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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/52**

Paper 5 Speaking Assessment A–O **February/March 2023**

TEACHER'S/EXAMINER'S NOTES



The information in this document is confidential and must NOT reach candidates either directly or indirectly.

INSTRUCTIONS

- This booklet contains:
  - (a) administrative guidance on conducting the tests
  - (b) marking criteria
  - (c) copies of cards A–O with notes for the teacher/examiner.

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NOTES ON CONDUCTING AND RECORDING THE TESTS

Please note

1. The warm-up section 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**.

2. The speaking assessment cards **must not be opened** until one working day before the test.

3. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

GENERAL

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 marks and recordings at Cambridge International to allow sufficient time for external moderation. It is vital that material is submitted on time.

4. For centres with 30 or fewer candidates, only one examiner must be used. 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 recordings. Cambridge International 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 receive a set of speaking assessment cards with this set of examiner's notes. These cards **must not be opened** until one working day before the test. Both the cards and the notes 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 submit to Cambridge International the following: (a) recordings of the tests; (b) marks for all candidates; (c) completed Speaking Examination Summary Form(s).

(a) Recordings

Each centre must provide recordings of the speaking tests.

You should keep a copy of each speaking test. If any of the recordings submitted to Cambridge International is inaudible or faulty in any way, you may be asked to provide a replacement.

For instructions on submitting recordings, please refer to the instructions on the samples database: **www.cambridgeinternational.org/samples**.

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(b) Candidates' marks

Centres must submit marks for **all** candidates. For instructions on submitting marks, please refer to the instructions on the samples database: **www.cambridgeinternational.org/samples**.

(c) Speaking Examination Summary Form

Marks for each candidate are to be entered in detail on the Speaking Examination Summary Form. This form, and the instructions for completing it, may be downloaded from **www.cambridgeinternational.org/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 form must be submitted together with the recordings and marks for all candidates.

7. The recordings, candidates' marks and the Speaking Examination Summary Form(s) should be submitted to Cambridge International in accordance with the submission deadlines for each series, which are detailed in the Submit for Assessment platform and the samples database.

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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 one of the assessment card pages in these notes. This part should not take more than a minute.

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. The topic cards should not be discussed during this phase.

Part C Give the speaking assessment card to the candidate and announce the letter and the name of the card. 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 International.

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 or 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.

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RECORDING THE TESTS

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

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 February 2023

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 recording the examiner should state clearly ‘end of recording’.

Before the recordings are uploaded, spot checks must be made to ensure that every candidate is clearly audible. Each track should be renamed, giving the candidate name and number, rather than ‘track 1’, ‘track 2’, etc. A separate audio track is required for each candidate.

GENERAL ADVICE

15. Please bear in mind the following 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 or her homework is irrelevant in assessing his or her speaking test. If the candidate’s performance is affected because he or 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.

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16. To conduct speaking tests effectively:

- try to put candidates 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.

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MARKING CRITERIA

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
9–10	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.
7–8	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.
5–6	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.
3–4	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.
1–2	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.
0	No response.	No response.	No response.

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Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

Then start the test.

A Books

Candidate's Card

Some people write books, while others enjoy reading them.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- a story you have read, and what it was about
- how you, or people you know, decide what to read
- whether you would like to write books
- the view that all parents should read stories to their children
- the suggestion that, in the future, there will be no books or libraries.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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Do you have any questions?

Then start the test.

B Journeys

Candidate's Card

People make long and short journeys: to school, to the shops or on holiday.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- places you often travel to, and how you get there
- a time when you, or someone you know, went on a long journey, and what happened
- whether it is easy to use public transport where you live
- the view that everyone should walk to school or work
- the suggestion that people should not travel to faraway countries for their holidays.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

C Old and new

Candidate's Card

People often replace old things they've had for a long time with new things.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- something you have had for a long time, and what it's like
- a time when you wanted to get something new, and what happened
- whether schools should teach students how to repair things
- the opinion that all new things are better than old things
- the view that constantly throwing away old things, and replacing them with new ones, causes a lot of problems.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

D Being helpful

Candidate's Card

Many people enjoy helping others.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- things you help your friends and family with, and why
- a time when someone helped you with something, and what happened
- ways that you and other young people can help to improve your local area
- the advantages and disadvantages of being a helpful person
- the view that, nowadays, it is our planet that needs our help the most.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

