stated in the syllabus the IGCSE First Language English programme aims to:

- enable learners to communicate accurately, appropriately and effectively in speech and writing

- enable learners to understand and respond appropriately to what they hear, read and experience

- encourage learners to enjoy and appreciate a variety of language

- complement other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)

- promote personal development and give learners an understanding of themselves and others.

Cambridge IGCSE First Language English translates these aims into three broad assessment objectives (AOs), covering all forms of communication in English; AO1: Reading, AO2: Writing and AO3: Speaking and Listening.

This publication offers guidance and support exclusively on AO3: Speaking and Listening.

1.2 Assessment objectives for Speaking and Listening

Candidates will be assessed on their ability to:

SL1 articulate experience and express what is thought, felt and imagined in a sustained cohesive order

SL2 understand, order and present facts, ideas and opinions

SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers

SL4 use language and register appropriate to audience and context

SL5 listen to and respond appropriately to the contributions of others.

Assessment objectives can be regarded as broad learning outcomes. English requires the re-teaching of essential skills over and over – so it is likely that these objectives will feature in many of the schemes and lessons that you use in the classroom already. When designing teaching schemes or lessons it is useful to highlight one or perhaps two objectives on which to focus.

1.3 Why Speaking and Listening work should be encouraged

Cambridge believes that the incorporation of Speaking and Listening activities into regular classroom work for English is beneficial to learners' development. Speaking is a primary means of expression; but in many cases it requires secure listening skills to be effective. Both Components 5 and 6 allow for and encourage a wide range of Speaking and Listening skills to be demonstrated (and assessed) – including making individual oral presentations and taking part in structured discussions.

1.4   Course planning

Component 5, the Speaking and Listening Test, cannot be so easily integrated into teaching schemes as Component 6, the Speaking and Listening coursework. However, the course can be designed to build up to the test, with learners practising and improving skills along the way. The test needs to be recorded during a two-month time window stipulated by Cambridge and, in most cases, Centres will choose to do this as swiftly as possible – for example, a Centre with 30 candidates would be expected to conduct and record its Component 5 tests in just a couple of days using one teacher/examiner. The two-month slot however can also be viewed as allowing some flexibility for ensuring that candidates are able to perform to their full potential.

Component 6 allows for full integration into the English teaching scheme. Assessment can take place at any time during the course, leaving you free to select the most appropriate and timely opportunities for your candidates. The component is not, however, suitable for very small Centres owing to the requirements of the group activity and it will require considerable input from you in terms of the design and implementation of the activities.

You should consider both components carefully, in the context of the composition and the ethos of your own Centre, before making a decision.

1.5   Encouraging successful work

There is a very broad range of Speaking and Listening activities which are suitable for inclusion in both components. You and your learners are encouraged to be as creative and lively as possible in choosing topics and activities. However, successful work will be that which can be assessed using the appropriate criteria. It is important therefore when task-setting that the criteria are considered at the planning stage. Once the task is secure, implementation of it usually requires research, practice and refinement.

Successful work is almost always work in which the learner has a clear interest in the topic or activity, and is motivated intrinsically. Speaking and Listening requires a degree of energy and enthusiasm, and it is your responsibility in part to create the atmosphere for this. Learners are not restricted to the classroom for their Speaking and Listening work; other locations might well lead to more productive work.

Successful work can also be defined as that which provides an opportunity for learners to do their very best. This assumes therefore that both you and your learner have prepared well and taken the appropriate steps (and time) to plan for quality Speaking and Listening work.

Section 2: About the Speaking and Listening Test (Component 5)

2.1 The contents of the Speaking and Listening Test

2.1.1 Part 1: The Individual Task

The candidate will talk for about 3-4 minutes on a single topic or theme which has been selected by them prior to the test. The talk should be continuous and there should be no need for the examiner to intercede.

Candidates are therefore required to show evidence of the ability to:

- prepare and organise appropriate and interesting material

- be aware of the range of suitable presentational styles

- display awareness of their audience

- employ a range of language devices

- select content which lends itself to further discussion.

The Individual Task should be as lively as possible and to ensure this, candidates are advised to prepare a topic in which they have a personal interest. They may prepare a 'cue card' (of postcard size) to bring into the examination room to remind them of the main points they wish to make. They may also bring a limited quantity of illustrative material, such as maps, diagrams, statistics, pictures or short articles. A script, however, is **not** allowed.

You may advise learners on the suitability of topics, but must not be involved in the preparation of content or specific material for the Individual Task.

It would be sensible for learners to research their topic several months before the test, and also to practice the delivery of the presentation several times, each time modifying their approach and material slightly. Learners may work with their teachers, or indeed their peers, in adapting their approach and content as required but the key idea and content must be original, i.e. the candidate's own work.

Possible approaches

A wide range of possibilities exist for the individual task. Examples include:

- a presentation

- a talk

- a monologue

- a public speech

- a commentary

- a news report

- a documentary-style report

- a narrative

- a poem written by the candidate, accompanied by a brief commentary

- an original piece based on a literary text.

Despite the range of possibilities however, the dominant task in Part 1 tends to be the informative presentation. Candidates select a topic and provide historical and/or contemporary information about it. A small number of these presentations remain purely factual but many engage with an issue or controversy relating to the topic. For example, developments in media and technology can be related to issues of over-reliance on technology and social media. These discursive elements add interest to the Individual Tasks and lend themselves to a more productive discussion in Part 2.

Where the chosen topic relates directly to the candidate's personal situation or their country/location, there is sometimes scope for content that is more engaging than the purely descriptive or anecdotal. For example, a focus on government policies toward diversity in one particular country allows for specific information about this to be presented, and opinions to be offered.

Personal experiences and interests are another common focus, for example recent trips abroad, reading, sport, music. These kinds of presentations vary in their degree of success, with the less successful tasks simply describing likes, dislikes and experiences without further research or insight.

Candidates sometimes attempt to use techniques such as addressing the listener and rhetorical questions. Such techniques can be very effective but care should be taken in implementing these devices to ensure consistency of approach.

It is pleasing to see candidates using visual aids and props to enhance their presentations; an effort clearly to liven up what might otherwise be rather dry talks. Candidates should, however, avoid over-reliance on such devices.

Candidates are of course free to focus on topics which lend themselves to standard presentations. However, Cambridge encourages a combination of more specific topics and a greater range of presentational formats.

Some examples of productive topics used by candidates in previous sessions:

- Conspiracy theories
- Beauty and cosmetic surgery
- Should parents encourage the belief in Santa Claus?
- Racism and prejudice
- Forced marriage
- Paranormal phenomena
- The Harry Potter series versus the Twilight series
- The rapper, Eminem, and his impact on society
- The positive and negative development of social media
- Decoding the art of lying
- Should we spend money on space programs or can it be better spent?
- The pros and cons of conscription
- Watches, and what they say about their wearer
- First impressions, and the science behind it.

NB: Cambridge found that these topics lent themselves to interesting and useful Part 1 presentations. They are presented here to indicate that topics which have a specific focus and a purpose work well. They are not intended as a prescriptive list. There are many more topics which would work equally well.

2.1.2 Part 2: The Discussion

The Individual Task will lead into a conversation with the examiner about the candidate's chosen topic. The role of the examiner in this conversation will be that of interested and sympathetic participant, allowing the candidate every opportunity to put views forward and to seek the opinions of the examiner.

During the delivery of the Individual Task, examiners are likely to make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, prompts such as, 'tell me more about…' and open questions such as 'why?' and 'how?' are more useful than closed questions leading to 'yes' or 'no' answers. Although we expect candidates to expand their topic, it is important to remember that knowledge of the topic is not being assessed.

When choosing a topic for the Individual Task, learners are advised to consider in what ways a conversation about it might develop. If they cannot themselves think of half a dozen questions they might be asked, it is unlikely to produce a fruitful source of discussion.

