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Cambridge Assessment International Education

Cambridge IGCSE™

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

Paper 5 Speaking Assessment A–O **October/November 2023**

TEACHER'S/EXAMINER'S NOTES

7040044085

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 Hands

Candidate's Card

We use our hands in different ways, for example when we write or make things.

Discuss this topic with the examiner.

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

- whether you prefer writing by hand or using electronic devices
- a time when you, or someone you know, made something by hand
- whether things made by hand are better than things made by machines
- the suggestion that schools should teach practical skills, such as repairing things or sewing
- the view that, in the future, all work currently done by hand will be done by machines.

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 Giving advice

Candidate's Card

We give advice to help someone decide what to do.

Discuss this topic with the examiner.

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

- a time when you gave someone useful advice, and what happened
- friends and family members who are good at giving advice, and why
- jobs where people give advice, and how it helps others
- the view that it is better to make your own decisions than to ask others for help
- the opinion that people can find the best advice on 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.

C Watching sport

Candidate's Card

Many people like to watch sport on TV or in a public place, such as a sports stadium.

Discuss this topic with the examiner.

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

- sports you like or dislike watching, and why
- a time when you, or someone you know, watched sport with others
- the advantages and disadvantages of playing sport in front of a lot of people
- the idea that all sports stars are good role models for young people
- the opinion that building big sports stadiums is good for the local community.

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 Electronic devices

Candidate's Card

People use electronic devices such as computers, tablets and mobile phones for work, finding information and playing games.

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, used an electronic device for something important, and what happened
- whether you enjoy using electronic devices, and why
- the advantages and disadvantages of using computers at school
- the opinion that the world would be a better place without mobile phones
- the suggestion that, in the future, everyone will be able to do their job 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 Neighbours

Candidate's Card

Neighbours are people who live close to us.

Discuss this topic with the examiner.

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

- your neighbours, and how well you know them
- whether it is important to have good neighbours
- ways of welcoming people who have just moved to your area
- the view that people living in big cities are too busy to get to know their neighbours
- the suggestion that we share more interests with people we know from social media than with our neighbours.

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 Wearing special clothes

Candidate's Card

Many people wear special clothes for different occasions, such as work, sport and celebrations.

Discuss this topic with the examiner.

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

- a time when you wore special clothes, and what the clothes were like
- whether you enjoy wearing special clothes, and why
- whether it is necessary to wear special clothes for different sports and outdoor activities
- the view that celebrities influence what people wear nowadays
- the suggestion that you only need one set of clothes for all special occasions.

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 Teaching and learning

Candidate's Card

Many people teach others, for example when they show a younger brother or sister how to ride a bike or play a game.

Discuss this topic with the examiner.

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

- a time when you showed someone how to do something, and what happened
- whether you enjoy teaching others how to do new things
- the advantages and disadvantages of learning at home rather than at school
- the view that older people can learn a lot from younger people
- the suggestion that, in the future, everybody will have their own robot teacher.

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 Singing and dancing

Candidate's Card

Many people enjoy singing and dancing.

Discuss this topic with the examiner.

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

- whether you enjoy singing and dancing, and why
- a time when you, or people you know, sang or danced
- whether being a singer or a dancer is a good career choice for young people
- the opinion that young people benefit from taking part in dancing and singing competitions
- the view that everyone should learn to sing and dance at school.

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 Eating

Candidate's Card

Eating is an important part of our daily lives.

Discuss this topic with the examiner.

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

- a time when you ate something you really enjoyed
- whether you prefer to eat at home or to go out for meals
- the advantages and disadvantages of being vegetarian
- the opinion that families should always eat together
- the idea that, in the future, all fast food will be banned.

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 Buying things

Candidate's Card

People buy things from shops, markets or online.

Discuss this topic with the examiner.

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

- a time when you went shopping, and what you bought
- the different ways you, and people you know, prefer to buy things, and why
- reasons why people enjoy shopping
- the advantages and disadvantages of buying cheap products
- the opinion that advertising should be banned because it makes people buy things they don't need.

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 Hearing

Candidate's Card

Hearing is one of our senses, like sight or smell.

Discuss this topic with the examiner.

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

- a time when you heard something that made you happy, and what happened
- whether you prefer to study in silence or while listening to music, and why
- whether listening to someone tell a story is better than reading it
- the view that people's modern lifestyles create too much noise
- the opinion that listening to the sounds of nature is more enjoyable than listening to 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.

L Local travel

Candidate's Card

People travel around their local area in different ways, such as walking, driving or using public transport.

Discuss this topic with the examiner.

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

- how you, or people you know, travel to school or work, and what the journey is like
- an interesting place you visited, and how you travelled there
- the advantages and disadvantages of always travelling by car
- the opinion that all public transport should be free for everyone
- the idea that people should explore their local area rather than travel to distant places.

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 Evenings

Candidate's Card

Some people like to relax after a busy day, while others are active in the evening.

Discuss this topic with the examiner.

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

- whether you prefer to relax or be active in the evening, and why
- an evening you enjoyed, and what you did
- the advantages and disadvantages of working or studying late in the evening
- the view that it is better to spend evenings with friends and family than to be on your own
- the idea that the school day should be shorter.

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 Money

Candidate's Card

Money plays an important part in our lives.

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, bought something special
- things that you think are a waste of money, and why
- whether parents should give their children money to spend on whatever they want
- the view that having a lot of money makes people happy
- the suggestion that governments should pay everyone some money, even if they don't have a 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.

O Remembering

Candidate's Card

Some people find it easy to remember things, while others forget easily.

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, forgot to do something important
- a happy memory from your childhood
- what students do to remember the things they're learning
- reasons why we can remember certain people or events really well
- the view that we don't need to remember information because we can always find it online.

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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