

# SYLLABUS

**Cambridge IGCSE®**

**English as a Second Language**

**0510 (speaking endorsement)**

For examination in June and November 2017 and 2018.

Also available for examination in March 2017 and 2018 for India only.

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

For examination in June and November 2017 and 2018.

\* 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 2017 and 2018

This syllabus has been updated. This is version 3 of the syllabus, published September 2016.

Syllabus 0510 is available in the March examination series for India only.

We have added guidance on Total Qualification Time value (TQT) to page 3. TQT includes both guided learning hours and independent learning activities. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

| Significant changes to the syllabus are indicated by black vertical lines either side of the text. |

### **In version 2 of this syllabus, the changes were as follows:**

The approximate timings of the Listening test have been updated to reflect more accurately for Centres the complete time for the test, which may assist in room timetabling.

The duration of Paper 3 has been updated to '40 minutes approx.'.

The duration of Paper 4 has been updated to '50 minutes approx.'.

The amount and demand of the Spoken text in the test is unchanged.

### **In version 1 of this syllabus, the changes were as follows:**

Section 7, Speaking tests: guidance for Centres was updated.

Section 7 paragraphs 5, 6, 12, 14, 15 and 16 and Section 7.1 were updated.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **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.

### Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at **[www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)**

### 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)**

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 students to become effective learners and to provide a solid foundation for their continuing educational journey.

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

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at **[www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)**

### Guided learning hours

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

### Total Qualification Time

This syllabus has been designed on the assumption that the total qualification time per subject will include both guided learning and independent learning activities. The estimated amount of guided learning hours for this syllabus is 130 hours per subject over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 200 hours per subject over the duration of the course. These values are 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 a number of different subjects.

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

## 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.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **[www.cie.org.uk/igcse](http://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 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 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](http://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 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 50 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 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 50 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%

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

## Availability

0510 is examined in the June and November examination series. This syllabus is also available for examination in the March examination series for India only.

0511 is examined in the June and November examination series.

These syllabuses are available to private candidates.

Detailed timetables are available from **[www.cie.org.uk/exams/officers](http://www.cie.org.uk/exams/officers)**

Centres in the UK that receive government funding are advised to consult the Cambridge website **[www.cie.org.uk](http://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.

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## 4. Syllabus aims and assessment objectives

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### 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>
Assessment objective 4: Speaking	
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>
		35	35	<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 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 notes/sentences.
<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>	An informal 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 50 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 notes/sentences.
<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 an informal 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.

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](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.

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.

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](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 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 for its speaking tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the speaking tests and for the receipt of mark sheets and recordings at Cambridge to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, there should normally be just one examiner. Each Centre will select 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 receive a set of speaking assessment cards, notes about administration and forms for entering marks. The speaking assessment cards **must not be opened** until one working day before the test. **Please note this is a change from previous instructions.** These materials must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send to Cambridge the following: (a) recorded sample on CD; (b) completed MS1 Forms (or printout of marks submitted electronically); (c) completed Speaking Examination Summary Form(s):

#### (a) Recorded sample

Each Centre must provide a sample of speaking tests, to be recorded on CD. The size of the sample required is given in the instructions on the back of the Speaking Examination Summary Form.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two CDs. 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.

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

For instructions on recording the samples, see Section 14 below. CDs must be sent to Cambridge together with completed documents. CDs must be clearly labelled with details of the candidates whose speaking tests have been submitted.

**(b) Form MS1**

The computer-printed school-based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to Cambridge in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge, together with the sample recording and Speaking Examination Summary Form(s).
- The bottom sheet must be retained by the Centre in case of postal loss or subsequent enquiries, until after the issue of results.

Form MS1 is to be completed by transferring the mark for each candidate from the 'total mark' column, or the 'internally moderated mark' column if a process of internal moderation has taken place, on the Speaking Examination Summary Form.

Centres submitting marks electronically must include a printout of the internal marks report, together with the recorded sample and Speaking Examination Summary Form.

**(c) Speaking Examination Summary Form**

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion are found on the reverse of the form. The form must be submitted together with the recorded sample and the middle MS1 copy (or printout of marks submitted electronically).

Please be careful to check all mark additions. The Speaking Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) against the names of candidates whose speaking tests have been submitted on the CD. The candidates' names should appear in the same order on both the summary form and the MS1.

7. The sample CD(s), along with completed MS1 (or printout of marks submitted electronically) and Speaking Examination Summary Form, should be returned to Cambridge as soon as the tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

## Conducting the speaking tests

8. The speaking tests should proceed as follows:

**Part A** Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the test, using the examiner script on the relevant assessment card page in the speaking test administration notes.

**Part B** Warm-up section. The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease by conducting a short conversation (2–3 minutes) on general topics and the candidate's hobbies and interests.

