

# Syllabus

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Cambridge IGCSE First Language English

Syllabus code 0500

Syllabus code 0522\*

For examination in June and November 2012



**UNIVERSITY of CAMBRIDGE**  
**International Examinations**

\*This syllabus is accredited for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

There are two syllabuses, **0500** and **0522** for Cambridge IGCSE First Language English:

Syllabus **0500** has optional Speaking and Listening components which do not contribute to the overall grade candidates receive for the written components. Instead, certificates record achievement of grades.

Syllabus **0522** has compulsory Speaking and Listening which contributes to the overall grade candidates receive for the written components. This syllabus has been accredited by the regulator, Ofqual, for use in state maintained schools in England because it meets the requirements of the English National Curriculum. It is known as the Cambridge International Certificate.

Independent schools in the UK may enter for either syllabus **0500** or **0522**.

State maintained schools in England may only enter candidates for syllabus **0522**.

Schools outside the UK should contact CIE if they wish to enter candidates for syllabus **0522** instead of syllabus **0500**.

Please contact **international@cie.org.uk** or call 00 44 (0)1223 553554 should you require further information.

# Contents

## Cambridge IGCSE First Language English

Syllabus code 0500

Syllabus code 0522

(accredited for use in England, Wales and Northern Ireland)

1. Introduction .....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge IGCSE First Language English?	
1.3 Cambridge International Certificate of Education (ICE)	
1.4 UK schools	
1.5 How can I find out more?	
2. Assessment at a glance .....	5
3. Syllabus aims and objectives .....	8
3.1 Aims	
3.2 Assessment Objectives and their weighting in the exam	
4. Description of components .....	11
4.1 Paper 1 – Reading Passage (Core)	
4.2 Paper 2 – Reading Passages (Extended)	
4.3 Paper 3 – Directed Writing and Composition (both Core and Extended)	
4.4 Component 4 – Coursework Portfolio (both Core and Extended)	
4.5 Component 5 – Speaking and Listening	
4.6 Component 6 – Speaking and Listening Coursework	
5. Curriculum content .....	17

# Contents

6. Appendix A .....	19
6.1 Grade descriptions	
6.2 Component 4 – Coursework Portfolio	
6.2.1 General guidance	
6.2.2 Marking and moderating instructions	
6.2.3 Assessment criteria	
6.2.4 Instructions for completing Individual Candidate Record Cards	
6.2.5 Instructions for completing Coursework Assessment Summary Forms	
6.2.6 Arrangements for external moderation	
6.3 Component 5 – Speaking and Listening	
6.3.1 Test structure	
6.3.2 Administrative arrangements	
6.3.3 Assessment criteria	
6.3.4 Instructions for completing Oral Examination Summary Forms	
6.3.5 Arrangements for external moderation	
6.4 Component 6 – Speaking and Listening Coursework	
6.4.1 Administration arrangements	
6.4.2 Assessment criteria	
6.4.3 Instructions for completing Individual Candidate Record Cards	
6.4.4 Instructions for completing Coursework Assessment Summary Forms	
6.4.5 Arrangements for external moderation	
6.5 Additional information	
Forms:	
Component 4: Coursework Portfolio – Individual Candidate Record Card	
Component 4: Coursework Portfolio – Coursework Assessment Summary Form	
Component 5: Speaking and Listening – Oral Examination Summary Form	
Component 6: Speaking and Listening Coursework – Individual Candidate Record Card	
Component 6: Speaking and Listening Coursework – Coursework Assessment Summary Form	
7. Appendix B: Additional information .....	53
8. Appendix C: Additional information – Cambridge International Certificate .....	55



# 1. Introduction

## 1.1 Why choose Cambridge?

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

### Recognition

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

### Support

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

### Excellence in education

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

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

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

# 1. Introduction

## 1.2 Why choose Cambridge IGCSE First Language English?

Cambridge IGCSE First Language English is designed for students whose mother tongue is English. The course allows students to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Successful candidates are well prepared for further study including AS and A Level GCE English Language, Cambridge Pre-U and the Cambridge International AS and A Level English.

## 1.3 Cambridge International Certificate of Education (ICE)

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

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

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. First Language English (0500 and 0522) falls into Group I, Languages.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

# 1. Introduction

## 1.4 UK schools

Syllabus 0522 is accredited for use in England, Wales and Northern Ireland. Information on the accredited version of this syllabus can be found in Appendix C to this document.

## 1.5 How can I find out more?

### If you are already a Cambridge Centre

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

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **[international@cie.org.uk](mailto:international@cie.org.uk)**. Learn more about the benefits of becoming a Cambridge Centre at **[www.cie.org.uk](http://www.cie.org.uk)**.



## 2. Assessment at a glance

### Cambridge IGCSE First Language English Syllabus code 0500

Candidates take either:	Or:
<b>Paper 1: Reading Passage (Core)</b> 1 hour 45 minutes Candidates answer two questions on one passage of 700–800 words. Eligible for Grades C–G. 50% of total marks.	<b>Paper 2: Reading Passages (Extended)</b> 2 hours Candidates answer three questions on two passages of 600–700 words each, linked by a common theme. Eligible for Grades A*–E. 50% of total marks.
And either:	Or:
<b>Paper 3: Directed Writing and Composition</b> 2 hours 50% of total marks.	<b>Component 4: Coursework Portfolio</b> Candidates submit three assignments, each of 500–800 words. 50% of total marks.

Centres may also choose to enter candidates for Speaking and Listening or for Speaking and Listening Coursework. Marks for these optional components do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record achievement of grades 1 (high) to 5 (low).

Optional	Optional
<b>Component 5: Speaking and Listening (Optional)</b> Approx. 10–12 minutes Individual Task and Discussion. Separately endorsed.	<b>Component 6: Speaking and Listening Coursework (Optional)</b> Individual activity, Pair-based activity, Group activity. Separately endorsed.

## 2. Assessment at a glance

### Cambridge International Level 1/Level 2 Certificate\* First Language English Syllabus code 0522

Candidates take either:	Or:
<b>Paper 1: Reading Passage (Core)</b> 1 hour 45 minutes Candidates answer two questions on one passage of 700–800 words.  Eligible for Grades C–G. 40% of total marks.	<b>Paper 2: Reading Passages (Extended)</b> 2 hours Candidates answer three questions on two passages of 600–700 words each, linked by a common theme.  Eligible for Grades A*–E. 40% of total marks.
And either:	Or:
<b>Paper 3: Directed Writing and Composition</b> 2 hours  40% of total marks.	<b>Component 4: Coursework Portfolio</b> Candidates submit three assignments, each of 500–800 words. 40% of total marks.
And either:	Or:
<b>Component 5: Speaking and Listening</b> Approx. 10–12 minutes Individual Task and Discussion.  20% of total marks.	<b>Component 6: Speaking and Listening Coursework</b> Individual activity, Pair-based activity, Group activity. 20% of total marks.

\* Accredited for use in England, Wales and Northern Ireland.

## 2. Assessment at a glance

### Availability

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

This syllabus is available to private candidates.

### Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0510 IGCSE English as a Second Language
- 0511 IGCSE English as a Second Language (count-in oral)
- 1119 O Level English Language (Malaysia)
- 1120 O Level English Language (Brunei)
- 1123 O Level English Language
- 1125 O Level English Language (Mauritius)
- 1126 O Level English Language Syllabus B (Mauritius)
- 1127 O Level English Language (Singapore)

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

No candidate may enter for more than one English Language subject.

# 3. Syllabus aims and objectives

## 3.1 Aims

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in First Language English for the IGCSE examination. They are not listed in order of priority.

The aims are to:

- 1 enable students to communicate accurately, appropriately and effectively in speech and writing
- 2 enable students to understand and respond appropriately to what they hear, read and experience
- 3 encourage students to enjoy and appreciate variety of language
- 4 complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- 5 promote students' personal development and an understanding of themselves and others.

## 3.2 Assessment Objectives and their weighting in the exam

Cambridge IGCSE First Language English has three Assessment Objectives (AOs).

