FIRST LANGUAGE SPANISH 0502
IGCSE
2007

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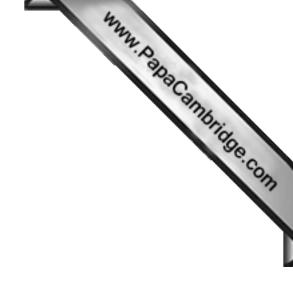
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Exclusions

This syllabus must not be offered in the same session with any of the following syllabuses:

0530 Spanish
3035 Spanish

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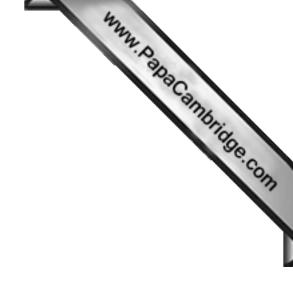
FIRST LANGUAGE SPANISH

Syllabus code: 0502

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NOTES

First Language Spanish is available in June and November.

Copies of syllabuses, past papers and Examiners' reports are available on CD-ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.

I   INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims

- Assessment Objectives

- Assessment

- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

First Language Spanish falls into Group I, Languages, of the International Certificate of Education (ICE) subjects together with other First Languages, Foreign Languages, English as a Second Language and Latin.

II   AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the IGCSE examination. They are not listed in order of priority.

The aims are to:

1   enable students to communicate accurately, appropriately and effectively in speech and writing;

2   enable students to understand and respond appropriately to what they hear, read and experience;

3   encourage students to enjoy and appreciate variety of language;

4   complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);

5   promote students' personal development and an understanding of themselves and others.

III ASSESSMENT OBJECTIVES

READING

Candidates will be assessed on their ability to:

R1 Understand and collate explicit meanings
R2 Understand, explain and collate implicit meanings and attitudes
R3 Select, analyse and evaluate what is relevant to specific purposes
R4 Understand how writers achieve effects

WRITING

Candidates will be assessed on their ability to:

W1 Articulate experience and express what is thought, felt and imagined
W2 Order and present facts, ideas and opinions
W3 Understand and use a range of appropriate vocabulary
W4 Use language and register appropriate to audience and context
W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

SPEAKING AND LISTENING

Candidates will be assessed on their ability to:

S1 Understand, order and present facts, ideas and opinions
S2 Articulate experience and express what is thought, felt and imagined
S3 Communicate clearly and fluently
S4 Use language and register appropriate to audience and context
S5 Listen to and respond appropriately to the contributions of others

SPECIFICATION GRID

Assessment Objective	Paper 1		Paper 2			Paper 3		Coursework Portfolio	Speaking and Listening*
	Q1	Q2	Q1	Q2	Q3	Section 1	Section 2		
R1	✓	✓	✓		✓	✓		✓	
R2	✓	✓	✓		✓	✓		✓	
R3	✓	✓	✓		✓	✓		✓	
R4	✓			✓					
W1		✓	✓		✓	✓	✓	✓	
W2		✓	✓		✓	✓	✓	✓	
W3		✓	✓		✓	✓	✓	✓	
W4		✓	✓		✓	✓	✓	✓	
W5		✓	✓		✓	✓	✓	✓	
S1									✓
S2									✓
S3									✓
S4									✓
S5									✓

* Component 5, Speaking & Listening, is optional.

IV   ASSESSMENT

SCHEME OF ASSESSMENT SUMMARY

Candidates take either the Core components (Component 1 *and either* Component 3 *or* Component 4) or the Extended components (Component 2 *and either* Component 3 *or* Component 4).

Candidates who take the Core components are eligible for the award of grades C to G. Candidates who take the Extended components are eligible for the award of grades A* to E.

Candidates will take:

	Duration of Examination	Weighting
Component 1 **Reading Passage (Core)**	1 hour 45 minutes	50%

or

Component 2 **Reading Passages (Extended)**	2 hours	50%

...and either:

Component 3 **Directed Writing & Composition**	2 hours	50%

or

Component 4 **Coursework Portfolio**	n/a	50%

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

Component 5 **Speaking & Listening** **(Optional)**	Approximately 10-12 minutes	n/a

DESCRIPTION OF COMPONENTS

The question papers will be set entirely in Spanish.

Component 1: Reading Passage (Core) (1 hour 45 minutes)

Questions will relate to one passage of approximately 700-800 words that is printed on the question paper.

- **Question 1 (30 marks)** will be divided into a series of sub-questions requiring answers of different lengths. These will be based on the passage provided on the question paper.

  It will test the following Reading Objectives (30 marks):
  R1   Understand and collate explicit meanings
  R2   Understand, explain and collate implicit meanings and attitudes
  R3   Select, analyse and evaluate what is relevant to specific purposes
  R4   Understand how writers achieve effects

- **Question 2 (20 marks)** will require candidates to respond to the passage printed on the question paper.

  It will test the following Reading Objectives (10 marks):
  R1   Understand and collate explicit meanings
  R2   Understand, explain and collate implicit meanings and attitudes
  R3   Select, analyse and evaluate what is relevant to specific purposes

  In addition, 10 marks will be available for Writing Objectives W1-W5.

Candidates are advised to spend approximately 10 minutes reading the passage.

Dictionaries may not be used.

Component 2: Reading Passages (Extended) (2 hours)

Questions will relate to two passages of approximately 600-700 words each, linked by a common theme. These passages will be printed on the question paper.

- **Question 1 (20 marks),** which may be subdivided, will require candidates to respond to Passage 1 only.

  It will test the following Reading Objectives (15 marks):
  R1   Understand and collate explicit meanings
  R2   Understand, explain and collate implicit meanings and attitudes
  R3   Select, analyse and evaluate what is relevant to specific purposes

  In addition, 5 marks will be available for Writing Objectives W1-W5.

- **Question 2 (10 marks),** which may be sub-divided, will be based on Passage 1 only.

  It will test Reading Objective R4: Understand how writers achieve effects (10 marks).

- **Question 3 (20 marks),** which may be sub-divided, will require candidates to write a summary based on Passage 1 **and** Passage 2.

