Cambridge
IGCSE

Syllabus

Cambridge IGCSE®
First Language English (US) 0524

For examination in June and November 2019.

CAMBRIDGE
International Examinations

Why Choose Cambridge?

Cambridge International Examinations prepares school learners for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognized by the world's best universities and employers, giving learners a wide range of options in their education and career. As a not-for-profit organization, we devote our resources to delivering high-quality educational programs that can unlock learners' potential.

Our programs and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigor, and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programs and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative, and engaged— equipped for success in the modern world.

Every year, nearly a million Cambridge learners from 10,000 schools in 160 countries prepare for their future with an international education from Cambridge.

"We think the Cambridge curriculum is superb preparation for university."

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

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 **cie.org.uk/ISO9001**

Contents

Changes to This Syllabus

For information about changes to this syllabus for 2019, go to page 37.

The latest syllabus is version 1, published September 2017. There are no significant changes that affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2015 are still suitable for use with this syllabus.

1 Why Choose This Syllabus?

Key Benefits

Cambridge IGCSE® syllabi are created especially for international learners. For over 25 years, we have worked with schools and teachers worldwide to develop syllabi that are suitable for different countries, different types of schools, and for learners with a wide range of abilities.

Cambridge IGCSE First Language English allows learners 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.

Our programs balance a thorough knowledge and understanding of a subject and help develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:

Responsible
Reflective
Innovative
Engaged
Confident
Cambridge learners
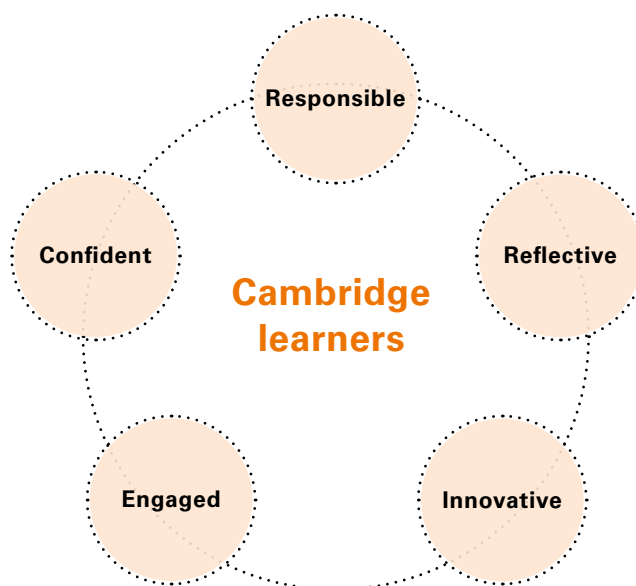
"The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world."

