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**ENGLISH AS A SECOND LANGUAGE**

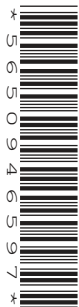
**0511/51**

Paper 5 Speaking Assessments A–J

**October/November 2017**

TEACHER'S / EXAMINER'S NOTES

**Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.**



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**READ THESE INSTRUCTIONS FIRST**

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A–J, with Notes for Teacher/Examiner.

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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **18** printed pages and **2** blank pages.

## CONTENTS

NOTES ON CONDUCTING AND RECORDING THE TESTS			Page 3
MARKING CRITERIA			Page 9
SPEAKING ASSESSMENT (Core and Extended)	<b>A</b>	<b>Reading</b>	Page 10
SPEAKING ASSESSMENT (Core and Extended)	<b>B</b>	<b>Life experience</b>	Page 11
SPEAKING ASSESSMENT (Core and Extended)	<b>C</b>	<b>Obligations</b>	Page 12
SPEAKING ASSESSMENT (Core and Extended)	<b>D</b>	<b>The natural world</b>	Page 13
SPEAKING ASSESSMENT (Core and Extended)	<b>E</b>	<b>Visitor centres</b>	Page 14
SPEAKING ASSESSMENT (Core and Extended)	<b>F</b>	<b>Time limits</b>	Page 15
SPEAKING ASSESSMENT (Core and Extended)	<b>G</b>	<b>The importance of money</b>	Page 16
SPEAKING ASSESSMENT (Core and Extended)	<b>H</b>	<b>Technology in education</b>	Page 17
SPEAKING ASSESSMENT (Core and Extended)	<b>I</b>	<b>Making an important decision</b>	Page 18
SPEAKING ASSESSMENT (Core and Extended)	<b>J</b>	<b>Passion</b>	Page 19

## NOTES ON CONDUCTING AND RECORDING THE TESTS

### Please note

1. The warm-up section may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic**.
2. The speaking assessment cards **must not be opened** until one working day before the test.
3. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

### GENERAL

1. The speaking tests take place in the period before the main examination series, as notified on the timetable. Each Centre decides on a convenient period within these dates for its speaking tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the speaking tests and for the receipt of mark sheets and recordings at Cambridge to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, there should normally be just one examiner. Each Centre will select its own examiner. This is normally a teacher within the English Language Department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples. Cambridge is not responsible for any fees agreed.

Centres with more than 30 candidates may use more than one examiner (applying the ratio of an additional examiner for each 30 candidates). If using more than one examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.

5. Centres receive a set of speaking assessment cards accompanying this set of examiner's notes. These cards **must not be opened** until one working day before the test. These materials must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send to Cambridge the following: (a) recorded sample on CD; (b) completed MS1 forms (or printout of marks submitted electronically); (c) completed Speaking Examination Summary Form(s).

#### **(a) Recorded sample**

Each Centre must provide a sample of speaking tests, to be recorded on CD. The size of the sample required is given in the instructions on the back of the Speaking Examination Summary Form.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two CDs. You should keep a copy of each speaking test in case of loss or damage to the original. If the sample sent to Cambridge is inaudible or faulty in any way, you may be asked to provide a replacement.

The teacher responsible for internal moderation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include, in equal number, candidates tested by all teachers.

For instructions on recording the tests, see Section 14 below. CDs must be sent to Cambridge together with completed documents. CDs must be clearly labelled with details of the candidates whose speaking tests have been submitted.

### **(b) Form MS1**

The computer-printed school-based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to Cambridge in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge, together with the sample recording and Speaking Examination Summary Form(s).
- The bottom sheet must be retained by the Centre in case of postal loss or subsequent enquiries, until after the issue of results.

Form MS1 is to be completed by transferring the mark for each candidate from the 'total mark' column, or the 'internally moderated mark' column if a process of internal moderation has taken place, onto the Speaking Examination Summary Form.

Centres submitting marks electronically must include a printout of the internal marks report, together with the recorded sample and Speaking Examination Summary Form.

### **(c) Speaking Examination Summary Form**

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion are found on the reverse of the form. The form must be submitted together with the recorded sample and the middle MS1 copy (or printout of marks submitted electronically).

Please be careful to check all mark additions. The Speaking Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) against the names of candidates whose speaking tests have been submitted on the CD. The candidates' names should appear in the same order on both the summary form and the MS1.

