

# SYLLABUS

## Cambridge International AS and A Level

This booklet covers syllabuses for A Level, AS Language, AS Literature and AS First Language in the specified languages

<b>Afrikaans</b>	<b>8679, 8779, 9679</b>
<b>French</b>	<b>8670, 8682, 9716</b>
<b>German</b>	<b>8683, 9717</b>
<b>Portuguese</b>	<b>8672, 8684, 9718</b>
<b>Spanish</b>	<b>8665, 8673, 8685, 9719</b>

For examination in 2016

### Changes to syllabus for 2016

This syllabus has been updated, but there are no significant changes.

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# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

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

## Support for teachers

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

## Support for exams officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

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

## 1.2 Why choose Cambridge International AS and A Level?

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

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects, and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

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

Cambridge International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

## Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge International AS and A Level Afrikaans, French, German, Portuguese, Spanish?

Cambridge International AS and A Levels in languages other than English are accepted by universities and employers as proof of linguistic ability and understanding. Successful language students gain lifelong skills, including:

- the ability to communicate confidently and clearly in the target language
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where the language is spoken
- better integration into communities where the language is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.

## Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE assessment/course or equivalent in Afrikaans/French/German/Portuguese/Spanish.

## Progression

A Cambridge International A Level in a language provides a suitable foundation for the study of languages or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in languages, or as part of a course of general education.

A Cambridge International AS Level in a language provides a suitable foundation for the study of the language at Cambridge International A Level and thence for related courses in higher education. Depending

on local university entrance requirements, it may permit or assist progression directly to university courses in languages or some other subjects. It is also suitable for candidates intending to pursue careers or further study in languages, or as part of a course of general education.

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts as a single-credit qualification within the Cambridge AICE Diploma award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

Afrikaans, French, German, Portuguese and Spanish are in Group 2.

Credits gained from Cambridge AS Level Global Perspectives (8987) or Cambridge Pre-U Global Perspectives and Independent Research (9766) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/qualifications/academic/uppersec/aice](http://www.cie.org.uk/qualifications/academic/uppersec/aice)

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

## 1.5 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/alevel** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

### 2.2 Resource lists

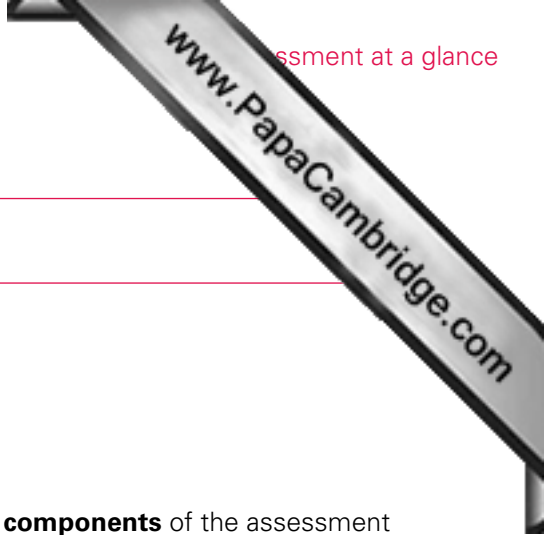
We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs, etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

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





### 3. Assessment at a glance

Centres and candidates can choose to take an assessment at either

- Advanced (A) Level or
- Advanced Subsidiary (AS) Level.

Candidates wishing to take a Cambridge International A Level must take **all components** of the assessment in the **same** examination series. It is not possible for candidates to follow a staged assessment of these qualifications. Centres can offer an AS qualification either as a stand-alone assessment, or as a means of testing candidates' skills and competence before they enter for the Cambridge International A Level exam. See Section 6 for an outline of the components.

**Note:** The use of dictionaries is not permitted in any assessment.

#### 3.1 Availability

Note: Not all qualifications are available in all languages.

	A Level	AS Language	AS Literature	AS First Language	Examined in
<b>Afrikaans</b>	9679	8679	n/a	8779	November
<b>French</b>	9716	8682	8670	n/a	June and November
<b>German</b>	9717	8683	n/a	n/a	November
<b>Portuguese</b>	9718	8684	8672	n/a	June
<b>Spanish</b>	9719	8685	8673	8665	June and November

These syllabuses are available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge website [www.cie.org.uk](http://www.cie.org.uk) for the latest information before beginning to teach these syllabuses.

## 3.2 Scheme of assessment summary

Where a component is common to two or more qualifications, grading of each qualification is carried out separately.

