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Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE **0991/51**

Paper 5 Speaking Assessment A–O **May/June 2020**

TEACHER'S/EXAMINER'S NOTES

6085667267

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 mark sheets and recordings at Cambridge International to allow sufficient time for external moderation. It is vital that material does not arrive late.

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 samples. 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 send to Cambridge International the following: (a) recorded sample on a CD/USB stick; (b) completed MS1 Form(s) (or printout of marks submitted electronically); (c) completed Speaking Examination Summary Form(s).

(a) Recorded sample

Each centre must provide a sample of speaking tests, to be recorded on a CD or USB stick. The size of the sample required is given in the instructions for completing the Speaking Examination Summary Form.

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Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two CDs/USB sticks. You should keep a copy of each speaking test in case of loss or damage to the original. If the sample sent to Cambridge International is inaudible or faulty in any way, you may be asked to provide a replacement.

The teacher responsible for internal moderation at the centre must ensure that the sample covers the whole mark range of the candidates at the centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include, in equal number, candidates tested by all teachers.

For instructions on recording the tests, see Section **14** below. CDs/USB sticks must be sent to Cambridge International together with completed documents. CDs/USB sticks must be clearly labelled with details of the candidates whose speaking tests have been submitted.

(b) Form MS1

The computer-printed school-based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to Cambridge International in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge International, together with the sample recording and Speaking Examination Summary Form(s).
- The bottom sheet must be retained by the centre, in case of postal loss or subsequent enquiries, until after the issue of results.

Form MS1 is to be completed by transferring the mark for each candidate from the 'total mark' column, or the 'internally moderated mark' column if a process of internal moderation has taken place, on the Speaking Examination Summary Form.

Centres submitting marks electronically must include a printout of the internal marks report, together with the recorded sample and Speaking Examination Summary Form.

(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. 0991) and your centre number, after which it will take you to the correct form. Follow the instructions when completing the form. A copy of the form must be submitted together with the recorded sample and the middle MS1 copy (or printout of marks submitted electronically).

Please be careful to check all mark additions. The Speaking Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (*) against the names of candidates whose speaking tests have been submitted on the CD/USB stick. The candidates' names should appear in the same order on both the summary form and the MS1.

7. The sample CD(s)/USB stick(s), along with the completed MS1 (or printout of marks submitted electronically) and a copy of the Speaking Examination Summary Form, should be returned to Cambridge International as soon as the tests have been completed at the centre. Please do not wait until the end of the assessment period before sending them.

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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 CD/USB stick should begin with a clear statement by the examiner as follows:

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0991	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 April 2020

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 CD/USB stick is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD/USB stick must be clearly labelled. Each track on the CD/USB stick 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 Life with computers

Candidate's Card

Computers and other electronic devices are part of everyday life for many people today.

Discuss this topic with the examiner.

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

- times when you enjoyed or didn't enjoy using a computer
- reasons why people you know use computers and other electronic devices
- whether people nowadays could live without computers
- the suggestion that nobody should use a computer for more than two hours a day
- the view that, in the future, electronic devices will control our 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.

B Improving

Candidate's Card

Most of us have something in our lives we would like to make better, such as a skill or a situation.

Discuss this topic with the examiner.

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

- something that you learned to do well, and how
- something you would like to improve, and why
- ways people can work together to improve their local area
- how technology will improve our lives in the future
- the view that we should stop trying to improve everything and accept things as they are.

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 Activities at school

Candidate's Card

Many students do sports, drama or other activities at school before or after lessons.

Discuss this topic with the examiner.

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

- school activities that you or your friends have taken part in, and why
- activities that you would like your school to offer, and why
- the disadvantages of doing a lot of activities before and after lessons
- the view that all school activities should only be about having fun
- the opinion that students should be able to decide how much time they spend in lessons.

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 Famous places

Candidate's Card

There are many famous places in the world, for example cities, buildings and mountains.

Discuss this topic with the examiner.

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

- a famous place in your country, and why people like it
- a famous place you would like to visit, and why
- the advantages and disadvantages of living near a famous place
- whether we can learn everything about a famous place without visiting it
- the opinion that, in the future, people won't be able to visit some famous places.