  It will test the following Reading Objectives (15 marks):
  R1   Understand and collate explicit meanings
  R2   Understand, explain and collate implicit meanings and attitudes
  R3   Select, analyse and evaluate what is relevant to specific purposes

  In addition, 5 marks will be available for Writing Objectives W1-W5.

Candidates are advised to spend approximately 15 minutes reading the passages.

Dictionaries may not be used.

Component 3: Directed Writing & Composition (Both Core and Extended) (2 hours)

This paper will be divided into two sections:

- **Section 1** – Directed Writing **(25 marks)**

  Candidates will read one or more short texts which will be printed on the question paper. They will be required to use and develop the given information in another form, e.g. a letter, a report, a speech, a dialogue.

  This question will test the following Writing Objectives (15 marks):

  W1   Articulate experience and express what is thought, felt and imagined
  W2   Order and present facts, ideas and opinions
  W3   Understand and use a range of appropriate vocabulary
  W4   Use language and register appropriate to audience and context
  W5   Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

  In addition, 10 marks will be available for Reading Objectives R1-R3.

- **Section 2** – Composition **(25 marks)**

  Two argumentative/discursive, two descriptive and two narrative titles will be set. Candidates will be required to write on one title only.

  Candidates will be advised to write between 350 and 450 words.

  This section will test the following Writing Objectives (25 marks):

  W1   Articulate experience and express what is thought, felt and imagined
  W2   Order and present facts, ideas and opinions
  W3   Understand and use a range of appropriate vocabulary
  W4   Use language and register appropriate to audience and context
  W5   Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

Dictionaries may not be used.

Component 4: Coursework Portfolio (Both Core and Extended)

Candidates will be required to submit a portfolio of **three** assignments, each of about 500-800 words. These assignments may be done in any order. The final mark for the Coursework portfolio will be out of 50.

- **Assignment 1**: informative, analytical and/or argumentative.

- **Assignment 2**: imaginative, descriptive and/or narrative.

- **Assignment 3**: a response to a text or texts chosen by the Centre. The text(s) should contain facts, opinions and arguments. Candidates will be required to respond to the text(s) by selecting, analysing and evaluating points from the material (Reading Objectives R1-R3). They may write in any appropriate form they wish. Different candidates in the same teaching set may choose to respond in different forms.

The Coursework Portfolio will test the following Writing Objectives (40 marks):

W1   Articulate experience and express what is thought, felt and imagined
W2   Order and present facts, ideas and opinions
W3   Understand and use a range of appropriate vocabulary
W4   Use language and register appropriate to audience and context
W5   Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

For Assignment 3 only, an additional 10 marks will be available for Reading Objectives R1-R3.

Work may be hand-written or word-processed.

Dictionaries may be used.

Candidates must include the first draft for **one** of the three assignments submitted.

For further guidance see Appendix A of this syllabus, Component 4 – Coursework Portfolio.

Component 5: Speaking & Listening (Optional)

This component description should be read in conjunction with Appendix B of this syllabus, Compo[...] Speaking & Listening (Optional) and the relevant section of the Handbook for Centres. There is no qu[...] paper for the Speaking & Listening test. The information and forms required for the conduct and assessm[...] of the test are provided in this syllabus booklet. The final mark for Speaking & Listening (Optional) will be ou[...] of 30.

There will be two parts to the test:

- **Part 1** – Individual Task (3-4 minutes) **(10 marks)**:

  e.g. a presentation, a talk, a speech, a monologue (e.g. a candidate talks about his reactions to meeting a famous person; a candidate talks about a recent film she has seen and suggests why others would also like it)

  The candidate will talk for about 3-4 minutes on a single topic or theme which has been selected by him/her prior to the test.

  The Individual Task will test the following Speaking Objectives (10 marks):
  - S1 Understand, order and present facts, ideas and opinions
  - S2 Articulate experience and express what is thought, felt and imagined
  - S3 Communicate clearly and fluently
  - S4 Use language and register appropriate to audience and context

- **Part 2** – Discussion (6-7 minutes) **(20 marks)**:

  The Individual Task will lead into a conversation with the teacher/Examiner about the candidate's chosen topic (e.g. an account of meeting a famous person could be developed into a discussion of wider issues such as media intrusion and the nature and role of 'celebrity'; a talk about a film could be developed into a discussion of wider issues such as censorship, popular culture, and the film industry).

  The Discussion will test the following Speaking Objectives (20 marks):
  - S1 Understand, order and present facts, ideas and opinions
  - S2 Articulate experience and express what is thought, felt and imagined
  - S3 Communicate clearly and fluently
  - S4 Use language and register appropriate to audience and context
  - S5 Listen to and respond appropriately to the contributions of others

Dictionaries may be used to prepare the Individual Task, but they may not be taken into the examination.

V   CURRICULUM CONTENT

Students may follow either the Core curriculum only or the Extended curriculum which includes both the [...] and Supplement. Students aiming for grades A* to C must follow the Extended curriculum.

ASSESSMENT OBJECTIVE	CORE	SUPPLEMENT
	All students should be able to:	*Students aiming for grades A* to C should, in addition, be able to:*
Reading	• demonstrate understanding of words within extended texts	• show a more precise understanding of extended texts
	• scan for and extract specific information	
	• identify main and subordinate topics, summarise, paraphrase, re-express	• recognise the relationship of ideas
		• draw inferences, evaluate effectiveness, compare, analyse, synthesise
	• show some sense of how writers achieve their effects	• show understanding of how writers achieve their effects
	• recognise and respond to simple linguistic devices including figurative language	• recognise and respond to more sophisticated linguistic devices
Writing	• express thoughts, feelings and opinions in order to interest, inform or convince the reader	• show a wider and more varied sense of different styles to interest, inform or convince the reader
	• show some sense of audience	• show a clear sense of audience
	• demonstrate adequate control of vocabulary, syntax and grammar	• demonstrate a sophisticated use of vocabulary and structures
	• exercise care over punctuation and spelling	• demonstrate accuracy in punctuation and spelling
	• write accurate simple sentences	• write accurate complex sentences
	• attempt a variety of sentence structures	• employ varied sentence structures
	• recognise the need for paragraphing	• write in well-constructed paragraphs
	• use appropriate vocabulary	• use imaginative and varied vocabulary
Speaking & Listening	• understand and convey both simple and detailed information	• understand and convey more complex information in an interesting and authoritative way
	• present facts, ideas and opinions in an orderly sequence	• consciously order and present facts, ideas and opinions for a particular audience
	• make relevant comments on what is heard, seen or read	• evaluate and reflect on what is heard, seen or read
	• describe experience in simple terms and express intelligibly what is thought and imagined	• describe and reflect on experience and express effectively what is thought and imagined
	• recognise and give statements of opinion and attitude	• discuss statements of opinion and attitude, discerning underlying assumptions and points of view
	• speak audibly and intelligibly with appropriate tone, intonation and pace	

