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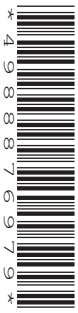
Cambridge Assessment International Education

Cambridge IGCSE™

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

Paper 5 Speaking Assessment A–O **October/November 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 location, 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 October 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 Spending and saving money

Candidate's Card

Some people like to spend money, while others prefer to save it.

Discuss this topic with the examiner.

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

- something expensive that you would like to save money for, and why
- what you, and people you know, spend their money on, and why
- whether it is better to save up to buy something later, or to borrow money to buy it immediately
- the view that schools should teach children how to save and spend money well
- the opinion that having a lot of money brings more problems than having very little.

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 Animals

Candidate's Card

Animals are important in our lives for many different reasons.

Discuss this topic with the examiner.

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

- your favourite animal, and why you like it
- ways that animals are important in our everyday lives
- the advantages and disadvantages of having a pet
- the view that animals should not be made to race against each other in sports events
- the opinion that it is better to see wild animals on television than in real 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.

C Learning from others

Candidate's Card

A person can learn many important things from other people.

Discuss this topic with the examiner.

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

- your favourite subject at school, and why you like it
- something useful that someone taught you, and how they did it
- whether young people can teach older people important skills
- the view that young people can learn better at home than at school
- the opinion that the only way to learn a foreign language is to live in the country where it is spoken.

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 Music

Candidate's Card

Many people enjoy singing and listening to music.

Discuss this topic with the examiner.

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

- your favourite music, and why you like it
- a concert that you, or someone you know, went to
- whether it is more enjoyable to sing the words of a song or just listen to them
- the view that anyone can learn to sing well
- the suggestion that listening to recorded music is never as good as listening to live music.

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 Spare time

Candidate's Card

Spare time is when people don't have to work or study, and can do what they like.

Discuss this topic with the examiner.

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

- things you like doing in your spare time, and why
- a time when you had nothing to do, and how you felt
- the advantages and disadvantages of having spare time filled with organised activities
- the view that busy people achieve more than people who have a lot of spare time
- the suggestion that, in the future, everyone will have less spare time.

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 Social media

Candidate's Card

Social media is important to many people all over the world.

Discuss this topic with the examiner.

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

- something new you learned about on social media
- whether you use the same social media as your parents
- the advantages of social media
- the opinion that anyone can become famous on social media
- the suggestion that, in the future, people will stop using social media.

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 Teamwork

Candidate's Card

Some people enjoy being part of a team, while others prefer to work, play or study alone.

Discuss this topic with the examiner.

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

- whether you prefer to study with other people or alone, and why
- a team that you were a part of at school, and what it was like
- the qualities needed to be a good team member
- whether family businesses are more successful than other businesses
- the view that the most famous artists and musicians prefer to work alone.

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 Studying abroad

Candidate's Card

Some students go to other countries to study at school or university.

Discuss this topic with the examiner.

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

- whether you would like to study in another country, and why
- what you would miss most about your own country if you studied abroad
- ways of making friends when you start a new school or university
- the view that studying abroad helps students understand how other people live
- the suggestion that working abroad is more difficult than studying abroad.

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 Shopping

Candidate's Card

People buy things in many different places, such as small stores, shopping malls or online.

Discuss this topic with the examiner.

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

- a shop you visited recently, and what you bought
- whether it's better to buy from small local shops or large online businesses
- whether you would like to work in a shop
- the opinion that the most expensive products are always the best
- the suggestion that people should be able to buy and sell things 24 hours a day.

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 Making things

Candidate's Card

Many people enjoy making things themselves rather than buying them.

Discuss this topic with the examiner.

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

- something you made, or would like to make, by hand, and why
- a time when someone taught you how to make something
- the advantages and disadvantages of making something yourself
- the view that you need to buy expensive equipment to make things yourself
- the opinion that students should learn practical skills, such as cookery and sewing, at school.

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 Online events

Candidate's Card

Many people use the internet to watch sports or music events.

Discuss this topic with the examiner.

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

- a sports or music event that you, or someone you know, watched online
- the advantages and disadvantages of watching an event online
- whether it should be free to watch live sport online
- the view that following online fitness classes at home is better than going to a sports centre
- the suggestion that social media is the best place to meet new 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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Do you have any questions?

Then start the test.

L Technology

Candidate's Card

People use technology in their lives every day.

Discuss this topic with the examiner.

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

- electronic devices you use every day, and what for
- some technology you would like to try, and why
- the advantages and disadvantages of living without technology
- the view that no one should have to pay to use the internet
- the idea that we should repair electronic equipment, not just replace it.

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 What we wear

Candidate's Card

Some people spend a lot of time choosing the clothes they wear.

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
- how clothes that you wear nowadays are different from the clothes you wore when you were younger
- the advantages and disadvantages of wearing a uniform
- the suggestion that the clothes that people choose to wear show their personality
- the view that we should stop buying new clothes to protect the environment.

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 Helping nature

Candidate's Card

The way we live affects the natural environment.

Discuss this topic with the examiner.

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

- your favourite plant or animal, and why you like it
- things that you, or people you know, can do to help to protect the natural environment
- reasons why people should spend more time outdoors in the natural environment
- the suggestion that building places for people to live is more important than having parks and green spaces
- the view that humans are the greatest threat to our 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.

O Special days

Candidate's Card

There are many kinds of special days, such as birthdays or national celebrations.

Discuss this topic with the examiner.

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

- special days in your country, and how people prepare for them
- a day that was special for you, and what you did
- whether you would like to be involved in organising a special event, such as a birthday party
- the advantages and disadvantages of going to a big event, such as a festival or a football match
- the view that you don't need to spend a lot of money to celebrate a special occasion.

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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