Syllabus

Cambridge IGCSE™
English as a Second Language (0511) (Count-in Speaking)

Use this syllabus for exams in 2024, 2025 and 2026.
Exams are available in the June and November series.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certification of Secondary Education.

Why choose Cambridge International?

Cambridge International 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 Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

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 learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international 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, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at **www.cambridgeinternational.org/ISO9001**

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Important: Changes to this syllabus
For information about changes to this syllabus for 2024, 2025 and 2026, go to page 31.

1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

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

Cambridge IGCSE English as a Second Language develops skills for understanding and communicating in a range of situations in English. These skills include the ability to understand written and spoken texts, and selecting relevant information from them. This information may be directly stated or implied. Learners develop the linguistic skills required for progression to further studies or employment through being able to communicate clearly in writing and speaking, on both familiar and less familiar topics.

Our approach in Cambridge IGCSE English as a Second Language encourages learners to be:

confident, using a range of language to communicate ideas and information effectively in writing and speaking

responsible, seeking opportunities to use and develop their language skills

reflective, considering different opinions and information in written or spoken form, and responding to them appropriately

innovative, using language creatively to express ideas and information

engaged, developing different learning strategies and using their language skills in a range of situations.
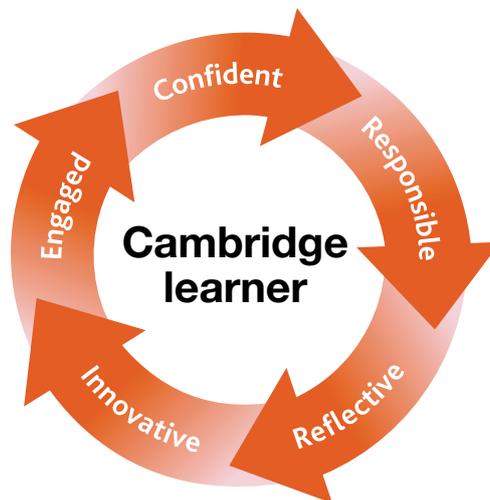
School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE English as a Second Language gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses.

Candidates who achieve grade C overall in Cambridge IGCSE English as a Second Language 0511 (Count-in Speaking) can be considered to be at a level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR).

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

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 the reformed 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**

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

Feedback from: Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at **www.cambridgeinternational.org/support**

Support for Cambridge IGCSE			
Planning and preparation	**Teaching and assessment**	**Learning and revision**	**Results**
• Next steps guides. • Schemes of work. • Specimen papers. • Syllabuses. • Teacher guides.	• Endorsed resources. • Online forums. • Support for coursework and Speaking tests.	• Example candidate responses. • Past papers and mark schemes. • Specimen paper answers.	• Candidate Results Service. • Principal examiner reports for teachers. • Results Analysis.

Sign up for email notifications about changes to syllabuses, including new and revised products and services at **www.cambridgeinternational.org/syllabusupdates**

Professional development

We support teachers through:

• Introductory Training – face-to-face or online

• Extension Training – face-to-face or online

• Enrichment Professional Development – face-to-face or online

Find out more at **www.cambridgeinternational.org/events**

• Cambridge Professional Development Qualifications

Find out more at **www.cambridgeinternational.org/profdev**

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: **www.cambridgeinternational.org/eoguide**

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- develop learners' awareness of the nature of language and language-learning skills
- develop transferable skills to complement other areas of the curriculum
- promote learners' personal development and enjoyment.

Content overview

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking.

Learners will be presented with a variety of texts that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences.

Learners will listen to a range of spoken material, including talks and conversations, to develop listening skills. Learners will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE English as a Second Language will enable learners to become independent users of English both to support further study and to communicate effectively in a variety of practical contexts.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Assessment overview

All candidates take three components. Candidates will be eligible for grades A* to G.

