

# SYLLABUS

**Cambridge IGCSE®**

**English as a Second Language**

**0510** (speaking endorsement)

**0511\*** (count-in speaking)

For examination in June and November 2016

\* This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate (QN: 500/5653/0).

## Changes to syllabus for 2016

### Changes to previously published syllabus document

The arrangements for the recording of the Component 5 Speaking test have been updated. The recording will **no** longer be paused after the warm-up period of the test. It must be recorded throughout.

| Changes are identified by black vertical lines either side of the text. |

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# 1. Introduction

## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

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

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

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

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

## Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge IGCSE English as a Second Language?

Cambridge IGCSE English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including:

- better communicative ability in English
- improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- greater awareness of the nature of language and language-learning skills
- wider international perspective.

## Prior learning

Cambridge IGCSE English as a Second Language is designed for learners whose first language is not English but who use it as a lingua franca or language of study.

## Progression

Cambridge IGCSEs are general qualifications that enable learners to progress directly to employment or to proceed to further study.

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

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group 1, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

English as a Second Language (0510) is in Group 1, Languages.

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

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

## 2. Teacher support

### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

### 3. Assessment at a glance

#### 3.1 Syllabus code 0510 (speaking endorsement)

Cambridge IGCSE English as a Second Language candidates take **three** components: Reading and writing (Component 1 *or* Component 2), Listening (Component 3 *or* Component 4) and a speaking component (Component 5 *or* Component 6).

Candidates who study the Core curriculum take Components 1 and 3, and candidates who study the Extended curriculum take Components 2 and 4. It is not possible for candidates to combine Component 1 with Component 4 or Component 2 with Component 3.

Components		Weighting
<b>Candidates take either:</b>	<b>or:</b>	
<b>Component 1 Reading and writing (Core)</b> <b>Written paper</b> 1 hour 30 minutes  There are seven tasks in the paper, testing a range of reading and writing skills.  Candidates who take this component are eligible for grades C–G.  70 marks Externally marked	<b>Component 2 Reading and writing (Extended)</b> <b>Written paper</b> 2 hours  There are seven tasks in the paper, testing a range of reading and writing skills.  Candidates who take this component are eligible for grades A*–E.  90 marks Externally marked	70%
<b>and either:</b>	<b>or:</b>	
<b>Component 3 Listening (Core)</b> <b>Written paper</b> Approximately 30–40 minutes  Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching and multiple choice.  Candidates who take this component are eligible for grades C–G.  30 marks Externally marked	<b>Component 4 Listening (Extended)</b> <b>Written paper</b> Approximately 45 minutes  Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note taking.  Candidates who take this component are eligible for grades A*–E.  40 marks Externally marked	30%

and either:	or:	
<b>Component 5 Speaking</b> Approximately 10–15 minutes  Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.  30 marks Internally marked and externally moderated	<b>Component 6 Speaking coursework</b> n/a  Candidates complete three speaking tasks, chosen by the Centre.  30 marks Internally marked and externally moderated	Separately endorsed

### Speaking endorsement

In syllabus 0510, marks for the Speaking component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievements of grades 1 (high) to 5 (low) for speaking.

### 3.2 Syllabus code 0511 (count-in speaking)\*

Components		Weighting
Candidates take either:	or:	
<b>Component 1 Reading and writing (Core)</b> <b>Written paper</b> 1 hour 30 minutes  There are seven tasks in the paper testing a range of reading and writing skills.  Candidates who take this component are eligible for grades C–G.  70 marks Externally marked	<b>Component 2 Reading and writing (Extended)</b> <b>Written paper</b> 2 hours  There are seven tasks in the paper testing a range of reading and writing skills.  Candidates who take this component are eligible for grades A*–E.  90 marks Externally marked	70%
and either:	or:	
<b>Component 3 Listening (Core)</b> Approximately 30–40 minutes  Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching and multiple choice.  Candidates who take this component are eligible for grades C–G.  30 marks Externally marked	<b>Component 4 Listening (Extended)</b> Approximately 45 minutes  Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note taking.  Candidates who take this component are eligible for grades A*–E.  40 marks Externally marked	15%
and either:	or:	
<b>Component 5 Speaking</b> Approximately 10–15 minutes  Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.  30 marks Internally marked and externally moderated	<b>Component 6 Speaking coursework</b> n/a  Candidates complete three speaking tasks, chosen by the Centre.  30 marks Internally marked and externally moderated	15%

#### Availability

These syllabuses are examined in the June and November examination series.