VI   GRADE DESCRIPTIONS

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

Grade A

- Candidates understand and communicate information at both a straightforward and a complex level

- Candidates understand facts, ideas and opinions, and order and present in detail what is relevant for specific purposes

- Candidates describe and reflect upon experience and detail, analysing effectively what is felt and what is imagined

- Candidates recognise implicit meanings and attitudes of a writer

- Candidates show a clear sense of audience and an understanding of appropriate uses of language

- Candidates write in well constructed paragraphs, using a full range of appropriate sentence structures, and show accuracy in spelling and punctuation

and additionally, for those candidates taking the Speaking & Listening component:

- Candidates select and use appropriate styles and registers. They vary their sentence structure, vocabulary and expression confidently for a range of purposes. They sustain discussion through the use of a variety of contributions, listening with sensitivity, and occasionally taking the initiative.

Grade C

- Candidates understand and convey information both at a straightforward level and at a more complex level

- Candidates understand basic facts, ideas and opinions, presenting them with a degree of clarity and accuracy

- Candidates evaluate material from texts and select what is relevant for specific purposes

- Candidates describe and reflect upon experience and express effectively what is felt and what is imagined

- Candidates recognise the more obvious implicit meanings and attitudes of a writer

- Candidates show a sense of audience and an awareness of appropriate uses of language

- Candidates write in paragraphs, using sentences of varied kinds and exercising care over spelling and punctuation

and, additionally, for those candidates taking the Speaking & Listening component:

- Candidates use varied vocabulary and organise their Individual Task to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, mostly in response to the directions of the speaker(s), showing a readiness to listen to others and to respond appropriately.

Grade F

- Candidates understand and convey information at a straightforward level

- Candidates understand basic facts, ideas and opinions, presenting them with a degree of coherence

- Candidates select material from texts and comment upon it at a literal level

- Candidates describe experience in concrete terms, expressing intelligibly what is felt and what is imagined

- Candidates recognise clear meanings and explicit attitudes of a writer

- Candidates show awareness that language is used in different ways in different circumstances

- Candidates write at least in single sentences – weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication

and, additionally, for those candidates taking the Speaking & Listening component:

- Candidates develop ideas, describe events and convey their opinions clearly. In discussion, they listen

APPENDIX A: COMPONENT 4 – COURSEWORK PORTFOLIO

GENERAL GUIDANCE

1   Format of the portfolio

The three assignments (together with the first draft of one of them) must be securely fastened (e.g. by stapling or treasury tags) and each must be marked clearly with the candidate's name, Centre number and candidate number. Work for external moderation must **not** be sent to CIE in plastic folders or bulky and heavy ring binders.

A completed Individual Candidate Record Card must be included with each portfolio.

2   Assignments: general issues

It is assumed that assignments will arise from a programme of study undertaken by a teaching group. The best assignments are usually those that arise from a shared learning experience but are finally chosen by individual candidates; negotiation of assignments with the teacher is recommended (bearing in mind that these should be sufficiently challenging to stretch candidates to their full potential). For example, a class might study types of short story and their structures and conventions before individual candidates choose their own titles and write their own short stories for Assignment 2.

It is not normally expected that questions from past IGCSE examination papers will be used for coursework, nor that candidates will operate under timed conditions.

Assignments 1-3 may be completed in any sequence during the course.   It is generally better that candidates undertake more than three assignments during the course from which a suitable choice can eventually be made for the final portfolio.

3   Assignments: meeting the syllabus requirements

The assignments must clearly demonstrate different writing intentions and styles to the reader. For example:

Assignment 1: informative, analytical and/or argumentative	Two examples: • a logbook/diary giving information of what was done during two days of a work experience or an activity weekend (i.e. writing to *inform*) • an argument from an informed, personal viewpoint about a topical issue, e.g. arguing against the ill-treatment of prisoners (i.e. writing to *persuade*)
Assignment 2: imaginative, descriptive and/or narrative	Two examples: • a detailed description of the people who frequent a local shop, and the atmosphere of the shop • a story about internet hacking, demonstrating the candidate's understanding of how to create character, significant event and structure (such as climax or an unusual ending) (i.e. writing to *entertain*)

Candidates may submit poetry for Assignment 2, but this must be accompanied by some form of commentary by the candidate, e.g. about how the poem(s) came to be written.

Assignment 3:

Assignment 3 will consist of a piece of directed writing in response to a text or texts chosen teacher (or by the candidate, with the teacher's approval). This assignment is assessed for writing and reading skills. The text(s) must contain facts, opinions and/or arguments which can analysed and evaluated by the candidate. Text(s), which may be of local, national or global interest or all three – should be suitable for the ability range of the candidates, and may be drawn from a variety of sources: e.g. newspapers, magazine articles, travel writing, text-based websites, propaganda and media.

For Assignment 3 the candidate should explain the views presented in the text(s), develop any ideas of interest and argue with or against them, examining them for inconsistencies and substituting complementary or opposing views. The assignment may be written in any appropriate form (e.g. an article/a letter/the words of a speech), **but teachers must guard against the possibility of Assignment 3 having the same form and style as Assignment 1 in the finalised portfolio**.

Assignment 3 Example 1	• *Stimulus text(s):* several letters published in a newspaper in response to a proposal for a new development in the locality • *Assignment*: Analyse and evaluate the information and views you have read and write an article based on them for the newspaper. Your own views should be based on the content of the letters.
Assignment 3 Example 2	• *Stimulus text(s):* a magazine article advocating the cull of a species of animal that has become a nuisance • *Assignment*: Analyse and evaluate the information and views expressed in the article and either (a) write your own article in response or (b) write a letter to the writer of the article.