All candidates take:	
Paper 1	2 hours
Reading and Writing	50%
60 marks	
Candidates respond to six exercises: four reading and two writing	
Structured and essay style questions	
Externally assessed	

and:	
Paper 2	Approximately 50 minutes
Listening	25%
40 marks	
Candidates listen to five exercises of short and longer texts	
Multiple-choice style questions	
Externally assessed	

and:	
Paper 3	Approximately 10–15 minutes
Speaking	25%
40 marks	
Candidates take part in an interview, short talk and discussion	
Internally assessed and externally moderated	

Information on availability is in the **Before you start section.**

Check the timetable at **www.cambridgeinternational.org/timetables** for the test date window for Paper 3.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Paper 3.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

Candidates will be assessed on their ability to:

R1   demonstrate understanding of specific factual information

R2   demonstrate understanding of the connections between the ideas, opinions and attitudes

R3   identify and select details for a specific purpose

R4   demonstrate understanding of implied meaning

AO2 Writing

Candidates will be assessed on their ability to:

W1   communicate information, ideas and opinions

W2   organise ideas into coherent text using a range of linking devices

W3   use a range of appropriate grammatical structures and vocabulary

W4   use appropriate register and style for the given purpose and audience

AO3 Listening

Candidates will be assessed on their ability to:

L1   demonstrate understanding of specific information

L2   demonstrate understanding of speakers' ideas, opinions and attitudes

L3   demonstrate understanding of the connections between ideas, opinions and attitudes

L4   demonstrate understanding of what is implied but not directly stated

AO4 Speaking

Candidates will be assessed on their ability to:

S1   communicate a range of ideas, facts and opinions

S2   demonstrate control of a range of vocabulary and grammatical structures

S3   develop responses and maintain communication

S4   demonstrate control of pronunciation and intonation

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	25
AO2 Writing	25
AO3 Listening	25
AO4 Speaking	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Paper 3
AO1 Reading	50	0	0
AO2 Writing	50	0	0
AO3 Listening	0	100	0
AO4 Speaking	0	0	100
Total	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting texts, topics, subject contexts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

The texts selected for each exercise are from areas of contemporary interest and relevance for second language learners. These might include, for example, conservation/environment, culture/history, science/technology, music/arts and human achievement. This list is not exhaustive; source texts may be from any other area of contemporary interest.

The skills covered in the syllabus are highlighted in the tables below. The examples listed in the guidance column are suggested rather than prescribed ways in which learners can demonstrate their reading, writing, listening and speaking skills. These examples are **not** exhaustive.

Reading

Learners should be introduced to a range of different text types on a variety of topics and are encouraged to read widely in English both in class and at home.

Content	Examples
• identify and understand factual information, ideas and arguments in a range of texts	• a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages • texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative • texts with a purpose: to identify a piece of information, the writer's point of view, or a particular idea
• identify and understand ideas, opinions and attitudes, in a range of texts and the connections between them	• a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages • texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative • information and ideas connected in texts, e.g., use of pronouns and referencing, and words and phrases which indicate time, cause and effect, addition, contrasting ideas, exemplification
• understand what is implied but not directly stated	• information that can be inferred (i.e., implied) but is not stated, e.g., the purpose of a text, or the writer's general opinion • words and phrases that suggest the writer's attitude or feelings, when this is not explicitly/openly stated • deduce meaning of an unfamiliar word/phrase, e.g., reading the information around it, and making inferences

• select relevant details when reading for a specific purpose	• a range of reading strategies:
	  – reading quickly to get a general idea about a text (skim reading)
	  – locating specific information in a text (scanning)
	  – reading carefully to understand detail
	• predict what the answers to questions will be
	• identify the type of information that a question focuses on

Writing

Learners should practise writing for different purposes and different audiences. Learners should understand the features of different text types and should be encouraged to plan, draft and check their writing.

Content	Examples
• communicate factual information, ideas and arguments clearly and with expansion	• purpose of a text: informational, argumentative, discursive • a range of everyday/familiar topics to write about • models of clear language • planning – what to include in the writing and how to organise it
• produce written texts that show control of language	• grammatical structures • vocabulary, punctuation and spelling • check writing for accuracy

• select and organise relevant information and ideas into coherent text using appropriate linking devices	• linking devices for different purposes:
	  – cause/effect – therefore, because of, as a result, consequently, etc.
	  – addition – in addition, moreover, furthermore, as well as, etc.
	  – contrast and concession – however, in contrast, whereas, although, etc.
	• ways of organising texts into a logical or clear order, and use of paragraphs

• produce written texts with a range of grammatical and lexical structures	• a range of grammatical structures – different verb forms and tenses, conditional forms, a variety of sentence structures • a range of lexical structures – words, set phrases, phrasal verbs, collocations (words which typically go together), idioms • avoid repetition – using synonyms

• respond to a written stimulus and use appropriate register, style and format for the given purpose and audience	• purpose of a text, and what sort of information it should include
	• audience of a text: how this might affect what to write, and what type of language (e.g., formal or informal) is appropriate
	• conventions of:
	  – informal correspondence – emails
	  – more formal correspondence – reports, essays, emails, reviews, articles
	  – discursive/argumentative/persuasive styles

Listening

Learners should be introduced to a range of different text types on a variety of topics. They are also encouraged to listen to English widely both in class and at home.

