



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0510/52

Paper 5 Speaking Assessments A–J

May/June 2018

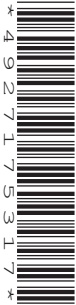
TEACHER'S / EXAMINER'S NOTES

Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.

READ THESE INSTRUCTIONS FIRST

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A–J, with Notes for Teacher/Examiner.



This document consists of **18** printed pages and **2** blank pages.

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NOTES ON CONDUCTING AND RECORDING THE TESTS

Please note

1. The warm-up section may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
2. The speaking assessment cards **must not be opened** until one working day before the test.
3. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

GENERAL

1. The speaking tests take place in the period before the main examination series, as notified on the timetable. Each Centre decides on a convenient period within these dates for its speaking tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the speaking tests and for the receipt of mark sheets and recordings at Cambridge to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, there should normally be just one examiner. Each Centre will select its own examiner. This is normally a teacher within the English Language Department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples. Cambridge is not responsible for any fees agreed.

Centres with more than 30 candidates may use more than one examiner (applying the ratio of an additional examiner for each 30 candidates). If using more than one examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.

5. Centres receive a set of speaking assessment cards accompanying this set of examiner's notes. These cards **must not be opened** until one working day before the test. These materials must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send to Cambridge the following: (a) a recorded sample on CD; (b) completed MS1 forms (or printout of marks submitted electronically); (c) completed Speaking Examination Summary Form(s).

(a) Recorded sample

Each Centre must provide a sample of speaking tests, to be recorded on CD. The size of the sample required is given in the instructions on the back of the Speaking Examination Summary Form.

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

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

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

(b) Form MS1

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

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

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

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

(c) Speaking Examination Summary Form

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion are found on the reverse of the form. The form must be submitted together with the recorded sample and the middle MS1 copy (or printout of marks submitted electronically).

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

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

CONDUCTING THE SPEAKING TESTS

8. The speaking tests should proceed as follows:

Part A Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the test, using the examiner script on the relevant assessment card page in these notes.

Part B Warm-up section. The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease by conducting a short conversation (2–3 minutes) on general topics and the candidate's hobbies and interests.

Part C Give the speaking assessment card to the candidate. This must take place AFTER the warm-up. Any necessary explanation is given at this point, followed by a short preparation period (approximately 2–3 minutes), when the candidate may ask questions. The candidate cannot make notes during this period.

Please note: the preparation period must be recorded.

Part D Main part of the test. Conversation based on the speaking assessment card. Either the examiner or the candidate may start the conversation. All prompts must be used, in the order they appear on the card. Do not allow candidates to deliver speeches or monologues at any point during the test. The main part of the test should last approximately 6–9 minutes.

The total duration of the speaking test, from the beginning of (A) to the end of (D), should be approximately 10–15 minutes and recorded in full.

Note that only (D) is to be assessed.

The speaking test must be conducted in English throughout.

9. Examination conditions must prevail in the area where the speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
10. No other person should be present during the speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge.
11. Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries.
12. A range of speaking assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the speaking tests at the Centre. In order that candidates are given every chance to do themselves justice, the speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
13. The examiner should be positioned so that he or she is facing the candidate, with a table or desk in between, and not allow candidates to see notes made on Speaking Examination Summary Forms or similar paperwork.

RECORDING THE TESTS

14. Before the start of the speaking test session, Centres must make sure their recording equipment is in good working order by testing the equipment in the room where the speaking tests will take place. Check audibility levels to avoid adjusting the volume during the speaking test and ensure there is no extraneous noise in the examination room. Checks for audibility should continue throughout the speaking test session.

Once the speaking test has begun, the recording must run without interruption.

Each CD should begin with a clear statement by the examiner as follows:

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 April 2018

Each candidate should be clearly indicated by the examiner as follows:

Candidate number:	[e.g.]	0021
Candidate name:	[e.g.]	Abdi Zachariah

At the end of the recording, the examiner should state clearly 'end of recording'.

Before the CD is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled. Each track on the CD should be renamed, giving the candidate name and number, rather than 'track 1', 'track 2', etc.

GENERAL ADVICE

15. Please bear the following in mind when marking:

Be objective. Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious in his or her homework is irrelevant in assessing his or her speaking test. If the candidate's performance is affected because he or she faces difficult circumstances or personal problems at the time of the test, this is a matter to be dealt with via special considerations procedures, for which exams officers at Centres complete separate documentation. Examiners must not make any separate allowance themselves.

Be realistic. Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead an examiner to ignore particular habitual errors and overlook inaccuracy.

Be consistent. It is important that the marking criteria are applied in the same way for all the candidates at the Centre so that a reliable rank order for the Centre is obtained.

Be positive. Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that a speaking test is intended to credit positive achievement.

16. To conduct speaking tests effectively:

- try to put candidates at their ease from the outset (smiling as they enter the room, indicating where they should sit), while maintaining a clear sense that the speaking test is being conducted in a formal examination situation
- show interest, even in mundane matters
- use 'open' questions which allow candidates to respond at length, not 'closed' questions which prompt yes/no answers.

Please avoid:

- walking about or distracting candidates
- interrupting with your own views or correcting mistakes
- showing undue surprise or impatience
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- making written notes during the test
- indicating how well the candidate has performed during or after the test.

