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Cambridge Assessment International Education

Cambridge IGCSE™

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

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.

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

(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 After-school activities

Candidate's Card

After lessons finish, some students take part in organised activities such as sports or music.

Discuss this topic with the examiner.

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

- an activity that you or your friends take part in after school, and what happens
- an after-school activity that you would like to do, and why
- the advantages and disadvantages of doing after-school activities every day
- whether schools should make all young people do a sports activity when lessons finish
- the idea that, in the future, young people will only be interested in doing online after-school activities.

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 games

Candidate's Card

Most children love playing games, either with other children or their parents.

Discuss this topic with the examiner.

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

- your favourite game as a child, and what it was like
- whether you enjoy playing games even if you don't win
- the advantages and disadvantages of playing team games
- the idea that playing games should be part of every lesson
- the view that, in the future, children will only play computer games.

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 entertainment industry

Candidate's Card

People and companies who work in film, TV, theatre and music are all part of the entertainment industry.

Discuss this topic with the examiner.

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

- the types of entertainment that you enjoy, and why
- a time when you, or someone you know, went to see live entertainment, and what happened
- the benefits and challenges of being a famous actor or musician
- the view that performers cannot be really successful without people such as makeup artists and lighting technicians
- the suggestion that entertainment in the future will only be digital or virtual.

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 Childhood

Candidate's Card

Being a child is an important stage in everyone's life.

Discuss this topic with the examiner.

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

- activities that young children enjoy, and why
- a job that you dreamed of having when you were a young child, and why
- the advantages of being young
- the suggestion that some parents spend too much money on their children
- the opinion that children should be allowed to make their own decisions.

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 Being outdoors

Candidate's Card

Some people like to be out in the open air rather than inside a building.

Discuss this topic with the examiner.

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

- things that you and your friends like doing outdoors, and why
- a time when you did something outdoors with your family, and what happened
- the challenges of working in the open air
- whether people would be happier if they spent more time outside
- the suggestion that, in the future, there won't be any outdoor spaces for people to enjoy.

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 Buildings and monuments

Candidate's Card

Some people are interested in visiting buildings and seeing monuments, such as castles and statues.

Discuss this topic with the examiner.

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

- a time when you visited an interesting building or monument, and what happened
- a building or monument you would like to visit, and why
- whether reading about a famous building can be better than visiting it
- the view that people should not have to pay to visit famous buildings in their own country
- the suggestion that there would be no tourism if there weren't any historic buildings and monuments.

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 Outdoor markets

Candidate's Card

Many towns and cities have outdoor markets which sell food, clothes or second-hand things.

Discuss this topic with the examiner.

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

- a time when you, or someone you know, went to an outdoor market, and what happened
- whether you would enjoy having your own outdoor market stall, and why
- the advantages and disadvantages of buying things from outdoor markets
- the idea that outdoor markets are more popular with tourists than with local people
- the view that outdoor markets will disappear in the future due to the popularity of internet shopping.

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 Socialising

Candidate's Card

Many people spend their free time enjoying themselves with other people.

Discuss this topic with the examiner.

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

- a time when you, or someone you know, enjoyed being with a large group of people, and what happened
- someone famous that you would like to spend a day with, and why
- whether it is boring to socialise with the same people all the time
- the view that being a good listener is the key to being a good friend
- the idea that, in the future, everyone will only socialise 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.

I Project work

Candidate's Card

Project work is a type of learning activity which involves preparation and research, leading to a final product, such as a presentation.

Discuss this topic with the examiner.

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

- a time when you, or someone you know, worked on a project for school, and what happened
- reasons why it is sometimes difficult to do a project on your own
- the qualities that are important to be a successful project leader
- the advantages and disadvantages of using online resources instead of paper-based resources for project work
- the suggestion that taking a trip abroad is the most beneficial educational activity for young people.

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 Science

Candidate's Card

Typical science subjects at school are physics, chemistry and biology.

Discuss this topic with the examiner.

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

- whether you enjoy studying science subjects at school, and why
- a science project or experiment that you, or someone you know, did and what happened
- the suggestion that studying art or music at university is a waste of time
- the idea that scientists should be paid more than people in other professions, such as sport
- the view that there is nothing more that scientists can find out about our world.

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.

K Sound and vision

Candidate's Card

We hear and see many different things in our everyday lives.

Discuss this topic with the examiner.

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

- things that you can hear and see near your home
- a time when you heard or saw something beautiful, and how you felt
- how sounds and sights in the city are different from those in the countryside
- whether it is easier to remember what you hear than what you see
- the suggestion that paintings can never accurately reflect real life.

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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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 Home and away

Candidate's Card

Many people enjoy staying at home, while others prefer going away.

Discuss this topic with the examiner.

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

- activities that you and your family enjoy doing together at home, and why
- a time when you, or someone you know, spent a night away from home, and what happened
- the advantages and disadvantages of living with your parents when you are a young adult
- ways that technology might improve our homes in the future
- the suggestion that the best part of going away is coming home again.

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 Computers

Candidate's Card

These days many people use computers, such as laptops or tablets, at school, work or in their free time.

Discuss this topic with the examiner.

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

- a time when you, or someone you know, had a problem using a computer, and what happened
- whether parents should control their children's use of computers
- reasons why some people prefer communicating with others using a computer rather than face to face
- the idea that, in the future, all children will be able to use a computer before they can walk
- the opinion that people's lives would be better if computers did not exist.

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.

N Stories

Candidate's Card

Many people enjoy stories in books, films or TV shows.

Discuss this topic with the examiner.

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

- the types of stories you like, and why
- a film or TV series that you have enjoyed, and what it was about
- whether you would like to be a professional story writer, and why
- the view that characters in books and films are good role models for children and teenagers
- the idea that real-life stories are always more fascinating than fiction.

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 Past, present and future

Candidate's Card

The past, present and future are different times in life.

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
- a happy memory from when you were a child
- whether it would be more enjoyable to travel in time to the past or to the future, and why
- the idea that planning for the future always leads to success
- the suggestion that we can all learn from the past.

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

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