Syllabus

Cambridge IGCSE®
Urdu as a Second Language 0539

For examination in June 2020.

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Contents

1. Introduction

1.1 Why choose Cambridge International?

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

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

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

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

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

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

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

Support for teachers

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

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cambridgeinternational.org/examsofficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cambridgeinternational.org/ISO9001

1.2 Why choose Cambridge IGCSE?

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

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

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

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cambridgeinternational.org/igcse

Guided learning hours

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

1.3 Why choose Cambridge IGCSE Urdu as a Second Language?

Cambridge IGCSE Urdu as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Learners studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately. The topics selected relate to the interests and needs of the learners in using Urdu as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

Prior learning

Learners beginning this course are expected to have had prior contact with Urdu at school and/or in their community.

Progression

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

Candidates who are awarded grades C to A* in Cambridge IGCSE Urdu as a Second Language are well prepared to follow courses leading to Cambridge International AS and A Level Urdu, or the equivalent.

1.4   Cambridge ICE (International Certificate of Education)

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

Learn more about Cambridge ICE at **www.cambridgeinternational.org/cambridgeice**

1.5   How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@cambridgeinternational.org**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cambridgeinternational.org/startcambridge**

Email us at **info@cambridgeinternational.org** to find out how your organisation can register to become a Cambridge school.

2.   Teacher support

2.1   Support materials

You can go to our public website at **www.cambridgeinternational.org/igcse** to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from the School Support Hub. Go to **www.cambridgeinternational.org/support** (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

2.2   Endorsed resources

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

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See **www.cambridgeinternational.org/i-want-to/resource-centre** for further information.

2.3   Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cambridgeinternational.org/events** for further information.

3. Assessment at a glance

3.1 Scheme of assessment

For Cambridge IGCSE Urdu as a Second Language, all candidates take two components: Paper 1 Reading and Writing and Paper 2 Listening.

Candidates may choose to take a third component: Component 5 Speaking.

Paper 1 (Compulsory)	Duration	Weighting
Reading and Writing Section 1: four exercises – reading, information transfer, note-making and summary writing. Section 2: two exercises – reading and writing.	**2 hours**	**67%**
Paper 2 (Compulsory)	Duration	Weighting
Listening Four comprehension exercises.	**Approx. 35–45 minutes**	**33%**

Centres may also choose to enter candidates for speaking. Marks for this optional component do not contribute to the overall grade candidates receive. Instead, where candidates perform to an appropriate standard, certificates record the achievement of grades 1 (high) to 5 (low) in speaking.

Component 5 (Optional)	Duration	Weighting
Component 5 Speaking	**10–12 minutes**	**N/A**

Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Detailed timetables are available from **www.cambridgeinternational.org/timetables**

Centres in the UK that receive government funding are advised to consult the Cambridge International website **www.cambridgeinternational.org** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

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

- Cambridge O Level First Language Urdu (3247)
- Cambridge O Level Second Language Urdu (3248)
- syllabuses with the same title at the same level.

Please note that Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The aims of the Cambridge IGCSE Urdu as a Second Language syllabus are to enable learners to:

- develop the ability to use Urdu effectively for the purposes of practical communication
- form a sound base for the skills required for further study or employment using Urdu as the medium
- develop an awareness of the nature of language and language-learning skills, along with skills of a more general application
- promote learners' personal development.

4.2 Assessment objectives

The assessment objectives (AOs) have been grouped under skill headings, but it is recognised that these are interrelated. Candidates must demonstrate ability in the following areas:

AO1: READING

R1   understand and respond to information presented in a variety of forms

R2   select and organise material relevant to specific purposes

R3   recognise, understand and distinguish between facts, ideas and opinions

R4   infer information from texts.

AO2: WRITING

W1   communicate clearly, accurately and appropriately

W2   convey information and express opinions effectively

W3   employ and control a variety of grammatical structures

W4   demonstrate knowledge and understanding of a range of appropriate vocabulary

W5   observe conventions of paragraphing, punctuation and spelling

W6   employ appropriate register/style.