	Component 1 Speaking Test		Component 2 Reading and Writing		Component 3 Essay		Component 4 Texts	
	duration	weighting	duration	weighting	duration	weighting	duration	weighting
<b>A Level</b> (compulsory Speaking Test <sup>1</sup> )	20 mins	20%	1 hour 45 mins	35%	1 hour 30 mins	15%	2 hours 30 mins	30%
<b>A Level Afrikaans</b> (optional Speaking Test <sup>2</sup> )	20 mins	none	1 hour 45 mins	45%	1 hour 30 mins	20%	2 hours 30 mins	35%
<b>AS Language</b> (compulsory Speaking Test <sup>1</sup> )	20 mins	29%	1 hour 45 mins	50%	1 hour 30 mins	21%	—	—
<b>AS Language Afrikaans</b> (optional Speaking Test <sup>2</sup> )	20 mins	none	1 hour 45 mins	70%	1 hour 30 mins	30%	—	—
<b>AS First Language</b>	—	—	1 hour 45 mins	50%	—	—	2 hours 30 mins	50%
<b>AS Literature</b>	—	—	—	—	—	—	2 hours 30 mins	100%

- <sup>1</sup> The compulsory Speaking Test (French, German, Portuguese and Spanish only) contributes to candidates' overall grade. Where candidates perform to the appropriate standard, certificates will record whether a Distinction, Merit or Pass was achieved in the Speaking Test.
- <sup>2</sup> The optional Speaking Test (Afrikaans only) does not contribute to candidates' overall grade. Where candidates perform to the appropriate standard, certificates will record whether a Distinction, Merit or Pass was achieved in the Speaking Test.

### 3.3 Combining these with other syllabuses

Candidates may combine the syllabuses in this booklet in an examination series with any other Cambridge syllabus except syllabuses with the same title at the same level.

In addition, where a component contributes to different awards, candidates may not take more than one of those awards in the same examination series:

- Cambridge International A Level candidates may **not** take a Cambridge International AS Level qualification in the same language in the same series
- Cambridge International AS Level candidates may **not** take the Cambridge International A Level qualification in the same language in the same series
- AS First Language candidates may **not** take AS Literature or AS Language in the same language in the same series
- AS Language candidates may **not** take AS First Language in the same language in the same series
- AS Literature candidates may **not** take AS First Language in the same language in the same series.

Note: Candidates **may** take AS Language and AS Literature in the same language in the same series.

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## 4. Syllabus aims and assessment objectives

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### 4.1 Syllabus aims

Cambridge International AS and A Level syllabuses in languages other than English aim to:

- develop the ability to understand a language from a variety of registers
- enable students to communicate confidently and clearly in the target language
- form a sound base of skills, language and attitudes required for further study, work and leisure
- develop insights into the culture and civilisation of the countries where the language is spoken, including the study of literary texts where appropriate (this does not apply to AS Language qualifications)
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
- support intellectual and personal development by promoting learning and social skills.

### 4.2 Assessment objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

- understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- select information and present it in the target language
- organise arguments and ideas logically.

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## 5. Topic areas

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All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where the language is spoken. More guidance on the topic areas is given in Section 7.

- Human relationships
- Family
- Generation gap
- Young people
- Patterns of daily life
- Urban and rural life
- The media
- Food and drink
- Law and order
- Religion and belief
- Health and fitness
- Work and leisure
- Equality of opportunity
- Employment and unemployment
- Sport
- Free time activities
- Travel and tourism
- Education
- Cultural life/heritage
- War and peace
- The developing world
- Scientific and medical advances
- Technological innovation
- Environment
- Conservation
- Pollution
- Contemporary aspects of the country or countries where the language is spoken

## 6. Description of components

### 6.1 Component 1: Speaking Test

**20 minutes, 100 marks**

There is no question paper for the Speaking Test.

This component description should be read in conjunction with Section 8 (Mark Schemes), and Section 9 (Administrative guidance on the Speaking Test).

Centres/Ministries must appoint a local examiner to conduct the Speaking Test, and must notify Cambridge of the examiner's name and qualifications using form NOE which may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). Cambridge must be notified of any subsequent changes to this information as soon as possible.

It is important that the timings listed for the individual parts of the test are adhered to, within the tolerances given.

#### Section 1: Presentation

**No more than 3½ minutes, 20 marks**

The candidate gives a presentation, lasting about three minutes, on a specific topic taken from one of the topic areas listed in Section 5.

The presentation **must** demonstrate the candidate's knowledge of the contemporary society or cultural heritage of a country where the target language is spoken. Candidates who do not do this will have their mark for Content/Presentation halved (see Section 8, Mark Schemes). There must not be a close relationship between the subject matter of the presentation and the texts studied for Component 4. Centres wanting further advice on acceptable subject matter should contact the Cambridge Languages Group.

The candidate should be able to present relevant facts, express opinions and hypotheses, and put forward points for discussion.

Ideally, the candidate should prepare a topic in which they have a personal interest, aiming to give a lively and interesting presentation. Candidates may prepare a 'cue card' (such as a postcard) in the target language 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, such as maps, diagrams, statistics, pictures or short articles.

**A script of the presentation is not allowed.**

Examiners will only interrupt candidates to ask questions if the presentation shows no sign of finishing after 3½ minutes, or to prompt a candidate having obvious difficulty in continuing with their presentation.

