



# Syllabus

## Cambridge IGCSE® (9–1) English as a Second Language 0991 (Count-in Speaking) For centres in the UK

For examination in June and November 2020 and 2021.



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## Why choose Cambridge?

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Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

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 and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

**'We think the Cambridge curriculum is superb preparation for university.'**

**Christoph Guttentag**, Dean of Undergraduate Admissions, Duke University, USA

### Quality management

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



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## Changes to this syllabus



For information about changes to this syllabus for 2020 and 2021, go to page 23.

The latest syllabus is version 1, published September 2017. There are no significant changes which affect teaching.

Any textbooks endorsed to support IGCSE English as a Second Language (0510/0511) for examination from 2019 are suitable for use with this syllabus.

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# 1 Why choose this syllabus?

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## Key benefits

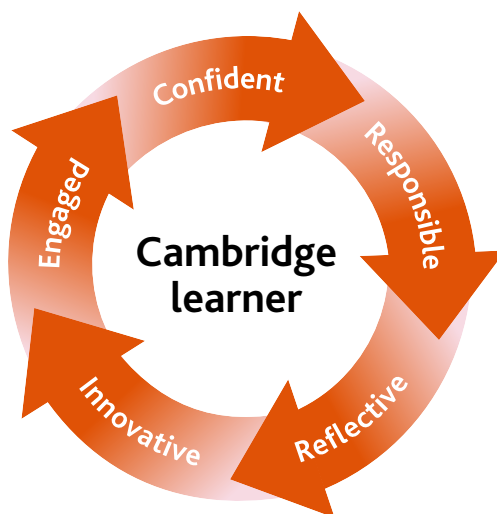
Cambridge IGCSE® syllabuses are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabuses that are suitable for different countries, different types of schools and for learners with a wide range of abilities.

Cambridge IGCSE (9–1) 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.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



**'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'**

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## Recognition and progression

The combination of knowledge and skills in Cambridge IGCSE (9–1) English as a Second Language gives learners a solid foundation for further study. Candidates who achieve grades 4 to 9 are well prepared to follow a wide range of courses.

Candidates who achieve grade 4 can be considered to be at a level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR).

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'**

**Mrs Omnia Kassabgy**, Managing Director of British School in Egypt BSE

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.

### Teaching resources

- School Support Hub  
[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)
- Syllabus
- Scheme of work
- Learner guide
- Discussion forum
- Resource list
- Endorsed textbooks and digital resources

### Exam preparation resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for  
Cambridge  
IGCSE

### Training

- Face-to-face workshops around the world
- Online self-study training
- Online tutor-led training
- Cambridge Professional Development Qualifications

### Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at  
[www.cambridgeinternational.org/social-media](http://www.cambridgeinternational.org/social-media)

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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

The aims 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.

### Content overview

Cambridge IGCSE (9–1) English as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE (9–1) English as a Second Language will enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.



#### Support for Cambridge IGCSE (9–1) English as a Second Language

Our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

## Assessment overview

All candidates take three components.

Candidates who have studied the Core syllabus content should be entered for Paper 1, Paper 3 and Component 5. These candidates will be eligible for grades 1 to 5.

Candidates who have studied the Extended syllabus content should be entered for Paper 2, Paper 4 and Component 5. These candidates will be eligible for grades 3 to 9.

### Core candidates take:

**Paper 1** 1 hour 30 minutes  
 Reading and Writing 60%  
 60 marks  
 Six exercises testing a range of reading and writing skills  
 Assessing grades 1–5  
 Externally assessed

### Extended candidates take:

**Paper 2** 2 hours  
 Reading and Writing 60%  
 80 marks  
 Six exercises testing a range of reading and writing skills  
 Assessing grades 3–9  
 Externally assessed

### and Core candidates take:

**Paper 3** Approximately 40 minutes  
 Listening 20%  
 30 marks  
 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-making.  
 Assessing grades 1–5  
 Externally assessed

### and Extended candidates take:

**Paper 4** Approximately 50 minutes  
 Listening 20%  
 40 marks  
 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-making.  
 Assessing grades 3–9  
 Externally assessed