7. The sample CD(s), along with completed MS1 (or printout of marks submitted electronically) and Speaking Examination Summary Form, should be returned to Cambridge as soon as the tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

## CONDUCTING THE SPEAKING TESTS

8. The speaking tests should proceed as follows:

**Part A** Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the test, using the examiner script on the relevant assessment card page in these notes.

**Part B** Warm-up section. The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease by conducting a short conversation (2–3 minutes) on general topics and the candidate's hobbies and interests.

**Part C** Give the speaking assessment card to the candidate. This must take place AFTER the warm-up. Any necessary explanation is given at this point, followed by a short preparation period (about 2–3 minutes), when the candidate may ask questions. The candidate cannot make notes during this period.

Please note: the preparation period must be recorded.

**Part D** Main part of the test. Conversation based on the speaking assessment card. Either the examiner or the candidate may start the conversation. All prompts must be used, in the order they appear on the card. Do not allow candidates to deliver speeches or monologues at any point during the test. The main part of the test should last approximately 6–9 minutes.

**The total duration of the speaking test, from the beginning of (A) to the end of (D), should be approximately 10–15 minutes and recorded in full.**

**Note that only (D) is to be assessed.**

**The speaking test must be conducted in English throughout.**

9. Examination conditions must prevail in the area where the speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
10. No other person should be present during the speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge.
11. Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries.
12. A range of speaking assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the speaking tests at the Centre. In order that candidates are given every chance to do themselves justice, the speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
13. The examiner should be positioned so that he or she is facing the candidate, with a table or desk in between, and not allow candidates to see notes made on Speaking Examination Summary Forms or similar paperwork.

## RECORDING THE TESTS

14. Before the start of the speaking test session, Centres must make sure their recording equipment is in good working order by testing the equipment in the room where the speaking tests will take place. Check audibility levels to avoid adjusting the volume during the speaking test and ensure there is no extraneous noise in the examination room. Checks for audibility should continue throughout the speaking test session.

**Once the speaking test has begun, the recording must run without interruption.**

Each CD should begin with a clear statement by the examiner as follows:

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0511	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2017

Each candidate should be clearly indicated by the examiner as follows:

Candidate number:	[e.g.]	0021
Candidate name:	[e.g.]	Abdi Zachariah

At the end of the recording, the examiner should state clearly 'end of recording'.

Before the CD is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled. Each track on the CD should be renamed, giving the candidate name and number, rather than 'track 1', 'track 2', etc.

## GENERAL ADVICE

15. Please bear the following in mind when marking:

**Be objective.** Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious in his or her homework is irrelevant in assessing his or her speaking test. If the candidate's performance is affected because he or she faces difficult circumstances or personal problems at the time of the test, this is a matter to be dealt with via special considerations procedures, for which exams officers at Centres complete separate documentation. Examiners must not make any separate allowance themselves.

**Be realistic.** Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead an examiner to ignore particular habitual errors and overlook inaccuracy.

**Be consistent.** It is important that the marking criteria are applied in the same way for all the candidates at the Centre, so that a reliable rank order for the Centre is obtained.

**Be positive.** Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that a speaking test is intended to credit positive achievement.

**16.** To conduct speaking tests effectively:

- try to put candidates at their ease from the outset (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the speaking test is being conducted in a formal examination situation
- show interest, even in mundane matters
- use 'open' questions which allow candidates to respond at length, not 'closed' questions which prompt yes/no answers.

## Please avoid:

- walking about or distracting candidates
- interrupting with your own views or correcting mistakes
- showing undue surprise or impatience
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- make written notes during the test
- indicating how well the candidate has performed during or after the test.





**MARKING CRITERIA**

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

<b>Mark</b>	<b>Structure</b>	<b>Vocabulary</b>	<b>Development and Fluency</b>
<b>9–10</b>	The candidate uses a range of structures accurately and consistently, and is confidently in control of the structures used.	The candidate uses a sufficient range of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation (and contribute) at some length. The candidate responds to a change of direction in the conversation, demonstrating the ability to expand and develop the topic and contribute original ideas.  Pronunciation and intonation are clear.
<b>7–8</b>	The candidate uses a range of structures that are generally accurate (and used) with some confidence. Errors will occur when attempting to use more complex sentences.	The candidate uses a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate maintains a competent conversation, responding relevantly and at length, using some original ideas. Frequent prompting is unnecessary.  Pronunciation and intonation are generally clear.
<b>5–6</b>	The candidate uses simple structures securely, but has difficulty venturing beyond them.	The candidate uses a sufficient range of vocabulary to convey simple ideas and information clearly, but not entirely successfully.	The candidate makes an attempt to respond to questions and prompts. Effort is needed to develop the conversation which will not be entirely successful.  Pronunciation and intonation are not always clear, but the candidate can be understood.
<b>3–4</b>	The candidate uses very simple, limited structures with errors which restrict communication.	The candidate uses a restricted range of vocabulary and has difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	The candidate has to be encouraged to go beyond responses which are brief and widely spaced. The candidate struggles to develop a conversation.  Pronunciation and intonation cause some communication difficulty.
<b>1–2</b>	The candidate attempts a response, but rarely achieves communication.	The candidate has insufficient vocabulary to convey even simple ideas.	The candidate's responses are so brief that little is communicated.  Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
<b>0</b>	No response.	No response.	No response.