\* Candidates who enter for the regulated version of this syllabus must enter for 0511 (count-in speaking).

These syllabuses are available to private candidates.

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

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

## Combining this with other syllabuses

Candidates can combine syllabus 0510 in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0500 Cambridge IGCSE First Language English
- 0522 Cambridge International Level 1/Level 2 Certificate First Language English
- 1119 Cambridge O Level English Language (Malaysia)
- 1120 Cambridge O Level English Language (Brunei)
- 1123 Cambridge O Level English Language.

Candidates can combine syllabus 0511 in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0500 Cambridge IGCSE First Language English
- 0522 Cambridge International Level 1/Level 2 Certificate First Language English
- 1119 Cambridge O Level English Language (Malaysia)
- 1120 Cambridge O Level English Language (Brunei)
- 1123 Cambridge O Level English Language.

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

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

### 4.2 Assessment objectives

Candidates must demonstrate ability in the following areas:

#### **AO1: Reading**

R1 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

#### **AO2: Writing**

W1 communicate clearly, accurately and appropriately

W2 convey information and express opinions effectively

W3 employ and control a variety of grammatical structures

W4 demonstrate knowledge and understanding of a range of appropriate vocabulary

W5 observe conventions of paragraphing, punctuation and spelling

W6 employ appropriate register/style

#### **AO3: Listening**

L1 identify and retrieve facts and details

L2 understand and select relevant information

L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

L4 understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place

**AO4: Speaking**

- S1 communicate clearly, accurately and appropriately
- S2 convey information and express opinions effectively
- S3 employ and control a variety of grammatical structures
- S4 demonstrate knowledge of a range of appropriate vocabulary
- S5 engage in and influence the direction of conversation
- S6 employ suitable pronunciation and stress patterns

## 4.3 Relationship between assessment objectives and components

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

**Syllabus 0510**

Assessment objective	Comp 1 (marks)	Comp 2 (marks)	Comp 3 (marks)	Comp 4 (marks)	Comp 5 (marks)	Comp 6 (marks)	Weighting for qualification (%)
AO1: Reading	35	45	–	–	–	–	35%
AO2: Writing	35	45	–	–	–	–	35%
AO3: Listening	–	–	30	40	–	–	30%
AO4: Speaking	–	–	–	–	30	30	separately endorsed

**Syllabus 0511**

Assessment objective	Comp 1 (marks)	Comp 2 (marks)	Comp 3 (marks)	Comp 4 (marks)	Comp 5 (marks)	Comp 6 (marks)	Weighting for qualification (%)
AO1: Reading	35	45	–	–	–	–	35%
AO2: Writing	35	45	–	–	–	–	35%
AO3: Listening	–	–	30	40	–	–	15%
AO4: Speaking	–	–	–	–	30	30	15%

## 4.4 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 arguments, ideas and information both at a straightforward and a more complex level
- structure work so the reader can follow the argument from the beginning to the end
- select material from texts and develop it in relationship to the question, sufficient to show some independence of thought
- describe and reflect upon experience and express effectively what is felt and imagined
- recognise and explain underlying meaning and the writer's attitude to the subject matter
- vary style straightforwardly in different types of writing and give evidence of a good range of language
- spell and punctuate accurately, with few, if any, mistakes
- use well-constructed paragraphs and sentences (of average complexity) and obey standard grammatical conventions
- speak clearly and confidently in response to other speakers and occasionally take the initiative.

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

- understand and communicate arguments, ideas and information at a straightforward level
- ensure that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another
- select material from texts in answer to questions and provide straightforward explanations and developments to show relevance
- recognise more obvious meanings and attitudes
- write with some knowledge of style and the possibility of varying it according to different types of writing; use a range of language adequate to all the tasks set
- spell and punctuate with accuracy so that communication is not impaired
- use adequate paragraphing and some variety of sentence construction
- speak clearly with some confidence, mostly in response to the directions of other speakers; show a readiness to listen to others and to respond appropriately.

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

- understand and communicate information at a basic level
- ensure that all work has a basic sequence
- select material from texts in answer to questions and provide basic explanations
- recognise straightforward meanings and attitudes
- write at least in single sentences with the possibility of sentence variety according to different types of writing; use language adequate to some of the tasks set
- spell and punctuate so that weaknesses do not seriously impair communication
- use occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions
- speak with some confidence, but usually in response to the directions of other speakers; show a readiness to listen to others and to respond.