Examiners should be ready to explore other aspects of the topic if candidates are obviously out of their depth. Questions should be re-phrased (rather than repeated) in an attempt to continue the dialogue.

2.2 The Mark Schemes

There are two sets of assessment criteria for this component: Part 1 (Table A) assesses the quality of the Individual Task, and Part 2 (Table B) assesses the success of the subsequent discussion.

In Part 1 only Speaking skills are demonstrated and assessed; in Part 2 Speaking and Listening skills are assessed using separate criteria.

Note: It should **not** be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each session based on available evidence.

Table A: Band Descriptions for Component 5, Part 1 – Individual Task (10 marks)

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

Table B: Band Descriptions for Component 5, Part 2 – Discussion (20 marks)

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

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

For Part 1, examiners should remember that "lively delivery sustaining audience interest" and "a wide range of language devices" should be present in a Band 1. In other words, a rather straightforward, informative talk, which is perhaps secure and safe, is likely to satisfy the criteria for Band 3. For higher reward, the candidate needs to be attempting something more challenging, more creative, more ambitious perhaps. Band 2 will indicate partial success of this aim.

For Part 2, we are assessing Listening skills using an independent set of descriptors. The essence of a good listener is that he/she will choose the right moment to respond and will respond accurately and in some depth, hopefully adding to the conversation. If a candidate responds to most of the examiner's prompts soundly, this is likely to result in a Band 2 mark (7–8). For higher reward, the candidate would need to develop and extend the point being put forward and take a more prominent role in the conversation.

Section 3: Planning for the Speaking and Listening Test in your school

3.1   Academic considerations

In Component 5 (the Speaking and Listening Test), learners should select the topic for their Individual Task themselves prior to the test. Teachers may advise on the suitability of topics for this, but should not be involved in the preparation of material for this task. Learners who adhere to the following guidelines are likely to perform better in Part 1 of the Test.

1. Use material which is original or has been created or heavily adapted by the candidate. This is particularly relevant in the case of material drawn from literary sources.

2. Use a wide variety of language devices to carefully capture the audience's attention.

3. Choose interesting content. If the topic is interesting, it is more likely that presentation of it will be lively and attractive.

4. Practise. A candidate who arrives for the test and completes an Individual Task lacking in prior preparation is unlikely to perform as well as one who has practised and received guidance. The normal role of the teacher in guiding, encouraging and developing learners' skills is applicable.

5. Enjoy the experience. The format of this oral task encourages a relaxed atmosphere. If the candidate can convey confidence, the task is likely to be completed more successfully.

Examiners should adhere to the following guidelines when fulfilling their role in the discussion.

1. Maintain a conversation on the topic of the candidate's Individual Task. Avoid moving the discussion into unrelated areas.

2. Take an interest in the candidate's preparation beforehand, where possible. The examiner will probably conduct a more efficient discussion if he/she has had prior notice of what the candidate is preparing to talk about.

3. Bear in mind that Listening skills are assessed using a separate set of criteria. Examiners will probably need to make a spontaneous judgement of a candidate's Listening skill, while posing questions and prompts and offering opinions in attempting to draw out that skill.

4. Be careful not to dominate, while remaining constantly involved in the discussion. The emphasis is still on the candidate to generate and extend the conversation.

5. Use questions and prompts to try to develop the candidate's own thoughts and ideas. The topic has been chosen by the candidate and the examiner should remember this.

You should encourage your learners to make their Part 1 presentations livelier by perhaps incorporating more creative presentational styles and by relying less on recited factual information. A key action may be to ensure that learners begin working on their tasks with the aim of stimulating the listener. It is important for learners to research their topics fully to bring fresh, interesting content to their task.

If learners wish to talk about a hobby or interest, it is suggested that they find a creative way of doing this, with new information or through a different kind of delivery. The quality of Part 1 might be improved if learners perhaps focused on the idea of an 'intelligent' audience, that they wish to inform, entertain or even intrigue.

There is certainly scope for further creativity in Part 1 – e.g. taking up a 'voice' or presenting a dramatic monologue. Where candidates speak about travel or sport, they could speak in the role of a tour guide, or indeed as if they were their favourite sports person.

3.2   Logistical considerations

The syllabus recommends using one examiner per Centre (where candidate numbers allow) to make it easier to keep to a common standard. Centres with large candidate numbers should get agreement from Cambridge to use additional examiners in advance of the test.

The logistics of conducting all of the tests will therefore depend on:

- how many candidates there are
- how many teachers are going to work as examiners
- how long you wish to take in recording all of the tests.

For example, a Centre that is entering 105 candidates for the examination, may well want to use three examiners, to conduct about 35 tests each. Using this ratio of examiners to candidates, the tests could be completed in two days. However, Cambridge is very aware of the limitations and constraints that some Centres experience. For example, it might be that only two teachers are available to examine the candidates in the above example – this is fine, but we suggest that up to a full week should be utilised if two examiners are conducting 105 tests.

Ideally, though, there will be a collaborative effort at a school, where several colleagues can work together in planning for, managing, conducting and administering a large number of tests – i.e. if more than 60 candidates are involved. Cambridge recommends that a single teacher should examine no more than 30 candidates as a rough guideline – and that therefore two teachers would share the examining for between 30 and 60 candidates. Each Centre will need to decide the most effective approach given the considerations above.

For Component 5, there is a window of two months in which all of the tests must be conducted. The syllabus states the deadline for the receipt of your marks and your samples for external moderation.

3.3   Managing the delivery of Speaking and Listening lessons

Practice for the tests should be integrated into your scheme of work. For example, by perhaps choosing a broad area of interest, e.g. crime, and then inviting learners to generate individual turns, based on specific areas of interest, related to the given topic, you can provide a cohesive approach. In this scenario, the rest of the class could function as a valid 'practice' audience, and there could therefore be some integration of Speaking and Listening into a larger scheme of work. Indeed, all Speaking and Listening activities help in preparation for the test; group discussion to practise listening skills, constructive peer criticism following a practice presentation for example.

Alternatively, a Centre may prefer to conduct a series of stand-alone tests for their learners to practice on a topic.

Please note that the recorded final test must be in an examination room situation and only the examiner, the candidate, and an interlocutor (if utilised) can be present. A practice session used as a classroom activity, as described above, cannot function as the final Speaking and Listening Test.

Speaking and Listening lessons can be used of course to 'feed into' the work that learners are doing to prepare for their presentations. Similar skills can be practised over and over, and you may find yourself encouraging extension work which might lead to learners deciding on their topics. It is sensible therefore to bear in mind the requirements of the Speaking and Listening Test when designing or modifying your teaching schemes.

It is important that you understand the extent to which a teacher can be involved in a particular learner's work. As we have stated elsewhere, your involvement should be minimal, considering that success in the examination assumes a degree of autonomy on the part of the candidate. Cambridge therefore recommends that you take a general stance in guiding your learners towards topic choice, and with regard to key skills, utilise regular classroom time to practice and enhance these.

It is not ethical or permissible that you work with a single candidate and practise an individual test. Part 2 must be a spontaneous discussion and this is best achieved if it is the first time the teacher has heard Part 1 being delivered in full. The test should not be repeated.

It is permissible for an examiner who is external to the school to conduct the tests, i.e. it does not have to be a teacher at the school. It is an advantage of Component 5 over Component 6 that it is a single examination which can be conducted by an examiner who does not know or who has not met or worked with candidates.

Section 4: Managing the administration of the Speaking and Listening Test

Cambridge publishes a Teacher's Notes booklet which is issued to Centres each year as part of an administrative despatch before the examinations. This booklet provides information and guidance on how to conduct the tests and how to fulfil the administrative requirements.

