

# SYLLABUS

**Cambridge IGCSE®**  
**First Language English (US)**  
**0524**

For examination in June and November 2017 and 2018

**This syllabus is available only to Centers participating in the  
NCEE Excellence for All initiative in the USA.**

**If you have any questions about this syllabus, please contact Cambridge at  
[international@cie.org.uk](mailto:international@cie.org.uk) quoting syllabus code 0524.**

### Clarification of syllabus for 2017 and 2018

This syllabus is version 2, published May 2016.

This syllabus 0524 is available for use in Centers for examination in 2017 and 2018.

Clarification has been made to page 6, section 3. The first sentence now reads:

*"Candidates must take Paper 1 or Paper 2, and Component 4. Candidates may also choose to take Component 6 as an optional addition."*

This syllabus has been updated, but there are no significant changes.

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# 1. Introduction

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## 1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career. As a non-profit organization, we devote our resources to delivering high-quality educational programs that can unlock learners' potential.

Our programs set the global standard for international education. They are created by subject experts, are rooted in academic rigor, and provide a strong platform for progression to employment or to other qualifications. Over 10,000 schools in 160 countries work with us to prepare nearly a million students for their future with an international education from Cambridge.

### Cambridge learners

Cambridge programs and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas—their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as students, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Recognition

Cambridge IGCSE is recognized by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at [\*\*www.cie.org.uk/recognition\*\*](http://www.cie.org.uk/recognition)

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [\*\*www.cie.org.uk/teachers\*\*](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [\*\*www.cie.org.uk/examsofficers\*\*](http://www.cie.org.uk/examsofficers)

Our systems for managing the provision of international qualifications and education programs for students aged 5 to 19 are certified as meeting the internationally recognized standard for quality management, ISO 9001:2008. Learn more at [\*\*www.cie.org.uk/ISO9001\*\*](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook but retain a local relevance. The syllabuses provide opportunities for contextualized learning, and the content has been created to suit a wide variety of schools, avoid cultural bias, and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding, and skills in our programs and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programs, such as the US Advanced Placement program and the International Baccalaureate Diploma program. Learn more about Cambridge IGCSEs at **[www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)**

### Guided learning hours

Cambridge IGCSE syllabuses are designed with the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge IGCSE First Language English?

Cambridge IGCSE First Language English is designed for learners whose mother tongue is English. The course allows students to:

- develop the ability to communicate clearly, accurately, and effectively when speaking and writing
- learn how to use a wide range of vocabulary and the correct grammar, spelling, and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

## Prior learning

We recommend that learners who are beginning this course should have a level in English equivalent to First Language competence.

## Progression

Cambridge IGCSE Certificates are general qualifications that enable learners to progress either directly to employment or to proceed to further qualifications.

Candidates who are awarded grades A\* to C in Cambridge IGCSE First Language English are well prepared to follow courses leading to Cambridge International AS and A Level English Language or the equivalent.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of candidates who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organization can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

We send Cambridge syllabuses, past question papers, and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **[www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabi is available from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

### 2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists that can be filtered to show all resources, or just those that are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **[www.cie.org.uk/events](http://www.cie.org.uk/events)** for further information.





## Availability

This syllabus is examined in the June and November examination series.

This syllabus is not available to private candidates.

Detailed timetables are available from **[www.cie.org.uk/examsofficers](http://www.cie.org.uk/examsofficers)**

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 0510 Cambridge IGCSE English as a Second Language
- 0511 Cambridge IGCSE English as a Second Language (count-in oral)
- 1123 Cambridge O Level English Language.

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate, and Cambridge O Level syllabuses are at the same level.

No candidate may enter for more than one English Language subject.

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## 4. Syllabus aims and assessment objectives

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### 4.1 Aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

- enable candidates to understand and respond to what they hear, read, and experience
- enable candidates to communicate accurately, appropriately, confidently, and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis, and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.

### 4.2 Assessment objectives

Cambridge IGCSE First Language English has three assessment objectives (AOs).

AO1: Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyze, evaluate, and develop facts, ideas, and opinions
- R4 demonstrate understanding of how writers achieve effects
- R5 select for specific purposes.

AO2: Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt, and imagined
- W2 sequence facts, ideas, and opinions
- W3 use a range of appropriate vocabulary
- W4 use register appropriate to audience and context
- W5 make accurate use of spelling, punctuation, and grammar.

AO3: Speaking and listening

Candidates will be assessed on their ability to:

- SL1 articulate experience and express what is thought, felt, and imagined
- SL2 present facts, ideas, and opinions in a sustained, cohesive order
- SL3 communicate clearly, fluently, and purposefully as an individual and in dialogue with other speakers
- SL4 use register appropriate to audience and context
- SL5 listen to and respond appropriately to the contributions of others.

## 4.3 Relationship between assessment objectives and components

### Syllabus code 0524

Component	AO1 Reading (marks)	AO2 Writing (marks)	AO3 Speaking and Listening (marks)	Whole assessment %
Paper 1 Reading Passages (Core) or Paper 2 Reading Passages (Extended)	40	10	–	50%
Component 4 Coursework Portfolio	10	40	–	50%
Component 6 Speaking and Listening Coursework	–	–	30	Separately endorsed

## 4.4 Grade descriptions

Grade descriptions give a general indication of the standards of achievement likely to be shown by candidates awarded particular grades.

To achieve a **Grade A**, a candidate will be able to:

- understand and communicate complex information, and select what is relevant for specific purposes
- understand and evaluate subtle facts, ideas, and opinions
- present material in a clearly structured, sequenced, developed, and detailed way
- describe and analyze experience, expressing effectively what is felt and what is imagined
- recognize implicit meanings and attitudes of a writer, and the means by which they have been conveyed
- show a strong sense of audience and an understanding of appropriate uses of language for different purposes
- write in well-constructed paragraphs, using a full range of appropriate sentence types, and a wide and mature vocabulary
- demonstrate a high degree of accuracy in use of grammatical structures, spelling, and punctuation.

And additionally, for candidates taking the Speaking and Listening components:

- select and use appropriate spoken styles and registers, varying language and expression confidently for different contexts and to engage audience interest, sustaining discussion through frequent contributions
- listen in a focused and sensitive way, responding effectively to the speech of others.

