

# Syllabus

## Cambridge IGCSE First Language English (US) Syllabus Code 0524 For Examination in 2012

This is the US version of the 2012 Cambridge IGCSE First Language English syllabus.



UNIVERSITY *of* CAMBRIDGE  
International Examinations

**Note**

**The subject content of this syllabus is the same as the international version. The range of components available is limited to make coursework a compulsory part of the syllabus. Because of this the numbering of components is not always sequential. Please read the *Cambridge Glossary* alongside this syllabus. This is available from our website. Administration materials appear in UK English and are standard for all our international customers.**

# Contents

## Cambridge IGCSE First Language English (US) Syllabus Code 0524

1. Introduction .....	2
1.1 Why Choose Cambridge?	
1.2 Why Choose Cambridge IGCSE First Language English?	
1.3 Cambridge International Certificate of Education (ICE)	
1.4 How Can I Find Out More?	
2. Assessment at a Glance.....	5
3. Syllabus Goals and Objectives.....	7
3.1 Goals	
3.2 Assessment Objectives and their Weighting in the Exam	
4. Description of Components .....	10
4.1 Paper 1: Reading Passage (Core)	
4.2 Paper 2: Reading Passages (Extended)	
4.3 Component 4: Coursework Portfolio (both Core and Extended)	
4.4 Component 6: Speaking and Listening Coursework	
5. Curriculum Content .....	14
6. Appendix A .....	16
6.1 Grade Descriptions	
6.2 Component 4: Coursework Portfolio	
6.2.1 General Guidance	
6.2.2 Marking and Moderating Instructions	
6.2.3 Assessment Criteria	
6.2.4 Instructions for Completing Individual Candidate Record Cards	
6.2.5 Instructions for Completing Coursework Assessment Summary Forms	
6.2.6 Arrangements for External Moderation	

# Contents

## 6.3 Component 6: Speaking and Listening Coursework

6.3.1 Administration Arrangements

6.3.2 Assessment Criteria

6.3.3 Instructions for Completing Individual Candidate Record Cards

6.3.4 Instructions for Completing Coursework Assessment Summary Forms

6.3.5 Arrangements for External Moderation

Forms:

Component 4: Coursework Portfolio—Individual Candidate Record Card

Component 4: Coursework Portfolio—Coursework Assessment Summary Form

Component 6: Speaking and Listening Coursework—Individual Candidate Record Card

Component 6: Speaking and Listening Coursework—Coursework Assessment Summary Form

## 7. Appendix B: Additional Information ..... 41



# 1. Introduction

## 1.1 Why Choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge International General Certificate of Secondary Education (IGCSE) is internationally recognized by schools, universities, and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for GCE A and AS Levels, the Advanced International Certificate of Education (AICE), the US Advanced Placement Program, and the International Baccalaureate (IB) Diploma. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centers, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in Education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression to college, work, or further examinations, but also learning and thinking skills that help students become independent learners and equip them for life.

### Nonprofit, Part of the University of Cambridge

CIE is part of Cambridge Assessment, a nonprofit organization and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why Choose Cambridge IGCSE First Language English?

Cambridge IGCSE First Language English is designed for students 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.

Students 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.

Successful candidates are well prepared for further study including AS and A Level GCE English Language, Cambridge Pre-U, and the Cambridge International AS and A Level English.

## 1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the IGCSE. It requires the study of subjects drawn from the five different IGCSE subject groups. It gives Centers the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher-level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. First Language English (0524) falls into Group I, Languages.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

# 1. Introduction

## 1.4 How Can I Find Out More?

### If You Are Already a Cambridge Center

You can make entries for this qualification through your usual channels, e.g., CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

### If You Are Not a Cambridge Center

You can find out how your organization can become a Cambridge Center. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Center at **www.cie.org.uk**.



## 2. Assessment at a Glance

### Cambridge IGCSE First Language English (US) Syllabus code 0524

#### Candidates take either:

##### **Paper 1: Reading Passage (Core)**

1 hour, 45 minutes

Candidates answer two questions on one passage of 700–800 words.

Eligible for Grades C–G.

50% of total marks.

#### Or:

##### **Paper 2: Reading Passages (Extended)**

2 hours

Candidates answer three questions on two passages of 600–700 words each, linked by a common theme.

Eligible for Grades A\*–E.

50% of total marks.

#### And:

##### **Component 4: Coursework Portfolio**

Candidates submit three assignments, each of 500–800 words.

50% of total marks.

Centers may also choose to register candidates for 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).

#### Optional

##### **Component 6: Speaking and Listening Coursework (Optional)**

Individual activity, Pair-based activity, Group activity.

Separately endorsed.