### and all Core and Extended candidates take:

**Component 5** Approximately 10–15 minutes  
 Speaking 20%  
 30 marks  
 Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.  
 Internally assessed/externally moderated



## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Reading

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

### AO2 Writing

- W1 communicate information/ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures and vocabulary accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

### AO3 Listening

- L1 identify and select relevant information
- L2 understand ideas, opinions and attitudes
- L3 show understanding of the connections between ideas, opinions and attitudes
- L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

### AO4 Speaking

- S1 communicate ideas/opinions clearly, accurately and effectively
- S2 develop responses and link ideas using a range of appropriate linking devices
- S3 use a range of grammatical structures and vocabulary accurately and effectively
- S4 show control of pronunciation and intonation patterns
- S5 engage in a conversation and contribute effectively to help move the conversation forward

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	30
AO2 Writing	30
AO3 Listening	20
AO4 Speaking	20

### Assessment objectives as a percentage of each component

Core Assessment objective	Weighting in components %		
	Paper 1	Paper 3	Component 5
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100

Extended Assessment objective	Weighting in components %		
	Paper 2	Paper 4	Component 5
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100

## 3 Subject content

Candidates may follow either the Core curriculum only or the Extended curriculum, which includes both the Core and Extended. Candidates aiming for grades 6 to 9 must follow the Extended curriculum.

The skills covered in the syllabus are outlined below.

### 1 Reading

#### Core

- understand factual information and ideas from a range of texts, e.g. leaflets, articles, blogs and webpages
- identify relevant information and select correct details from a range of texts
- identify ideas, opinions and attitudes from a range of texts and understand the connections between them
- show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention

#### Extended

- understand factual information, abstract ideas and arguments from a range of texts, e.g. leaflets, articles, blogs and webpages
- identify relevant information and select correct details from a wide range of texts
- identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them
- understand what is implied but not directly stated, e.g. gist, purpose and intention

### 2 Writing

#### Core

- communicate factual information and ideas with appropriate expansion
- select and organise relevant information and ideas into paragraphs and use appropriate linking devices
- respond to a written stimulus and show awareness of appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review
- produce written texts with an adequate range of language structures (i.e. grammatical and lexical)
- produce written texts that show good control of punctuation and spelling

#### Extended

- communicate factual information, abstract ideas and arguments with good expansion
- select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review
- produce written texts with a wide range of language structures (i.e. grammatical and lexical)
- produce written texts that show very good control of punctuation and spelling

### 3 Listening

#### Core

- understand factual information and ideas from a range of sources, e.g. recorded phone messages, announcements, dialogues, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented.
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention

#### Extended

- understand factual information, abstract ideas and arguments from a wide range of sources, e.g. recorded phone messages, announcements, dialogues, informal conversations, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented.
- identify relevant information and select correct details from a wide range of sources
- identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them
- understand what is implied but not directly stated, e.g. gist, purpose and intention

### 4 Speaking

#### Core

- communicate factual information and ideas with some expansion
- organise and link ideas with appropriate linking devices
- engage in a conversation on a range of topics familiar to the candidate's experience, e.g. the world around us and past experience
- produce responses with an adequate range of language structures (i.e. grammatical and lexical)
- produce responses that show sufficient control of pronunciation and intonation

#### Extended

- communicate factual information, abstract ideas and arguments with good expansion
- organise and link ideas with a range of appropriate linking devices
- engage in a conversation on a wide range of topics, e.g. natural environment, arts, science and global issues
- produce responses with a wide range of language structures (i.e. grammatical and lexical)
- produce responses that show good control of pronunciation and intonation

## 4 Details of the assessment

### Core

#### Paper 1 – Reading and Writing (Core)

Written paper, 1 hour 30 minutes, 60 marks

Candidates may not use dictionaries.

There are six 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 International.