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia
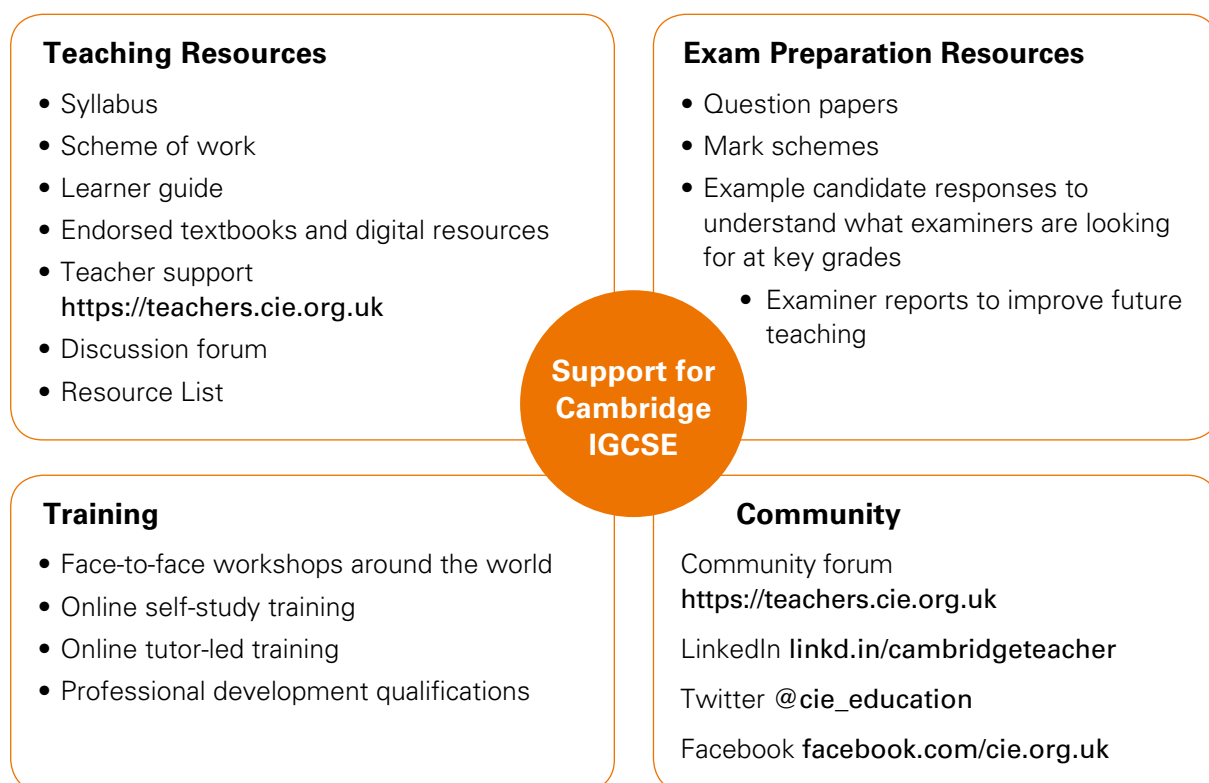
Recognition and Progression

The combination of knowledge and skills in Cambridge IGCSE First Language English gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level English Language.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs to meet their entry requirements.

Learn more at www.cie.org.uk/recognition

Supporting Teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.

Teaching Resources

- Syllabus
- Scheme of work
- Learner guide
- Endorsed textbooks and digital resources
- Teacher support
  https://teachers.cie.org.uk
- Discussion forum
- Resource List

Exam Preparation Resources

- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
  - Examiner reports to improve future teaching

Support for Cambridge IGCSE

Training

- Face-to-face workshops around the world
- Online self-study training
- Online tutor-led training
- Professional development qualifications

Community

Community forum
https://teachers.cie.org.uk

LinkedIn linkd.in/cambridgeteacher

Twitter @cie_education

Facebook facebook.com/cie.org.uk

"Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes."

Mrs. Omnia Kassabgy, Managing Director of British School in Egypt BSE

2 Syllabus Overview

Goals

The syllabus goals summarize the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The goals are to enable learners to:

- understand and respond to what they hear, read, and experience
- communicate accurately, appropriately, confidently, and effectively
- enjoy and appreciate a variety of language
- complement their 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 personal development and an understanding of themselves and others.

Content

Cambridge IGCSE First Language English offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing, and write in a range of text types for different audiences.

Candidates also have the opportunity to develop both their speaking and listening skills, presenting to others and responding to feedback and questions. Candidates are able to develop a range of skills in organizing content and adapting their written and spoken language to meet the needs of the purpose and audience.

Candidates are encouraged to become appreciative and critical readers, writers, speakers, and listeners.

Teacher Support for Cambridge IGCSE First Language English

We provide a wide range of support resources to give your learners the best possible preparation for Cambridge programs and qualifications. Support for IGCSE English includes a Coursework Handbook, Speaking and Listening Handbook, and Learner Guide. These and other resources are available online through Teacher Support at **https://teachers.cie.org.uk**

Assessment

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

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below should be entered for Paper 1 and Component 4. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Extended), and who are expected to achieve a grade C or above should be entered for Paper 2 and Component 4. These candidates will be eligible for grades A* to G.

All candidates take:

Paper 1	1 hour, 45 minutes
Reading Passages (Core)	50%

50 marks

Structured and extended writing questions

Questions will be based on two reading passages

Externally assessed

or:

Paper 2	2 hours
Reading Passages (Extended)	50%

50 marks

Structured and extended writing questions

Questions will be based on two reading passages

Externally assessed

and:

Component 4	
Coursework Portfolio (Core and Extended)	50%

50 marks

Three extended writing assignments

Internally assessed/externally moderated

Centers may also choose to enter candidates for the Speaking and Listening Coursework. Marks for this optional component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record achievement of grades 1 (high) to 5 (low).