# 2. Assessment at a Glance

## Combining this with Other Syllabi

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabi with the same title at the same level
- 0510 IGCSE English as a Second Language
- 0511 IGCSE English as a Second Language (count-in oral)

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

# 3. Syllabus Goals and Objectives

## 3.1 Goals

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

The goals are to:

1. enable students to communicate accurately, appropriately, and effectively in speech and writing
2. enable students to understand and respond appropriately to what they hear, read, and experience
3. encourage students to enjoy and appreciate variety of language
4. complement students' other areas of study by developing skills of a more general application (e.g., analysis, synthesis, drawing of inferences)
5. promote students' personal development and an understanding of themselves and others.

## 3.2 Assessment Objectives and their Weighting in the Exam

Cambridge IGCSE First Language English has three Assessment Objectives (AOs).

### AO1: Reading

Candidates will be assessed on their ability to:

- R1 understand and collate explicit meanings
- R2 understand, explain, and collate implicit meanings and attitudes
- R3 select, analyze, and evaluate what is relevant to specific purposes
- R4 understand how writers achieve effects

### AO2: Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt, and imagined
- W2 order and present facts, ideas, and opinions
- W3 understand and use a range of appropriate vocabulary
- W4 use language and register appropriate to audience and context
- W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling

# 3. Syllabus Goals and Objectives

## AO3: Speaking and Listening

Candidates will be assessed on their ability to:

- S1 understand, order, and present facts, ideas, and opinions
- S2 articulate experience and express what is thought, felt, and imagined
- S3 communicate clearly and fluently
- S4 use language and register appropriate to audience and context
- S5 listen to and respond appropriately to the contributions of others

## Specification Grid for the Assessment Objectives

Assessment Objective		Paper 1		Paper 2			Coursework Portfolio	Speaking and Listening Coursework
		Q1	Q2	Q1	Q2	Q3		
AO1 Reading	R1	✓	✓	✓		✓	✓	
	R2	✓	✓	✓		✓	✓	
	R3	✓	✓	✓		✓	✓	
	R4	✓			✓			
AO2 Writing	W1		✓	✓		✓	✓	
	W2		✓	✓		✓	✓	
	W3		✓	✓		✓	✓	
	W4		✓	✓		✓	✓	
	W5		✓	✓		✓	✓	
AO3 Speaking and Listening	S1							✓
	S2							✓
	S3							✓
	S4							✓
	S5							✓

# 3. Syllabus Goals and Objectives

## Weighting of Assessment Objectives

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

# 4. Description of Components

## 4.1 Paper 1: Reading Passage (Core)

### **1 hour, 45 minutes**

Questions are presented on one passage of approximately 700–800 words, which is printed on the question paper. Candidates should spend approximately 10 minutes reading the passage. Dictionaries may not be used.

### **Question 1 (30 marks)**

This question is divided into a series of subquestions requiring answers of different lengths.

The subquestions are based on the passage provided on the question paper and test the following reading objectives (30 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain, and collate implicit meanings and attitudes
- R3 Select, analyze, and evaluate what is relevant to specific purposes
- R4 Understand how writers achieve effects

### **Question 2 (20 marks)**

Candidates respond to the passage printed on the question paper.

The question tests the following reading objectives (10 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain, and collate implicit meanings and attitudes
- R3 Select, analyze, and evaluate what is relevant to specific purposes

In addition, 10 marks are available for writing objectives W1–W5.

# 4. Description of Components

## 4.2 Paper 2: Reading Passages (Extended)

### **2 hours**

Questions are presented on two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper. Candidates should spend approximately 15 minutes reading the passages. Dictionaries may not be used.

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

This question refers to Passage 1 only and may be subdivided.

The following reading objectives are tested (15 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain, and collate implicit meanings and attitudes
- R3 Select, analyze, and evaluate what is relevant to specific purposes

In addition, 5 marks are available for writing objectives W1–W5.

### **Question 2 (10 marks)**

This question refers to Passage 1 only and may be subdivided.

The question tests reading objective R4 Understand how writers achieve effects.

### **Question 3 (20 marks)**

This question may be subdivided.

Candidates summarize material in each of the passages.

The following reading objectives are tested (15 marks):

- R1 Understand and collate explicit meanings
- R2 Understand, explain, and collate implicit meanings and attitudes
- R3 Select, analyze, and evaluate what is relevant to specific purposes

In addition, 5 marks are available for writing objectives W1–W5.

# 4. Description of Components

## 4.3 Component 4: Coursework Portfolio (both Core and Extended)

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

- **Assignment 1:** informative, analytical, and/or argumentative.
- **Assignment 2:** imaginative, descriptive, and/or narrative.
- **Assignment 3:** a response to a text or texts chosen by the Center. The text(s) should contain facts, opinions, and arguments. Candidates respond to the text(s) by selecting, analyzing, and evaluating points from the material (reading objectives R1–R3). They may write in any appropriate form they wish. Candidates in the same teaching set (class) may choose to respond in different forms.