## Section 2: Topic conversation

**7–8 minutes, 40 marks**

The presentation will lead into a conversation about the chosen topic. During the presentation, the examiner can 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, examiners will use open-ended questions (such as 'tell me more about...'; 'why...?'; 'how...?'), rather than closed questions which may be answered by 'yes/no'. When choosing a topic, candidates should consider how the subsequent conversation might develop: if they cannot think of six or more possible questions that the examiner could ask, the topic is unlikely to be a fruitful source of discussion.

The examiner will encourage the candidate to contribute as much as possible to the conversation. As part of this, the candidate is required to seek information from and the opinions of the examiner, and must be given every opportunity to do so (see Section 8, Mark Schemes).

## Section 3: General conversation

**8–9 minutes, 40 marks**

At the end of the Topic conversation the examiner will announce the transition to the General conversation.

This section begins with fairly straightforward questions about the candidate's background and interests, and moves quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate's interests and the subject of the presentation: for example, it would not be appropriate to continue talking about the environment if the candidate has already chosen to discuss ecology for the topic.

Candidates should be able to discuss some matters of current interest, though examiners should not expect candidates to be well informed on all matters of serious contemporary concern. If the candidate seems unresponsive, the examiner will try a change of topic.

For example, the examiner might begin this section with questions such as 'How do you spend your spare time?', leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate's interests, but open-ended questions beginning with 'why...?', 'how...?', or 'what do you think about...?' will give the candidate more scope in their responses.

Each 'starter' question could, depending on the reaction of the candidate, lead away from factual matters towards more abstract areas, for example:

- 'How long have you lived here?' could lead on to 'What do you think of the area?' → 'What would attract people to the area/make them leave it?' → 'What would be your ideal place to live and why?'
- 'What subjects are you studying?' → 'What do you think of the way you've been taught?' → 'How could it be improved?' → discussion of school/education system, comparison with other countries.

The General Conversation section might develop as follows:

• 'What do you do in your spare time?'	
<p>Answer: 'Sport'</p> <p>Supplementary questions – taking part?/ watching?/team/individual?</p> <p>→ Why?</p> <p>This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams.</p> <p>→ Feelings of nationalism/nationality; drugs in sport etc, all according to the responses of the candidate. Any of these areas of discussion could lead to violence in sport → society, the need for government intervention/control → politics etc.</p>	<p>Answer: 'Watch TV'</p> <p>Supplementary questions – what sort of programmes/news?</p> <p>This might develop along the lines of whether the news is unbiased/censorship in general.</p> <p>→ Films? what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.</p> <p>Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc.</p>

Reference may be made to a candidate's reading but candidates must not be examined in detail on the content of any set books. Questions will act as stepping-stones to the discussion of wider issues.

Candidates must seek information and opinions from the examiner, and should be given every opportunity to do so (see Section 8, Mark Schemes).

The General Conversation section might only cover two or three topic areas, possibly more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination (when given every opportunity to do so) cannot expect a high mark.

**Important note:**

It is intended that both conversation elements will be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material since Cambridge's moderators are advised to penalise candidates who do so. Equally, teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of speaking tests (e.g. pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with Cambridge's Malpractice procedures.



## 6.2 Component 2: Reading and Writing

**1 hour 45 minutes, 70 marks**

Two passages in the target language are set which deal with related themes.

Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. The target language will be used for all questions and answers.

The passages will have been written during the last twenty years, and will reflect the international scene. In addition:

- the two passages, taken together, will not exceed 750 words
- on the first passage, two tests (5 marks each) will cover vocabulary recognition and grammatical manipulation. These will be followed by a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- on the second passage, there will be a series of comprehension questions (15 marks for Content and 5 marks for Quality of Language)
- the last question will require candidates to write about 140 words, drawing information from both passages and adding their own opinions, (10 marks for information drawn from the passages, 5 marks for personal response to the material, and 5 marks for Quality of Language).

## 6.3 Component 3: Essay

**1 hour 30 minutes, 40 marks**

A list of five topics, selected from the topic areas in Section 5, is published annually in the syllabus, and changes every year. A question will be set on each of the five topics; candidates choose **one** question and write an essay in the target language of 250–400 words. Of the 40 marks available, 24 are for the Quality of the Language and 16 for the Content (see Section 8, Mark Schemes).

### Set topics for 2016:

- 1 Young people
- 2 The media
- 3 Education
- 4 Technological innovation
- 5 Environment

## 6.4 Component 4: Texts

**2 hours 30 minutes, 75 marks**

Candidates answer **three** questions in the target language. Each question must be on a different text, taken from the list in Section 6.5. The list is divided into two sections: candidates must choose at least one text from each section.

Each question is marked out of 25. Candidates are advised to write between 500 and 600 words. Candidates who write more than 600 words will not be placed higher than the 16–17 category for that answer (see Section 8, Mark Schemes).