For portfolios included in the sample, a copy of all texts used for the third assignment must be included with the documentation sent to the External Moderator.

4 Responses to Literature, and 'cross-over' Assignments for IGCSE Literature and First Language

Assignments may be based around a response to Literature (e.g. for Assignment 1 a diary about an individual contribution to the class production of a play; for Assignment 2 an imaginative response written from the viewpoint of a character in a novel), but it is important that First Language coursework assessment criteria are kept firmly in mind in framing them. (It is highly unlikely that a 'straightforward' literary critical essay, for example, will be the best type of assignment for a *Language* portfolio.) It is permissible for assignments to relate to a text or texts being studied for IGCSE Literature.

Where the relevant requirements are met for both syllabuses, it is possible for one such assignment to be included in coursework portfolios for *both* IGCSE First Language and IGCSE Literature in Spanish (0488). In this event, the assignment will need to be assessed twice: once against the Language criteria and once against the Literature criteria. The original copy of the assignment should be kept in the Literature portfolio, and a photocopy of it should be placed in the Language portfolio. This photocopy should in turn be marked clearly in a different colour to show how the assignment has been assessed for Language.

5 Drafting assignments

General discussion of the work and how it is proceeding are a natural part of the relationship between the teacher and student in coursework, as in preparation for other forms of examination. Moreover, teachers can be better assured of the authenticity of work if first drafts (e.g. plans following discussion) are completed in class and seen and noted by them.

However, marking, correcting or editing of draft material by the teacher prior to submission of the assignment proper moves into the realm of improper practice. Students should certainly draft and redraft their work (see § 6 below), and teachers should give *general* advice.

6   Inclusion of a first draft in the portfolio

Each candidate's portfolio must include a first draft of **one** of the three assignments. A first is defined as the first attempt at a continuous piece of writing. It may be word-processed or handwr... It does not have to be neat, and may include crossings out and any indications that sections are to moved from one part of the writing to another. A first draft may also include general comments by the teacher. Candidates are encouraged to revise, edit and correct their work and may discuss the process with their teachers. However, teachers are reminded that their advice must not constitute correction and that candidates must be responsible for specific corrections of spelling, punctuation and grammar.

Candidates should not submit rough, outline plans.

This draft is for the External Moderator's use only, with a view to having some evidence of any changes and improvements made by the candidate while working towards the final assignment. It will not contribute to the final internally assessed nor to the externally moderated mark for the portfolio.

7   Length of assignments

The component description gives **guidance** of 'between 500 and 800 words' for each assignment. This is a sufficient length to attract the highest marks. Work that is significantly under- or over-length is likely to be self-penalising.

8   Use of word processors

Each assignment may be either handwritten or word processed. Electronic dictionaries and/or spell-checks may be used. Candidates should be reminded of the importance of careful proofreading of all their work. Typing errors, or the use of a wrong choice from a computer spell-check or thesaurus, must be counted as errors, and indicated as such.

9   Checking portfolios to ensure that the syllabus requirements have been met

Teachers should check the contents of portfolios before finalising them: where candidates have been given many assignments and have made the final choice themselves, it is easy for two similar arguments or two similar stories to be included inappropriately.

If a portfolio does not meet the syllabus requirements, it should be assessed in the normal way and an overall mark awarded according to the quality of the work. A third of that mark should then be deducted for each piece that is wrongly included or is missing.

10   Checking portfolios for authenticity

It is the Centre's responsibility to guarantee that all coursework submitted by candidates is original work. Any work found to have been plagiarised must be removed before the coursework portfolio is marked. The portfolio should then be marked in the normal way and a mark awarded for the overall quality. A third of that mark should then be deducted for each piece removed from the portfolio.

Texts which are intended to provide material for informative or argumentative work, and which have been scanned/downloaded from publications, CD-ROMs and the internet, should be shown to the teacher who should remind candidates not to copy sections or whole sentences as their own. If appropriate, references to source material should be provided by the candidate at the end of an assignment.

11   Feedback following external moderation

Centres will receive a brief report from the External Moderator on the assessment of their candidates' portfolios. This will usually be despatched at the time of the issue of results.

12   Carry forward of coursework result

It is permissible for a component result in coursework to be carried forward to a re-take of the syllabus once within a period of not more than 13 months.

MARKING AND MODERATING INSTRUCTIONS FOR COMPONENT 4 – COURSEWORK PO

1   As well as providing a comment on the quality of the portfolio overall at the bottom of each ca
     Individual Candidate Record Card, teachers must mark each assignment by indicating strengt
     errors and by providing a comment at the end. Individual assignments may be awarded marks/gra
     in whatever way is most appropriate for teachers and candidates.

     However, the final overall mark for the portfolio must be an assessment of how the coursework grade
     criteria have been met. This final mark must reflect not only the variability in the achievement across
     the different assignments, but also variable performance in the criteria applicable to each assignment.
     Assessment will, therefore, usually involve balancing strengths and weaknesses in the candidate's
     work overall. For this reason, the final mark will not necessarily be a mathematical calculation based
     on marks/grades awarded to individual assignments during the course.

2   The teacher must mark each candidate's portfolio out of a total of 50, in accordance with the criteria
     below.

     The total mark for the portfolio is divided into 40 marks for writing and 10 marks for reading. A single
     mark out of 40 for writing must be given for the quality of the candidate's overall performance in the
     three specified assignments. The mark out of 10 for reading must be given for the candidate's ability
     to demonstrate understanding of the text(s) in the response to the task set for Assignment 3 only.

3   **Internal Moderation**

     When several teachers in a Centre are involved in internal assessments, arrangements must be made
     within the Centre for all candidates to be assessed to a common standard.

     It is essential that within each Centre the marks for each skill assigned within different teaching groups
     (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments
     will then be subject to external moderation.

4   **External Moderation**

     Individual Candidate Record Cards and Coursework Assessment Summary Forms must be received
     by Cambridge no later than 30 April for the June examination and 31 October for the November
     examination along with a sample of the coursework undertaken by the candidates. The samples
     should cover the full ability range and must be selected according to the following criteria:

     (a)   If there are 10 or fewer candidates entered for a coursework component, all the school-based
              assessment that contributed to the final mark for that component will be required.