The final mark for the Coursework Portfolio will be out of 50.

The Coursework Portfolio tests the following writing objectives (40 marks):

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

W2 Order and present facts, ideas, and opinions

W3 Understand and use a range of appropriate vocabulary

W4 Use language and register appropriate to audience and context

W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling

For Assignment 3 only, an additional 10 marks are available for reading objectives R1–R3.

Work may be handwritten or word-processed.

Dictionaries may be used.

Candidates must include the first draft for 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.

For further guidance see the Appendix of this syllabus.



# 4. Description of Components

## 4.4 Component 6: Speaking and Listening Coursework

This component description should be read in conjunction with the Appendix of this syllabus and the *Handbook for Centres*. The information and forms required for the administration and assessment of coursework are provided in this syllabus.

The final mark for Speaking and Listening Coursework is out of 30.

Candidates are assessed on their performance during the course in three different speaking and listening tasks:

### **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/examiner 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 mall; in a parole hearing scenario, the teacher/examiner 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 objectives:

S1 Understand, order, and present facts, ideas, and opinions

S2 Articulate experience and express what is thought, felt, and imagined

S3 Communicate clearly and fluently

S4 Use language and register appropriate to audience and context

S5 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.

# 5. Curriculum Content

Students may follow either the Core curriculum only or the Extended curriculum, which includes both the Core and Extended. Grades A\* to C are available only to candidates taking the Extended curriculum.

Reading	
<p><b>Core</b> <i>All candidates should</i></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of words within extended texts</li> <li>• scan for and extract specific information</li> <li>• identify main and subordinate topics, summarize, paraphrase, re-express</li> <li>• show some sense of how writers achieve their effects</li> <li>• recognize and respond to simple linguistic devices including figurative language</li> </ul>	<p><b>Extended</b> <i>In addition to what is required in the Core, candidates taking the Extended curriculum should</i></p> <ul style="list-style-type: none"> <li>• show a more precise understanding of extended texts</li> <li>• recognize the relationship of ideas</li> <li>• draw inferences, evaluate effectiveness, compare, analyze, synthesize</li> <li>• show understanding of how writers achieve their effects</li> <li>• recognize and respond to more sophisticated linguistic devices</li> </ul>
Writing	
<p><b>Core</b> <i>All candidates should</i></p> <ul style="list-style-type: none"> <li>• express thoughts, feelings, and opinions in order to interest, inform, or convince the reader</li> <li>• show some sense of audience</li> <li>• demonstrate adequate control of vocabulary, syntax, and grammar</li> <li>• exercise care over punctuation and spelling</li> <li>• write accurate simple sentences</li> <li>• attempt a variety of sentence structures</li> <li>• recognize the need for paragraphing</li> <li>• use appropriate vocabulary</li> </ul>	<p><b>Extended</b> <i>In addition to what is required in the Core, candidates taking the Extended curriculum should</i></p> <ul style="list-style-type: none"> <li>• show a wider and more varied sense of different styles to interest, inform, or convince the reader</li> <li>• show a clear sense of audience</li> <li>• demonstrate a sophisticated use of vocabulary and structures</li> <li>• demonstrate accuracy in punctuation and spelling</li> <li>• write accurate complex sentences</li> <li>• employ varied sentence structures</li> <li>• write in well-constructed paragraphs</li> <li>• use imaginative and varied vocabulary</li> </ul>

# 5. Curriculum Content

<b>Speaking and Listening</b>	
<b>Core</b> <i>All candidates should</i>	<b>Extended</b> <i>In addition to what is required in the Core, candidates taking the Extended curriculum should</i>
<ul style="list-style-type: none"><li>• understand and convey both simple and detailed information</li><li>• present facts, ideas, and opinions in an orderly sequence</li><li>• make relevant comments on what is heard, seen, or read</li><li>• describe experience in simple terms and express intelligibly what is thought and imagined</li><li>• recognize and give statements of opinion and attitude</li><li>• speak audibly and intelligibly with appropriate tone, intonation, and pace</li></ul>	<ul style="list-style-type: none"><li>• understand and convey more complex information in an interesting and authoritative way</li><li>• consciously order and present facts, ideas, and opinions for a particular audience</li><li>• evaluate and reflect on what is heard, seen, or read</li><li>• describe and reflect on experience, and express effectively what is thought and imagined</li><li>• discuss statements of opinion and attitude, discerning underlying assumptions and points of view</li></ul>

# 6. Appendix A

## 6.1 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 information at both a straightforward and a complex level.
- understand facts, ideas, and opinions, and order and present in detail what is relevant for specific purposes.
- describe and reflect upon experience and detail, analyzing effectively what is felt and what is imagined.
- recognize implicit meanings and attitudes of a writer.
- show a clear sense of audience and an understanding of appropriate uses of language.
- write in well-constructed paragraphs, using a full range of appropriate sentence structures, and show accuracy in spelling and punctuation.
- select and use appropriate spoken styles and registers. Candidates will vary their sentence structure, vocabulary, and expression confidently for a range of purposes, sustaining discussion through the use of a variety of contributions, listening with sensitivity, and occasionally taking the initiative.

