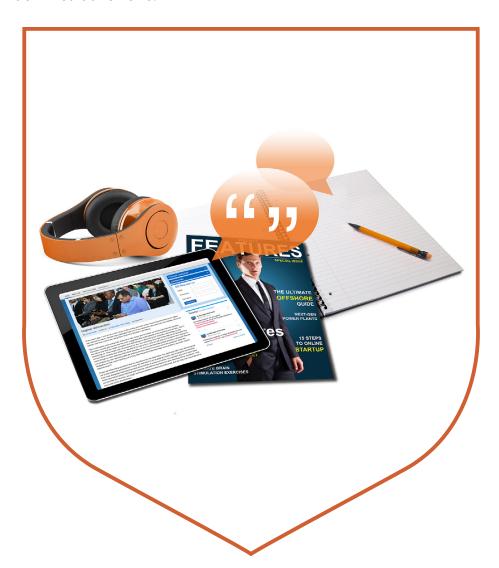# Syllabus

# Cambridge IGCSE™ (9–1) English as a Second Language 0993 (Speaking Endorsement)

Use this syllabus for exams in 2027, 2028 and 2029. Exams are available in the June and November series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at **www.cambridgeinternational.org/0993** to see if this syllabus is available in your administrative zone.

**Version I**

# Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

### Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

### Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

### Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

### Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

### Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

### Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

### Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

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

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

# Contents

**Important: Changes to this syllabus**

The latest syllabus is version 1, published September 2024. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2024 are still suitable for use with this syllabus.
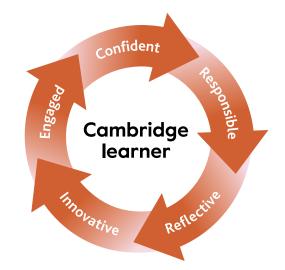
# 1 Why choose this syllabus?

## 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 at any age. Taught by over 5000 schools in 150 countries, it is tried, tested and trusted.

Students can choose from 70 subjects in any combination, including 30 languages.

Our programmes promote 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 (9–1) 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 (9–1) 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 Group of Schools, Indonesia

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge IGCSE provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge IGCSE (9–1) English as a Second Language gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses.

Candidates who achieve grade 4 overall, with merit in Speaking, in Cambridge IGCSE (9–1) English as a Second Language 0993 (Speaking Endorsement) can be considered to be at a level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR).

Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, 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 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 of Egypt BSE

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at **www.cambridgeinternational.org/support**, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at **www.cambridge.org/education** and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

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

## Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit **www.cambridgeinternational.org/support-for-teachers**

**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.

We are 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.

## Content overview

Cambridge IGCSE (9–1) 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 (9–1) 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.

## Assessment overview

All candidates take three components. Candidates will be eligible for grades 9 to 1

| All candidates take: | |
| --- | --- |
| **Component 1** | 2 hours |
| Reading and Writing | 70% |
| 60 marks | |
| Candidates respond to six exercises: four reading and two writing | |
| Structured and essay style questions | |
| Externally assessed | |

| and: | |
| --- | --- |
| **Component 2** | Approximately 50 minutes |
| Listening | 30% |
| 40 marks | |
| Candidates listen to five exercises of short and longer texts | |
| Multiple-choice style questions | |
| Externally assessed | |

Marks for the Speaking component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievements of candidates, with grades pass, merit or distinction.

| Candidates must also take: | |
| --- | --- |
| **Component 3** | Approximately 10–15 minutes |
| Speaking | Separately endorsed |
| 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 Component 3.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Component 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 approximate 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 | 35 |
| AO2 Writing | 35 |
| AO3 Listening | 30 |
| AO4 Speaking | separately endorsed |
| Total | 100 |

### Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % | | |
|---|---|---|---|
| | Component 1 | Component 2 | Component 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 resources and examples, texts, topics and subject contexts 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<br>• texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative<br>• 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<br>• texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative<br>• 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<br>• words and phrases that suggest the writer's attitude or feelings, when this is not explicitly/openly stated<br>• 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:<br>  – reading quickly to get a general idea about a text (skim reading)<br>  – locating specific information in a text (scanning)<br>  – reading carefully to understand detail<br>• predict what the answers to questions will be<br>• 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<br>• a range of everyday/familiar topics to write about<br>• models of clear language<br>• planning – what to include in the writing and how to organise it |
| • produce written texts that show control of language | • grammatical structures<br>• vocabulary, punctuation and spelling<br>• check writing for accuracy |
| • select and organise relevant information and ideas into coherent text using appropriate linking devices | • linking devices for different purposes:<br>  – cause/effect – therefore, because of, as a result, consequently, etc.<br>  – addition – in addition, moreover, furthermore, as well as, etc.<br>  – contrast and concession – however, in contrast, whereas, although, etc.<br>• 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<br>• a range of lexical structures – words, set phrases, phrasal verbs, collocations (words which typically go together), idioms<br>• 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<br>• audience of a text: how this might affect what to write, and what type of language (e.g., formal or informal) is appropriate<br>• conventions of:<br>  – informal correspondence – emails<br>  – more formal correspondence – reports, essays, emails, reviews, articles<br>  – 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<br>• audio texts with different purposes and different levels of formality: formal, informal and semi-formal<br>• predicting what type of information will be heard (to engage with the topic)<br>• vocabulary: how a word sounds when learning new vocabulary, spelling and meaning<br>• 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<br>• audio texts with different purposes and different levels of formality: formal, informal and semi-formal<br>• 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<br>• 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<br>• words and phrases that suggest the speaker's attitude or feelings, when not explicitly stated<br>• 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<br>• a range of everyday/familiar topics – environment, health, food, film, travel, the natural world, technology, celebrations, science, arts, shopping<br>• functional language – how to express personal preferences, tell personal anecdotes, describe experiences, give opinions, agree or disagree, describe advantages and disadvantages, make future predictions<br>• expansion of responses by:<br>  – exemplifying, e.g., just to name a few<br>  – justifying, e.g., and that is why<br>  – comparing and contrasting, e.g., just like, while<br>  – speculating, e.g., I suppose<br>  – clarifying statements, e.g., sorry, when you said …, did you mean …? sorry, I didn't quite catch that.<br>• models of clear language |
| • produce coherent and relevant responses | • paraphrasing – if cannot think of the word, or don't know it<br>• use of discourse markers to link ideas:<br>  – addition, e.g., in addition, as well as, plus, on top of that<br>  – time and sequence, e.g., at the start of, first of all, finally<br>  – cause/effect, e.g., that's why, therefore, because of, as a result<br>  – 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)<br>• short talks – describing an event, giving reasons for something, giving and explaining opinions (theirs or those of someone else)<br>• conversations – discussion about a topic, or describing more abstract ideas and opinions<br>• 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<br>• a range of lexical structures – set phrases, phrasal verbs, collocations (words which typically go together), idioms<br>• avoid repetition – using synonyms |
| • communicate showing control of pronunciation and intonation | • pronunciation of language when teaching new words, phrases or structures<br>• intonation patterns – rising and falling intonation in clauses<br>• syllable stress in words<br>• 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.). |

**Faculty feedback:** 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

# 4 Details of the assessment

## Component 1 – Reading and Writing

Written component, 2 hours, 60 marks

This component 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 |

# Component 2 – Listening

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

This component 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 |

## Component 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.<br>**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.<br>**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.<br>**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.<br><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.<br>**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.<br>**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., 0993 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 Component 3 Speaking Test (0993) 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/examiner in your centre is marking internal assessments, you must make arrangements to moderate or standardise their marking so that all candidates are assessed to a common standard. (If only one teacher/examiner 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 teacher/examiner 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<br>• 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<br>• communication is maintained with ease | • pronunciation is clear<br>• intonation is frequently used effectively to convey intended meaning | 9–10 |
| 4 | • a range of simple structures used; complex structures are attempted<br>• 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<br>• communication is maintained with occasional support | • pronunciation is mostly clear; inaccuracies do not impede communication<br>• intonation is sometimes used effectively to convey intended meaning | 7–8 |
| 3 | • a range of simple structures used; complex structures occasionally attempted<br>• 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<br>• communication is maintained but with frequent support | • pronunciation is mostly clear; inaccuracies occasionally impede communication<br>• 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<br>• 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<br>• communication may not always be maintained even with frequent support | • pronunciation is frequently unclear; inaccuracies often impede communication<br>• 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<br>• communication is not achieved even with frequent support | • pronunciation is unclear and impedes communication<br>• 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 or an English Language curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

### Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out if this syllabus is available to your administrative zone check the syllabus page at www.cambridgeinternational.org/0993

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) (Oral Endorsement)
- Cambridge IGCSE English as a Second Language (0511) (Count-in Speaking)
- Cambridge IGCSE (9–1) English as a Second Language (0991) (Count-in Speaking)
- 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)
- Cambridge IGCSE (9–1) English (as an Additional Language) (0772)

- 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.

# Making entries

Exams officers are responsible for submitting entries. 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 access to 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 an 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 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 carrying forward marks

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

Candidates cannot resubmit, in whole or in part, coursework or Speaking tests from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Paper 3 Speaking can be carried forward to future series, subject to the requirements set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **www.cambridgeinternational.org/eoguide]**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment 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

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

## Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

- Contact us at the start of the course to find out if we can approve an access 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 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. '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, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

On certificates, Cambridge IGCSE is shown as International General Certificate of Secondary Education.

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

1    to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2    to show likely future success

The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.

The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2027, 2028 and 2029

The syllabus has been updated. This is version 1, published September 2024.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

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

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge IGCSE.

**Quality management**

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

**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