Unannotated set texts may be taken into the examination room. These texts must not have been written in or marked in any way. Where any Editors' Notes appear at the beginning or end of a set text, these must be separated off with an elastic band.

### Section 1

Candidates are given a choice of two questions for each text.

For each text in this section there will be an extended passage taken from the text followed by either a single question or a number of short questions. This will not be a context passage (the location of the passage is given) but a stimulus to allow candidates to bring a focus to their answer. Candidates are asked to comment on particular aspects of the passage and/or to indicate how the passage reflects the book as a whole.

The alternative question will be an essay question, similar to those in Section 2.

### Section 2

For each text there is a choice of two questions focusing on issues central to the text. Candidates are expected to display detailed knowledge of the text and to show some awareness of how the author conveys the message of the work.



## 6.5 Set texts for 2016

Afrikaans	
<p><b>Section 1</b></p> <p>1 *<i>Die kremetartekspedisie</i>, Wilma Stockenström</p> <p>2 *<i>Roepman</i>, Jan van Tonder</p> <p>3 *<i>Fiela se kind</i>, Dalene Matthee</p>	<p><b>Section 2</b></p> <p>4 <i>Die kwart-voor-sewe-lelie</i>, Eleanor Baker</p> <p>5 *<i>Mis</i>, Reza de Wet</p> <p>6 *<i>Raka</i>, N.P. van Wyk Louw</p>

\* To be set again in 2017

French	
<p><b>Section 1</b></p> <p>1 *<i>Le Malade imaginaire</i>, Molière</p> <p>2 *<i>Thérèse Raquin</i>, Émile Zola (the novel, not the play)</p> <p>3 *<i>L'Alouette</i>, Jean Anouilh</p> <p>4 <i>Moderato Cantabile</i>, Marguerite Duras</p>	<p><b>Section 2</b></p> <p>5 <i>Les Caves du Vatican</i>, André Gide</p> <p>6 <i>Les Justes</i>, Albert Camus</p> <p>7 <i>Les Belles Images</i>, Simone de Beauvoir</p> <p>8 <i>La Vie devant soi</i>, Romain Gary</p>

\* To be set again in 2017

German	
<p><b>Section 1</b></p> <p>1 *<i>Die Entdeckung der Currywurst</i>, Uwe Timm</p> <p>2 *<i>Fundbüro</i>, Siegfried Lenz</p> <p>3 <i>Die Verwandlung</i>, Franz Kafka</p>	<p><b>Section 2</b></p> <p>4 *<i>Die Vermessung der Welt</i>, Daniel Kehlmann</p> <p>5 *<i>Weiter leben: Eine Jugend</i>, Ruth Klüger</p> <p>6 <i>Kurzgeschichten</i>, Wolfgang Borchert The following short stories are to be studied: <i>Radi</i>, <i>Die Küchenuhr</i>, <i>Das Brot</i>, <i>Nachts schlafen die Ratten doch</i>, <i>Die drei dunklen Könige</i>, <i>Unser kleiner Mozart</i>, <i>Bleib doch, Giraffe</i>, <i>Mein bleicher Bruder</i>, <i>Die Katze war im Schnee erfroren</i>, <i>Vielleicht hat sie ein rosa Hemd</i></p>

\* To be set again in 2017

## Portuguese

## Section 1

- 1 \* *Memorial do Convento*, José Saramago
- 2 *Uma Abelha na Chuva*, Carlos de Oliveira
- 3 \* *Bom dia camaradas*, Ondjaki (Ndalú de Almeida)

## Section 2

- 4 \* *As três Marias*, Rachel de Queiroz
- 5 \* *O Delfim*, José Cardoso Pires
- 6 *O Alegre Canto da Perdiz*, Paulina Chiziane

\* To be set again in 2017

## Spanish

## Section 1

- 1 *Pedro Páramo*, Juan Rulfo
- 2 \* *Peribáñez y el Comendador de Ocaña*, Lope de Vega
- 3 *Ficciones*, Jorge Luis Borges
- 4 \* *Las bicicletas son para el verano*, Fernando Fernán Gómez

## Section 2

- 5 \* *El coronel no tiene quien le escriba*, Gabriel García Márquez
  - 6 \* *Eva Luna*, Isabel Allende
  - 7 *Bodas de sangre*, Federico García Lorca
  - 8 \* *En las orillas del Sar*, Rosalía de Castro.
- The following poems are to be studied. The title or first line of each poem is given. These are taken from the first edition of the collection (1884). Poems which are published in groups are listed together.

Orillas del Sar

Los unos altísimos / Era apacible el día / Una luciérnaga entre el musgo brilla / Adivínase el dulce y perfumado / Candente está la atmósfera / —Detente un punto, pensamiento inquieto / Moría el sol, y las marchitas hojas / Del rumor cadencioso de la onda

Margarita

Los tristes

Los robles

Alma que vas huyendo de ti misma / Cuando recuerdo del ancho bosque / Del antiguo camino a lo largo / Ya duermen en su tumba las pasiones / Creyó que era eterno tu reino en el alma / Ya siente que te extingues en tu seno  
¡Jamás lo olvidaré!...De asombro llena  
¡Volved!

