〉 Assessment criteria for writing and speaking

These marking criteria were written by the authors. In the examination, the way marks would be awarded to answers like these may be different.

The information in this section is based on the 0510 / 0511 / 0991 / 0993 syllabuses for examination from 2024. You should always refer to the appropriate syllabus document for the year of your students' examination to confirm the details and for more information. The syllabus document is available on the Cambridge International website at www.cambridgeinternational.org

Writing

Award up to 6 marks for content and 9 marks for language according to the guidelines below.

[Total: 15]

Content

Description	Marks
The answer: • addresses the task completely • only includes content that is relevant to the task • uses an appropriate format and register throughout • shows an excellent understanding of purpose and audience • is very well developed • meets the word-count requirement.	5–6
The answer: • mainly addresses the task • mainly includes content that is relevant to the task • uses mainly appropriate format and register • shows a good understanding of purpose and audience • is mainly well developed • meets the word-count requirement.	3–4

Description	Marks
The answer: • partially addresses the task • includes some content that is not relevant to the task • produces text with an inconsistent or inappropriate format and register • shows a lack of understanding of purpose and audience • shows minimal development • is below the required word count.	1–2
No creditable content	0

Language

Description	Marks
The answer: • uses a broad range of both common and uncommon vocabulary • uses a broad range of simple and complex structures • uses language that is almost always accurate; any errors are in less common vocabulary or complex structures, and do not affect the reader's comprehension • is organised effectively • uses a broad range of linking words and devices.	7–9
The answer: • uses a range of common vocabulary, with some examples of less common vocabulary • uses a broad range of simple structures, and tries to use some complex structures • uses language that is mainly accurate; errors are mostly in less common vocabulary or complex structures, and do not affect the reader's comprehension • is reasonably well organised • uses a range of a range of linking words and devices.	4–6
The answer: • uses only common vocabulary • uses only simple structures • uses language that is sometimes difficult to understand, due to errors in common vocabulary and simple structures • shows only a basic attempt at organisation • uses a small range of linking words and devices.	1–3
No creditable content	0

Speaking

When using the marking criteria below for the unit tests, consider the student's responses to all parts of the speaking exercise. Select a mark from 0–10 for each of grammar, vocabulary, development and pronunciation.

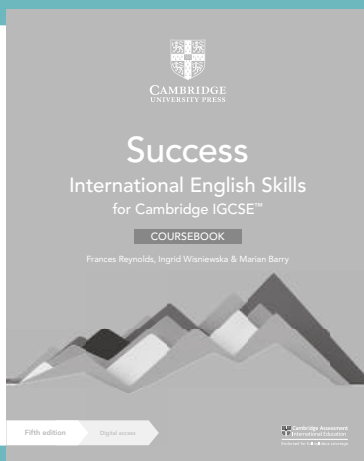| Grammar	Vocabulary	Development	Pronunciation	Marks
• Student uses a range of simple and complex structures. • Student makes minimal errors in both simple and complex structures. • Meaning is always clear.	• Student can talk about and express opinions on a range of facts and ideas. • Student uses a wide range of vocabulary. • Student can use some vocabulary with precision.	• Student always responds relevantly and develops their ideas. • Student needs no or very little support to maintain communication.	• Student's pronunciation is always clear. • Student often uses intonation effectively to communicate intended meaning	9–10
• Student uses a range of simple structures and attempts to use some complex structures. • Student makes minimal errors in simple structures, but more frequent errors in complex structures. • The meaning is always clear despite errors.	• Student can talk about and express opinions on a range of facts and ideas. • Student uses a reasonable range of vocabulary. • Student uses vocabulary correctly.	• Student responds relevantly and develops most of their ideas. • Student needs occasional support to maintain communication.	• Student can be understood despite some pronunciation issues. • Student sometimes uses intonation effectively to communicate intended meaning.	7–8
• Student uses a range of simple structures, but rarely uses complex structures. • Student makes some errors in the structures used. • Meaning may sometimes be ambiguous because of errors.	• Student can talk about and express opinions on simple facts and ideas. • Student uses a range of vocabulary. • Student uses most vocabulary correctly.	• Student responds relevantly and develops some of their ideas. • Student needs frequent support to maintain communication.	• Student can mostly be understood, but some effort is needed because of pronunciation issues. • Student rarely uses intonation effectively to communicate intended meaning.	5–6