Content	Examples
• identify and understand factual detail and specific information in a range of spoken contexts and from a variety of sources	• a range of short and longer audio texts: phone messages, announcements, radio programmes, TV, film, plays, newsfeeds or podcasts, conversations, interviews • audio texts with different purposes and different levels of formality: formal, informal and semi-formal • predicting what type of information will be heard (to engage with the topic) • vocabulary: how a word sounds when learning new vocabulary, spelling and meaning • listen for the main information which the intended listener would be interested in – places, names, times, dates, directions
• identify and understand speakers' ideas, opinions, feelings and attitudes in a range of spoken contexts and from a variety of sources	• a range of short and longer audio texts: phone messages, announcements, radio programmes, TV, film, plays, newsfeeds or podcasts, conversations, interviews • audio texts with different purposes and different levels of formality: formal, informal and semi-formal • speakers' ideas, feelings, attitudes and opinions and the language used to express them
• show understanding of the connections between ideas, opinions, feelings and attitudes in a range of spoken contexts and from a variety of sources	• how to identify speakers' ideas, opinions, feelings or attitudes – what gave the speaker an idea; what reasons the speaker gives for their feelings; or how the speaker formed a particular opinion • information and ideas connected in texts – use of pronouns and referencing, and words and phrases which indicate time, cause and effect, addition, contrasting ideas, exemplification
• show understanding of what is implied but not directly stated	• information that is inferred but not stated – the gist or purpose of a text, or the speaker's overall intention • words and phrases that suggest the speaker's attitude or feelings, when not explicitly stated • deduce meaning of an unfamiliar word/phrase by listening to the information around it, and making inferences

Speaking

Learners should be encouraged to speak in a range of different situations and for different purposes, including brief transactions, conversations, expressing their opinions, and giving short talks on a range of topics.

Content	Examples

• communicate factual information, ideas and opinions with expansion	• speaking in class – asking and answering questions, justifying ideas and opinions with reasons and explanations
	• a range of everyday/familiar topics – environment, health, food, film, travel, the natural world, technology, celebrations, science, arts, shopping
	• functional language – how to express personal preferences, tell personal anecdotes, describe experiences, give opinions, agree or disagree, describe advantages and disadvantages, make future predictions
	• expansion of responses by:
	  – exemplifying, e.g., just to name a few
	  – justifying, e.g., and that is why
	  – comparing and contrasting, e.g., just like, while
	  – speculating, e.g., I suppose
	  – clarifying statements, e.g., sorry, when you said …, did you mean …? sorry, I didn't quite catch that.
	• models of clear language

• produce coherent and relevant responses	• paraphrasing – if cannot think of the word, or don't know it
	• use of discourse markers to link ideas:
	  – addition, e.g., in addition, as well as, plus, on top of that
	  – time and sequence, e.g., at the start of, first of all, finally
	  – cause/effect, e.g., that's why, therefore, because of, as a result
	  – contrast, e.g., however, having said that, although

• engage in different types of interaction (e.g., conversation, short talk, interview)	• interviews – transactional conversations (factual information) • short talks – describing an event, giving reasons for something, giving and explaining opinions (theirs or those of someone else) • conversations – discussion about a topic, or describing more abstract ideas and opinions • a range of interactive skills – initiating, responding, asking for clarification, clarifying meaning, turn-taking
• produce responses using a range of grammatical and lexical structures	• a range of grammatical structures – different verb forms and tenses, conditional forms, a variety of sentence structures • a range of lexical structures – set phrases, phrasal verbs, collocations (words which typically go together), idioms • avoid repetition – using synonyms
• communicate showing control of pronunciation and intonation	• pronunciation of language when teaching new words, phrases or structures • intonation patterns – rising and falling intonation in clauses • syllable stress in words • sentence stress – to show contrast or emphasis