### AO1: Reading

Candidates will be assessed on their ability to:

- R1 Understand and collate explicit meanings
- R2 Understand, explain and collate implicit meanings and attitudes
- R3 Select, analyse and evaluate what is relevant to specific purposes
- R4 Understand how writers achieve effects

### AO2: Writing

Candidates will be assessed on their ability to:

- W1 Articulate experience and express what is thought, felt and imagined
- W2 Order and present facts, ideas and opinions
- W3 Understand and use a range of appropriate vocabulary
- W4 Use language and register appropriate to audience and context
- W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

# 3. Syllabus aims and objectives

## AO3: Speaking and listening

Candidates will be assessed on their ability to:

- S1 Understand, order and present facts, ideas and opinions
- S2 Articulate experience and express what is thought, felt and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context
- S5 Listen to and respond appropriately to the contributions of others

## Specification grid for the Assessment Objectives

Assessment Objective		Paper 1		Paper 2			Paper 3		Coursework Portfolio	Speaking and Listening	Speaking and Listening Coursework
		Q1	Q2	Q1	Q2	Q3	Section 1	Section 2			
AO1 Reading	R1	✓	✓	✓		✓	✓		✓		
	R2	✓	✓	✓		✓	✓		✓		
	R3	✓	✓	✓		✓	✓		✓		
	R4	✓			✓						
AO2 Writing	W1		✓	✓		✓	✓	✓	✓		
	W2		✓	✓		✓	✓	✓	✓		
	W3		✓	✓		✓	✓	✓	✓		
	W4		✓	✓		✓	✓	✓	✓		
	W5		✓	✓		✓	✓	✓	✓		
AO3 Speaking and Listening	S1									✓	✓
	S2									✓	✓
	S3									✓	✓
	S4									✓	✓
	S5									✓	✓

# 3. Syllabus aims and objectives

## Weighting of Assessment Objectives

### Syllabus code 0500

Paper	AO1 Reading (marks)	AO2 Writing (marks)	AO3 Speaking and Listening (marks)	Whole assessment %
Paper 1: Reading Passage (Core) OR Paper 2: Reading Passages (Extended)	40	10	–	50%
Paper 3: Directed Writing and Composition (Core + Extended) OR Component 4: Coursework Portfolio (Core + Extended)	10	40	–	50%
Component 5: Speaking and Listening (optional) OR Component 6: Speaking and Listening Coursework (optional)	–	–	30	Separately endorsed.

### Syllabus code 0522\*

Paper	AO1 Reading (marks)	AO2 Writing (marks)	AO3 Speaking and Listening (marks)	Whole assessment %
Paper 1: Reading Passage (Core) OR Paper 2: Reading Passages (Extended)	40	10	–	40%
Paper 3: Directed Writing and Composition (Core + Extended) OR Component 4: Coursework Portfolio (Core + Extended)	10	40	–	40%
Component 5: Speaking and Listening OR Component 6: Speaking and Listening Coursework	–	–	30	20%

\* Accredited for use in England, Wales and Northern Ireland.

# 4. Description of components

## 4.1 Paper 1: Reading Passage (Core)

### **1 hour 45 minutes**

Questions are set on one passage of approximately 700–800 words which is printed on the question paper. Candidates should spend approximately 10 minutes reading the passage. Dictionaries may not be used.

### **Question 1 (30 marks)**

This question is divided into a series of sub-questions requiring answers of different lengths.

The sub-questions are based on the passage provided on the question paper, and test the following reading objectives (30 marks):

R1 Understand and collate explicit meanings

R2 Understand, explain and collate implicit meanings and attitudes

R3 Select, analyse and evaluate what is relevant to specific purposes

R4 Understand how writers achieve effects

### **Question 2 (20 marks)**

Candidates respond to the passage printed on the question paper.

The question tests the following reading objectives (10 marks):

R1 Understand and collate explicit meanings

R2 Understand, explain and collate implicit meanings and attitudes

R3 Select, analyse and evaluate what is relevant to specific purposes

In addition, 10 marks are available for writing objectives W1–W5.

# 4. Description of components

## 4.2 Paper 2: Reading Passages (Extended)

### **2 hours**

Questions are set on two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper. Candidates should spend approximately 15 minutes reading the passages. Dictionaries may not be used.

### **Question 1 (20 marks)**

This question refers to Passage 1 only and may be sub-divided.

The following reading objectives are tested (15 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain and collate implicit meanings and attitudes
- R3 Select, analyse and evaluate what is relevant to specific purposes

In addition, 5 marks are available for writing objectives W1–W5.

### **Question 2 (10 marks)**

This question refers to Passage 1 only and may be sub-divided.

The question tests reading objective R4 Understand how writers achieve effects.

### **Question 3 (20 marks)**

This question may be sub-divided.

Candidates summarise material in each of the passages.

The following reading objectives are tested (15 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain and collate implicit meanings and attitudes
- R3 Select, analyse and evaluate what is relevant to specific purposes

In addition, 5 marks are available for writing objectives W1–W5.



# 4. Description of components

## 4.3 Paper 3: Directed Writing and Composition (both Core and Extended)

### **2 hours**

This paper is divided into two sections, as detailed below. Dictionaries may not be used.

#### **Section 1 – Directed Writing (25 marks)**

Candidates read one or more short texts which are printed on the question paper.

They are then asked to use and develop the given information in another form, e.g. a letter, a report, a speech, or a dialogue.

This question tests the following writing objectives (15 marks):

W1 Articulate experience and express what is thought, felt and imagined

W2 Order and present facts, ideas and opinions

W3 Understand and use a range of appropriate vocabulary

W4 Use language and register appropriate to audience and context

W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

In addition, 10 marks are available for reading objectives R1–R3.

#### **Section 2 – Composition (25 marks)**

At least two argumentative/discursive, two descriptive, and two narrative titles will be set. Candidates write on one title only, and write between 350 and 450 words.

This section tests the following writing objectives (25 marks):

W1 Articulate experience and express what is thought, felt and imagined

W2 Order and present facts, ideas and opinions

W3 Understand and use a range of appropriate vocabulary

W4 Use language and register appropriate to audience and context

W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

# 4. Description of components

## 4.4 Component 4: Coursework Portfolio (both Core and Extended)

Candidates submit a portfolio of three assignments, each of about 500–800 words. The assignments may be done in any order, and are:

- **Assignment 1:** informative, analytical and/or argumentative.
- **Assignment 2:** imaginative, descriptive and/or narrative.
- **Assignment 3:** a response to a text or texts chosen by the Centre. The text(s) should contain facts, opinions and arguments. Candidates respond to the text(s) by selecting, analysing and evaluating points from the material (reading objectives R1–R3). They may write in any appropriate form they wish. Different candidates in the same teaching set may choose to respond in different forms.

The final mark for the Coursework Portfolio will be out of 50.

The Coursework Portfolio tests the following writing objectives (40 marks):

W1 Articulate experience and express what is thought, felt and imagined

W2 Order and present facts, ideas and opinions

W3 Understand and use a range of appropriate vocabulary

W4 Use language and register appropriate to audience and context

W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

For Assignment 3 only, an additional 10 marks are available for reading objectives R1–R3.

Work may be hand-written or word-processed.

Dictionaries may be used.

Candidates must include the first draft for one of the three assignments submitted. The first draft will not contribute to the final internally assessed mark, or to the externally moderated mark for the Portfolio.

For further guidance see the Appendix of this syllabus.

# 4. Description of components

## 4.5 Component 5: Speaking and Listening

This component description should be read in conjunction with the Appendix of this syllabus and the relevant section of the Handbook for Centres.

This component is optional for syllabus code 0500 and is separately endorsed. For syllabus code 0522, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks.

There is no question paper for the Speaking and Listening test. The information and forms required for the conduct and assessment of the test are provided in this syllabus.

The final mark for Speaking and Listening is out of 30.

There are two parts to the test:

### **Part 1 – Individual Task (3–4 minutes) (10 marks):**

For example, a presentation, a talk, a speech, or a monologue (e.g. the candidate talks about his or her reactions to meeting a famous person; the candidate talks about a recent film he or she has seen and suggests why others would also like it).

The candidate talks for about 3–4 minutes on a single topic or theme which they have selected prior to the test.

The Individual Task tests the following speaking objectives (10 marks):

- S1 Understand, order and present facts, ideas and opinions
- S2 Articulate experience and express what is thought, felt and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context

Dictionaries may be used to prepare the Individual Task, but they may not be taken into the examination.

### **Part 2 – Discussion (6–7 minutes) (20 marks):**

The Individual Task leads into a conversation with the teacher/examiner about the candidate's chosen topic (e.g. an account of meeting a famous person could be developed into a discussion of wider issues such as the nature and role of 'celebrity' and media intrusion; a talk about a film could be developed into discussion of wider issues such as censorship, popular culture, and the film industry).