Camino blanco, viejo camino / Aún parece que asoman, tras del Miranda altivo / Cerrado capullo de pálidas tintas / En sus ojos rasgados y azules / Fue cielo de su espíritu, fue sueño de sus sueños / —Te amo...¿por qué me odias? / Nada me importa, blanca o negra mariposa / Muda la luna y como siempre pálida / Nos dicen que se adoran la aurora y el crepúsculo / Una sombra tristísima, indefinible y vaga

(continued on next page)

	<p>Las canciones que oyó la niña                  La canción que oyó en sueños el viejo                  En mi pequeño huerto                  Santa Escolástica                  A la luna                  Las campanas                  Aún otra amarga gota en el mar sin orillas /                  En incesante encarnizada lucha / Glorias hay                  que deslumbran cual deslumbra / ¡Oh gloria!,                  deidad vana cual todas las deidades</p>
--	--

\* To be set again in 2017

## 7. Topic areas: further guidance

Teachers can explore the topic areas **in any way they choose**. The following examples (which are not prescriptive) are a useful guide to planning courses. All these suggestions, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where the language is spoken.

### **Human relationships – family – generation gap – young people**

- family activities; new patterns of family relationships; the status of the elderly and responsibility for their care
- generation gap; conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment
- young people; young people and their peer group; young people as a target group for advertisers and politicians

### **Patterns of daily life – urban and rural life – the media – food and drink – law and order – religion and belief – health and fitness**

- daily routine; school; the individual's way of life; living conditions
- advantages and disadvantages of urban and rural life; transport and communications; shopping; housing
- the role and influence of the media; the power of advertising
- healthy eating; fast-food; national traditions of eating and drinking
- violence and crime; drug-related crime; the role of the police; law-enforcement
- the place of religion in society; attitudes to religious belief; patterns of attendance; religious minorities
- healthy living; exercise; dieting; drugs; health care provision; stress; AIDS

### **Work and leisure – equality of opportunity – employment and unemployment – sport – free time activities – travel and tourism – education – cultural life/heritage**

- women in society and in the workforce; equality of opportunity for minority groups
- preparation for work and job opportunities; career plans; qualifications and job routines; plight of the unemployed, areas of high unemployment; demise of traditional industries; possible solutions, immigrant workers
- individual and team sports; amateur and professional sport
- value of leisure; balance between leisure and work; planning leisure time
- tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel
- education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations
- the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation

### **War and peace – the developing world**

- conflicts in the world: ethnic, religious, ideological
- problems of developing countries; future trends

**Medical advances – scientific and technological innovation**

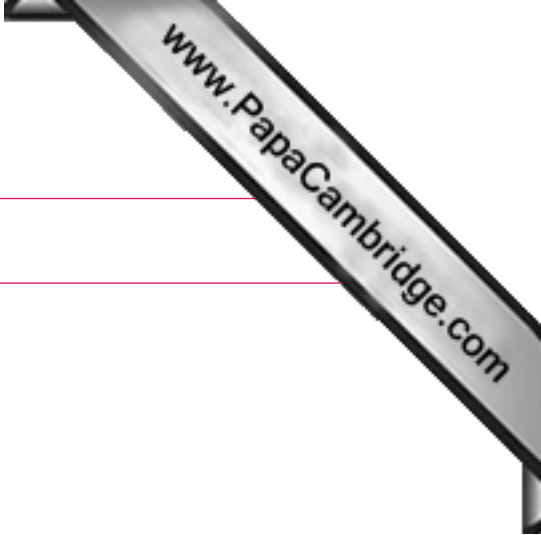
- advances in the treatment of disease; ethical issues of medical and other technologies
- cloning; genetic modifications; modern communications systems

**Environment – pollution – conservation**

- the individual in his/her surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness
- global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications
- saving endangered species and landscapes

**Contemporary aspects of the country/ies where the language is spoken**

- e.g. political, regional, social issues



## 8. Mark schemes

### 8.1 Component 1: Speaking Test

#### Section 1: Presentation (20 marks)

- Content and Presentation – 10 marks
- Pronunciation and Intonation – 5 marks
- Language – 5 marks

Candidates who make no specific reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for Content and Presentation halved.

<b>Content and Presentation</b> <i>Knowledge of facts; ability to express opinions and raise issues for discussion.</i>		<b>Pronunciation and Intonation</b>		<b>Language</b>	
<b>9/10</b>	Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	<b>5</b>	Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	<b>5</b>	Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
<b>7/8</b>	Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	<b>4</b>	Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	<b>4</b>	Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
<b>5/6</b>	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	<b>3</b>	A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	<b>3</b>	May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
<b>3/4</b>	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	<b>2</b>	Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	<b>2</b>	Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
<b>0/1/2</b>	Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	<b>0/1</b>	Very poor; many gross errors; frequently incomprehensible.	<b>0/1</b>	Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.