     (b)   If there are more than 10 candidates entered for the coursework component, all the coursework
              that contributed to the final mark for that component will be required for the number of
              candidates as follows:

number of candidates entered	number of candidates whose work is required
0-10	all candidates
11-50	10
51-100	15
above 100	20

     The accredited teacher responsible for internal standardisation in the Centre for that syllabus
     must select the 10, 15 or 20 candidates covering the **whole** mark range with marks spaced as
     evenly as possible from the top mark to the lowest mark. Where there is more than one teacher
     involved in the marking of the work, the sample must include approximately equal samples of
     the marking of each teacher.

     (c)   CIE may request further samples of candidate's work. The Centre must despatch these as
              soon as the request is received.

ASSESSMENT CRITERIA FOR COMPONENT 4 – COURSEWORK PORTFOLIO

Table A: Grade Descriptions for Writing (assignments 1-3)

Mark Band 1 (36-40)	• Confident and consistent completion of challenging tasks. • Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. • Subject matter is significant and there is authoritative information and apt illustration. Arguments are cogent and developed in a mature, persuasive register. • The sense of audience is strong, giving entertainment to the reader who can read without hindrance. • Candidates write fluently, using appropriate and varied sentence structures and a wide range of attractive vocabulary. • Language errors, if any, are rare and insignificant. • The work is very well structured. Paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.
Mark Band 2 (31-35)	• Frequent merit in the manner of writing and the choice of content. • Candidates describe and reflect upon experience, and analyse with occasional skill what is felt and imagined. They supply frequent detail and use information and illustration to lend credibility to argument or narrative. • Some of the work addresses challenging subject matter and the interest of the reader is generally aroused. • There will be some minor language errors, but sentences are mostly well made and varied, and much of the work is fluent. • Appropriate and varied vocabulary is used. • Paragraphs will show evidence of planning, have unity and are generally linked. • Candidates are in control of the shape and style of the writing.
Mark Band 3 (26-30)	• Competent writing with some development of ideas. • Candidates express clearly what is felt and imagined and supply some detail, explanation, and exemplification for the benefit of the reader. • It is possible for writing with pedestrian but accurately described subject matter to be placed at the lower end of this mark band. However, writing awarded a mark at the top of the range will stand out because of the choice of content, the range of register and vocabulary, and the range and variety of sentence structure. • Candidates sustain ideas and arguments at reasonable length, and their stories have some originality and adventure. • While candidates exercise care over spelling and punctuation, minor language errors may appear quite frequently and a few errors may verge on the serious. They should not, however, interfere with the reading of work that has other, sufficient, strengths. • Paragraphs are used to make the sequence of events or ideas coherent and clear to the reader.
Mark Band 4 (21-25)	• Some development of satisfactory content. • Candidates express with some clarity what is felt and imagined. • There is an obvious attempt to address the topic with relevance, though the outcome may not always show that candidates are able to sustain their ideas. • The use of interesting detail and illustration is somewhat limited. • There are a number of language errors, some of them serious, but meaning is generally clear. • Work may lack liveliness and interest owing to the use of simple sentence constructions or a satisfactory but unexciting range of vocabulary. • Paragraphs are used with some effectiveness.

Table A: Grade Descriptions for Writing (assignments 1-3) – *continued*

Mark Band 5 (16-20)	• Simple work, the meaning of which is not in doubt. • Candidates express intelligibly what is felt and imagined. • The subject matter is communicated satisfactorily to the reader and candidates demonstrate some limited ability to sustain ideas and arguments. • Candidates write in simple vocabulary. • While there may be many language errors, they will not greatly affect meaning. • The work is paragraphed, if not always effectively so, and there is some sense of order.
Mark Band 6 (11-15)	• Generally clear, despite difficulties with expression. • Candidates make an attempt to express what is felt and imagined in simple language and sentence structures. • While language errors and weaknesses of style will be apparent, these will not often seriously impair communication, though there may be 'blurring' from time to time. • Candidates will show at least a partial understanding of paragraphing and structure.
Mark Band 7 (6-10)	• Parts can be followed. • Candidates struggle to express what is felt and imagined in very simple language and with some sense of sentence and overall structure. • Weakness in punctuation, spelling and grammar is persistent, but the reader is able to follow at least part of the writing. • There are unlikely to be more than a few accurate sentences, however simple, in the whole work.
Mark Band 8 (0-5)	• Fails to communicate. • Very simple meanings and experiences are attempted, but most of the work is too inaccurate and blurred to make sense. • An absence of structure leads to further confusion.

Table B: Grade Descriptions for Reading (assignment 3 only)

Mark Band 1 (9-10)	Candidates analyse and evaluate several ideas and details from the text(s), and develop lines of thought. Their own ideas are closely related to the original text(s) and show a good understanding of the main arguments.
Mark Band 2 (7-8)	Candidates respond in detail to ideas from the text(s), explaining them and expressing views on them with varying degrees of effectiveness. There is some reference to details in the original. Their own ideas are based on those of the original text(s).
Mark Band 3 (5-6)	Candidates show some response to the ideas in the text(s), summarising them and giving simple views on them. Their own thinking is relevant, if not always tightly focused on the original text(s).
Mark Band 4 (3-4)	Candidates give a response to the original. Their ideas are relevant to the topic but make only occasional references to individual ideas or details in the original text(s).
Mark Band 5 (1-2)	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
Mark Band 6 (0)	There is no discernible reference to the topic or to the text(s).

INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS (COMPONENT 4 – COURSEWORK PORTFOLIO)

1   A copy of the relevant Individual Candidate Record Card is provided in this Appendix (see next p and should be photocopied by Centres, as required.

2   Complete the information at the head of the form.

3   Mark the coursework assignment for each candidate according to the Mark Scheme provided in this Appendix.

4   **(a)**   Enter a mark for Writing (out of 40) and a mark for Reading (out of 10 – Assignment 3 only) in the appropriate spaces on the Record Card.
     (b)   Complete other sections of the form.

5   Add the marks for Writing and Reading and enter the total mark (out of 50) in the appropriate box on the Record Card (Mark to be transferred to Coursework Assessment Summary Form).