4.1   Internal moderation

Where more than one teacher is assessing candidates, arrangements need to be made for internal moderation. It may be necessary, due to the number of candidates, for several teachers to be involved in the management of the tests. The school should request permission from Cambridge to use more than one examiner, as mentioned earlier.

Internal moderation is more than just comparing the approach to marking of different examiners. It also assumes that there has been some coordination among teachers in terms of ensuring that the tests are being conducted in a similar manner. It is sensible, therefore, for an English department to appoint a person to oversee the tests (usually the Head of Department), and to manage the administration of the tests. This person is known as the Internal Moderator.

A key role is to ensure that the approach to assessment has been consistent, and this will probably involve meeting as a team and listening again to candidates who have been recorded and who are at 'borderline' marks, perhaps in between achievement bands. For example, a candidate awarded 25 marks = 8 + 8 + 9, may well be promoted into Band 1 after internal moderation. Conversely, a candidate awarded 20 = 7 + 7 + 6, may be moved into Band 3 after listening again to the test and discussing performance.

When conducting a test, an examiner will come to an initial impression of a candidate's performance and will probably note down a mark which seems appropriate. This is fine. Many examiners keep a few rough 'first impression' notes discreetly while listening to Part 1 of the test and add to these during Part 2. It is good practice for an examiner to highlight a candidate who has perhaps been difficult to assess and to return to this candidate during an internal moderation session.

4.2   Forms

The Oral Examination Summary Form, which includes the final marks for each candidate, and where applicable, any amendments made as a result of internal moderation, needs to be sent to the External Moderator at Cambridge along with the sample recordings. The final date and methods for submitting these internally assessed marks are detailed in the Cambridge Administrative Guide available on our website www.cie.org.uk/profiles/exams_officers. The accuracy of transcription of the marks from the Oral Examination Summary Form to the official mark sheet (MS1) must be carefully checked.

Please find a copy of the Oral Examination Summary Form in Appendix C of this document or in the syllabus for identification purposes and copying. The syllabus provides advice on completing this form.

4.3   The use of digital recording equipment and CDs

The use of modern, digital recording equipment is strongly recommended (as opposed to cassette recorders), as this tends to produce higher quality recordings, but also allows the easy transfer of an appropriately collated sample to be burned onto a single CD. External Moderators welcome this as it makes their task quicker and more efficient. Centres are therefore encouraged to send in samples on CDs.

Separate tracks should be created, and each track should be re-named with the candidate's name and candidate number (so not track 1, track 2, etc.). It is appreciated if the mark given for each candidate is also provided in the labelling of each track. Another advantage of using digital recording and creating audio files is that the school will have a back up of all candidate recordings should Cambridge need further samples or a replacement sample.

When sending in samples on CD, please ensure that a suitable cover or case is included to protect the CD in transit. Cambridge is not able to release candidates' marks unless external moderation has taken place, so a broken CD for example, could potentially slow down the release of marks while a replacement CD is sought.

The procedure for recording the candidates is covered in the syllabus and is provided below. Please note that **all** candidates must be recorded – the sample sent in for external moderation is taken from those recordings.

Recording of candidates

Centres must check well in advance that a suitably quiet room is available and that their recording equipment is working. Please avoid rooms that are too close to a playground, recreation room or noisy classroom. Unnecessary background noise must be excluded.

The recording equipment and the CD(s) should be tested in situ before the actual test, ideally with one of the candidates. It is essential that new unrecorded CDs are used. These must be supplied by the Centre. A recorder with external microphones is recommended so that separate microphones can be used for the candidate and the examiner. If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate before the start of the test. Please do not adjust the volume control during an examination. (Note, it is permissible to use audio cassettes but the use of CDs and digital recording is strongly preferred.)

Each recording should be introduced clearly by the examiner as follows:

'Centre name and number:	*e.g. New School, Wellington, Centre number: NZ999*
Examination:	*Cambridge IGCSE First Language English, Syllabus 0500/0522 Component 5, Speaking and Listening.*
Examiner:	*e.g. Ms Tui Smith*
Date:	*e.g. 2nd March, 2014'*

Each candidate should be introduced clearly by the examiner as follows:

'Candidate number:	*e.g. 0123*
Candidate name:	*e.g. Charlie Cheng*
At the end of the recording, please state:	*End of recording'.*

Once a test has begun, **do not interrupt the recording**. On no account should you stop and re-start the recording during a test. The contents of each CD must be clearly labelled. Before the CD is sent to Cambridge, make spot checks to ensure every candidate can be clearly heard.

For Centres using cassette tapes, in addition to the above, the recording should begin at the start of side 1. Care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. At the end of the examining on each side of the cassette, the examiner should state: 'No further recordings on this side.' Cassettes should be rewound to the start of side 1 before sending to Cambridge.

4.4   Submission of work to Cambridge

Cambridge requires a sample of the tests from each school to carry out external moderation.

The sample should include the recordings with the highest and the lowest marks and there should be an even distribution of marks across the whole range. Unless instructed otherwise, avoid sending too many recordings that have the same mark. If more than one teacher has been involved in assessing candidates, then a representative sample covering every teacher's marking should be included.

The sample should include:

- the recorded sample on as few CDs as possible

- the Summary Form(s) for the entire entry

- a copy of the mark sheet that has already been sent to Cambridge.

Select your samples using the following criteria.

UK Schools

– 1–16 entries: all candidates

– Over 16 entries: first 10 candidates by candidate number, plus six other candidates spread evenly across the mark range.

International Schools

– 1–10 entries: all candidates

– Over 10 entries: first 10 candidates by candidate number, plus six other candidates spread evenly across the mark range.

4.5   External moderation

External moderation is undertaken by a team of moderators appointed by Cambridge. The External Moderator seeks to perform three main duties:

- to check that the test has been conducted by both the examiner and the candidate appropriately and according to the syllabus requirements

- to check that administrative matters (the use of correct documentation, sampling, correct addition of marks) have been carried out competently

- to check that candidates have been assessed accurately, to verify that the assessment criteria have been applied satisfactorily.

Once they have listened to and reassessed the sample, the External Moderator will reach one of the following four conclusions.

1. The marks submitted are accurate and consistent. The Centre's marking is confirmed as satisfactory. No change to the marks is required.

2. The marks are consistent but either generous or severe, or a consistent pattern of inaccuracy can be seen. In this case, the External Moderator will make an adjustment to some or all of the marks but will not disrupt the rank order presented by the school.

3. The Centre's marking is generally accurate but there have been occasional 'errant' marks. In these cases, the External Moderator will use an Amendment Form to re-assess some of the candidates.

4. The Centre's marks are seriously inconsistent and/or wholly inaccurate. The External Moderator cannot correct the problem easily and the rank order of candidates indicated by the Centre is shown to be invalid. In this scenario it may be that internal moderation has not been conducted, and evidence of this can be seen in inconsistent marking by the different examiners. *However, please note that this outcome is rare.* Whatever the reason for such inconsistency, it is likely that Cambridge will request that the Centre either remark the candidates' work and/or send a more extensive sample.

4.6 Feedback from the External Moderator

The External Moderator will complete a feedback form for your Centre, a sample of this is provided below.

There are three key areas that will be commented upon in the report:

- the choice of topics for Part 1: The Individual Task

- the manner in which the Individual Tasks have been delivered

- the appropriateness of the ensuing discussions.

The Principal Moderator also produces a Report for Teachers that indicates the strengths and weakness of the performance of the whole cohort for a particular examination series. This is available on Teacher Support and offers feedback on four key areas:

- Part 1 – was there sufficient variety in approaches? What constituted good/strong Individual Tasks? What were the common elements in weaker ones?

- Part 2 – how well did examiners extend and enhance the topics/themes? Were the candidates aware of their expected role in developing the discussions? Did both parties generally stay on task?