AO3: LISTENING

L1   understand and respond to information presented in a variety of forms

L2   recognise, understand and distinguish between facts, ideas and opinions

L3   select and organise material relevant to specific purposes.

AO4: SPEAKING

S1   communicate clearly, accurately and appropriately

S2   convey information, articulate experience and express thoughts and opinions

S3   employ and control a variety of grammatical structures

S4   demonstrate knowledge of a range of appropriate vocabulary

S5   employ suitable pronunciation and stress patterns

S6   listen to and respond appropriately to the contributions of another person.

4.3   Relationship between assessment objectives and components

Paper 1 Reading and Writing

Assessment Objective		Section 1				Section 2	
		Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Exercise 6
AO1	R1	✓	✓	✓	✓	✓	
	R2		✓	✓	✓		
	R3			✓	✓	✓	
	R4		✓	✓		✓	
AO2	W1				✓		✓
	W2				✓		✓
	W3				✓		✓
	W4				✓		✓
	W5				✓		✓
	W6				✓		✓

Paper 2 Listening

Assessment Objective		Exercise 1	Exercise 2	Exercise 3	Exercise 4
AO3	L1	✓	✓	✓	✓
	L2			✓	✓
	L3		✓		✓

Component 5 Speaking

Assessment Objective		Part 1	Part 2	Part 3
AO4	S1	✓	✓	✓
	S2	✓	✓	✓
	S3	✓	✓	✓
	S4	✓	✓	✓
	S5	✓	✓	✓
	S6		✓	✓

4.4 Weighting for assessment objectives

The weighting allocated to each of the assessment objectives is summarised below.

Assessment Objective	Paper 1 (marks)	Paper 2 (marks)	Component 5 (marks)	Weighting for qualification
AO1	36			40%
AO2	24			27%
AO3		30		33%
AO4			60	N/A

4.5 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance in some other.

At **Grade A**, the candidate has demonstrated expertise by:

• understanding and communicating arguments, ideas and information both at a straightforward and a more complex level

• structuring work overall so that the reader can follow the argument from the beginning to the end

• selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought

• recognising and explaining underlying meaning and the writer's attitude to the subject matter

• varying style in different types of writing and giving evidence of a good range of language

• spelling and punctuating accurately (with few if any mistakes)

• using well constructed paragraphs and sentences and obeying standard grammatical conventions

• speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

At **Grade C**, the candidate has demonstrated competence by:

• understanding and communicating arguments, ideas and information at a straightforward level

• ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another

• selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance

• recognising more obvious meanings and attitudes

• writing with some knowledge of style and the possibility of varying it according to different types of writing; using a range of language adequate to all the tasks set

• spelling and punctuating with accuracy

• using adequate paragraphing and some variety of sentence construction and showing awareness of standard grammatical conventions

• speaking clearly with some confidence, mostly in response to the directions of other speakers; showing a readiness to listen to others and to respond appropriately.

At **Grade F**, the candidate has demonstrated a basic level of competence by:

- understanding and communicating information at a basic level
- ensuring that all work has a basic sequence
- selecting material from texts in answer to questions and providing basic explanations
- recognising straightforward meanings and attitudes
- writing at least in single sentences with the possibility of sentence variety according to different types of writing; using language adequate to some of the tasks set
- spelling and punctuating so that weaknesses do not seriously impair communication
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions
- speaking with some confidence, but usually in response to the directions of other speakers; showing a readiness to listen to others and to respond.