## 5. Syllabus content

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

Assessment objective 1: Reading	
Core	Extended
<ul style="list-style-type: none"> <li>understand simple texts, e.g. public notices and signs (including timetables and advertisements)</li> <li>identify and retrieve some facts from simple texts, e.g. to complete a form</li> <li>select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds</li> <li>recognise some ideas, opinions and attitudes in a range of texts</li> <li>begin to understand what is implied but not actually written, e.g. gist, purpose and intention</li> </ul>	<ul style="list-style-type: none"> <li>understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers</li> <li>identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form</li> <li>select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds</li> <li>recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them</li> <li>understand what is implied but not actually written, e.g. gist, purpose and intention</li> </ul>
Assessment objective 2: Writing	
Core	Extended
<ul style="list-style-type: none"> <li>carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100–150 words) in an appropriate and accurate form of English</li> <li>describe, report and give personal information</li> <li>identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper</li> </ul>	<ul style="list-style-type: none"> <li>carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English</li> <li>describe, report and give a wide range of information</li> <li>identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper</li> </ul>
Assessment objective 3: Listening	

Core	Extended
<ul style="list-style-type: none"> <li>understand simple information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</li> <li>identify and retrieve some facts from material, e.g. a formal talk</li> <li>recognise some ideas, opinions and attitudes</li> <li>begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention</li> </ul>	<ul style="list-style-type: none"> <li>understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations</li> <li>identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk</li> <li>recognise and understand ideas, opinions and attitudes and explore the connections between them</li> <li>identify the important points or themes of the material including attitude, relationships between speakers</li> <li>understand what is implied but not actually spoken, e.g. gist, purpose and intention</li> </ul>
<b>Assessment objective 4: Speaking</b>	
Core	Extended
<ul style="list-style-type: none"> <li>carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs</li> <li>conduct a sustained conversation with some confidence</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs</li> <li>respond confidently to new, topical ideas</li> <li>conduct a sustained conversation with a sense of audience and purpose</li> </ul>

## 6. Description of components

### 6.1 Component 1: Reading and writing (Core)

This is a written paper which lasts 1 hour 30 minutes.

Candidates may not use dictionaries.

There are seven exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise.

The balance of assessment of reading and writing skills is equal.

The paper is an externally set assessment, marked by Cambridge.

#### Overview of exercises in Component 1: Reading and writing (Core)

		Marks for AO1: Reading	Marks for AO2: Writing	Total marks
Exercise 1	Reading	7	–	<b>7</b>
Exercise 2	Reading	11	–	<b>11</b>
Exercise 3	Information transfer	10	4	<b>14</b>
Exercise 4	Note-making	7	–	<b>7</b>
Exercise 5 ( <i>linked to Exercise 4</i> )	Summary	–	5	<b>5</b>
Exercise 6	Writing	–	13	<b>13</b>
Exercise 7	Writing	–	13	<b>13</b>
		<b>35</b>	<b>35</b>	<b>70</b>

## Description of exercises in Component 1: Reading and writing (Core)

**Exercise 1**

<i>Assessment objective</i>	R1, R2
<i>Task</i>	Reading exercise. Candidates read a short text and answer a series of questions testing skim-reading skills. Candidates write short (single word/phrase) answers.
<i>Text type</i>	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
<i>Total marks</i>	7

**Exercise 2**

<i>Assessment objective</i>	R1, R2, R4
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
<i>Text type</i>	Either a report or a newspaper/magazine article, which incorporates a graphical element.
<i>Total marks</i>	11

**Exercise 3**

<i>Assessment objectives</i>	R1, R2, W1, W5
<i>Task</i>	Information transfer. Candidates complete a form or notes using information provided on the question paper.
<i>Total marks</i>	14

**Exercise 4**

<i>Assessment objectives</i>	R1, R2, R3
<i>Task</i>	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
<i>Total marks</i>	7

### Exercise 5 – linked with Exercise 4

<i>Assessment objectives</i>	W1, W2, W3, W4, W5
<i>Task</i>	Summary writing. Candidates write a 70-word summary about an aspect or aspects of the passage. They make use of the notes they made in Exercise 4.
<i>Total marks</i>	5

### Exercise 6

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 100–150 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
<i>Total marks</i>	13

### Exercise 7

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 100–150 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 6.
<i>Total marks</i>	13

## 6.2 Component 2: Reading and writing (Extended)

This is a written paper which lasts two hours.