- Topics – provide a list of well-chosen topics that allowed focused discussion in Part 2.

- Advice to Centres, highlighting 'key messages' for success in future sessions.

A sample feedback form from the External Moderator

IGCSE

MODERATOR'S COMMENTS ON SCHOOL-BASED ASSESSMENT OF COURSEWORK

Centre Number	X X X X X	Centre Name	XX XXXXXXX XXXXXXX
Syllabus Code	0 5 0 0	Syllabus Title	First Language English
Component Code	0 5	Component Title	Speaking and Listening
June	2 0 X X		

The following information is intended to give general guidance to staff who carried out the assessment.

Interpretation and Application of Assessment Criteria

	Slightly Lenient	Satisfactory	Slightly Severe	
Individual Task	✓			
Discussion		✓		

Administration

	Needs attention (see below)	Satisfactory
Recordings		✓
Sampling		✓
Documentation		✓

Notes

Would you please allow the candidates to deliver their presentations uninterrupted – at no point should you intervene and ask questions during this phase. Part 2 is where you can initiate discussion.

Some topics were rather general (too broad in scope – e.g. my trip, my future, technology) and would have benefited from being more focused. This led to the Examiner discussing general aspects in Part 2 and not retaining an appropriate focus on the topic. However, other topics had been well-chosen and these students were clearly enthusiastic in presenting and discussing their work.

Many thanks for the sample sent in on CD. Separate files were used and the quality of the recordings was excellent.

Conduct of the Test

	Needs attention (see below)	Satisfactory
Choice of Topics		✓
Individual Task	✓	
Discussion		✓

Moderator	A Moderator	Date	0 5 0 9 X X

Section 5: Sample Speaking and Listening Tests

In this section you are going to practise applying the assessment criteria to four recorded samples of the Speaking Test which you will find on 'CD1' accompanying this handbook.

For each test, a Cambridge moderator has provided a commentary, and a set of appropriate marks. The marks appear in Appendix A. It is suggested that you attempt to mark each sample first, and then retrieve the marks awarded by the moderator to compare against your own.

The commentaries are written to help guide you to the appropriate achievement bands and contain advice on strong and weak aspects of the conduct of the tests.

See Table A on page 11 and Table B on page 12 for the assessment criteria for Parts 1 and 2.

5.1   Photography (track 1)

The candidate speaks very quickly and this is somewhat distracting as there is a degree of monotony in her voice. However, this is just one aspect of the presentation and it is important to listen beyond this to note the high level of language skill being exhibited. The amount of information about photography is impressive for a four minute presentation. The focus appears to be on the human element of photography – how photographs capture moments of human experience in a unique way. Careful listening confirms that the candidate has a wide vocabulary and strong language skills; her presentation would have benefited however, from a more relaxed presentational style. The examiner intercedes a little too early but the candidate is unperturbed and continues her presentation confidently. Part 1 therefore has some very strong elements but is also presented at a pace which the listener will probably find a little awkward.

In Part 2, the candidate's energy and enthusiasm for her topic shines through. This is assisted by the high standard of examiner input in this recording which challenges the candidate and enables them to achieve high marks. The examiner takes the role of a critic of photography, pointing out the limitations of the form. The candidate seems prepared for this and deals with the questions confidently and successfully – she seems very able to consider others' points of view whilst responding strongly with her own. The examiner asks a very good question about the skill of a photographer, and the candidate presents a considered response which compares a photographer to a fine artist. There is ample evidence throughout that the candidate has covered a good range of interesting points about photography and possesses a very good balance of Speaking and Listening skills.

5.2   Karate (track 2)

This is an informative piece about the Japanese martial art of Karate. The candidate focuses initially on the origins and history of Karate, and then considers its technical development. This type of presentation depends on the liveliness of its delivery for success. The candidate here provides a flowing and detailed presentation on the subject of Karate. The second half of Part 1 concentrates on Karate 'moves' and the listener is jolted somewhat by the candidate performing a particularly loud move. There is plenty of enthusiasm and the candidate speaks in a clear and controlled voice. His thorough immersion in the subject is very clear in the talk.

In Part 2 it becomes clear that the candidate practises Karate as his father did, and he therefore has personal motives for choosing the topic. The concern here is that Part 2 can fall into a pattern of relaying experiences and anecdotes and to some extent, this happens here. The examiner invites the candidate to provide more 'technical' detail and he happily conveys this. She then broadens the discussion a little to

the spiritual element of Karate and the candidate copes well with this dimension, so that the discussion becomes genuinely two-way. The conversation is only just six minutes in length (though this is acceptable) and one wonders how well the candidate would have coped with another minute of discussing more abstract matters. However, the candidate responds competently to the questions and prompts he was given.

5.3   Bangkok (track 3)

The candidate talks about a visit to Bangkok in Thailand that he made with his family. He attempts in Part 1 to evoke memories of his visit by using carefully-chosen descriptive language. In sections, this is successful and the listener is able to visualise a city which the candidate clearly feels is fascinating and different to 'Western' cities. However, in other parts there is a predictability to his monologue, which comes across as a spoken travelogue. The challenge for the candidate is to make an informative/descriptive piece interesting to listen to. He succeeds partly in this by including examples of street and city life; trying to evoke the smells of the city's foods and traffic-congested streets. He concludes with information about Thailand's main religion, Buddhism. While interesting in parts, this is an example of a Part 1 in which too much general coverage is attempted. A more precise focus is likely to have enhanced this monologue.

In Part 2, the examiner begins with a useful prompt, asking why people would want to go to a city which has so much traffic, is so hot and is such a challenging place to be. The examiner seeks further information about the candidate's visit – and the candidate is able to provide this securely and confidently. Unfortunately, the impetus remains with the examiner, and while the candidate is able to respond to her questions, he does not take any opportunities to increase the sophistication of the conversation which tends to remain in the descriptive and is not elevated by either party into a discussion of opinions, views and attitudes, or more abstract content. This is a potential risk of topics which are approached in a descriptive manner. A candidate needs to come prepared with a different approach to Part 2 in order to generate lively discussion.

5.4   Maslow's hierarchy of needs (track 4)

This is a rather specialised and ambitious topic choice. The candidate utilises a diagram in his presentation (which is acceptable) and proceeds to summarise the different human needs that Maslow highlighted. The candidate seems a little nervous and hesitant but there is generally a reasonable level of confidence in the presentation, and the candidate attempts to use some language devices (e.g. rhetorical questioning and intonation) for effect. The presentation is a little short at three minutes and 25 seconds, and the extra available 30 seconds could have enhanced this presentation. However, as a summary of the model 'Maslow's needs' this was competent, without perhaps indicating why it is regarded as a hierarchy or offering alternative models of views relating to humans' needs.

The examiner begins with what is often the most useful question: why was the candidate interested in the topic. Another very good question follows: "Does Maslow's model define all of a human's needs?". The candidate agrees that it does but does not take the opportunity to explore the deeper point the examiner was making. Further questioning concentrates on how well the candidate knows his own chosen topic and it's interesting that the candidate struggles to convey full understanding. A particularly good question from the examiner asks the candidate to state where he thinks he is himself in the pyramid of needs, a question the candidate might have anticipated. It is unfortunate that the discussion focused almost entirely on the pyramid of needs and did not move away from this until the very end with a valid question about the current impact of people's needs in Indonesia. However, as in Part 1, the candidate did not broaden his own topic sufficiently and did not enhance the theme by lively and interesting examples.

Section 6: About the Speaking and Listening coursework (Component 6)

6.1 The structure and content of the Speaking and Listening coursework

The three required Tasks

Candidates are required to plan for and take part in three different activities.