5.   Syllabus content

Assessment Objective	
Reading	***All candidates should be able to:*** • understand public notices and signs (including timetables and advertisements) • extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds • scan for particular information, organise the relevant information and present it in a logical manner/given format. ***In addition, candidates aiming for grades A*–C should be able to:*** • extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people • identify the important points or themes within an extended piece of writing • draw conclusions from and see relations within an extended text.
Writing	***All candidates should be able to:*** • carry out simple writing tasks, e.g. completing forms and short pieces in an appropriate and accurate form of Urdu in response to a written stimulus • describe, report and give personal information • identify, organise and present given material in a particular form. ***In addition, candidates aiming for grades A*–C should be able to:*** • carry out longer writing tasks on a wider range of topics in response to a written stimulus.
Listening	***All candidates should be able to:*** • demonstrate understanding of specific details, information and semi-formal announcements in contexts such as news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations • demonstrate general comprehension of the speaker's intentions where appropriate. ***In addition, candidates aiming for grades A*–C should be able to:*** • identify the important points or themes of the material they hear, including attitudes • draw conclusions from and identify the relationships between ideas within the material they hear • show awareness of major variations in register.
Speaking	***All candidates should be able to:*** • demonstrate competence in a range of speech activities, e.g. respond to questions on topics within a defined range, such as past and present schooling, future plans and current affairs • take part in a sustained conversation. ***In addition, candidates aiming for grades A*–C should be able to:*** • demonstrate greater flexibility in dealing with new, topical ideas • show a sense of audience.

6. Description of components

6.1 Paper 1: Reading and Writing

All questions and responses will be in Urdu.

Total mark: 60
Duration: 2 hours

For all parts of this paper, candidates write their answers in spaces provided in the question paper booklet. Dictionaries may **not** be used in the examination.

The question paper is divided into two sections, as follows, and candidates should attempt all exercises:

Section 1

- **Exercise 1** – Reading exercise: candidates will be required to answer a series of questions testing skim-/gist-reading skills, requiring short (single word/phrase) answers, based on a short text printed in the question paper. The text will be one of the following types: advertisement, brochure, leaflet, guide, report, manual, instructions.
  Assessment objective: R1
  Total mark: 6

- **Exercise 2** – Information transfer: candidates will be required to complete a form/notes template on the basis of information provided in the question paper.
  Assessment objectives: R1, R2, R4
  Total mark: 7

- **Exercise 3** – Note making: candidates will be required to make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.
  Assessment objectives: R1, R2, R3, R4
  Total mark: 7

- **Exercise 4** – Summary writing: candidates will be required to write a paragraph-length summary about an aspect or aspects of a passage printed in the question paper.
  Assessment objectives: R1, R2, R3, W1, W2, W3, W4, W5, W6
  Total mark: 10

Section 2

- **Exercise 5** – Reading exercise: candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. The text will take the form of a report/newspaper/magazine article.
  Assessment objectives: R1, R3, R4
  Total mark: 10

- **Exercise 6** – Writing exercise: candidates will be required to write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. A purpose, format and audience for the writing will be specified.
  Assessment objectives: W1, W2, W3, W4, W5, W6
  Total mark: 20

6.2   Paper 2: Listening

All questions and responses will be in Urdu.

Total mark: 30
Duration: approx. 35–45 minutes

For all parts of this paper, candidates write their answers in spaces provided in a question paper booklet. Dictionaries may **not** be used in the examination.

Each exercise tests listening comprehension of recorded texts (e.g. dialogues, interviews, conversations, talks) on a CD played in the examination room. All listening material will be heard twice by candidates and appropriate pauses for candidates to write answers will be included on the recording.

The CD is controlled by the invigilator of the examination, not the candidate(s). For details about room, equipment, checking the CD in advance and guidance on acoustics, teachers/invigilators should consult the relevant sections of the *Cambridge Handbook*.

The question paper is divided into four exercises, as follows, and candidates should attempt all exercises:

- **Exercise 1** – Six comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, brief message), requiring short answers.

   Assessment objectives: L1

   Total mark: 6

- **Exercise 2** – Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to complete gaps in a form or chart printed in the question paper.

   Assessment objectives: L1, L3

   Total mark: 8

- **Exercise 3** – Information correction exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to correct information in notes printed in the question paper.