To achieve a **Grade C**, a candidate will be able to:

- understand and communicate information, sometimes at a complex level and select what is relevant for specific purposes
- understand and reflect on facts, ideas, and opinions
- present material in a structured and coherent way, with some development and use of detail
- describe and reflect upon experience, expressing appropriately what is felt and what is imagined
- recognize the more obvious implicit meanings and attitudes of a writer, and the general effects conveyed
- show a sense of audience and an awareness of appropriate uses of language for different purposes
- write in paragraphs, using a variety of sentence types and a varied vocabulary
- demonstrate accuracy in use of grammatical structures, spelling, and punctuation.

And additionally, for candidates taking the Speaking and Listening components:

- use an appropriate style when speaking and communicate clearly, partly engaging the interest of the listener; make relevant contributions to discussion
- listen to others, and respond with their own views and ideas.

To achieve a **Grade F**, a candidate will be able to:

- understand and communicate information at a straightforward level, and select what is relevant for specific purposes
- understand and describe basic facts, ideas, and opinions
- present material with some sense of order and coherence
- describe experience in concrete terms, expressing intelligibly what is felt and what is imagined
- recognize clear meanings and explicit attitudes of a writer, and comment on them at a literal level
- show awareness that language is used in different ways in different circumstances
- write in accurate, simple sentences, using a basic vocabulary
- demonstrate accuracy in simple grammar usage, spelling, and punctuation.

And additionally, for candidates taking the Speaking and Listening components:

- explain ideas, describe events, and convey opinions clearly when speaking; sometimes contribute to discussion
- show a readiness to listen to others, and sometimes respond appropriately.

## 5. Curriculum content

Candidates may follow either the Core Curriculum only or the Extended Curriculum, which includes both the Core and Extended. Candidates aiming for grades A\* to B must follow the Extended Curriculum.

The skills covered in the syllabus are outlined below.

Assessment Objective 1: Reading	
Core	Extended
<ul style="list-style-type: none"> <li>demonstrate understanding of words and phrases within extended texts</li> <li>identify and develop facts, ideas, and opinions</li> <li>summarize, paraphrase, and re-express</li> <li>demonstrate some understanding of how writers achieve their effects</li> <li>recognize and respond to simple linguistic devices including figurative language</li> <li>extract specific information.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a precise understanding of extended texts</li> <li>synthesize, develop, analyze, and evaluate facts, ideas, and opinions</li> <li>effectively summarize, paraphrase, and re-express</li> <li>demonstrate understanding of how writers achieve their effects</li> <li>recognize and respond to sophisticated linguistic devices</li> <li>extract appropriate information for specific purposes.</li> </ul>
Assessment Objective 2: Writing	
Core	Extended
<ul style="list-style-type: none"> <li>express thoughts, feelings, and opinions in order to interest, inform, or convince the reader</li> <li>convey simple and detailed facts, ideas, and opinions in an orderly sequence</li> <li>use appropriate vocabulary</li> <li>demonstrate some sense of audience and context</li> <li>demonstrate adequate control of spelling, punctuation, and grammar</li> <li>attempt a variety of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>express effectively what is thought, felt, and imagined</li> <li>order and convey facts, ideas, and opinions effectively</li> <li>demonstrate a sophisticated use of imaginative and varied vocabulary</li> <li>demonstrate a clear sense of audience and context</li> <li>demonstrate accuracy in spelling, punctuation, and grammar</li> <li>use effectively a variety of sentence structures.</li> </ul>

Assessment Objective 3: Speaking and Listening	
Core	Extended
<ul style="list-style-type: none"> <li>describe experience in simple terms and express intelligibly what is thought, felt, and imagined</li> <li>recognize and give statements of opinion and attitude</li> <li>present facts, ideas, and opinions in an orderly sequence</li> <li>communicate with some clarity, focus, and purpose</li> <li>communicate with some awareness of audience and context</li> <li>make relevant comments on what is heard.</li> </ul>	<ul style="list-style-type: none"> <li>describe and reflect on experience, and express effectively what is thought, felt, and imagined</li> <li>understand and convey complex information in a sophisticated way</li> <li>order and present facts, ideas, and opinions effectively</li> <li>discuss statements of opinion and attitude, discerning underlying assumptions and points of view</li> <li>communicate with clarity, focus, and purpose</li> <li>communicate appropriately depending on the audience and context</li> <li>evaluate and reflect on what is heard.</li> </ul>

## 6. Description of components

### 6.1 Paper 1 Reading Passages (Core)

**1 hour, 45 minutes, 50 marks**

Candidates answer three questions on two passages, which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 500–600 words and Passage B will be 300–350 words in length. Candidates should spend approximately 10 minutes reading the passages. These passages will be printed on the question paper insert. Dictionaries may not be used.

Candidates taking this component are eligible for grades C–G.

#### **Question 1 Comprehension questions (20 marks)**

This is a series of sub-questions in response to Passage A, requiring answers of different lengths and testing the following reading assessment objectives (20 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyze, evaluate, and develop facts, ideas, and opinions
- R4 demonstrate understanding of how writers achieve effects.

#### **Question 2 Extended response (15 marks)**

This question, in response to Passage A, may be subdivided.

Candidates write about 200–300 words, responding in one of the following text types: letter, report, journal, speech, interview, newspaper report, or magazine article.

This question tests the following reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyze, evaluate, and develop facts, ideas, and opinions.

The question also tests the following writing assessment objectives (5 marks):

- W1 articulate experience and express what is thought, felt, and imagined
- W2 sequence facts, ideas, and opinions
- W3 use a range of appropriate vocabulary
- W4 use register appropriate to audience and context.

**Question 3 Summary question (15 marks)**

This question, in response to Passage B, may be subdivided.

Candidates write their content points in note form and then their summary as continuous writing of 100–150 words.

This question tests the following reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R5 select for specific purposes.

The question also tests the following writing assessment objectives (5 marks):

- W1 articulate experience and express what is thought, felt, and imagined
- W2 sequence facts, ideas, and opinions
- W3 use a range of appropriate vocabulary.



## 6.2 Paper 2 Reading Passages (Extended)

### 2 hours, 50 marks

Candidates answer three questions on two passages, which may be on a similar topic. Candidates write all their answers in the spaces provided on the question paper. Passage A will be 650–750 words and Passage B will be 550–650 words in length. Candidates should spend approximately 15 minutes reading the passages. These passages will be printed on the question paper insert. Dictionaries may not be used.

Candidates taking this component are eligible for grades A–E (and A\* at syllabus level).

#### Question 1 Extended response (20 marks)

This question, in response to Passage A, may be subdivided.