6.1.1 Task 1: individual activity

This can take the form of a standard presentation or a talk, but could also cover a wide range of other approaches. For example:

- a monologue, spoken in character
- a public speech
- a news report
- a narrative/story, written and told by the candidate
- a poem written by the candidate, accompanied by a brief commentary
- an original piece based on a literary text.

The Task 1 activity should be designed with the assessment criteria in Table A (below) very much in mind. For Task 1, teachers should remember that "lively delivery sustaining audience interest" is necessary, and that "a wide range of language devices" should be present in a Band 1 response. In other words, a rather straightforward, informative talk, which is perhaps secure and safe, is likely to satisfy the criteria for Band 3. For higher reward, the candidate needs to be attempting something more challenging, more creative, more ambitious perhaps. Band 2 will indicate partial success of this aim.

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

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

6.1.2 Task 2: pair-based activity.

This can occur between two candidates, yourself and the candidate, or the candidate and another person. Or you might speak to two candidates together about a single topic or theme. Examples of Task 2 are:

- a role play between two neighbours disagreeing about something
- acting out an additional/new scene from a novel (with two separate characters)
- two specialists (the candidates) being interviewed on a radio station about a current issue
- two pundits discussing a sports game they have just watched
- two art critics looking at a piece of art and discussing its merits, flaws, etc.
- two detectives considering which of two suspects may have committed the crime.

The Task 2 activity should be designed with the assessment criteria in Table B (below) very much in mind. Also note that Listening is assessed in Task 2 using a different set of criteria. It is therefore important that in designing the task, the opportunity for candidates to actively demonstrate their Listening skill is built in. Two candidates presenting a news bulletin, for example, would not work as it would not allow for Listening to be assessed.

Table B: Band descriptions for Component 6, Task 2: Pair-based Activity (10 marks)
For Task 2, separate marks for each category (Speaking, Listening) should be arrived at.

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

6.1.3 Task 3: group activity

The task should be designed so that each member of the group is given the opportunity to contribute equally. Ideally, a group will consist of four or five candidates, and although the required form of the activity is not limited to a discussion, teachers and candidates should be careful to ensure that any other approach allows more able candidates to demonstrate leadership qualities and to generate appropriate changes in direction. Group-based contexts that would work for this task include:

- a parole board meeting, to decide whether a prisoner should be given early release

- a meeting of medical advisers considering treatment options for a patient

- a business meeting, perhaps considering the proposal to invest in a new product

- a television or radio show in which various guests are invited to talk about a topic

- a created (i.e. original) dramatic scene in which characters consider a dilemma or challenge

- a board of trustees who have a million pounds to award to a particular charity.

Task 3 should be designed with the assessment criteria in Table C (below) very much in mind. This set of criteria assesses a number of Speaking and Listening skills which are fully integrated, and it also assumes that candidates will interact with each other.

NB: The examples given above for activities which might work for each of the three tasks are only examples, i.e. the lists are not definitive. There will be many more scenarios that teachers and candidates could take part in, and Cambridge encourages Centres to be creative in task setting. It's important, while fully satisfying the requirements of the syllabus, to remember the need for activities to be interesting and stimulating.

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

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

Section 7: Planning for Speaking and Listening coursework in your school

7.1   Academic considerations

In selecting their topic, candidates are advised to consider ways in which a fruitful conversation might develop from it. For Component 6 (the Speaking and Listening coursework), teachers may (or may not) decide to involve the candidates in the selection of their own activities, but should take overall responsibility for monitoring selections and ensuring that the activities have adequate focus, control and scope for development.

Component 6 provides a greater degree of flexibility that springs from not having a specific time for the assessments. Coursework activities can therefore be spread out over a period of time and can be integrated into teaching schemes. (Activities can be rearranged to accommodate candidates who are absent.)

It is important in designing coursework activities that academic rigour is maintained. Differentiation is by both task-setting and outcome. Learners with higher level Speaking and Listening skills need to be given activities which they will find challenging, and which provide scope for extending content. However, you should remember that weaker learners will also need avenues to express themselves and should always be in a position of comfort.

Cambridge therefore encourages learner-centred task setting for coursework activities but asks that teachers and learners retain an 'academic' focus. For example, three tasks which encourage learners to remain in very informal, general chatting/conversational mode are not likely to result in higher-level achievement. A portfolio of coursework should therefore include tasks which have inherent academic integrity and which challenge learners to demonstrate key skills.

Coursework aims for a balance of activities, and you should ensure that a good balance is present.

7.2   Logistical considerations and some practical approaches

Teachers and learners preparing coursework activities have much greater freedom in terms of the timing of the conduct of the three required Tasks. Unlike Component 5 (the Test), there is no 2-month window in which the tasks must be conducted and recorded. You are therefore free to manage coursework in the way that best suits your own circumstances.

You might therefore choose to implement a Task very early on in the programme of studies, another Task half way through and the final Task towards the end of the course. It is hoped, however, that you will aim to integrate coursework activities into your teaching scheme. It is hoped that the three Tasks can each form a natural segment of your larger teaching course. This could be a language-learning scheme or a scheme based around a literary text.

It is likely therefore that as the regular classroom teacher you will be responsible for managing the coursework for your own class – and this is fine. However, it is also fine if, for example, a school feels that one of the Tasks is led by a different teacher, or that the students perform a Task in front of a different group of learners.

Coursework does not function well if it is merely three stand-alone Speaking and Listening Tasks that do not appear to bear any relation to regular studies. Coursework is also not suitable for a small number of learners – Task 3 involves group work, and this requires at least 4 or 5 participants. Ideally, coursework would be

chosen for the whole teaching group, of perhaps at least 20 learners. This will allow for and generate the scope for a healthy and appropriate range of activities. Cambridge does not therefore recommend coursework for fewer than 10 candidates.

It is not recommended that a teacher who is external to the school examines coursework tasks – Cambridge prefers the regular teacher (or those in the regular English department) to take the role of examiner/moderator. An external person, who does not know the learners, will not be able to put them at their ease. Schools considering using external persons as examiners/moderators for coursework should re-consider and probably opt for Component 5, the Test.

NB: Cambridge requires Centres to record Tasks 1 and 2 – but not Task 3. The sample sent for external moderation is formulated from your Task 2 recordings but Cambridge may ask for further samples of Task 1 if it is felt to be necessary by the Principal Moderator.

7.3   Managing the delivery of Speaking and Listening lessons

The Speaking and Listening coursework component can be fully integrated into any scheme of work as assessment may be carried out at any time. In practice, learners will often be assessed on the three required activities (individual, paired and group) in the later part of any course. This will give them time to acquire an understanding of what makes a good speaker and listener, to develop the skills to communicate effectively through speech, and to grow in confidence.

Constant practice is the key to success, and this can be achieved by building Speaking and Listening activities into lessons, wherever appropriate. You will be aware of the huge range of possibilities here. Each of the three required activities presents an opportunity to enrich any aspect of an English course. For example: as part of learning about structuring and organising their work, learners might be asked to deliver a report or informative speech (individual activity), two learners might carry out a role-play involving characters from one of their literature texts (paired activity) or a group of learners might practice persuasive and rhetorical skills by debating a contentious issue that has arisen in the course of their general English lessons.

Many opportunities also exist to engage with colleagues in cross-curricular activities that involve Speaking and Listening. Discussing, as a group, the causes of World War I; arguing, as a pair, issues of environmental concern; or presenting, individually, the results of some research are all valid and useful ways of developing skills.

Section 8: Managing the administration of Speaking and Listening coursework

8.1 Internal moderation

Where more than one teacher is assessing candidates, arrangements need to be made for internal moderation. It may be necessary, due to the number of candidates and implementation of the three tasks, for several teachers to be involved in the management of the coursework activities.

