

# Speaking Test Handbook

Cambridge IGCSE®

English as a Second Language

**0510** (Speaking endorsement)

**0511\*** (Count-in Speaking)

For examination from 2019



**CAMBRIDGE**  
International Examinations

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# 1 Introduction

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## 1.1 About this handbook

This handbook gives practical advice and support on the conduct and assessment of the 0510 and 0511 Cambridge IGCSE English as a Second Language Speaking test (Component 5, Speaking). You should also read:

- the syllabus for Cambridge IGCSE English as a Second Language (0510 and 0511)
- the Paper 5 *Teacher's/Examiner's Notes* and the speaking assessment cards
- the 'Non-coursework Speaking tests' section of the *Cambridge Handbook*
- the 'Submitting coursework and Speaking test marks' and 'Selecting and submitting coursework and Speaking test samples' sections of the *Cambridge Handbook (Regulations and guidance for administering Cambridge exams)*
- the Principal Moderator Report

The aim of this handbook is to:

- clarify points of administration of the Speaking test
- offer advice and guidance on examination procedures, including internal standardisation and moderation
- provide examples of Speaking test practice, together with suggested marks and Principal Moderator's comments.

Please note that Section 3 of this handbook represents previous speaking assessment cards. These cards, which are included with the *Teacher's/Examiner's Notes*, are sent to Centres every series, a number of weeks before the examination period. They have been included in this handbook for the purposes of training and to help teachers become familiar with the requirements of the Speaking test. **For the live examination, teachers must use the official documentation sent by Cambridge before each series.**

## 1.2 How to use this handbook

First of all, read Sections 2–3 of this handbook and the *Teacher's/Examiner's Notes*, to find out about the Speaking test. After reading these sections you will be ready to listen to the sample audio files and practise marking them. Once you have done this, turn to Section 4 and compare your marks to the Principal Moderator's.

Try to practise your first assessment with other teachers, so that you can discuss your marking together before reading Section 4. This guide includes at least two tracks where candidates have gained overall performance in each of Bands 1–3, as well as at least one candidate performing in Band 4. You may choose initially to listen to recordings for a candidate in each band and discuss how these are assessed by looking at the Principal Moderator's comments and marks. You then may choose to listen to a second recording for a candidate in each band without referring to the comments and marks. Don't worry if your judgement varies a little, but try to be consistent. If your marks are different from the Principal Moderator's, try to work out which band or which strand of the assessment criteria (structure, vocabulary, development and fluency) is different – listen again to the appropriate part of the audio file and read the Principal Moderator's comments.

## 2 Introduction to the Speaking test

This section contains all of the instructions and advice that Centres receive a number of weeks before each examination series to allow preparation in advance of the live Speaking tests.

### 2.1 General guidance

The Cambridge IGCSE English as a Second Language (0510/0511) Speaking test is aimed at second language learners and its main aim is to assess **language used with the purpose of meaningful communication**.

For Syllabus 0510 (Speaking endorsement), marks for the Speaking test do **not** contribute to the overall grade learners receive for the written components. Instead, where learners perform to an appropriate standard, certificates record separately the achievements, with grades 1 (high) to 5 (low). For Syllabus 0511 (Count-in Speaking), the marks for the speaking component **do** contribute to the overall grade. For information about syllabus content, resource materials, and past papers, please refer to Teacher Support at <https://teachers.cie.org.uk>. You can obtain a username and password for this site through your exams officer.

The Speaking assessment criteria make use of marking bands which feature clear descriptions of levels of performance. The criteria assess learners across three categories: structure, vocabulary, development and fluency. Marks of 0–10 are awarded for each category and the final mark (out of a total of 30) is the sum of these three marks.

### 2.2 Preparation

#### In the months before

You should give learners a mock/practice Speaking test using a past paper (available on the Cambridge website) before the actual test. It is helpful to read the *Teacher's/Examiner's Notes* before you do this, so that you can closely follow the format of the live test. This will help both you and the learners to feel more confident about the format of the test, and will give you the opportunity to understand and practise applying the assessment criteria. Learners should be recorded during this mock/practice examination.

Speaking tests take place before the main examination series. Always check the timetable for the series for the precise dates of the examination period as these may change. You can check at [www.cie.org.uk/cambridge-for/exams-officers/cambridge-exams-officers-guide/phase-1-preparation/timetabling-exams/exam-timetables/](http://www.cie.org.uk/cambridge-for/exams-officers/cambridge-exams-officers-guide/phase-1-preparation/timetabling-exams/exam-timetables/)

Each Centre decides on a convenient period within these dates for its Speaking tests. It is recommended that these tests are conducted within one week. Centres with 30 or fewer candidates should only use one examiner selected by the Centre. Centres with more than 30 candidates may use more than one examiner (applying a ratio of an additional examiner for each 30 candidates). The dates selected should allow Centres time to conduct any internal moderation if more than one examiner is used. All Centres need to allow time to submit the marks and to prepare the samples and documentation to send to the moderator by the specified deadlines.

The Centre must also make sure that a suitably quiet room is available and that recording equipment is in good working order. Adequate provision must also be organised to make sure that candidates leaving the examination room do not communicate with those waiting to enter.

#### In the weeks before

The Speaking test materials are sent a few weeks before the assessment period and consist of a set of *Teacher's/Examiner's Notes* and a set of speaking assessment cards.

### One working day before

The speaking assessment cards **must not be opened until one working day** before the Speaking test period in the Centre. The examiner should read through the cards, to become familiar with the topics and the prompts.

Once the materials have been opened, they must be stored securely whenever they are not being used to prepare or conduct live Speaking tests. The topics must **not** be shared with candidates.

After all the Speaking tests have taken place, the test materials must remain confidential and must be kept in your Centre's secure storage until the end of the results enquiry period.

## 2.3 Overview of the Speaking test

Each Speaking test card introduces a topic for discussion between the examiner and the candidate, together with five prompts for the development of the assessed conversation.

Candidates must be examined **individually, not** in pairs. Each Speaking test, **conducted in English throughout**, lasts approximately **10 to 15 minutes**, is **recorded in full**, and comprises four parts as detailed below. Only Part D, the conversation, is assessed out of 30 marks.

Candidates **cannot** bring any notes into the examination room and they are not allowed to consult dictionaries.

### 2.3.1 Part A: Welcome and introduction

The examiner starts the recording as outlined in Section 2.4 'Recording the tests'. The examiner then welcomes the candidate and explains **briefly** what is going to happen during the course of the test using the examiner script on the relevant Speaking test card. This part shouldn't take more than a minute.

### 2.3.2 Part B: Warm-up (2–3 minutes)

The purpose of this part is to give the candidate time to get used to the examination situation, to put the candidate at ease by conducting a short conversation and to help in the choosing of a suitable Speaking test card. The examiner should ask questions about the candidate's hobbies, interests and general topics, creating a natural, informal conversation. They should **not** ask how the candidate is feeling, or focus on exams or school matters, as this is contrary to the purposes of this phase.

Although the examiner uses this section to select a suitable topic to use with the candidate, this should **not** simply be a check-list of interests related to the topics. It is also **not** advisable to discuss a topic here which is going to be used in Part D, the assessed part of the test. The examiner should also take care that the candidate does not answer questions with a view to leading them to select a particular card.

### 2.3.3 Part C: Preparation period (2–3 minutes)

The **examiner selects one card, not the candidate** from the range provided, aiming to use as wide a range of cards across the group of candidates as possible. **The candidate should not be allowed to select** their own card and **the card must not be changed** once the card has been announced and given to the candidate. The selection must be made with care **after** the warm-up and not decided in advance of the test. If during Part B, there is no clear indication of a suitable topic for the candidate, then select a Speaking test card which will work well for the candidate – something which they will connect to and be interested in. **The cards should not be selected at random or in an alphabetical order.**

**When the card is given to the candidate at the start of this part, the letter and the title of the selected card should be announced.** Then, remind the candidate that they:

- **cannot** make notes during this period or use a dictionary
- **can** ask questions about the wording on the card if there is something they don't understand
- **should** prepare ideas in response to each of the prompts on the card
- **can** introduce related ideas of their own about the topic
- **will** be having a conversation with the examiner about each of the prompts in order
- **have** 2–3 minutes to prepare.

Some candidates may say they have finished before the allocated time has ended. It is recommended that you advise the candidate that they have more time, and that they should try to come up with other things they can say about the topic, using the whole of the preparation time available.