Candidates write about 250–350 words, responding in one of the following text types: letter, report, journal, speech, interview, newspaper report, or magazine article.

This question tests the following reading assessment objectives (15 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyze, evaluate, and develop facts, ideas, and opinions.

The question also tests the following writing assessment objectives (5 marks):

- W1 articulate experience and express what is thought, felt, and imagined
- W2 sequence facts, ideas, and opinions
- W3 use a range of appropriate vocabulary
- W4 use register appropriate to audience and context.

#### Question 2 Language question (10 marks)

This question, in response to Passage A, may be subdivided.

Candidates write about 200–300 words.

This question tests the following reading assessment objective (10 marks):

- R4 demonstrate understanding of how writers achieve effects.

#### Question 3 Summary question (20 marks)

This question in response to Passage B may be subdivided.

Candidates write their content points in note form and then their summary as continuous writing of 200–250 words.

This question tests the following reading assessment objectives (15 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R5 select for specific purposes.

The question also tests the following writing assessment objectives (5 marks):

W1 articulate experience and express what is thought, felt, and imagined

W2 sequence facts, ideas, and opinions

W3 use a range of appropriate vocabulary.

## 6.3 Component 4 Coursework Portfolio (both Core and Extended)

This component description should be read in conjunction with Section 8.1 in this syllabus and the relevant sections of the *Cambridge Administrative Guide* and the *Cambridge Handbook*.

The forms required for the administration and assessment of the coursework portfolio may be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**

Candidates are eligible for grades A–G on this component (and A\* at syllabus level if the Extended route is followed).

Candidates submit a coursework portfolio of three assignments, each of about 500–800 words. The assignments may be conducted in any order, and are:

**Assignment 1:** informative, analytical, and/or argumentative

**Assignment 2:** descriptive and/or narrative

**Assignment 3:** a response to a text or texts of approximately two sides of A4 in total, chosen by the Center. The text(s) should contain facts, opinions, and arguments. Candidates respond by selecting, analyzing, and evaluating the content of the text(s). They may write in any appropriate form they wish. Different candidates in the same teaching set may choose to respond to different text(s) and/or in different forms.

The coursework portfolio tests the following writing assessment objectives (40 marks):

- W1 articulate experience and express what is thought, felt, and imagined
- W2 sequence facts, ideas, and opinions
- W3 use a range of appropriate vocabulary
- W4 use register appropriate to audience and context
- W5 make accurate use of spelling, punctuation, and grammar.

For Assignment 3 only, the following reading assessment objectives are tested (10 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyze, evaluate, and develop facts, ideas, and opinions.

Work may be handwritten or word-processed.

Dictionaries may be used.

Candidates **must** include the first draft of one of the three assignments submitted. The first draft will not contribute to the final internally assessed mark or to the externally moderated mark for the coursework portfolio.

The coursework portfolio **must** also include the text(s) used for Assignment 3.

A teacher/moderator conducts and internally assesses the coursework portfolio(s) using the assessment criteria in Section 8.1. They send the final marks, a sample of candidates' coursework portfolios, and completed forms for external moderation by Cambridge before the stated deadline. Centers will receive a brief report on the outcome of the external moderation.

## 6.4 Component 6 Speaking and Listening Coursework (both Core and Extended)

This component description should be read in conjunction with Section 8.2 in this syllabus and the relevant sections of the *Cambridge Administrative Guide* and the *Cambridge Handbook*.

This component is optional for syllabus **0524** and is separately endorsed with grades of 1 (high) to 5 (low).

The forms required for the administration and assessment of the speaking and listening coursework may be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**

Internal records **must** be kept of the activities and achievements of each candidate during the course.

The final mark for the speaking and listening coursework will be out of 30.

Candidates are assessed on their performance during the course in at least three different speaking and listening tasks. The tasks have different contexts as listed below and can be done in any order. Candidates can conduct different activities within a class.

**Task 1** (individual activity) and **Task 2** (pair-based activity) are **recorded** for **all** candidates.

### **Task 1—An individual activity**

For example, the candidate talks about their favorite hobby; the candidate describes a place that they have visited and enjoyed.

### **Task 2—A pair-based activity**

For example, two candidates role-play an argument between two neighbors; the teacher interviews two candidates about how something at school could be improved.

### **Task 3—A group activity**

For example, candidates discuss in a group who to invite (and why) to open the new local shopping center; in a parole board scenario, the teacher presents cases for prisoners, and candidates discuss in a group whether or not each case merits early release.

Tasks are equally weighted in the final assessment and test the following speaking and listening assessment objectives (30 marks):

SL1 articulate experience and express what is thought, felt, and imagined

SL2 present facts, ideas, and opinions in a sustained, cohesive order

SL3 communicate clearly, fluently, and purposefully as an individual and in dialogue with other speakers

SL4 use register appropriate to audience and context

SL5 listen to and respond appropriately to the contributions of others (Tasks 2 and 3 only).

Dictionaries may be used in preparing for the activities, but they may **not** be used during the activities.

A teacher/moderator administers and internally assesses the activities using the assessment criteria in Section 8.2. This teacher/moderator will usually be someone from the Center's English department. They send the final marks, the recordings of the candidates' performances for Task 1 and Task 2, and completed forms for external moderation by Cambridge before the advertised final date. Centers will receive a brief report on the outcome of the external moderation.

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## 7. Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the goal of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed to if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website **[www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)**

### Language

This syllabus and the associated assessment materials are available in English only.

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F, or G indicating the standard achieved, A\* being the highest and G the lowest. “Ungraded” indicates that the candidate’s performance fell short of the standard required for grade G. “Ungraded” will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results), and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as “administrative zones.” Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

## 8. Additional information for Components 4 and 6

### 8.1 Component 4 Coursework Portfolio

#### 8.1.1 General Guidance

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Administrative Guide*.

##### 1. Format of the portfolio

- The three assignments (together with the first draft of one of them) must be securely fastened (e.g., by stapling) and each must be marked clearly with the candidate's name, Center number, and candidate number.
- Work for external moderation must **not** be sent to Cambridge in plastic folders or bulky and heavy ring binders.
- A completed Individual Candidate Record Card must be included with each portfolio.