MARKING CRITERIA

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and Fluency
9–10	The candidate uses a range of structures accurately and consistently, and is confidently in control of the structures used.	The candidate uses a sufficient range of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation (and contribute) at some length. The candidate responds to a change of direction in the conversation, demonstrating the ability to expand and develop the topic and contribute original ideas. Pronunciation and intonation are clear.
7–8	The candidate uses a range of structures that are generally accurate (and used) with some confidence. Errors will occur when attempting to use more complex sentences.	The candidate uses a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate maintains a competent conversation, responding relevantly and at length, using some original ideas. Frequent prompting is unnecessary. Pronunciation and intonation are generally clear.
5–6	The candidate uses simple structures securely, but has difficulty venturing beyond them.	The candidate uses a sufficient range of vocabulary to convey simple ideas and information clearly, but not entirely successfully.	The candidate makes an attempt to respond to questions and prompts. Effort is needed to develop the conversation which will not be entirely successful. Pronunciation and intonation are not always clear, but the candidate can be understood.
3–4	The candidate uses very simple, limited structures with errors which restrict communication.	The candidate uses a restricted range of vocabulary and has difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	The candidate has to be encouraged to go beyond responses which are brief and widely spaced. The candidate struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1–2	The candidate attempts a response, but rarely achieves communication.	The candidate has insufficient vocabulary to convey even simple ideas.	The candidate's responses are so brief that little is communicated. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	No response.	No response.	No response.

Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

A Encouragement**Candidate's Card**

People can be encouraged to do something they don't really want to do when they think there will be a reward.

Discuss this topic with the examiner.

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

- what encouragement you or other people need to do housework or schoolwork
- a time when you encouraged someone to do something
- the opinion that money is the best way to encourage employees to work hard
- the view that having personal goals is more effective than being encouraged by others
- the idea that governments should reward good behaviour rather than punish bad behaviour.

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

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

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

B Characters in stories**Candidate's Card**

Characters are important for the success of a story, whether they are in a novel, television series or video game.

Discuss this topic with the examiner.

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

- a character you like or dislike in a story, and why
- what happens to a character in a story you know well
- whether villains are more interesting than heroes
- the view that stories are more successful when we believe in the characters
- the suggestion that characters we get to know in stories influence us more than real-life figures.

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

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

Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

C Technology in the home**Candidate's Card**

Many people around the world use technology for housework, gardening or leisure.

Discuss this topic with the examiner.

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

- the technology you regularly use at home, and why
- what it would be like to live without technology at home for a week
- the disadvantages of relying too much on technology at home
- the view that in the future every home will have a robot
- the idea that technology in the home takes up more of our time than it saves.

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

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

Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

D Passwords**Candidate's Card**

We have passwords to stop others using our personal information or property.

Discuss this topic with the examiner.

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

- times when you use a password, and why
- what happened when you, or someone you know, forgot a password
- the challenges of creating and remembering different passwords
- the view that passwords will be replaced by a microchip in the body
- the suggestion that passwords create a false sense of security.

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

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

Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

E Looking after children**Candidate's Card**

Parents and other carers have important roles in looking after children.

Discuss this topic with the examiner.

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

- what you think makes a good parent or carer, and why
- why looking after children can be enjoyable
- whether schools should teach young people how to be good parents
- the idea that the best way to look after children is to be strict with them
- the opinion that adults aren't always responsible for the actions of children in their care.

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

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

Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

F An ideal life**Candidate's Card**

Many of us aim to have a perfect life at home, at work and in our relationships.

Discuss this topic with the examiner.

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

- what is good about your life at the moment
- what you hope will be good about your life in the future
- whether a perfect life can ever be possible
- the opinion that rich people are more likely to have an ideal life
- the view that we can only enjoy an ideal life if people around us have a good life too.

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

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

Instructions to the teacher/examiner

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

G Being a winner**Candidate's Card**

Many people do all they can to achieve their goal of winning.

Discuss this topic with the examiner.

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

- a competition that you took part in and what you did to prepare
- what you would like to win in the future, and why
- whether you think winning is more important than taking part
- the view that being competitive has a significant effect on your quality of life
- the idea that only those who are determined to win will be successful in life.

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

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

Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

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Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

H Meeting new people**Candidate's Card**

In our daily lives, there are many opportunities for us to meet new people.

Discuss this topic with the examiner.

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

- a time when you met a new person, and how you felt
- whether you like meeting new people, and why
- how people can make first meetings successful
- the suggestion that we always benefit from meeting new people throughout our lives
- the idea that it is more difficult to build relationships with people of different ages.

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

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

Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

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Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

I Solving problems**Candidate's Card**

We often have to find solutions to everyday problems, such as remembering to do things.

Discuss this topic with the examiner.

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

- a time when you solved an everyday problem, and how
- whether you think you are good at solving different problems, and why
- the view that we should solve problems without asking for help
- the idea that every problem has a solution
- the opinion that global problems can only be solved if governments work together.

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

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

Instructions to the teacher/examiner

When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.

First we will have a 2–3-minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

Then start the test.

J Online communities**Candidate's Card**

People with common interests join online groups and communicate with each other using the internet.

Discuss this topic with the examiner.

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

- an online group you know about, and what it is like
- the advantages of joining an online group rather than a local group which meets face to face
- whether you would like to set up and run an online group, and why
- the view that being part of an online community stops people from meeting people in real life
- the suggestion that online communities are a powerful tool in educating people.

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

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

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