Candidates may not use dictionaries.

There are seven exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise.

The balance of assessment of reading and writing skills is equal.

The paper is an externally set assessment, marked by Cambridge.

### Overview of exercises in Component 2: Reading and writing (Extended)

		Marks for AO1: Reading	Marks for AO2: Writing	Total marks
Exercise 1	Reading	9	–	<b>9</b>
Exercise 2	Reading	15	–	<b>15</b>
Exercise 3	Information transfer	6	2	<b>8</b>
Exercise 4	Note-making	9	–	<b>9</b>
Exercise 5	Summary	6	5	<b>11</b>
Exercise 6	Writing	–	19	<b>19</b>
Exercise 7	Writing	–	19	<b>19</b>
		45	45	<b>90</b>

## Description of exercises in Component 2: Reading and writing (Extended)

### Exercise 1

<i>Assessment objective</i>	R1, R2
<i>Task</i>	Reading exercise. Candidates read a short text and answer a series of questions testing skim-reading skills. Candidates write short (single word/phrase) answers.
<i>Text type</i>	One of the following: advertisement, brochure, leaflet, guide, report, manual, instructions.
<i>Total marks</i>	9

### Exercise 2

<i>Assessment objectives</i>	R1, R2, R4
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension.
<i>Text type</i>	Either a report or a newspaper/magazine article, which incorporates a graphical element.
<i>Total marks</i>	15

### Exercise 3

<i>Assessment objectives</i>	R1, R2, R4, W1, W5
<i>Task</i>	Information transfer. Candidates complete a form or notes using information provided on the question paper.
<i>Total marks</i>	8

### Exercise 4

<i>Assessment objectives</i>	R1, R2, R3
<i>Task</i>	Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
<i>Total marks</i>	9

**Exercise 5**

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

**Exercise 6**

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.
<i>Total marks</i>	19

**Exercise 7**

<i>Assessment objectives</i>	W1, W2, W3, W4, W5, W6
<i>Task</i>	Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 6.
<i>Total marks</i>	19

## 6.3 Component 3: Listening (Core)

This is a written paper which lasts approximately 30–40 minutes.

Candidates may not use dictionaries.

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

Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

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

The paper is an externally set assessment, marked by Cambridge.

### Description of questions in Component 3: Listening (Core)

Questions 1 to 4	
<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to four short extracts and answer questions on each. Questions require short answers, no longer than three words each.
<i>Text types</i>	Answerphone messages or brief dialogues (formal or informal).
<i>Total marks</i>	8 (2 marks per extract)

Question 5	
<i>Assessment objectives</i>	L1, L2
<i>Task</i>	Candidates listen to a talk and complete gaps in a form.
<i>Text types</i>	A formal talk.
<i>Total marks</i>	8

Question 6	
<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to six short extracts and match each speaker to appropriate content.
<i>Text types</i>	Short, informal monologues.
<i>Total marks</i>	6

Question 7	
<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to a discussion between two speakers and answer 3-option multiple-choice questions.
<i>Text types</i>	A semi-formal discussion between two speakers, with a host to introduce the discussion.
<i>Total marks</i>	8

## 6.4 Component 4: Listening (Extended)

This is a written paper which lasts approximately 45 minutes.

Candidates may not use dictionaries.

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

Candidates should attempt all questions.

Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a compact disc (CD) played in the examination room. Candidates hear each text twice.

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

The paper is an externally set assessment, marked by Cambridge.

### Description of questions in Component 4: Listening (Extended)

Questions 1 to 4	
<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to four short extracts and answer questions on each. Questions require short answers, no longer than three words each.
<i>Text types</i>	Answerphone messages or brief dialogues (formal or informal).
<i>Total marks</i>	8 (2 marks per extract)

Question 5	
<i>Assessment objectives</i>	L1, L2
<i>Task</i>	Candidates listen to a talk and complete gaps in a form.