Glossary of text types

Learners should be encouraged to read, write and listen to a range of text types. The common text types are:

Text type	What it means
article	A text written for a general audience, e.g., a magazine or newspaper, on a particular topic, which is meant to be of interest to the reader (by informing, entertaining, etc.).
blog	A text that is published on a website, usually informal, to inform or entertain readers.
conversation	A spoken interaction between two or more people, usually informal, in which the speakers exchange information, ideas and opinions.
dialogue	Any type of spoken interaction between two people.
email	A form of electronic communication which is written for a specific purpose, or in response to a particular situation. It could be formal or informal, depending on the audience.
essay	A text that is usually written on a particular topic, which presents an argument or point of view. It should be well organised, with an introduction, main body and conclusion, and opinions should be supported by examples or reasons.
instructions	A text (written or spoken) which tells you how to do something.
interview	A spoken interaction between two or more people, in which one person asks questions and the others respond appropriately.
leaflet	An informational text which either explains or advertises something and would usually be handed out to people.
monologue	A text spoken by one person only.
notice	A written text which gives news or information about a specific topic, and would usually be displayed on a wall, or noticeboard.
report	A text written for a superior (e.g., a head teacher) or a group (e.g., a book club) about an event, experience or situation, giving factual information as well as suggestions or recommendations.
review	A text written for a general audience, e.g., a magazine or newspaper, to describe and give opinions about something that the writer has experienced (e.g., a film they have seen, a place they have visited, etc.).

4 Details of the assessment

Paper 1 – Reading and Writing

Written paper, 2 hours, 60 marks

This paper contains six exercises – four reading exercises and two writing exercises.

Candidates must answer all questions in each exercise.

The reading exercises will include a range of text types (e.g., articles, blogs, reports) and comprise of multiple-choice and matching questions, as well as some questions requiring short answers in English.

The two writing exercises both require candidates to write 120–160 words of continuous prose. Candidates respond to a short stimulus (which may include a picture) and to short prompts printed in the question paper. The short stimulus includes information on the purpose, format and audience and these will be different for each exercise. The writing exercises require candidates to respond in different styles. The first writing exercise requires an informal style of writing, for example to a friend or relative. The second writing exercise requires a more formal writing style, for example writing for a teacher, or an organiser of an event, etc.

For each writing exercise, candidates will be awarded marks for content (task fulfilment and the development of ideas) and language (range, accuracy and organisation).

Candidates write their answers on the question paper.

Dictionaries may **not** be used.

Description of exercises

Exercise 1	
Assessment objective	R1, R2, R3
Task	Candidates read a text and answer a series of questions. The text is approximately 400–450 words long and is likely to include facts, opinions, ideas and attitudes. The first five questions require one answer, and the final question requires three answers. Candidates write short (single word/phrase) answers.
Text type(s)	The text may be taken from, for example, an article, blog or website.
Total marks	8

Exercise 2	
Assessment objective	R1, R2, R3, R4
Task	Candidates read one continuous text divided into up to five sections, or they read up to five shorter related texts. The text is approximately 600–650 words long. This is a multiple matching task. Candidates read nine questions and select the text which contains the relevant information or idea to answer each question. Each question is worth one mark.
Text type(s)	The text may be taken from, for example, an article, blog or website.
Total marks	9

Exercise 3	
Assessment objective	R1, R2, R3
Task	Candidates read a text and complete a set of brief notes. The text is approximately 400–500 words long. Each response is worth one mark.
Text type(s)	The text may be taken from, for example, an article, blog or website.
Total marks	7

Exercise 4	
Assessment objective	R1, R2, R3, R4
Task	Candidates read a text that is approximately 550–600 words long and answer six multiple choice questions. Each question may focus on the main ideas or details in the text and on the attitudes or opinions expressed. There are three options to choose between, and candidates write the appropriate letter (A, B or C) for each answer. Each question is worth one mark.
Text type(s)	The text may be taken from, for example, an article, blog or website.
Total marks	6

Exercise 5	
Assessment objective	W1, W2, W3, W4
Task	Candidates write 120–160 words of continuous prose, in response to the rubric. The rubric includes information on the purpose and audience. Candidates must address the prompts provided in the task and are awarded up to 6 marks for content (task fulfilment and the development of ideas) and up to 9 marks for language (range, accuracy and organisation).
Type of response	An informal email.
Total marks	15