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

- understand and convey information both at a straightforward level and at a more complex level.
- understand basic facts, ideas, and opinions, presenting them with a degree of clarity and accuracy.
- evaluate material from texts and select what is relevant for specific purposes.
- describe and reflect upon experience and express effectively what is felt and what is imagined.
- recognize the more obvious implicit meanings and attitudes of a writer.
- show a sense of audience and an awareness of appropriate uses of language.
- write in paragraphs, using a variety of types of sentence and taking care over spelling and punctuation.
- use varied vocabulary when speaking and organize his or her Individual Task to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, mostly in response to the directions of the speaker(s), showing a readiness to listen to others and to respond appropriately.

# 6. Appendix A

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

- understand and convey information at a straightforward level.
- understand basic facts, ideas, and opinions, presenting them with a degree of coherence.
- select material from texts and comment upon it at a literal level.
- describe experience in concrete terms, expressing intelligibly what is felt and what is imagined.
- recognize clear meanings and explicit attitudes of a writer.
- show awareness that language is used in different ways in different circumstances.
- write at least in simple sentences—weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication.
- develop ideas, describe events, and convey his or her opinions clearly when speaking. In discussion, candidates listen with concentration and make contributions in response to others' ideas and views.

# 6. Appendix A

## 6.2 Component 4: Coursework Portfolio

### 6.2.1 General Guidance

#### 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 CIE 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 (class).
- 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/examiner 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 about what was done during two days of a work experience 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>
--	---

# 6. Appendix A

<p><b>Assignment 2</b> imaginative, descriptive, and/or narrative</p>	<p>Two examples:</p> <ul style="list-style-type: none"> <li>• a detailed description of the people who frequent a local store and the atmosphere of the store</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) (i.e., writing to <i>entertain</i>)</li> </ul>
---	---

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/examiner (or by the candidate, with the teacher's/examiner's approval). This assignment is assessed for both writing and reading skills.
- The text(s) must contain facts, opinions, and/or arguments which can be analyzed and evaluated by the candidate.
- Text(s), which may be of local, national, or global interest—or all three—should be suitable for the ability range of the candidates, and may be drawn from a variety of sources, e.g., newspapers, magazine articles, travel writing, text-based websites, propaganda, and media.
- The candidate should explain the views presented in the text(s), develop any ideas of interest, and argue for 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/examiners must make sure that Assignment 3 does not have the same form and style as Assignment 1 in the final Portfolio.

<p><b>Assignment 3</b> Example 1</p>	<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>
<p>Example 2</p>	<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>

- A copy of all texts used for the third assignment must be included with the sample of Portfolios sent to the External Moderator.

# 6. Appendix A

## 4. Drafting Assignments

- In coursework, as in preparation for other forms of examination, it is natural for the teacher and candidate 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 regarded as improper practice. Candidates should draft and redraft their work (see point 5 below), and teachers should give **general** advice.

## 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 marks 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/examiner.
- 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 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'/examiners' 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.



# 6. Appendix A

## 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, it should be assessed in the normal way and an overall mark awarded according to the quality of the work. A third of that mark should then be deducted for each piece that is wrongly included or is missing.

## 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. For each piece removed from the Portfolio, one-third of the overall mark for Writing should then be deducted. If the piece removed is Assignment 3, no marks can be awarded for Reading.
- Texts that provide material for informative or argumentative work, and which 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.

## 10. 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.

# 6. Appendix A

## 6.2.2 Marking and Moderating Instructions

1. 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. Individual assignments may be awarded marks/grades in whatever way is most appropriate for teachers and candidates. However, the final overall mark for the Portfolio must be an assessment of how the coursework grade criteria have been met. This final 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 final mark is not necessarily a mathematical calculation based on marks/grades awarded to individual assignments during the course.
2. The teacher must mark each candidate's Portfolio out of a total of 50, in line with the 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 presented for Assignment 3 only.

### 3. Internal Moderation

When several teachers in a Center are involved in internal assessments, arrangements must be made within the Center for all candidates to be assessed to a common standard. Within each Center, the marks for each skill assigned within different teaching groups (e.g., different classes) **must be** moderated internally for the whole Center entry. The Center assessments are then subject to external moderation.