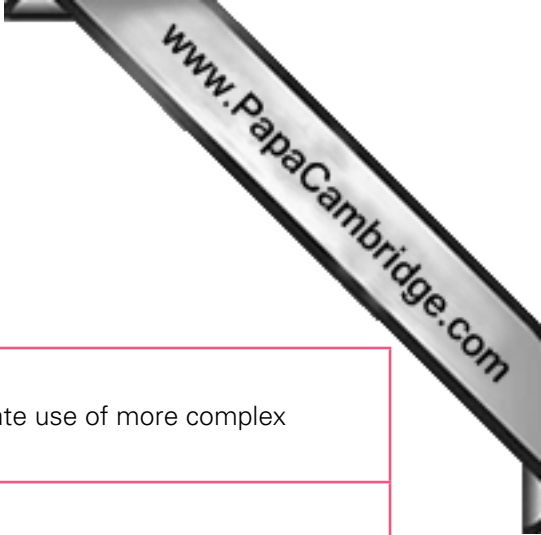
## Section 2: Topic Conversation (40 marks) and Section 3: General Conversation (40 marks)

- Comprehension and Responsiveness – 10 marks
- Accuracy – 10 marks
- Feel for the Language – 10 marks
- Range of vocabulary and structures
- Providing Information and Opinions – 5 marks
- Seeking Information and Opinions – 5 marks

Comprehension & Responsiveness	Accuracy	Feel for the Language
<b>9–10 Very good</b> No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.	<b>9–10 Very good</b> Consistently accurate. Only occasional minor slips.	<b>9–10 Very good</b> Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
<b>7–8 Good</b> Few problems of comprehension. Responds thoughtfully, and copes fairly well with unexpected questions. Reasonably forthcoming but tends to follow Examiner's lead.	<b>7–8 Good</b> Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	<b>7–8 Good</b> Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
<b>5–6 Satisfactory</b> Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. <b>OR</b> Relies heavily on prepared responses.	<b>5–6 Satisfactory</b> Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	<b>5–6 Satisfactory</b> Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
<b>3–4 Weak</b> Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	<b>3–4 Weak</b> Generally inaccurate use of the language.	<b>3–4 Weak</b> Has scant feeling for the idiom. Generally translates literally from the mother tongue.
<b>0–2 Poor</b> Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	<b>0–2 Poor</b> No grasp of grammatical accuracy. Errors constant and repeated.	<b>0–2 Poor</b> Has no feeling for the foreign target language.

Range of vocabulary and structures	
Providing Information and Opinions	Seeking Information and Opinions*
<b>5 Very good</b> Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	<b>5 Very good</b> More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
<b>4 Good</b> Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	<b>4 Good</b> Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
<b>3 Satisfactory</b> Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	<b>3 Satisfactory</b> Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
<b>2 Weak</b> Severe limitations of vocabulary and structures restrict discussion to a very basic level.	<b>2 Weak</b> Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
<b>0–1 Poor</b> Very restricted vocabulary. Only simple sentences and no variety of structure.	<b>0–1 Poor</b> Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

\* In the case of candidates who do not ask any questions by the end of the Topic Conversation, Examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted.



## 8.2 Component 2: Reading and Writing

### Quality of Language – Accuracy (Questions 3, 4 and 5)

<b>5</b>	<b>Very good</b> Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).
<b>4</b>	<b>Good</b> Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements in spite of lapses. Some capacity to use accurately more complex structures.
<b>3</b>	<b>Sound</b> Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.
<b>2</b>	<b>Below average</b> Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.
<b>0–1</b>	<b>Poor</b> Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

#### Additional marking guidance for Quality of Language – questions 3 and 4

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for Content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for Content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for Content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2–3	1
4–5	2
6–7	3
8–14	4
15	5

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Quality of Language marks only if 0 Content marks).

## Response to the passage (Question 5)

This should be marked as a mini-essay according to the variety and interest of the opinions and views expressed, the candidate's response to the original text stimulus, and their ability to express a personal point of view. Additional guidance on marking specific questions will be given to examiners.

**5 Very good**

Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.

**4 Good**

Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.

**3 Sound**

A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.

**2 Below average**

Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.

**0-1 Poor**

Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the text. Repeated error.

### 8.3 Component 3: Essay

Language (24 marks)	Content (16 marks)
<p><b>21–24 Very good</b> Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.</p>	<p><b>14–16 Very good</b> Detailed, clearly relevant and well illustrated; coherently argued and structured.</p>
<p><b>16–20 Good</b> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.</p>	<p><b>11–13 Good</b> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.</p>
<p><b>10–15 Adequate</b> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.</p>	<p><b>7–10 Adequate</b> Some knowledge, but not always relevant; a more limited capacity to argue.</p>
<p><b>5–9 Poor</b> Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.</p>	<p><b>3–6 Poor</b> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.</p>
<p><b>0–4 Very poor</b> Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.</p>	<p><b>0–2 Very poor</b> Vague and general, ideas presented at random.</p>

## 8.4 Component 4: Texts

Candidates must write their answers in the target language. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communication.