Exercise 6	
Assessment objective	W1, W2, W3, W4
Task	Candidates write 120–160 words of continuous prose, in response to the rubric. The rubric includes information on the format of the response, its purpose and audience. A more formal response is required. Candidates are awarded up to 6 marks for content (task fulfilment and the development of ideas) and up to 9 marks for language (range, accuracy and organisation).
Type of response	A formal/semi-formal article, report, essay, or review.
Total marks	15

Paper 2 – Listening

Approximately 50 minutes (including 6 minutes' transfer time), 40 marks

This paper consists of five exercises, and a total of 40 questions. All questions are multiple choice, and candidates answer each one by selecting the correct option. At the end of the test candidates transfer their answers onto a separate answer sheet and they have six minutes to do this. English as a Second Language example answer sheets are found at **www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-5-exam-day/multiple-choice-answer-sheets**

Each exercise tests comprehension of recorded texts (e.g., monologues, interviews or conversations). Candidates hear each recorded text twice. At the end of the test, candidates will be asked to transfer their answers onto a separate answer sheet and they have six minutes to do this.

Centres must check the *Cambridge Handbook* for the year candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series: www.cambridgeinternational.org/eoguide

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

Description of exercises

Exercise 1	
Assessment objective	L1, L2, L3
Task	Candidates listen to eight short extracts, on familiar and accessible topics. For each extract, there is one multiple-choice question with four visual options, and candidates select the correct option (A, B, C or D). The questions test understanding of information or ideas expressed by the speaker(s). Each question is worth one mark.
Text type(s)	A range of text types, including monologues and dialogues, e.g., conversations, recorded messages, announcements, news items, extracts from radio programmes, etc.
Total marks	8

Exercise 2	
Assessment objective	L1, L2, L3, L4
Task	Candidates listen to five short extracts. Candidates answer two multiple choice questions per text. Each question has three written options, which may be words or short phrases, and candidates select the correct option (A, B or C). The questions test understanding of details, opinions, ideas and implied information expressed by the speaker(s). Each question is worth one mark.
Text type(s)	A range of text types, including monologues and dialogues, e.g., conversations, recorded messages, announcements, news items, extracts from radio programmes, etc.

Total marks	10

Exercise 3	
Assessment objective	L1, L2, L3
Task	Candidates listen to a monologue. Candidates complete eight sentences by selecting the correct answer from three written options (A, B or C). Each option is either a word or a short phrase. The sentences test understanding of information and main ideas expressed by the speaker. Each question is worth one mark.
Text type(s)	A monologue, e.g., a talk or presentation
Total marks	8

Exercise 4	
Assessment objective	L1, L2, L3, L4
Task	Candidates listen to six short monologues. This is a multiple-matching task, and for each extract, candidates select from a choice of eight statements. The statements test details, opinions, ideas and implied information expressed by the speakers. Each question is worth one mark.
Text type(s)	Short monologues
Total marks	6

Exercise 5	
Assessment objective	L1, L2, L3, L4
Task	Candidates listen to an interview between two speakers. Candidates answer eight multiple-choice questions. Each question has three written options (A, B or C), which may be words, phrases or short sentences. The questions test understanding of details, opinions, ideas and implied information expressed by the main speaker. Each question is worth one mark.
Text type(s)	Interview
Total marks	8

Paper 3 – Speaking

Speaking test, approximately 10–15 minutes, 40 marks

Internally assessed/externally moderated

The test will be conducted in English. The test must be recorded for **all** candidates.

Dictionaries may **not** be used.

Cambridge supplies a number of Speaking Assessment cards, with accompanying Teacher's/Examiner's Notes. The teacher/examiner selects **one** Speaking Assessment card from the range provided for each candidate. The Teacher's/Examiner's Notes contain instructions, assessment criteria and teacher/examiner questions for the Speaking Assessment cards.

The tests are conducted and marked by the teacher/examiner. They are moderated by Cambridge International.

Check the timetable at **www.cambridgeinternational.org/timetables** for the test date window. Before the test date window, centres will receive the materials for the test.