**Instructions to the teacher/examiner**

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**A Reading****Candidate's Card**

People read for many different reasons.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- what you read in your everyday life, and why
- whether people read less nowadays
- the suggestion that girls read more than boys
- the importance of reading stories to young children
- the view that reading about successful people can inspire others to change their lives.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

**Instructions to the teacher/examiner**

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**B Life experience****Candidate's Card**

We learn from the things that happen to us in our lives, such as making mistakes.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- the kinds of things young people experience in life
- an important experience that you have learnt from
- times when having life experience is useful
- the suggestion that you don't have to travel to get life experience
- the view that young people refuse to learn from older generations and their experience of life.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

**Instructions to the teacher/examiner**

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**C Obligations****Candidate's Card**

We are all expected to do certain things during our lives.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- what you're expected to do at home or school
- the obligations parents have towards their children
- whether job obligations prevent families spending time together
- the view that it is the school's obligation, not the parents', to prepare teenagers for life
- the suggestion that more is expected of people in power.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

**Instructions to the teacher/examiner**

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**D The natural world****Candidate's Card**

Some people believe that we should spend more time in the natural world, such as walking in forests and swimming in lakes.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- when you, or someone you know, spent time in the natural world
- whether you enjoy being in the natural world, and why
- the benefits of spending time in the natural world
- the view that humans only take from the natural world, but never give anything back
- the suggestion that it doesn't matter if the natural world disappears as a result of development.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

**Instructions to the teacher/examiner**

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

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Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**E Visitor centres****Candidate's Card**

Visitor centres are educational places. They collect and display various local objects that have important value for the community.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- whether you have been to a visitor centre, and why
- whether you enjoy learning about your local area at visitor centres
- what visitor centres should do to attract more people
- the view that more public money should be spent on visitor centres
- the suggestion that with so much information online, visitor centres are no longer needed.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

**Instructions to the teacher/examiner**

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**F Time limits****Candidate's Card**

Many things in life are limited by time.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- everyday activities that you spend a long time doing, and why
- reasons why some people don't have enough time
- the disadvantages of having a lot of free time
- the effects on people's everyday lives of not having enough time
- the suggestion that the world would be a better place without time limits.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

**Instructions to the teacher/examiner**

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**G The importance of money****Candidate's Card**

Money affects our lives in different ways.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- a time when you needed money to buy something special, and why
- whether people in some jobs are paid too much money
- the idea that children should be given small amounts of money
- the opinion that education and healthcare should always be free
- the view that money can buy you happiness.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.



**Instructions to the teacher/examiner**

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**H Technology in education****Candidate's Card**

There has been a huge increase in technology being used in education.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- what technology you use in the classroom, and why
- how using technology helps your learning
- the disadvantages of using technology in education
- the view that technology makes education available to everyone
- in the future, there will be no face-to-face learning.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

## I Making an important decision

### Candidate's Card

Our lives are full of occasions when an important decision has to be made.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- times when you had to make an important decision, and how you felt
- who helps you make important decisions, and how
- the opinion that students should be allowed to decide what they are taught at school
- the suggestion that only parents can make important family decisions
- the view that leaders should always be responsible for the decisions they make.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

**Instructions to the teacher/examiner**

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school. This part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed.

Do you have any questions?

**Then start the test.**

**J Passion****Candidate's Card**

People feel strongly, and are passionate about many different things in life.

Discuss this topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- the kinds of things you feel passionate about, and why
- other people's passions that you find hard to understand
- the advantages and disadvantages of having a job that is also your passion
- the opinion that people should never show strong feelings in public
- the view that nowadays, teenagers are less passionate about changing the world.

You may introduce **related** ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

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