### 4. External Moderation

External moderation of internal assessment is carried out by CIE.

The internally moderated marks for all candidates must be received at CIE by April 30. These marks may be submitted by using MS1 mark sheets as described in the *Handbook for Centres*. Once CIE has received the marks, CIE selects a sample of candidates whose work should be submitted for external moderation. CIE tells the Center which candidates are involved and the Center should send the coursework of these candidates to CIE immediately. Individual Candidate Record Cards and Coursework Assessment Summary Forms (copies of which may be found in the Appendix of this syllabus) must be enclosed with the coursework.

Further information about external moderation may be found in the *Handbook for Centres* and the *Administrative Guide for Centres*.

# 6. Appendix A

## 6.2.3 Assessment Criteria

**Table A: Grade Descriptions for Writing (Assignments 1–3)**

### **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.
- **W2/5 (paragraphing):** 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.
- **W3/5 (sentence structures):** Candidates write with assurance, using a wide range of effective vocabulary and varied, well-constructed sentences.
- **W4:** Candidates vary their style with assurance to suit audience and context in all three assignments.
- **W5 (spelling, punctuation, and grammar):** 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.
- **W2/5 (paragraphing):** 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.
- **W3/5 (sentence structures):** Candidates write with some confidence, demonstrating an emergent range of varied vocabulary and some fluency in the construction of sentences.
- **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.
- **W5 (spelling, punctuation, and grammar):** 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.

# 6. Appendix A

## 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.
- **W2/5 (paragraphing):** 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.
- **W3/5 (sentence structures):** Candidates write competently, using appropriate if sometimes unadventurous vocabulary and writing sentences that mostly link ideas successfully.
- **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.
- **W5 (spelling, punctuation, and grammar):** Candidates use punctuation and grammar competently although the range is not great. 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.
- **W2/5 (paragraphing):** 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.
- **W3/5 (sentence structures):** Candidates write with occasional competence, using a mixture of effective and straightforward vocabulary and some complex and some simple sentences.
- **W4:** Candidates show occasional evidence of writing with some understanding of audience and context, but this is not sustained.
- **W5 (spelling, punctuation, and grammar):** 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.

# 6. Appendix A

## 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.
- **W2/5 (paragraphing):** Facts, ideas, and opinions are presented in paragraphs that may be inconsistent. The overall structure is unsound in places.
- **W3/5 (sentence structures):** Candidates use simple straightforward vocabulary. Simple sentences are correctly used and there may be an attempt to write complex sentences that have a slight lack of clarity.
- **W4:** Candidates make slight variations of style according to audience and context, although this does not seem deliberate.
- **W5 (spelling, punctuation, and grammar):** 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.
- **W2/5 (paragraphing):** 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.
- **W3/5 (sentence structures):** Candidates use simple, mainly accurate vocabulary. Attempts to write complex sentences may involve repetition of conjunctions and some blurring (lack of clarity).
- **W4:** Candidates may show occasional, brief acknowledgement of the possibility of writing for different audiences and contexts, but overall there is little variation of style.
- **W5 (spelling, punctuation, and grammar):** Candidates occasionally use appropriate punctuation and can spell simple words, but the reader is not convinced that their understanding, especially of grammar, is adequate.

# 6. Appendix A

## 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.
- **W2/5 (paragraphing):** Inadequate presentation of facts, ideas, and opinions creates blurring (lack of clarity), although there may be some signs of an overall structure.
- **W3/5 (sentence structures):** Candidates demonstrate a narrow vocabulary and there are unlikely to be more than a few accurate sentences.
- **W4:** Candidates occasionally write inappropriately or their command of language is not strong enough to acknowledge audience or context.
- **W5 (spelling, punctuation, and grammar):** Weaknesses in spelling, punctuation, and grammar are persistent, but the reader is able to follow at least part of the writing.

## Band 8 (0–5): Failure to communicate adequately

- **W1:** Very simple meanings are attempted, but most of the work is too inaccurate and blurred (unclear) to make sense.
- **W2/5 (paragraphing):** An absence of overall structure and paragraphing leads to confusion.
- **W3/5 (sentence structures):** Very simple meanings are attempted, but the candidate's knowledge of vocabulary and sentence structures is too slight to make adequate sense.
- **W4:** There is insufficient evidence of audience or context to reward.
- **W5 (spelling, punctuation, and grammar):** The amount and breadth of error prevents sufficient communication of meaning.

# 6. Appendix A

**Table B: Grade Descriptions for Reading (Assignment 3 only)**

<b>Band 1 (9–10)</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 (7–8)</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 (5–6)</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 (3–4)</b>	Candidates give a response to the original. 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 (1–2)</b>	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
<b>Band 6 (0)</b>	There is no discernible reference to the topic or to the text(s).