   Assessment objectives: L1, L2

   Total mark: 6

- **Exercise 4** – Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates will be required to answer open-ended questions, with short or sentence-length answers.

   Assessment objectives: L1, L2, L3

   Total mark: 10

6.3   Component 5: Speaking (optional)

Total mark: 60
Duration: 10–12 minutes

There is no question paper for the Speaking test. **The Speaking test will be conducted and assessed in Urdu**, and must be recorded for **all** candidates.

This component description should be read in conjunction with section 7 (Administration of the Speaking test).

6.4   Structure of the Speaking test

There will be three parts to the test:

Part 1
2–3 minute presentation by the candidate on a chosen topic [20 marks]

The topic of the presentation should be chosen by the candidate and must reflect (an) aspect(s) of life in an Urdu-speaking community or Urdu-speaking culture.

Candidates may prepare a single 'cue card' in Urdu to bring into the examination room. This should be no larger than a postcard, and could contain a maximum of five headings to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics and pictures. **A script of their presentation is not allowed.**

Part 2
3–4 minute discussion with the examiner following on from the presentation [20 marks]

Part 3
3–4 minute conversation with the examiner about general topics (see pages 16 and 17) [20 marks]

At least two topics will be covered in the general conversation: one from Areas A–B and one from Areas C–E. The candidate will not know in advance which topics will be covered by the examiner. Topics must be chosen so as not to overlap with the content of the presentation.

Area A	**Everyday activities**		
	Home life and school	Home life	A1
		School routine	A2
		Eating and drinking	A3
		Health and fitness	A4
Area B	**Personal and social life**		
	Self, family and personal relationships	Self, family, personal relationships	B1
		Everyday life	B2
		Eating out	B3
	Holidays	Holidays	B4
Area C	**The world around us**		
	Home town and local area	Home town and geographical surroundings	C1
		Clothes	C2
		Shopping	C3
		Public services, customs, etc.	C4
	Natural and man-made environment	Weather	C5
		Finding the way	C6
	People, places and customs	Meeting and greeting phrases	C7
		Travel and transport	C8
		Famous sites and famous cities	C9
		Animals	C10
		Festivals	C11
Area D	**The world of work**		
	Continuing education	Further education and training	D1
	Careers and employment	Future career plans	D2
		Employment	D3
Area E	**The international world**		
	Tourism at home and abroad	Holiday travel and transport (see also C8)	E1
		Geographical surroundings (see also C1)	E2
		Weather (see also C5)	E3
	Life in other countries	Places and customs	E4
		Food and drink (see also A3)	E5
		Meeting people (see also C7)	E6

Examples illustrating the depth and scope to which the topic areas should be covered in the general conversation section are given below:

- **Area A: Everyday activities**

    Areas of discussion might include, for example, how you help in the house, school discipline, dangers of smoking.

- **Area B: Personal and social life**

    Areas of discussion might include, for example, responsibilities of having younger siblings, the advantages and disadvantages of tourism for your country.

- **Area C: The world around us**

    Areas of discussion might include, for example, the advantages and disadvantages of living in the country or in a town.

- **Area D: The world of work**

    Areas of discussion might include, for example, the advantages and disadvantages of going to university/ going to work/having a gap year straight after school.

- **Area E: The international world**

    Areas of discussion might include, for example, the value of travel for young people.

Part 1: Individual Presentation	
Assessment objective	S1, S2, S3, S4, S5
Task	A presentation on a topic/issue of interest to the candidate relating to (an) aspect(s) of life in an Urdu-speaking community or Urdu-speaking culture. The candidate will talk for about 2–3 minutes on their chosen topic.
Total marks	20

Part 2: Discussion with the Examiner	
Assessment objective	S1, S2, S3, S4, S5, S6
Task	The presentation will lead into a 3–4 minute discussion with the examiner about the topic.
Total marks	20

Part 3: Conversation with the Examiner	
Assessment objective	S1, S2, S3, S4, S5, S6
Task	Following on from Part 2, the examiner will have a 3–4 minute conversation on general topics with the candidate.
Total marks	20

Dictionaries may not be taken into the test.