The discussion tests the following speaking objectives (20 marks):

- S1 Understand, order and present facts, ideas and opinions
- S2 Articulate experience and express what is thought, felt and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context
- S5 Listen to and respond appropriately to the contributions of others

Dictionaries may be used to prepare the Individual Task, but they may not be taken into the examination.

# 4. Description of components

## 4.6 Component 6: Speaking and Listening Coursework

This component description should be read in conjunction with the Appendix of this syllabus and the relevant section of the Handbook for Centres. The information and forms required for the conduct and assessment of coursework are provided in this syllabus.

This component is optional for syllabus code 0500 and is separately endorsed. For syllabus code 0522, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks.

The final mark for Speaking and Listening Coursework is out of 30.

Candidates are assessed on their performance during the course in three different speaking and listening tasks:

### **Task 1 – An individual activity**

- For example, the candidate talks about his or her favourite hobby; the candidate describes a place that he or she has visited and enjoyed

### **Task 2 – A pair-based activity**

- For example, two candidates role-play an argument between two neighbours; the teacher interviews two candidates about how something at school could be improved

### **Task 3 – A group activity**

- For example, candidates discuss in a group who to invite (and why) to open the new local shopping centre; in a parole board scenario, the teacher presents cases for prisoners, and candidates discuss in a group whether or not each case merits early release

Tasks are equally weighted in the final assessment and test the following speaking objectives:

S1 Understand, order and present facts, ideas and opinions

S2 Articulate experience and express what is thought, felt and imagined

S3 Communicate clearly and fluently

S4 Use language and register appropriate to audience and context

S5 Listen to and respond appropriately to the contributions of others (Tasks 2 and 3 only)

Dictionaries may be used in preparing for the activities, but they may not be used during the activities.

# 5. Curriculum content

Students may follow either the Core curriculum only or the Extended curriculum which includes both the Core and Extended. Students aiming for grades A\* to C must follow the Extended curriculum.

Reading	
Core: <i>All candidates should</i>	Extended <i>In addition to what is required in the Core, candidates following the Extended curriculum should</i>
<ul style="list-style-type: none"><li>• Demonstrate understanding of words within extended texts</li><li>• Scan for and extract specific information</li><li>• Identify main and subordinate topics, summarise, paraphrase, re-express</li><li>• Show some sense of how writers achieve their effects</li><li>• Recognise and respond to simple linguistic devices including figurative language</li></ul>	<ul style="list-style-type: none"><li>• Show a more precise understanding of extended texts</li><li>• Recognise the relationship of ideas</li><li>• Draw inferences, evaluate effectiveness, compare, analyse, synthesise</li><li>• Show understanding of how writers achieve their effects</li><li>• Recognise and respond to more sophisticated linguistic devices</li></ul>
Writing	
Core: <i>All candidates should</i>	Extended <i>In addition to what is required in the Core, candidates following the Extended curriculum should</i>
<ul style="list-style-type: none"><li>• Express thoughts, feelings and opinions in order to interest, inform or convince the reader</li><li>• Show some sense of audience</li><li>• Demonstrate adequate control of vocabulary, syntax and grammar</li><li>• Exercise care over punctuation and spelling</li><li>• Write accurate simple sentences</li><li>• Attempt a variety of sentence structures</li><li>• Recognise the need for paragraphing</li><li>• Use appropriate vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Show a wider and more varied sense of different styles to interest, inform or convince the reader</li><li>• Show a clear sense of audience</li><li>• Demonstrate a sophisticated use of vocabulary and structures</li><li>• Demonstrate accuracy in punctuation and spelling</li><li>• Write accurate complex sentences</li><li>• Employ varied sentence structures</li><li>• Write in well-constructed paragraphs</li><li>• Use imaginative and varied vocabulary</li></ul>

# 5. Curriculum content

Speaking and Listening	
Core <i>All candidates should</i>	Extended <i>In addition to what is required in the Core, candidates following the Extended curriculum should</i>
<ul style="list-style-type: none"><li>• Understand and convey both simple and detailed information</li><li>• Present facts, ideas and opinions in an orderly sequence</li><li>• Make relevant comments on what is heard, seen or read</li><li>• Describe experience in simple terms and express intelligibly what is thought and imagined</li><li>• Recognise and give statements of opinion and attitude</li><li>• Speak audibly and intelligibly with appropriate tone, intonation and pace</li></ul>	<ul style="list-style-type: none"><li>• Understand and convey more complex information in an interesting and authoritative way</li><li>• Consciously order and present facts, ideas and opinions for a particular audience</li><li>• Evaluate and reflect on what is heard, seen or read</li><li>• Describe and reflect on experience, and express effectively what is thought and imagined</li><li>• Discuss statements of opinion and attitude, discerning underlying assumptions and points of view</li></ul>

# 6. Appendix A

## 6.1 Grade descriptions

Grade descriptions give a general indication of the standards of achievement likely to be shown by candidates awarded particular grades.

To achieve a **Grade A**, a candidate will be able to:

- understand and communicate information at both a straightforward and a complex level.
- understand facts, ideas and opinions, and order and present in detail what is relevant for specific purposes.
- describe and reflect upon experience and detail, analysing effectively what is felt and what is imagined.
- recognise implicit meanings and attitudes of a writer.
- show a clear sense of audience and an understanding of appropriate uses of language.
- write in well constructed paragraphs, using a full range of appropriate sentence structures, and show accuracy in spelling and punctuation.
- select and use appropriate spoken styles and registers. Candidates will vary their sentence structure, vocabulary and expression confidently for a range of purposes, sustaining discussion through the use of a variety of contributions, listening with sensitivity, and occasionally taking the initiative.

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

- understand and convey information both at a straightforward level and at a more complex level.
- understand basic facts, ideas and opinions, presenting them with a degree of clarity and accuracy.
- evaluate material from texts and select what is relevant for specific purposes.
- describe and reflect upon experience and express effectively what is felt and what is imagined.
- recognise the more obvious implicit meanings and attitudes of a writer.
- show a sense of audience and an awareness of appropriate uses of language.
- write in paragraphs, using a variety of types of sentence and taking care over spelling and punctuation.
- use varied vocabulary when speaking, and organise their Individual Task to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, mostly in response to the directions of the speaker(s), showing a readiness to listen to others and to respond appropriately.

# 6. Appendix A

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

- understand and convey information at a straightforward level.
- understand basic facts, ideas and opinions, presenting them with a degree of coherence.
- select material from texts and comment upon it at a literal level.
- describe experience in concrete terms, expressing intelligibly what is felt and what is imagined.
- recognise clear meanings and explicit attitudes of a writer.
- show awareness that language is used in different ways in different circumstances.
- write at least in single sentences – weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication.
- develop ideas, describe events and convey their opinions clearly when speaking. In discussion, they listen with concentration and make contributions in response to others' ideas and views.



# 6. Appendix A

## 6.2 Component 4 – Coursework Portfolio

### 6.2.1 General guidance

#### 1 Format of the Portfolio

- The three assignments (together with the first draft of one of them) must be securely fastened (e.g. by stapling or treasury tags) and each must be marked clearly with the candidate's name, Centre number and candidate number.
- Work for external moderation must **not** be sent to CIE in plastic folders or bulky and heavy ring binders.
- A completed Individual Candidate Record Card must be included with each portfolio.

#### 2 Assignments: general issues

- Assignments should arise from the programme of study undertaken by the teaching group.
- The best assignments are usually those that come from a shared learning experience but are finally chosen by individual candidates; negotiation of assignments with the teacher is recommended (bearing in mind that these should be sufficiently challenging to stretch candidates to their full potential). For example, a class might study types of short story and their structures and conventions before individual candidates choose their own titles and write their own short stories for Assignment 2.
- Questions from past examination papers should not normally be used for coursework. Candidates are not expected to work under timed conditions.
- Assignments 1–3 may be completed in any sequence during the course. It is generally better that candidates do more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.