It is advisable **not** to ask the candidate if they are ready before the end of the allocated 3 minutes as this encourages an early start, when in fact the candidate could benefit from having more time.

If a candidate asks the examiner questions, the examiner should try to explain the wording as clearly and as simply as possible but **not** give the candidates any ideas about what they could say.

### 2.3.4 Part D: Assessed conversation (6–9 minutes)

This is the main part of the test, the **only part to be assessed**, and must be a conversation based on the topic on the Speaking test card. The examiner should manage this phase, ideally leading the candidates through the prompts. This part should follow a discussion format from the outset and **must not be a monologue**. If the candidate attempts to deliver an extended speech or monologue, please interrupt straight away and engage the candidate in a two-way discussion.

There is an introductory statement on each card which may be used by either the examiner or candidate for starting the conversation. **Each of the five prompts provided must be used in the order in which they appear on the card** and care should be taken paraphrasing any prompts. The **examiner should ask additional questions** based on the candidate's responses so that the candidate can respond to the changes in the direction of the conversation. The candidate is also free to consider any other related ideas of their own.

It is recommended that a roughly equal amount of time is spent on each of the prompts, especially as the later prompts move to more general and abstract areas which can assist candidates achieving marks in the higher bands of the assessment criteria. It is advisable that the later prompts do **not** always relate to a candidate's personal life but a wider context.

At the end of the test, the card must be collected from the candidate. You should take care that the information about the cards does **not** reach other candidates directly or indirectly.

### 2.3.5 General advice

To conduct the tests effectively:

- try to put the candidate at ease from the outset (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the test is being conducted in a formal examination situation
- show interest, even in mundane matters
- steer, encourage and guide candidates
- use open questions which allow candidates to respond at length, **not** closed questions which prompt one word answers.

Please avoid:

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

## 2.4 Recording the tests

Before the start of the live recordings, Centres should make sure their recording equipment is in good working order, testing the equipment in a room where the Speaking tests will take place. You should check audibility level so that you can avoid adjusting the volume during the actual tests and check that there is no unhelpful noise. As with any formal examination, a quiet, secure room should be used and examination conditions should be in place where the tests take place.

It is recommended that the examiner sits facing the candidate with a table or desk in between and that a clock/timer is in view. Candidates should **not** see any notes made during the tests.

No other person should be present during the test, with the exception of another teacher/examiner, moderator or representative of Cambridge.

Speaking tests should be recorded onto a CD, DVD or USB. A common audio file format must be used and all recordings should be at normal speed. Instructions on how to record the audio is available in the exams officer section of the CIE website. Please note that Cambridge will **not** be able to return samples to Centres.

For effective moderation, it is essential that we have good-quality recordings. Below are some additional tips to help you provide the best quality recordings:

- remember to press the record button before each candidate's test
- if your area often has power cuts, make sure you keep a supply of batteries nearby
- if using external microphones, make sure they are switched on
- if using internal microphones, make sure the equipment is placed near the candidate to ensure the recording is of the best possible quality
- if a candidate speaks quietly during any part of the test, they should be asked to speak up
- check on the quality of the recordings throughout the live series.

**All tests should be recorded continuously throughout and each recording should be introduced clearly by the examiner as follows:**

Centre number: e.g. XX999  
Centre name: e.g. New School  
Examination: e.g. 0510 English as a Second Language  
Examiner name: e.g. Ms T Smith  
Date: e.g. 1st April 2019

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

Candidate number: e.g. 0021  
Candidate name: e.g. Victoria Cheng

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

Only the candidates required for the sample should be submitted to Cambridge as indicated at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). Please do **not** use separate CDs, DVDs or USBs for each candidate in the sample although a separate audio track is required for each candidate. The contents of each CD, DVD or USB should be clearly labelled. Each track should be given the candidate name and number, rather than 'Track1', 'Track 2' etc.



Once the samples have been compiled and labelled, spot checks must be made to ensure that every candidate is clearly audible and that the whole of each test has been provided. Keep a copy of each of these recordings until the end of the results enquiry period, in case of loss or damage to the original or later checks by Cambridge. If the sample sent to Cambridge is inaudible or faulty in any way, you may be asked to provide a replacement.

## 2.5 Mark Sheets

### 2.5.1 Speaking Examination Summary Form

To help our moderators understand a Centre's marking and identify any areas that need to be adjusted, you must enter the marks for each section for each candidate on to the Speaking Examination Summary Form. This form and the instructions for completing it are available to download from the Samples Database which can be found at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). Enter your Centre number and the syllabus code (0510 or 0511) to access these documents.

Follow the instructions when completing each form and enter all information with care, making sure that candidates are in a numerical order and no half marks are awarded. The form must be completed for all candidates, **not** just those in the sample for external moderation. Please put an asterisk (\*) against the names of the candidates whose Speaking tests will be submitted as the sample to Cambridge.

Ideally, only one examiner should be used per Centre. However, Centres with more than 30 candidates may use more than one examiner. If this is the case, internal moderation must take place at the Centre to ensure that all the Speaking tests are marked to the same standard. Guidelines for the internal standardisation and moderation is provided in Section 2.6. It is recommended that Speaking Examination Summary Forms are completed separately for each examiner, with the candidates tested by each examiner listed in a numerical order.

Once the forms are completed, you should **check all additions carefully**, as this is the Centre's responsibility.

### 2.5.2 Form MS1

This mark sheet has three parts:

- A top sheet which must be sent to Cambridge in the envelope provided, separate to the documentation to the moderator.
- A middle sheet which is for use of the Cambridge moderator. This must be sent to Cambridge with the sample recordings, the Speaking Examination Summary Form(s) and any other necessary documentation.
- A bottom sheet which is kept by the Centre in case of postal loss or subsequent enquiries, until after the results enquiry period.

Complete this mark sheet or enter each candidate's marks onto the computer by transferring the 'total mark' or the 'internally moderated mark' for Centres using more than one examiner, from the Speaking Examination Summary Form(s).

If you choose to submit your marks electronically, which is Cambridge's preferred method, you must include a print out of the internal marks report to send to Cambridge for the moderator.

**All transferred marks must be checked** carefully, as this is the Centre's responsibility.

## 2.6 Internal standardisation and moderation

For Centres using more than one examiner, Centres must apply to Cambridge for permission to use an additional examiner or examiners well in advance of the live series (applying the ratio of an additional examiner for each set of 30 candidates). Arrangements should be made for **internal standardisation and moderation to ensure that all examiners conduct the tests and assess candidates to the same standard**.

It is recommended that an internal moderator is appointed and that all of the examiners involved in conducting the Speaking tests meet prior to the live tests to ensure consistency in approaches. The internal moderator will make sure that internal moderation takes place and that procedures meet the requirements for external moderation.

For detailed guidance, see Appendix C: Guidelines for internal standardisation/moderation of Cambridge IGCSE English as a Second Language Speaking tests.

## 2.7 External moderation

External moderation is undertaken by a team of moderators working for Cambridge. External moderation performs three functions. Moderators check that:

- candidates have been marked accurately – i.e. to verify that the assessment criteria have been applied satisfactorily and across examiners where applicable.
- administrative matters (the quality of the recordings, sampling following the procedure, the use of correct documentation and correct addition of marks, for example) have been carried out competently.
- each part of the test has been conducted appropriately and according to the requirements by all parties.

For external moderation to be effective, you will need to send the following to Cambridge for the moderator:

- The recorded sample on CD/DVD or USB following the requirements detailed at: [www.cie.org.uk/samples](http://www.cie.org.uk/samples) Please note, you should **not** choose the samples before the live tests take place.
- The completed Speaking Examination Summary Form(s).
- The completed MS1 Mark sheet or printout of the marks submitted electronically.
- The completed 'Marks for sample Speaking tests' form located in Appendix B (Use of this form is recommended by Cambridge, but not a requirement.)
- For a Centre with more than one examiner, a report on internal standardisation/moderation as advised in Appendix C.

These materials should be sent to Cambridge as soon as the Speaking tests have been completed at the Centre. If there is any delay in receiving the samples, this can result in a delay in receiving a final grade for your candidates. Please do **not** wait until the end of the assessment period for all Centres before sending the materials.

