

# Syllabus: ESL 2018/2019 2B

Syllabus code 0510 (speaking endorsement) Cambridge IGCSE English as a Second Language candidates take three components: Reading and writing (Component 1 or Component 2), Listening (Component 3 or Component 4) and a speaking component (Component 5 or Component 6).

## 4. Syllabus aims and assessment objectives

4.1 Syllabus aims The aims of Cambridge IGCSE English as a Second Language are to: • develop learners' ability to use English effectively for the purpose of practical communication • form a solid foundation for the skills required for further study or employment using English as the medium • develop learners' awareness of the nature of language and language-learning skills • promote learners' personal development.

4.2 Assessment objectives Candidates must demonstrate ability in the following areas: AO1: Reading R1 identify and retrieve facts and details R2 understand and select relevant information R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing W1 communicate clearly, accurately and appropriately W2 convey information and express opinions effectively W3 employ and control a variety of grammatical structures W4 demonstrate knowledge and understanding of a range of appropriate vocabulary W5 observe conventions of paragraphing, punctuation and spelling W6 employ appropriate register/style

AO3: Listening L1 identify and retrieve facts and details L2 understand and select relevant information L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas L4 understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place

AO4: Speaking S1 communicate clearly, accurately and appropriately S2 convey information and express opinions effectively S3 employ and control a variety of grammatical structures S4 demonstrate knowledge of a range of appropriate vocabulary S5 engage in and influence the direction of conversation S6 employ suitable pronunciation and stress patterns

4.3 Relationship between assessment objectives and components The weightings allocated to each of the assessment objectives are summarised in the tables below.

4.4 Grade descriptions Grade descriptions give a general indication of the standards of achievement likely to be shown by candidates awarded particular grades.

To achieve a Grade A, a candidate will be able to: • understand and communicate arguments, ideas and information both at a straightforward and a more complex level • structure work so the reader can follow the argument from the beginning to the end • select material from texts and develop it in relationship to the question, sufficient to show some independence of thought • describe and reflect upon experience and express effectively what is felt and imagined • recognise and explain underlying meaning and the writer's attitude to the subject matter • vary style straightforwardly in different types of writing and give evidence of a good range of language • spell and punctuate accurately, with few, if any, mistakes • use well-constructed paragraphs and sentences (of average complexity) and obey standard grammatical

conventions • speak clearly and confidently in response to other speakers and occasionally take the initiative.

To achieve a Grade C, a candidate will be able to: • understand and communicate arguments, ideas and information at a straightforward level • ensure that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another • select material from texts in answer to questions and provide straightforward explanations and developments to show relevance • recognise more obvious meanings and attitudes • write with some knowledge of style and the possibility of varying it according to different types of writing; use a range of language adequate to all the tasks set • spell and punctuate with accuracy so that communication is not impaired • use adequate paragraphing and some variety of sentence construction • speak clearly with some confidence, mostly in response to the directions of other speakers; show a readiness to listen to others and to respond appropriately.

To achieve a Grade F, a candidate will be able to: • understand and communicate information at a basic level • ensure that all work has a basic sequence • select material from texts in answer to questions and provide basic explanations • recognise straightforward meanings and attitudes • write at least in single sentences with the possibility of sentence variety according to different types of writing; use language adequate to some of the tasks set • spell and punctuate so that weaknesses do not seriously impair communication • use occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions • speak with some confidence, but usually in response to the directions of other speakers; show a readiness to listen to others and to respond.

## 5. Syllabus content

### Assessment objective 1: Reading

#### Core Extended

- understand simple texts, e.g. public notices and signs (including timetables and advertisements) • identify and retrieve some facts from simple texts, e.g. to complete a form • select and organise some relevant information from a range of texts including letters, brochures, forms and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds • recognise some ideas, opinions and attitudes in a range of texts • begin to understand what is implied but not actually written, e.g. gist, purpose and intention

- understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers • identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form • select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds • recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them • understand what is implied but not actually written, e.g. gist, purpose and intention

### Assessment objective 2: Writing

#### Core Extended

- carry out simple writing tasks in response to a written stimulus, such as completing a form, writing a postcard, a short letter, a basic summary or an extended piece of writing (100–150 words) in an appropriate and accurate form of English
- describe, report and give personal information
- identify, organise and present material in a particular format for a particular audience or purpose, e.g. an article for a school newspaper

- carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English
- describe, report and give a wide range of information
- identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper

### Syllabus content

#### Assessment objective 3: Listening

##### Core Extended

- understand simple information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations
- identify and retrieve some facts from material, e.g. a formal talk
- recognise some ideas, opinions and attitudes
- begin to understand what is implied but not actually spoken, e.g. gist, purpose and intention

- understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations
- identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk
- recognise and understand ideas, opinions and attitudes and explore the connections between them
- identify the important points or themes of the material including attitude, relationships between speakers
- understand what is implied but not actually spoken, e.g. gist, purpose and intention

#### Assessment objective 4: Speaking

##### Core Extended

- carry out a range of speaking activities, e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs
- conduct a sustained conversation with some confidence

- demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs
- respond confidently to new, topical ideas
- conduct a sustained conversation with a sense of audience and purpose