ASSESSMENT CRITERIA FOR WRITING AND SPEAKING

Grammar	Vocabulary	Development	Pronunciation	Marks
• Student uses a very limited range of simple structures. • Student makes frequent errors. • Meaning is often ambiguous because of the errors.	• Student can only talk about and express opinions on basic facts. • Student uses a limited range of vocabulary.	• Student provides some irrelevant responses and rarely develops their ideas. • Student has difficulty maintaining communication despite frequent support.	• Student can rarely be understood, effort is needed because of pronunciation issues. • Student does not use intonation effectively to communicate the intended meaning.	3–4
• Student only uses isolated words or simple short phrases. • Meaning is ambiguous throughout.	• Student has difficulty talking about and expressing opinions on even basic facts. • Student only uses extremely limited and repetitive vocabulary.	• Student only provides very short isolated responses. • Student cannot maintain communication despite frequent support.	• Student has serious pronunciation issues, which lead to a break-down in communication. • Student does not use any intonation patterns.	1–2
No answer given	No answer given	No answer given	No answer given	0

[Unit test speaking exercise total: 10]
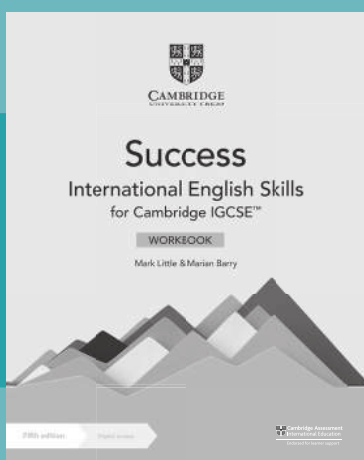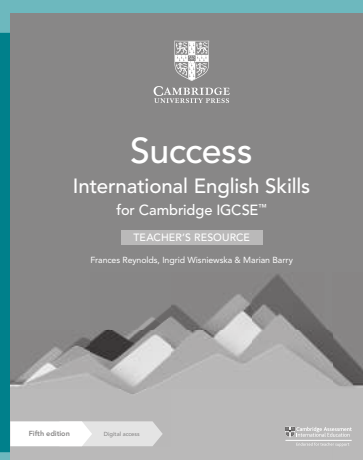
> How to use this series

The Coursebook is designed for students to use in class with guidance from the teacher. It offers complete coverage of the Cambridge IGCSE and IGCSE (9–1) English as a Second Language syllabuses (0510/0511/0991/0993) for examination from 2024. Ten topic-based units engage students and help them to develop the necessary reading, writing, speaking, listening and grammar skills. Each unit contains opportunities to check progress with exam-style questions and self-assessment features.

A digital version of the Coursebook is included with the print version and available separately. It includes videos and audio as well as simple tools for students to use in class or for self-study.

The Teacher's Resource provides everything teachers need to deliver the course, including suggestions for differentiation and common misconceptions, audioscripts, answers, sample writing answers, a word list, unit tests and a full practice exam-style test.

Each Teacher's Resource includes:

- a **print book** with detailed teaching notes for each unit
- **digital access** with all the material from the book in digital form plus extra downloadable resources and audio.

The write-in Workbook provides further reading, writing and listening practice and is ideal for use in class or as homework.

A digital version of the Workbook is included with the print version.

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› How to use this Teacher's Resource

This Teacher's Resource contains both general guidance and teaching notes that help you to deliver the content in our Cambridge resources.

There are **teaching notes** for each unit of the coursebook. Each set of teaching notes contains the following features to help you deliver the topic.

At the start of each unit there is a **learning plan**. This specifies which syllabus assessment objectives (AOs) are covered in the unit and also summarises key learning intentions and success criteria.