The possible outcomes of external moderation are that the marks submitted are considered:

- accurate and consistent. The Centre's marking is confirmed as satisfactory. No change to the marks is required.
- consistent but either generous or severe, or a consistent pattern of inaccuracy can be seen. In this case, an adjustment will be made to some or all of the marks but will **not** disrupt the rank order presented by the Centre.
- seriously inconsistent and/or inaccurate. In this case, Cambridge may request a more extensive sample for the external moderator or that the Centre either remark candidates' work for re-submission.

## 2.7.1 Feedback from Cambridge

The Centre will receive an individual report on their Speaking test submissions. An example is given on the following page.

## 2.7.2 The Principal Moderator's report

The Principal Moderator also produces a report for teachers after each examination series which is made available on the Teacher Support site. In these reports, feedback is provided on the strengths and weaknesses of the performance of the cohort as a whole, as well as key messages about how the tests could be administered in a successful way.

# IGCSE

## MODERATOR'S COMMENTS ON SCHOOL-BASED ASSESSMENT OF SPEAKING TEST

|                   |                                                                          |                      |             |                      |  |
|-------------------|--------------------------------------------------------------------------|----------------------|-------------|----------------------|--|
| Centre number     |                                                                          |                      | Centre name |                      |  |
| Series            | Month                                                                    | <input type="text"/> | Year        | <input type="text"/> |  |
| Component         | 0511/51 Cambridge IGCSE English as a Second Language (Count-in Speaking) |                      |             |                      |  |
| Name of Moderator |                                                                          |                      |             | Date                 |  |

### Interpretation and Application of Assessment Criteria

|            | Slightly Lenient         | Satisfactory                        | Slightly Severe          |
|------------|--------------------------|-------------------------------------|--------------------------|
| Structure  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Vocabulary | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Fluency    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### Administration

|               | Needs attention (see below)         | Satisfactory                        |
|---------------|-------------------------------------|-------------------------------------|
| Recordings    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Sampling      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Documentation | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

### Notes

### Comments

Areas needing attention:

Recordings - the tracks on the USB should be renamed with the candidate's name and number.

Documentation - errors were made in the addition of some of the marks on the Summary Form, so please check marks carefully before submitting to Cambridge.

Part C - the selected assessment card must be announced before the 2-3 minute preparation period.

Part D - please use all five prompts on the assessment card, and do not run through them too quickly - develop the discussion based on ideas arising out of each of the prompts.

### Conduct of the Test

|                                                  | Needs attention (see below)         | Satisfactory                        |
|--------------------------------------------------|-------------------------------------|-------------------------------------|
| <b>Part A</b><br>(Welcome and brief explanation) | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Part B</b><br>(Warm up)                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Part C</b><br>(Hand card, preparation time)   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Part D</b><br>(Conversation)                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

### 3 Speaking assessment cards

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For the purposes of helping you to prepare for your role in the Speaking test, this section contains a representation of the speaking assessment cards that are given to candidates. The cards included here relate to the accompanying sample recordings.

During each live examination series, you must use the speaking assessment cards despatched to your Centre and follow the instructions in the *Teacher's/Examiner's Notes* relevant to the live examination series.



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**ENGLISH AS A SECOND LANGUAGE**

**0510/0511 51/52/53**

Paper 5 Speaking Assessments A–J

**Approx. 15 minutes**

No Additional Materials are required.

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## A Leaving school

### Candidate's Card

Leaving school is a key moment in almost everyone's life.

Discuss this topic with the examiner.

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

- how you felt or think you will feel about leaving school
- the opportunities and challenges you faced or might face
- whether continuing education is a good idea for everyone
- what governments can do to provide young people with opportunities
- the suggestion that equal opportunities for all young people is an impossible dream.

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

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

## B Air travel

### Candidate's Card

More people than ever are travelling by air.

Discuss this topic with the examiner.

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

- your own experience of flying or whether you would like to fly
- whether you would like a career in the airline industry
- the advantages of air travel over other forms of transport
- some of the negative effects of the growth of the airline industry around the world
- the suggestion that far too many people travel by air without considering the consequences.

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

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

## C Gifts

### Candidate's Card

In many cultures, it is important at certain times to offer gifts to other people.

Discuss this topic with the examiner.

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

- gifts you have received and how you felt about them
- things you consider when buying gifts for others
- the suggestion that it can be harmful to give children too many gifts
- times when gifts might be inappropriate or not received very well
- the view that humans are naturally selfish and only give to receive something in return.

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

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

## D Communities

### Candidate's Card

Many people would define a community as a group of people living in the same area and sharing common interests.

Discuss this topic with the examiner.

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

- your local area and the people who live there
- how you get involved in your local community
- a community that you think is very different from your own
- the problems that might occur within and between communities
- the suggestion that the aim for a global community is impossible to achieve.

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

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

## E Knowledge

### Candidate's Card

For most people, the desire to know more is a natural part of growing up and getting older.

Discuss this topic with the examiner.

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

- how much you feel you know at this stage of your life
- specific knowledge that you would like to gain, and why
- ways in which knowledge can be acquired, e.g. education, the internet
- the idea that 'a little knowledge can be a dangerous thing'
- the suggestion that knowledge is power and can be used as a political tool.

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

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

## F Travel journalism

### Candidate's Card

In recent years, there has been an increase in the number of books written and television programmes made about travel.

Discuss this topic with the examiner.

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

- any books or articles you have read about travelling, or programmes you have seen
- which place you would choose to write about or to make a programme about
- what can be learned from other people's experiences of travelling
- ways in which travel journalism could be used to highlight environmental or social issues
- the suggestion that we cannot entirely believe all we read or see.

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

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



## G The medical world

### Candidate's Card

Healthcare concerns us all, and includes medical treatment as well as ways to prevent illnesses.

Discuss this topic with the examiner.

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

- what you do to avoid illness
- whether or not you would like to be a doctor, and why
- the idea that it's better to spend public money on preventing illnesses rather than curing them
- the view that it's much more difficult to remain healthy in the modern world than ever before
- the suggestion that prolonging life should not be the main aim of medicine.

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

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

## H Gender roles in the modern world

### Candidate's Card

It's fair to say that in the 21st century, the roles of men and women are evolving.

Discuss this topic with the examiner.

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

- what you consider as typically male and typically female behaviour
- ways in which people you know conform or do not conform to gender roles
- whether it's easier in society to be a man or a woman, and why
- the suggestion that some professions or jobs are better suited to either men or women
- the idea that men and women are basically the same when it comes to emotions and ambition.

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

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

## I Activity and theme parks

### Candidate's Card

In many places, there are areas which have been designed for people to play in and enjoy themselves, e.g. water parks, theme parks.

Discuss this topic with the examiner.

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

- an activity park or theme park that you have visited or you know about
- what you would like to see in an activity park or theme park
- what might attract adults to such parks
- any negative aspects of these parks, e.g. for local people living nearby
- the suggestion that activity parks and theme parks set out to exploit people.

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

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

## J Leadership

### Candidate's Card

It's often said that in the world there are leaders and there are followers.

Discuss this topic with the examiner.

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

- whether you regard yourself as a leader or as a follower
- people you know who are leaders and why you think they are
- situations where strong leadership is needed
- some of the problems that can arise due to bad leadership
- the suggestion that we don't need leaders at all – that we should aim for equality.

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

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

## 4 Commentary and assessment of Speaking test samples

Now that you have read through Sections 1–3, you should be ready to practise marking the accompanying sample recordings. These can be found ... Using the marking criteria in the *Teacher's/Examiner's Notes*, mark the samples and then check your marks against those of the Principal Moderator given in Appendix A. Try to align your marking to that of the Principal Moderator using the comments below to guide you.

Give credit for what the candidate can do, rather than penalising them for what they can't do. This doesn't mean that matters of inaccuracy on, for example grammar and pronunciation should be overlooked, but this is a reminder that we are intending to credit positive achievement. For each specific assessment criteria, you may find a candidate achieving much of one band and some of a band below. In these cases, always opt for the lower mark in the higher band.

### 4.1 Sample recordings

These sample recordings do **not** include the required introductory information about the Centre, the examiner and the candidate, and thus start with the welcoming of the candidate. To make sure that all the necessary information is included and is accurate, Cambridge recommends you read an examiner script to the candidate which is provided on each Speaking test card printed in the *Teacher's/Examiner's Notes*.

Part C, the 2-3 minute preparation period, has **not** been included on these sample recordings. For this part, the letter and name of the chosen card should be given after the warm-up period, as well as other helpful reminders. Part C, however, **must** be recorded when conducting the live tests.