6   **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally**. This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the coursework component at the Centre.

7   Transfer the marks to the First Language Spanish – Component 4, Coursework Portfolio, Coursework Assessment Summary Form, in accordance with the instructions provided in this Appendix.

8   Retain all Individual Candidate Record Cards and samples of coursework as these will be required for external moderation.

Note: These Record Cards are to be used by teachers only for students who have undertaken coursework as part of their IGCSE.

FIRST LANGUAGE SPANISH – Component 4: Coursework Portfolio
Individual Candidate Record Card
IGCSE 2007

Please read the instructions contained in this Appendix and the relevant section of the Handbook for Centres before completing this form.

Centre Number					June/November	2	0	0	7
Centre Name					Teaching Group/Set				
Candidate Number									
Candidate Name									

Assignments 1 (informative/analytical/argumentative) **and 2** (imaginative/descriptive/narrative)

Date of completion	Full title of Assignment	First draft included*
		yes/no (please delete as appropriate)
		yes/no (please delete as appropriate)

Assignment 3**

Date of completion	Full title of Assignment	Brief description of stimulus text(s)	First draft included*
			yes/no (please delete as appropriate)

* A first draft must be included for one of the three Assignments.

** A copy of all texts used for Assignment 3 must be included in the sample sent to the moderator.

Teacher's comments on overall Coursework Portfolio:

Mark for writing (out of 40)	
Mark for reading (out of 10) (Assignment 3 only)	
Total mark (out of 50) to be transferred to Coursework Assessment Summary	

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INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY ~~~~ (COMPONENT 4 – COURSEWORK PORTFOLIO)

1   A copy of the relevant Coursework Assessment Summary Form is provided in this Appendix, should be photocopied by Centres, as required.

2   Complete the information at the head of the form.

3   List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

4   Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:

   (a)   Enter the marks for Reading (out of 40) and Writing (out of 10 – assignment 3 only) in the relevant columns.
   (b)   Enter the total (out of 50) in large figures, in the column headed Total Mark. Please double-check the addition as even small errors create problems.
   (c)   In the column headed 'Internally Moderated Mark' enter the mark (out of 50) awarded *after* internal moderation took place. (Leave blank if not applicable.)

5   Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form and complete and sign the bottom portion.

ARRANGEMENTS FOR EXTERNAL MODERATION

6   University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed mark sheet (MS1).

7   The top copy of the computer-printed mark sheet (MS1) must be despatched in the envelope provided, to arrive as soon as possible at CIE, but no later than 30 April for the June examination and 31 October for the November examination.

8   Send samples of the candidates' work, covering the full ability range, with the corresponding Individual Candidate Record Cards, the Summary Form(s) and the second copy of the computer-printed mark sheet(s) (MS1), to reach CIE by 30 April for the June examination and 31 October for the November examination.

9   Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names on the Summary Form. The size of the coursework sample should be as follows:

number of candidates entered	number of candidates whose work is required
0-10	all candidates
11-50	10
51-100	15
above 100	20

10   Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest.

11   CIE reserves the right to ask for further samples of coursework.

12   Send, with the sample recordings, instructions given to candidates and information as to how internal moderation was carried out.

ST LANGUAGE SPANISH – Component 4: Coursework Portfolio
ırsework Assessment Summary Form
:SE 2007

se read the instructions contained in this Appendix and the relevant section of the Handbook for Centres before completing this form.

| tre Number | | | | | Centre Name | | June/November | 2 | 0 | 0 | 7 |

didate ıber	Candidate Name	Teaching Group/Set	Mark for Writing (max 40)	Mark for Reading (max 10)	Total Mark (max 50)	Internally Moderated Mark (max 50)

ıe of teacher completing this form	Signature		Date
ıe of internal moderator (if applicable)	Signature		Date

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International Examinations

APPENDIX B: COMPONENT 5 –
SPEAKING AND LISTENING (OPTIONAL)

STRUCTURE OF THE EXAMINATION

Part 1: Individual Task (3-4 minutes) 10 marks

e.g. a presentation, a talk, a speech, a monologue

The candidate will talk for about 3-4 minutes on a single topic or theme which has been selected by the candidate prior to the test. The talk should be continuous and there should be no need for the teacher/Examiner to intercede. Teachers/Examiners will only interrupt candidates to ask questions where they show no signs of finishing after about 4½ minutes, or to prompt candidates having obvious difficulty in continuing.

Candidates will be required to show evidence of the ability to prepare and organise material, to show an awareness of audience and to select and employ a range of language devices.

The Individual Task should be lively and interesting and in order to ensure this, candidates should prepare a topic in which they have a personal interest. Candidates may prepare a 'cue card' (about postcard size) to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. A script is not allowed.

Teachers may advise on the suitability of topics, but must not be involved in the preparation of material for the Individual Task.

This part of the test is to be assessed using Table A of the Mark Scheme printed later in this Appendix.

Part 2: Discussion (6-7 minutes) 20 marks

The Individual Task will lead into a conversation with the teacher/Examiner about the candidate's chosen topic. The role of the teacher/Examiner in this conversation will be that of interested and sympathetic participant, allowing the candidate every opportunity both to put views forward and to seek information and the opinions of the teacher/Examiner.

During the delivery of the Individual Task, teachers/Examiners are likely to make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions will be of the 'tell me more about...', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'. When choosing a topic for the Individual Task, candidates should be advised to consider in what ways a conversation about it might develop: if they cannot think of half a dozen meaningful questions they could be asked, it is unlikely to present a fruitful source of discussion.

Candidates should not be made to feel embarrassed about expressing viewpoints that are not those of the teacher/Examiner: the teacher/Examiner may wish to ask questions about those views, but must not be antagonistic towards the candidate.

The teacher/Examiner should normally allow the stipulated length of time for each candidate. Whilst some candidates may dry up after a few minutes, the teacher/examiner should persevere with the conversation so that candidates are given every opportunity to do themselves justice. Teachers/Examiners should be ready to explore another aspect of the topic if candidates are obviously out of their depth. Questions should be rephrased (rather than repeated) in an attempt to continue the dialogue.