Learning plan

AOs	Key learning intentions	Success criteria
S1, S2, S3, S4, R2, R3, R4	Explore the topic of goals, achievements and qualities we admire	• Students can join in a discussion about the topic using appropriate vocabulary • Students can express opinions about the issues • Students can use appropriate language to express their own future goals

This is followed by an **overview** of what is covered in the unit, including details about the **theme** and **language work** that will the focus of the unit.

Overview

The main aims of this unit are to introduce students to some of the key skills they will need for the course, which they will then revisit throughout the units. They will participate in discussions, where critical thinking skills will be important; they will read and begin to explore the key features of a range of text types while working on their inference skills; they will listen to understand people's attitudes and opinions; and they will begin to think about the content and style of their writing, building an awareness of audience and purpose. There are also activities to help them use a dictionary more effectively, and to give them strategies for spelling and learning new words.

There is also guidance on **common misconceptions** that students may have about the topic and how you can overcome them – these have been compiled using research from the **Cambridge Learner Corpus**. The topic is then introduced, with a section on how to use the **topic** video for each unit, followed by guidance on how to deliver the content of the unit.

Common misconceptions

Misconception	How to identify	How to overcome
Students often omit the **possessive apostrophe** or put it in the wrong position. Examples:	Display some correct and incorrect examples. Ask students to identify the correct ones and to discuss the rules. For example: *my sister*	If possible, practise translating sentences containing possessive forms from students' first language. Often possessive forms

Differentiation support gives advice and ideas on how to support and challenge learners according to their confidence levels. **Wider practice** boxes give suggestions for further way to develop and extend themes, enabling students to make meaningful connections with the material and cross-curricular links, building their skills for life.

WIDER PRACTICE

1   Look out for English-language interviews with well-known people (or people with an interesting story) online, in magazines or on the radio/television. Where they describe key stages in the person's development, this can make an interesting follow-up to the work on goals and life's challenges, especially if the interview is with a personality students can identify with. Reading/listening to a particular style of article can help students become more aware of the distinctive features and language of different genres.

Each unit also contains **audioscripts** for all listening activities in the Coursebook and **answers** to all activities.

For each unit there are downloadable unit tests covering a full range of question types to help students feel confident about assessment. Guidance is given for **exam-style questions**, including an example answer for a writing question in each unit. There are also two downloadable full **sample answers** with commentaries written by the authors for one writing exam-style question from each unit.

Audioscript track 1.1

Listen to the five speakers talking about how they react to challenges.

Speaker 1:   I used to bite my nails all the time, and I'd tried several times to give up, without success. I just didn't seem to have the mental strength to quit. But when I was about 12, my mum promised she'd buy me a phone I

DIFFERENTIATION

Provide more **support** by writing these words on the board and checking their meaning: *marine life, ecosystem, coastline, destruction, accommodation*. Encourage students to use monolingual dictionaries, if available, or use context clues. To provide more **challenge**, ask students to write definitions for each of these words.

Answers

1   Website (Home, Contact tabs, etc.); it's a blog post (blogger's name – which may not be real – and photo, 'strapline' (*Make every day count*), date of entry).

Example answer

I want to describe Joseph Lister. He was a surgeon who was born in England in 1827. In those days, many patients died after operations because their wounds became badly infected. Lister wondered if (the) bacteria in the air which made meat decay also made wounds septic.

Lister decided to clean everything that touched (the) patients' wounds with carbolic acid. The carbolic acid destroyed all the germs. / Carbolic acid destroys all germs. As a result of these precautions, patients recovered quickly after/from (their) operations. The rate of infection fell dramatically.

〉Introduction

This Teacher's Resource fully supports the *Success International English Skills for Cambridge IGCSE^{TM}* Coursebook. Together with the Workbook, the course components provide detailed support for Cambridge IGCSE and IGCSE (9–1) English as a Second Language. The Coursebook has been fully updated to bring it in line with the syllabuses for examination from 2024. Changes or additions to the course include:

- a range of new reading and listening texts, reflecting interesting contemporary themes and topics aligned to the syllabus
- many new or revised speaking and writing activities
- a 'Before you start' photo and questions for each unit to stimulate interest in the unit topic
- new exam-style questions, to support the updated syllabus, at the end of each unit, with sample answers and commentary written by the authors for selected writing tasks
- a self-assessment section at the end of each unit
- questions and tasks to encourage the use of critical thinking skills, with support in this resource to help you to exploit these
- a new 'Common misconceptions' feature in this resource, with advice on identifying and overcoming common learner language errors at this level.