#### Overview of exercises in Paper 1: Reading and Writing (Core)

		Marks for Reading skills	Marks for Writing skills	Total marks
Exercise 1	Reading	9	0	<b>9</b>
Exercise 2	Multiple matching	8	0	<b>8</b>
Exercise 3	Note-making	7	0	<b>7</b>
Exercise 4	Summary	6	6	<b>12</b>
Exercise 5	Writing	0	12	<b>12</b>
Exercise 6	Writing	0	12	<b>12</b>
		<b>30</b>	<b>30</b>	<b>60</b>

#### Description of exercises in Paper 1: Reading and Writing (Core)

<b>Exercise 1</b>	
<i>Assessment objective</i>	R1
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions. Candidates write short (single word/phrase) answers.
<i>Text type</i>	One of the following: article, blog or webpages.
<i>Total marks</i>	9

**Exercise 2**

<i>Assessment objectives</i>	R1, R2, R3, R4
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension. Candidates match the correct answer to the question.
<i>Text type</i>	One continuous text divided into sections, or a number of shorter texts.
<i>Total marks</i>	8

**Exercise 3**

<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>Text type</i>	An article/text, for example from a newspaper or magazine.
<i>Total marks</i>	7

**Exercise 4**

<i>Assessment objectives</i>	R1, R2, R3, W1, W2, W3, W4
<i>Task</i>	Summary writing. Candidates write an 80-word summary about an aspect or aspects of a text printed in the question paper.
<i>Text type</i>	An article/text, for example from a newspaper or magazine.
<i>Total marks</i>	12

**Exercise 5**

<i>Assessment objectives</i>	W1, W2, W3, W4, W5
<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 in the question paper. The question includes information on the purpose, format and audience.
<i>Total marks</i>	12

**Exercise 6**

<i>Assessment objectives</i>	W1, W2, W3, W4, W5
<i>Task</i>	Candidates write a report, or a review or an article of approximately 100–150 words, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 5.
<i>Total marks</i>	12

## Paper 3 – Listening (Core)

Written paper, approximately 40 minutes, 30 marks

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 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 (UK)* 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 International.

### Description of exercises in Paper 3: Listening (Core)

#### Exercise 1

<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>	Recorded phone messages or brief dialogues (formal or informal).
<i>Total marks</i>	8 (2 marks per extract)

#### Exercise 2

<i>Assessment objectives</i>	L1, L2
<i>Task</i>	Candidates listen to a talk and complete gaps in notes/sentences.
<i>Text type</i>	A formal talk.
<i>Total marks</i>	8

#### Exercise 3

<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

**Exercise 4**

<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 type</i>	An informal discussion between two speakers, with a host to introduce the discussion.
<i>Total marks</i>	8

**Extended****Paper 2 – Reading and Writing (Extended)**

Written paper, 2 hours, 80 marks

Candidates may not use dictionaries.

There are six 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 International.

**Overview of exercises in Paper 2: Reading and Writing (Extended)**

		<b>Marks for Reading skills</b>	<b>Marks for Writing skills</b>	<b>Total marks</b>
Exercise 1	Reading	13	0	<b>13</b>
Exercise 2	Multiple matching	10	0	<b>10</b>
Exercise 3	Note-making	9	0	<b>9</b>
Exercise 4	Summary	8	8	<b>16</b>
Exercise 5	Writing	0	16	<b>16</b>
Exercise 6	Writing	0	16	<b>16</b>
		<b>40</b>	<b>40</b>	<b>80</b>



## Description of exercises in Paper 2: Reading and Writing (Extended)

**Exercise 1**

<i>Assessment objectives</i>	R1
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions. Candidates write short (single word/phrase) answers.
<i>Text type</i>	One of the following: article, blog or webpages.
<i>Total marks</i>	13

**Exercise 2**

<i>Assessment objectives</i>	R1, R2, R3, R4
<i>Task</i>	Reading exercise. Candidates read a text and answer a series of questions testing more detailed comprehension. Candidates match the correct answer to the question.
<i>Text type</i>	One continuous text divided into sections, or a number of shorter texts.
<i>Total marks</i>	10

**Exercise 3**

<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>Text type</i>	An article/text, for example from a newspaper or magazine.
<i>Total marks</i>	9

**Exercise 4**

<i>Assessment objectives</i>	R1, R2, R3, W1, W2, W3, W4
<i>Task</i>	Summary writing. Candidates write a 100-word summary about an aspect or aspects of a text printed in the question paper.
<i>Text type</i>	An article/text, for example from a newspaper or magazine.
<i>Total marks</i>	16

**Exercise 5**

*Assessment objectives* W1, W2, W3, W4, W5

*Task* Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. The question includes information on the purpose, format and audience.

