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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/51**

Paper 5 Speaking Assessment A–O **May/June 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 April 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 Computer games

Candidate's Card

Computer games are very popular, particularly among young people.

Discuss this topic with the examiner.

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

- a computer game you know about, and what it is like
- whether you would like a job testing or designing computer games
- whether computer games should be used in the classroom to help students learn
- the idea that parents should control how much time their children spend playing computer games
- the suggestion that, in the future, young people will no longer play outdoor games.

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 Playing sport

Candidate's Card

Playing sport is a very important part of many people's lives.

Discuss this topic with the examiner.

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

- the sports and games you most enjoyed playing as a child, and why
- a time when you, or someone you know, took part in a sports competition, and what happened
- whether famous sports personalities make good role models
- the idea that sport should not be compulsory in schools
- the view that it is better to watch a sports event on TV rather than go to the event.

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 The importance of money

Candidate's Card

People use money to pay for things, such as food and clothing.

Discuss this topic with the examiner.

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

- something you bought recently, and what it was like
- whether you prefer to save or spend any money you are given, and why
- whether parents should pay their children money for helping around the house
- the idea that all public services, such as medical care and public transport, should be free for everyone
- the view that, in the future, people will no longer use cash to pay for things.

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 Going to school

Candidate's Card

Children go to school to study and learn about many things.

Discuss this topic with the examiner.

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

- your first day at school, and what it was like
- whether you prefer studying on your own or with other people, and why
- whether you would like to work as a teacher
- the view that art, music and dancing are not important subjects at school
- the idea that, in the future, all learning will be online.

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 Lifestyles

Candidate's Card

The way people live often depends on the job they do and where they live.

Discuss this topic with the examiner.

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

- what you like about your life at the moment, and why
- things that young people can do in their free time in your local area
- whether there is too much information about celebrities' lifestyles in the media
- the idea that people can only have a happy life if they have a lot of money
- the view that people will have to change the way they live to save the planet.

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 The weather

Candidate's Card

The weather plays a very important part in how people live and work.

Discuss this topic with the examiner.

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

- what the weather was like when you woke up this morning, and how you felt
- a time when you couldn't do something because of the weather, and what happened
- the jobs that can be affected by different types of weather, and how
- the view that people should always check the weather forecast before going out
- the idea that, in the future, all countries should only use the sun and wind to generate electricity.

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 Food and drink

Candidate's Card

Food and drink are a necessary part of everyone's daily life.

Discuss this topic with the examiner.

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

- your favourite food, and why you like it
- a time when you had a special meal with your family or friends, and what happened
- whether all teenagers are interested in healthy eating
- the advantages and disadvantages of being a vegetarian
- the idea that everyone should learn to cook their own meals.

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.

H Email and the internet

Candidate's Card

Nowadays, most people communicate with each other by email and use the internet to find information about things.

Discuss this topic with the examiner.

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

- how much time you spend using the internet every day, and what for
- a time when you, or someone you know, couldn't use the internet, and what happened
- what life would be like without social media
- the suggestion that communicating by email or text messages makes life challenging
- the view that, in the future, schools will only teach students how to type instead of how to write by hand.

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 Reading for pleasure

Candidate's Card

Many people enjoy reading books, newspapers or magazines in their free time.

Discuss this topic with the examiner.

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

- a book, magazine or newspaper article you read recently, and what it was about
- whether you prefer watching films or TV series to reading
- whether parents should read stories to small children, and why
- the idea that anyone can write a book
- the suggestion that, in the future, paper books, newspapers and magazines will disappear as all reading material will be online.

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 Choosing what to wear

Candidate's Card

People often wear different clothes in different situations.

Discuss this topic with the examiner.

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

- your favourite clothes, and why you like them
- a time when you had to wear special clothes, and what happened
- whether you would like to work as a fashion designer
- the view that fashion is only important to young people
- the suggestion that all students should be allowed to choose whether they wear a school uniform or not.

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 Taking care of others

Candidate's Card

When we take care of people or animals, we make sure they are well and happy.

Discuss this topic with the examiner.

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

- a time when someone took care of you, and what happened
- the types of jobs where people take care of others, and how
- the benefits and challenges of being responsible for animals
- the idea that it is not necessary to have training or qualifications to take good care of others
- the suggestion that, in the future, robots will take care of everybody.

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.

L Going on holiday

Candidate's Card

Most people go on holiday at least once a year.

Discuss this topic with the examiner.

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

- your most recent holiday, and what you did
- places in your country where people like to go on holiday, and why
- the advantages and disadvantages of always going on holiday to the same place
- the suggestion that school holidays are too long
- the view that everyone should go on holiday in their own country to save the environment.

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 Work

Candidate's Card

Most people go to work to earn money to pay for things they need.

Discuss this topic with the examiner.

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

- a job you would like to do, and why
- whether you would be happy to move to a different town or country for work
- the advantages and disadvantages of working from home
- the idea that the most difficult job is being a parent
- the view that it is more important to have an interesting job than earn a lot of money.

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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N Pollution

Candidate's Card

Air or water pollution is when there are too many harmful chemicals in the air or water. Some areas are also polluted with too much noise and light.

Discuss this topic with the examiner.

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

- the pollution you have noticed in your local area
- what you, or other people, can do to try to reduce pollution
- reasons why it is important to reduce the different types of pollution
- whether the countryside is less polluted than cities
- the view that young people are more concerned about global pollution than older people.

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

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O Living in a city

Candidate's Card

Many people throughout the world live in big cities.

Discuss this topic with the examiner.

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

- whether you live in a city or a village, and what it's like
- a time when you visited a city, and what you did there
- whether life in the city is more interesting than life in the countryside
- the view that it is not important to have a lot of parks, green spaces and trees in cities
- the suggestion that cars should be banned from city centres.

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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