The Workbook consolidates and tests understanding of reading, writing and listening skills, using the language and themes in the Coursebook, with a range of exercises suitable for classroom use or homework. The Workbook has also been revised and extended to include several new exercises reflecting the developments in the syllabus. The final section of this resource contains the answers to the Workbook exercises.

How the course supports the syllabus

The course reflects the integrated skills nature of the syllabus. For example, a listening exercise may also be exploited to develop topic and vocabulary knowledge, and to practise functional language and intonation.

The holistic nature of the course is based on the expectation that students are receiving their education through the medium of English or living in a country where English is widely spoken. Students will therefore be more comfortable with English than will 'pure' EFL students at a similar level. Unlike other language courses for non-native speakers, there is no isolated assessment of freestanding language structures.

Care has been taken in the course to highlight the structures and vocabulary that would be useful for a particular topic. In addition, the Grammar spotlight at the end of each unit clarifies the purpose of a key structure, although the emphasis throughout is on how grammar can be applied in natural English.

Writing activities in this course develop students' understanding of how the purpose and audience for a piece of writing affect the language required. The course gives students plenty of practice with identifying, understanding and using various styles of spoken and written language. This includes quite informal language (such as might be used on social media posts) and language used in a more formal context (such as in a written report for an authority figure or in a speech).

Educational aims and objectives

The material is intended to develop students both intellectually and linguistically, to increase personal awareness and to encourage an understanding of the world. An investigative approach is taken, and students are encouraged to use critical-thinking skills to analyse and solve problems. They apply skills, knowledge and understanding, and are encouraged both to undertake individual tasks and to work as part of a team. It is important that you develop these broader skills if the material is to work as intended. The educational aims and objectives of this course also make it suitable for syllabuses other than Cambridge IGCSE English as a Second Language.

Age range

The course is designed to be used by young people in the age range 14–18. Unit themes reflect the interests of teenagers and aim to promote maturity of thought and outlook. This approach reflects the aims of the syllabus.

Time allocation

The course can be used over a period of up to two years, which is the recommended period of time suggested to prepare for Cambridge IGCSE English as a Second Language. This takes into account young people's rate of intellectual and emotional development. Alternatively, the material can be adapted to be covered in one year if this is the time available. The progression of language work, and the selection and treatment of topics, have been carefully chosen to reflect these factors.

Course structure

The course is organised into ten topic-based units, each systematically and gradually developing the four skills. Longer writing tasks tend to come at the end of a unit, enabling students to build relevant skills and vocabulary throughout the unit and then apply them in their writing.

The units offer in-depth topic coverage. Units are divided into Sections A–D or A–E, with a shift of focus indicated by the section headings. By studying a topic from many perspectives, students can answer questions with new angles on familiar topics and demonstrate depth of thought.

As well as building specific skills in reading, writing, speaking and listening, each unit includes vocabulary building, spelling and pronunciation work, functions such as showing enthusiasm or interrupting, and an International overview (see How to use the Coursebook units below). The unit offers both a Grammar spotlight and a Language study feature, which grows out of the texts that are being studied, to maximise relevance, accessibility and practical application.

Exam-style questions are placed at the end of each unit. This means that work students have done throughout the course of the unit will help them as they tackle these tasks, which are linked thematically to the unit where possible.

How to use the Coursebook units

Lead-in

Each unit starts with a set of questions based on a stimulating photo thematically linked to the unit topic. This serves to introduce the topic, drawing on any existing knowledge that students may have and allowing them to share their experience and acquire new insights. Teachers should use the lead-in to discover gaps in students' knowledge, such as key vocabulary needed for later work in the unit. The Teachers' Resources always provide a full backup to support the lead-in. This lead-in provides an opportunity to engage students across the ability range.