### Passage-based questions

Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: Examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

### Essay questions

A prime consideration is that candidates show detailed knowledge and understanding of the text.

### Extracts from Examiners' Notes

This paper is intended to test candidates' knowledge of a text and their ability to use this knowledge to answer questions in a clear and focused manner. A sophisticated literary approach is not expected (though at the highest levels it is sometimes seen), but great value is placed on evidence of a firsthand response and thoughtful, personal evaluation of what candidates have read. Candidates may have been encouraged to depend closely on prepared notes and quotations: quotation for its own sake is not useful, though it will not be undervalued if used appropriately to illustrate a point in the answer.

Candidates do not tend to show all the qualities or faults described in any one mark-band. Examiners attempt to weigh all these up at every borderline, in order to see whether the work can be considered for the category above. At the lower levels, the answer may mention a few 'facts' but these may be so poorly understood, badly organised and irrelevant that it falls into category 10–11; or there may be just enough sense of understanding and focus for the examiner to consider the 12–13 band. Again, at a higher level, an answer may be clear, solid and conscientious (perhaps 18–19), without showing quite the control and attention to perceptively chosen detail which would justify 20 or more.

Examiners take a positive and flexible approach and, even when there are obvious flaws in an answer, reward evidence of knowledge and especially any signs of understanding and careful organisation.

Candidates are expected to write 500–600 words for each of their answers. Candidates who write more than 600 words cannot be placed higher than the 16–17 category in the Mark scheme.

Marks	Description
<b>22–25</b>	Exceptional work. Excellent ability to organise material, thorough knowledge, considerable sensitivity to language and to author's intentions, understanding of some literary techniques. Really articulate and intelligent answers should be considered in this band even if there are still flaws and omissions.
<b>20–21</b>	Very good. Close attention to detail of passages, controlled structure, perceptive use of illustration, good insight when discussing characters. Ability to look beyond the immediate material and to show some understanding of author's intentions and of underlying themes.
<b>18–19</b>	Thoroughly solid and relevant work. Candidate does not simply reproduce information: can discuss and evaluate material and come to clear conclusion. Good focus on passages. Some limitations of insight but coherent, detailed approach and aptly chosen illustrations.
<b>16–17</b>	Painstaking. Sound knowledge of texts; mainly relevant. Some attempt to analyse and compare, some sense of understanding. Possibly not in full control of material; solid but indiscriminate. Many very conscientious candidates fall into this category: they tend to write far too much as they are reluctant to leave out anything they have learnt. Focused, coherent essays which lack really solid detail but convey a good understanding of the text should also be considered for this band.
<b>14–15</b>	Fair relevance and knowledge. Better organised than work in the 12–13 band: the candidate probably understands the demands of the question without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some narrative and 'learnt' material but better control and focus than work in the 12–13 band. Many candidates probably fall into this category.
<b>12–13</b>	Sound, if simple and superficial, knowledge of plot and characters. Makes assertions without being able to illustrate or develop points. Probably still too dependent on narrative and memorised oddments but there may be a visible attempt to relate these to the question. Can extract one or two relevant points from a set passage.
<b>10–11</b>	Some very basic material but not much sense of understanding or ability to answer the question. The candidate rarely reads the set passage but uses it as a springboard for storytelling and memorised bits and pieces about characters. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for a mark in the 12–13 band.
<b>6–9</b>	Marginally more knowledge here than in the 0–5 band. The candidate may have read the text but is probably unable to see beyond the barest bones of the plot or half-remembered notes. Insubstantial; very little relevance. The candidate may have problems with the language and will be unable to express ideas comprehensibly.
<b>0–5</b>	No discernible material. Often very inadequate language. Marks in this section are awarded almost on the basis of quantity: up to 3 for a sentence or two showing a glimpse of knowledge, 4 or 5 where there is also a hint of relevance to the question. It is possible for a candidate to write a whole page demonstrating no knowledge at all (have they read the book?), or only misunderstood background facts or very vague general remarks unrelated to either text or question.

## 9. Administrative guidance on the Speaking Test

This guidance should be read in conjunction with the Component 1 description (Section 6) and the Mark Schemes (Section 8). There is no question paper for Component 1, the Speaking Test. Information on how to conduct and assess the Speaking Test, and the website links to the forms required for assessment, are provided in this syllabus.

### 9.1 Conducting the Speaking Test

Candidates must be examined singly and face-to-face. Only one examiner may conduct the test. No other person should normally be present during the examination.

Examination conditions must prevail in the area where the examination takes place. Supervision should be provided to ensure candidates leaving the interview room do not communicate with those waiting to enter.

In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad their performance.

