

# INTERNATIONAL GCSE

English as a Second Language (ESL)

Specification and Sample Assessment Material

Edexcel International GCSE in English  
as a Second Language (4ES0)

First examination 2012

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Publications code: UG031267

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# **International GCSE**

## **English as a Second Language (ESL) (4ES0)**

### **Specification**

First examination 2012

Issue 5

This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)



## Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in English as a Second Language (ESL) is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

The Edexcel International GCSE in English as a Second Language (ESL) is designed primarily as a qualification for either students obtaining their secondary education through English as a medium of instruction, or studying English in order to enhance their future educational or employment prospects. This qualification is broadly equivalent to many of the benchmarks of Level B2 of the Council of Europe's Common European Framework of Reference for Languages.

Students at this level are expected to understand the main ideas of complex text about both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Students will be expected to communicate formally and informally in a range of contexts, and will also be expected to understand a wider range of texts, styles and registers than they can produce themselves. The aim of the Edexcel International GCSE in English as a Second Language (ESL) is to test English language competence through realistic and contextualised tasks based on authentic texts.

Reading, writing and listening skills are tested through two examination papers. Speaking is tested through a face-to-face interview at the centre. The speaking test is optional and endorsed separately.

## Key subject aims

The Edexcel International GCSE in English as a Second Language (ESL) enables students to:

- understand a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes
- understand standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- develop the skills necessary for further study or employment, either in English-speaking countries or where English is used as the main medium of communication for business and commerce
- develop an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

## About this specification

### Key features and benefits of the specification

- Single tier covering the whole range of grades A\* to G.
- Skills of reading and writing tested in separate exercises in Paper 1.
- Listening tested separately in Paper 2.
- Speaking communication skills assessed and endorsed separately in Paper 3.
- Assessment in the June examination series.
- Topics relate to the interests of students using English as a second language for purposes of communication, for example in study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example school, the media.
- Culturally sensitive and authentic reading and listening texts used throughout.
- Tests that are broadly equivalent to many of the benchmarks of Level B2 of the Council of Europe's Common European Framework of Reference for Languages.

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# Specification at a glance

The Edexcel International GCSE in English as a Second Language (ESL) qualification comprises two assessments:

- Paper 1 – a written examination paper
- Paper 2 – a written examination paper.

## **Separately endorsed assessment of spoken English**

Students may also be entered for the **optional**, separately assessed and separately endorsed English speaking examination.

This speaking examination, Paper 3, will be awarded separately from Paper 1 and Paper 2 on a grading scale from A\* to G.

The grade awarded for this optional assessment will be reported separately on the student's final certificate.

There will be an additional fee for each student entering for this optional paper.

<b>Paper 1: Reading and Writing</b>		<b>Paper code: 4ES0/01</b>
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June series</li> <li>First assessment: June 2012</li> </ul>		<b>66 <math>\frac{2}{3}</math> % of the total International GCSE marks</b>
<p>Overview of content</p> <p>This paper assesses reading and writing skills in separate exercises.</p> <p><b>Reading</b></p> <p>Passages will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.</p> <ul style="list-style-type: none"> <li>Part 1 – Skimming and scanning skills.</li> <li>Part 2 – Read for both gist and detail.</li> <li>Part 3 – Read for both gist and detail, follow a line of argument or discussion, identify attitudes and opinions in the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Part 4 – Short piece of writing in response to a given situation. The writing can take the form of a letter, fax or email and students may have to both provide information and ask for required information.</li> <li>Part 5 – Factual piece of writing based on own knowledge and interests. The writing can take the form of a report or article.</li> <li>Part 6 – Respond to one or two short texts, approximately 500 words in total, and produce a summary for a given purpose and reader.</li> </ul>		
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>This unit is assessed through a 2-hour examination paper, set and marked by Edexcel.</li> <li>Single tier of entry.</li> <li>The total number of marks available is 100. (50 marks for reading; 50 marks for writing).</li> </ul>		

<b>Paper 2: Listening</b>		<b>Paper code: 4ES0/02</b>
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June series</li> <li>First assessment: June 2012</li> </ul>		<b>33 <math>\frac{1}{3}</math> % of the total International GCSE marks</b>
<p>Overview of content</p> <ul style="list-style-type: none"> <li>Part 1 – Listening for detailed information.</li> <li>Part 2 – Following a discussion or argument; identifying attitude and opinions of speakers; following instructions.</li> <li>Part 3 – Listening to a complex argument or discussion; understanding the overall message; identifying attitudes and opinion.</li> </ul>		
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>This unit is assessed through a 45-minute examination paper, set and marked by Edexcel.</li> <li>Single tier of entry.</li> <li>The total number of marks available is 30.</li> </ul>		

### **Separately endorsed assessment of spoken English**

<b>Paper 3: Speaking (optional)</b>		<b>Paper code: 4ES0/03</b>
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June series</li> <li>First assessment: June 2012</li> </ul>		
<p>Overview of content</p> <ul style="list-style-type: none"> <li>Part 1 – Introductory interview with student (2-3 minutes).</li> <li>Part 2 – Student talk (1-minute preparation, plus a talk of 1-2 minutes).</li> <li>Part 3 – Extended discussion (maximum 5 minutes).</li> </ul>		
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>Total assessment approximately 12 minutes.</li> <li>Recorded interview between student and interlocutor based on task cards supplied by Edexcel. Performance is marked by Edexcel.</li> <li>Single tier of entry.</li> <li>The total number of marks available is 20.</li> </ul>		



# Qualification content

## Paper 1: Reading and Writing

### Content overview

Below are the Assessment Objectives (AOs) for the Edexcel International GCSE in English as a Second Language (ESL) for both reading and writing.

Students should demonstrate the ability to:

#### Reading

- AO1 understand the overall message of a text
- AO2 understand in detail a range of texts, identifying finer points of detail
- AO3 scan a range of texts in order to locate relevant details
- AO4 follow a line of discussion to its logical conclusion
- AO5 identify a writer's viewpoint and attitude, stated and implied
- AO6 distinguish between facts, ideas and opinions

#### Writing

- AO7 write messages or letters conveying information for a range of audiences and purposes and covering a range of language functions
- AO8 write clear, accurate, well-structured longer texts on a range of subjects and for a range of audiences and purposes
- AO9 write in a range of registers to fit the context and the audience
- AO10 summarise information provided to them in text form for a given purpose and audience.

### Assessment overview

- This unit is assessed through a 2-hour examination paper, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 100. (50 marks for reading; 50 marks for writing.)

## Detailed content

Paper 1 assesses reading and writing in separate exercises. Reading and writing are equally weighted in this paper.

It is important that students write legibly and clearly.

Dictionaries will **not** be allowed into the examination room.

### Reading

The aim of the reading test is to assess students' proficiency in reading a variety of authentic texts. This is achieved through the use of a variety of task types for each reading text. A maximum of three task types may be used with each reading text.

There will be three reading passages of increasing length and difficulty. The passages will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.

- Dictionaries will **not** be allowed into the examination room. Spelling in student answers to the reading test is an important part of successful task fulfilment.
- It is important for students to consider all the information presented in the text, including any diagrams, captions, headings and sub-headings.
- The questions will generally follow the order of information presented in the texts, and all required answers will come from the text.
- Students must take note of all the instructions given at the beginning of each task regarding the number of words required to answer the questions. They must not exceed the required number of words/numbers for each answer. Whole sentences copied directly from the text as a response to a question will not be marked as correct, even if the required answer is present within the copied sentence.
- The words students use in their answers must be taken from the text. They must not paraphrase or reformulate.

The table on the next page gives an indication of text and task types, and the reading skills being tested.

	<b>Text type</b>	<b>Task type</b>	<b>Skills being tested</b>
Part 1 (10 marks)	A collection of short texts (eg advertisements)  A timetable  A leaflet, eg giving advice	Multiple matching  Multiple choice  Short-answer questions	Skimming and scanning skills
Part 2 (20 marks)	Longer piece of text (eg leaflets, adverts, articles)	Multiple choice  Short-answer questions  Yes/No, True/False/Not given  Note completion  Sentence completion  Summary completion	Students read for both gist and detail
Part 3 (20 marks)	A long piece of text/prose (eg reports, articles) – texts could come from an academic source but will be of general interest	Multiple choice  Short-answer questions  Yes/No, True/False/Not given  Note completion  Sentence completion  Diagram completion  Summary completion	Students read for both gist and detail  Students need to be able to follow a line of argument or discussion  Students need to be able to identify attitudes and opinions expressed in the text

## Writing

The aim of the writing test is to assess written language competence through a variety of tasks which, where possible, reflect real-life situations and are relevant to students and their background. Where appropriate, a context and target reader are identified in order to establish a purpose for the writing and students should take this into consideration when they compose their answers. Students should be able to write with an understanding of style and register appropriate to the task set, and produce a text which is proofread and laid out in accordance with the relevant conventions.

- In the writing test students can choose the order in which they attempt the three parts.
- It is important that students write legibly and clearly.
- Space provided for student responses is an indication of how much they need to write. It is important that students achieve the requirements of the task within the word limit indicated at the beginning of each part. Students should keep to the number of words specified at the beginning of each part. If a student's word count is below the minimum limit, there will not be a sufficient sample to make a proper assessment and task-specific content points are likely to be missing.

If a student writes too much, any material written after the word limit will not be marked.

- Students should take note of any other instructions given regarding the purpose of the writing tasks and the intended audience, as these will dictate the tone and register of the required response.

The table below gives an indication of task type, task focus and the input which will be given to students.

	<b>Task type</b>	<b>Task focus</b>	<b>Input</b>
Part 4 (10 marks)	Students are asked to produce a short piece of writing in response to a given situation. The writing can take the form of a letter, fax or email and students may have to both provide information and ask for required information.	Responding to complex situations imaginatively, drawing on own experiences.  Students will be expected to write between 75 and 100 words.	This may take the form of one of the following: <ul style="list-style-type: none"> <li>• letter to respond to</li> <li>• advert or short article</li> <li>• situation or problem to be resolved.</li> </ul>
Part 5 (20 marks)	Students are asked to produce a factual piece of writing based on their own knowledge and interests. The writing can take the form of a report or article.	Students will be given a context and target reader. They will have to present information in an appropriate format and style which addresses the needs of the task set.  Students will be expected to write between 100 and 150 words.	A very short description of a situation which sets contexts and outlines what should be included in the written text.
Part 6 (20 marks)	Students will need to read one or two short texts, of approximately 500 words in total, and from their reading produce a summary of between 100 and 150 words for a given purpose and target reader.	Responding to a written text by producing a semi-formal summary. Students should write using their own words and phrases as much as possible.  The main purpose of this task is to test students' writing ability, not their reading ability.	Input text will be short, accessible and on a topic of general interest. Information may be presented in a variety of ways, including bullet points or diagrams.



## **Paper 2: Listening**

### **Content overview**

Below are the Assessment Objectives (AOs) for the Edexcel International GCSE in English as a Second Language (ESL) for listening.

Students should demonstrate the ability to:

#### **Listening**

- AO11 understand spoken English, spoken at normal speed, likely to be encountered in social, educational or employment contexts
- AO12 understand a wide range of recorded material and identify essential and finer points of detail
- AO13 understand a conversation between two or more speakers where information is being negotiated and exchanged
- AO14 identify a speaker's viewpoint and attitude, stated and implied
- AO15 distinguish between facts, ideas and opinions.

### **Assessment overview**

- This unit is assessed through a 45-minute examination paper, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 30.

## Detailed content

This paper will consist of three parts, each based around a single recorded text.

**Students will hear each text twice.** They will be given time to read the questions before each part of the recording begins, and will be expected to respond to the questions as they listen.

Recorded texts may be in the form of monologues, dialogues and occasionally there may be three speakers involved. In these cases the identity of each speaker will be clearly signposted.

Recordings and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the listening texts will be taken from a range of different situations, from both everyday life and in an academic context with which students will be familiar. A maximum of three task types may be used with each listening text. Where students are asked to write proper nouns as their answers, these will be spelled out in the recording and correct spelling will be expected in the student response. In all other cases, correct spelling will not be a requirement as long as the student response is comprehensible.

The table below gives an indication of text type, task type and the listening skills being tested.

	<b>Text type</b>	<b>Task type</b>	<b>Skill being tested</b>
Part 1	A short monologue giving factual information, eg public announcements, radio reports, telephone messages or pre-recorded information.	Note completion Sentence completion Multiple choice Table completion Form	Listening for detailed information
Part 2	Students will listen to a longer piece of recording which will be in the form of a transactional dialogue where speakers are negotiating meaning.	Note completion Sentence completion Multiple choice Chart/table completion Short-answer questions	Following a discussion or an argument Identifying attitude and opinions of speakers Following instructions
Part 3	Students will listen to a longer piece of recording which may be a monologue in the form of a talk or a dialogue in the form of an interview, or a guided dialogue.	Note completion Sentence completion Multiple choice Chart/table completion Short-answer questions	Listening to complex argument/discussion Understanding the overall message Identifying attitudes and opinions

## Paper 3: Speaking

### Content overview

Below are the Assessment Objectives (AOs) for the optional speaking assessment of the Edexcel International GCSE in English as a Second Language (ESL).