# 6. Appendix A

## 6.2.4 Instructions for Completing Individual Candidate Record Cards

1. A copy of the relevant Individual Candidate Record Card can be found in the Appendix and should be photocopied by Centers, as required.
2. Complete the information at the top of the form.
3. Mark the coursework assignment for each candidate according to the Assessment criteria provided in this Appendix.
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. **It is essential that the marks of candidates from different teaching groups (classes) within each Center are moderated internally.** 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.
7. Transfer the marks to the First Language English—Component 4, Coursework Portfolio, Coursework Assessment Summary Form, in line with the instructions in this Appendix.
8. Retain all Individual Candidate Record Cards and samples of coursework as these are required for external moderation.



# 6. Appendix A

## 6.2.5 Instructions for Completing Coursework Assessment Summary Forms

1. A copy of the relevant Coursework Assessment Summary Form can be found in the Appendix and should be photocopied by Centers, as required.
2. Complete the information at the top of the form.
3. List the candidates in an order that allows the information to be transferred easily to a computer-printed mark sheet (MS1) 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 or his Individual Candidate Record Card to this 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.
5. Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form and complete and sign the bottom portion.

## 6.2.6 Arrangements for External Moderation

6. University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Center in late March; the sheet shows the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed mark sheet (MS1).
7. The top copy of the computer-printed mark sheet (MS1) must be sent in the envelope provided, to arrive as soon as possible at CIE, but no later than April 30.
8. CIE selects a list of candidates whose work is required for external moderation. As soon as this list is received, send the following to CIE:
  - (a) the candidates' work with the corresponding Individual Candidate Record Cards
  - (b) the Summary Form(s) with an asterisk (\*) by the names of the candidates who are in the sample
  - (c) the second copy of the computer-printed mark sheet(s) (MS1).
9. CIE reserves the right to ask for further samples of Coursework.

# 6. Appendix A

## 6.3 Component 6: Speaking and Listening Coursework

### 6.3.1 Administrative Arrangements

#### 1. Materials for Speaking and Listening Coursework

Instructions, Mark Schemes, Individual Candidate Record Cards, and Coursework Assessment Summary Forms for Speaking and Listening Coursework are provided in this syllabus Appendix and should be photocopied as required.

#### 2. Appointment of Internal Examiner/Moderator

This is usually a teacher from within the English Department but could be someone local from outside the Center. The teacher/examiner conducts and assesses the tasks and submits a recorded sample for moderation by CIE.

#### 3. Internal Moderation

When several teachers in a Center are involved in internal assessments, arrangements must be made within the Center for all candidates to be assessed to a common standard.

It is essential that within each Center the marks for each skill assigned within different teaching groups (e.g., different classes) are moderated internally for the whole Center entry. The Center assessments are then subject to external moderation.

#### 4. External Moderation

- External moderation of Speaking and Listening Coursework is carried out by CIE.
- The internally moderated marks for all candidates must be received at CIE by April 30. These marks may be submitted by using MS1 mark sheets as described in the *Handbook for Centres*.
- Once CIE has received the marks, CIE selects a sample of candidates whose work should be submitted for external moderation. CIE gives the list of candidates to the Center. The Center should transfer the recording of the work of these candidates (and only these candidates) onto a new cassette/CD. The Center should send the new cassette/CD to CIE immediately. Individual Candidate Record Cards and Coursework Assessment Summary Forms must be enclosed with the coursework.
- Further information about external moderation may be found in the *Handbook for Centres* and the *Administrative Guide for Centres*.
- If CIE's moderator thinks it necessary, CIE will request further samples of candidates' work. The Center must send these as soon as the request is received.

# 6. Appendix A

## 5. Recording of Candidates

- Centers must provide a suitably quiet room and check that their recording equipment is working. Please avoid rooms that are too close to a school yard, recreation room, or noisy classroom. Unnecessary background noise must be excluded.
- The recording equipment and the cassette(s)/CD(s) should be tested in position before the activity, ideally with one of the candidates. It is essential that new unrecorded cassettes or CDs are used. These must be supplied by the Center. A cassette recorder with external microphones is recommended so that separate microphones can be used for the candidate and the teacher/examiner. 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. Please do not adjust the volume control during a recording.
- For Centers using cassette tapes, the recording should begin at the start of Side 1 and 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 examining on each side of a cassette, the teacher/examiner states "No further recordings on this side."
- Each recording should be introduced by the teacher/examiner as follows:  
"Center name and number: e.g., *New College, New York; Center Number US999*  
Examination: *Cambridge IGCSE First Language English, Syllabus 0524, Component 6: Speaking and Listening Coursework*  
Examiner: e.g., *Ms. Sally Jones*  
Date: e.g., *January 7, 2012*"  
Each candidate should be introduced clearly by the teacher/examiner as follows:  
"Candidate number: e.g., *3210*  
Candidate name: e.g., *Kevin Johnson*"  
At the end of the recording, please state "*End of recording.*"
- Once a test has begun, **do not interrupt the recording**. On no account should you stop and restart the recording during an activity. The contents of each cassette/CD must be clearly labelled. Before the cassette is sent to CIE, make spot checks to ensure every candidate can be heard. Rewind cassettes to the start of Side 1.