<i>Text types</i>	A formal talk.
<i>Total marks</i>	8

#### Question 6

<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to six short extracts and match each speaker to appropriate content.
<i>Text types</i>	Short, informal monologues.
<i>Total marks</i>	6

#### Question 7

<i>Assessment objectives</i>	L3, L4
<i>Task</i>	Candidates listen to a discussion between two speakers and answer multiple-choice questions.
<i>Text types</i>	A semi-formal discussion between two speakers, with a host to introduce the discussion.
<i>Total marks</i>	8

#### Question 8

<i>Assessment objectives</i>	L1, L2, L3, L4
<i>Task</i>	Candidates listen to a talk and complete short notes either under bullet points or in a template. Then they listen to a short discussion based on this talk, and complete sentences using no more than three words.
<i>Text types</i>	A formal talk followed by a semi-formal discussion.
<i>Total marks</i>	10

## 6.5 Component 5: Speaking

Speaking tests take place before the main examination period (see the relevant series' timetable). Before this period Centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details). After the tests the Centre must send back material for external moderation before the advertised deadline.

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

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

Each speaking test lasts approximately 10–15 minutes, as follows:

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

Candidates may not use dictionaries.

A teacher/examiner at the Centre assesses the tests using the speaking assessment criteria grid (see Section 7 *Speaking tests: guidance for Centres*).

### Recording candidates' marks

Candidates' marks for Component 5: Speaking, must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**. The database will ask you for the syllabus code (i.e. 0510 or 0511) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

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

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

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. These forms, and the instructions for completing them, may be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**. The database will ask you for the syllabus code (i.e. 0510 or 0511) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

**The notes accompanying the speaking test cards contain full instructions on the administration of the speaking test. There is a summary in Section 7 of this syllabus to read in conjunction with general advice on submission of samples for moderation in the *Cambridge Handbook*.**

## 6.6 Component 6: Speaking coursework

**This component is an alternative to Component 5.**

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

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

Centres may devise other appropriate tasks which will help candidates demonstrate the skills outlined in the speaking assessment criteria grid in Section 7.1 of this syllabus.

Candidates can complete these tasks at any time during the year before the main examination series, to suit the Centre. After this, the Centre must submit a recorded sample and the relevant documentation to Cambridge for external moderation before the advertised deadline (which is the same as that for Component 5).

Candidates must complete **three** speaking tasks, and a teacher/examiner at the Centre assesses them using the speaking assessment criteria grid (see Section 7 *Speaking tests: guidance for Centres*).

Candidates' marks for Component 6: Speaking Coursework, must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e 0510 or 0511) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

Candidates may not use dictionaries.

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

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

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. These forms, and the instructions for completing them, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 0510 or 0511) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

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

## 7. Speaking tests: guidance for Centres

### General information

- 1 The speaking tests take place in the period before the main examination series as notified on the timetable. Each Centre decides on a convenient period within these dates to conduct the speaking tests.
- 2 Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
- 3 Centres must adhere to dates for completion of the speaking tests and for the receipt of marks and recordings, to allow sufficient time for external moderation. It is vital that material does not arrive late.
- 4 Centres with 30 or fewer candidates should normally just use one examiner. Each Centre selects its own examiner. This is normally a teacher within the English Language department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples. Cambridge is not responsible for any fees agreed.

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

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

### 6 External moderation

External moderation of internal assessment is carried out by Cambridge.

- Centres must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centres must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Administrative Guide*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide* available on our website.

In addition to submitting the marks and sample to Cambridge, Centres must complete the Speaking Examination Summary Form.

#### Speaking Examination Summary Form

Enter marks in detail for each candidate on this document. Instructions for its completion are on the reverse of the form. Please check all mark additions. The Speaking Examination Summary Form must show the breakdown of marks for all the candidates, not just those included in the sample. Please put an asterisk (\*) against the names of candidates whose speaking tests have been submitted on the CD. You should keep a copy of the recorded sample in case of loss or damage to the original. If the sample sent to Cambridge is inaudible or faulty in any way, you may be asked to provide a replacement.

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

## Conducting the speaking tests

7 The procedure for speaking tests is as follows:

- (A) Start the recording. The test must be recorded throughout. The recording must **not** be paused or stopped at any point during the test. Give the candidate's name and number. Welcome the candidate(s) and explain briefly what is going to happen during the test.
- (B) Warm-up section. Conduct a general conversation by asking the candidate(s) a few questions about herself/himself, the school, etc. to give candidate(s) time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, spend about 2–3 minutes on this section.
- (C) Give the speaking test card to the candidate. This must take place AFTER the warm-up has taken place. Give any necessary explanation at this point, followed by a short preparation period (approximately 2–3 minutes), when the candidate may ask questions. The candidate may not make notes during this period.
- (D) Main part of the test. This is a conversation based on the speaking test card. Either the examiner or the candidate may start the conversation. This section of the test should last approximately 6–9 minutes.