7. Administration of the Speaking test

This guidance should be read in conjunction with the Component 5 description (section 6) and the mark schemes (this section). There is no question paper for Component 5, the Speaking test. Information on how to conduct and assess the Speaking test, and the website links to the forms required for assessment, are provided in this syllabus.

7.1 Conducting the Speaking test

Only one examiner should conduct each Speaking test, and candidates must be examined singly (not in pairs) and face-to-face. Please make sure that examination conditions are maintained in the area where the Speaking test takes place. You should provide supervision to ensure that candidates leaving the test cannot communicate with those who are waiting to take the test.

In order to put candidates at their ease when they enter the room, the examiner should greet the candidate and indicate where he/she should sit.

Other instructions for examiners:

- do not smoke in the examination room
- remain seated and do not distract the candidate in any way
- listen carefully and show interest in what the candidate has to say
- be patient and allow the candidate to express his/her ideas
- never correct a candidate.

7.2 Administrative arrangements

7.2.1 Timing

Speaking tests take place in the period before the main examination series as notified on the timetable. Each centre decides on a convenient period within these dates to conduct the Speaking tests.

7.2.2 Appointment of examiners

Each centre selects its own examiner to conduct and assess the Speaking test. This is normally a teacher from within the languages department, but could be someone local from outside the centre.

Where possible, you should only use one examiner. If you have a large number of candidates for the Speaking test, you may use more than one examiner on the understanding that examiners at the centre work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme. The sample that the centre submits to Cambridge International should include the work of each examiner and a *Working Mark Sheet* should be submitted for each examiner, with candidate names and numbers clearly entered.

7.2.3 Mark sheets

Two types of mark sheet are provided:

(a) The *Working Mark Sheet* is a working document to be completed during each candidate's Speaking test. Candidates must be marked as they are being examined and not afterwards from a recording. The marks for each section of the test must be entered. All addition must be carefully checked.

The form, and the instructions for completing it, may be downloaded from www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 0539) and your centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

(b) The total marks recorded on the *Working Mark Sheet(s)* must be transferred to the computer-printed *Internal Assessment Mark Sheet(s)* (MS1) provided by Cambridge International (or to computer for centres submitting marks electronically). All transcriptions must be checked carefully.

7.2.4 Selecting a sample to send to Cambridge International

Go to **www.cambridgeinternational.org/samples** for details of which candidates are to be included in the sample.

7.2.5 Recording of candidates

Centres should ensure, well in advance of the test, that a suitably quiet room is available and that the recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom should be avoided; unnecessary background noise must be excluded.

It is preferable for the Speaking tests to be recorded in .mp3 format using a suitable digital voice recorder or sound recording program on a computer. The Speaking tests selected to be part of the sample to send to Cambridge International for external moderation should then be transferred to a standard-format CD or USB stick. **The centre is responsible for supplying blank CDs or USB sticks for the recording of its sample for external moderation: these will not be supplied by Cambridge International.** All recording equipment must be of as high a standard as possible to ensure that moderation samples are clearly audible. In order to ensure that recording levels are satisfactory for both candidates and examiners, the equipment to be used must be tested in situ some time before the actual examination, ideally with one of the candidates.

If at all possible, external microphones should be used so that separate microphones can be used for the candidate and the examiner. If only one microphone is used it should be placed nearer to the candidate than to the examiner. If the candidate is softly-spoken the microphone should be placed nearer to the candidate before the start of the test. **Where centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.** More detailed guidance is available in the Exams Officer area of the website www.cambridgeinternational.org

The recording must not be stopped once a candidate's examination has started.