#### 3 Assignments: meeting the syllabus requirements

- The assignments must clearly demonstrate different writing intentions and styles to the reader. For example:

<b>Assignment 1:</b> informative, analytical and/ or argumentative	Two examples: <ul style="list-style-type: none"><li>• a logbook/diary giving information on what was done during two days of a work experience or an activity weekend (i.e. writing to <i>inform</i>)</li><li>• an argument from an informed, personal viewpoint about a topical issue, e.g. arguing against the ill-treatment of prisoners (i.e. writing to <i>persuade</i>)</li></ul>
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# 6. Appendix A

<b>Assignment 2:</b> imaginative, descriptive and/or narrative	Two examples: <ul style="list-style-type: none"> <li>• a detailed description of the people who frequent a local shop, and the atmosphere of the shop</li> <li>• a story about internet hacking, demonstrating the candidate's understanding of how to create character, significant events and structure (such as climax or an unusual ending) (i.e. writing to <i>entertain</i>)</li> </ul>
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Candidates may submit poetry for Assignment 2, but this must be accompanied by some form of commentary by the candidate, e.g. about how the poem(s) came to be written.

## Assignment 3:

- Assignment 3 is a piece of directed writing in response to a text or texts chosen by the teacher (or by the candidate, with the teacher's approval). This assignment is assessed for both writing and reading skills.
- The text(s) must contain facts, opinions and/or arguments which can be analysed and evaluated by the candidate.
- Text(s), which may be of local, national or global interest – or all three – should be suitable for the ability range of the candidates, and may be drawn from a variety of sources: e.g. newspapers, magazine articles, travel writing, text-based websites, propaganda and media.
- The candidate should explain the views presented in the text(s), develop any ideas of interest and argue with or against them, examining them for inconsistencies and substituting complementary or opposing views.
- The assignment may be written in any appropriate form (e.g. an article, a letter, or the words of a speech), but teachers must make sure that Assignment 3 does not have the same form and style as Assignment 1 in the final Portfolio.

<b>Assignment 3</b> Example 1	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s):</i> several letters published in a newspaper in response to a proposal for a new development in the locality</li> <li>• <i>Assignment:</i> Analyse and evaluate the information and views you have read and write an article based on them for the newspaper. Your own views should be based on the content of the letters.</li> </ul>
Example 2	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s):</i> a magazine article advocating the cull of a species of animal that has become a nuisance</li> <li>• <i>Assignment:</i> Analyse and evaluate the information and views expressed in the article and either (a) write your own article in response or (b) write a letter to the author of the article.</li> </ul>

- A copy of all texts used for the third assignment must be included with the sample of Portfolios sent to the External Moderator.

# 6. Appendix A

## 4 Drafting assignments

- In coursework, as in preparation for other forms of examination, it is natural for the teacher and student to discuss the work and how it is progressing. Teachers will be more confident that the work is authentic if first drafts (e.g. plans following discussion) are completed in class, and seen and noted by them.
- Teachers must not mark, correct or edit draft material prior to submission of the assignment proper, as this is classed as improper practice. Students should draft and redraft their work (see point 6 below), and teachers should give **general** advice.

## 5 Inclusion of a first draft in the Portfolio

- Each candidate's Portfolio must include a first draft of one of the three assignments.
- A first draft is defined as the first attempt at a continuous piece of writing. It may be word-processed or handwritten. It does not have to be neat, and may include crossings out and any indications that sections are to be moved from one part of the writing to another. A first draft may also include general comments by the teacher.
- Candidates are encouraged to revise, edit and correct their work and may discuss the process with their teachers. However, teachers are reminded that their advice must not constitute correction and that candidates must be responsible for specific corrections of spelling, punctuation and grammar.
- Candidates should not submit rough, outline plans.
- The first draft of one of the assignments will not contribute to the final internally assessed mark, or to the externally moderated mark for the Portfolio. This draft is for the external moderator's use only. It will be used by the moderator to:
  - help understand the process by which the assignment was completed
  - provide some evidence of any changes and improvements made by the candidate while working towards the final assignment
  - understand how the Centre assessment has been reached.
- Information gained from draft coursework pieces may also be used in the principal moderator's report to Centres to help develop teachers' understanding of the processes involved in coursework.

## 6 Length of assignments

- The component description suggests 'between 500 and 800 words' for each assignment. This is a sufficient length to attract the highest marks. Work that is significantly under- or over-length is likely to be self-penalising.

## 7 Use of word-processors

- Each assignment may be either hand-written or word-processed. Electronic dictionaries and/or spell-checkers may be used.
- Candidates should be reminded of the importance of careful proofreading of all their work. Typing errors, or the use of a wrong choice from a computer spell-check or thesaurus, must be counted as errors, and shown as such.

# 6. Appendix A

## 8 Checking Portfolios to ensure that the syllabus requirements have been met

- Teachers should check the contents of Portfolios before finalising them: where candidates have been given many assignments and have made the final choice themselves, it is easy for two similar arguments or two similar stories to be included inappropriately.
- If a Portfolio does not meet the syllabus requirements, it should be assessed in the normal way and an overall mark awarded according to the quality of the work. A third of that mark should then be deducted for each piece that is wrongly included or is missing.

## 9 Checking Portfolios for authenticity

- It is the Centre's responsibility to guarantee that all coursework submitted by candidates is their original work. Any work found to have been plagiarised must be removed before the Coursework Portfolio is marked. The Portfolio should then be marked in the normal way and a mark awarded for the overall quality. For each piece removed from the Portfolio, one third of the overall mark for Writing should then be deducted. If the piece removed is Assignment 3, no marks can be awarded for Reading.
- Texts which provide material for informative or argumentative work, and which have been scanned/downloaded from publications, CD-ROMs and the internet, should be shown to the teacher; the teacher must remind candidates not to copy sections or whole sentences as their own. If appropriate, references to source material should be provided by the candidate at the end of an assignment.

## 10 Feedback following external moderation

- Centres will receive a brief report from the external moderator on the assessment of their candidates' Portfolios. This will usually be sent at the time results are issued.

# 6. Appendix A

## 6.2.2 Marking and moderating instructions

**1** Teachers provide a comment on the quality of the Portfolio overall at the bottom of each candidate's Individual Candidate Record Card; they must also mark each assignment by indicating strengths and weaknesses and by providing a comment at the end. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and candidates. However, the final overall mark for the Portfolio must be an assessment of how the coursework grade criteria have been met. This final mark must reflect how achievement has varied across the different assignments, and how performance has varied across the assessment criteria for each assignment. Assessment, therefore, usually involves balancing strengths and weaknesses in the candidate's work overall. For this reason, the final mark is not necessarily a mathematical calculation based on marks/grades awarded to individual assignments during the course.

**2** The teacher must mark each candidate's Portfolio out of a total of 50, in line with the criteria below. The total mark for the Portfolio is divided into 40 marks for writing and 10 marks for reading. For writing, a single mark out of 40 is given for the quality of the candidate's overall performance in the three assignments. For reading, the mark out of 10 is given according to how well the candidate demonstrates understanding of the text(s) in the response to the task set for Assignment 3 only.

### **3 Internal moderation**

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard. Within each Centre, the marks for each skill assigned within different teaching groups (e.g. different classes) **must be** moderated internally for the whole Centre entry. The Centre assessments are then subject to external moderation.

### **4 External moderation**

External moderation of internal assessment is carried out by CIE.

The internally moderated marks for all candidates must be received at CIE by 30 April for the May/June examination and by 31 October for the November examination. These marks may be submitted either by using MS1 mark sheets, or by using Cameo as described in the Handbook for Centres. Once CIE has received the marks, CIE selects a sample of candidates whose work should be submitted for external moderation. CIE tells the Centre which candidates are involved and the Centre should send the coursework of these candidates to CIE immediately. Individual Candidate Record Cards and Coursework Assessment Summary Forms (copies of which may be found in the Appendix of this syllabus) must be enclosed with the coursework.

Further information about external moderation may be found in the Handbook for Centres and the Administrative Guide for Centres.