Students should demonstrate the ability to:

#### Speaking

AO16 communicate in speech comprehensibly and clearly

AO17 show the ability to cope with a range of topics at different levels of complexity

AO18 use a range of vocabulary, grammar and structures appropriately.

### Assessment overview

- Total assessment approximately 12 minutes.
- Recorded interview between student and interlocutor based on task cards supplied by Edexcel. Performance is marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 20.

## Detailed content

Students may take a speaking test in addition to Papers 1 and 2. Speaking tests will be recorded and the audiotapes/CDs for all students will be sent to Edexcel for external assessment.

Students will be assessed individually.

The interlocutor will need a supply of task cards (provided by Edexcel), pens and paper for students to make notes, and a clock to time students.

The instructions provided to the interlocutor by Edexcel are precise and the interlocutor is required to follow them exactly when forming questions and presenting tasks, and so on, to the students. *Appendix 2* in the specification gives an example of the instructions for the conduct of the Paper 3: Speaking examination.

The test will be divided into three parts.

### **Part 1: Introductory interview with student (2–3 minutes)**

The interlocutor introduces him/herself and asks the student a set of simple introductory questions. These questions are centred on a familiar topic, such as home or leisure, and the interlocutor works from a set of prompt questions provided by Edexcel.

### **Part 2: Student talk (1 minute preparation, plus a talk of 1–2 minutes)**

The interlocutor gives the student a task card containing a topic, some bullet points to stimulate ideas, and a question relating to the topic. The student is also given some paper and a pen to make notes if they wish.

The student has one minute in which to prepare for the talk, during which they may make notes. These notes are collected by the interlocutor at the end of the test and destroyed at the end of the testing day by the centre. They are not assessed.

The student is then asked to talk about the given topic. The talk should last no more than two minutes.

The student does not need to address all the bullet points, but **they are expected to address the specific question on the task card in the allotted time.**

### **Part 3: Extended discussion (maximum 5 minutes)**

The interlocutor will lead the student into an extended discussion on the presentation topic used in Part 2. The interlocutor will ask questions that start with the more familiar and everyday contexts, and then, with more able students, move on to questions on abstract themes related to the topic.

## **Assessment arrangements**

All speaking tests will be recorded on a date chosen by the centre within a period specified annually by Edexcel. For the June examination series, the speaking tests may be completed at any time from mid-April up to, and including, the date of the written examinations in June.

The tests will be externally marked by Edexcel. All tapes/CDs must be sent directly to the Edexcel examiner.

The test will be conducted by an interlocutor selected by the centre. This will normally be a teacher from the centre, but could be someone from outside the centre.

Centres are responsible for providing their own audiotapes/CDs to record the speaking tests. **Tapes/CDs must be clearly labelled using the template in Appendix 4 of this specification.**

Candidate cover sheets (which give student details) must be despatched directly to the Edexcel examiner on the day the tests are conducted.

More detailed instructions for the conduct of the speaking test are available in *Appendix 2*.

### **Reporting of Paper 3**

Paper 3 will be graded A\* to G, and will be reported separately on the student's certificate.

#### **Centres should note that:**

- the speaking test **cannot** be taken as a separate qualification. It can be taken only with the Edexcel International GCSE in English as a Second Language (ESL)
- achievement in the speaking test will not affect the grade awarded on Paper 1 and Paper 2
- a student must achieve at least Grade G on Paper 1 and Paper 2 in order to be awarded a grade for the speaking test
- a student who achieves at least Grade G on Paper 1 and Paper 2, but who is awarded Ungraded on Paper 3, will not have the Paper 3 grade reported
- there will be an additional fee for each student entered for the speaking test.

## Assessment criteria - Writing

For this specification, writing skills will be assessed using assessment grids, which are on the following pages. These assessment grids are solely for information and guidance for teachers when marking practice assignments. All components of this specification are externally assessed by Edexcel.

The criteria used to mark Paper 1, Part 4 are:

- communication, content and organisation
- range and accuracy.

The criteria used to mark Paper 1, Parts 5 and 6 are:

- communicative quality
- lexical accuracy and range
- grammatical accuracy and range
- effective organisation.

In addition, there will be a number of items for Task Achievement which will be specific to each writing task. Students must cover these points in order to score more than 3 marks out of 5 for each of the above criteria.

When using the assessment grids for writing tasks, the student's work should be marked on each of the criteria separately, scoring a mark between 0 and 5 for each. A student's work may therefore have to be read by the examiner several times before a final mark, which will be an aggregate of all marks, can be given.

### Task achievement

The task-specific mark scheme will identify those content points which students need to include in order to fulfil the requirements of the task. Examiners will be expected, initially, to work through the task-specific mark scheme and decide whether the student has addressed all the requirements of the task. They will then read the response again and work through the *Writing skills assessment grids* on page 16 for Part 4 and page 17 for Parts 5 and 6.

### Assessment criteria for Part 4

#### Communication, content and organisation

This criterion looks at how successfully the student has addressed their audience in terms of tone and register, how successfully the student has developed the task, and way the student has organised their response in terms of using cohesive devices.

#### Range and accuracy

This criterion looks at the range of vocabulary and structures used and their level of accuracy.

## **Assessment criteria for Parts 5 and 6**

### **Communicative quality**

This criterion looks at how successfully the student has achieved the requirements of the task as a complete piece of writing.

### **Lexical accuracy and range**

This criterion looks at the range of vocabulary used and the accuracy with which the student manipulates the vocabulary at their command.

### **Grammatical accuracy and range**

This criterion looks at the range of grammatical structures used in the written response and the accuracy with which the student has used the grammar at their command.

### **Effective organisation**

This criterion looks at the way the student has organised their response in terms of paragraphing, cohesion and coherence.

## Assessment criteria: writing skills assessment grids

These grids should be used for marking Part 4 on Paper 1.

Mark	Communication, Content and Organisation
0	<ul style="list-style-type: none"><li>No rewardable material.</li></ul>
1-2	<ul style="list-style-type: none"><li>Task completed to a limited extent, with little development of the bullets provided.</li><li>Little awareness of audience evident in uses of tone and register.</li><li>Organisation is limited with little effective use of cohesive devices.</li></ul>
3-4	<ul style="list-style-type: none"><li>Task completed to some extent, with some development of the bullets provided.</li><li>Some awareness of audience evident in uses of tone and register.</li><li>Organisation is adequate with some effective use of cohesive devices.</li></ul>
5	<ul style="list-style-type: none"><li>Task completed mostly successfully, with effective development of the bullets provided.</li><li>Secure awareness of audience evident in uses of tone and register.</li><li>Organisation is consistent with effective use of cohesive devices.</li></ul>

Mark	Range and Accuracy
0	<ul style="list-style-type: none"><li>No rewardable material.</li></ul>
1-2	<ul style="list-style-type: none"><li>Range of vocabulary is limited.</li><li>Range of appropriate structures is limited.</li><li>The writing is generally inaccurate and errors cause confusion.</li></ul>
3-4	<ul style="list-style-type: none"><li>Range of vocabulary is appropriate for some of the response.</li><li>Some range of appropriate structures.</li><li>The writing is accurate for some of the response and any errors generally do not impact on meaning.</li></ul>
5	<ul style="list-style-type: none"><li>Range of vocabulary is appropriate for most of the response.</li><li>Range of appropriate structures, although there may be some lapses.</li><li>The writing is accurate for most of the response and there are very few errors.</li></ul>



**This grid should be used for marking Parts 5 and 6 on Paper 1.**

Mark	Communicative quality	Lexical accuracy and range	Grammatical accuracy and range	Effective organisation
<b>0</b>	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.			
<b>1</b>	Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.	Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty.	The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	Generally incoherent and poorly organised, lacking in use of cohesive devices.
<b>2</b>	The response is difficult to follow. Candidate may not have considered the need to address tone and register.	Insufficient range of vocabulary used to meet the requirements of the task. Vocabulary is sometimes used inaccurately or inconsistently and there are several spelling mistakes that slow the reader down.	The writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.	A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.
<b>3</b>	The response does not wholly communicate successfully. Errors cause the reader some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task.	Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader.	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the candidate wants to say.	Generally coherent piece of writing though there are several errors in the use of cohesive devices etc, which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors.

<b>Mark</b>	<b>Communicative quality</b>	<b>Lexical accuracy and range</b>	<b>Grammatical accuracy and range</b>	<b>Effective organisation</b>
<b>4</b>	The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task.	Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.
<b>5</b>	The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.	Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects.	Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address requirements of the task. There are very few errors.	An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.

## **Assessment criteria - Speaking**

For this specification, speaking skills will be assessed using an assessment grid, which is printed on the following page. This assessment grid is solely for information and guidance for teachers. All components of this specification are externally assessed by Edexcel.

The four criteria used to mark the speaking test are:

- communicative ability and content
- pronunciation and fluency
- lexical accuracy and range
- grammatical accuracy and range.

When using the assessment grid for speaking, the student's performance is marked on each of the four criteria separately, scoring a mark between 0 and 5 for each.

### **Communicative ability and content**

This criterion refers to the student's ability to express opinions and information. It also refers to the student's ability to initiate and respond to questions appropriately, and their ability to take an active part in the interaction.

### **Pronunciation and fluency**

This criterion refers to the student's ability to produce comprehensible language and includes aspects such as the production of individual sounds, stress patterns, amount of hesitation and accent.

### **Lexical accuracy and range**

This criterion refers to the student's accurate and appropriate use of vocabulary to communicate in the speaking test. It also refers to the student's ability to cope with vocabulary problems encountered during the test, and their ability to use circumlocution.

### **Grammatical accuracy and range**

This criterion refers to the range and accuracy of the grammatical structures which the student uses during the speaking test.

### Assessment criteria: speaking skills assessment grid

Mark	Communicative ability and content	Pronunciation and fluency	Lexical accuracy and range	Grammatical accuracy and range
<b>0</b>	Candidate produces no language worth rewarding.			
<b>1</b>	Offers little relevant information and is unable to formulate clear opinions. Produces minimal responses and is unable to maintain interaction.	Pronunciation is poor and inconsistent and communication is hesitant and disjointed.	Uses only the most basic vocabulary. Candidate is unable to overcome problems.	Consistently inaccurate use of structures.
<b>2</b>	Opinions are limited to basic questions and relevant information provided is limited. Answers are short and candidate shows little or no initiative.	Pronunciation and intonation are generally poor and inconsistent, and may impede communication. Accent regularly impedes communication. There are patches of speech which cannot be understood. Candidate is hesitant.	Range of vocabulary used is limited and repetitive. Candidate rarely attempts complex language and often lacks the resources to overcome problems.	Generally inaccurate in basic language. Errors impede communication and candidate is unable to use any complex structures.
<b>3</b>	Expresses simple opinions and offers some personal responses, conveying some relevant information. Generally responds well but rarely expands on ideas under discussion. Candidate has difficulty with more complex questions. Candidate needs help to interpret the question.	Pronunciation and intonation are generally accurate though errors may interfere with communication. Accent may impede communication. Candidate hesitates occasionally.	Candidate uses an adequate range of structures and vocabulary. Some attempts to use complex language though not always successfully. Candidate may occasionally lack the resources to maintain interaction.	Generally accurate using simple, basic language. Less accurate in more unfamiliar language situations. Errors are at times significant and impact on communication.

Mark	Communicative ability and content	Pronunciation and fluency	Lexical accuracy and range	Grammatical accuracy and range
<b>4</b>	Expresses opinions without undue difficulty and conveys a significant amount of information. Responds well to a range of questions and expands on some questions.	Pronunciation and intonation are generally comprehensible and clear. Accent is noticeable but does not impede communication. Candidate generally responds without undue hesitation.	Uses a relatively wide range of vocabulary, generally used appropriately and accurately. Occasional errors impede communication though generally candidate has resources to maintain interaction.	Generally accurate in straightforward language. Some errors evident, particularly when using more complex language.
<b>5</b>	Confidently expresses opinions and attitudes, and conveys a lot of information. Responds well to all questions and frequently takes the initiative to expand on ideas under discussion.	Pronunciation and intonation are consistently comprehensible and clear. Accent in no way impedes communication. Candidate is able to sustain the conversation with ease and without undue hesitation.	Uses a wide range of vocabulary appropriately, accurately and precisely. Candidate has appropriate linguistic resources to be able to overcome problems and maintain interaction.	Uses a wide range of complex structures accurately and appropriately. Full range of tenses, subordinate clauses etc. are used very competently and appropriately to convey information.



# Assessment

## Assessment summary

Paper 1 is externally assessed through a 2-hour examination paper.

Paper 2 is externally assessed through a 45-minute examination paper.

Paper 3 (optional paper) is externally assessed through a recorded interview of approximately 12 minutes.

## Summary of table of assessment

Students will be required to take both Paper 1 and Paper 2. Reading, writing and listening are equally weighted.