Teachers/Examiners should beware of talking too much and candidates being given credit for what the teacher/Examiner has actually said. The onus is on the candidate to show that s/he can converse adequately, but at the same time it is up to the teacher/Examiner to make sure that the candidate is given every opportunity to do so by following up any opening given.

This part of the test is to be assessed using Table B of the Mark Scheme, printed later in this Appendix.

ADMINISTRATIVE ARRANGEMENTS

1 Timetabling

The Speaking & Listening tests take place in the two months before the main examination period (i.e. between 1 March and 30 April for the May/June session and 15 September and 31 October for the November session). Each Centre will decide on a convenient time within this period for its tests.

It is important that dates given for the completion of the Speaking & Listening tests and the despatch of recordings and mark sheets to CIE (see paragraph 7) are adhered to in order to allow sufficient time for moderation.

2 Materials for the Speaking & Listening test

Instructions, Mark Schemes and Working Mark Sheets for the conduct and assessment of the Speaking Test are provided in this syllabus booklet and must be photocopied as required. The Centre must provide its own cassettes (for the recording of the sample for external moderation) and these must be of good quality. Cassette cards will be despatched by CIE approximately two-three weeks before the assessment period. There is no question paper for the Speaking Test.

3 Appointment of Examiner

Each Centre will select its own Examiner. This will usually be a teacher from within the Spanish Department, but could be someone local from outside the Centre. The teacher/Examiner will conduct and assess the test and submit a recorded sample for moderation by CIE. CIE will not be responsible for any fees agreed.

4 Internal moderation

In the interests of standardisation there should be only one teacher/Examiner per Centre. Centres with large numbers of candidates must seek permission to use additional teachers/Examiners from the IGCSE Languages Officer before the start of the examination period. If more than one teacher/Examiner is used, internal moderation must take place at the Centre. This means that the marks awarded to all candidates within a Centre must be brought to a common standard and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Speaking & Listening test at the Centre.

5 Arrangements for External moderation

Each teacher/Examiner will be required to record a sample of candidates from each Centre at which he or she examines. The number of candidates in the sample must be as follows:

(a) If there are fewer than 6 candidates entered for the Speaking & Listening test, recordings of the complete tests of **all** the candidates at the Centre will be required.

(b) If there are 6 or more candidates entered for the Speaking & Listening test, recordings of the complete tests of **6** candidates will be required.

The sample should cover the full ability range and candidates should be spread as evenly as possible across the range of marks (2 good, 2 middling, 2 weak). If there is a large range of marks, teachers/examiners should be especially careful to send tests spread across the range, not just the top 2, middle 2 and bottom 2. This will enable the Moderator to check accurately the standard of assessment. Where more than one teacher/examiner is involved in the conduct and marking of the tests, the teacher responsible for internal standardisation must select the 6 recordings to send in the sample, ensuring that approximately equal samples of the marking of each teacher are included.

The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (paragraph 9). The recording must be sent to CIE together with the Moderator copy of the completed MS1 and a copy of the completed Oral Examination Summary Form (see paragraphs 6 and 7).

6 **Two mark sheets are provided:**

(a) One mark sheet (the Oral Examination Summary Form) is intended as a working docu which the marks for each section of the test are to be entered in detail as specified Marking Instructions. Be very careful to check all additions.

(b) The total marks should then be transferred to the Internal Assessment Mark Sheet (MS1).

7 **Despatch and return of mark sheets and recorded sample**

(a) Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for receipt by CIE of these items is 15 May for the June examination and 15 November for the November examination. Do not wait until the end of the assessment period before despatching them.

(b) **(i)** The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.

(ii) The Moderator copy of the completed Internal Assessment Mark Sheet (MS1), a copy of the completed Oral Examination Summary Form and the recorded sample must be sent to reach CIE by no later than 15 May for the June examination and 15 November for the November session.

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

8 **Arrangements for the examination**

(a) Examination conditions must prevail in the area where the examination takes place. Adequate supervision should be provided to ensure that candidates leaving the interview room do not communicate with those waiting to enter. Candidates may bring with them into the examination room a 'cue card' (about postcard size) to remind them of the main points they wish to make. Candidates may also bring with them a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. Candidates are not allowed to have a script, nor are they allowed to consult dictionaries.

(b) Requests for special consideration for candidates with specific problems must be made on the Special Consideration forms supplied in the Handbook for Centres and returned to CIE as indicated.

(c) Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/Examiner, the Moderator, or an Officer from CIE.

(d) As teacher/Examiner you should be positioned so that you will be facing the candidates when they enter the room, with a table between you and the candidates. Please do not allow candidates to sit in a position where they can see what you are writing on the mark sheets as this can be distracting.

A good teacher/Examiner will try to put candidates at their ease and send a candidate out of the examination smiling, no matter how good or bad the performance has been. The use of expressions such as 'very good', which a candidate may interpret as comments on performance, should however be avoided.

(e) Other recommendations: do not walk about or distract candidates in any way (e.g. by doodling or fiddling with papers); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

9 **Recording of candidates**

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

Cassette recorders must be used. The cassette recorder and the cassette(s) to be used tested in situ some time before the actual test, ideally with one of the candidates. It is esse new unrecorded cassettes are used. These must be supplied by the Centre. Where possib advisable to use a cassette recorder with external microphones so that separate microphones ca used for the candidate and the teacher/Examiner. If only one microphone is used, it should be place facing the candidate. With a softly-spoken candidate, the microphone should be placed nearer to the candidate before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

The recording should begin at the start of side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each cassette, the teacher/Examiner states 'no further recordings on this side'.

Each cassette should be introduced by the teacher/Examiner as follows:

'Centre Number e.g. ES215
Centre Name e.g. King's College Madrid
Examination Number 0502
Examination Name First Language Spanish
Name of Examiner e.g. Mr A López
Date e.g. March 2nd 2007'

Each candidate should be introduced by the teacher/Examiner as follows:

'Candidate Number e.g. 047
Candidate Name e.g. Ana Bustamante'

At the end of the sample, please state 'end of sample'.

Once a test has begun, the cassette should run without interruption. On no account should you stop and re-start the cassette during a test.

The contents of each cassette should be clearly labelled.

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1.

10 **Carry forward of Speaking and Listening result**

It is **not** possible for a component result in this optional Speaking and Listening test to be carried forward to a re-take of the syllabus.