# 6. Appendix A

## 6.2.3 Assessment criteria

**Table A: Grade descriptions for Writing (Assignments 1–3)**

<b>Band 1 (36–40): Confident and stylistic completion of challenging tasks throughout the portfolio</b>
<ul style="list-style-type: none"><li>• <b>W1:</b> Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. Arguments are cogent and developed in mature, persuasive thought.</li><li>• <b>W2/5 (paragraphing):</b> Facts, ideas and opinions are ordered logically, each stage in the argument or narrative carefully linked to the next. Paragraphing is a strength, and candidates are confident in experimenting where appropriate in the structure of expressive writing.</li><li>• <b>W3/5 (sentence structures):</b> Candidates write with assurance, using a wide range of effective vocabulary and varied, well-constructed sentences.</li><li>• <b>W4:</b> Candidates vary their style with assurance to suit audience and context in all three assignments.</li><li>• <b>W5 (spelling, punctuation and grammar):</b> Candidates write accurately. They use punctuation and grammatical structures to define shades of meaning. They spell simple, complex and technical words with precision.</li></ul>
<b>Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing</b>
<ul style="list-style-type: none"><li>• <b>W1:</b> Candidates describe and reflect upon experience and analyse with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent.</li><li>• <b>W2/5 (paragraphing):</b> Facts, ideas and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.</li><li>• <b>W3/5 (sentence structures):</b> Candidates write with some confidence, demonstrating an emergent range of varied vocabulary and some fluency in the construction of sentences.</li><li>• <b>W4:</b> Candidates give evidence of understanding the need to write appropriately to audience and context even if there is not complete consistency in the three assignments.</li><li>• <b>W5 (spelling, punctuation and grammar):</b> Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation and grammar are minor, and rare at the top of this band.</li></ul>

# 6. Appendix A

## Band 3 (26–30): Competent writing with some development of ideas

- **W1:** Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the benefit of the reader. Arguments are expressed in a competent series of relevant points and a clear attempt is made to develop some of them.
- **W2/5 (paragraphing):** A clear attempt is made to present facts, ideas and opinions in an orderly way, although there may be some insecurity in the overall structure.
- **W3/5 (sentence structures):** Candidates write competently, using appropriate if sometimes unadventurous vocabulary and writing sentences that mostly link ideas successfully.
- **W4:** Candidates make a clear attempt in at least one assignment to write with a sense of audience and there may also be some evidence of adapting style to context.
- **W5 (spelling, punctuation and grammar):** Candidates use punctuation and grammar competently although the range is not great. There may be a number of minor errors especially at the bottom of this band and even occasional errors of sentence separation.

## Band 4 (21–25): Satisfactory content with brief development and acceptable expression

- **W1:** Candidates express with some clarity what is felt and imagined. Arguments are relevant to the topic and are developed partially with some brief effectiveness.
- **W2/5 (paragraphing):** There is evidence of overall structure, but the writing may be presented more carefully in some sections than in others. There may be examples of repetition and the sequence of sentences within paragraphs may be insecure in places.
- **W3/5 (sentence structures):** Candidates write with occasional competence, using a mixture of effective and straightforward vocabulary and some complex and some simple sentences.
- **W4:** Candidates show occasional evidence of writing with some understanding of audience and context, but this is not sustained.
- **W5 (spelling, punctuation and grammar):** They use a limited range of punctuation and grammatical structure with some care, although occasionally grammatical error will cause the reader some difficulty. There may be quite numerous errors, particularly of sentence separation and the misuse of commas.

# 6. Appendix A

## Band 5 (16–20): Simple writing, the meaning of which is not in doubt

- **W1:** Candidates express intelligibly what is felt and imagined. Arguments are expressed with variable relevance, logic and development.
- **W2/5 (paragraphing):** Facts, ideas and opinions are presented in paragraphs which may be inconsistent. The overall structure is unsound in places.
- **W3/5 (sentence structures):** Candidates use simple straightforward vocabulary. Simple sentences are correctly used and there may be an attempt to write complex sentences which have a slight lack of clarity.
- **W4:** Candidates make slight variations of style according to audience and context, although this does not seem deliberate.
- **W5 (spelling, punctuation and grammar):** Candidates show knowledge of simple punctuation and grammar, but the amount of error, especially of tense and the use of prepositions, is sometimes considerable. Sentences separation is often poor, but error does not prevent the reader from understanding what is written.

## Band 6 (11–15): Writing can be followed despite difficulties with expression

- **W1:** Candidates make a simple attempt to express what is felt and imagined. Arguments are expressed very simply and briefly.
- **W2/5 (paragraphing):** Facts, ideas and opinions may appear in partially formed paragraphs of inappropriate length and some attempt is made to provide a beginning and an end.
- **W3/5 (sentence structures):** Candidates use simple, mainly accurate vocabulary. Attempts to write complex sentences may involve repetition of conjunctions and some blurring.
- **W4:** Candidates may show occasional, brief acknowledgement of the possibility of writing for different audiences and contexts, but overall there is little variation of style.
- **W5 (spelling, punctuation and grammar):** Candidates occasionally use appropriate punctuation and can spell simple words, but the reader is not convinced that their understanding, especially of grammar, is adequate.



## 6. Appendix A

### Band 7 (6–10): Some of the writing can be followed

- **W1:** Candidates occasionally express what is felt, thought and imagined, but they are hampered by their command of language.
- **W2/5 (paragraphing):** Inadequate presentation of facts, ideas and opinions creates blurring, although there may be some signs of an overall structure.
- **W3/5 (sentence structures):** Candidates demonstrate a narrow vocabulary and there are unlikely to be more than a few accurate sentences.
- **W4:** Candidates occasionally write inappropriately or their command of language is not strong enough to acknowledge audience or context.
- **W5 (spelling, punctuation and grammar):** Weaknesses in spelling, punctuation and grammar are persistent, but the reader is able to follow at least part of the writing.

### Band 8 (0–5): Failure to communicate adequately

- **W1:** Very simple meanings are attempted, but most of the work is too inaccurate and blurred to make sense.
- **W2/5 (paragraphing):** An absence of overall structure and paragraphing leads to confusion.
- **W3/5 (sentence structures):** Very simple meanings are attempted, but the candidate's knowledge of vocabulary and sentence structures is too slight to make adequate sense.
- **W4:** There is insufficient evidence of audience or context to reward.
- **W5 (spelling, punctuation and grammar):** The amount and breadth of error prevents sufficient communication of meaning.

## 6. Appendix A

**Table B: Grade descriptions for Reading (Assignment 3 only)**

<b>Band 1 (9–10)</b>	Candidates analyse and evaluate several ideas and details from the text(s), and develop lines of thought. Their own ideas are closely related to the original text(s) and show a good understanding of the main arguments.
<b>Band 2 (7–8)</b>	Candidates respond in detail to ideas from the text(s), explaining them and expressing views on them with varying degrees of effectiveness. There is some reference to details in the original. Their own ideas are based on those of the original text(s).
<b>Band 3 (5–6)</b>	Candidates show some response to the ideas in the text(s), summarising them and giving simple views on them. Their own thinking is relevant, if not always tightly focused on the original text(s).
<b>Band 4 (3–4)</b>	Candidates give a response to the original. Their ideas are relevant to the topic but make only occasional references to individual ideas or details in the original text(s).
<b>Band 5 (1–2)</b>	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
<b>Band 6 (0)</b>	There is no discernible reference to the topic or to the text(s).

# 6. Appendix A

## 6.2.4 Instructions for completing Individual Candidate Record Cards

- 1** A copy of the relevant Individual Candidate Record Card can be found in the Appendix, and should be photocopied by Centres, as required.
- 2** Complete the information at the head of the form.
- 3** Mark the coursework assignment for each candidate according to the Assessment criteria provided in this Appendix.
- 4** **(a)** Enter a mark for Writing (out of 40) and a mark for Reading (out of 10 – Assignment 3 only) in the appropriate spaces on the Record Card.  
**(b)** Complete other sections of the form.
- 5** Add the marks for Writing and Reading and enter the total mark (out of 50) in the appropriate box on the Record Card ('Total mark to be transferred to Coursework Assessment Summary Form').
- 6** **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator). A single valid and reliable set of marks should be produced, which reflects the relative attainment of all the candidates in the coursework component at the Centre.
- 7** Transfer the marks to the First Language English – Component 4, Coursework Portfolio, Coursework Assessment Summary Form, in line with the instructions in this Appendix.
- 8** Retain all Individual Candidate Record Cards and samples of coursework as these are required for external moderation.

**Note:** Teachers should use these Record Cards only for students who have undertaken coursework as part of their Cambridge IGCSE.

# 6. Appendix A

## 6.2.5 Instructions for completing Coursework Assessment Summary Forms

- 1 A copy of the relevant Coursework Assessment Summary Form can be found in the Appendix, and should be photocopied by Centres, as required.
- 2 Complete the information at the head of the form.
- 3 List the candidates in an order which allows the information to be transferred easily to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
- 4 Transfer each candidate's marks from her/his Individual Candidate Record Card to this form as follows:
  - (a) Enter the marks for Writing (out of 40) and Reading (out of 10 – Assignment 3 only) in the relevant columns.
  - (b) Enter the total (out of 50) in the column headed Total Mark.
  - (c) In the column headed 'Internally Moderated Mark', enter the mark (out of 50) awarded **after** internal moderation took place. Leave blank if not applicable.
- 5 Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form and complete and sign the bottom portion.