Paper	Timing	Skill	Texts	Tasks
Paper 1	2 hours	Reading	Three texts of varying lengths from a variety of sources, increasing in difficulty and complexity.	Maximum of three task types per text testing a variety of reading skills.
		Writing	Input texts will be provided where appropriate to give the context and audience for the writing activity. Part 6, summary activity will have a short reading text.	Three tasks with specified context and target reader.
Paper 2	45 minutes	Listening	Three recordings, either monologues or dialogues.	Maximum of three task types per listening text testing a variety of listening skills.

## Optional

Paper	Timing	Skill	Format	Tasks
Paper 3	12 minutes	Speaking (optional)	Recorded interview between student and interlocutor.	Three tasks based on prompt material supplied by Edexcel.

## Assessment Objectives and weightings

### Papers 1 and 2

	% in International GCSE
AO1–AO6: Reading (Paper 1)	$33\frac{1}{3}\%$
AO7–AO10: Writing (Paper 1)	$33\frac{1}{3}\%$
AO11–AO15: Listening (Paper 2)	$33\frac{1}{3}\%$
<b>TOTAL</b>	<b>100%</b>

### Optional Paper 3

	% in spoken language
AO16–AO18: Speaking	100%
<b>TOTAL</b>	<b>100%</b>

## Relationship of Assessment Objectives to Papers for International GCSE

Paper number	Assessment Objective			
	AO1–AO6	AO7–AO10	AO11–AO15	Total for all AOs
Paper 1	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	0%	$66\frac{2}{3}\%$
Paper 2	0%	0%	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$
Total for International GCSE	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	100%



# Entering your students for assessment

## Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's international website: [www.edexcel.com/iwantto/pages/int-manual.aspx](http://www.edexcel.com/iwantto/pages/int-manual.aspx)

## Combinations of entry

There are no forbidden combinations.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Assessing your students

The first assessment opportunity for Paper 1, Paper 2 and Paper 3 (optional paper) of this qualification will take place in the June 2012 series and in each June series thereafter for the lifetime of the specification.

### Your student assessment opportunities

Paper	June 2012	June 2013	June 2014
Paper 1: Reading and Writing	✓	✓	✓
Paper 2: Listening	✓	✓	✓
Paper 3: Speaking (optional)	✓	✓	✓

## Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A\* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel International GCSE in English as a Second Language (ESL) will be 2012.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

## Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk).

## Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Grade descriptions

The following sample grade descriptions indicate the level of attainment characteristic of the given grade at International GCSE. They give a general indication of the required learning outcome at key grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define the content. The grade awarded will depend, in practice, on the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

### Grade A

Candidates can:

- understand the essential and finer points of a wide range of demanding written texts and recognise implicit meaning (Reading)
- produce clear, well-structured detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices (Writing)
- understand the essential and finer points of a wide range of demanding spoken English and recognise implicit meaning (Listening)
- use spoken language flexibly and effectively for academic, vocational and social purposes (Speaking option only)
- express themselves fluently and spontaneously without much obvious searching for expressions (Speaking option only).

### Grade C

Candidates can:

- understand the main ideas of complex written texts on both concrete and abstract topics (Reading)
- write clear, detailed texts on a range of subjects (Writing)
- understand the main ideas of complex spoken English on both concrete and abstract topics (Listening)
- explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options (Speaking option only)
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party (Speaking option only).

## **Grade F**

Candidates can:

- understand the main points of straightforward written texts on familiar matters, regularly encountered in school, leisure etc (Reading)
- write simple texts on topics that are familiar or of personal interest (Writing)
- understand the main points of straightforward spoken English on familiar matters, regularly encountered in school, leisure etc (Listening)
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for feelings and plans (Speaking option only)
- deal with most situations likely to arise whilst travelling in an area where English is spoken (Speaking option only).

# Support and training

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

**Ask the Expert** – To make it easier for you to raise a query with us online, we have merged our Ask Edexcel and Ask the Expert services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access the service at [www.edexcel.com/ask](http://www.edexcel.com/ask).

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching, rather than submitting a question to us.

### Support for Students and Learners

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace.

We're committed to regularly updating and improving our online services for students. The most valuable services we can provide is helping schools and colleges unlock the potential of their learners. [www.edexcel.com/students](http://www.edexcel.com/students)

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: [www.edexcel.com](http://www.edexcel.com).



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# Appendix 1: Instructions for the conduct of examinations (Papers 1 and 2)

## General

Recordings for Paper 2 are sent out in CD ROM format (hereafter referred to as 'CD') or as sound files accessed via a secure download (hereafter referred to as 'MP3 file').

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register by indicating either absent or present.

**Dictionaries are not permitted in any of the examinations.**

## Paper 1: Reading and Writing

### Paper details and materials required

One combined question and answer booklet per candidate.

Additional answer sheets must be made available as required.

## Paper 2: Listening

### Checking of CDs/MP3 files

One CD/MP3 file per 20 candidates will be supplied.

Immediately upon receipt the CDs/MP3 files should be played once on site in secure conditions and then locked away until required for the examination. Under **no** circumstances should any CDs/MP3 files be removed from the centre. If any significant defect is found, the CDs/MP3 files should be locked away. Edexcel should be informed **immediately** so that replacement or additional CDs/MP3 files can be sent out.

No transcript of the CD/MP3 file will be issued at the time of the examination. It will be issued to centres in the mark schemes with examiners' reports circulated a short while after the marking period ends.

### Equipment and conditions for listening tests

As the listening tests are based on CD/MP3 file recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.

The organisation of examining rooms is a matter for individual centres. It is, however, recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.

The volume should be set at a level which is comfortably within the capabilities of the equipment, and the tone controls (where available) adjusted to give clear undistorted sound.

Invigilators are reminded that distractions, such as opening doors or extraneous noise, are likely to be far more significant than in an ordinary written paper.

### **Playing the CD/MP3 file**

Time for candidates to read individual questions is built into the recording.

Each text is played once, followed by a beep. The text is then repeated. Pauses which give candidates time to write their answers are included in the recording. As a result, once the CD/MP3 file is started it must not be stopped.

### **Late arrival – Listening**

Candidates arriving late must not be permitted to enter the examination room once the paper has begun, since this will inevitably affect the performance of other candidates. If candidates arrive late through no fault of their own, they should be supervised until the end of the examination and arrangements made for them to sit the paper after the other candidates have finished. In these circumstances, standard Edexcel procedures should be followed, including the completion of a late arrival form.

### **Paper details and materials required**

One CD/MP3 file and player per room.

One combined question and answer booklet per candidate.

If you plan to use more than two rooms please ensure you have enough CDs and remember to request extra CDs in good time. The same consideration applies to MP3 files.

## Appendix 2: Instructions for the conduct of examinations (Paper 3)

### General

There is one attendance register for the paper.

It is essential that each candidate is accounted for on the attendance register by indicating either absent or present.

### Timetabling

Centres must conduct the tests during the period specified for the June examination series. This period is from mid-April up to, and including, the date of the written examinations (Paper 1 and Paper 2).

Centres should aim to timetable all speaking tests on the same day or, where numbers are large, on consecutive days.

### Method of assessment

The speaking tests will be conducted by a centre-appointed interlocutor. In exceptional circumstances, where there are large numbers of candidates, there may be more than one interlocutor conducting tests, but the number of interlocutors should be kept to a minimum. In most cases the interlocutor will be a teacher within the centre. Centres that do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the speaking tests. It is solely the responsibility of the centre to find such an outside person, and the centre is responsible for ensuring that the person is suitably qualified to carry out the examination and is familiar with its demands and format.

All tests must be either cassette or CD-recorded and all the recordings forwarded for marking to the designated examiner. A label with the examiner's name and address will be detachable from the attendance register.

### Structure and timing of tests

The timing of the elements of the speaking test must be adhered to, though timing to the precise second is not expected.

**The format and structure of the speaking test is described in detail in the main body of this specification on pages 11-13.**

### Accommodation

As quiet a room as possible is required for the tests.

Only one candidate is examined at a time. Normally, no one other than the interlocutor conducting the test and the candidate should be present in the examination room.

## Materials required for speaking tests

Edexcel will supply the following.

1	An attendance register pre-printed with the names and numbers of all candidates taking the examination.	It is essential that each candidate is accounted for on the attendance register as either absent or present.
2	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other papers or other languages.

The following are supplied in this document.

1	Candidate cover sheet – see <i>Appendix 3: Candidate cover sheet (Paper 3)</i> .	One candidate cover sheet completed with centre and candidate details.
2	Cassette/CD insert labels – see <i>Appendix 4: Cassette/CD insert label (Paper 3)</i> .	One cassette/CD insert label to be put in each box with centre and candidate details completed.

It is the responsibility of the centre to supply the following.

1	Cassette recorder, CD player and microphone.	Test equipment before use.
2	C60/C90 cassettes or CDs.	All cassettes/CDs and boxes to be numbered and labelled with centre/candidate names and numbers.
3	Paper and pens or pencils for candidates to use in Part 2 of the test.	Each candidate should be given a fresh sheet of paper at the appropriate point in the test.

## Conduct of the speaking examination

### Summary of procedures

Complete the top part of the candidate cover sheet (Paper 3).

The cassette recorder/CD player is switched on, the candidate's name and number as well as the interlocutor's details are announced.

### Part 1

Part 1 now begins. The interlocutor begins by selecting a topic from the Part 1 cards and asking the candidate the questions on the card. This is a warm-up activity and the purpose of this part of the test is to get the candidate used to speaking in English and to familiarise them with the voice of the interlocutor. Candidates are expected to respond to the questions asked and expand where appropriate. The interlocutor may only ask the questions on the card and ask the follow-up/supplementary questions provided when appropriate.

**This part of the test will take no more than three minutes.**

### Part 2

At the end of Part 1 the interlocutor brings this part of the test to a close and introduces Part 2. The candidate is given a task card introducing a topic. The task card also includes some bullet pointed items for the candidate to consider and **a question which the candidate must address**. The candidate is also given paper and a pen to make notes if they wish; these notes are collected by the interlocutor at the end of the test, but they are not assessed. **The candidate has one minute to prepare and then is expected to speak for one to two minutes about the given topic.** This part of the test is timed by the interlocutor who may gently interrupt the candidate if they speak for longer than two minutes. The interlocutor will then bring this part of the test to a close and introduce Part 3.

### Part 3

In Part 3 the interlocutor will ask a set of questions intended to expand on the topic which the candidate addressed in Part 2. These questions aim to stretch the candidate in terms of the language they need to use to answer more abstract questions on the given topic. The interlocutor is not expected to work through all the questions with the candidate, but more able candidates should be given the opportunity to answer some of the more demanding questions. The interlocutor may only ask the questions on the card and ask the follow-up/supplementary questions provided when appropriate.

**This part of the test will take no more than five minutes.**

**The interlocutor must not enter any marks or comments in the lower part of the candidate cover sheet (Paper 3). This part is reserved for use by Edexcel.**

At the end of the speaking test the recording should be stopped and the interlocutor should check that the test has been recorded. Where necessary, the cassette or CD should be turned over or changed, ready for the next candidate.

**The candidate may be recorded once only. The cassette recorder or CD player must not be stopped during the test.**

## Recording of candidates

All candidates must be recorded.

Where recordings fail, or are unsatisfactory, re-examining is required as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly and that recording is taking place
- the position of the microphone favours the candidate
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and switched off at the end
- the centre name and number are announced at the start of every cassette/CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate's name and number are announced at the start of each test
- recordings of previous candidates are not accidentally erased
- if a cassette is used, the tape remaining on the side of the cassette in use is sufficient to complete the next test without turning over
- the cassette/CD is returned to the correct case after use and that both the cassette/CD and its corresponding case are labelled correctly
- all cassettes are rewound to the beginning before being despatched to the examiner.

**NB:** If recording on a CD, more than one candidate's speaking test can be recorded on each CD, as long as each test is recorded as a separate track. If recording on a cassette, more than one candidate's speaking test can be recorded on each cassette, as long as each candidate's name and number are clearly stated at the beginning of each test.

## Important

The cassette or CD should on no account be stopped during a test. If an emergency makes this unavoidable, a written report should be made immediately to the Qualification Delivery and Award Manager for English as a Second Language at Edexcel. The report must explain the circumstances and any subsequent action taken. A copy must be included with the CDs/tapes sent to the examiner.

## Checklist for conduct

When conducting speaking examinations		
At this point	Record this	Do this
At the start of each new cassette or CD	<p>'This is the Edexcel International GCSE Examination in English as a Second Language' [<i>state examination session</i>],</p> <p>'Paper 3, Interlocutor _____' [<i>state name</i>]</p> <p>'Centre name _____' [<i>state centre name</i>].</p> <p>'Centre number _____' [<i>state centre number</i>].</p>	On the cassette/CD label, write your centre name and number, the language, specification number and interlocutor's name.
At the start of each candidate's test	<p>'Hello, my name is _____ and I will be interviewing you today. Can you please tell me your name and candidate number.'</p> <p>[<i>Repeat candidate name and number for clarity.</i>]</p>	<p>On the photocopiable cassette or CD insert write the candidate's name and number.</p> <p>Make sure candidate cover sheet is complete with the relevant details.</p> <p>Start the test.</p> <p>Do not stop or pause the cassette or CD during the recording.</p>
At the start of Part 1	<p>'In this first part, I would like to ask you some questions about yourself. Let's talk about _____' [<i>state topic for Part 1</i>].</p>	<p>Do not stop or pause the cassette or CD during the recording.</p> <p>You may only ask the questions on the task card. You should use the supplementary questions on the card to elicit the fullest possible responses.</p> <p>If the candidate's responses are full then you may not need to use all the questions on the task card.</p> <p>If candidate is not very talkative you may use more than one Part 1 frame.</p>
At the end of Part 1	'Thank you. That is the end of Part 1.'	