MARK SCHEME: COMPONENT 5 SPEAKING & LISTENING (OPTIONAL)

Marking: General Principles

1   You are encouraged to use the full range of marks, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.

2   The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.

3   Above all else, be consistent in your marking. If you are unsure of the mark to award, err on the side of generosity. CIE's external moderation process allows for adjustments to be made to consistently harsh or generous marking.

Table A: Grade Descriptions for Component 5, Part 1 – Individual Task (10 marks)

Mark Band 1 **9-10 marks**	Full and well organised use of content; lively delivery sustaining audience in[...] employs a wide range of language devices (e.g. tone, irony, emphasis) accurately [...] sometimes eloquently.
Mark Band 2 **7-8 marks**	Sound use of content; delivery may occasionally be stilted, but audience interest is generally maintained; employs a good range of language devices soundly.
Mark Band 3 **5-6 marks**	Adequate use of content; delivery is secure but pedestrian ensuring audience attention; language devices are used safely.
Mark Band 4 **3-4 marks**	Content is thin or perhaps inconsistently used; delivery is not secure, resulting in some loss of audience interest; limited employment of language devices with some inaccuracy.
Mark Band 5 **1-2 marks**	Content is mostly undeveloped and/or very thin; delivery is weak and the audience is generally lost; not able to employ language devices or devices employed with serious error.
Mark Band 6 **0 marks**	Fails to meet the above criteria.

Table B: Grade Descriptions for Component 5, Part 2 – Discussion (20 marks)

	Speaking		**Listening**
Mark Band 1 **9-10 marks**	Extends the subject matter and elicits responses from the listener; speaks on equal terms with the listener. Employs a wide range of language devices accurately and sometimes eloquently.	**Mark Band 1** **9-10 marks**	Responds fully to questions and develops prompts; deals confidently and sometimes enthusiastically with alterations in the direction of the conversation.
Mark Band 2 **7-8 marks**	Subject matter is organised and expressed competently; attempts to speak on equal terms with the listener but with a varying degree of success. Employs a good range of language devices soundly.	**Mark Band 2** **7-8 marks**	Responds appropriately and in some detail to questions and prompts; deals appropriately with most of the alterations in the directions of the conversation.
Mark Band 3 **5-6 marks**	Deals with the subject matter adequately; the listener is generally but not always prominent. Language devices are used safely.	**Mark Band 3** **5-6 marks**	Responds to questions adequately but deals less effectively with prompts; alterations in the direction of the conversation are occasionally dealt with.
Mark Band 4 **3-4 marks**	There is evidence of some sequencing of ideas relating to the subject matter but only inconsistently so; accepts that the listener is in full control of the conversation. Limited employment of language devices with some inaccuracy.	**Mark Band 4** **3-4 marks**	Provides limited response to the questions and struggles with developing prompts; tends to maintain the direction of the conversation.
Mark Band 5 **1-2 marks**	Simple facts and ideas are expressed with generally unsuccessful attempts at organisation; is barely capable of engaging in a two-way conversation. Not able to employ language devices or devices employed with serious error.	**Mark Band 5** **1-2 marks**	Responds simply or is unable to respond to questions or prompts; cannot recognise alterations in the direction of the conversation.
Mark Band 6 **0 marks**	Fails to meet the above criteria.	**Mark Band 6** **0 marks**	Fails to meet the above criteria.

COMPLETING THE ORAL EXAMINATION SUMMARY FORM (COMPONENT 5 – S... LISTENING)

1   A copy of the Oral Examination Summary Form is provided in this Appendix (see next page), should be photocopied by Centres, as required.

2   Complete the information at the head of the form.

3   List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (i.e. in candidate index number order, where this is known). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.

4   **(a)**   Enter the marks for the Individual Task and the Discussion (Speaking and Listening) in the relevant columns.

    (b)   Add the marks and enter the total (out of 30) in large figures, in the column headed 'Total Mark'. Please double-check the addition as even small errors create problems.

    (c)   In the column headed 'Internally Moderated Mark' enter the mark (out of 30) awarded after internal moderation took place. (Leave blank if not applicable.)

5   Both the teacher/examiner completing the form and, where applicable, the internal moderator(s) must check the form and complete and sign the bottom portion.

ARRANGEMENTS FOR EXTERNAL MODERATION (COMPONENT 5 – SPEAKING & LISTENING)

6   University of Cambridge International Examinations (CIE) sends a computer-printed mark sheet (MS1) to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Oral Examination Summary Form to the computer-printed mark sheet (MS1).

7   The top copy of the computer-printed mark sheet (MS1) must be despatched in the envelope provided, to arrive at CIE by no later than 15 May for the June examination and 15 November for the November examination.

8   Record a sample of the candidates' work as specified in this Appendix, and send the recordings, with a copy of the Summary Form and the second copy of the computer-printed mark sheet (MS1), to arrive at CIE by 15 May for the June examination and 15 November for the November examination. Once the Speaking & Listening tests have been completed, do not wait until the end of the assessment period before despatching these items.

9   Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names on the Summary Form. The size of the Speaking & Listening test sample should be as follows:

    (a)   If there are fewer than 6 candidates entered for the Speaking & Listening test, recordings of the complete tests of **all** the candidates at the Centre will be required.

    (b)   If there are 6 or more candidates entered for the Speaking & Listening test, recordings of the complete tests of **6** candidates will be required.

10   Where more than one teacher is involved in marking the Speaking & Listening tests, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest.

11   Send, with the sample recordings, information as to how internal moderation was carried out.

FIRST LANGUAGE SPANISH – Component 5: Speaking and Listening

Internal Examination Summary Form

IGCSE 2007

Please read the instructions printed in this Appendix before completing this form.

Centre Number | | | | **Centre Name** | | **June/November** | **2** | **0** | **0** | **7**

Candidate Number	Candidate Name	Teaching Group/Set	Individual Task (max 10)	Discussion		Total Mark (max 30)	Internally Moderated Mark (max 30)	For External Moderator's Use
				Speaking (max 10)	Listening (max 10)			

Name of teacher/examiner completing this form _____ Signature _____ Date _____

Name of internal moderator (if applicable) _____ Signature _____ Date _____

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