Internal moderation is more than just comparing the approach to marking of different examiners, it also assumes that there has been some coordination among teachers in terms of ensuring that the activities are being designed and implemented in a similar manner. It is sensible, therefore, for an English department to appoint a person to oversee the coursework (usually the Head of Department), and to manage the administration of the tasks. This person is known as the Internal Moderator.

A key role is to ensure that the approach to assessment has been consistent, and this will probably involve meeting as a team and listening again to some of the candidates who have been recorded. For example, a candidate awarded 9 by an examiner for a Task 1 activity may well be viewed as an 8 (so a Band 2) by a colleague working with a different group doing a different activity. In a group activity for Task 3, there might need to be an exchange of ideas before a final mark is agreed for each participant. It is very good practice for all of the examiners involved in the implementation of what might be very different coursework activities to be involved in the internal moderation of marks therefore.

When the process is at an end, the Internal Moderator should make sure that all the amendments to the marks are recorded on the Coursework Assessment Summary Form and that these are the final marks to be submitted to Cambridge. The External Moderator should not be presented with a sample in which different teachers are applying the assessment criteria to different standards. This scenario is likely to result in the External Moderator changing the original marks to ensure a consistent standard.

8.2 Forms

For Component 6, the Coursework Assessment Summary Form and a copy of the final marks for each candidate need to be sent to the External Moderator, with the sample recordings. There are various methods by which a Centre may submit its marks to Cambridge.

In addition, the External Moderator needs the Individual Candidate Record Cards of those candidates who have been selected for the sample. The Individual Candidate Record Cards are a vital document for recording in detail each of the three tasks/activities in which candidates have been involved. It is permissible for candidates to keep a photocopy of these forms themselves as they proceed.

NB: All of the forms above, required for submission to the External Moderator, are available for photocopying and can be found either at the rear of the syllabus or in Appendices D and E of this publication.

The syllabus provides advice on filling out these forms.

8.3 The use of digital recording equipment and CDs

The use of modern, digital recording equipment is strongly recommended (as opposed to cassette recorders), as this tends to produce higher quality recordings and also allows the easy transfer of an appropriately collated sample to be burned onto a single CD. External Moderators welcome this as it makes the task of external moderation quicker and more efficient. Centres are therefore encouraged to send in their samples on CD.

Separate tracks should be created, and each track should be re-named with the candidate's name and candidate number (so not track 1, track 2, etc). Another advantage of using digital recording and creating audio files is that the Centre will have a back up of all candidate recordings should Cambridge need further samples or a replacement sample.

When sending in samples on CD, however, please ensure that a suitable cover or case is included to protect the CD in transit. Cambridge is not able to release candidates' marks unless external moderation has taken place, so a broken CD for example, could potentially slow down the release of marks while a replacement CD is sought.

The procedure for recording candidates and for collating the sample is covered in full in the syllabus and is provided below. Please note that **all** candidates must be recorded for the individual **and** paired activities (Tasks 1 and 2), the sample sent in for external moderation is then drawn from those recordings. It is **not** necessary to record the group activities (Task 3).

Recording of candidates

Centres must check well in advance that a suitably quiet room is available and that their recording equipment is working. Please avoid rooms that are too close to a playground, recreation room or noisy classroom. Unnecessary background noise must be excluded.

The recording equipment and the CD(s) should be tested in situ before the actual test, ideally with one of the candidates. It is essential that new unrecorded CDs are used. These must be supplied by the Centre. A recorder with external microphones is recommended so that separate microphones can be used for the candidate and the examiner. If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate before the start of the test. Please do not adjust the volume control during an examination. (Note, it is permissible to use audio cassettes but the use of CDs and digital recording is strongly preferred.)

Each recording should be introduced clearly by the examiner as follows:

'Centre name and number:	*e.g. New School, Wellington, Centre number: NZ999*
Examination:	*Cambridge IGCSE First Language English, Syllabus 0500/0522 Component 6, Speaking and Listening.*
Examiner:	*e.g. Ms Tui Smith*
Date:	*e.g. 2nd March, 2014'*

Each candidate should be introduced clearly by the examiner as follows:

'Candidate number:	*e.g. 0123*
Candidate name:	*e.g. Charlie Cheng*
At the end of the recording, please state:	*End of recording'.*

Once a test has begun, **do not interrupt the recording**. On no account should you stop and re-start the recording during a test. The contents of each CD must be clearly labelled. Before the CD is sent to Cambridge, make spot checks to ensure every candidate can be clearly heard.

For Centres using cassette tapes, in addition to the above, the recording should begin at the start of side 1. Care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. At the end of the examining on each side of the cassette, the examiner should state: 'No further recordings on this side.' Cassettes should be rewound to the start of side 1 before sending to Cambridge.

8.4   Submission of work to Cambridge

For Component 6, Cambridge requires a sample of the Task 1 and Task 2 activities from each school to carry out external moderation.

The number of samples will vary according to the number of candidates and must include the highest mark, the lowest mark and a good range of marks in between. If more than one teacher has been involved in assessing candidates, then a representative sample covering every teacher's marking should be included.

The sample should include:

• the recorded sample on as few CDs as possible

• the Coursework Assessment Summary Form(s) for the entire entry

• a copy of the mark sheet that has already been sent to Cambridge.

Select your samples using the following criteria:

UK Schools

– 1–16 entries: all candidates

– Over 16 entries: first five candidates by candidate number, plus three other candidates spread evenly across the mark range, as well as those paired with each of these candidates. This allows us to moderate 16 candidates.

International Schools

– 1–10 entries: all candidates

– Over 10 entries: first five candidates by candidate number, plus three other candidates spread evenly across the mark range, as well as those paired with each of these candidates. This allows us to moderate 16 candidates.

8.5   External moderation

External moderation is undertaken by a team of moderators appointed by Cambridge. The External Moderator seeks to perform three main duties:

- to check that the coursework activities have been conducted by both the teacher and the candidates appropriately and according to the syllabus requirements

- to check that administrative matters (use of correct documentation, sampling, correct addition of marks, etc) have been carried out competently

- to check that candidates have been assessed accurately, i.e. to verify that the assessment criteria have been applied satisfactorily.

Once they have listened to and reassessed the sample, the External Moderator will reach one of the following conclusions.

1. The marks submitted are accurate and consistent. The Centre's marking is confirmed as satisfactory. No change to the marks is required.

2. The marks are consistent but either generous or severe, or a consistent pattern of inaccuracy can be seen. In this case, the External Moderator will make an adjustment to some or all of the marks but will not disrupt the rank order presented by the school.

3. The Centre's marking is generally accurate but there have been occasional 'errant' marks. In these cases, an External Moderator will use an Amendment Form to re-assess some of the candidates. The form used (the Coursework Amend) will be supplied to the Centre when the main feedback is given.

4. The Centre's marks are seriously inconsistent and/or wholly inaccurate. The External Moderator cannot correct the problem easily and the Centre's order of merit is shown to be invalid. In this scenario it may be that internal moderation has not been conducted, and evidence of this can be seen in inconsistent marking by the different examiners. Whatever the reason for such inconsistency of assessment, it is likely that Cambridge will request all of the candidate recordings and will re-mark all candidates externally. *However, please note that this outcome is rare.*

8.6   Feedback from the External Moderator

The External Moderator will complete a feedback form for your Centre, a sample of this is provided below.

There are two key areas that will be commented upon on in the report:

- compliance with the three required tasks

- the suitability of the topics and the activities.

The Principal Moderator also produces a Report for Teachers, available on Teacher Support, in which feedback is offered on seven key areas.

- Activity 1 – what were the approaches taken? Was there sufficient divergence in tasks undertaken by different ability groups?

- Activity 2 – what was the quality of the sample recordings provided? Did these allow for verification of internal assessment?

- Activity 3 – did the Individual Candidate Record Cards convey fully what candidates did in all three activities?