##### 2. Assignments: general issues

- Assignments should arise from the program of study undertaken by the teaching group.
- The best assignments are usually those that come from a shared learning experience but are finally chosen by individual candidates; negotiation of assignments with the teacher is recommended (bearing in mind that these should be sufficiently challenging to stretch candidates to their full potential). For example, a class might study types of short story and their structures and conventions before individual candidates choose their own titles and write their own short stories for Assignment 2.
- Questions from past examination papers should not normally be used for coursework. Candidates are not expected to work under timed conditions.
- Assignments 1–3 may be completed in any sequence during the course. It is generally better that candidates do more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.

##### 3. Assignments: meeting the syllabus requirements

- The assignments must clearly demonstrate different writing intentions and styles to the reader. For example:

<b>Assignment 1</b> informative, analytical, and/or argumentative	Two examples: <ul style="list-style-type: none"><li>• a logbook/diary giving information on what was done during two days of an internship or an activity weekend (i.e., writing to <i>inform</i>)</li><li>• an argument from an informed, personal viewpoint about a topical issue, e.g. arguing against the ill-treatment of prisoners (i.e., writing to <i>persuade</i>).</li></ul>
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## Assignment 2

<b>Assignment 2</b> descriptive and/or narrative	Two examples: <ul style="list-style-type: none"> <li>• a detailed description of the people who frequent a local shop, and the atmosphere of the shop (i.e., writing to <i>describe</i>)</li> <li>• a story about internet hacking, demonstrating the candidate's understanding of how to create character, significant events, and structure, such as climax or an unusual ending.</li> </ul>
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- Candidates may submit poetry for Assignment 2, but this must be accompanied by some form of commentary by the candidate, e.g., about how the poem(s) came to be written.

## Assignment 3

- Assignment 3 is a piece of directed writing in response to a text or texts chosen by the teacher (or by the candidate, with the teacher's approval). This assignment is assessed for both writing and reading skills.
- Centers are advised to set text(s) of about two sides of A4 in length altogether. Text(s) may consist of controversial facts, opinions, and/or arguments that can be analyzed and evaluated by the candidate and can be transformed and integrated into their own views. Note that if a literature text(s) is used, candidates should respond to the facts, opinions, and arguments contained in the text(s) rather than to the writer's choice of language and literary devices.
- Text(s) may be of local, national, or global interest—or all three—and should be suitable for the ability range of the candidates. They may be drawn from a variety of sources, e.g., newspapers, magazine articles, travel writing, text-based websites, propaganda, and media. Note that text(s) that are mainly informative or that provide content that has no development/discussion should not be set.
- The candidate should explain the views presented in the text(s), develop any ideas of interest, and argue with or against them, examining them for inconsistencies and substituting complementary or opposing views.
- The assignment may be written in any appropriate form (e.g., an article, a letter, or the words of a speech), but teachers must make sure that Assignment 3 does not have the same form and style as Assignment 1 in the final portfolio.
- A copy of all texts used for the third assignment **must** be included with the sample of portfolios sent to the external moderator.

<b>Assignment 3</b> response to texts  Example 1	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s)</i>: several letters published in a newspaper in response to a proposal for a new development in the locality</li> <li>• <i>Assignment</i>: Analyze and evaluate the information and views you have read and write an article based on them for the newspaper. Your own views should be based on the content of the letters.</li> </ul>
response to texts  Example 2	<ul style="list-style-type: none"> <li>• <i>Stimulus text(s)</i>: a magazine article advocating the cull of a species of animal that has become a nuisance</li> <li>• <i>Assignment</i>: Analyze and evaluate the information and views expressed in the article and either (a) write your own article in response or (b) write a letter to the author of the article.</li> </ul>

#### 4. Drafting assignments

- In coursework, as in preparation for other forms of examination, it is natural for the teacher and student to discuss the work and how it is progressing. Teachers will be more confident that the work is authentic if first drafts (e.g., plans following discussion) are completed in class, and seen and noted by them.
- Teachers **must not** mark, correct, or edit draft material prior to submission of the assignment proper, as this is classed as improper practice. Candidates should draft and redraft their work (see point 5 below), and teachers should give **general** advice.
- In order to allow candidates to demonstrate their abilities to the full, teachers must **not** provide candidates with any kind of template for their coursework.

#### 5. Inclusion of a first draft in the portfolio

- Each candidate's portfolio must include a first draft of one of the three assignments.
- A first draft is defined as the first attempt at a continuous piece of writing. It may be word-processed or handwritten. It does not have to be neat, and may include crossings out and any indications that sections are to be moved from one part of the writing to another. A first draft may also include general comments by the teacher.
- Candidates are encouraged to revise, edit, and correct their work and may discuss the process with their teachers. However, teachers are reminded that their advice must not constitute correction and that candidates must be responsible for specific corrections of spelling, punctuation, and grammar.
- Candidates should not submit rough, outline plans.
- The first draft of one of the assignments will not contribute to the final internally assessed mark or to the externally moderated mark for the portfolio. This draft is for the external moderator's use only. It will be used by the external moderator to:
  - help understand the process by which the assignment was completed
  - provide some evidence of any changes and improvements made by the candidate while working toward the final assignment
  - understand how the Center assessment has been reached.
- Information gained from draft coursework pieces may also be used in the principal moderator's report to Centers to help develop teachers' understanding of the processes involved in coursework.

#### 6. Length of assignments

- The component description suggests "between 500 and 800 words" for each assignment. This is a sufficient length to attract the highest marks. Work that is significantly under- or over-length is likely to be self-penalizing.

#### 7. Use of word processors

- Each assignment may be either handwritten or word-processed. Electronic dictionaries and/or spell checkers may be used.
- Candidates should be reminded of the importance of careful proofreading of all their work. Typing errors, or the use of a wrong choice from a computer spell check or thesaurus, must be counted as errors, and shown as such.

#### 8. Checking portfolios to ensure that the syllabus requirements have been met

- Teachers should check the contents of portfolios before finalizing them: where candidates have been given many assignments and have made the final choice themselves, it is easy for two similar arguments or two similar stories to be included inappropriately.
- If a portfolio does not meet the syllabus requirements, please follow the information in Section 8.1.2 about awarding marks for incomplete coursework.



## 9. Checking portfolios for authenticity

- It is the Center's responsibility to guarantee that all coursework submitted by candidates is their original work. Any work found to have been plagiarized must be removed before the coursework portfolio is marked. The portfolio should then be marked in the normal way and a mark awarded for the overall quality. Please follow the information in Section 8.1.2 about awarding marks for incomplete coursework.
- Texts that provide material for informative or argumentative work, and that have been scanned/downloaded from publications, CD-ROMs, and the internet, should be shown to the teacher; the teacher must remind candidates not to copy sections or whole sentences as their own. If appropriate, references to source material should be provided by the candidate at the end of an assignment.