#### 4.1.1 Track 1 Speaking assessment card B: Air travel

##### **Conduct of the test**

The examiner handles all aspects of the test sensitively and in accordance with the guidelines.

In Part A, she gives a clear, brief explanation about the format of the test, reminding the candidate that only Part D, the conversation based on the given card, is assessed.

In the warm-up, Part B, the questions she asks are clearly designed to help the candidate relax and to select an appropriate speaking assessment card. She asks, 'What is your ambition in life?' and 'Do you like travelling?' for example. She responds to what the candidate says, and does not dwell on his contribution about flying, taking care not to use any material which may be used in the assessed part of the test. The candidate's responses lead to the apt selection of card B Air travel.

The warm-up lasts just under 3 minutes and the assessed Part D just under 7 minutes, again in accordance with the guidelines.

In Part D, the examiner, however, does not use all the prompts on the card, instead formulating some of her own questions. This does not have an adverse effect here as this is a strong candidate and he is able to respond to the changes in direction in the conversation. However, using the given prompts as a starting point for conversation is vital in ensuring a standardised test for all candidates.

##### **Candidate performance**

##### **Structure**

The candidate uses a variety of structures (relative clauses, conditionals, passive structures) and is confidently in control throughout:

*'... the kids that other people tend to bring on the plane ...'*

*'If the solution is throwing myself off, then I might as well land with the balloon,' '... any extra weight is added ...'*

He does make an error in phrasal verb usage – ‘... *the balloon would perhaps fall off,*’ – but we are not expecting performance of a first language speaker.

marks

### Vocabulary

The candidate shows a command of vocabulary to respond precisely and communicate sophisticated ideas:

‘... *their voices are penetrating ...*’  
‘*The feeling is just sensational.*’  
‘... *impacts the economy ...*’  
‘... *energy consumption ... depletion of our resources ...*’

and information is conveyed with confidence.

marks

### Development and fluency

The candidate displays a sustained ability to maintain the conversation and contributes extensively. He is presented with new ideas that the examiner introduces (i.e., ways in which airline industries could become more environmentally friendly) and responds to these in detail.

He introduces his contributions in varied ways:

‘*Like I said ...*’  
‘*I can say ...*’  
‘*As you know ...*’

His pronunciation and intonation are clear.

marks

Total marks  Band

## 4.1.2 Track 2 Speaking assessment card J: Leadership

### Conduct of the test

The examiner conducts the test generally well, but there are areas for improvement.

The introduction to Part A is acceptable, though rushed. Timings are only given for Part C and it is unclear what is to happen in this preparation phase. The examiner helpfully asks if the candidate has any questions at this stage.

In Part B, the warm-up phase, the examiner focuses on this one aspect, which suggests that she has already selected the leadership card for the candidate. Examiners should ask a range of general questions during this phase to enable them to select an appropriate card for the candidate based on the warm-up and not on any other knowledge of the candidate. In this case, however, the candidate does not seem particularly advantaged or disadvantaged.

In Part D, the assessed conversation, the examiner asks each of the prompts in the order given on the card in an encouraging manner. However, she does not ask additional questions arising out of the candidate’s responses. This would enable the candidate to respond to changes in the direction of the conversation and

would lengthen this part, which is just within the accepted time frame at 6 minutes. The examiner does offer her own opinion on a couple of occasions in response to what the candidate has said, but she doesn't do this in a dominant way or contradict the candidate. At the end of the test, the candidate is helpfully asked if they have anything else they would like to add related to the topic. It is not recommended that the examiner uses phrases such as 'very good' as these could indicate how well a candidate has performed.

### **Candidate performance**

#### **Structure**

The candidate uses simple structures generally soundly, and attempts more complex sentences with some errors present:

*'... there's always two sides of everything ...'*

*'... which a leader should have ...'*

*'... the army has a very strong leader and that's why they won the war.'*

*'... can't be all equal ...'*

marks

#### **Vocabulary**

The candidate has a sufficient range of vocabulary, and can convey her ideas with some confidence:

*'... comes to an agreement ...'*

*'... overdid the leadership ...'*

*'... innocent people ...'*

*'... mature and wise ...'*

marks

#### **Development and fluency**

The candidate doesn't need frequent prompting, and responds relevantly and at length. However, some of her responses lack development. The response about where strong leadership is needed results in the candidate replying with several ideas but they are not smoothly connected. Pronunciation and intonation are generally clear:

*'... they hated him... For me, a great leader ...'*

marks

**Total marks**

**Band**

### 4.1.3 Track 3 Speaking assessment card B: Air travel

#### **Conduct of the test**

The examiner handles the test sensitively, enabling the candidate to feel at ease, with reasonable competence, although there are some areas which could be improved.

The examiner provides an acceptable introduction to Part A. Timings are given for Part C, the preparation phase, but would also be helpful for Part B, the warm-up phase and Part D, the assessed part of the test. At the beginning of the warm-up, Part B, the examiner starts by asking the candidate how she is. This is not something to be recommended, because this often leads the candidate to discuss feeling stressed or nervous about the test. The examiner then goes on to ask a range of general questions in order to relax the candidate during this natural conversation. This section could have been better used to guide the examiner's selection of the speaking assessment card. During this part, another person makes a brief contribution. It is acceptable to have another teacher/examiner, moderator or representative of Cambridge in the room but they should not take part in carrying out the assessment.

In Part D, the assessed phase, the five prompts are presented clearly, although the second prompt is asked out of sequence. The initial prompts are designed to be more personal, so it is best to start with these before moving to more general, abstract ideas covered in the later prompts. A couple of additional questions are presented at the end of this section, but it would be better if additional questions were to arise out of the responses to individual prompts. It is worth noting that towards the end of the test, there is some noise and this appears to disturb the candidate from her thoughts. It is expected that a quiet, secure room is used to prevent unnecessary distraction.

#### **Candidate performance**

##### **Structure**

The candidate can use simple structures securely, but does not succeed in extending beyond them:

*'I have lots of this kind of experience ...' 'Air travel is very convenient for me ...'*

*'It's very good for the persons who have business.'*

*'... it's already disappear ...'*

*'... most of girls like to shoppings,'*

marks

##### **Vocabulary**

Despite some hesitation, the candidate is able to convey information with some competence. Although errors are noticeable, she has a sufficient range of vocabulary to express her ideas:

*'... to attract more customers ...'*

*'... international trade between other countries ...'*

*'... air pollutions ...'*

*'... deforestrations ...'*

marks

##### **Development and fluency**

The candidate doesn't require frequent prompting, although some effort is needed to develop the conversation. In talking about whether people consider the consequences of air travel, her response is

difficult to follow as she begins with the issue of air pollution and goes on to talk about traffic jams, rubbish and deforestation. The candidate appears unable to follow through with her first idea, so attempts to bring in other, unrelated issues which lack relevance. However, she makes an attempt to respond to all of the prompts and is partially successful. There is some lack of clarity in pronunciation but she can mostly be understood.

marks

Total marks  Band

#### 4.1.4 Track 4 Speaking assessment card A: Leaving school

##### **Conduct of the test**

The examiner conducts each part of the examination appropriately and shows sensitivity to the needs of the candidate.

During the introduction to the test, Part A, the examiner provides a clear explanation but does not provide the timings for each part.

In Part B, the warm-up, she asks a range of general questions, clearly designed to assist her in selecting the appropriate assessment card. She does, however, dwell a little too much about life after leaving school, the topic she decides to give the candidate, but he is not unfairly advantaged by this.

The chosen card is apt for this candidate. During the assessed conversation, Part D, all prompts are asked in order and made accessible for the candidate, with a similar amount of time spent on each. Additional questions arise out of what the candidate says, making this part a natural conversation. At no point does the examiner interrupt the candidate or provide him with vocabulary when he is searching for words and ideas.

The timings of each part of the test are in accordance with the guidelines, and the examiner ends the examination by thanking the candidate, giving no indication of his performance.