- Was the 'portfolio' of work substantial enough to allow for all three sets of criteria to be applied?

- Was the portfolio genuine coursework? That is, were the three activities integrated into regular classroom work and were they therefore a useful means of enhancing Reading and Writing work? Or were they stand-alone unrelated tasks?

- How much evidence was there of planning and preparation? Was there sufficient evidence of teacher input in terms of task-setting?

- Advice to Centres, highlighting 'key messages' for success in future sessions.

The Principal Moderator utilises this feedback to prepare a final report, which is published and made available to Centres. These reports can be obtained from Teacher Support, maintained for registered Centres.

A sample feedback form – from the External Moderator

IGCSE

MODERATOR'S COMMENTS ON SCHOOL-BASED ASSESSMENT OF COURSEWORK

Centre Number	X X X X X	Centre Name	XX XXXXXX XXXXXXX
Syllabus Code	0 5 0 0	Syllabus Title	First Language English
Component Code	0 6	Component Title	Speaking and Listening Coursework
June/November	2 0 X X		

The following information is intended to give general guidance to staff who carried out the assessment.

Application of Assessment Criteria				Administration			
	Slightly Lenient	Satisfactory	Slightly Severe			Needs attention (see below)	Satisfactory
		✓			Recordings		✓
					Sampling		✓
					Documents		✓

Notes	Approach to Coursework		
		Needs attention (see below)	Satisfactory
	Compliance with three required tasks		✓
	Suitability of topics and activities		✓

Signature	*A Moderator*	Date	1 2 0 8 X X

Section 9: Sample Speaking and Listening coursework

In this section you are going to practise applying the assessment criteria to five recorded samples of Speaking and Listening coursework which you can find on CD1 included in this handbook.

For each task a moderator has provided a commentary, and a set of appropriate marks. The marks appear in Appendix B. It is suggested that you attempt to mark each sample first, and then retrieve the marks awarded by the moderator to compare against your own. The commentaries are written to help guide you to the appropriate achievement bands.

9.1 Task 1

See Table A on page 27 or refer to the syllabus for the assessment criteria for Task 1.

NB – This Task 1 does not have to be a standard talk or speech; a much wider variety of formats is allowed and indeed encouraged.

9.1.1 A speech about the use of sharks to make shark fin soup (track 5)

This is an interesting topic and could potentially hold the interest of the audience if it is presented in a lively and persuasive manner. Such specific and focused topics usually work better than general or broad ones, and with appropriate research and planning, candidates are much more likely to secure marks in the higher achievement bands where an 'angle' is present. This candidate feels strongly about this particular use of sharks and conveys this with partial success. The talk is a little stilted at times but there are some attempts to use language devices and audience interest is generally maintained. It's a sound piece, and soundly delivered.

9.1.2 "Talk about something that you feel strongly about" (track 6)

At this Centre, the candidates were given the prompt above, which is fine as it offers a broad range of potential topics and should ensure personal attachment and a motivation to research the topic beforehand and make a lively presentation.

This candidate, however, presents a very brief summary of animal cruelty, which barely runs to one minute. There is some initial use of rhetorical questioning but once the initial view is presented there is little offered as supporting detail. There are no examples forthcoming and the candidate appears not to have taken the time to research her topic, due to the fact that this Task 1 activity lacks any real details or explanations.

9.2 Task 2

See Table B on page 28 or refer to the syllabus for the assessment criteria for Task 2.

9.2.1 Two candidates interview each other in a Room 101 scenario (track 7)

The two candidates take it in turns to interview each other as hosts of Room 101, in which the guest chooses three items to banish from the world, justifying why each should receive this fate. The male candidate is the slightly stronger of the two, and is able to contest the female candidate's choices more strongly than vice versa. However, both candidates show enthusiasm, both have prepared well, and both exhibit strong Speaking and Listening skills. It is worth noting that this role play is carried out before an audience, presumably of classmates, and that this can often lead to an enhanced performance by providing a lively and authentic atmosphere.

9.2.2 Two candidates discuss the suggestion that the future belongs to women (track 8)

The candidates are essentially discussing the roles that are traditionally masculine and feminine, and demonstrating argumentative, persuasive and advisory skills in highlighting the issues. This is an extended discussion among two candidates, with the male candidate tending to act as the protagonist, and with the female candidate taking the role of the 'defendant' but a proactive supporter of greater power for women.

This is very useful Task 2 coursework as it allows both candidates to engage fully and demonstrate Speaking and Listening skills. It's clear that research has been undertaken by both parties and it's also clear that the Centre has given some thought to the pairing, which works very well.

The female candidate is the stronger of the two, offering rather more confident and developed ideas.

9.3 Task 3

See Table C on page 29 or refer to the syllabus for the assessment criteria for Task 3.

9.3.1 Five candidates discuss three William Blake poems and consider which is the most effective (track 9)

The integration of literary work is encouraged as long as an active and/or creative approach is taken. This discussion about Blake's poetry shows a very good understanding of the cultural and economic context in which Blake lived, but candidates also demonstrate a sound knowledge of how to decipher poetic construction. References to the lines and stanzas support candidates' views.

The discussion runs to 16 minutes, and this is probably as long as a Task 3 discussion of this type needs to be. A 15 minute discussion is ideal.

From an assessment perspective, this is strong work from all of the participants.

Section 10: Accreditation

Now that you have worked through the advice and guidance in this handbook and practised marking either the Speaking and Listening Test or Speaking and Listening Coursework samples on CD1, you should be ready to carry out the accreditation test.

You can submit an application for *either* Component 5 or Component 6; you do not need to do both. If your application is successful in either component you will be accredited to mark both automatically.

On CD2 you will find:

Four Speaking and Listening Test accreditation samples

A: The Rubik's Cube (track 1)

B: The ugly side of music (track 2)

C: The Phantom of the Opera (track 3)

D: My experience of China (track 4)

Seven Speaking and Listening Coursework accreditation samples

E: A speech about different types of bicycles (track 5)

F: Two candidates debating whether it is wise for humans to live forever (track 6)

G: Five candidates discuss ways in which the school experience could be improved, and then continue to discuss various feelings about UK government policy (track 7)

Listen to the recordings relevant to your chosen component and attempt to mark them using the mark scheme either from the syllabus or from Section 2 (Test) or Section 6 (Coursework) of this handbook as appropriate.

Photocopy the appropriate Accreditation submission forms in this section and fill in your personal details on the Cover Sheet. Sign the declaration that the work you are submitting is your own.

Fill in the marks you have awarded to each of the samples as indicated on the Mark Sheet, providing a comment justifying each of your decisions.

Once you have completed the Mark Sheets and the Cover Sheet make a copy for your own records and then either:

• scan them and email them to info@cie.org.uk putting **'IGCSE Teacher Accreditation'** in the subject line

• or post them as hard copy to the IGCSE Accreditation Coordinator at the address below:

Cambridge IGCSE Accreditation Coordinator (EDM)
Cambridge International Examinations
Cambridge Assessment DC10
Hill Road Farm
Whittlesford
Cambridge
CB22 4FZ
UK

Please allow 4–6 weeks for the moderator to assess the work that has been submitted and for Cambridge to inform you of the outcome. Where an application proves to be unsuccessful, you will receive a feedback report indicating how you might improve. You will then be invited to try again in the light of this feedback advice. Please remember to submit your application for accreditation in sufficient time to permit possible further attempts should they be required.

Where a submission has been successful you will receive a feedback report on your work and a certificate granting you accredited status as a coursework assessor. Please note that notification will be by post, rather than be email or phone.

If your application is unsuccessful this does not mean that you will not be able to continue teaching, it simply means that you should not be involved in the moderation of other teachers' marking in your school.

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Cambridge IGCSE® coursework assessor accreditation Cover Sheet

Cambridge IGCSE First Language English (0500, 0522)

Please complete this form in BLOCK CAPITALS.