**Part C** Give the speaking assessment card to the candidate. This must take place AFTER the warm-up. Any necessary explanation is given at this point, followed by a short preparation period (about 2–3 minutes), when the candidate may ask questions. The candidate cannot make notes during this period.

Please note: the preparation period must be recorded.

**Part D** Main part of the test. Conversation based on the speaking assessment card. Either the examiner or the candidate may start the conversation. All prompts must be used, in the order they appear on the card. Do not allow candidates to deliver speeches or monologues at any point during the test. The main part 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 and recorded in full.**

**Note that only (D) is to be assessed.**

**The speaking test must be conducted in English throughout.**

9. Examination conditions must prevail in the area where the speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
10. No other person should be present during the speaking test, with the exception of another teacher/ examiner, moderator or representative of Cambridge.
11. Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries.
12. A range of speaking assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the speaking tests at the Centre. In order that candidates are given every chance to do themselves justice, the speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
13. The examiner should be positioned so that he/she is facing the candidate, with a table or desk in between, and not allow candidates to see notes made on Speaking Examination Summary Forms or similar paperwork.

## Recording the sample

14. Before the start of the speaking test session, Centres must make sure their recording equipment is in good working order by testing the equipment in the room where the speaking tests will take place. Check audibility levels to avoid adjusting the volume during the speaking test and ensure there is no extraneous noise in the examination room. Checks for audibility should continue throughout the speaking test session.

### **Once the speaking test has begun the recording must run without interruption.**

Each CD 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 2014

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

Candidate Number:	[e.g.]	0021
Candidate Name:	[e.g.]	Abdi Zachariah

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

Before the CD is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled. Each track on the CD should be re-named, giving the candidate name and number, rather than 'track 1', 'track 2', etc.

## General advice

### 15. Please bear the following in mind when marking:

**Be objective.** Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious in his/her homework is irrelevant in assessing his/her speaking test. If the candidate's performance is affected because he/she faces difficult circumstances or personal problems at the time of the test, this is a matter to be dealt with via special considerations procedures, for which exams officers at Centres complete separate documentation. Examiners must not make any separate allowance themselves.

**Be realistic.** Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead an examiner to ignore particular habitual errors and overlook inaccuracy.

**Be consistent.** It is important that the marking criteria are applied in the same way for all the candidates at the Centre, so that a reliable rank order for the Centre is obtained.

**Be positive.** Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that a speaking test is intended to credit positive achievement.

### 16. To conduct speaking tests effectively:

- try to put the candidate at their ease from the outset (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the speaking test is being conducted in a formal examination situation
- show interest, even in mundane matters
- use 'open' questions which allow candidates to respond at length, not 'closed' questions which prompt yes/no answers.

Please avoid:

- walking about or distracting candidates
- interrupting with your own views or correcting mistakes
- showing undue surprise or impatience
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- making written notes during the test
- indicating how well the candidate has performed during or after the test.

## 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 uses a range of structures accurately and consistently, and is confidently in control of the structures used.	The candidate uses a sufficient range 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 contribute) at some length. The candidate responds to a change of direction in the conversation, demonstrating the ability to expand and develop the topic and contribute original ideas.  Pronunciation and intonation are clear.
<b>7–8</b>	The candidate uses a range of structures that are generally accurate (and used) with some confidence. Errors will occur when attempting to use more complex sentences.	The candidate uses a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate maintains a competent conversation, responding relevantly and at length, using some original ideas. Frequent prompting is unnecessary.  Pronunciation and intonation are generally clear.
<b>5–6</b>	The candidate uses simple structures securely, but has difficulty venturing beyond them.	The candidate uses a sufficient range of vocabulary to convey simple ideas and information clearly, but not entirely successfully.	The candidate makes an attempt to respond to questions and prompts. Effort is needed to develop the conversation which will not be entirely successful.  Pronunciation and intonation are not always clear, but the candidate can be understood.
<b>3–4</b>	The candidate uses very simple, limited structures with errors which restrict communication.	The candidate uses a restricted range of vocabulary and has difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	The candidate has to be encouraged to go beyond responses which are brief and widely spaced. The candidate struggles to develop a conversation.  Pronunciation and intonation cause some communication difficulty.
<b>1–2</b>	The candidate attempts a response, but rarely achieves communication.	The candidate has insufficient vocabulary to convey even simple ideas.	The candidate's responses are so brief that little is communicated.  Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
<b>0</b>	No response.	No response.	No response.

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## 8. Other information

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### 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*.

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## 9. Additional information for regulated syllabuses

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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.

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.

### Overlapping qualifications

Every qualification is assigned to a discount code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same discount 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 discount 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.

For the latest information on discount codes and performance tables, please see the Department for Education website.

## 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.

Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

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