7.2.6 Presentation of the sample for moderation

The examiner should introduce each CD or USB stick with the following information:

- CD number/USB number
- Centre number
- Centre name
- Syllabus number
- Syllabus name
- Name of Examiner
- Date

The examiner should introduce each candidate as follows:

- Candidate Number
- Candidate Name

The contents of each CD or USB stick sent to Cambridge International for external moderation should be clearly labelled.

Use the following naming convention for each recorded file:
Centre number_candidate number_syllabus number_component number.

Before CDs or USB sticks are despatched, spot checks must be made to ensure that every candidate is clearly audible.

If for any reason the tests have failed to record, or there are problems with the audibility of the recordings, the centre must contact Cambridge International Customer Services immediately to seek advice.

7.2.7 Internal moderation

If you have a large number of candidates at your centre and need to use more than one examiner, you must adhere to the following procedures to ensure that marks are consistent for all candidates at your centre, irrespective of which examiner conducted the Speaking test.

- The examiners conducting and assessing Speaking tests at the centre must work together to ensure a common approach to the conduct of the Speaking test and the application of the mark scheme.
- One examiner at the centre must take responsibility for the standardisation of the marking of examiners at the centre. This person must ensure that all candidates taking the 0539/05 Speaking test at the centre are judged against the same standards and that a valid rank order of candidates for the centre as a whole is produced. Standardisation can take various forms, but the initial marking of each candidate must be done as the test is being conducted and not on the basis of a recording.
- The Speaking tests of all candidates at the centre must be recorded. A single recorded sample for external moderation should then be produced with the additional requirement that the sample should, as far as possible, include equal numbers of recordings from each examiner used at the centre. A *Working Mark Sheet* should be submitted for each examiner.
- The final column on the *Working Mark Sheet* (Internally Moderated Mark) must be used to record the results of internal moderation and details of the centre's internal moderation procedures must be enclosed with the materials for external moderation.

7.3   Arrangements for external moderation

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Handbook* available on our website.

7.4   Speaking assessment criteria grid

Part 1: Presentation [Total: 20 marks]

Enter the separate marks for Content and Presentation [max. 10 marks]; Vocabulary, Pronunciation and Intonation [max. 5 marks]; and Structures [5 marks]; onto the *Working Mark Sheet*.

Content and Presentation Knowledge of facts; ability to express opinions and raise issues for discussion.		Vocabulary, Pronunciation and Intonation		Structures	
Very Good					
9/10	• Full and well organised coverage of the topic • Ideas and opinions included as well as factual points • Lively presentation • Examiner's interest fully sustained	**5**	• Uses a wide range of precise vocabulary • Achieves shades of meaning • Successfully communicates sophisticated ideas and information • Vocabulary generally accurate • Pronunciation and intonation are clear	**5**	• Uses a variety of complex structures • Generally accurate
Good					
7/8	• Good coverage and sound organisation of the topic • Makes relevant factual points with some ideas and opinions • Presentation clear • Examiner's interest sustained	**4**	• Uses a sufficient range of vocabulary, which sometimes lacks precision • Vocabulary errors do not impede communication • Pronunciation and intonation are generally clear	**4**	• Uses some complex structures and a range of simple structures • Errors do not impede communication

Satisfactory							
5/6	• Adequate coverage of the topic, generally organised • Includes some factual points with few ideas or opinions • Presentation is slow and somewhat stilted • Examiner's interest generally sustained	**3**	• Uses a limited range of vocabulary which conveys simple ideas and information clearly but lacks precision • Hesitates and searches for words when going beyond simplicity • Vocabulary errors do not usually impede communication • Pronunciation and intonation sometimes lack clarity but communication is not impeded	**3**	• Generally uses simple structures • Errors occur when complex structures are attempted • Simple structures used generally accurately • Any errors in simple structures do not impede communication		
Weak							
3/4	• Thin coverage of the topic, lacking organisation • Few ideas or opinions • Mostly coherent but weak presentation • Examiner's interest sometimes not sustained	**2**	• Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas • Pauses frequently • Vocabulary errors often impede communication • Pronunciation and intonation cause some communication difficulties	**2**	• Generally uses very simple structures, such as single-word responses • Errors often occur and some impede communication		
Poor							
1/2	• Very thin and often irrelevant coverage • Very little factual information, only vague ideas and opinions • Incoherent presentation • Examiner's interest is not sustained	**1**	• Uses enough words to convey only very short pieces of information • Conversation is limited and confused • Pronunciation and intonation cause frequent communication difficulties	**1**	• Uses only very simple structures • Errors often impede communication		
0	No rewardable content	**0**	No rewardable output	**0**	No rewardable output		