Component 6

Speaking and Listening Coursework
(Core and Extended)

30 marks

Individual activity, pair-based activity, and group activity

Internally assessed/externally moderated

3 Subject Content

Candidates may follow either the Core Curriculum only or the Extended Curriculum, which includes both the Core and Extended content. 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

- demonstrate understanding of words and phrases within extended texts
- identify and develop facts, ideas, and opinions
- summarize, paraphrase, and re-express
- demonstrate some understanding of how writers achieve their effects
- recognize and respond to simple linguistic devices including figurative language
- extract specific information.

Extended

- demonstrate a precise understanding of extended texts
- synthesize, develop, analyze, and evaluate facts, ideas, and opinions
- effectively summarize, paraphrase, and re-express
- demonstrate understanding of how writers achieve their effects
- recognize and respond to sophisticated linguistic devices
- extract appropriate information for specific purposes.

Assessment Objective 2: Writing

Core

- express thoughts, feelings, and opinions in order to interest, inform, or convince the reader
- convey simple and detailed facts, ideas, and opinions in an orderly sequence
- use appropriate vocabulary
- demonstrate some sense of audience and context
- demonstrate adequate control of spelling, punctuation, and grammar
- attempt a variety of sentence structures.

Extended

- express effectively what is thought, felt, and imagined
- order and convey facts, ideas, and opinions effectively
- demonstrate a sophisticated use of imaginative and varied vocabulary
- demonstrate a clear sense of audience and context
- demonstrate accuracy in spelling, punctuation, and grammar
- use effectively a variety of sentence structures.

Assessment Objective 3: Speaking and Listening

Core

- describe experience in simple terms and express intelligibly what is thought, felt, and imagined
- recognize and give statements of opinion and attitude
- present facts, ideas, and opinions in an orderly sequence
- communicate with some clarity, focus, and purpose
- communicate with some awareness of audience and context
- make relevant comments on what is heard.

Extended

- describe and reflect on experience, and express effectively what is thought, felt, and imagined
- understand and convey complex information in a sophisticated way
- order and present facts, ideas, and opinions effectively
- discuss statements of opinion and attitude, discerning underlying assumptions and points of view
- communicate with clarity, focus, and purpose
- communicate appropriately depending on the audience and context
- evaluate and reflect on what is heard.

4 Details of the Assessment

Written paper, 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.

50 percent of the total marks available.

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 organize 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)

Candidates write their content points in note form and then their summary as continuous writing of no more than 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):

W2 organize facts, ideas, and opinions

W3 use a range of appropriate vocabulary

W5 make accurate use of spelling, punctuation, and grammar.

Paper 2—Reading Passages (Extended)

Written paper, 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).

50 percent of the total marks available.

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 organize 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)

Candidates write their summary as continuous writing of no more than 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):

W2 organize facts, ideas, and opinions
W3 use a range of appropriate vocabulary
W5 make accurate use of spelling, punctuation, and grammar.

> ### Component 4—Coursework Portfolio

Written assignments, 50 marks

This information should be read in conjunction with the relevant sections of the *Cambridge Handbook*.

The forms required for the administration and assessment of the portfolio may be downloaded from www.cie.org.uk/samples (see page 20 and page 21 for details).

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

50 percent of the total marks available.

Candidates submit a 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 organize 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 portfolio.

The Coursework Portfolio **must** also include the text(s) used for Assignment 3.

A teacher/moderator at the Center administers and internally assesses the Coursework Portfolio(s) using the assessment criteria on pages 16–20. They send the final marks, a sample of candidates' portfolios, and completed forms for external moderation by Cambridge before the stated final date. Centers will receive a brief report on the outcome of the external moderation.