##### **Candidate performance**

##### **Structure**

The candidate uses simple structures, e.g. the simple present and the simple future. However, there are errors:

*'... so many people I'll miss ...'*

*'... when they're going out for job ...'*

*'I'll get good jobs and I'll study ...'*

*'... some people read book and understand ...'*

marks

##### **Vocabulary**

Although he is not always successful, the candidate does have enough vocabulary to convey simple information clearly when talking about school and education. However, there is hesitation and some repetition:

*'... get knowledge ...'*

*'... develop their education skills ...'*

*‘... good facilities for schools ...’*

This is a candidate who sits between two bands. In cases such as these, opt for a low mark in the higher band, awarding what the candidate can do:

|  |       |
|--|-------|
|  | marks |
|--|-------|

### Development and fluency

Although the candidate makes an attempt to respond, he needs considerable prompting to extend his responses and he struggles to develop his ideas. For example, the examiner asks whether there are countries where young people have the same opportunities and he simply responds: *‘All countries can do that.’* (further prompting) *‘It’s possible.’*

His responses generally begin with long pauses. Pronunciation and intonation sometimes cause communication difficulty.

|  |       |
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|  | marks |
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|             |  |      |  |
|-------------|--|------|--|
| Total marks |  | Band |  |
|-------------|--|------|--|

## 4.1.5 Track 5 Speaking assessment card J: Leadership

### Conduct of the test

The examiner creates a relaxed atmosphere for the candidate but she does not give him a brief description of the test at the outset, nor does she explain that only Part D, the conversation based on the card, will be assessed.

The examiner begins with Part B, the warm-up, by asking the candidate how he is and luckily he doesn’t dwell on concerns around the test and need reassurance. He is asked several general questions during the warm-up which encourage him to discuss his interests. The timing of this part is appropriate. However, the candidate is incorrectly told that he only has 1–2 minutes to look at the card to prepare, when in fact he can have up to 3 minutes. Candidates should be given at least 2 minutes so that they are not unfairly disadvantaged. Even if the candidate says they are ready, they should be encouraged to use the full time allowed.

The candidate starts Part D, the assessed conversation, by elaborating on the opening statement on the card, which is acceptable. The examiner does take control, steering the conversation and given the candidate ample opportunity to respond to questions and to demonstrate his ability within the appropriate time available. The prompts are not used in order. Fortunately, this is a strong candidate who copes well with the more abstract questions, including those added by the examiner. It is recommended that the prompts are used in the order on the card, as they do move from the personal to a wider context. The test ends very abruptly. The examiner should end by thanking the candidate and indicating that this is the end of the test. The whole test must always be recorded.

### Candidate performance

#### Structure

The variety of structures used is generally sound but they are not used entirely accurately in more complex sentences. However, the errors do not impede communication:

*‘... Obama ... he’s talking to people that already like him and believe in him ... how to make people who wouldn’t normally like him make them like him ...’*

*‘... a strong leader is the one that knows what to do in favour of the country because if I think ...’*  
*‘... there has to be someone that leads the people and organises them ...’*



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**marks**
**Vocabulary**

Although there is some hesitation, indicating the candidate is searching for words, he is actually thinking about his ideas. He has a sufficient range of vocabulary and uses this with some confidence and precision. He also clearly understands the examiner's use of higher-level vocabulary:

*'... has to be like, almost divine ...'*

*'... feel inferior ... look superior to the others ...'*

*'... mutual respect between the leader and follower.'*

*'... give a feeling of, I don't know, security ...'*

|  |
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**marks**
**Development and fluency**

The candidate responds well to changes in the conversation brought about by the examiner asking her own questions (e.g. 'So what are the principal responsibilities of a leader?'). His responses are relevant and he is able to sustain discussion. Some of his contributions are not fully developed, ending a little abruptly. His pronunciation and intonation is mostly clear. This is an example of a candidate achieving much of one band and some of another band – a borderline candidate. In these cases, always opt for the higher band.

|  |
|--|
|  |
|--|

**marks**

**Total marks**



**Band**

**4.1.6 Track 6 Speaking assessment card C: Gifts****Conduct of the test**

The examiner responds positively to the candidate's contributions on the whole throughout the test. She doesn't include a brief explanation of the test and only Part D, the conversation, is assessed.

The warm-up, Part B, consists of general questions to help in the selection of the assessment card, around areas such as hobbies, family and where the candidate lives. However, it is too long, at nearly 4½ minutes, rather than the expected 3 minutes. During this part, twice the examiner refers to the assessed conversation as a speech which could indicate that the candidate has to give a monologue. If a candidate were to respond in this way, then the examiner would have to interrupt to start a two-way conversation.

During Part D, the assessed conversation, the examiner races through the prompts with limited attempts at engaging in conversation with the candidate. She also forgets to ask the fourth prompt. Thus, she ends up having to present a number of questions towards the end of this part to make sure that the expected timing of at least 6 minutes is followed. At this point she asks the candidate a question about culture-based gifts which the candidate is not prepared for. Here, the examiner could give a suggestion or further explanation of what she expects the candidate to discuss, instead of stating: 'I think you have no idea ...'. This approach is not recommended as it can be a negative experience for the candidate and might result in anxiety.

### **Candidate performance**

#### **Structure**

The structures used are generally sound but there is evidence of errors when attempting to use more complex sentences:

*'Giving gifts and getting gifts is a really good thing ...'*

*'... I've always wanted one for like 3 or 4 years ...'*

*'I used to even ask my parents but they used to say that ...'*

*'... we have to give them a gift back.'*

marks

#### **Vocabulary**

There is a sufficient range of vocabulary to convey ideas competently. There is some repetition and the occasional error:

*'I always seek perfectness ...'*

*'... a waste of money ...'*

*'... restrict the amount of gifts ...'*

*'... that's not a good habit ...'*

marks

#### **Development and fluency**

The candidate responds relevantly although is uncertain about how to reply to a question about culture-based gifts. Some responses are undeveloped and end a little abruptly.

marks

**Total marks**

**Band**

### 4.1.7 Track 7 Speaking assessment card A: Leaving school

#### Conduct of the test

The examiner conducts the test appropriately, including the timings of each part.

The introduction to the test, Part A, is clear and correct timings are offered. Although the examiner does not explicitly say that only the conversation in Part D is assessed, he does state that Part B, the warm-up, is not assessed. During this warm-up phase, the examiner focuses on hobbies and life outside school, putting the candidate at ease.

During the assessed conversation, Part D, all prompts are asked in order, and a natural conversation arises. The examiner uses the prompts sensitively to allow the candidate to demonstrate his abilities, allowing him to spend a suitable amount of time developing ideas for each.

#### Candidate performance

##### Structure

The candidate can use simple structures securely but makes frequent errors when attempting more complex structures:

*'I used to be a bad student. I don't like go to class ...'*

*'... try to encourage me to get better.'*

*'... maybe just stay at home and do nothing ...'*

*'I'm planning study economy ...'*

marks

##### Vocabulary

The candidate has a sufficient range of vocabulary to convey information with some competence:

*'... handle my own life ...'*

*'... any subject related to the economy.'*

*'... invest some money ...'*

*'... develop their own interest ...'*

marks

##### Development and fluency

There is some difficulty in following the candidate's contributions, although he makes an attempt to respond to all of the prompts. Effort is needed to develop the conversation and the examiner is always in control. There is some lack of clarity in pronunciation and inappropriate intonation but the candidate can usually be understood.

marks

Total marks  Band

### 4.1.8 Track 8 Speaking assessment card E: Knowledge

#### **Conduct of the test**

The examiner handles some aspects of the test quite well with this candidate, making sure that the timing of each part is appropriate.

At the start, the examiner should have introduced the format of the test and advised the candidate that only Part D, the conversation based on the given card, is assessed.

In Part B, the warm-up phase, the examiner is positive and enthusiastic in response to the candidate's responses, clearly putting the candidate at ease. This section allows the examiner to make a clearly appropriate choice of topic for this candidate.

In Part D, the examiner does use all the prompts on the card but they are out of sequence and are not worded as given. The candidate is encouraged to talk about abstract ideas which arise from starting the conversation discussing the opening statement rather than asking the more personal prompts first. This does not affect the candidate here as he is capable, able to respond to the changes in direction of the conversation. However, using the given prompts as a starting point in the correct order makes sure that the test is of a similar nature for all candidates. The examiner does also interrupt the candidate on occasions and also, he does make comments such as 'well done' and 'a good answer' which indicates a judgement on the candidate's performance in the test. These are both elements an examiner should avoid.

#### **Candidate performance**

##### **Structure**

The candidate demonstrates his ability to use a range of structures accurately and consistently. There are some slips rather than errors but he is generally confidently in control.

*'... in a specific area, I probably know more than the next person do ...'*

*'You share your knowledge with him so he learns something ...'*

*'... if he's losing, he wants to get an advantage in technology ...'*

*'I'm the only one who knows this. Maybe I should go and share this with the world.'*

marks

##### **Vocabulary**

The candidate is able to respond with precision and some sophisticated ideas are communicated.