Developing reading skills

Most units have two substantial reading texts from (or closely based on) a variety of authentic sources, representing a wide range of styles but staying within what teenagers could be expected to experience or imagine. Texts are chosen specifically to practise skills such as skimming, scanning and detailed reading and matching.

Texts are introduced through a range of structured exercises, including speculation and prediction, and vocabulary and language checks. They are often enhanced by a visual image to help students focus fully on the topic.

Developing writing skills

Writing skills receive particular treatment. The overall aim is to develop a more mature writing style necessary both for a wide range of real-life situations and for examinations, while stimulating individuality of style and expression.

Developing listening skills

The units provide listening texts in a variety of styles, including speeches, announcements, interviews and both informal and more formal conversations. There are also recordings addressing phonology and focusing on functions such as expressing disappointment. Young voices have been used in some of the recordings for greater authenticity, and a few voices are very lightly accented with non-British accents, including Australian and American.

Listening texts are multi-purpose. Not only do they build specific skills, such as listening for a specific point or listening for attitude, but they also demonstrate a range of linguistic strategies, including functional language (e.g. interrupting, expressing disagreement, blaming) and phonological features (pronunciation, stress and intonation). These can be used to help build students' own speaking skills.

Developing speaking skills

Oral work is encouraged at every opportunity through whole-class interaction, pairwork, group work and delivering speeches. There is a strong emphasis on discussion activities, but there are also more structured exercises that develop understanding of functions, pronunciation, intonation and stress, for example. The exercises will work at different levels and with less outgoing students if you give credibility to oral work by making time for it in the classroom. The oral work leads up to exam-style speaking exercises at the end of every unit.

Language study and grammar

The language work in the units is based on a combination of deductive and inductive reasoning. With deductive reasoning, students are presented with rules and encouraged to find examples and explore how to apply the rules. With inductive reasoning, students study examples and work out patterns and rules for themselves. They can build on their prior knowledge and experience, with prompting from you as necessary. It is useful to apply the principle of inductive reasoning wherever possible when students are working on spelling, grammar or punctuation, or building vocabulary.

The space given to grammar teaching in the course is balanced against the need to develop a range of skills. For example, a grammatically correct letter of welcome that sounds unwelcoming in tone might be considered less acceptable than a letter that is slightly flawed grammatically, but which is warm and inviting, on the grounds that the first letter does not communicate effectively. Similarly, a letter packed with spelling errors might create a poor impression on the person receiving it, even if the grammar is perfect.

The Grammar spotlight highlights one or two key grammatical structures encountered during the unit. It provides clear, concise explanations and examples, and directs students to look back in the unit for further examples to consolidate their knowledge.

Developing an awareness of register

If students are to be successful communicators, it is important for them to be able to use language appropriately in a variety of contexts. They need to build an awareness of how language varies depending on the degree of formality involved, for example, or the medium of communication (texting is very different from writing a letter or posting in an online forum, and chatting with your best friend differs greatly from delivering a formal talk to a roomful of people). The units provide a range of texts and tasks that cover some of these different contexts – including some examples of very colloquial language. It is important to draw students' attention to the features of each, and the teacher's notes provide support with this.

International overview

This feature of each unit provides information and provokes discussion on a range of issues of global interest and concern. It includes data carefully researched from respected sources and presented via charts, tables and quizzes. It is a device to raise international awareness, as well as allowing students to use their language skills in the context of interpreting simple but authentic data sources. The teacher's notes provide detailed backup, and you can use the material in a way that is sensitive to your particular context.

Self-assessment

At the end of a unit, it is helpful to pause to allow students to reflect on the progress they have made, what they have learnt and what they need to focus on as they move on. The self-assessment checklist, with its list of *I can* statements, is a tool to help students do this. You can encourage them to keep their own self-assessment scores in mind when they move on to look at the 'Advice for success' section (see below), prioritising the tips that will help them with any areas where they feel less confident.

Advice for success

The 'Advice for success' section at the end of each unit provides tips to help students extend and showcase their skills. These tips build student independence by helping them develop learning strategies and allowing them to overcome any individual learning weaknesses they may have identified (see the 'Self-assessment' section above). It is important to discuss the key advice fully in class and to ask students to highlight or underline points of special relevance.