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 Animated films

Candidate's Card

An animated film uses moving images and actors' voices.

Discuss this topic with the examiner.

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

- an animated film you know, and what it is about
- whether you enjoy animated films, and why
- whether animated films are made only for young people
- the view that it is easier to create an animated film than a film with real actors
- the suggestion that characters in animated films are good role models.

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 Changing your mind

Candidate's Card

We often make decisions or plans, or have opinions, and then change them.

Discuss this topic with the examiner.

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

- a plan you changed, and what happened
- a situation when you changed your opinion about something or someone
- reasons why some people often change their mind or never change their mind
- the suggestion that young people do not have enough experience to make good decisions
- the view that leaders should never change their minds when they have made a decision, even if the decision is wrong.

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 jobs

Candidate's Card

Many people often work outside, for example, farmers, police officers and builders.

Discuss this topic with the examiner.

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

- people you know about who work outdoors, and what they do
- whether you would prefer to work inside or outside, and why
- the view that school lessons should include some outdoor work
- whether people who work outdoors should be paid more than indoor workers
- the suggestion that all outdoor jobs will be done by machines in the future.

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 Public holidays

Candidate's Card

Public holidays are special days when people don't go to school or work, often to celebrate a historical or religious event.

Discuss this topic with the examiner.

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

- a public holiday that is important for your country, and what happens
- things you and your family do on public holidays, and why
- a new public holiday you would like to introduce, and why
- whether people in all jobs should stop work during public holidays
- the idea that, in the future, public holidays will be banned as they cost countries too much money.

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 Exercise

Candidate's Card

Doing physical activities, such as cycling, swimming or walking, is an important part of a healthy lifestyle.

Discuss this topic with the examiner.

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

- the type of exercise you take, and where
- whether your parents and grandparents like to take exercise
- whether it is possible to do too much exercise
- the view that most types of exercise are too expensive
- the suggestion that schools and workplaces should make everyone take daily 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.

J Being generous

Candidate's Card

People who are generous like to give things to others or offer help.

Discuss this topic with the examiner.

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

- an occasion when someone was generous to you, and what happened
- whether you enjoy helping others, and why
- the disadvantages of being very generous
- the view that rich people should always be generous to others
- the idea that people benefit more from giving than receiving.

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.

K Getting older

Candidate's Card

In the future, people may live much longer.

Discuss this topic with the examiner.

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

- how you, and people you know, celebrate birthdays and getting older
- what age you would prefer to be, and why
- ways of keeping everyone active as they get older
- the advantages and disadvantages of living forever
- the view that a person's age is not important.

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.

L Driving a car

Candidate's Card

Many people travel by car every day, either as drivers or as passengers.

Discuss this topic with the examiner.

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

- if you want to learn to drive, and why
- whether traffic causes problems in your area, and why
- skills and knowledge people need to be a good, safe driver
- why some people prefer driving their own car to using public transport
- the view that, in the future, we will have driverless cars and nobody will need to learn how to drive.

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?

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M Names

Candidate's Card

When we are born we are all given names by our parents.

Discuss this topic with the examiner.

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

- whether you like your name, and why
- ways of choosing names for children in your family or country
- reasons why some people change their names
- the opinion that people's names can affect their personality and life
- the suggestion that a company's name is the most important factor in making it successful.

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 Taking part in competitions

Candidate's Card

Many people enjoy taking part in events where they can try to win a prize.

Discuss this topic with the examiner.

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

- a competition you or someone you know entered, and what happened
- a competition you would like to organise, and why
- the advantages and disadvantages of being very competitive
- whether we should take part in competitions, even if we don't think we can win anything
- the view that it is better to compete on your own rather than as part of a team.

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 Our food

Candidate's Card

Nowadays, a lot of people don't grow or cook their own food, so they don't always know where it comes from.

Discuss this topic with the examiner.

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

- what types of food you like to eat, and why
- whether you or your family prepare or grow your own food
- the view that schools should teach all young people how to cook
- the opinion that people don't always know how their food is produced
- the suggestion that people should only eat the food that comes from their country.

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

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