Additional Information for Component 4 Coursework Portfolio

General Guidance

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

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 or treasury tags) 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:

Assignment 1

Assignment 1 informative, analytical, and/or argumentative	Two examples: - a logbook/diary giving information on what was done during two days of a work experience or an activity weekend (i.e., writing to *inform*) - an argument from an informed, personal viewpoint about a topical issue, e.g., arguing against the ill-treatment of prisoners (i.e., writing to *persuade*).

Assignment 2

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. The commentary will be included in the word count.

Assignment 2 descriptive and/or narrative	Two examples: - a detailed description of the people who frequent a local shop and the atmosphere of the shop (i.e., writing to *describe*) - 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 (i.e., writing to *entertain*).

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.

Assignment 3
response to texts
	Two examples:
	
	• *Stimulus text(s):* several letters published in a newspaper in response to a proposal for a new development in the locality
	
	  Assignment: 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.
	
	• *Stimulus text(s):* a magazine article advocating the cull of a species of animal that has become a nuisance
	
	  Assignment: 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.

4   Drafting assignments

- In coursework, as in preparation for other forms of examination, it is natural for the teacher and learner 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. Learners 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 on page 16 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 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 on page 16 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.

Marking Instructions

1 Candidates' marks must be recorded on Individual Candidate Record Cards produced by Cambridge. These forms, and the instructions for completing them, 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 on pages 16–20. 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 below.

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, which 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.

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 harsh or generous marking.

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

Band 8 (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 7 (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 6 (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 5 (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 4 (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 3 (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 2 (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 1 (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 0 (0): Writing does not meet the above criteria

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

Band 5 **9–10 marks**	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.
Band 4 **7–8 marks**	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).
Band 3 **5–6 marks**	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).
Band 2 **3–4 marks**	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).
Band 1 **1–2 marks**	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
Band 0 **0 marks**	There is no discernible reference to the topic or to the text(s).

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

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 on pages 16–20.

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 on page 21.

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.

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

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 her/his 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 page 16 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.

Arrangements for External Moderation

1 External moderation of internal assessment is carried out by Cambridge.

2 The total marks, or where applicable the internally moderated marks for **all** candidates, should be submitted to Cambridge separate to the dispatch for the moderator. The final dates, sample sizes, and methods for submitting these internally assessed marks are detailed in the *Cambridge Handbook.*

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 date 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.

Resubmission and Carrying Forward of Internally Assessed Marks

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

Component 6—Speaking and Listening Coursework

Individual activity, pair-based activity, group activity, 30 marks

This information should be read in conjunction with the relevant sections of 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** (see page 23 and page 24 for details).

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 his or her favorite hobby; the candidate describes a place that he or she has 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 conducts and internally assesses the activities using the assessment criteria on pages 25–27. This teacher/moderator will usually be someone from the Center's English department. They send the final marks, a recorded sample of the candidates' performance, and completed forms for external moderation by Cambridge before the stated final date. Centers will receive a brief report on the outcome of the external moderation.

Additional Information for Component 6 Speaking and Listening Coursework

This component is optional for syllabus **0524** and is separately endorsed.

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

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. 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 conducts 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., *7 January 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 restart 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.

Marking Instructions

1 Candidates' marks must be recorded on Individual Candidate Record Cards produced by Cambridge. These forms, and the instructions for completing them, 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 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 on pages 25–27. 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.

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 harsh or generous marking.

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

Band 5 **9–10 marks**	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.
Band 4 **7–8 marks**	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.
Band 3 **5–6 marks**	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.
Band 2 **3–4 marks**	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.
Band 1 **1–2 marks**	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.
Band 0 **0 marks**	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	
Band 5 5 marks	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.	Band 5 5 marks	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
Band 4 4 marks	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.	Band 4 4 marks	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the changes in direction of the conversation.
Band 3 3 marks	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.	Band 3 3 marks	Responds to questions adequately but deals less effectively with prompts; changes in the direction of the conversation are occasionally dealt with.
Band 2 2 marks	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.	Band 2 2 marks	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
Band 1 1 mark	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.	Band 1 1 mark	Responds simply or is unable to respond to questions or prompts; cannot recognize changes in the direction of the conversation.
Band 0 0 marks	Does not meet the above criteria.	Band 0 0 marks	Does not meet the above criteria.