## 8.1.2 Marking Instructions

1. Forms required for submission to Cambridge may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e., 0524) and your Center number, after which it will take you to the correct forms. Follow the instructions when completing each form.
2. Teachers provide a comment on the quality of the portfolio overall at the bottom of each candidate's Individual Candidate Record Card; they must also mark each assignment by indicating strengths and weaknesses and by providing a comment at the end. These comments should be directly related to the assessment criteria in Section 8.1.3. Each item must bear evidence of the marking.
3. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and candidates. However, the total mark for the portfolio must be based on how the assessment criteria have been met. This total mark must reflect how achievement has varied across the different assignments and how performance has varied across the assessment criteria for each assignment. Assessment, therefore, usually involves balancing strengths and weaknesses in the candidate's work overall. For this reason, the total mark is not necessarily a mathematical calculation based on marks/grades awarded to individual assignments during the course.
4. The teacher must mark each candidate's portfolio out of a total of 50, in line with the assessment criteria in Section 8.1.3.

The total mark for the portfolio is divided into 40 marks for writing and 10 marks for reading. For writing, a single mark out of 40 is given for the quality of the candidate's overall performance in the three assignments. For reading, the mark out of 10 is given according to how well the candidate demonstrates understanding of the text(s) in the response to the task set for Assignment 3 only.

### 5. Incomplete coursework

If one piece is not included in the portfolio, one third of the total mark for writing should be deducted. If the piece missing is Assignment 3, in addition to the reduction of a third of the mark for writing, no marks can be awarded for reading.

### 6. Internal moderation

Internal moderation should take place for Centers with more than one teacher/moderator. **It is essential that the marks for each strand of the assessment criteria of candidates from different teaching groups within each Center are moderated internally for the whole Center.** This means that the marks awarded to all candidates within a Center must be brought to a common standard by the teacher responsible for coordinating the internal assessment (i.e., the internal moderator). A single valid and reliable set of marks should be produced that reflects the relative attainment of all the candidates in the coursework component at the Center. If the marking of any teacher is found to be lenient or severe, it should be adjusted to bring it into line with the rest of the Center's marking. If the internal moderator cannot agree the rank order of the candidates in any teaching set, the work of that set must be re-marked.

### 8.1.3 Assessment criteria

**Note:** It should **not** be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each series based on available evidence.

#### Marking: general principles

1. You are encouraged to use the full range of marks.
2. The general approach is a positive one.
3. Within any band, marks should be awarded on a “best-fit” basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.
4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge’s external moderation process allows for adjustments to be made to consistently lenient or severe marking.

**Table A: Band descriptions for writing (Assignments 1–3) (40 marks)**

#### Band 1 (36–40): Confident and stylistic completion of challenging tasks throughout the portfolio

- **W1:** Candidates describe and reflect effectively upon experience, give detail, and analyze thoughtfully what is felt and imagined. Arguments are cogent and developed in mature, persuasive thought.
- **W2:** Facts, ideas, and opinions are ordered logically, each stage in the argument or narrative carefully linked to the next. Paragraphing is a strength, and candidates are confident in experimenting where appropriate in the structure of expressive writing.
- **W3:** Candidates write with assurance, using a wide range of effective vocabulary.
- **W4:** Candidates vary their style with assurance to suit audience and context in all three assignments. They use well-constructed sentences.
- **W5:** Candidates write accurately. They use punctuation and grammatical structures to define shades of meaning. They spell simple, complex, and technical words with precision.

#### Band 2 (31–35): Frequent merit and interest in the choice of content and the manner of writing

- **W1:** Candidates describe and reflect upon experience, and analyze with occasional success what is felt and imagined. Some argument is well developed and interesting, although the explanation may not always be consistent.
- **W2:** Facts, ideas, and opinions are often well ordered so that the construction of the writing is clear to the reader. Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.
- **W3:** Candidates write with some confidence, demonstrating an emergent range of varied vocabulary.
- **W4:** Candidates give evidence of understanding the need to write appropriately to audience and context even if there is not complete consistency in the three assignments. There is some fluency in the construction of sentences.
- **W5:** Candidates show some signs of understanding how punctuation and grammatical structures can be used to aid communication. Errors of spelling, punctuation, and grammar are minor, and rare at the top of this band.

**Band 3 (26–30): Competent writing with some development of ideas**

- **W1:** Candidates express clearly what is felt and imagined and supply some detail, explanation, and exemplification for the benefit of the reader. Arguments are expressed in a competent series of relevant points and a clear attempt is made to develop some of them.
- **W2:** A clear attempt is made to present facts, ideas, and opinions in an orderly way, although there may be some insecurity in the overall structure.
- **W3:** Candidates write competently, using appropriate, if sometimes unadventurous, vocabulary.
- **W4:** Candidates make a clear attempt in at least one assignment to write with a sense of audience and there may also be some evidence of adapting style to context. Sentences mostly link ideas successfully.
- **W5:** Candidates use punctuation and grammar competently although the range is not strong. There may be a number of minor errors especially at the bottom of this band and even occasional errors of sentence separation.

**Band 4 (21–25): Satisfactory content with brief development and acceptable expression**

- **W1:** Candidates express with some clarity what is felt and imagined. Arguments are relevant to the topic and are developed partially with some brief effectiveness.
- **W2:** There is evidence of overall structure, but the writing may be presented more carefully in some sections than in others. There may be examples of repetition and the sequence of sentences within paragraphs may be insecure in places.
- **W3:** Candidates write with occasional competence, using a mixture of effective and straightforward vocabulary.
- **W4:** Candidates show occasional evidence of writing with some understanding of audience and context, but this is not sustained. Candidates use some complex and some simple sentences.
- **W5:** Candidates use a limited range of punctuation and grammatical structure with some care, although occasionally grammatical error will cause the reader some difficulty. There may be quite numerous errors, particularly of sentence separation and the misuse of commas.

**Band 5 (16–20): Simple writing, the meaning of which is not in doubt**

- **W1:** Candidates express intelligibly what is felt and imagined. Arguments are expressed with variable relevance, logic, and development.
- **W2:** Facts, ideas, and opinions are presented in paragraphs that may be inconsistent. The overall structure is unsound in places.
- **W3:** Candidates use simple, straightforward vocabulary.
- **W4:** Candidates make slight variations of style according to audience and context, although this does not seem deliberate. Simple sentences are correctly used and there may be an attempt to write complex sentences that have a slight lack of clarity.
- **W5:** Candidates show knowledge of simple punctuation and grammar, but the amount of error, especially of tense and the use of prepositions, is sometimes considerable. Sentence separation is often poor, but error does not prevent the reader from understanding what is written.