## 6.2.6 Arrangements for external moderation

- 6 University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Centre (in late March for the June examination and in early October for the November examination); the sheet shows the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed mark sheet (MS1).
- 7 The top copy of the computer-printed mark sheet (MS1) must be sent in the envelope provided, to arrive as soon as possible at CIE, but no later than 30 April for the June examination and 31 October for the November examination.
- 8 CIE selects a list of candidates whose work is required for external moderation. As soon as this list is received, send the following to CIE:
  - the candidates' work with the corresponding Individual Candidate Record Cards
  - the Summary Form(s) with an asterisk (\*) against the candidates who are in the sample
  - the second copy of the computer-printed mark sheet(s) (MS1).
- 9 CIE reserves the right to ask for further samples of Coursework.

# 6. Appendix A

## 6.3 Component 5 – Speaking and Listening

This component is optional for syllabus code 0500 and is separately endorsed. For syllabus code 0522, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks.

### 6.3.1 Test structure

#### **Part 1: Individual Task (3–4 minutes) 10 marks**

For example, a presentation, a talk, a speech, a monologue.

- The candidate talks for about 3–4 minutes on a single topic or theme selected by the candidate prior to the test. The talk should be continuous and there should be no need for the teacher/examiner to intervene. Teachers/examiners only interrupt to ask questions if candidates show no signs of finishing after about 4½ minutes, or to prompt candidates who are finding it difficult to continue.
- Candidates need to show that they are able to prepare and organise material, are aware of audience, and that they can select and employ a range of language devices.
- The Individual Task should be lively and interesting; candidates should therefore prepare a topic in which they have a personal interest.
- Candidates may bring a ‘cue card’ (about postcard size) into the examination room, to remind them of the main points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. A script is not allowed.
- Teachers may advise on the suitability of topics, but must not be involved in the preparation of material for the Individual Task.

This part of the test is to be assessed using Table A of the Mark Scheme, which can be found later in this section.

#### **Part 2: Discussion (6–7 minutes) 20 marks**

- The Individual Task leads into a conversation with the teacher/examiner about the candidate’s chosen topic. The role of the teacher/examiner in this conversation is that of an interested and sympathetic participant, allowing the candidate every opportunity both to put views forward, and to seek information from and the opinions of the teacher/examiner.
- During the Individual Task, teachers/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, questions are of the ‘tell me more about...’, ‘why?’, ‘how?’ variety, rather than closed questions which may be answered by ‘yes/no’.
- Candidates should be encouraged to consider how a conversation might develop around their chosen topic; if they cannot think of six questions they could be asked, the topic is unlikely to be easy to discuss.

# 6. Appendix A

- Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/examiner. The teacher/examiner may wish to ask questions about those views, but must not be antagonistic towards the candidate.
- The teacher/examiner should normally allow 6–7 minutes for each candidate. If a candidate 'dries up' after a few minutes, the teacher/examiner should keep trying to make conversation so that the candidate is given every opportunity to do themselves justice. Teachers/examiners should be ready to explore another aspect of the topic if candidates are obviously out of their depth. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.
- Teachers/examiners should beware of talking too much and of candidates being given credit for what the teacher/examiner has actually said. Candidates are responsible for showing that they can converse adequately; at the same time the teacher/examiner must make sure the candidate is given every opportunity to converse by following up any opening given.

This part of the test is to be assessed using Table B of the Mark Scheme which can be found later in this Section.

## 6.3.2 Administrative arrangements

### 1 Timetabling

- The Speaking and Listening tests take place in the two months before the main examination period (i.e. between 1 March and 30 April for the May/June session and 15 September and 31 October for the November session). Each Centre will decide on a convenient time within this period for its tests.
- To allow sufficient time for moderation, please keep to the dates given for completing the Speaking and Listening tests and for sending recordings and mark sheets to CIE (see paragraph 7).

### 2 Materials for the Speaking and Listening test

- Instructions, Mark Schemes and Oral Assessment Summary Forms for conducting and assessing the Speaking and Listening test are provided in this syllabus booklet and must be photocopied as required.
- The Centre must provide its own cassettes or CDs (for the recording of the test for external moderation) and these must be of good quality.
- There is no question paper for the Speaking and Listening test.

### 3 Appointment of examiner

- Each Centre selects its own examiner. This is usually a teacher from within the English Department, but could be someone local from outside the Centre.
- The teacher/examiner conducts and assesses the test and submits a recorded sample for moderation by CIE.
- CIE is not responsible for any fees agreed.

# 6. Appendix A

## 4 Internal moderation

- To make it easier to keep a common standard, there should be only one teacher/examiner per Centre.
- Before the start of the examination period, Centres with large numbers of candidates must get agreement from CIE to use additional teachers/examiners.
- If more than one teacher/examiner is used, internal moderation must take place at the Centre. This means that the marks awarded to all candidates within a Centre must be brought to a common standard; a single valid and reliable set of marks should be produced which reflects the relative achievement of all the candidates in the test at the Centre.

## 5 Arrangements for external moderation

- Each teacher/examiner must record the Speaking and Listening test of all candidates they examine. The recording should be carried out according to the instructions in paragraph 9, below, headed 'Recording of candidates'.
- External moderation of the Speaking and Listening test will be carried out by CIE.
- The internally moderated marks for all candidates must be submitted either by using MS1 mark sheets or by using Cameo as described in the Handbook for Centres.
- Once CIE has received the marks, CIE selects a sample of candidates whose work should be submitted for external moderation. CIE tells the Centre which candidates are involved. The Centre transfers the recording of the test for these candidates (and only for these candidates) onto a new cassette or CD. The Centre sends the new cassette or CD to CIE immediately, together with the moderator copy of the completed MS1 and a copy of the completed Oral Examination Summary Form (see paragraphs 6 and 7, below).
- Further information about external moderation may be found in the Handbook for Centres and the Administrative Guide for Centres.
- CIE may request further samples of candidates' work. The Centre must send these as soon as the request is received.

## 6 Two mark sheets are provided:

- (a) The Oral Examination Summary Form is a working document, on which the marks for each section of the test are to be entered in detail, as specified in 6.3.3 Assessment criteria instructions. Be very careful to check all additions.
- (b) The total marks should then be transferred to the Internal Assessment Mark Sheet (MS1).

## 7 Despatch and return of mark sheets and recorded sample

- (a) Mark sheets are to be returned to CIE once all the Speaking and Listening tests have been completed. The deadline for receipt by CIE of the recordings is 30 April for the June examination and 31 October for the November examination. Do not wait until the end of the assessment period before sending them.

# 6. Appendix A

- (b) (i) The CIE copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.
- (ii) The Moderator copy of the completed Internal Assessment Mark Sheet (MS1), a copy of the completed Oral Examination Summary Form, and the recorded sample must be sent to reach CIE by no later than 30 April for the June examination and 31 October for the November session.
- (c) Copies of both types of mark sheet are to be kept by the Centre in case of postal losses or delays.

## 8 Arrangements for the examination

- Examination conditions must be in place in the area where the examination takes place. A supervisor must be present outside the examination room to make sure that candidates leaving the room do not communicate with those waiting to enter. Candidates may bring a 'cue card' (about postcard size) into the examination room to remind them of the main points they wish to make. Candidates may also bring with them a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. Candidates are not allowed to have a script, nor are they allowed to consult dictionaries.
- Requests for special consideration for candidates with specific problems must be made on the Special Consideration forms supplied to the Centre, and returned to CIE as indicated.
- Candidates must be examined on their own. No other person should be present during the examination, with the exception of another teacher/examiner, the moderator, or an officer from CIE.
- The teacher/examiner should be positioned so that they face the candidate when they enter the room, with a table between the teacher/examiner and the candidate. Do not allow candidates to sit in a position where they can see what the teacher/examiner is writing on the mark sheets as this can be distracting.
- A good teacher/examiner tries to put candidates at ease and sends candidates out of the examination smiling, no matter how good or bad their performance. The use of expressions such as 'very good', which a candidate may interpret as comments on performance, should, however, be avoided.
- Other recommendations for teacher/examiners: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

## 9 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 cassette(s)/CD(s) should be tested *in situ* before the actual test, ideally with one of the candidates. It is essential that new unrecorded cassettes or CDs are used. These must be supplied by the Centre. A cassette recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/examiner. If only one microphone is used, it should be placed facing the candidate. With a softly-



## 6. Appendix A

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.