Description of the Speaking test

Task	Duration	Task focus
Introduction	Approximately 1 minute	Start the recording. State your name, the candidate's number and name, and the date. Welcome the candidate and read out the examiner script. **This part is <u>not</u> assessed.**
Warm-up	Approximately 1–2 minutes	Use the warm-up to put the candidate at ease by conducting a short conversation using the questions provided. **This part is <u>not</u> assessed.**
Part 1: Interview	Approximately 2–3 minutes	Tell the candidate the topic for this part by reading out the examiner script. Conduct a short interview with the candidate by asking the questions provided on this topic. **This part is assessed.**
Part 2: Short talk	Approximately 3–4 minutes, including 1-minute of preparation time	<u>Preparation period for short talk</u>. Read out the examiner script and give the Speaking Assessment card to the candidate. The candidate has up to 1 minute to read the card and prepare for the talk. Candidates are not allowed to make any written notes. <u>Short talk</u>. The candidate talks on their own about the topic on the card. The candidate can keep the card until the end of the short talk. **This part is assessed.**
Part 3: Discussion	Approximately 3–4 minutes	Read out the examiner script and conduct a discussion using the questions related to the topic in Part 2. **This part is assessed.**

The total duration of the Speaking test, from the beginning of the introduction to the end of Part 3, should be 10–15 minutes and recorded in full.

Administration of the Speaking test

Further information about the administration of the Speaking tests is provided in the Cambridge Handbook, available from our website.

Using the samples database

The samples database explains everything you need to know about administering Speaking tests.

Use the database to find out:

- when and how to submit your marks for moderated Speaking tests
- when and how to submit your candidates' work
- which forms to complete and return with your candidates' work.

The samples database at **www.cambridgeinternational.org/samples** will ask you for:

- your country/territory
- the syllabus code (i.e., 0511 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Recording and submitting candidates' marks and work

Please refer to the samples database at **www.cambridgeinternational.org/samples** for information, dates and methods of submission of candidates' marks and work. You should follow the instructions for Paper 3 Speaking Test (0511) on the samples database.

You should record marks on the Speaking Examination Summary Form which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it. The marks on these forms must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

You should record the internally moderated marks for all candidates on the Speaking Examination Summary Form and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should ideally include examples of the marking of each teacher. The samples database at **www.cambridgeinternational.org/samples** explains how the sample will be selected.

The samples database at **www.cambridgeinternational.org/samples** also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Speaking assessment criteria

Candidate performance in the interview, short talk and discussion parts of the test will be assessed using the marking criteria below.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should listen to the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Marking criteria – interview, short talk and discussion (40 marks)

Marks are awarded for the following criteria:

- grammar (maximum of 10 marks)
- vocabulary (maximum of 10 marks)
- development (maximum of 10 marks)
- pronunciation (maximum of 10 marks)

Give a mark out of 10 for each criterion and then add these marks to give an overall total out of 40.

	Description				
Level	**Grammar**	**Vocabulary**	**Development**	**Pronunciation**	**Marks**
5	• a range of simple and complex structures used • structures are used mostly accurately; errors are rare and do not impede understanding	• a wide range of vocabulary used precisely to discuss a variety of ideas, facts and opinions	• responses are relevant and consistently well-developed • communication is maintained with ease	• pronunciation is clear • intonation is frequently used effectively to convey intended meaning	9–10
4	• a range of simple structures used; complex structures are attempted • simple structures are used mostly accurately; errors often occur when attempting to use more complex structures but these do not impede understanding	• a sufficient range of vocabulary used appropriately to discuss a variety of ideas, facts and opinions	• responses are relevant and mostly developed • communication is maintained with occasional support	• pronunciation is mostly clear; inaccuracies do not impede communication • intonation is sometimes used effectively to convey intended meaning	7–8
3	• a range of simple structures used; complex structures occasionally attempted • simple structures may not be used accurately; errors may impede understanding	• a range of vocabulary used mostly appropriately to discuss simple ideas, facts and opinions	• responses are relevant with attempts at development • communication is maintained but with frequent support	• pronunciation is mostly clear; inaccuracies occasionally impede communication • intonation is rarely used effectively to convey intended meaning	5–6