#### Band 6 (11–15): Writing can be followed despite difficulties with expression

- **W1:** Candidates make a simple attempt to express what is felt and imagined. Arguments are expressed very simply and briefly.
- **W2:** Facts, ideas, and opinions may appear in partially formed paragraphs of inappropriate length, and some attempt is made to provide a beginning and an end.
- **W3:** Candidates use simple, mainly accurate vocabulary.
- **W4:** Candidates may show occasional, brief acknowledgment of the possibility of writing for different audiences and contexts, but overall there is little variation of style. Attempts to write complex sentences may involve repetition of conjunctions and some blurring.
- **W5:** Candidates occasionally use appropriate punctuation and can spell simple words, but the reader is not convinced that their understanding, especially of grammar, is adequate.

#### Band 7 (6–10): Some of the writing can be followed

- **W1:** Candidates occasionally express what is felt, thought, and imagined, but they are hampered by their command of language.
- **W2:** There may be some signs of an overall structure although inadequate presentation of facts, ideas, and opinions creates blurring.
- **W3:** Candidates demonstrate a narrow vocabulary.
- **W4:** Candidates may write appropriately on the whole but their command of language is not strong enough to acknowledge audience or context. There are unlikely to be more than a few accurate sentences.
- **W5:** Weaknesses in spelling, punctuation, and grammar are persistent, but the reader is able to follow at least part of the writing.

#### Band 8 (1–5): Writing does not communicate adequately

- **W1:** Very simple meanings are attempted, but most of the work is too inaccurate and blurred to make sense.
- **W2:** An absence of overall structure and paragraphing leads to confusion.
- **W3:** Very simple meanings are attempted, but the candidate's knowledge of vocabulary is too slight to make adequate sense.
- **W4:** There is insufficient evidence of audience, context, or sentence structures to reward.
- **W5:** The amount and breadth of error prevents sufficient communication of meaning.

#### Band 9 (0): Writing does not meet the above criteria

**Table B: Band descriptions for reading (Assignment 3 only) (10 marks)**

<b>Band 1</b> <b>9–10 marks</b>	Candidates analyze and evaluate several ideas and details from the text(s) and develop lines of thought. Their own ideas are closely related to the original text(s) and show a good understanding of the main arguments.
<b>Band 2</b> <b>7–8 marks</b>	Candidates respond in detail to ideas from the text(s), explaining them and expressing views on them with varying degrees of effectiveness. There is some reference to details in the original. Their own ideas are based on those of the original text(s).
<b>Band 3</b> <b>5–6 marks</b>	Candidates show some response to the ideas in the text(s), summarizing them and giving simple views on them. Their own thinking is relevant, if not always tightly focused on the original text(s).
<b>Band 4</b> <b>3–4 marks</b>	Candidates give a response to the original text(s). Their ideas are relevant to the topic but make only occasional references to individual ideas or details in the original text(s).
<b>Band 5</b> <b>1–2 marks</b>	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
<b>Band 6</b> <b>0 marks</b>	There is no discernible reference to the topic or to the text(s).

### 8.1.4 Instructions for Completing Individual Candidate Record Cards

1. A copy of the relevant Individual Candidate Record Card can be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**
2. The database will ask you for the syllabus code and your Center number, after which it will take you to the correct forms.
3. Mark the coursework assignment for each candidate according to the assessment criteria provided in Section 8.1.3.
4. **(a)** Enter a mark for writing (out of 40) and a mark for reading (out of 10—Assignment 3 only) in the appropriate spaces on the record card.  
**(b)** Complete other sections of the form.
5. Add the marks for writing and reading and enter the total mark (out of 50) in the appropriate box on the record card ("Total mark to be transferred to Coursework Assessment Summary Form").
6. Transfer the marks to the First Language English—Component 4, Coursework Portfolio, Coursework Assessment Summary Form, in line with the instructions in Section 8.1.5.
7. Retain all Individual Candidate Record Cards and samples of coursework.

**Note:** Teachers should use these record cards only for candidates who have undertaken coursework as part of their Cambridge IGCSE.

### 8.1.5 Instructions for Completing Coursework Assessment Summary Forms

1. A copy of the relevant Coursework Assessment Summary Form can be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**
2. The database will ask you for the syllabus code and your Center number, after which it will take you to the correct forms.
3. List the candidates in an order that allows the information to be transferred easily for submission to Cambridge at a later stage (i.e., in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
4. Transfer each candidate's marks from their Individual Candidate Record Card to this summary form as follows:
  - (a) Enter the marks for writing (out of 40) and reading (out of 10—Assignment 3 only) in the relevant columns.
  - (b) Enter the total (out of 50) in the column headed "Total Mark."
  - (c) In the column headed "Internally Moderated Mark," enter the mark (out of 50) awarded after internal moderation took place. Leave blank if not applicable. See Section 8.1.2 for information about internal moderation.
5. Both the teacher/moderator completing the form and, where applicable, the internal moderator(s) must check the form, and complete and sign the bottom portion.

### 8.1.6 Arrangements for External Moderation

1. External moderation of internal assessment is carried out by Cambridge for **all** candidates.
2. The total marks, or where applicable the internally moderated marks, should be submitted to Cambridge separately from the dispatch for the moderator. The final dates, sample sizes, and methods for submitting these internally assessed marks are detailed in the *Cambridge Administrative Guide*.
3. Please send the following to Cambridge to be sent to the moderator:
  - the candidates' work with the corresponding completed Individual Candidate Record Cards. Only send the work required for the sample
  - the completed Coursework Assessment Summary Form(s), with an asterisk (\*) by the candidates' names who are in the sample
  - the total marks, internally moderated where appropriate, for all candidates.
4. Send the required materials and work to Cambridge, to arrive by the final stated deadlines in the timetable. Do not wait until the end of the assessment period before sending these items.
5. **If Cambridge's moderator thinks it is necessary, because the sample received is unsatisfactory or the process of internal moderation at the Center has not produced a reliable rank order of candidates, Cambridge will request further samples. The Center must send these as soon as the request is received.**
6. **Feedback following external moderation**  
Centers will receive a brief report from the external moderator on the assessment of their candidates' portfolios. This will usually be sent at the time results are issued.