- For Centres using cassette tapes, 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 examining on each side of a cassette, the teacher/examiner states: 'No further recordings on this side'.
- Each recording should be introduced clearly by the teacher/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, 2012*"

Each candidate should be introduced clearly by the teacher/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 cassette/CD must be clearly labelled. Before the cassette is sent to CIE, make spot checks to ensure every candidate can be clearly heard. Rewind cassettes to the start of Side 1.

# 6. Appendix A

## 6.3.3 Assessment criteria

### Marking: general principles

- 1 You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- 2 The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.
- 3 Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. CIE's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

**Table A: Grade descriptions for Component 5, Part 1 – Individual Task (10 marks)**

<b>Band 1</b> <b>9–10 marks</b>	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.
<b>Band 2</b> <b>7–8 marks</b>	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices soundly.
<b>Band 3</b> <b>5–6 marks</b>	Adequate use of content; delivery is secure but unimaginative ensuring audience attention; language devices are used safely.
<b>Band 4</b> <b>3–4 marks</b>	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in some loss of audience interest; limited employment of language devices with some inaccuracy.
<b>Band 5</b> <b>1–2 marks</b>	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to use language devices or devices used with serious error.
<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.

# 6. Appendix A

**Table B: Grade 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	
<b>Band 1</b> <b>9–10 marks</b>	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices accurately and sometimes eloquently.	<b>Band 1</b> <b>9–10 marks</b>	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
<b>Band 2</b> <b>7–8 marks</b>	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 soundly.	<b>Band 2</b> <b>7–8 marks</b>	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
<b>Band 3</b> <b>5–6 marks</b>	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely.	<b>Band 3</b> <b>5–6 marks</b>	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
<b>Band 4</b> <b>3–4 marks</b>	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 with some inaccuracy.	<b>Band 4</b> <b>3–4 marks</b>	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
<b>Band 5</b> <b>1–2 marks</b>	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 or devices used with serious error.	<b>Band 5</b> <b>1–2 marks</b>	Responds simply or is unable to respond to questions or prompts; cannot recognise changes in the direction of the conversation.
<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.	<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.

# 6. Appendix A

## 6.3.4 Instructions for completing Oral Examination Summary Forms

- A copy of the Oral Examination Summary Form is provided in the Appendix, and should be photocopied by Centres, as required.
- Complete the information at the head of the form.
- List the candidates in an order which allows the information to be easily transferred to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known). Give a **brief** description of each candidate's Individual Task (e.g. 'Human Rights', 'Hockey' etc.) in the column provided.
- Enter the marks for the Individual Task and the Discussion (Speaking and Listening) in the relevant columns.
- Add the marks and enter the total (out of 30) in the column headed 'Total Mark'.
- In the column headed 'Internally Moderated Mark' enter the mark (out of 30) awarded after any internal moderation took place. Leave blank if not applicable.
- Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form, and complete and sign the bottom portion.

## 6.3.5 Arrangements for external moderation

- University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Oral Examination Summary Form to the computer-printed mark sheet (MS1).
- The top copy of the computer-printed mark sheet (MS1) must be sent in the envelope provided, to arrive at CIE by no later than 30 April for the June examination and 31 October for the November examination.
- Record the candidates' work as specified in this Appendix. CIE will inform the Centre of the candidates whose work is required for external moderation. Transfer the recorded tests of these candidates (only) onto a new cassette or CD. Send the recordings, with a copy of the Summary Form and the second copy of the computer-printed mark sheet (MS1), to arrive at CIE by 30 April for the June examination and 31 October for the November examination. Do not wait until the end of the assessment period before sending these items.
- On the Summary Form, put an asterisk (\*) against the names of the candidates who are in the sample.

CIE reserves the right to ask for further samples.

# 6. Appendix A

## 6.4 Component 6 – Speaking and Listening Coursework

This component is optional for syllabus code 0500 and is separately endorsed. For syllabus code 0522, candidates must enter for either Component 5 or 6 and this accounts for 20% of the total marks.

### 6.4.1 Administrative arrangements

#### 1 Materials for Speaking and Listening Coursework

Instructions, Mark Schemes, Individual Candidate Record Cards and Coursework Assessment Summary Forms for Speaking and Listening Coursework are provided in this syllabus Appendix and must be photocopied as required.

#### 2 Appointment of internal examiner/moderator

This is usually a teacher from within the English Department, but could be someone local from outside the Centre. The teacher/examiner conducts and assesses the tasks and submits a recorded sample for moderation by CIE.

#### 3 Internal moderation

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments are then subject to external moderation.

#### 4 External moderation

- External moderation of Speaking and Listening Coursework is carried out by CIE.
- The internally moderated marks for all candidates must be received at CIE by 30 April for the May/June examination and by 31 October for the November examination. These marks may be submitted either by using MS1 mark sheets or by using Cameo as described in the Handbook for Centres.
- Once CIE has received the marks, CIE selects a sample of candidates whose work should be submitted for external moderation. CIE gives the list of candidates to the Centre. The Centre should transfer the recording of the work of these candidates (and only these candidates) onto a new cassette/CD. The Centre should send the new cassette/CD to CIE immediately. Individual Candidate Record Cards and Coursework Assessment Summary Forms must be enclosed with the coursework.
- Further information about external moderation may be found in the Handbook for Centres and the Administrative Guide for Centres.
- If CIE's moderator thinks it necessary, CIE will request further samples of candidates' work. The Centre must send these as soon as the request is received.

# 6. Appendix A

## 5 Recording of candidates

- Centres must provide a suitably quiet room and check 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 cassette(s)/CD(s) should be tested *in situ* before the activity, ideally with one of the candidates. It is essential that new unrecorded cassettes or CDs are used. These are supplied by the Centre. A cassette recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/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. Please do not adjust the volume control during a recording.
- For Centres using cassette tapes, the recording should begin at the start of Side 1 and 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 examining on each side of a cassette, the teacher/examiner states 'No further recordings on this side'.
- Each recording should be introduced by the teacher/examiner as follows:  
"Centre name and number: [e.g.]: *New College, Johannesburg; Centre Number ZA999*  
Examination: *Cambridge IGCSE First Language English, Syllabus 0500/0522, Component 6: Speaking and Listening Coursework*  
Examiner: [e.g.]: *Ms Sally Jones*  
Date: [e.g.]: *January 7th 2012*"

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

"Candidate number: [e.g.] *3210*  
Candidate name: [e.g.] *Kelvin Johnson*"

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 an activity. The contents of each cassette/CD must be clearly labelled. Before the cassette is sent to CIE, make spot checks to ensure every candidate can be heard. Rewind cassettes to the start of Side 1.

# 6. Appendix A

## 6.4.2 Assessment criteria

### Marking: general principles

- 1 You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- 2 The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.
- 3 Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. CIE's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

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

<b>Band 1</b> <b>9–10 marks</b>	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.
<b>Band 2</b> <b>7–8 marks</b>	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices soundly.
<b>Band 3</b> <b>5–6 marks</b>	Adequate use of content; delivery is secure but unimaginative ensuring audience attention; language devices are used safely.
<b>Band 4</b> <b>3–4 marks</b>	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in some loss of audience interest; limited employment of language devices with some inaccuracy.
<b>Band 5</b> <b>1–2 marks</b>	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to use language devices or devices used with serious error.
<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.

# 6. Appendix A

**Table B: Grade 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	
<b>Band 1 5 marks</b>	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices accurately and sometimes eloquently.	<b>Band 1 5 marks</b>	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
<b>Band 2 4 marks</b>	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 soundly.	<b>Band 2 4 marks</b>	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
<b>Band 3 3 marks</b>	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely.	<b>Band 3 3 marks</b>	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
<b>Band 4 2 marks</b>	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 with some inaccuracy.	<b>Band 4 2 marks</b>	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
<b>Band 5 1 mark</b>	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 or devices used with serious error.	<b>Band 5 1 mark</b>	Responds simply or is unable to respond to questions or prompts; cannot recognise changes in the direction of the conversation.
<b>Band 6 0 marks</b>	Fails to meet the above criteria.	<b>Band 6 0 marks</b>	Fails to meet the above criteria.