When conducting speaking examinations		
At this point	Record this	Do this
At the start of Part 2	<p>'Now I am going to give you a task card with a topic and ask you to talk about this topic for one to two minutes. You will have one minute to think about what you want to say. Here is some paper and a pen for you to make notes if you want to, and here is your task card.'</p> <p><i>[Give the candidate the task card, some blank paper and a pen.]</i></p> <p>'You are going to talk about _____'</p> <p><i>[Read the introduction to the task as written on the task card.]</i></p> <p>'You can use some or all of the ideas listed below in your talk but you must answer this question'</p> <p><i>[Read the question written on the task card.]</i></p> <p>'You have a minute to prepare. You may begin your talk when you are ready.'</p> <p><i>[Please time the candidate preparing their talk and when their one minute is over, signal that they should begin their talk by saying the following.]</i></p> <p>'That is the end of your preparation time. You should begin your talk now.'</p> <p><i>[If the candidate's talk does not come to a natural end at the end of the 2-minute allocated time, stop the candidate by saying.]</i></p> <p>'Thank you. You have been speaking for two minutes.'</p> <p><i>[In cases where the candidate has not addressed the final question, please make sure that you ask the candidate this question yourself.]</i></p>	<p>You must choose a task card which does NOT overlap with the topic you selected for Part 1.</p> <p>The candidate may be unhappy with the given topic. If they ask to change topics then give them a second task card. It is the responsibility of the interlocutor to choose the new topic. Please do not stop the recording at any point, but do not include the time taken for this interaction in your overall timing of this part of the test.</p> <p>Do not interrupt the candidate during their 2-minute talk. However, should the candidate continue talking beyond their 2-minute allocation, then interrupt the candidate diplomatically and sympathetically.</p> <p>Should the candidate ask you for an explanation of the words on the task card during their one minute preparation time, you may give simple explanations without going into any unnecessary detail.</p> <p>The purpose of the list of bullet points is to give the candidate some ideas. The candidate does not need to address any of the bullet points in their talk but <b>they must address the question at the end of the task card.</b> If they do not, please ensure that you ask this question before you bring this part of the test to a close.</p>
At the end of Part 2	'Thank you. That is the end of Part 2.'	



When conducting speaking examinations		
At this point	Record this	Do this
At the start of Part 3	'We have been talking about _____ [ <i>enter topic used in Part 2</i> ] and I would like to ask you some more questions on this topic.'	<p>Each Part 2 topic is accompanied by a set of questions to be used in Part 3. These questions are generally grouped around three related topic areas and range from the familiar and simple to the complex and abstract.</p> <p>You may choose to explore one or more particular related areas depending on the ability and range of the candidate's responses. You should aim to stretch the candidate and encourage them to use all the linguistic resources they have and achieve their maximum potential.</p> <p>You may only ask the questions on the task card. You should use the supplementary questions on the card to elicit the fullest possible responses.</p>
At the end of Part 3	'Thank you. That is the end of the speaking test.'	
After the last candidate on side A	'End of Side A.'	
After the last candidate on side B of each cassette/CD.	<p>'End of Side B.</p> <p>The tests continue on cassette/CD number _____.'</p> <p>[<i>State number of next cassette/CD.</i>]</p>	<p>Wind to the start of side A.</p> <p>Check that all the details on the cassette/CD label are completed.</p> <p>Place the cassette/CD back in the cassette/CD box before you take the next cassette/CD out of its box.</p>

### Advice for interlocutors on managing the interaction in the speaking test

At all times look interested and involved in what the candidate is saying. Try to look relaxed and at ease in order to put the candidate at ease. Refrain from using words such as 'good' or 'well done' or 'that's right' as this may give the candidate the wrong impression of their performance.

You may answer questions that candidates have regarding the tasks they have been given. You may explain the occasional word should they ask for an explanation, but please refrain from giving long explanations or providing the candidates with a paraphrase of the question they have been asked. You may repeat the question more clearly if you wish, but if the candidate clearly does not understand the question you are asking, you should select a different question from the set you are working from. It is important that all candidates are tested in the same standard manner.

If candidates ask for a different task in Part 2, you may choose a different task. It is the responsibility of the interlocutor to choose the new topic. However, it may be useful, where possible, to have a conversation with the teachers at the centre about any issues which may affect your selection of topics/tasks.

Encourage candidates to expand beyond a simple reply to each question by using the prompt questions on the cards – aim for a natural conversation.

Never correct a candidate's language, however inaccurate, during a test.

Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

Do not interrupt candidates **except** if they talk for more than 2 minutes in Part 2 of the test.

At the end of the test do not give the candidate any indication of how you think they performed. This is a task for the examiners.

### **Preparation of materials to despatch to the examiner**

Centres should send **all** cassettes/CDs to the appropriate examiner.

All candidate cover sheets (Paper 3) must contain all the appropriate centre and candidate details – correct candidate numbers are essential.

All the candidate cover sheets (Paper 3) must be arranged **in candidate number order**.

Each cassette/CD must be numbered and the number indicated in the appropriate box on the candidate cover sheet (Paper 3).

Every cassette/CD and cassette/CD box must be numbered and clearly labelled with the centre name and number. Photocopiable cassette/CD inserts are provided (see *Appendix 4*).

Each side of each cassette/CD must indicate the candidate numbers of those candidates recorded on it.

### **Despatch of materials to the examiner**

Computer printed address labels will be supplied on the attendance registers, showing the name of the examiner and the specification. As soon as all materials are ready, and within 48 hours of the completion of examining, material should be despatched to the examiner in two separate consignments as follows.

**Parcel 1:** The **top two copies** of the attendance register (bottom copy to be retained by the centre). Please remember that attendance registers **must not be folded or creased**.

**Parcel 2:** All cassettes/CDs, and the completed candidate cover sheets (Paper 3) (see *Appendix 3*) for the speaking test.

Where the size of the candidature makes it necessary to split parcels (whether of documentation or cassettes/CDs), they should be numbered clearly on the outside (for example package 1 of 2).

**Centres are reminded that all candidates must be recorded and the recordings despatched to the examiner for marking.**

## Appendix 3: Candidate cover sheet (Paper 3)

*This sheet should be photocopied as needed.*

To be completed by the centre-appointed interlocutor

Centre name				Centre number	
Candidate name				Candidate number	
Date of speaking test	..... / ..... / 20 .....	Name of person conducting test ( <i>Block capitals</i> )		Cassette/CD number	Side (A/B)

To be completed by the Edexcel examiner

Communicative ability and content (maximum 5)		Pronunciation and fluency (maximum 5)		Lexical accuracy and range (maximum 5)		Grammatical accuracy and range (maximum 5)	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

<b>GRAND TOTAL (MAXIMUM 20)</b>	
Edexcel Examiner	Senior Examiner



## Appendix 4: Cassette/CD insert label (Paper 3)

***This page should be photocopied as needed.***

Complete the required details.

June 20... speaking examination		
4ES0/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		

June 20... speaking examination		
4ES0/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		

June 20... speaking examination		
4ES0/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		



# **International GCSE**

English as a Second Language (ESL)  
(4ES0)

Sample Assessment Material

First examination 2012

Issue 2





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## Introduction

These sample assessment materials have been prepared to support the qualification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.



# Sample question papers

Paper 1: Reading and Writing	7
Paper 2: Listening	29
Paper 3: Speaking	35



Write your name here			
Surname		Other names	
<b>Edexcel</b>		Centre Number	Candidate Number
<b>International GCSE</b>		<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
<h1 style="margin: 0;">English as a Second Language</h1> <h2 style="margin: 0;">Paper 1: Reading and Writing</h2>			
Sample Assessment Material		Paper Reference	
<b>Time: 2 hours</b>		<b>4ES0/01</b>	
<b>You do not need any other materials.</b>			Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Dictionaries may **not** be used in this examination.

### Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read all the instructions carefully and keep to the word limit given.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S35137A

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PEARSON

## READING

### Part 1

Read the list of events below and answer questions 1–10.

EVENTS
<p><b>A Until November 2011: Milapfest</b> Philharmonic Hall <a href="http://www.milapfest.com">www.milapfest.com</a> Now in its 12th year, the Music for the Mind and Soul concert series is a truly relaxing way to spend two hours. An eclectic and changing programme of musicians perform Indian classical music with astonishing dexterity and skill in elegant surroundings. Very popular event on the last Saturday of each month. But be warned, latecomers will not be admitted.</p>
<p><b>B 22–24 September 2011: British Musical Fireworks</b> Kings Gardens, Southport <a href="http://www.visit-southport.org.uk/fireworks/">www.visit-southport.org.uk/fireworks/</a> Every night, six of the UK's top professional firework companies compete for the championship title, with each display lasting 15–18 minutes. Approximately £300 of fireworks goes up in smoke every minute; that's over £330,000 for the entire championship. There is also a new 'Water Ballet' presentation over Marine Lake.</p>
<p><b>C Until end of December 2011: Love Sport</b> World Museum Liverpool <a href="http://www.liverpoolmuseums.org.uk">www.liverpoolmuseums.org.uk</a> An interactive exhibition aimed at both children and adults. Love Sport combines learning about the science of sport with the opportunity to take part in some exercise. The interactive part allows visitors to test their own coordination, balance, strength and stamina and compare results with other people, as well as looking at sports psychology and its impact on performance.</p>
<p><b>D 7–26 November 2011: International Guitar Festival</b> Various venues <a href="http://www.bestguitarfest.com">www.bestguitarfest.com</a> This is their 18th birthday, and performers from all over the world will be playing. An eclectic programme of classical, jazz, rock, blues, slide, country and flamenco takes place in a range of venues from the intimate 100-seater Birkenhead Priory to the Pacific Road Arts Centre.</p>
<p><b>E October 2011: Scrap Arts Music of Vancouver</b> Royal Court Liverpool <a href="http://www.royalcourtLiverpool.co.uk">www.royalcourtLiverpool.co.uk</a> Part of the Liverpool Performs season, Scrap Arts Music live up to their name. They are a five-strong percussion ensemble with a difference: all their instruments are created from scrap metal and construction salvage by themselves. The instruments make a wide array of sounds and pitches, allowing for a range of rhythms and compositions.</p>



**F March–August 2011: Contemporary Arts from China**

Tate Liverpool

[www.tate.org.uk/liverpool/](http://www.tate.org.uk/liverpool/)

Liverpool is home to the oldest Chinese community in the UK and is twinned with Shanghai. This relationship is reflected in this exhibition presenting some of the most interesting contemporary art to be made in China since 2000. This period has seen growing cultural and economic exchange between China and the rest of the world, radically influencing Chinese artists. This exhibition promises to reflect a society undergoing profound cultural change.

**G July 2011: Arabic Arts Festival**

Various venues

[www.bluecoatartscentre.com/arabic](http://www.bluecoatartscentre.com/arabic)

Organised under the umbrella of the Bluecoat Arts Centre, this annual festival draws on the arts and culture of Yemen, Egypt and Morocco, and provides opportunities to participate in music, dance, theatre, craft and food. Belly-dancing events are always popular and are teamed with stalls selling Middle Eastern food and goods, attracting a broad audience. The festival has invited some excellent and well-established musicians to play.

(Adapted from: 'Culture hotspot', Dany Louise, 2 September 2006 © Guardian Newspapers Limited)

## Questions 1–10

Identify which paragraphs (A–G) contain the information listed in questions 1–10 by marking a cross for the correct answer ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

You must choose answers only from the information given in the leaflet. Paragraphs may be used more than once or not used at all.

1 Performers at this event use home-made instruments.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 This event is particularly suitable for people of all ages.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 This is a monthly event.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 At this event you can take part in various cultural activities.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 This event shows the very latest cultural developments in another country.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 This event is a competition.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 This event allows you to check your physical condition.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8** If you arrive after the performance has started, you won't be allowed in.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9** At this event you can do some shopping.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10** This event will give you the opportunity to see some 21st century art work.

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**(Total for Part 1 = 10 marks)**

## Part 2

Read the article below about doing temporary work and answer questions 11-30.

### 'Ahead of the Game'

Students shouldn't dismiss temporary work (temping). It could give them a head start if a full-time job comes up for grabs.

So, that shiny new degree hasn't landed you a corner office and a team of assistants?

Not even a golden hello and a business card with your direct line on it? Still, at least you are in good company. Every summer, thousands of graduates weep gently into their bank statements, wondering why they were promised the world and left with only an enormous bank overdraft.

But just because you didn't get on a graduate training scheme doesn't mean you should abandon your ambitions or sit around moping. It might not be quite what you envisaged, but temping will not only bring in some cash, it could help you bag the job you have always wanted. Once you're inside a company, not only do you have the opportunity to impress your employer with your abilities but you will also stumble upon that holy grail of job-seeking: internal positions that other people don't know exist.