	Description				
Level	**Grammar**	**Vocabulary**	**Development**	**Pronunciation**	**Marks**
2	• a limited range of only simple structures used • structures rarely used accurately; errors frequently impede understanding	• a limited range of vocabulary used to discuss basic facts and opinions	• responses are mostly relevant but limited • communication may not always be maintained even with frequent support	• pronunciation is frequently unclear; inaccuracies often impede communication • intonation is not used effectively to convey intended meaning	3–4
1	• response limited to widely spaced single words or short phrases	• insufficient vocabulary to convey the most basic facts and opinions	• responses are brief and infrequent • communication is not achieved even with frequent support	• pronunciation is unclear and impedes communication • intonation is not a feature	1–2
0	• No creditable response.	• No creditable response.	• No creditable response.	• No creditable response.	0

5 What else you need to know

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

Before you start

Previous study

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

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course, but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus, provided that the accommodating centre can make appropriate arrangements to conduct and assess the Speaking test, and submit the required sample and paperwork to Cambridge International for external moderation. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

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

- Cambridge IGCSE English as a Second Language (0510) (Speaking Endorsement)
- Cambridge IGCSE (9–1) English as a Second Language (0993/0991)
- Cambridge IGCSE First Language English (0500)
- Cambridge IGCSE (9–1) First Language English (0990)
- Cambridge O Level English Language (1123)
- Cambridge IGCSE English (as an Additional Language) (0472)
- syllabuses with the same title at the same level.

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

Group awards: Cambridge ICE

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

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

Making entries

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

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.

Support for exams officers

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

Retakes and carry forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at **www.cambridgeinternational.org/entries**

Marks achieved in Paper 3 Speaking can be carried forward to future series, subject to the requirements set out in the Cambridge Handbook at **www.cambridgeinternational.org/eoguide**

Candidates cannot resubmit, in whole or in part, coursework or Speaking tests from a previous series. To confirm what entry options are available to carry forward marks for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at **www.cambridgeinternational.org/eoguide**

Language

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

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

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

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

  The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success

  The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

Changes to this syllabus for 2024, 2025 and 2026

The syllabus has been reviewed and revised for first examination in 2024. This is version 3, published April 2024.

You must read the whole syllabus before planning your teaching programme.

Changes to version 3 of the syllabus, published April 2024

Changes to syllabus content	• We have added information on where the Listening answer sheets can be found on our public website. Please see the *Details of assessment* section on page 19.
	• We have updated wording in the description of the Speaking test. Please see the *Details of the assessment* section on page 22.
Other changes	• We have updated wording around sample submission and examiner instructions in the Teacher's/Examiner's Notes for the Paper 3 Speaking test.

Changes to version 2 of the syllabus, published March 2022

Changes to syllabus content	• We have added further information about marking and submitting the Paper 3 Speaking test.
	Please see the *Details of the assessment* section from page 21.

Changes to version 1 of the syllabus, published October 2021

Changes to syllabus content	• Tiering has been removed from the qualification.
	• Learner attributes have been added to the syllabus.
	• The syllabus aims have been updated.
	• The subject content has been revised and a guidance column has been added for support.
	• A glossary on the different text types used in the qualification has been added to the syllabus.
Changes to assessment (including changes to specimen papers)	• There are three papers taken by all candidates:
	– Paper 1 Reading and Writing
	– Paper 2 Listening
	– Paper 3 Speaking.
	• The assessment objectives have been updated.
	• The mark schemes for all papers have been revised.
	Paper 1 Reading and Writing
	• The summary task has been removed and replaced with a multiple-choice question.
	• The duration of this paper is 2 hours.

Changes to assessment (including changes to specimen papers) continued	**Paper 2 Listening**
	• The Listening paper is now 100% multiple-choice.
	• The total number of marks for this component is now 40. The duration of the test is now approximately 50 minutes.
	• Candidates answer 40 multiple-choice questions. At the end of the test, candidates transfer their answers on to a separate answer sheet.
	Paper 3 Speaking
	• The total number of marks for this component has increased from 30 to 40 marks.
	• Candidates are assessed on three parts: an interview, a short talk and a discussion.
	• Candidates are only given a speaking assessment card for part 2 (short talk). The questions for part 1 (interview) and part 3 (discussion) are listed in the teacher/examiner notes and are not handed to candidates.
Other changes	• The syllabus is no longer in a shared document with IGCSE English as a Second Language (0510) (Speaking Endorsement).
	• The teacher/examiner notes have been simplified and made more accessible.
	• New support materials will be available for this syllabus. Existing support materials will be updated to reflect the revised syllabus and specimen materials.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2024 are suitable for use with this syllabus.

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

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