Part 2: Topic Conversation [Total: 20 marks] and Part 3: General Conversation [Total 20 marks]

Enter the separate marks for Comprehension and Responsiveness [max. 10 marks]; Vocabulary, Pronunciation and Intonation [max. 5 marks]; and Structures [5 marks] onto the *Working Mark Sheet*.

This grid is used for both Parts 2 and 3 and should be applied separately for each part.

Comprehension and Responsiveness		Vocabulary, Pronunciation and Intonation		Structures	
Very Good					
9/10	• No problems of comprehension • Responses are natural and spontaneous even to unexpected questions and to changes in direction of the conversation • Able to present and defend a point of view • Shows sustained ability to initiate and maintain conversation and to contribute at some length	**5**	• Uses a wide range of precise vocabulary • Achieves shades of meaning • Successfully communicates sophisticated ideas and information • Vocabulary generally accurate • Pronunciation and intonation are clear	**5**	• Uses a variety of complex structures • Generally accurate
Good					
7/8	• Few problems of comprehension • Responds thoughtfully, and copes reasonably well with unexpected questions and with changes in direction of the conversation • Reasonably forthcoming but tends to follow examiner's lead • Responds relevantly and at a length to questions which makes frequent prompting unnecessary	**4**	• Uses a sufficient range of vocabulary, which sometimes lacks precision • Vocabulary errors do not impede communication • Pronunciation and intonation are generally clear	**4**	• Uses some complex structures and a range of simple structures • Errors do not impede communication

Satisfactory						
5/6	• Understands discussion around basic situations and concepts, but has difficulty with more complex ideas • Some delay in response • Needs prompting and encouragement to develop topics but attempts to keep the conversation going • May rely heavily on seemingly prepared responses	**3**	• Uses a limited range of vocabulary which conveys simple ideas and information clearly but lacks precision • Hesitates and searches for words when going beyond simplicity • Vocabulary errors do not usually impede communication • Pronunciation and intonation sometimes lack clarity but communication is not impeded	**3**	• Generally uses simple structures • Errors occur when complex structures are attempted • Simple structures used generally accurately • Any errors in simple structures do not impede communication
Weak						
3/4	• Generally has difficulty understanding • Responses to questions raised on the majority of topics are limited and brief • Needs prompting and encouragement to go beyond single word responses	**2**	• Uses a very limited range of vocabulary which is sometimes inadequate to convey even simple ideas • Pauses frequently • Vocabulary errors often impede communication • Pronunciation and intonation cause some communication difficulties	**2**	• Generally uses very simple structures, such as single word responses • Errors often occur and some impede communication
Poor						
1/2	• Severe problems of comprehension • Very marked hesitation. Limited responsiveness • Responses are so brief and imprecise that little is communicated	**1**	• Uses enough words to convey only very short pieces of information • Conversation is limited and confused • Pronunciation and intonation cause frequent communication difficulties	**1**	• Uses only very simple structures • Errors often impede communication
0	No rewardable output	**0**	No rewardable output	**0**	No rewardable output

8. Other information

Equality and inclusion

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

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

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

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website **www.cambridgeinternational.org/examsofficers**

Language

This syllabus is available in English only. The assessment materials are in Urdu.

Grading and reporting

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

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

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

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