# 6. Appendix A

## 6.3.2 Assessment Criteria

### Marking: general principles

1. The teacher/examiner is 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 and marks should be awarded based on what the candidate can do rather than deducting marks for errors.
3. Above all else, the teacher/examiner must be consistent in his or her marking. If unsure of the mark to award, he or she should err on the side of generosity. CIE's external moderation process allows for adjustments to be made to consistently strict or generous marking.

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

<b>Band 1</b> <b>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</b> <b>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 soundly.
<b>Band 3</b> <b>5–6 marks</b>	Adequate use of content; delivery is secure but unimaginative ensuring audience attention; language devices are used safely (appropriately).
<b>Band 4</b> <b>3–4 marks</b>	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in some loss of audience interest; limited employment of language devices with some inaccuracy.
<b>Band 5</b> <b>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 or devices used with serious error.
<b>Band 6</b> <b>0 marks</b>	Fails to meet the above criteria.

# 6. Appendix A

**Table B: Grade 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> 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 accurately and sometimes eloquently.	<b>Band 1</b> 5 marks	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
<b>Band 2</b> 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 soundly.	<b>Band 2</b> 4 marks	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> 3 marks	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely (appropriately).	<b>Band 3</b> 3 marks	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> 2 marks	There is evidence of some linking 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 with some inaccuracy.	<b>Band 4</b> 2 marks	Provides limited response to the questions and struggles to develop prompts; tends to maintain the direction of the conversation.
<b>Band 5</b> 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 or devices used with serious error.	<b>Band 5</b> 1 mark	Responds simply or is unable to respond to questions or prompts; cannot recognize changes in the direction of the conversation.
<b>Band 6</b> 0 marks	Fails to meet the above criteria.	<b>Band 6</b> 0 marks	Fails to meet the above criteria.

# 6. Appendix A

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

<b>Band 1</b> 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.
<b>Band 2</b> 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.
<b>Band 3</b> 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 to support new approaches but rarely initiates them; listens carefully and responds briefly but appropriately to others.
<b>Band 4</b> 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.
<b>Band 5</b> 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.
<b>Band 6</b> 0 marks	Fails to meet the above criteria.

# 6. Appendix A

## 6.3.3 Instructions for Completing Individual Candidate Record Cards

1. A copy of the Individual Candidate Record Card is provided in the Appendix and should be photocopied by Centers, as required.
2. Complete the information at the top of the form.
3. Mark the coursework tasks for each candidate according to the Assessment criteria provided.
4. Enter a description of each of the three coursework activities (Individual Activity, Pair-based Activity, and Group Activity) and the mark for each task in the appropriate spaces. Complete all sections of the form.
5. Add the marks for the three activities and enter the mark (out of 30) in the Total Mark box on the Record Card.
6. **It is essential that the marks of candidates from different teaching groups (classes) within each Center are moderated internally.** 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 achievement of all the candidates at the Center who have entered the Speaking and Listening Coursework component.
7. Transfer the marks to the First Language English—Component 6, Speaking and Listening Coursework Assessment Summary Form in line with the instructions provided in this Appendix.
8. Keep all Individual Candidate Record Cards and samples of recorded coursework as these are required for external moderation. See the instructions on the Coursework Assessment Summary Form for details about external moderation.

## 6.3.4 Instructions for Completing Coursework Assessment Summary Forms

- A copy of the Speaking and Listening Coursework Assessment Summary Form is provided in the Appendix and should be photocopied by Centers, as required.
- Complete the information at the top of the form.
- List the candidates in an order that allows the information to be easily transferred to a computer-printed mark sheet (MS1) 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.
- Transfer each candidate's marks from their Individual Candidate Record Card to this form as follows:
  - 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.
  - Add the marks and enter the total (out of 30), in the column headed "Total Mark."
  - 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.
- Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) should check the form, and complete and sign the bottom portion.