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

Band 5 **9–10 marks**	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.
Band 4 **7–8 marks**	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.
Band 3 **5–6 marks**	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.
Band 2 **3–4 marks**	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.
Band 1 **1–2 marks**	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.
Band 0 **0 marks**	Does not meet the above criteria.

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

2   The database will ask you for the syllabus code and Center number, after which it will direct you to the correct forms.

3   Mark the coursework tasks for each candidate according to the assessment criteria provided on pages 25–27.

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 below.

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.

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

2   The database will ask you for the syllabus code and Center number, after which it will direct 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 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 page 25 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.

Arrangements for External Moderation

1 External moderation of internal assessment is carried out by Cambridge.

2 The total marks, or where applicable the internally moderated marks for **all** candidates, should be submitted to Cambridge separate to the dispatch for the moderator. The final date, sample sizes, and methods for submitting these internally assessed marks are detailed in the *Cambridge Handbook*.

3 Please send the following to Cambridge to be sent to the moderator:
   - the recordings of **Task 1** and **Task 2**, and only candidates required for the sample, 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.

Resubmission and Carrying Forward of Internally Assessed Marks

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

5 Assessment Objectives

The assessment objectives (AOs) are:

AO1 Reading

AO2 Writing

AO3 Speaking and Listening

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 organize 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.

Weighting for Assessment Objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarized below.

Assessment Objectives as a Percentage of the Qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	50
AO2 Writing	50
AO3 Speaking and Listening	0

Assessment Objectives as a Percentage of Each Component

Assessment objective	Weighting in components %		
	Papers 1 and 2	Paper 4	Component 6
AO1 Reading	80	20	0
AO2 Writing	20	80	0
AO3 Speaking and Listening	0	0	100

6 What Else You Need to Know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cie.org.uk/examsofficers

Before You Start

Previous Study

We recommend that learners starting this course should have studied an English Language curriculum such as the Cambridge Secondary 1 program or equivalent national educational framework.

Guided Learning Hours

We design Cambridge IGCSE syllabi based on learners having about 130 guided learning hours for each subject during the course. The number of hours learners need to achieve the qualification will vary according to local practice and their previous experience with the subject.

Availability and Timetables

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cie.org.uk/timetables

Specific components are available to private candidates. Private candidates can opt for either Paper 1 or Paper 2.

Combining with Other Syllabi

Candidates can take this syllabus alongside other Cambridge syllabi in a single exam series. The only exceptions are:

- 0510 Cambridge IGCSE English as a Second Language
- 0511 Cambridge IGCSE English as a Second Language (count-in oral)
- 0990 Cambridge IGCSE (9–1) First Language English
- 0627 Cambridge IGCSE (9–1) First Language English
- 1123 Cambridge O Level English Language
- syllabi with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1), and Cambridge O Level syllabi are at the same level.

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

Group Awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognizing the achievements of students who pass examinations in a range of different subjects.

Learn more about Cambridge ICE at www.cie.org.uk/cambridgesecondary2

Making Entries

Exams officers are responsible for submitting entries to Cambridge. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Option Codes for Entries

To keep our exams secure we allocate all Cambridge schools to one of six administrative zones. Each zone has a specific timetable. The majority of option codes have 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.

Support for Exams Officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cie.org.uk/examsofficers**

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Equality and Inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

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

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cie.org.uk/examsofficers

Language

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

After the Exam

Grading and Reporting

Grades A*, A, B, C, D, E, F, or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. "Ungraded" means that the candidate's performance did not meet the standard required for grade G. "Ungraded" is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

Grade Descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

A **Grade A** Cambridge IGCSE First Language English 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 component:

- 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.

A **Grade C** Cambridge IGCSE First Language English 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 component:

- 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.

A **Grade F** Cambridge IGCSE First Language English 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 component:

- 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.

Changes to This Syllabus for 2019

The syllabus has been updated. The latest syllabus is version 1, published September 2017

| Significant changes to the syllabus are indicated by black vertical lines either side of the text. |

You are strongly advised to read the whole syllabus before planning your teaching program.

Any textbooks endorsed to support the syllabus for examination from 2015 on are still suitable for use with this syllabus.

"While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning."

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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