Other instructions for examiners:

- no smoking in the examination room
- do not walk about or distract the candidate in any way, for example by doodling or fiddling with papers
- always appear interested, even in mundane matters
- never show undue surprise, impatience or mockery
- never correct a candidate.

### 9.2 Administrative arrangements

#### 9.2.1 Timing

The speaking tests take place before the main examination period as follows:

- between 1 April and 1 June for the June examination
- between 1 October and 24 October for the November examination.

Dates for speaking tests are arranged locally.

Refer to section 9.3 for information regarding the arrangements for external moderation.



## 9.2.2 Appointment of examiners

### (a) For Ministries:

For Ministry Centres, the Ministry will appoint the examiner and make arrangements for testing candidates.

### (b) For non-Ministry Centres:

To maintain a consistent standard only one examiner per Centre is recommended. Each Centre selects its own examiner. This is normally a teacher from within the Centre's Languages Department, but could be a suitably qualified person from outside the Centre. A group of Centres can choose the same examiner. Cambridge is not responsible for any fees agreed. **If a Centre wishes to use more than one examiner, because it has a large number of candidates, it must gain the permission of the Cambridge Languages Group before the start of each examination period.**

### (c) All Centres

All Centres must notify Cambridge of the name and qualifications of their chosen examiner using Form NOE (External). Form NOE may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). One form is required for each examiner/language. Forms must be sent to Cambridge at least four weeks before the start of the Speaking test period. They should **not** be sent with the materials for moderation. Care must be taken to complete the Additional Centre details for each nominated examiner, and Cambridge should be notified of any subsequent changes to this information as soon as possible.

## 9.2.3 The *Working Mark Sheet*

Each candidate's test should be marked according to the Mark Scheme provided in Section 8. Candidates must be marked as they are being examined and not afterwards from a recording.

All candidates' marks must be recorded on the *Working Mark Sheet*. The *Working Mark Sheet*, and the instructions for completing it, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask for the syllabus code (e.g. 9716) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

## 9.2.4 Selecting a sample to send to Cambridge

Centres must record the Speaking test for **all** candidates. Centres will then select the sample to send to Cambridge for external moderation according to the instructions provided at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). Examiners who examine at more than one Centre should provide a separate sample for each Centre.

Only the recordings chosen as part of the sample for external moderation must be sent to Cambridge. A copy of the sample submitted to Cambridge as well as all other recordings must be retained at the Centre until the result enquiry period has elapsed as they may be requested by Cambridge at a later stage.

See also Section 9.3, 'Arrangements for external moderation'.

## 9.2.5 Recording of candidates

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

The Speaking tests selected to be part of the Centre's sample for external moderation by Cambridge must be recorded at normal speed onto either a C90 audiocassette or a standard format CD. Mini cassettes/mini CDs must not be used. **The Centre is responsible for supplying cassettes/CDs for the recording of its**



**sample for external moderation: these will not be supplied by Cambridge.** All recording equipment and cassettes/CDs must be of as high a standard as possible to ensure that moderation samples are clearly audible. Where Centres make use of digital recording software, each candidate's file must be saved individually and saved as .mp3 so that it can be accessed for the purposes of moderation.

Centres wishing to submit recordings as digital files to Cambridge for external moderation will find more detailed guidance in the Exams Officer area of the website [www.cie.org.uk](http://www.cie.org.uk).

Care should be taken to ensure that recording quality is good. The recording equipment must be tested in advance, and new, unrecorded cassettes/CDs used. The recording level should be tested before the start of the tests. Where possible, the recording equipment should have external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. If the candidate is softly-spoken, the microphone should be placed nearer to the candidate before the start of the test.

Each candidate should be introduced by their candidate number and their name.

For example:

*'Candidate number 047, candidate name Jane Williams'*

Recording should be done as unobtrusively as possible and it should be emphasised that the recording is to check the examiner not the candidate.

Examiners should take care to avoid long gaps and extraneous noise on the recordings.

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

Centres must spot-check recordings at the end of each half day session of examining. Cassettes should be rewound to the start of side 1.

## 9.2.6 Presentation of the sample for external moderation

Centres using cassettes should begin the recording at the start of side 1. Both sides of each cassette should be used before beginning a new cassette. It is helpful, at the end of each side of a cassette, if the examiner states: 'No further recordings on this side'. If C90 cassettes are used, it should be possible to fit two speaking tests on each side of the cassette.

The examiner should introduce each cassette/CD with the following information:

- Centre Number
- Centre Name
- Syllabus Number
- Syllabus Name
- Name of examiner
- Date

For example:

*'WY 312; International School; 9716; Cambridge International A Level French; Mr R Peters; October 17th 2016'*

At the end of the sample, the examiner should say: 'End of sample'.



## 10. Other information

### Equality and inclusion

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

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

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

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

This syllabus is available in English only. The associated assessment materials are in the target language.

### Grading and reporting

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

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.



## Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

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