Vincent Desbois graduated last summer and landed himself temp work for Barclays, the bank. After his three-month contract was extended twice, he applied for a permanent position and begins his new job next month. "The temping wasn't necessarily what I wanted to do but it was a good foot in the door and a good opportunity to get into Barclays", he says. "It definitely gave me a head start. When you're temping in a company, if you show motivation, then you make yourself known. When you apply for internal positions, people know who you are, and before applying for a position you gain experience and confidence."

But internal positions are only up for grabs if you've been an effective temp. You might think you are really great but you need to show it, rather than shout about it. It doesn't matter how impressive your degree, you need to adopt an appropriate attitude. And not just in front of the boss – office politics can be difficult to fathom and unexpected people can wield a massive amount of influence.

Even though the jobs you are given to do may be pretty junior, if you adopt an appropriate attitude and complete them well, offer to help out wherever and are generally bright, bubbly and enthusiastic, you will be remembered. Sometimes it is the boring things that count: arriving at work on time, looking presentable and not spending all day on personal e-mails are important. Getting yourself noticed (in all the right ways) might mean bringing a collection of ideas to work that won't threaten other staff but show that you're switched on and interested in the company.

It's fine to find out what opportunities there might be, but don't rush at it. Near the end of your contract, have an initial chat with Human Resources about what might be available, and ask for feedback and advice – this will show you are ambitious but not a complete egomaniac.

A stint of general office temping after graduation won Karen Hamblen-Cartagena a 12-month contract as European public relations assistant for Nintendo. But things looked bleak initially. "I had my degree, but little experience, and it was a bit of a nightmare getting a job – you are either overqualified or you have no experience." But instead of whingeing, she turned to temping which added plus points to her CV. "The experience helped me when I applied for this job with Nintendo."

Transferable skills – such as basic administration work, getting on with other people, answering phones, dealing with queries and working in a team – can help you land a job even if the company you're working for doesn't have any vacancies. So be patient and creative about the kind of temping you do – building up a bank of skills and interesting projects could give you the interview answer that gets you that job. While your peers might be lolling around under a cloud of doom, you have built up a raft of examples of negotiation, and delivering under pressure.

(Adapted from 'Ahead of the Game', Vicky Frost, 4 July 2005 © Vicky Frost, Guardian Newspapers Limited)

### Questions 11–15

**Mark a cross ☒ for the correct answer. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.**

**11** Temping is a good option for graduates because

(1)

- ☐ **A** it helps them to earn some money.
- ☐ **B** they can improve their qualifications.
- ☐ **C** it stops them feeling rejected.

**12** Vincent Desbois

(1)

- ☐ **A** temped for two different companies.
- ☐ **B** was made permanent after 3 months.
- ☐ **C** worked in finance after graduating.

**13** To be offered a permanent position, temps should

(1)

- ☐ **A** get involved in office politics.
- ☐ **B** show others how keen they are.
- ☐ **C** try to use their academic skills.

**14** One way of making a good impression is to

(1)

- ☐ **A** take care with your appearance.
- ☐ **B** arrive early for staff meetings.
- ☐ **C** respond quickly to work e-mails.

**15** Temping can help graduates improve their

(1)

- ☐ **A** presentation skills.
- ☐ **B** telephone manner.
- ☐ **C** creative knowledge.

**Questions 16–25**

**Complete the following sentences using no more than TWO words taken from the text.**

**16** Temping can provide graduates with the advantage of a .....  
on others.

(1)

**17** Many graduates often finish their studies with a .....  
to clear.

(1)

**18** If graduates are not accepted onto a .....  
they should not give up.

(1)

**19** According to Vincent Desbois, the most important quality you should show when you  
are temping is .....

(1)

**20** Vincent Desbois only managed to get an .....  
job after working as a temp for quite a long time.

(1)

**21** It is important that you have a suitable .....  
especially in front of your colleagues.

(1)

- 22** As a temp you will be given ..... tasks to do. (1)
- 23** You should first talk to ..... about the likelihood of other jobs in the company. (1)
- 24** According to Karen Hamblen-Cartagena, the reason why she couldn't get a job was that she lacked ....., rather than qualifications. (1)
- 25** Temping can help you build up a set of skills which are ..... to other jobs. (1)

### Questions 26–30

Complete this summary of the text using words from the box below. Each word may be used once or not used at all.

Temping might not be the first choice for graduates looking to

(26) ..... the world of work. However, in today's economic

climate it should not be overlooked as a stepping stone into a more

(27) ..... position. Temping allows graduates to show their

potential and gain valuable experience, which can only

(28) ..... them in the long term. Many of the general

(29) ..... acquired through temping will prove useful in future

work situations. Also, the fact that you are already temping for a company means that you will

know before others if internal job (30) ..... present themselves.

impress	tasks	benefit	grow	skills
permanent	schemes	internal	opportunities	enter

(Total for Questions 26–30 = 5 marks)

(Total for Part 2 = 20 marks)



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### Part 3

Read the article below about Alfred Nobel and answer questions 31-46.

#### Life and Philosophy of Alfred Nobel

While the Nobel Prize is extremely well known all over the world, the person behind it remains relatively unknown. Here are some important facts about Alfred Nobel's life. He was born in Stockholm in 1833 into a family of engineers. Having gone through a recent bankruptcy when Alfred was five years old, his father, Immanuel Nobel, moved to St Petersburg, where he started a workshop for the manufacture of land mines. In 1842 when Alfred was nine, the rest of the family joined him. At the time, St Petersburg was a world metropolis, alive with scientific, social and cultural life.

Immanuel Nobel's sons did not attend school but were instead educated at home. They studied languages, as well as literature, philosophy and natural sciences. Alfred took a liking to chemistry and learned to conduct chemical experiments, an activity that seemed to fascinate him from the very beginning.

In 1850 Alfred was allowed to study abroad. He spent some time in Paris with the famous chemist Jules Pelouze, a professor who had just opened a private training laboratory. During that time, Alfred completed his training as a chemist and also heard about the remarkable explosive called nitroglycerine. It was difficult to manufacture this compound because at high temperatures it would explode easily, and once produced, the liquid was unstable.

In 1860 Alfred conducted repeated experiments involving great risks. First he succeeded in manufacturing sufficient quantities of nitroglycerine without any mishaps. Then he mixed the compound with gunpowder and ignited the mixture with an ordinary fuse. After several successful explosions outside St Petersburg, Alfred travelled back to Sweden where, with the help of his father, he applied for a patent in his own name, which was granted in October 1863. He initially called this explosive 'blasting oil'.

He continued to worry over the safety problems of nitroglycerine and continued with his experiments, eventually discovering the perfect compound (Kieselguhr) which, when mixed with nitroglycerine, could form a paste that was easy to knead and to shape. This was how Alfred Nobel invented dynamite, a word he coined from the Greek dynamis meaning power. In 1867 he was granted patents for dynamite in various countries notably Britain, Sweden and the United States. It was a time of large infrastructure projects such as railways, ports, bridges, tunnels and mines, where blasting was necessary.

Around the same time another personality trait began to assert itself – the inventor also became an entrepreneur. Over the years he founded factories and laboratories in some 90 different places in more than 20 countries. When he was not travelling or engaging in business activities, Nobel himself worked extensively in his various laboratories. He focused on the development of explosives technology as well as other chemical inventions. By the time of his death in 1896 he had 355 patents.

By the age of 40 he had already made his greatest discoveries, he had built up a worldwide industrial empire and he had become wealthy. But that's not all. He was an avid reader of fiction and wrote his own dramatic works and poems. He was also attracted to philosophical issues and read certain works with such an interest that he underlined important passages.

On November 27 1895, Nobel signed his final will and testament in Paris. After listing what relatives and other people close to him should receive, Nobel declared that his entire remaining estate should be used to give '...prizes to those who, during the preceding year, shall have conferred the greatest benefit to mankind'. His will attracted attention throughout the world. It was unusual at that time to donate large sums of money for scientific and charitable purposes. Many people criticised the international character of the prizes, saying they should be restricted to Swedes. This would not have suited the cosmopolitan Alfred Nobel.

The fact that he had established a special Peace Prize created a great international sensation. His name was connected with explosives and inventions useful to the art of making war but certainly not with questions related to peace. Nobel prescribed that the Peace Prize should go to the person who accomplished '...the most or the best work for fraternity among nations, for the abolition or reduction of standing armies and for the promotion of peace congresses'.

Evidently Nobel did not consider his involvement in the war materials industry and his work for world peace as incompatible. At the time it was maintained that the scientist was not responsible for how his findings were used. Scholarly discoveries are neutral in themselves but can be used for both good and bad objectives.

In 1901 the first Nobel Prizes were awarded. The donor himself could hardly have dreamed of the impact that his generosity would have in the future.

(Adapted from © Nobel Web AB 2006)

### Questions 31–40

**Complete the following sentences using no more than THREE words taken from the text.**

**31** The Nobel family consisted mainly of

.....  
(1)

**32** From a young age, Alfred took an interest in how to

.....  
(1)

**33** One problem with nitroglycerine is that it was dangerous to

.....  
(1)

**34** To control nitroglycerine, Alfred Nobel first combined it with

.....  
(1)

**35** The word 'dynamite' comes from the Greek word for

.....  
(1)

**36** Alfred Nobel was not only an inventor; he also became a successful

.....  
(1)

**37** As well as reading fictional stories he enjoyed reading about

.....  
(1)

**38** The Nobel Prize is intended for those people who bring the most

..... to humanity.  
(1)

**39** Many people disagreed with the .....  
aspect of the Nobel Prize.

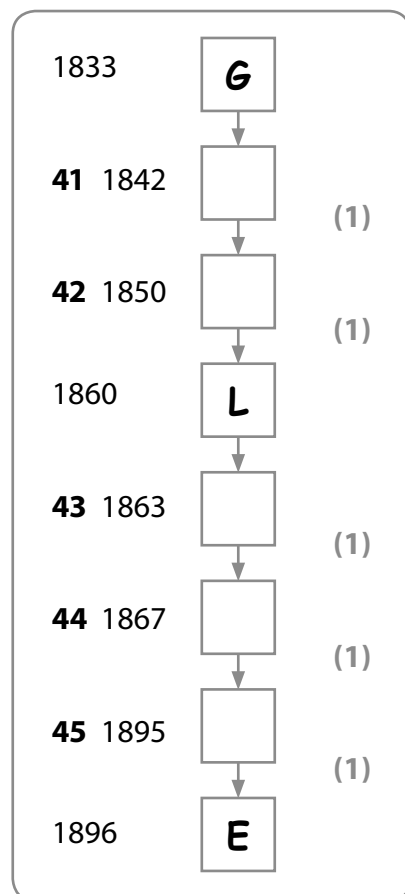
(1)

**40** Alfred Nobel believed that all scientific work was

.....  
(1)

### Questions 41–45

Complete the gaps in the timeline below by adding the appropriate letters for the phrases from the box below.



- |                                 |                                    |   |
|---------------------------------|------------------------------------|---|
| <b>A</b> Signed will            | <b>F</b> Studied with Pelouze      | <b>J</b> Received patents for dynamite      |
| <b>B</b> Went to university     | <b>G</b> Was born                  | <b>K</b> Received patent for 'blasting oil' |
| <b>C</b> Moved to St Petersburg | <b>H</b> Turned 40                 | <b>L</b> Carried out further experiments    |
| <b>D</b> Wrote a book of poems  | <b>I</b> Travelled to 20 countries | <b>M</b> Started to set up laboratories     |
| <b>E</b> Died                   |                                    |   |

### Question 46

According to the text, which of the following statements are correct?

Mark a cross ☐ for the correct answers. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☐.

Choose FIVE answers.

- ☐ **A** The life story of Alfred Nobel is common knowledge.
- ☐ **B** Alfred's home tutors focused on science subjects.
- ☐ **C** Alfred qualified as a chemist while studying in Paris.
- ☐ **D** Alfred opened a laboratory in Paris with Mr Pelouze.
- ☐ **E** 'Blasting oil' was not as safe to work with as dynamite.
- ☐ **F** There was a demand for dynamite in the late 1860s.
- ☐ **G** Alfred spent most of his life working in one country.
- ☐ **H** The content of Alfred's will was seen as unexpected.
- ☐ **I** Alfred's relatives were not mentioned in his will.
- ☐ **J** There was a powerful response to the Nobel Peace Prize.

(Total for Question 46 = 5 marks)

(Total for Part 3 = 20 marks)

---

**TOTAL FOR READING = 50 MARKS**

## Part 4

In your letter you **must**:

- explain why you can't go to the party
- say what present you have bought for your friend
- explain how you will get the present to your friend.

You **must** write between **75–100 words only**.

[illegible]

**(Total for Part 4 = 10 marks)**

## Part 5

Your teacher has asked you to suggest ways to save energy at school. Write a report for your teacher.

In your report you **must**:

- say why you think energy saving is important
- give **two** suggestions of things students could do to save energy at school
- give **two** suggestions of things the school could do to save energy.