E Children

Candidate's Card

We are children from the time we are born to when we become an adult.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- activities you liked when you were much younger, and why
- a time when you learned something new as a child, and what happened
- reasons why many children look forward to being adults
- the advantages and disadvantages of growing up in the countryside
- the view that children should not start school until they are eight years old.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

F Schedules and timetables

Candidate's Card

At work and school people follow schedules and timetables, which tell them what to do and when.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- whether you are very busy during the week, and what you do
- a time when you had to change your plans for the weekend, and what happened
- jobs where it is very important to keep to a timetable, and why
- the idea that no one should have to work at the weekend
- the suggestion that students should be allowed to decide what to study and when.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

G Listening

Candidate's Card

When we listen to something or somebody, we focus on different sounds or on what somebody is saying.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- the sounds you enjoy and the sounds you don't enjoy hearing, and why
- a time when you listened to somebody talk for a long time, and what happened
- when you, or people you know, listen to the radio
- reasons why listening to others is important in most jobs
- the view that we don't like to listen to people who always complain.

You may introduce **related** ideas of your own to expand on these prompts.

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Then start the test.

H Talent

Candidate's Card

Many people are good at doing something, such as playing a musical instrument or playing a sport.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- things you and your friends are good at
- a talent you would like to have, and why
- the advantages and disadvantages of being very talented
- whether it is good for young people to take part in talent shows or competitions
- the view that, nowadays, people don't need any talent to become famous.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

I Waste

Candidate's Card

The way people live nowadays creates more waste than in the past.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- how you, and your family, use water every day
- what you, and other people, can do to stop wasting food, water or electricity at home
- whether making food, water and electricity more expensive would stop people from wasting them
- reasons why some people don't recycle
- the view that it is not possible to live without plastic.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

J Farming

Candidate's Card

Farmers produce a lot of food from the plants they grow and the animals they keep.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- the type of food you often eat, and why
- whether you would like to grow your own food
- whether children should visit farms on their school trips
- the advantages and disadvantages of working on a farm
- the idea that, in the future, people will stop eating meat and farmers will only grow plants.

You may introduce **related** ideas of your own to expand on these prompts.

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

Then start the test.

K Protecting nature

Candidate's Card

There are many plants, animals and unspoiled natural places in the world that need to be protected to stop them from disappearing.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- plants or animals you like, and why
- a place of natural beauty that you would like to visit, and why
- whether you would like to get a job looking after animals
- the view that tourists should not be allowed to visit places where there are endangered plants and animals
- the opinion that if people want to save the planet, they need to change the way they live.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

L Agreeing and disagreeing

Candidate's Card

During discussions, people either agree or disagree because they have similar or different opinions.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- a person you often agree with, and what you agree about
- a time when you and your family found it difficult to agree on your weekend plans, and what happened
- ways people can show that they agree or disagree with someone
- things that young people sometimes disagree with their parents about, and why
- the opinion that people who often disagree with each other can never be good friends.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

Then start the test.

M The people around us

Candidate's Card

Throughout our lives, we meet a lot of people and some of them become our friends.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- a person you see every day, and what they are like
- a time when you met someone new, and what happened
- someone who has inspired you to do something new
- reasons why people sometimes prefer to be on their own
- the view that, in the future, people will spend more time with robots than with real people.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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Do you have any questions?

Then start the test.

N Being a host

Candidate's Card

Some people enjoy inviting guests to their homes and being hosts.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- a time when you and your family had guests in your home, and what happened
- places in your country that you would show to foreign visitors, and why
- how guests should and shouldn't behave when they visit someone's home in your country
- the idea that being a host is more enjoyable than being a guest
- the opinion that, in the future, people will only meet each other online and not face to face.

You may introduce **related** ideas of your own to expand on these prompts.

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Do you have any questions?

Then start the test.

O City life

Candidate's Card

Living in a city can be both enjoyable and challenging.

Discuss this topic with the examiner.

Use the following prompts, in the order given below, to develop the conversation:

- the place where you live, and what it is like
- a time when you, or someone you know, visited a big city, and what happened
- the advantages of living in a big city
- the view that tourists create more problems than benefits in cities
- the suggestion that, in the future, new cities will only be built on other planets.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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