*Total marks* 16

**Exercise 6**

*Assessment objectives* W1, W2, W3, W4, W5

*Task* Candidates write a report, or a review or an article of approximately 150–200 words, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 5.

*Total marks* 16

**Paper 4 – Listening (Extended)**

Written paper, approximately 50 minutes, 40 marks

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 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 (UK)* 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 International.

**Description of exercises in Paper 4: Listening (Extended)****Exercise 1**

*Assessment objective* L1

*Task* Candidates listen to four short extracts and answer questions on each. Questions require short answers, no longer than three words each.

*Text types* Recorded phone messages or brief dialogues (formal or informal).

*Total marks* 8 (2 marks per extract)

**Exercise 2**

<i>Assessment objectives</i>	L1, L2
<i>Task</i>	Candidates listen to a talk and complete gaps in notes/sentences.
<i>Text type</i>	A formal talk.
<i>Total marks</i>	8

**Exercise 3**

<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

**Exercise 4**

<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 type</i>	An informal discussion between two speakers, with a host to introduce the discussion.
<i>Total marks</i>	8

**Exercise 5**

<i>Assessment objectives</i>	L1, L2, L3, L4
<i>Task</i>	Candidates listen to a talk and complete gaps in notes/sentences. Then they listen to a short discussion based on this talk, and complete gaps in sentences using no more than three words.
<i>Text type</i>	A formal talk followed by an informal discussion.
<i>Total marks</i>	10

## Component 5 – Speaking

Speaking test, approximately 10–15 minutes (assessed conversation 6–9 minutes), 30 marks

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 (UK)* 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.

**The *Cambridge Handbook (UK)* contains full instructions on the administration of the speaking test and general advice on submission of samples for moderation.** Forms for the administration of Component 5 can be found at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

## 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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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

### Before you start

#### Previous study

We recommend that learners starting this course are not first language speakers of English, but learners who use English as a lingua franca or language of study. Learners are likely to have studied a curriculum such as the Cambridge Secondary 1 programme or equivalent national educational framework. Learners in England will normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

#### Availability and timetables

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about the availability visit the syllabus page at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)

This syllabus is available to private candidates. For more information, please see the *Cambridge Guide to Making Entries (UK)*.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE First Language English (0500)
- Cambridge IGCSE (9–1) First Language English (0990)
- Cambridge IGCSE English as a Second Language (Speaking Endorsement) (0510)
- Cambridge IGCSE English as a Second Language (Count-in Speaking) (0511)
- Cambridge O Level English Language (Malaysia) (1119)
- Cambridge O Level English Language (Brunei) (1120)
- Cambridge O Level English Language (1123)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries (UK)*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

### Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

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

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook (UK)* at [www.cambridgeinternational.org/examsofficers](http://www.cambridgeinternational.org/examsofficers)

### Language

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

## After the exam

### Grading and reporting

Grades 1, 2, 3, 4, 5, 6, 7, 8 or 9 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes.

- To measure learning and achievement.  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- To show likely future success.  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE (9–1) English as a Second Language will be published after the first assessment of the IGCSE in 2020. Find more information at [www.cambridgeinternational.org/igcse](http://www.cambridgeinternational.org/igcse)



## Changes to this syllabus for 2020 and 2021

The syllabus has been updated. This is version 1, published September 2017.

The syllabus has been updated with the new name for Cambridge Assessment International Education.

Information on page 18 regarding forms for Component 5 has been updated.

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

Any textbooks endorsed to support IGCSE English as a Second Language (0510/0511) for examination from 2019 are suitable for use with this syllabus.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

**Zhai Xiaoning**, Deputy Principal, The High School Affiliated to Renmin University of China

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