You **must** write between **100–150 words only**.

This image shows a full page of white paper with horizontal dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.



**(Total for Part 5 = 20 marks)**

## Part 6

Read the article below on cycling and write a short summary for your school magazine.

### **Wheels two. Options limitless.**

Thinking of getting a bike? Before you dash off and fall in love with a £5000 mountain bike, consider what you're going to use your new bike for. If it's just to get around town carrying a bit of shopping, a few books, stopping at a café, then think about a **city bike**. They are perfectly designed for tarmac; they are nippy and good at getting in and out of traffic but not fantastic for carrying things.

Also, don't forget the old-fashioned **sit-up-and-beg bike**. These are comfortable and practical, with lots of places to carry things and they put you in a good position to see what's going on with traffic. Just don't take anyone on at the traffic lights as you won't win.

If all this sounds too much like hard work, you could try an **electric bike** which is powered by a battery. You'll still have to pedal but the electric motor helps. Commuters should consider the ingenious **folding bike**. Perfect for carrying on and off trains, they are less good for long distances and not great at absorbing the bumps of the road.

If you are planning to zoom around the countryside, you'll be wanting a **mountain bike**. Tough, with good brakes and loads of gears, they usually have a fairly upright position and are pretty versatile. And finally, if you want to transport your family around, consider either one of the above with child seats, tag-alongs, trailers etc or you could consider the **tandem**, a double bike with two seats and four pedals.

### **Five reasons to ride**

- Owning a car costs around £3000 a year. Bikes cost about £75.
- Driving a car burns up about 58 calories an hour. Cycling at a reasonable pace uses up more than 400 calories an hour.
- Car emissions = loads. Bike emissions = zero.
- Parking a bike is always easier than parking a car.
- There is plenty of evidence to show that a bit of exercise every day is likely to improve your mental wellbeing, as well as toning your body. Cardiovascular exercise also increases your life expectancy.

### Before you start pedalling:

- **Vital (and less vital) equipment**

Beyond the obvious (lights, reflective strips, helmet and lock) there are loads more possibilities. A rack and panniers are useful, offering lots of room for a change of clothes and other stuff you may need to carry with you. You may also want to invest in a set of inner tubes, tyre levers and a pump (to deal with punctures) and some sunglasses and gloves to complete the look.

- **Plan your route**

If you are not used to going out in traffic, have a look at the Sustrans website ([sustrans.org.uk](http://sustrans.org.uk)) which maps UK's national cycle route network.

- **Ride safely**

You need to be safety conscious, especially when cycling in bad weather or at night. For the nervous or rusty, getting some training is a great idea to gain confidence.

(Adapted from: 'Wheels two. Options limitless', Bibi van der Zee, 23 September 2006 © Guardian Newspapers Limited)

Your summary will be read by your school friends and other students. In your summary you **must**:

- give **three** pieces of advice to someone who wants to start cycling
- give **three** advantages of taking up cycling.

You **must** write **between 100-150 words only**. You **must** use your own words where possible.

[illegible]

**(Total for Part 6 = 20 marks)**

**TOTAL FOR WRITING = 50 MARKS**  
**TOTAL FOR PAPER = 100 MARKS**

Write your name here	
Surname	Other names
<b>Edexcel</b>	Centre Number
<b>International GCSE</b>	Candidate Number
<h1 style="margin: 0;">English as a Second Language</h1> <h2 style="margin: 0;">Paper 2: Listening</h2>	
Sample Assessment Material	Paper Reference
<b>Time: 45 minutes</b>	<b>4ES0/02</b>
<b>You do not need any other materials.</b>	Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Check that you have the correct question paper.
- You will have time at the beginning of each part to read the questions before you hear the recording.
- You will hear each recording twice.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Dictionaries may **not** be used in this examination.

### Information

- The total mark for this paper is 30.
- Question numbers are written in bold type or bold type in square brackets: e.g. **[7]**.

### Advice

- Write your answers clearly and neatly.
- Read all the instructions carefully and keep to the word limits given. You do not need to write full sentences.
- Provided that your answers can be understood, marks will not be deducted if you spell words incorrectly. However, your answers should be grammatically correct.

**Turn over** ►

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PEARSON

2/1/2/2

## Part 1

In this part, you will hear a teacher in England giving a talk to parents and students about next year's school exchange trip to Germany.

*Listen and complete the notes below about the talk. Write no more than **three words** and/or **a number** for each answer.*

*One mark will be awarded for each completed gap.*

### EXCHANGE TRIP TO GERMANY

**Dates:** 12th March – 24th March

**Transport:** By [1] ..... and coach

**German School:** Students will attend German school for [2] ..... days.

Girls may wear [3] ..... at school.

German school starts at [4] .....

**Excursions include:** The [5] ..... in Bremen  
Luebeck, a Baltic town  
Hamburg trip – Fun fair

Lunch by the lake

Tour of the [6] .....

**Accommodation:** Each student will have their own [7] .....

[8] ..... is not permitted.

**Staff:** Three members of staff will be present.

Each teacher will have a [9] .....

**Advantages of trip:** For Years 7/8/9 – helpful and interesting.

For Year 10s – good preparation for the [10] .....

**(Total for Part 1 = 10 marks)**

## Part 2

Harry Robinson, a champion rower, is being interviewed by a journalist about his favourite teacher.

*Listen and answer the questions.*

**For questions 11–20 indicate your answer by marking a cross in the box ☒.**  
**If you change your mind, put a line through the box ☒ and then**  
**indicate your new answer with a cross ☒.**

**11** Harry Robinson represented his school in (1)

- ☐ **A** rugby.
- ☐ **B** running.
- ☐ **C** cricket.

**12** At school, Harry stopped attending classes in (1)

- ☐ **A** French.
- ☐ **B** Maths.
- ☐ **C** Science.

**13** What was the pupils' general attitude to Mr Johnson? (1)

- ☐ **A** respect
- ☐ **B** fear
- ☐ **C** amusement

**14** How many people were in the rowing team? (1)

- ☐ **A** 2
- ☐ **B** 3
- ☐ **C** 4

**15** Who was the rowing team's leader?

(1)

- ☐ **A** Glenn Johnson
- ☐ **B** Harry Robinson
- ☐ **C** They took turns

**16** Glenn's training schedule was

(1)

- ☐ **A** boring.
- ☐ **B** enjoyable.
- ☐ **C** exhausting.

**17** On training runs, the students tried to

(1)

- ☐ **A** run the entire distance.
- ☐ **B** trick Glenn Johnson.
- ☐ **C** go home early.

**18** How many times a week did the team row in winter?

(1)

- ☐ **A** 2
- ☐ **B** 5
- ☐ **C** 6

**19** When Harry coaches people, he

(1)

- ☐ **A** uses many of Glenn's techniques.
- ☐ **B** works them very hard.
- ☐ **C** wants them to develop in a particular way.

**20** What does Harry say about Glenn Johnson?

(1)

- ☐ **A** He hasn't seen Glenn for a while.
- ☐ **B** Glenn hasn't had much work.
- ☐ **C** Glenn hasn't changed much.

**(Total for Part 2 = 10 marks)**



### Part 3

#### THE RISE OF THE BICYCLE IN LONDON

You are doing a project on the bicycle. You will hear an extract from a radio programme about cycling in London and Copenhagen.

*Listen and complete the sentences on the programme. Write no more than **three words** and/or **a number** for each answer.*

*One mark will be awarded for each completed sentence.*

Since the turn of the century, London has seen a rise of [21] ..... in the number of bicycles on main roads.

Cycling is now more enjoyable in the [22] ..... part of London.

Drivers, particularly [23] ..... ones, are more tolerant of cyclists in London today.

Cycling used to be seen as transport for [24] .....

#### What can be done to increase cycling numbers further:

- Provide [25] ..... rooms at work.
- Improve [26] ..... facilities for cyclists.

#### Cycling in Copenhagen

Many cycle because of the [27] .....

There are separate lanes for cyclists which are marked in [28] ..... at crossroads.

40% of Copenhageners cycle because cars are so [29] .....

Traditionally, the bicycle has been the way that [30] ..... people move around the city.

---

(Total for Part 3 = 10 marks)

---

**TOTAL FOR PAPER = 30 MARKS**



Paper Reference(s)

**4ES0/03**

**Edexcel**

**International GCSE**

**English as a Second Language**

**Speaking Test**

**SAMPLE ASSESSMENT MATERIAL**

Printer's Log. No.

**S35134A**



*Turn over*

W850/4ES0/57570 2/2/2/2

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**PEARSON**



**Edexcel International GCSE English as a Second Language 4ES0/03**  
**Speaking Test Sample Assessment Material**

**INTRODUCTION**  
**FRAME 0**

Hello, my name is \_\_\_\_\_ and I will be interviewing you today. Can you please tell me your name and candidate number.

[Repeat candidate's name and number for clarity.]

Thank you.

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**Edexcel International GCSE English as a Second Language 4ES0/03  
Speaking Test Sample Assessment Material**

**PART ONE  
FRAME 1**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about transport.

What form of transport do you and your family usually use?

What do you like about it?

Is there anything you dislike about it? (Why is that?)

What form of transport do you prefer to use for long journeys, for example when you go on holiday? (Why is that?)

Thank you. That is the end of Part One.

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**Edexcel International GCSE English as a Second Language 4ES0/03  
Speaking Test Sample Assessment Material**

**PART ONE  
FRAME 2**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about shopping.

How often do you go shopping?

What kinds of things do you usually buy?

What did you buy on your last shopping trip?

What is your favourite shop? (Why is that?) / (Tell me about that.)

Do you prefer to go shopping alone or with friends and family? (Why is that?)

Thank you. That is the end of Part One.

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Speaking Test Sample Assessment Material**

**PART ONE  
FRAME 3**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about sport.

How often do you play sport?

Where do you play sport?

Which sport do you play most?

What do you enjoy most about \_\_\_\_\_ (this sport)?

Is there anything you do not enjoy about sport?

Thank you. That is the end of Part One.

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Speaking Test Sample Assessment Material**

**PART ONE  
FRAME 4**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about your home.

Do you live in a house or a flat?

Could you describe your house/flat to me?

What do you particularly like about your house/flat? (Why is that?)

If you could change something about your house/flat, what would it be? (Why is that?)

Thank you. That is the end of Part One.

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Speaking Test Sample Assessment Material**

**PART TWO**

**INTERLOCUTOR'S STANDARD INTRODUCTION**

Now I am going to give you a task card with a topic and ask you to talk about this topic for 1 to 2 minutes. You will have 1 minute to think about what you want to say. Here is some paper and a pen for you to make notes if you want to, and here is your task card.

You are going to talk about \_\_\_\_\_ .

You can use some or all of the ideas listed below in your talk but you must answer this question: \_\_\_\_\_ .

You have 1 minute to prepare. You may begin your talk when ready.

(After 1 minute) That is the end of your preparation time, You should begin your talk now.  
(Candidates talk.)

[If candidates have not finished speaking at the end of the 2 minute allocated time]  
Thank you. You have been speaking for 2 minutes. That is the end of Part Two.

[Otherwise]  
Thank you. That is the end of Part Two.

**Edexcel International GCSE English as a Second Language 4ES0/03  
Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 1**

You are going to talk about **living in cities**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**Which city in your country would you prefer to live in and why?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Architecture
- Places of Interest
- Shopping
- Entertainment
- Other

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Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 1 (INTERLOCUTOR'S COPY)**

You are going to talk about **living in cities**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**Which city in your country would you prefer to live in and why?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Architecture
- Places of Interest
- Shopping
- Entertainment
- Other

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**Edexcel International GCSE English as a Second Language 4ES0/03  
Speaking Test Sample Assessment Material**

**PART THREE  
FRAME 1**

We have been talking about **living in cities** and I would like to ask you some more questions on this topic.

What are some of the differences between living in a city and living in the countryside?

If you had a choice between living in a city or in the countryside, where would you live? (Why is that?)

Which type of person would find it easy living in a city/in the countryside? (Why is that?)

What makes a city unpleasant to live in? (Tell me about that.)

Why can living in the city be dangerous sometimes?

How can we overcome the difficulties of living in cities?

Why do so many people choose to live in large cities?

What impact does living in a very large city have on people? (Why is that?)

What do you think cities of the future will be like? (Tell me about that.)

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Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 2**

You are going to talk about **digital technology**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**How important is digital technology, such as mobile phones and computers, in your life and why?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Usefulness
- Communication
- Information
- Socialising
- Other

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Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 2 (INTERLOCUTOR'S COPY)**

You are going to talk about **digital technology**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**How important is digital technology, such as mobile phones and computers, in your life and why?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Usefulness
- Communication
- Information
- Socialising
- Other

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Speaking Test Sample Assessment Material**

**PART THREE  
FRAME 2**

We have been talking about **digital technology** and I would like to ask you some more questions on this topic.

What are the advantages of having a mobile phone?

What are the disadvantages of having a mobile phone?

At what age should children be allowed to have mobile phones? (Why is that?)

Is there anything that annoys you about digital technology? (Why is that?)

What difference would it make to you if you did not have a computer or mobile? (Tell me about that.)