*'... he'll be very isolated, like in a bubble.'*

*'... become an epidemic ...'*

*'... curiosity man has, it drives him to get more knowledge.'*

marks

**Development and fluency**

The candidate responds relevantly and at length. He is able to manage changes in the direction of the conversation from the outset, moving into more abstract, general ideas. His pronunciation and intonation are clear.

|  |       |
|--|-------|
|  | marks |
|--|-------|

|                    |                                              |  |             |                                              |  |
|--------------------|----------------------------------------------|--|-------------|----------------------------------------------|--|
| <b>Total marks</b> | <table border="1"><tr><td></td></tr></table> |  | <b>Band</b> | <table border="1"><tr><td></td></tr></table> |  |
|                    |                                              |  |             |                                              |  |
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## Appendices

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**Appendix A:** Marks for sample Speaking tests

**Appendix B:** Cover Sheet for Moderation Sample (Use of this form is recommended but not a requirement.)

**Appendix D:** Guidelines for the internal standardisation/moderation of Cambridge IGCSE English as a Second Language Speaking tests

## Appendix A: Marks for sample Speaking tests

| Recording | Topic            | Structure | Vocabulary | Development and fluency | Total mark   |
|-----------|------------------|-----------|------------|-------------------------|--------------|
| 1         | B Air travel     | 10        | 10         | 10                      | Band 1<br>30 |
| 2         | J Leadership     | 7         | 7          | 7                       | Band 2<br>21 |
| 3         | B Air travel     | 6         | 7          | 6                       | Band 3<br>19 |
| 4         | A Leaving school | 4         | 5          | 4                       | Band 4<br>13 |
| 5         | J Leadership     | 8         | 9          | 9                       | Band 1<br>26 |
| 6         | C Gifts          | 8         | 7          | 7                       | Band 2<br>22 |
| 7         | A Leaving school | 6         | 7          | 6                       | Band 3<br>19 |
| 8         | E Knowledge      | 9         | 9          | 9                       | Band 1<br>27 |

## Appendix B: Cover Sheet for Moderation Sample

**Please note:** Use of this form is recommended by Cambridge, but not a requirement.

### IGCSE English as a Second Language Component 5 Speaking (0510/0511): Cover Sheet for Moderation Sample

A copy of this cover sheet must be completed by the Centre and included with the moderation documents and recorded sample to be sent to Cambridge.

Centre name

Centre number

**Tick to confirm that the required moderation documents are enclosed:**

☐

Moderator copy of MS1 Mark Sheet or printout of marks if submitted electronically.

☐

Copy of completed Speaking Examination Summary Form(s) (SESF) for all candidates.

**Tick to confirm that documents have been checked:**

☐

The addition of marks on SESF have been checked and the total mark is correct for each candidate.

☐

The total mark for each candidate has been correctly transferred to the MS1 or computer. This will be the internally moderated mark for Centres using more than one examiner.

**Tick to confirm that moderation samples has been checked:**

☐

All sample recordings are clearly audible and cover the whole test.

☐

The correct number of samples across a range of marks (including a candidate on the top and the bottom mark) and where necessary, an appropriate representation for each examiner, is provided.

☐

Samples are provided on standard CDs, USBs or DVDs.

☐

Each candidate sample is saved as a separate track, re-named with the candidate's name and number, and files saved as mp3, wma, wav or mpeg.

**Centres using more than one examiner:**

☐

Internal moderation has been carried out and details of internal moderation procedures are enclosed in a report to Cambridge.

Materials checked by:

|  |             |
|--|-------------|
|  | (name)      |
|  | (signature) |

Position held:

Date:



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## Appendix C: Guidelines for internal standardisation/moderation of Cambridge IGCSE English as a Second Language Speaking tests

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### Contents

1. Introduction
  - 1.1 Aim of these guidelines
  - 1.2 Why is consistency important?
  - 1.3 Request for a further sample
  - 1.4 Feedback
2. How to standardise the conduct of the Speaking tests
  - 2.1 Appointment of an internal moderator
  - 2.2 Working together to ensure consistency
3. How to carry out internal moderation
  - 3.1 Each examiner lists candidates in rank order
  - 3.2 Each internal moderator chooses a sub-sample
  - 3.3 Cross check each examiner's assessments
  - 3.4 Examiners with no pattern of difference in assessment
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4. Report to Cambridge on internal moderation procedures

## 1 Introduction

### 1.1 Aim of these guidelines

It is essential that any Centre using more than one examiner to conduct and assess the IGCSE Speaking test in any language puts in place processes to achieve a consistent approach before, during and after the Speaking test for its candidates. There are a number of ways in which this consistency can be achieved, and this document provides guidance on methods which have been used successfully by Centres in the past.

Guidance is provided on the following:

- how to standardise the conduct of the tests across different examiners (Section 2)
- how to carry out internal moderation and produce a single rank order for the Centre after the tests take place (including how to adjust marks for an examiner whose assessment is out of line) (Section 3)
- information to include in the report to Cambridge on internal moderation procedures and an exemplar form (Section 4).

### 1.2 Why is consistency important?

Where more than one examiner is used to conduct and assess Speaking tests within a Centre, the risks are as follows:

- (a) **an inconsistent approach to conducting the test** – this may result in candidates being given different opportunities to show what they can do, depending on which examiner conducted their examination
- (b) **inconsistent marking** – this will mean that a Centre's marks will follow two or more rank orders instead of the single rank order required.

To work effectively, **external moderation relies on each Centre, adopting a consistent approach for all candidates taking the Speaking test and producing a reliable rank order of candidates for the whole Centre.**

External moderation is the process by which Cambridge brings each Centre's marks into line with the agreed international standard. The Cambridge moderator checks the assessment at different points in each Centre's rank order and recommends adjustments where necessary. Any adjustments are applied to the Centre's rank order as a whole, and **cannot** be applied to individual examiner rank orders. If it is necessary to adjust a Centre's marks to bring them into line with the required standard, but the standard of marking at that Centre is inconsistent (e.g. one examiner is more severe or more generous in the way they award marks than another), there is a risk that any adjustment will affect certain candidates more or less favourably than others.

### 1.3 Request for a further sample

Centres are required to record the Speaking tests for all candidates but send a representative sample to Cambridge. Cambridge moderators will check the sample provided by the Centre to ensure assessment is consistent. If there is evidence of inconsistency, and in order to ensure that all candidates are treated fairly, it may be necessary to ask the Centre to provide a further sample. It is therefore essential that Centres keep all the recordings of all candidates and keep a clear record of internal sampling and the decisions reached. It is good practice to create appropriate folders (on a secure computer or a USB drive) and to store each candidate's recording as a separate audio file, renaming these with the candidates' names and numbers. Cambridge is likely to call for specific candidates if a further sample is requested.

### 1.4 Feedback

Cambridge will provide each Centre with feedback on administration, conduct of the different sections of the test and the way the assessment criteria have been applied. A sample of a report to a Centre is provided in this handbook.

## 2 How to standardise the conduct of the Speaking tests

This section suggests several ways in which Centres can achieve a more consistent approach to **how the tests are conducted** across different examiners. This is a separate process from the standardising of the assessment through the internal moderation of marks at the Centre (see Section 3 below).

### 2.1 Appointment of an internal moderator

The first step in the process is for the Centre to identify one teacher to act as an internal moderator. This person is responsible for making sure that the work related to the Speaking test in the Centre is administered in line with Cambridge's procedures. They will be making sure that:

- there is a consistent approach about how the test is conducted
- the marks are internally moderated to produce a reliable rank order
- the requirements for external moderation are met.

### 2.2 Working together to ensure consistency

There is a variety of ways in which examiners in Centres can work together to ensure consistency and some suggested approaches are outlined in Section 2.2.2 below.