### 8.1.7 Resubmission and Carrying Forward of Internally Assessed Marks

Information about resubmission and carrying forward of internally assessed marks can be found in the *Cambridge Administrative Guide*.

## 8.2 Component 6 Speaking and Listening Coursework

This component is optional for this syllabus and is separately endorsed.

Please read this information in conjunction with the relevant sections of the *Cambridge Handbook* and the *Cambridge Administrative Guide*.

### 8.2.1 Administrative arrangements

#### 1. Materials for the speaking and listening coursework

Individual Candidate Record Cards and Coursework Assessment Summary Forms for speaking and listening coursework may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). Centers devise their own tasks to help candidates demonstrate the skills outlined in the assessment criteria.

#### 2. Appointment of internal teacher/moderator(s)

- This is usually a teacher from within the English department, but could be someone local from outside the Center.
- The teacher/moderator administers and assesses the activities and submits a recorded sample for moderation by Cambridge.
- To make it easier to keep a common standard, there should only be one teacher/moderator per Center.
- Before the submission of samples, Centers with large numbers of candidates (more than 30) must get agreement from Cambridge to use additional teachers/moderators.
- Cambridge is not responsible for any fees agreed.

#### 3. Recording of candidates

- **Task 1** and **Task 2** for all candidates should be recorded.
- Centers must provide a suitably quiet room and check that their recording equipment is working. Please avoid rooms that are too close to a playground, recreation room, or noisy classroom. Unnecessary background noise must be excluded.
- The recording equipment and the CD(s) should be tested *in situ* before the activity, ideally with one of the candidates. It is essential that new unrecorded CDs are used. These must be supplied by the Center. A recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/moderator. If only one microphone is used, it should be placed facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate before the start of the recording. Please do not adjust the volume control during a recording. (Note that it is permissible to use audio cassettes, but the use of CDs and digital recording is strongly preferred.)
- Each recording should be introduced by the teacher/moderator as follows:  
 "Center name and number: e.g.: *New College, Johannesburg; Center Number ZA999*  
 Examination: *Cambridge IGCSE First Language English, Syllabus 0524, Component 6: Speaking and Listening Coursework*  
 Moderator: e.g., *Ms. Sally Jones*  
 Date: e.g., *January 7th 2017*"  
 Each candidate should be introduced clearly by the teacher/moderator as follows:  
 "Candidate number: e.g., *3210*  
Candidate name: e.g., *Kelvin Johnson*"  
 At the end of the recording, please state "*End of recording.*"



- Once a recording has begun, **do not interrupt the recording**. On no account should you stop and re-start the recording during an activity. The contents of each CD must be clearly labeled. Before the CD is sent to Cambridge, make spot checks to ensure every candidate can be clearly heard.
- For Centers using cassette tapes, in addition to the above, the recording should begin at the start of side 1. Care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. At the end of the examining on each side of the cassette, the teacher/moderator states: "No further recordings on this side." Cassettes should be rewound to the start of side 1 before they are sent to Cambridge.

## 8.2.2 Marking instructions

1. Forms required for submission to Cambridge can be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**. The database will ask you for the syllabus code (i.e., 0524) and your Center number, after which it will take you to the correct forms. Follow the instructions when completing each form.
2. Individual tasks may be awarded marks/grades in whatever way is most appropriate for teachers and candidates. However, the total mark for the tasks must be based on how the assessment criteria have been met. This total mark must reflect how achievement has varied across the different tasks and how performance has varied across the assessment criteria for each task. Assessment, therefore, usually involves balancing strengths and weaknesses in the candidate's work overall. For this reason, the total mark is not necessarily a mathematical calculation based on marks/grades awarded to individual tasks.
3. The teacher must mark each candidate's coursework out of a total of 30, in line with the assessment criteria in Section 8.2.3. The total mark for the coursework is divided into 10 marks for speaking on Task 1 (Individual activity), 5 marks for speaking and 5 marks for listening on Task 2 (Pair-based activity), and 10 marks for speaking and listening on Task 3 (Group activity).

### 4. Incomplete coursework

If one task is not included in the submission, one third of the total mark should be deducted.

### 5. Internal moderation

**Internal moderation should take place for Centers with more than one teacher/moderator. It is essential that the marks for each strand of the assessment criteria of candidates from different teaching groups within each Center are moderated internally for the whole Center.** This means that the marks awarded to all candidates within a Center must be brought to a common standard by the teacher responsible for coordinating the internal assessment (i.e., the internal moderator). A single valid and reliable set of marks should be produced, which reflects the relative attainment of all the candidates in the speaking and listening coursework component at the Center. If the marking of any teacher is found to be lenient or severe, it should be adjusted to bring it into line with the rest of the Center's marking. If the internal moderator cannot agree the rank order of the candidates in any teaching set, the work of that set must be re-marked.

## 8.2.3 Assessment criteria

**Note:** It should **not** be assumed that a band in the assessment criteria directly equates to a grade. Final grade thresholds are decided for each session based on available evidence.

### Marking: general principles

1. You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
2. The general approach is a positive one.
3. Within any band, marks should be awarded on a "best-fit" basis. Thus, compensation between higher and lower achievement for different aspects is acceptable.



4. Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. Cambridge's external moderation process allows for adjustments to be made to consistently lenient or severe marking.

**Table A: Band descriptions for Component 6, Task 1—Individual Activity (10 marks)**

<b>Band 1 9–10 marks</b>	Full and well organized use of content; lively delivery sustaining audience interest; employs a wide range of language devices (e.g., tone, irony, emphasis) accurately and sometimes eloquently.
<b>Band 2 7–8 marks</b>	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices (e.g., tone, irony, emphasis) soundly.
<b>Band 3 5–6 marks</b>	Adequate use of content; delivery is secure but at times unimaginative, resulting in some loss of audience interest; language devices (e.g., tone, irony, emphasis) are used safely and appropriately.
<b>Band 4 3–4 marks</b>	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in significant loss of audience interest; limited employment of language devices (e.g., tone, irony, emphasis) with some inaccuracy.
<b>Band 5 1–2 marks</b>	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to use language devices (e.g., tone, irony, emphasis) or devices used with serious error.
<b>Band 6 0 marks</b>	Does not meet the above criteria.

**Table B: Band descriptions for Component 6, Task 2—Pair-based Activity (10 marks)**

For Task 2, separate marks for each category (speaking, listening) should be arrived at.