Do you think parents should control how much time their children spend using computers? (How can they do this?)

Do you think that spending a long time on electronic games, computers or TV has an impact on a person? (Tell me about that.)

How has digital technology changed family life?

How do you think family life might change in the next fifty years? (Tell me about that.)

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Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 3**

You are going to talk about **the relationship between people and animals**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**What role do animals play in your life?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Pets
- Zoos
- Wild Animals
- Farmyard Animals
- Other

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Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 3 (INTERLOCUTOR'S COPY)**

You are going to talk about **the relationship between people and animals**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**What role do animals play in your life?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Pets
- Zoos
- Wild Animals
- Farmyard Animals
- Other

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**Edexcel International GCSE English as a Second Language 4ES0/03  
Speaking Test Sample Assessment Material**

**PART THREE  
FRAME 3**

We have been talking about **the relationship between people and animals** and I would like to ask you some more questions on this topic.

Why do you think some people keep pets?

What are some of the benefits of keeping a pet?

Why do you think some people like to have unusual pets?

Do you think it is right to keep animals in zoos? (Why is that?)

What can we learn from zoos?

Do you think zoos will have a different role to play in the future? (Why is that?)

What can we do to help wild animals survive in their own habitat?

Should we try to save all animals from extinction? (Why is that?)

What can we do to help people in rural communities live successfully with the wild animals around them?

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Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 4**

You are going to talk about **the role of famous people in society**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**Who do you think is the most famous person from your country and why?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Film stars
- TV personalities
- Sportsmen and women
- Politicians
- Other

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Speaking Test Sample Assessment Material**

**PART TWO  
STUDENT'S CARD 4 (INTERLOCUTOR'S COPY)**

You are going to talk about **the role of famous people in society**. You can use some or all of the ideas listed below in your talk but you must answer this question:

**Who do you think is the most famous person from your country and why?**

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Film stars
- TV personalities
- Sportsmen and women
- Politicians
- Other

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**Edexcel International GCSE English as a Second Language 4ES0/03  
Speaking Test Sample Assessment Material**

**PART THREE  
FRAME 4**

We have been talking about **the role of famous people in society** and I would like to ask you some more questions on this topic.

Do you follow the lives of famous people in the news? (Why is that?)

Why do you think people are interested in the lives of famous people? (Tell me about that.)

What influence do famous people have on the public? (Why is that?)

What are some of the advantages of being famous?

What are some of the disadvantages?

Do you think that famous people have the right to a private life? (Why is that?)

Do you think young people take a greater interest in famous people? (Why is that?)

What effect can public interest have on famous people themselves?

Will the reasons why people become famous change in the future? (Why is that?)



## Sample mark schemes

General marking guidance	53
Paper 1: Reading and Writing	55
Paper 2: Listening	65
Paper 3: Speaking	75



## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.



## Paper 1: Reading and Writing

### Part 1

Question Number	Answer	Mark
1	E	1

Question Number	Answer	Mark
2	C	1

Question Number	Answer	Mark
3	A	1

Question Number	Answer	Mark
4	G	1

Question Number	Answer	Mark
5	F	1

Question Number	Answer	Mark
6	B	1

Question Number	Answer	Mark
7	C	1

Question Number	Answer	Mark
8	A	1

Question Number	Answer	Mark
9	G	1

Question Number	Answer	Mark
10	F	1

## Part 2

Question Number	Answer	Mark
11	A	1

Question Number	Answer	Mark
12	C	1

Question Number	Answer	Mark
13	B	1

Question Number	Answer	Mark
14	A	1

Question Number	Answer	Mark
15	B	1

Question Number	Answer	Mark
16	head start	1

Question Number	Answer	Mark
17	bank overdraft	1

Question Number	Answer	Mark
18	training scheme	1

Question Number	Answer	Mark
19	motivation	1

Question Number	Answer	Mark
20	internal	1

Question Number	Answer	Mark
21	attitude	1

Question Number	Answer	Mark
22	junior	1



Question Number	Answer	Mark
23	Human Resources	1

Question Number	Answer	Mark
24	experience	1

Question Number	Answer	Mark
25	transferable	1

Question Number	Answer	Mark
26	enter	1

Question Number	Answer	Mark
27	permanent	1

Question Number	Answer	Mark
28	benefit	1

Question Number	Answer	Mark
29	skills	1

Question Number	Answer	Mark
30	opportunities	1

### Part 3

Question Number	Answer	Mark
31	engineers	1

Question Number	Answer	Mark
32	conduct (chemical) experiments	1

Question Number	Answer	Mark
33	manufacture	1

Question Number	Answer	Mark
34	gunpowder	1

Question Number	Answer	Mark
35	power	1

Question Number	Answer	Mark
36	entrepreneur	1

Question Number	Answer	Mark
37	philosophical issues	1

Question Number	Answer	Mark
38	benefit	1

Question Number	Answer	Mark
39	international	1

Question Number	Answer	Mark
40	neutral	1

Question Number	Answer	Mark
41	C	1

Question Number	Answer	Mark
42	F	1

Question Number	Answer	Mark
43	K	1

Question Number	Answer	Mark
44	J	1

Question Number	Answer	Mark
45	A	1

Question Number	Answer	Mark
46	C/E/F/H/J	5

## Parts 4-6

Question Number	Indicative content	Mark
<b>Part 4</b>	<ul style="list-style-type: none"> <li>• Explain why you can't go to the party, examples can include but are not limited to: <ul style="list-style-type: none"> <li>- have exams/revising,</li> <li>- away with family at that time,</li> <li>- too busy,</li> <li>- have another party/event on the same day,</li> <li>- family visiting from out of town at that time,</li> <li>- not well/ill.</li> </ul> </li> <li>• Say what present you have bought for your friend, examples can include but are not limited to: <ul style="list-style-type: none"> <li>- book,</li> <li>- clothing (skirt, trousers, jumper, shirt, blouse, sportswear),</li> <li>- jewellery (necklace, ring, bracelet, ear rings, watch),</li> <li>- music (CD, album),</li> <li>- electrical item (camera, phone, MP3 player, electronic book, iPod),</li> <li>- voucher,</li> <li>- bag.</li> </ul> </li> <li>• Explain how you will get the present to your friend, examples can include but are not limited to: <ul style="list-style-type: none"> <li>- through the post/special delivery/parcel post,</li> <li>- a friend/family member will drop it off,</li> <li>- give it to them when you next see them.</li> </ul> </li> </ul> <p>Although examples have been given above for the indicative content, candidates may provide a response which is worthy of credit as it is in the context of the situation given.</p> <p>If the candidate exceeds the maximum word limit, any material written after the word limit will not be credited.</p> <p>Part 4 is marked out of 10, using the grids below (<i>Mark grids for Paper 1, Part 4</i>).</p>	<b>10</b>

Question Number	Indicative content	Mark
<b>Part 5</b>	<ul style="list-style-type: none"> <li>• Say why you think energy saving is important, examples can include but are not limited to: <ul style="list-style-type: none"> <li>- reduce global warming,</li> <li>- good for the environment,</li> <li>- help reduce climate change,</li> <li>- preserve non-renewable energy sources,</li> <li>- save money.</li> </ul> </li> <li>• Give <b>two</b> suggestions of things students could do to save energy at school, examples can include but are not limited to: <ul style="list-style-type: none"> <li>- turn lights off where appropriate,</li> <li>- turn laptops/computers off when not using them,</li> <li>- close doors/windows to keep heat in,</li> <li>- do not leave taps (hot water) running.</li> </ul> </li> <li>• Give <b>two</b> suggestions of things the school could do to save energy, examples can include but are not limited to: <ul style="list-style-type: none"> <li>- install solar panels,</li> <li>- turn heating/air con down,</li> <li>- close/open doors and windows as appropriate,</li> <li>- update windows/heating/air con for energy efficiency,</li> <li>- turn electrical items off when not being used.</li> </ul> </li> </ul> <p>Although examples have been given above for the indicative content, candidates may provide a response which is worthy of credit as it is in the context of the situation given.</p> <p>If the candidate exceeds the maximum word limit, any material written after the word limit will not be credited.</p> <p>Part 5 is marked out of 20, using the grids below (<i>Mark grids for Paper 1, Parts 5 and 6</i>).</p>	<b>20</b>



### Mark grids for Paper 1, Part 4

Mark	Communication, Content and Organisation
0	No rewardable material.
1-2	Task completed to a limited extent, with little development of the bullets provided. Little awareness of audience evident in uses of tone and register. Organisation is limited with little effective use of cohesive devices.
3-4	Task completed to some extent, with some development of the bullets provided. Some awareness of audience evident in uses of tone and register. Organisation is adequate with some effective use of cohesive devices.
5	Task completed mostly successfully, with effective development of the bullets provided. Secure awareness of audience evident in uses of tone and register. Organisation is consistent with effective use of cohesive devices.

Mark	Range and Accuracy
0	No rewardable material.
1-2	Range of vocabulary is limited. Range of appropriate structures is limited. The writing is generally inaccurate and errors cause confusion.
3-4	Range of vocabulary is appropriate for some of the response. Some range of appropriate structures. The writing is accurate for some of the response and any errors generally do not impact on meaning.
5	Range of vocabulary is appropriate for most of the response. Range of appropriate structures, although there may be some lapses. The writing is accurate for most of the response and there are very few errors.

### Mark grids for Paper 1, Parts 5 and 6

Question Number	Answer	Mark
Parts 5, 6	<b>Communicative quality</b>	<b>Mark</b>
	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.	0
	Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.	1
	The response is difficult to follow. Candidate may not have considered the need to address tone and register.	2
	The response does not wholly communicate successfully. Errors cause the reader some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task.	3
	The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task.	4
	The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.	5

	<b>Lexical accuracy and range</b>	<b>Mark</b>
	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.	0
	Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty.	1
	Insufficient range of vocabulary used to meet the requirements of the task. Vocabulary is sometimes used inaccurately or inconsistently and there are several spelling mistakes that slow the reader down.	2
	Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader.	3
	Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.	4
	Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects.	5

	<b>Grammatical accuracy and range</b>	<b>Mark</b>
	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.	0
	The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	1
	The writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.	2
	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the candidate wants to say.	3
	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	4
	Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address requirements of the task. There are very few errors.	5

	<b>Effective organisation</b>	<b>Mark</b>
	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.	0
	Generally incoherent and poorly organised, lacking in use of cohesive devices.	1
	A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.	2
	Generally coherent piece of writing though there are several errors in the use of cohesive devices etc., which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors.	3
	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.	4
	An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.	5



## Paper 2: Listening

### Part 1

Question Number	Answer	Mark
1	plane	1

Question Number	Answer	Mark
2	3 or three	1

Question Number	Answer	Mark
3	trousers (must be plural)	1

Question Number	Answer	Mark
4	eight/8(am)/8/eight o'clock/0800(h/hs/hrs/hour/hours)/8 in the morning	1

Question Number	Answer	Mark
5	university	1

Question Number	Answer	Mark
6	harbour (by boat) / harbor (by boat)	1

Question Number	Answer	Mark
7	bedroom	1

Question Number	Answer	Mark
8	smoking	1

Question Number	Answer	Mark
9	mobile (phone)	1

Question Number	Answer	Mark
10	oral examination(s)/exam(s)	1

## Part 2

Question Number	Answer	Mark
11	B	1

Question Number	Answer	Mark
12	A	1

Question Number	Answer	Mark
13	A	1

Question Number	Answer	Mark
14	C	1

Question Number	Answer	Mark
15	B	1

Question Number	Answer	Mark
16	B	1

Question Number	Answer	Mark
17	B	1

Question Number	Answer	Mark
18	A	1

Question Number	Answer	Mark
19	A	1

Question Number	Answer	Mark
20	C	1

## Part 3

Question Number	Answer	Mark
21	70% (percent / per cent)	1

Question Number	Answer	Mark
22	central	1

Question Number	Answer	Mark
23	professional	1

Question Number	Answer	Mark
24	poor	1

Question Number	Answer	Mark
25	shower	1

Question Number	Answer	Mark
26	road	1

Question Number	Answer	Mark
27	convenience	1

Question Number	Answer	Mark
28	blue	1

Question Number	Answer	Mark
29	expensive	1

Question Number	Answer	Mark
30	ordinary	1



## TRANSCRIPT

Hello

This is the Edexcel International GCSE new specification specimen material listening test in English as a Second Language.

This test is in three parts. You will hear three extracts and will have to answer questions on what you hear. At the beginning of each extract there will be a pause to give you time to read the questions. You will hear all three parts twice. Write your answers in the spaces in your question booklet as you listen.

### Part 1

In this section you will hear a teacher in England giving a talk to parents and students about next year's school exchange trip to Germany.

Listen and answer the questions below.

First you have one minute to read the questions.

(1 minute pause)

Now listen and answer the questions.

Good evening, my name is Mrs Green, the Head of German, and I'd like to welcome you to this Parents' Evening about next year's exchange trip to Germany which your son or daughter will be going on. This evening, I want to give you details of the programme, some information about the school your child will be attending in Germany and details of host families. I'll also advise you of our policy on behaviour during the trip.