#### 2.2.1 Which approach will be the most suitable?

This table suggests how the different approaches to ensuring consistency outlined in 2.2.2 below can be combined depending on how familiar a Centre is with the IGCSE standard and requirements. Whichever approach or combination of approaches is adopted, once the live Speaking tests have been conducted, the internal moderator will have to use one of the methods of standardising assessment outlined in Section 3.

|                                                                            | (a) | (b) | (c) |
|----------------------------------------------------------------------------|-----|-----|-----|
| <b>New Centre</b>                                                          | ✓   | ✓   | ✓   |
| <b>Centre which has received feedback indicating areas for improvement</b> |     | ✓   | ✓   |
| <b>Centre which has received positive feedback</b>                         |     |     | ✓   |

#### 2.2.2 Three approaches Centres can use to ensure consistency:

##### (a) Meeting in advance of mock/practice Speaking tests

Where a Centre is new to the syllabus, it is important that all the examiners have the opportunity to meet in order to discuss approaches to the conduct and assessment of the Speaking test and listen together to mock/practice Speaking tests, as well as carry out their own mock/practice tests. This process ensures that all examiners feel as confident as possible before they conduct the live Speaking tests.

A good time to get together is before the mock/practice Speaking tests. The *Teacher's/Examiner's Notes* from a previous examination series should be read with great care, especially the administrative guidelines on conducting the tests. A common approach should be agreed at a meeting and can then be trialled in the mock/practice tests. Aspects of the administration can be reviewed after the practice/mock tests and any improvements carried out for the live tests. Please note, **you must not use the assessment cards for the current series for this purpose.**

Areas that examiners are advised to consider are as follows:

- **Timings:** it is helpful to discuss timings at this stage and to ensure that all examiners are aware of the prescribed timings and the importance of respecting them so that all learners within the Centre are given equal opportunity to show what they can do. The recommended timings for each part of the test are given in the *Teacher's/Examiner's Notes* which is provided with each set of assessment cards.

- **Administration of the Speaking test:** examiners should agree on how they will introduce each learner and on how they will introduce each section of the test as the test progresses. This helps ensure that all candidates receive the same treatment and opportunities to talk.
- **The type and style of questions:** examiners should ensure they all take a common approach, e.g. that they are all aware of the need to give candidates the opportunities to:
  - work in a variety of tenses (e.g. past and future)
  - extend ideas about each of the five set prompts
  - answer unexpected open questions related to the prompts.
- **Speaking assessment criteria:** it will be necessary to go through the criteria and ensure that all examiners have a common understanding of the descriptors and their application before they conduct their mock/practice Speaking tests. This process will also help to inform their question techniques.
- **Practice tests from previous years:** it will also be useful for examiners to listen together to mock/practice Speaking tests from previous years or to listen to samples of work provided by Cambridge, for example in the *Speaking Test Handbook*. They should focus on good techniques to get responses from learners at all levels of ability. Examiners can then discuss how to incorporate examples of good practice into their own examining and later the application of the assessment criteria.

### (b) Meeting a few weeks before the live Speaking test period

If examiners are already familiar with the requirements for the Speaking test, it may be more appropriate for them to meet shortly before the live Speaking test period in order to assess some previous Speaking tests, e.g. from the previous year or from the Centre's practice/mock tests. This exercise will give examiners the opportunity to refresh their memory of the standard and to agree on how to apply this standard. The feedback in the report from Cambridge to the Centre should be re-read at this point so that any feedback given as to the conduct and assessment of the test can be taken on board. If, however, there were some significant concerns about how the test was conducted, approach (a) may be more suitable.

### (c) Meeting a few working days before the Centre's chosen Speaking test period

This approach is likely to be sufficient on its own where examiners are familiar with the requirements of this Speaking test and where the Centre has received feedback saying that the conduct of the test was satisfactory and the assessment was consistent. **This approach must be used in addition to one of the approaches to standardising the assessment** (see Section 3).

**Centres are reminded that, once opened, Speaking test materials (the *Teacher's/Examiner's Notes* and speaking assessment cards) must remain in the Centre, in confidential storage when they are not being used for preparation by examiners, and that the topics must not be shared with candidates.**

## 3 How to carry out internal moderation

After the Speaking tests have been assessed by each examiner, the internal moderator should make sure that **assessments across examiners are in line and that marks submitted to Cambridge follow a single rank order**. A suggested approach is outlined in the section below. This is a separate process from making sure the conduct of the test is consistent at the Centre (see Section 2 above).

### 3.1 Each examiner lists candidates in rank order

Once the Speaking tests have been completed, each examiner should make a list of his/her candidates and their marks, in rank order.

### 3.2 Each internal moderator chooses a sub-sample

Using this rank order, the internal moderator chooses a sample of at least three candidates based on candidate performance, including marks at the top, middle and bottom of each examiner's mark range. Because each examiner may have examined groups of different candidate ability, their application of the assessment criteria needs to be checked across the range of marks produced by candidates in each examiner's group(s).

### 3.3 Cross check each examiner's assessment

A Centre can decide how they cross check the assessment. Two approaches have been provided below:

#### (a) The internal moderator checks each sub-sample

One method is for the internal moderator to listen to and assess the samples selected for each examiner. At this stage, no changes should be made to the marks given by the original examiner. The internal moderator should keep a separate record of his/her marks.

#### (b) Each examiner checks the sub-sample for all other examiners

Each examiner could listen to and check the sample of work of all the other examiners. This could be done in a group or individually. This approach may be too time-consuming to be practical for Centres with more than two or three examiners, but if time does permit, will ensure consistency of approach to the assessment. At this stage, no changes should be made to the marks given by the original examiner. Each examiner doing the checks should keep a separate record of his/her marks.

Once the work has been checked, the internal moderator (or the group of examiners) need(s) to decide whether the marking of each examiner is in line with the Centre's agreed standard.

### 3.4 Examiners with no pattern of difference in assessment

If there is no pattern of difference in assessment for an examiner, whether in a particular mark range or for a particular assessment criteria (e.g. vocabulary) in comparison with the Centre's agreed standard AND no significant difference in the overall judgement, no further sampling will be required.

Where there is an adjustment for any individual candidate, the internal moderator shouldn't change the total marks entered by the examiner on the Speaking Examination Summary Form. They should:

- enter each new, agreed, total internally moderated mark in the final column headed 'Internally Moderated Mark' on to the Speaking Examination Summary Form.
- indicate where the individual assessment criteria mark has changed at internal moderation for the separate strands (structure, vocabulary, development and fluency) and the difference in judgement for the strand (e.g. vocabulary +1). Place this next to the crossed out original examiner's marks for the strand on the Speaking Examination Summary Form.
- transfer each total internally moderated mark from the Speaking Examination Summary Form on to the MS1 mark sheet or on to the computer. This will make sure that candidates get the newly agreed mark rather than the original examiner's mark. To avoid errors, it is recommended that marks aren't transferred until internal moderation of all groups has been completed. During external moderation, the Cambridge moderator will use the internally moderated marks when they moderate the samples.
- indicate to the external moderator the internal moderation procedures that have taken place in a report to Cambridge (See Section 4).

### 3.5 Examiners with a pattern of difference in assessment

If the marking of an examiner is **consistently** out of line with the Centre's agreed standard, the marks of candidates in that examiner's group will need to be adjusted by the Centre before final marks are submitted to Cambridge. Where a particular examiner is judged to be out of line, it is worth selecting more of that examiner's candidates for a further check. It may be that differences occur in a particular area of the assessment criteria (e.g. development and fluency), or in a particular mark range (e.g. severity in the lower marks) in which case these further checks could concentrate on that particular area.

The internal moderator needs to decide whether the original examiner has been too harsh or too lenient and to what degree. If, for example, the original marking is judged to be too severe by 2 marks across the mark range, the **internally moderated total mark** for all candidates in the group affected needs to be raised by 2 marks. Please note, **it is *not* sufficient to change the mark of just the candidates in the sample**. The sample has been chosen to represent the standard of assessment across the group of candidates examined by a particular examiner.

In some cases, the marking of a particular examiner may be judged too harsh or too lenient in one part of the mark range, e.g. marks above 20 are in line but marking is severe for candidates scoring below that mark. In

such cases, the internal moderator should only adjust the marks for candidates examined by that examiner over the part of the mark range affected.

Where there is a pattern of adjustment for a range of candidates in an examiner's group, the internal moderator shouldn't change the total marks entered by the examiner on the Speaking Examination Summary Form. They should:

- enter the new, agreed, total internally moderated marks in the final column headed 'Internally Moderated Mark' on to the Speaking Examination Summary Form for the relevant group of candidates.
- transfer the total internally moderated marks from the Speaking Examination Summary Form on to the MS1 mark sheet or on to the computer. This will make sure that candidates get the newly agreed mark rather than the original examiner's mark. To avoid errors, it is recommended that marks aren't transferred until internal moderation of all groups has been completed. During external moderation, the Cambridge moderator will use the internally moderated marks when they moderate the samples.
- indicate to the external moderator why there is a pattern of change for any examiner in a report to Cambridge about the internal moderation procedures (See Section 4).

