

Mark Scheme (Results) November 2009

IGCSE

IGCSE English as a Second Language (4357) Paper 3

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Assessment criteria: Paper 3, Speaking

Marks	Communication, content, intonation and pronunciation	Marks	Spontaneity and fluency
5	<p>Conveys a lot of information. Confident expression of opinions, attitudes.</p> <p>Frequently justifies and expands replies.</p> <p>Pronunciation and intonation are consistently authentic.</p>	5	<p>Responds very well to a wide range of question types.</p> <p>Very responsive, expands, takes the initiative.</p> <p>No hesitation. Able to sustain a conversation with ease.</p>
4	<p>Conveys a significant amount of information.</p> <p>Conveys opinions without undue difficulty. Develops some responses well.</p> <p>Pronunciation and intonation are generally good.</p>	4	<p>Responds well to a wide range of question types; occasional prompting required.</p> <p>Takes initiative occasionally.</p> <p>Responds without undue hesitation.</p>
3	<p>Communicates and conveys some relevant information.</p> <p>Conveys simple opinions and offers some personal response.</p> <p>Pronunciation and intonation are generally accurate and seldom interfere with communication.</p>	3	<p>Responds quite well but has difficulties with more complex questions.</p> <p>Copes with open-ended questions but rarely expands. Dependent on the teacher-interviewer to a large extent.</p> <p>Some flow of language but also some hesitation.</p>
2	<p>Relevant information is limited.</p> <p>Opinions limited to basic likes and dislikes.</p> <p>Pronunciation and intonation tend to be inconsistent and occasionally impede communication.</p>	2	<p>Responds only to straightforward questions.</p> <p>Shows little or no initiative. Answers are short. Very dependent on teacher-interviewer's language and prompts.</p> <p>Hesitant. Little flow of language.</p>
1	<p>Offers little relevant information. Very limited response.</p> <p>No opinions.</p> <p>Pronunciation very poor; often impedes basic communication.</p>	1	<p>Only responds to very basic questions.</p> <p>Produces minimal responses. Totally dependent on teacher-interviewer.</p> <p>Very hesitant and disjointed.</p>
0	No content worth rewarding.	0	No content worth rewarding.

Assessment criteria: Paper 3, Speaking (continued)

Marks	Knowledge and application of language	Marks	Accuracy
5	<p>Uses a very wide range of structures and vocabulary.</p> <p>Uses complex structures and vocabulary appropriately.</p> <p>Full range of tenses used very competently.</p>	5	<p>Very accurate, even when using complex language.</p> <p>There may be occasional minor errors.</p>
4	<p>Uses an appropriately wide range of structures and vocabulary.</p> <p>Generally at ease with subordination and other complex structures.</p> <p>Unambiguous use of a range of tenses.</p>	4	<p>Generally accurate in straightforward language.</p> <p>Some errors evident, particularly when using more complex language, but could also be in basic language.</p>
3	<p>Adequate range of structures and vocabulary.</p> <p>Some attempts to use complex language, albeit with inconsistencies.</p> <p>Generally uses tenses without ambiguity.</p>	3	<p>Generally accurate in simple basic language despite a fair number of often quite significant errors.</p> <p>Less accurate in more unfamiliar language situations; some inconsistency.</p>
2	<p>Limited / repetitive range of structure and vocabulary.</p> <p>Mainly uses short main clause structures.</p> <p>Little or no awareness of tense concept other than the present.</p>	2	<p>High incidence of errors but communication rarely impeded.</p> <p>Some 'pre-learnt' phrases correct but frequent and basic inaccuracy in manipulated language.</p>
1	<p>Only uses the most basic structures.</p> <p>Mostly offers uncompleted sentences.</p> <p>Frequent use of non-target-language words.</p>	1	<p>Consistently inaccurate.</p> <p>Offers only isolated examples of accurate language.</p>
0	No language worth rewarding.	0	No language worth rewarding.

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