Centre number						
Centre name						
Teacher's name						
Contact email						

Declaration of authenticity

I have read and understood the training materials and certify that the evidence submitted with this form is my own original work.

Signed		**Date (DD/MM/YY)**	

Name	

Return this form to

Cambridge IGCSE Accreditation Coordinator (EDM)
Cambridge Assessment DC10
Hill Farm Road
Whittlesford
Cambridge
CB22 4FZ
UK

Or email all your submission forms to info@cie.org.uk putting **'IGCSE Teacher Accreditation'** in the subject line.

Save a copy of all forms submitted, for your own records.

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample A – The Rubik's Cube				
Individual Task (Max 10)		**Band**		**Please give a justification for your mark:**
Discussion: Speaking (Max 10)		**Band**		**Please give a justification for your mark:**

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample A – The Rubik's Cube (continued)				
Discussion: Listening (Max 10)		**Band**		**Please give a justification for your mark:**
Total mark (Max 10)		**Band**		**Comment on performance overall:**

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample B – The ugly side of music				
Individual Task (Max 10)		**Band**		**Please give a justification for your mark:**
Discussion: Speaking (Max 10)		**Band**		**Please give a justification for your mark:**

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample B – The ugly side of music (continued)				
Discussion: Listening (Max 10)		**Band**		**Please give a justification for your mark:**
Total mark (Max 10)		**Band**		**Comment on performance overall:**

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample C – The Phantom of the Opera				
Individual Task (Max 10)		**Band**		**Please give a justification for your mark:**
Discussion: Speaking (Max 10)		**Band**		**Please give a justification for your mark:**

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample C – The Phantom of the Opera (continued)				
Discussion: Listening (Max 10)		**Band**		**Please give a justification for your mark:**
Total mark (Max 10)		**Band**		**Comment on performance overall:**

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample D – My experience of China				
Individual Task (Max 10)		**Band**		**Please give a justification for your mark:**
Discussion: Speaking (Max 10)		**Band**		**Please give a justification for your mark:**

Component 05

Speaking and Listening Test Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample D – My experience of China (continued)				
Discussion: Listening (Max 10)		**Band**		**Please give a justification for your mark:**
Total mark (Max 10)		**Band**		**Comment on performance overall:**

Component 06

Speaking and Listening Coursework Accreditation Mark Sheet
IGCSE First Language English 0500, 0522

Sample E – Different types of bicycle				
Task 1 (Max 10)		**Band**		**Please give a justification for your mark:**
Task 2: Speaking (Max 5)		**Band**		**Please give a justification for your mark:**
Task 2: Listening (Max 5)		**Band**		**Please give a justification for your mark:**

Component 06

Speaking and Listening Coursework Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample E – Different types of bicycle (continued)				
Task 3 (Max 10)		**Band**		**Please give a justification for your mark:**
Total mark (Max 30)		**Band**		**Comment on overall performance:**

Component 06

Speaking and Listening Coursework Accreditation Mark Sheet
IGCSE First Language English 0500, 0522

Sample F – Is it wise for humans to live forever?				
Task 1 (Max 10)		**Band**		**Please give a justification for your mark:**
Task 2: Speaking (Max 5)		**Band**		**Please give a justification for your mark:**
Task 2: Listening (Max 5)		**Band**		**Please give a justification for your mark:**

Component 06

Speaking and Listening Coursework Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample F – Is it wise for humans to live forever? (continued)				
Task 3 (Max 10)		**Band**		**Please give a justification for your mark:**
Total mark (Max 30)		**Band**		**Comment on overall performance:**

Component 06

Speaking and Listening Coursework Accreditation Mark Sheet
IGCSE First Language English 0500, 0522

Sample G– Improving the school experience and UK government policy				
Task 1 (Max 10)		**Band**		**Please give a justification for your mark:**
Task 2: Speaking (Max 5)		**Band**		**Please give a justification for your mark:**
Task 2: Listening (Max 5)		**Band**		**Please give a justification for your mark:**

Component 06

Speaking and Listening Coursework Accreditation Mark Sheet

IGCSE First Language English 0500, 0522

Sample G – Improving the school experience and UK government policy (continued)				
Task 3 **(Max 10)**		**Band**		**Please give a justification for your mark:**
Total mark **(Max 30)**		**Band**		**Comment on overall performance:**

Appendices

Appendix A: Marks for the sample Speaking and Listening Test (CD1) tracks 1–4

Appendix B: Marks for sample Speaking and Listening Coursework (CD1) tracks 5–9

Appendix C: Oral Examination Summary Form

Appendix D: Individual Candidate Record Card

Appendix E: Coursework Assessment Summary Form

Appendices

Appendix A: Marks for the sample Speaking and Listening Tests (CD1)

Topic	Part 1	Part 2 Speaking	Part 2 Listening	Total Mark
Photography (track 1)	9	9	10	Band 1 28
Karate (track 2)	8	8	8	Band 2 (high) 24
Bangkok (track 3)	8	6	7	Band 2 (low) 21
Maslow's hierarchy of needs (track 4)	6	5	5	Band 3 16

Appendix B: Marks for the sample Speaking and Listening coursework (CD1)

Task	Description of Task	Mark for each task (10)			
Task 1	The use of sharks to make shark fin soup **(track 5)**	Band 2 7 marks			
	'Talk about something that you feel strongly about' **(track 6)**	Band 5 2 marks			
Task	**Description of Task**		**Speaking (5)**	**Listening (5)**	**Mark (10)**
Task 2	Two candidates interview each other in a Room 101 scenario **(track 7)**	First candidate (male)	5	5	Band 1 10 marks
		Second candidate (female)	5	4	Band 1–2 9 marks
	Two candidates discuss the suggestion that the future belongs to women **(track 8)**	First candidate (female)	4	4	Band 2 8 marks
		Second candidate (male)	3	3	Band 3 6 marks
Task	**Description of Task**	**Mark (10)**			
Task 3	Five candidates discuss three William Blake poems and consider which is the most effective **(track 9)**	Band 2–1 8–10 marks			

Appendix C: Oral Examination Summary Form

FIRST LANGUAGE ENGLISH – Component 5: Speaking and Listening Test

Oral Examination Summary Form

Cambridge IGCSE

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

Centre Number				Centre Name				June/November	2	0

Candidate Number	Candidate Name	Brief description of topic	Individual Task (max 10)	Discussion		Total Mark (max 30)	Internally Moderated Mark (if appropriate) (max 30)	For Cambridge External Moderator's Use
				Speaking (max 10)	Listening (max 10)			

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

CAMBRIDGE International Examinations

WMS070

0500/05/CWS
0522/05/CWS

Speaking and Listening Training Handbook

Appendix C: Oral Examination Summary Form

Appendix D: Individual Candidate Record Card

FIRST LANGUAGE ENGLISH – Component B: Speaking and Listening Coursework

Individual Candidate Record Card

Cambridge IGCSE

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

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

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

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

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WMS311

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0522/06/CW/I

Appendix D: Individual Candidate Record Card

Appendix E: Coursework Assessment Summary Form

FIRST LANGUAGE ENGLISH – Component 6 Speaking and Listening Coursework

Coursework Assessment Summary Form

Cambridge IGCSE

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

Centre Number						Centre Name		June/November				2	0

Candidate Number	Candidate Name	Teaching Group/Set	Task 1 (max 10)	Task 2 Speaking (max 5)	Task 2 Listening (max 5)	Task 3 (max 10)	Total mark (max 30)	Internally moderated mark (if appropriate) (max 30)

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

CAMBRIDGE International Examinations

WMS312

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

Appendix E: Coursework Assessment Summary Form

Appendix E: Coursework Assessment Summary Form

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