## 4 Report to Cambridge on internal moderation procedures

After the Speaking tests have been conducted and marking has been checked across all examiners, the internal moderator selects the sample for external moderation. They must make sure the sample covers the whole mark range of candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. As there is more than one examiner involved, the sample must include, in equal proportion, candidates tested by all examiners, with a clear indication of which examiners tested which candidates. The internal moderator will need to refer to the samples database at [www.cie.org.uk/samples](http://www.cie.org.uk/samples) for specific details of the requirements and to download the Speaking Examination Summary Form. The 'Cambridge Handbook' provides more guidance.

The sample must be sent to Cambridge, to arrive by the date specified, along with the required paperwork. We recommend, but do not insist, on including the 'Cover sheet for Moderation Sample'. The internal moderator should complete the cover sheet, including ticking the boxes to confirm that internal moderation has taken place and that a report on the Centre's internal moderation procedures is enclosed. The purpose of the report is to explain how conduct of the test was standardised in the Centre and how the application of the assessment criteria was agreed and checked. You could use the template provided for the report at the end of this section or produce your own.

If you decide to produce your own report to Cambridge, it should include the following:

- (a) The name of the internal moderator, the names of all examiners used at the Centre and an indication of which candidates they assessed. This can be achieved by completing the Speaking Examination Summary Forms separately for each examiner, with their candidates listed in candidate number order.
- (b) A brief description of the procedures used in the Centre to ensure that the conduct and assessment of the Speaking test was consistent.
- (c) Confirmation that a minimum of 3 candidates has been checked for each examiner and that these candidates cover the range of marks awarded by that examiner.
- (d) The names of any examiner(s) found to be consistently out of line, why the differences in marks awarded occur (e.g. 'examiner X was more generous in awarding the mark for development and fluency').
- (e) For any examiner requiring a pattern of adjustment, details of any further candidates checked.
- (f) For any examiner requiring adjustment, details of the adjustment: the size of the adjustment, whether marks have been raised or lowered and whether the adjustment covers all or part of the range.
- (g) Confirmation that the Speaking Examination Summary Form(s) for all examiners are enclosed and that for any examiner found to require adjustment, the original marks and the adjusted marks are provided (the total internally moderated mark and any specific assessment criteria).
- (h) Confirmation that the new, agreed, total internally moderated mark for each candidate has been transferred to the MS1 Mark Sheet or to the computer, and that this transfer has been checked and is correct.
- (i) Confirmation that a sample of candidates, across the full mark range of the Centre and across examiners, has been selected as the sample for external moderation and checked.

- (j) A list of the candidates in the sample for external moderation, including the name of the examiner who conducted the test, and the marks awarded in the Centre, including the original marks and the new, agreed internally moderated marks.



| Report to CIE on Internal Moderation procedures |                              |
|-------------------------------------------------|------------------------------|
| Name of Coordinating Examiner (in capitals)     | Centre name<br>Centre number |

Brief description of the approach used in the Centre to ensure that conduct and assessment of the Speaking test was consistent:

|  |
|--|
|  |
|--|

To be completed for each Examiner at the Centre (a completed example is provided below):

| Examiner name | Range of marks awarded | Candidates in sample | Examiner's mark | 'Checker's' mark | Difference | Requires adjustment | Reason for adjustment |
|---------------|------------------------|----------------------|-----------------|------------------|------------|---------------------|-----------------------|
|               |                        |                      |                 |                  |            | yes/no              |                       |
|               |                        |                      |                 |                  |            | yes/no              |                       |
|               |                        |                      |                 |                  |            | yes/no              |                       |

Completed example:

| Examiner name | Range of marks awarded | Candidates in sample | Examiner's mark | 'Checker's' mark | Difference | Requires adjustment | Reason for adjustment                                                    |
|---------------|------------------------|----------------------|-----------------|------------------|------------|---------------------|--------------------------------------------------------------------------|
| DGS           | 58-94                  | 1. Smith 0111        | 94              | 98               | +4         | yes/æ               | Marking for linguistic content is generous in both conversation sections |
|               |                        | 2. Jones 0222        | 76              | 80               | +4         | yes/æ               |                                                                          |
|               |                        | 3. Wright 0333       | 58              | 62               | +4         | yes/æ               |                                                                          |

To be completed for each Examiner requiring adjustment (a completed example is provided below):

| Examiner name | Size of adjustment | Range of marks to be adjusted | Required adjustment entered in final column of Working Mark Sheet | New, agreed, total mark entered in final column of Working Mark Sheet |
|---------------|--------------------|-------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------|
|               |                    |                               |                                                                   |                                                                       |

Completed example:

| Examiner name | Size of adjustment | Range of marks to be adjusted | Required adjustment entered in final column of Working Mark Sheet | New, agreed, total mark entered in final column of Working Mark Sheet |
|---------------|--------------------|-------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------|
| DGS           | +4                 | all marks                     | yes                                                               | yes                                                                   |

Tick the box to indicate that:

|                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| The Working Mark Sheets for all Examiners, showing the original Examiner marks as well as any new, agreed, total marks, are enclosed.                    |  |
| The new, agreed, total marks for each candidate have been transferred to the MS1 Mark sheet/computer and the transfer checked.                           |  |
| The sample of candidates for <b>EXTERNAL MODERATION</b> has been selected according to the instructions and checked.                                     |  |
| A list of candidates in the <b>EXTERNAL MODERATION</b> sample, including Examiner name and marks (original marks as well as any new totals) is enclosed. |  |



|                                                              |               |  |
|--------------------------------------------------------------|---------------|--|
| <b>Report to Cambridge on internal moderation procedures</b> | Centre name   |  |
|                                                              | Centre number |  |
| Name of internal moderator (in capitals)                     | Syllabus      |  |

Brief description of the approach used in the Centre to ensure that conduct and assessment of the Speaking test was consistent:

|  |
|--|
|  |
|--|

To be completed by each examiner at the Centre (a completed example is provided below):

| Examiner name | Range of marks awarded | Candidates in sample | Examiner's marks | 'Checker's' marks | Difference | Requires adjustment | Reason for adjustment |
|---------------|------------------------|----------------------|------------------|-------------------|------------|---------------------|-----------------------|
|               |                        |                      |                  |                   |            |                     |                       |
|               |                        |                      |                  |                   |            |                     |                       |
|               |                        |                      |                  |                   |            |                     |                       |

Completed example:

| Examiner name | Range of marks awarded | Candidates in sample | Examiner's marks | 'Checker's' marks | Difference | Requires adjustment | Reason for adjustment                           |
|---------------|------------------------|----------------------|------------------|-------------------|------------|---------------------|-------------------------------------------------|
| D65           | 19-28                  | Smith 0111           | 28               | 30                | +2         | yes                 | Assessment of development and fluency is severe |
|               |                        | Jones 0222           | 24               | 26                | +2         | yes                 | Assessment of development and fluency is severe |
|               |                        | Wright 0333          | 19               | 21                | +2         | yes                 | Assessment of development and fluency is severe |

To be completed for each examiner requiring adjustment (a completed example is provided below):

| Examiner name | Size of adjustment | Range of marks to be adjusted | New, agreed, internally moderated mark entered in final column on Speaking Examination Summary Form |
|---------------|--------------------|-------------------------------|-----------------------------------------------------------------------------------------------------|
|               |                    |                               |                                                                                                     |

Completed example:

| Examiner name | Size of adjustment | Range of marks to be adjusted | New, agreed, total internally moderated mark entered in final column on Speaking Examination Summary Form |
|---------------|--------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------|
| DGS           | +2                 | All marks                     | Yes                                                                                                       |

Tick the box to indicate that:

|                                                                                                                                                                                                                 |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| A copy of this document for each examiner is enclosed.                                                                                                                                                          |  |
| The Speaking Examination Summary Form(s) for all examiners are enclosed, showing the original examiner's marks and any adjustments to the total internally moderated mark and any specific assessment criteria. |  |
| Each new, agreed, total internally moderated mark has been transferred to the MS1 Mark sheet/computer and checked.                                                                                              |  |
| The sample for external moderation has been selected according to the instructions and checked.                                                                                                                 |  |
| A list of candidates in the external moderation sample, including examiner name and marks (original marks and the new, agreed internally moderated marks) is enclosed.                                          |  |



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