# 6. Appendix A

## 6.3.5 Arrangements for External Moderation

- University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Center in late March showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form (see next page) to the computer-printed mark sheet (MS1).
- The top copy of the computer-printed mark sheet (MS1) must be sent in the envelope provided, to arrive as soon as possible at CIE, but no later than April 30.
- CIE sends a list of candidates whose work is required for external moderation. As soon as the list is received, transfer the work of these candidates (and only these candidates) onto a new cassette or CD. Send the new cassette or CD, with the corresponding Individual Candidate Record Cards, the Summary Form(s), and the second copy of the computer-printed mark sheet(s) (MS1), to reach CIE by April 30.
- On the Summary Form, put an asterisk (\*) by the names of the candidates who are in the sample.
- CIE reserves the right to ask for further samples of coursework.



**IGCSE 2012**

Please read the instructions contained in this Appendix and the relevant section of the Handbook for Centres before completing this form.

Centre Number					Centre Name	June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>
Candidate Number					Candidate Name	Teaching Group/Set				

**Assignments 1 (informative/analytical/argumentative) and 2 (imaginative/descriptive/narrative)**

Date of completion	Full title of Assignment	First draft included*
		yes/no (please delete as appropriate)
		yes/no (please delete as appropriate)

**Assignment 3\*\***

Date of completion	Full title of Assignment	Brief description of stimulus text(s)	First draft included*
			yes/no (please delete as appropriate)

\* A first draft must be included for one of the three Assignments.

\*\*A copy of all texts used for Assignment 3 must be included in the sample sent to the moderator.

<b>Teacher's comments on overall Coursework Portfolio:</b>	Mark for writing (out of 40)	
	Mark for reading (out of 10) (Assignment 3 only)	
	<b>Total mark (out of 50): to be transferred to Coursework Assessment Summary Form</b>	



FIRST LANGUAGE ENGLISH – Component 4: Coursework Portfolio  
 Coursework Assessment Summary Form

**IGCSE 2012**

Please read the instructions contained in this Appendix and the relevant section of the Handbook for Centres before completing this form.

Centre Number					Centre Name		June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>
---------------	--	--	--	--	-------------	--	---------------	----------	----------	----------	----------

Candidate Number	Candidate Name	Teaching Group/Set	Mark for Writing (max 40)	Mark for Reading (max 10)	Total Mark (max 50)	Internally Moderated Mark (max 50)

Name of teacher completing this form		Signature		Date						
Name of internal moderator (if applicable)		Signature		Date						



FIRST LANGUAGE ENGLISH – Component 6: Speaking and Listening Coursework  
 Individual Candidate Record Card

**IGCSE 2012**

Please read the instructions contained in this Appendix and in the relevant section of the Handbook for Centres before completing this form.

<b>Centre Number</b>					<b>Centre Name</b>		<b>June/November</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Candidate Number</b>					<b>Candidate Name</b>		<b>Teaching Group/Set</b>				

	<b>Description of task</b>	<b>Mark for each task</b>	
<b>Task 1 Individual Activity</b>		<b>(max 10)</b>	
<b>Task 2 Pair-based Activity</b>		<b>Speaking (max 5)</b>	
		<b>Listening (max 5)</b>	
<b>Task 3 Group Activity</b>		<b>(max 10)</b>	

**TOTAL MARK (OUT OF 30):**  
 to be transferred to Coursework  
 Assessment Summary Form

--



FIRST LANGUAGE ENGLISH – Component 6: Speaking and Listening Coursework

Coursework Assessment Summary Form

**IGCSE 2012**

Please read the instructions contained in this Appendix and in the relevant section of the Handbook for Centres before completing this form.

<b>Centre Number</b>							<b>Centre Name</b>			<b>June/November</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>
----------------------	--	--	--	--	--	--	--------------------	--	--	----------------------	----------	----------	----------	----------

Candidate Number	Candidate Name	Teaching Group/Set	Task 1 (max 10)	Task 2 Speaking (max 5)	Task 2 Listening (max 5)	Task 3 (max 10)	Total mark (max 30)	Internally moderated mark (max 30)

Name of teacher completing this form		Signature		Date					
Name of internal moderator (where applicable)		Signature		Date					



# 7. Appendix B: Additional Information

## Guided Learning Hours

IGCSE syllabi are designed with the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. (“Guided learning hours” include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates’ prior experience with the subject.

## Recommended Prerequisites

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

## Progression

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

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

## Component Codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## Grading and Reporting

IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F, or G, indicating the standard achieved, Grade A\* being the highest and Grade 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. For this language syllabus CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

# 7. Appendix B: Additional Information

## Resources

Copies of syllabi, the most recent question papers, and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centers.

Resources are also listed on CIE's public website at **[www.cie.org.uk](http://www.cie.org.uk)**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work (unit lesson plans), and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centers.

University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) Website: [www.cie.org.uk](http://www.cie.org.uk)

© University of Cambridge International Examinations 2011