The trip is from the 12<sup>th</sup>-24<sup>th</sup> March and students will be back here in class on Monday 26<sup>th</sup>. The group used to travel to Germany by coach and ferry, but this year the journey will be much shorter as it's by plane from London to Hamburg, followed by a 1 hour coach drive to Nordstadt. The whole journey takes only 2 ½ hours which means that students will arrive early afternoon instead of late evening. They will first go to the Schiller High School where they will meet their German partner and family and be taken to their host family's home.

As you know the trip lasts for 12 days including the travelling. For the first three days students will be attending classes at Schiller High School and getting a taste of the German school system. They will attend the same classes as their partner. So, for example, if their partner has a Chemistry lesson, our student will go along to that class. As you may be aware, German school students do not wear a uniform, so our students will be expected to wear appropriate clothes. These should be smart, casual clothes and can include trousers for girls. The important thing is to use common sense. Another thing to remind your child about is that in Germany, the school day begins at 8 am and finishes at 1 pm. So on their first morning in Germany, they should expect to get up at 6 am. This is the normal time for getting up on a school day.

The remaining days the students will be visiting Bremen University, which runs a wide range of courses for international students. They will also spend a day in Lübeck, a town on the Baltic Coast where marzipan is made. The highlight of the trip will be a day's excursion to Hamburg. Students will visit its famous fun fair, have lunch by the

lake and take a boat trip around the harbour. Other informal get-togethers are also organised such as shopping trips and an evening at a bowling centre.

At the weekend, students will be left to their own devices and will have a chance to relax and get to know their host families a bit better, with the opportunity of practising their German language skills and experiencing German culture.

Please be assured that the accommodation offered by the host families has been checked and approved by the German high school staff and every child will be in their own separate bedroom. Some will also have their own bathroom. All of these families come highly recommended and many of them have hosted our students before.

Your child will be a guest in the host family's house and we expect them to behave appropriately. Life within a German family is, as a rule, very relaxed, but the host families have been asked to tell students bedtimes and when they are expected to be home. They have also been advised to apply a zero tolerance policy on smoking with our students.

Thirty-five students will be going on the trip this time and they will be accompanied by three of our school staff, all of whom are German speakers. These staff will accompany the group on all organised trips and will be present at the Schiller High School during school hours. Should your child have a problem when the staff are not available, they can always be contacted by mobile phone. Each member of staff will carry one. The numbers will be provided to students and to you, the parents, nearer the time.

The German Exchange has become an increasingly popular trip as well as a tremendous support to the students' studies. We hope that this trip will be a great success, as it has been in previous years. We are increasing the amount of German being taught in school and this is an ideal opportunity to build on work in the classroom. For those of you with children in Years 7, 8 and 9, the trip to Germany will be both helpful and interesting. For Year 10 students there is the added advantage of the opportunity to practise before the Oral Exam in their final year.

So, now, if you have any questions, (fade) I will be happy to answer them.

**Now listen a second time and check your answers.**

(Part 1 recording repeats.)

**That's the end of Part 1. Now turn to Part 2.**

## Part 2

Harry Robinson, a champion rower, is being interviewed by a journalist about his favourite teacher.

First you have one minute to read the questions.

(1 minute pause)

Now listen and answer the questions.

J: Thank you Harry, for coming in today to talk about your favourite teacher.

HR: I am delighted to be here.

J: So, firstly, why was this person important to you?

HR: If it hadn't been for my English teacher, Glenn Johnson, I would never have got into a boat. He started an after-school rowing club at my secondary school and asked me to give it a go.

J: Were you already showing signs of being a great sportsman then?

HR: I have always loved sport and was a good all rounder at school. I was OK at rugby and cricket and a good sprinter and ran in school competitions at regional level. Academically, though, I didn't do particularly well. At primary school I came bottom of the class in tests, but it didn't worry me. I'm dyslexic and have had problems with reading all my life. I'd had extra lessons at primary school, and when I went to secondary school, I was taken out of French to do extra English. Although, I wish I'd been excused Maths and science as well, as those subjects never appealed either.

J: Tell me about Glenn.

HR: Glenn Johnson only taught me for one year. He seemed very strict; but people weren't scared of him, they admired him. He was short-sighted, so we learned early on that if you were causing mischief in the class he would walk up to your desk and stare at you. You knew then you were in trouble. Glenn's two loves were rugby and rowing and he helped with a number of sporting activities and was hugely enthusiastic and wanted us all to enjoy what we did.

J: Could you tell me about the early days?

HR: I was about 13 when I began rowing. At first there were 12 of us, but soon we were down to four in the under-14 group. After two or three months of rowing up and down the river, Glenn asked us if we would like to take part in a race and we competed in the district schools' regatta and won. We entered seven events in our first season and won them all. We thought we were invincible. I was the biggest and the strongest, so I led the team, but I never saw myself as the captain. We were all in it together.

- J: What was the training schedule like?
- HR: We trained every day after school and sometimes at lunchtime in school as well, doing weights and stuff like that. Glenn made it all seem like fun; it was never a chore. He was cunning. Sometimes when we had to do a run around the block we didn't always go the full distance. He knew what was going on but never said anything. Instead, next time he'd take us in his car and drop us off somewhere so that we had no alternative but to run all the way back to school or the rowing club. Afterwards he always dropped us off at our houses so we could get our homework done ready for the next school day.
- J: So, what was the secret of his success?
- HR: The reason we did so well, I later discovered, was that we did more training than any of the other competitors. During the season we rowed every weekday, had Saturdays off and then rowed on Sunday mornings. During the winter we went training with the local rowing club Tuesday and Thursday evenings. Glenn Johnson taught us discipline. People like doing things they are good at and that are fun, and the professional way he organised things to make it easy for us, and fun as well, was impressive. In the coaching I do now I hope I come across in the same way, trying to get people to achieve their potential without flogging them so they hate it and never want to come back to sport once they've finished school.
- J: Are you still in contact with him?
- HR: Yes, Glenn and I became friends and are still in touch. I see him regularly at school reunions and sometimes we meet for lunch. He's a great guy. He's been retired for some time now but he doesn't look any different from when I started rowing in 1976.
- J: Thanks Harry for coming in and talking to me today.

**Now listen a second time and check your answers.**

(Part 2 recording repeats.)

**That's the end of Part 2. Now turn to Part 3.**



### Part 3

Listen to this short radio programme on cycling in London and Copenhagen.

Write no more than three words or a number in each space.

First you have one minute to read the notes.

(1 minute pause)

Now listen and complete the notes.

In the last few years more and more Londoners are choosing to cycle to work, to the shops, or to visit friends and family. Since 2000, there has been a 70% increase in cycling on major roads. This is probably one of the highest growths in cycling anywhere in the world in such a short time. This trend is mirrored throughout the country: nationwide the number of people using national cycle networks last year increased by 15% to 232 million journeys.

What is the reason behind the resurgence of the bicycle? In London, one reason has been the implementation of the congestion charge, a tax which is charged on all vehicles entering Central London. This has definitely reduced traffic volume and has helped to make cycling more pleasant. But Central London is only part of London, so it is not the whole picture. It's obviously a part of London where people commute to work so that does help. But the congestion charge has made a psychological difference to people. It gave the message to people that going by private car or struggling into work on public transport was maybe not the cleverest way anymore.

Drivers have also become more tolerant now. Motorists now see things such as advance stop lines for cyclists at traffic lights. They see the picture of bikes painted on the road and this gives them the subliminal message that cyclists have priority; they have the right to be in that road space. This makes a huge difference. London taxi drivers and bus drivers, that is people who are professional drivers, take the greatest care around cyclists. However, the people who do not drive everyday are the ones that tend to be more aggressive towards cyclists and drive more dangerously sometimes.

The perception of cycling is also changing. We have been through decades when cycling was perceived as poor people's mode of travel, almost second class citizenship, and in effect it was almost planned out of existence by traffic engineers and road planners. We have moved a long way from that position. Now, cycling is perceived as almost cool. It is desirable, people are interested in it and people are talking about it. There are even columns in the newspapers devoted to it.

But companies could do more to encourage cycling to work. Surveys show that 10 - 25% of Londoners are prepared to cycle to work if the conditions are right, yet most companies do not have a place to leave bikes. Businesses need to increase parking for bicycles and put in shower facilities for their workforce. Other people need to play their part in this. The authorities also need to provide better facilities on the road for cyclists and get more information out to people who want to cycle.

While the increasing number of cyclists in London and the country as a whole is very promising, it does not begin to match what they have achieved in Copenhagen.

In Copenhagen, cycling is the norm - between 100 and 150 thousand people use bikes there. What is it about Copenhagen that makes them want to use their bikes?

One reason is the convenience - you can park your bike almost anywhere. The local government has made the city very friendly to cyclists and less friendly to cars. But there are still pedestrians, cars, pick-up trucks, motorbikes and lorries in the city. Cycle lanes are raised off the road by 2 - 3 inches. There is the road and then the cycle lane which is like a broad pavement about 7 ft wide. Then there is another raised section with the pavement for pedestrians. So everybody is demarcated and there are blue lanes across central sections and crossroads which show the route that cyclists are supposed to take. Riding a bike in Copenhagen feels pretty safe. It is impressive how they have managed to integrate everything, to get everything to coexist. It has been a very difficult balancing act but the people of Copenhagen have helped.

Danish people are very practical people. The country has the highest taxation on cars, not only in Europe but probably in the world, so a car is extremely expensive in Denmark and that, of course, means that a person has to earn a certain level of income in order to be able to afford a car. For many people, it is not practical to use a car to get around the city and that is why over 40% of the people in Copenhagen use their bike every day.

There is also a tradition of bike riding in the city. For generations, people have been brought up to cycle, they are put on bikes at the age of 4 or 5 and they stick with it. Also, Copenhagen was not a wealthy city and the bike was the form of transport for ordinary people. So, if after a hard day's work at the factory or shipyard you wanted to have some leisure time, you invested in a bicycle to enjoy the green spaces and coastline near Copenhagen.

Next week, we shall examine the role of the bicycle in China.

**Now listen a second time and check your answers.**

(Part 3 recording repeats.)

**That's the end of the test. Please wait for your question booklets to be collected.**

**Thank you and good luck.**

### Paper 3: Speaking

	Communicative ability and content	Mark
	Candidate produces no language worth rewarding	0
	Offers little relevant information and is unable to formulate clear opinions. Produces minimal responses and is unable to maintain interaction.	1
	Opinions are limited to basic questions and relevant information provided is limited. Answers are short and candidate shows little or no initiative	2
	Expresses simple opinions and offers some personal responses, conveying some relevant information. Generally responds well but rarely expands on ideas under discussion. Candidate has difficulty with more complex questions. Candidate needs help to interpret the question.	3
	Expresses opinions without undue difficulty and conveys a significant amount of information. Responds well to a range of questions and expands on some questions.	4
	Confidently expresses opinions and attitudes, and conveys a lot of information. Responds well to all questions and frequently takes the initiative to expand on ideas under discussion.	5

	<b>Pronunciation and fluency</b>	<b>Mark</b>
	Candidate produces no language worth rewarding	0
	Pronunciation is poor and inconsistent and communication is hesitant and disjointed.	1
	Pronunciation and intonation are generally poor and inconsistent, and may impede communication. Accent regularly impedes communication. There are patches of speech which cannot be understood. Candidate is hesitant.	2
	Pronunciation and intonation are generally accurate though errors may interfere with communication. Accent may impede communication. Candidate hesitates occasionally.	3
	Pronunciation and intonation are generally comprehensible and clear. Accent is noticeable but does not impede communication. Candidate generally responds without undue hesitation.	4
	Pronunciation and intonation are consistently comprehensible and clear. Accent in no way impedes communication. Candidate is able to sustain the conversation with ease and without undue hesitation.	5

	<b>Lexical accuracy and range</b>	<b>Mark</b>
	Candidate produces no language worth rewarding	0
	Only uses the most basic vocabulary. Candidate is unable to overcome problems.	1
	Range of vocabulary used is limited and repetitive. Candidate rarely attempts complex language and often lacks the resources to overcome problems.	2
	Candidate uses an adequate range of structures and vocabulary. Some attempts to use complex language though not always successfully. Candidate may occasionally lack the resources to maintain interaction.	3
	Uses a relatively wide range of vocabulary, generally used appropriately and accurately. Occasional errors impede communication though generally candidate has resources to maintain interaction.	4
	Uses a wide range of vocabulary appropriately, accurately and precisely. Candidate has appropriate linguistic resources to be able to overcome problems and maintain interaction.	5

	<b>Grammatical accuracy and range</b>	<b>Mark</b>
	Candidate produces no language worth rewarding	0
	Consistently inaccurate use of structures.	1
	Generally inaccurate in basic language. Errors impede communication and candidate is unable to use any complex structures.	2
	Generally accurate using simple, basic language. Less accurate in more unfamiliar language situations. Errors are at times significant and impact on communication.	3
	Generally accurate in straightforward language. Some errors evident, particularly when using more complex language.	4
	Uses a wide range of complex structures accurately and appropriately. Full range of tenses, subordinate clauses etc. are used very competently and appropriately to convey information.	5





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