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Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE **0991/52**

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

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 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 sheet of Form 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 SESF and the Form MS1.

7. The sample CD(s)/USB stick(s), along with the completed MS1 Form (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 Instructions

Candidate's Card

We follow instructions when we want to learn how to make or do something, for example bake a cake or play a game.

Discuss this topic with the examiner.

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

- times when you followed instructions, and what happened
- whether you prefer to give or follow instructions
- reasons why some people don't follow instructions
- whether it is easier to watch someone showing you how to do something rather than read instructions
- the idea that, in the future, we will get all instructions from a robot.

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 Owning a business

Candidate's Card

Many people work for themselves. We say they own a business, for example a shop or a factory.

Discuss this topic with the examiner.

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

- someone you know who owns a business, and what it is
- whether you would like to own a business, and why
- the qualities and skills needed to run a successful business
- the view that people who own a business should employ family members
- the suggestion that successful business people are the best 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.

C Ways of learning

Candidate's Card

People have different ways of learning, such as making notes or watching videos.

Discuss this topic with the examiner.

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

- something that you learned recently, and how
- whether you prefer to learn on your own or with other people
- reasons why people use technology in learning
- the view that you don't need a teacher to learn new things
- the idea that people should continue to learn new skills throughout their lives.

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 Appearance

Candidate's Card

Your appearance is the way you look to other people, for example your choice of clothes and hairstyle.

Discuss this topic with the examiner.

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

- how you and your friends like to dress, and why
- whether you change your appearance for different situations, and how
- the view that your appearance is more important than how you behave
- the view that the way people appear on social media is different from how they are in real life
- the opinion that you must have an unusual appearance to become 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.

E Old and new things

Candidate's Card

Some people keep things for a long time, while other people replace them with new things.

Discuss this topic with the examiner.

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

- something old that you like or dislike, and why
- a time when you wanted something new, and what happened
- whether new technology always makes our lives better
- the idea that advertising makes people want things they don't need or can't afford
- the view that nothing should be thrown away as long as it can still be used.

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 Making decisions

Candidate's Card

When we make a decision, we make a choice between different options.

Discuss this topic with the examiner.

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

- the kinds of decisions you make every day
- the people who have helped you to make decisions, and how
- whether decisions made very quickly are the best
- the view that only older people can make good decisions
- the opinion that you should never change your mind once you have made a decision.

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 Landscapes

Candidate's Card

The landscape is what we see when we look around us, whether we are in the city or in the countryside.

Discuss this topic with the examiner.

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

- what the landscape around your home is like
- how the landscape of your area could be improved
- whether we need to protect our natural landscapes
- the suggestion that living in a city is more enjoyable than living in the countryside
- the opinion that the landscape around us affects how we feel and behave.

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 Journalists

Candidate's Card

The work of journalists involves producing news and articles in newspapers and on TV, the radio and the internet.

Discuss this topic with the examiner.

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

- the topics journalists write about, and whether you find these topics interesting
- whether you would like to work as a journalist, and why
- the skills and qualities a journalist should have
- the view that journalists often change the facts to make stories more interesting
- the suggestion that only journalists have the power to influence society.

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 Having an opinion

Candidate's Card

An opinion is a thought or belief about something or someone.

Discuss this topic with the examiner.

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

- a time when you disagreed with someone's opinion, and what happened
- whether you have the same opinions as your friends and family
- whether social media influences your opinions
- the suggestion that our opinions on different topics change as we get older
- the view that it's necessary to have an opinion on every topic.

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 Writing on social media

Candidate's Card

Many people spend time writing blogs, messages or reviews on social media.

Discuss this topic with the examiner.

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

- the type of writing that you or your friends do on social media, and why
- something interesting you have read on social media
- how writing on social media is different from the writing you do at school
- the view that people are less honest when they write on social media
- the opinion that, in the future, people will only communicate on social media.

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 Busy life

Candidate's Card

Some people have busy lives, with a lot of things to do.

Discuss this topic with the examiner.

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

- how busy your daily life is
- whether you enjoy doing a lot of things in your free time, and why
- whether people have busier lives nowadays than in the past
- the view that when people do many things quickly, they don't do them well
- the idea that busy people achieve more in life.

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

Remember, you are not allowed to make any written notes.

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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 Entertainment

Candidate's Card

People enjoy different types of entertainment, such as films, music or sporting events.

Discuss this topic with the examiner.

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

- your favourite type of entertainment, and why
- whether you would like a job in entertainment
- the idea that watching live entertainment is better than watching a recording
- the view that people in the entertainment business are paid too much
- the suggestion that, in the future, people will have no time for entertainment.

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 Moving house

Candidate's Card

Many people choose to move from one home to another in their lifetime.

Discuss this topic with the examiner.

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

- whether you, or people you know, have moved home, and what the experience was like
- the type of house or apartment you would like to move to, and why
- reasons why people decide to move home
- the advantages and disadvantages of living away from home when you are at college or university
- the idea that new homes should only be built in cities, not in the countryside.

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

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N Growing up

Candidate's Card

Growing up is an important stage in everyone's life.

Discuss this topic with the examiner.

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

- whether you feel grown up, and why
- whether it is better to grow up in a town or in the countryside
- the advantages and disadvantages of being an adult
- the view that teenagers are too young to vote
- the idea that teenagers nowadays should be more independent.

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

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Then start the test.

O Travelling

Candidate's Card

In their free time people travel to go on holiday or visit family and friends.

Discuss this topic with the examiner.

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

- a holiday you had recently, and what it was like
- whether you like long journeys, and why
- whether travelling by road is better than other forms of transport
- the view that travelling is the best way to learn about the world
- the suggestion that we all have to stop travelling to reduce pollution.

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

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