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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/53**

Paper 5 Speaking Assessment A–O **May/June 2023**

TEACHER'S/EXAMINER'S NOTES

O827363226

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 The fashion industry

Candidate's Card

Designing, making and selling clothes and accessories are different aspects of the fashion industry.

Discuss this topic with the examiner.

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

- types of clothes that you, or people you know, like wearing, and why
- whether you would like to work in the fashion industry, and why
- whether everyone should recycle and reuse clothes
- the view that being fashionable is the most important thing in life
- the opinion that the clothes and accessories people wear show their personality.

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.

B Different languages

Candidate's Card

There are many different languages in the world.

Discuss this topic with the examiner.

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

- different languages that you, or people you know, can speak, and why
- a time when you, or someone you know, had to use a different language, and what happened
- the challenges of learning a new language
- the suggestion that people can say a lot without using words
- the opinion that, in the future, people won't need to learn any foreign languages.

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 Ambition

Candidate's Card

When you want to achieve something in life, you have an ambition.

Discuss this topic with the examiner.

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

- an ambition you have, and how you can achieve it
- a time when you, or someone you know, achieved an important goal, and what happened
- whether you think your ambitions will be different in ten years' time, and why
- the view that being famous is most people's ambition
- the suggestion that we can't achieve our ambitions without the help of other 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.

D How we live

Candidate's Card

People all over the world lead different lives.

Discuss this topic with the examiner.

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

- some facts about yourself that you would tell a new classmate
- a person you know who has had an interesting life
- reasons why we shouldn't believe everything we read about the lives of celebrities
- the suggestion that social media influence what young people do in their lives
- the opinion that, in the future, people's everyday lives will be very different from how they are now.

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 Countries

Candidate's Card

There are many different countries in the world.

Discuss this topic with the examiner.

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

- a country you would like to know more about, and why
- a place in your country you have visited, and what you liked about it
- the challenges of visiting a country for the first time
- the suggestion that there are more opportunities for people living in a large country than a small country
- the opinion that everyone should spend some time living in another country during their life.

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 Thirty minutes

Candidate's Card

Thirty minutes is the same as half an hour.

Discuss this topic with the examiner.

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

- some things you can do when you have thirty minutes of free time
- a time when you did at least thirty minutes of exercise, and what happened
- whether being half an hour late is acceptable in any situation
- the suggestion that each school lesson should only last for thirty minutes
- the opinion that decisions made quickly are always bad 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.

G Sleep

Candidate's Card

People need to sleep to stay healthy.

Discuss this topic with the examiner.

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

- how long you sleep for on school days and at weekends, and why
- a time when you couldn't sleep because you were looking forward to something
- the advantages and disadvantages of going to bed very late
- the suggestion that listening to music is the best way to fall asleep
- the opinion that, in the future, people will be able to learn while sleeping.

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 Eating well

Candidate's Card

To eat well is to eat a variety of food.

Discuss this topic with the examiner.

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

- the food you, or people you know, enjoy cooking or eating, and why
- a time when you had a special meal, and why
- the benefits of eating healthy food every day
- the view that unhealthy fast food should not be advertised
- the opinion that if people eat well, they don't need to exercise.

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 Managing money

Candidate's Card

Making decisions about saving and spending money is an important part of life.

Discuss this topic with the examiner.

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

- how easy it is for you to save money
- a time when you bought something special, and why
- whether young people should always earn the money they get from their parents
- the view that schools should teach children how to manage money
- the opinion that it is better to have an interesting job than a well-paid job.

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 Holidays

Candidate's Card

People choose different places for a holiday, such as in the mountains, by the sea or in a city.

Discuss this topic with the examiner.

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

- places you would like to go to on holiday, and why
- a time when you went on a family holiday, and what happened
- whether people only go on holiday to relax
- the suggestion that it is better to travel to another country for a holiday than stay in your own country
- the view that people should leave their mobile phones and laptops at home when they go on holiday.

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 Making improvements

Candidate's Card

When people want to make something better, or get better results, they have to make an improvement.

Discuss this topic with the examiner.

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

- some ways you could improve your fitness
- a time when you improved your work at school, and what happened
- ways your local area can be improved
- reasons why some sports people or musicians are better at what they do than others
- the view that technology hasn't improved everyone's lives.

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.

L Indoor exercise

Candidate's Card

There are many types of exercise people can do indoors, such as yoga, karate or table tennis.

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, exercised indoors, and what happened
- types of indoor exercise that you would like to try, and why
- whether exercising indoors is more enjoyable with music
- the suggestion that indoor exercise is better than outdoor exercise
- the view that most young people don't have enough time for exercise.

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

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Instructions to the teacher/examiner

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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 Staying positive

Candidate's Card

Staying positive or being optimistic is thinking that good things will always happen.

Discuss this topic with the examiner.

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

- different things that make you, and people you know, feel positive
- a positive experience you have had, and what happened
- the advantages and disadvantages of being with someone who is always happy
- the suggestion that celebrities are positive role models
- the view that the future of the planet will be positive if we all take action to protect the natural 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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Do you have any questions?

Then start the test.

N Types of weather

Candidate's Card

There can be sun, wind, rain or snow in different months of the year.

Discuss this topic with the examiner.

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

- the weather at different times of the year in your country
- a time when you had to change your plans because of the weather
- how different types of weather affect the way people feel
- the advantages and disadvantages of using the sun and wind to provide electricity
- the view that climate change is the most important global issue facing 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.

O Independence

Candidate's Card

Independence is being able to do things without needing help from other people.

Discuss this topic with the examiner.

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

- things that you do at home or at school without needing help
- the first time you had to do something important on your own, and what happened
- the advantages of travelling on your own
- the suggestion that working with other people is better than working independently
- the opinion that 18 is the right age to leave home and live independently.

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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