**The total duration of the speaking test, from the beginning of (A) to the end of (D), should be approximately 10–15 minutes. Note that only (D) is assessed. The speaking test must be conducted in English throughout.**

- 8 The speaking tests must take place under examination conditions. The Centre must provide adequate supervision to ensure that candidates leaving the room for the speaking tests do not communicate with those waiting to enter.
- 9 No other person should be present during the speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge.
- 10 Candidates must not bring any notes into the examination room, or use a dictionary.
- 11 There is a range of speaking test cards, and the examiner (not the candidate) chooses the card for each candidate. Please use as wide a variety of the cards as possible during the speaking tests at the Centre. To give candidates every chance to do themselves justice, select the speaking test card with care. The warm-up may give the examiner an indication of the best card to select.
- 12 The examiner should face the candidate, with a table or desk in between. Candidates should not be able to see notes made on Speaking Examination Summary Forms or similar paperwork.

## Recording the sample

- 13 Centres must ensure that their recording equipment is in good working order. It is preferable for the tests to be recorded in .mp3 format using a suitable digital voice recorder or sound recording program on a computer. The recorded .mp3 files should then be transferred to a standard format CD. Before the speaking tests take place, the Centre should test the recording equipment on site, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. It is important to check audibility levels before recording begins; avoid adjustments to the volume control during the test. Take care to avoid extraneous noise and long gaps. Examiners should carry out spot checks throughout the speaking testing session to ensure that voices are clearly audible. Once the speaking test has begun, the recording must continue without interruption.

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

'Centre Number: [e.g.] AZ 999  
Centre Name: [e.g.] Abcxyz Academy  
Examination: 0510 English as a Second Language  
Examiner Name: [e.g.] Ms Z. Abced  
Date: [e.g.] 1 October 2015'

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

'Candidate Number [e.g.] 1234  
Candidate Name [e.g.] Abdi Zachariah'

At the end of the sample, the examiner should state clearly 'End of sample'.

Before despatching the CD(s), please check that each candidate is clearly audible. The individual tracks on each CD should be re-named to those of the candidates, rather than 'Track 1', 'Track 2', etc. Each CD should be clearly labelled.

Please submit the recorded sample, marks of all candidates and Speaking Assessment Summary Form(s) immediately after completing the speaking tests at the Centre. Do not wait until the end of the assessment period before sending them.

## 7.1 Speaking assessment criteria grid

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

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

## 8. Other information

### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk/examsofficer](http://www.cie.org.uk/examsofficer)**

### Language

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

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

## 9. Additional information for England, Wales and Northern Ireland

This syllabus appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) as a Cambridge International Level 1/Level 2 Certificate. In other contexts it is known as a Cambridge IGCSE.

Cambridge International Level 1/Level 2 Certificates are approved for regulation in England, Wales and Northern Ireland and are eligible for inclusion in school and college performance tables.

For up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website and search on 'performance tables'.

Candidates who are awarded grades D to G will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who are awarded grades A\* to C will have achieved an award at Level 2 of the National Qualifications Framework.

### 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.

### Progression

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

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

Candidates who are awarded grades A\* to C 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.

### Grading and reporting

Cambridge International Level 1/Level 2 Certificate results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

## Overlapping qualifications

Every qualification 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 only have one grade (the highest) counted for the purpose of the school and college performance tables. Centres may wish to advise candidates that, if they take two qualifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two qualifications. Candidates who have any doubts about their subject combinations should seek advice, either from their Centre or the institution to which they wish to progress.

## Spiritual, moral, ethical, social, legislative, economic and cultural issues

The study of English as a Second Language 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 English as a Second Language, 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 texts may raise spiritual, moral, ethical and social issues and help develop candidates' awareness of other cultures.

## Sustainable development, health and safety considerations and international developments

English as a Second Language 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.

## Key Skills

This syllabus provides opportunities for learners to develop the following Key Skills at Level 1 and/or Level 2:

- Application of number
- Communication
- Information technology
- Improving own learning and performance
- Working with others
- Problem solving.

The extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning. Further information on Key Skills can be found on the Ofqual website **[www.ofqual.gov.uk](http://www.ofqual.gov.uk)**

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