## 6. Appendix A

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

<b>Band 1</b> <b>9–10 marks</b>	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.
<b>Band 2</b> <b>7–8 marks</b>	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.
<b>Band 3</b> <b>5–6 marks</b>	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.
<b>Band 4</b> <b>3–4 marks</b>	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.
<b>Band 5</b> <b>1–2 marks</b>	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.
<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.

# 6. Appendix A

## 6.4.3 Instructions for completing Individual Candidate Record Cards

- 1 A copy of the Individual Candidate Record Card is provided in the Appendix, and should be photocopied by Centres, as required.
- 2 Complete the information at the head of the form.
- 3 Mark the coursework tasks for each candidate according to the Assessment criteria provided.
- 4 Enter a description of each of the three coursework activities (Individual Activity, Pair-based Activity and Group Activity) and the mark for each task in the appropriate spaces. Complete all sections of the form.
- 5 Add the marks for the three activities and enter the mark (out of 30) in the Total Mark box on the Record Card.
- 6 **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator); a single valid and reliable set of marks should be produced which reflects the relative achievement of all the candidates at the Centre who have entered the Speaking and Listening Coursework component.
- 7 Transfer the marks to the First Language English – Component 6, Speaking and Listening Coursework Assessment Summary Form in line with the instructions provided in this Appendix.
- 8 Keep all Individual Candidate Record Cards and samples of recorded coursework as these are required for external moderation. See the instructions on the Coursework Assessment Summary Form for details about external moderation.

## 6.4.4 Instructions for completing Coursework Assessment Summary Forms

- A copy of the Speaking and Listening Coursework Assessment Summary Form is provided in the Appendix, and should be photocopied by Centres, as required.
- Complete the information at the head of the form.
- List the candidates in an order which allows the information to be easily transferred to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
- Transfer each candidate's marks from their Individual Candidate Record Card to this form as follows:
  - Enter the marks for the Individual Activity ('Task 1'), the Pair-based Activity ('Task 2') and the Group Activity ('Task 3') in the relevant columns.
  - Add the marks and enter the total (out of 30), in the column headed 'Total Mark'.
  - In the column headed 'Internally Moderated Mark', enter the mark (out of 30) awarded **after** any internal moderation took place. Leave blank if not applicable.
- Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) should check the form, and complete and sign the bottom portion.

# 6. Appendix A

## 6.4.5 Arrangements for external moderation

- University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form (see next page) to the computer-printed mark sheet (MS1).
- The top copy of the computer-printed mark sheet (MS1) must be sent in the envelope provided, to arrive as soon as possible at CIE, but no later than 30 April for the June examination and 31 October for the November examination.
- CIE sends a list of candidates whose work is required for external moderation. As soon as the list is received, transfer the work of these candidates (and only these candidates) onto a new cassette or CD. Send the new cassette or CD, with the corresponding Individual Candidate Record Cards, the Summary Form(s) and the second copy of the computer-printed mark sheet(s) (MS1), to reach CIE by 30 April for the June examination and 31 October for the November examination.
- On the Summary Form, put an asterisk (\*) against the names of the candidates who are in the sample.
- CIE reserves the right to ask for further samples of coursework.

**IGCSE 2012**

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

Centre Number					Centre Name		June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>
Candidate Number					Candidate Name		Teaching Group/Set				

**Assignments 1 (informative/analytical/argumentative) and 2 (imaginative/descriptive/narrative)**

Date of completion	Full title of Assignment	First draft included*
		yes/no (please delete as appropriate)
		yes/no (please delete as appropriate)

**Assignment 3\*\***

Date of completion	Full title of Assignment	Brief description of stimulus text(s)	First draft included*
			yes/no (please delete as appropriate)

\* A first draft must be included for one of the three Assignments.

\*\*A copy of all texts used for Assignment 3 must be included in the sample sent to the moderator.

<b>Teacher's comments on overall Coursework Portfolio:</b>	Mark for writing (out of 40)	
	Mark for reading (out of 10) (Assignment 3 only)	
	<b>Total mark (out of 50): to be transferred to Coursework Assessment Summary Form</b>	





IGCSE 2012

Centre Number					Centre Name		June/November	2	0	1	2
---------------	--	--	--	--	-------------	--	---------------	---	---	---	---

[illegible]

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

FIRST LANGUAGE ENGLISH – Component 6: Speaking and Listening Coursework

Individual Candidate Record Card

**IGCSE 2012**

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

<b>Centre Number</b>						<b>Centre Name</b>		<b>June/November</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Candidate Number</b>						<b>Candidate Name</b>		<b>Teaching Group/Set</b>				

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

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

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WMS311



UNIVERSITY *of* CAMBRIDGE  
International Examinations

0500/06/CW/I/12  
0522/06/CW/I/12

## IGCSE 2012

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



# 7. Appendix B: Additional information

## Guided learning hours

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

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

## Recommended prior learning

We recommend that candidates who are beginning this course should have a level in English equivalent to First Language competence.

## Progression

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

Candidates who are awarded grades C to A\* in IGCSE First Language English are well prepared to follow courses leading to AS and A Level First Language English, or the equivalent.

## Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## Grading and reporting

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

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

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.

# 7. Appendix B: Additional information

- ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
- ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
- ... no marks receives a percentage uniform mark of 0%.

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

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

## Resources

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

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

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

# 8. Appendix C: Additional information – Cambridge International Certificate

Syllabus 0522 is accredited for use in England, Wales and Northern Ireland. Additional information on this accredited version is provided below.

## Prior Learning

Candidates in England who are beginning this course should normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

Other candidates beginning this course should have achieved an equivalent level of general education.

## NQF Level

This qualification is accredited by the regulatory authority for England, Ofqual, as part of the National Qualifications Framework as a Cambridge International Level 1/Level 2 Certificate.

Candidates who gain grades G to D will have achieved an award at Level 1 of the National Qualifications Framework.

Candidates who gain grades C to A\* will have achieved an award at Level 2 of the National Qualifications Framework.

## Progression

Cambridge International Level 1/Level 2 Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

This syllabus provides a foundation for further study at Levels 2 and 3 in the National Qualifications Framework, including GCSE, AS and A Level GCE, and Cambridge Pre-U qualifications.

Candidates who are awarded grades C to A\* are well prepared to follow courses leading to Level 3 AS and A Level GCE English Language, or the Cambridge International AS and A Level English.

## Guided Learning Hours

The number of guided learning hours required for this course is 130.

Guided learning hours are used to calculate the funding for courses in state schools in England, Wales and Northern Ireland. Outside England, Wales and Northern Ireland, the number of guided learning hours should not be equated to the total number of hours required by candidates to follow the course as the definition makes assumptions about prior learning and does not include some types of learning time.

# 8. Appendix C: Additional information – Cambridge International Certificate

## Overlapping Qualifications

Centres in England, Wales and Northern Ireland should be aware that every syllabus is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

The classification code for this syllabus is **5030**.

## Spiritual, Ethical, Social, Legislative, Economic and Cultural Issues

The study of First Language English demands from candidates an understanding of the cultural contexts from which spring the many forms and varieties of the English language. In undertaking a course in First Language English, candidates are likely to extend their linguistic knowledge and ability and widen their appreciation of social and cultural issues. The study of a range of writing may raise spiritual, moral, ethical and social issues and help develop candidates' awareness of other cultures.

First Language English offers opportunities to develop ideas on sustainable development and environmental issues, health and safety, and the international dimension by way of the varied content of reading material, writing tasks and speaking and listening discussions.

## Avoidance of Bias

CIE has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

## Language

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

## Key Skills

The development of the Key skills of application of number, communication, and information technology, along with the wider Key Skills of improving your own learning and performance, working with others and problem solving can enhance teaching and learning strategies and motivate candidates towards learning independently.

This syllabus will provide opportunities to develop the key skills of

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

## 8. Appendix C: Additional information – Cambridge International Certificate

The separately certificated Key Skills qualification recognises achievement in

- application of number
- communication
- information technology.

Further information on Key Skills can be found on the Ofqual website ([www.ofqual.gov.uk](http://www.ofqual.gov.uk)).

### Resources

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

Resources are also listed on CIE's public website at [www.cie.org.uk](http://www.cie.org.uk).

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

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