Speaking		Listening	
<b>Band 1</b> <b>5 marks</b>	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices (e.g., tone, irony, emphasis) accurately and sometimes eloquently.	<b>Band 1</b> <b>5 marks</b>	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
<b>Band 2</b> <b>4 marks</b>	Subject matter is organized and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices (e.g., tone, irony, emphasis) soundly.	<b>Band 2</b> <b>4 marks</b>	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
<b>Band 3</b> <b>3 marks</b>	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices (e.g., tone, irony, emphasis) are used safely and appropriately.	<b>Band 3</b> <b>3 marks</b>	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
<b>Band 4</b> <b>2 marks</b>	There is evidence of some linking together of ideas relating to the subject matter but it is inconsistent; accepts that the listener is in full control of the conversation. Limited use of language devices (e.g., tone, irony, emphasis) with some inaccuracy.	<b>Band 4</b> <b>2 marks</b>	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
<b>Band 5</b> <b>1 mark</b>	Simple facts and ideas are expressed with generally unsuccessful attempts at organization; is barely capable of engaging in a two-way conversation. Not able to use language devices (e.g., tone, irony, emphasis) or devices used with serious error.	<b>Band 5</b> <b>1 mark</b>	Responds simply or is unable to respond to questions or prompts; cannot recognize changes in the direction of the conversation.
<b>Band 6</b> <b>0 marks</b>	Does not meet the above criteria.	<b>Band 6</b> <b>0 marks</b>	Does not meet the above criteria.

**Table C: Band descriptions for Component 6, Task 3—Group Activity (10 marks)**

<b>Band 1 9–10 marks</b>	Can argue ideas and opinions in persuasive detail without dominating the rest of the group; adept at acting as group leader; usefully refers back to previous points; always looks to suggest new approaches and to move forward; listens sympathetically and considers the views of others fully.
<b>Band 2 7–8 marks</b>	Can argue ideas and opinions soundly but may at times overshadow other members of the group; is capable of leading the group but with only partial assurance; refers back to previous points soundly but not entirely successfully; recognizes the need to suggest new approaches but implements this only partially; listens with a degree of sympathy for others' views but has a tendency to interrupt at times.
<b>Band 3 5–6 marks</b>	Frequent but generally brief contributions are made; generally accepts a position of group member rather than facilitator/leader; makes occasional reference to previous points; may help support new approaches but rarely initiates them; listens carefully and responds briefly but appropriately to others.
<b>Band 4 3–4 marks</b>	Brief and infrequent contributions are made; plays a limited part in the group; cannot make use of previous points; follows the general drift of the discussion but struggles to support new approaches; listens inconsistently and may even drift away from the discussion.
<b>Band 5 1–2 marks</b>	May only make one or two contributions or may offer mostly inappropriate contributions; plays no real role in group membership; is largely ignorant of previous points; does not offer support for new approaches; may appear to listen but shows little evidence of listening.
<b>Band 6 0 marks</b>	Does not meet the above criteria.

## 8.2.4 Instructions for completing Individual Candidate Record Cards

1. The Individual Candidate Record Card can be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**
2. The database will ask you for the syllabus code (i.e., 0524) and your Center number, after which it will take you to the correct forms. Follow the instructions when completing each form.
3. Mark the coursework tasks for each candidate according to the assessment criteria provided in Section 8.2.3.
4. Enter a description of each of the three coursework tasks (individual activity, pair-based activity, and group activity) and the mark for each task in the appropriate spaces.
5. Add the marks for the three tasks and enter the mark (out of 30) in the Total Mark box on the record card.
6. Transfer the marks to the First Language English—Component 6, Speaking and Listening Coursework Assessment Summary Form in line with the instructions in Section 8.2.5.
7. Retain all Individual Candidate Record Cards and samples of recorded coursework.

**Note:** Teachers should use these record cards only for candidates who have undertaken coursework as part of their Cambridge IGCSE.

## 8.2.5 Instructions for completing Coursework Assessment Summary Forms

1. The Speaking and Listening Coursework Assessment Summary Form can be downloaded from **[www.cie.org.uk/samples](http://www.cie.org.uk/samples)**
2. The database will ask you for the syllabus code (i.e., 0524) and your Center number, after which it will take you to the correct forms. Follow the instructions when completing each form.
3. List the candidates in an order that allows the information to be transferred easily for submission to Cambridge at a later stage (i.e., in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
4. Transfer each candidate's marks from their Individual Candidate Record Card to this form as follows:
  - (a) Enter the marks for the individual activity ("Task 1"), the pair-based activity ("Task 2"), and the group activity ("Task 3") in the relevant columns.
  - (b) Add the marks and enter the total (out of 30), in the column headed "Total Mark."
  - (c) In the column headed "Internally Moderated Mark," enter the mark (out of 30) awarded **after** any internal moderation took place. Leave blank if not applicable. See Section 8.2.2 for information about internal moderation.
5. Both the teacher/moderator completing the form and, where applicable, the internal moderator(s) must check the form, and complete and sign the bottom portion.

### 8.2.6 Arrangements for external moderation

1. External moderation of internal assessment is carried out by Cambridge for **all** candidates.
2. The total marks, or where applicable the internally moderated marks, should be submitted to Cambridge separately from the dispatch for the moderator. The final date, sample sizes, and methods for submitting these internally assessed marks are detailed in the *Cambridge Administrative Guide*.
3. Please send the following to Cambridge to be sent to the moderator:
  - the recordings of **Task 1** and **Task 2** for all candidates with the corresponding completed Coursework Assessment Summary Form. On this form place an asterisk (\*) by the candidates' names who are in the sample
  - the total marks, internally moderated where appropriate, for all candidates.
4. Send the required materials and marks to Cambridge, to arrive by the end of the examination period as detailed in the timetable. Do not wait until the end of the assessment period before sending these items.
5. **If Cambridge's moderator thinks it is necessary, because the sample received is unsatisfactory or the process of internal moderation at the Center has not produced a reliable rank order of candidates, Cambridge will request further samples. The Center must send these as soon as the request is received.**
6. **Feedback following external moderation**  
Centers will receive a brief report from the external moderator on the assessment of their candidates' speaking and listening coursework. This will usually be sent at the time results are issued.

### 8.2.7 Resubmission and carrying forward of internally assessed marks

Information about resubmission and carrying forward of internally assessed marks can be found in the *Cambridge Administrative Guide*.

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