

# INTERNATIONAL GCSE

## English as a Second Language (9-1)

### SPECIFICATION

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Pearson Edexcel International GCSE in English as a Second Language (4ES1)

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For first teaching September 2017

First examination June 2019

Issue 2





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English as a Second Language (ESL)

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(4ES1)

For first teaching in September 2017

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## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

## *Acknowledgements*

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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*All information in this specification is correct at time of going to publication.*

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# 1 About this specification

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The Edexcel International GCSE in English as a Second Language is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

**Structure:** The Edexcel International GCSE in English as a Second Language is a linear qualification. All units must be taken at the end of the course of study.

**Content:** Features a relevant, engaging and updated range of stimulus material.

**Assessment:** 100% external assessment, with the choice of an additional, separate speaking endorsement.

**Approach:** Builds a foundation for students wishing to progress to further study in English speaking environments.

- Single tier covering the whole range of grades 9 to 1.
- 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 January and 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 measure achievement against many of the benchmarks of Levels B1-C1 of the Council of Europe's Common European Framework of Reference for Languages.

## Specification updates

This specification is Issue 2 and is valid for the Edexcel International GCSE examination from June 2019. If there are any significant changes to the specification Pearson will inform centres to let them know. Changes will also be posted on the website.

For more information please visit [qualifications.pearson.com](http://qualifications.pearson.com)

## Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

**Compulsory content:** as a minimum, all the bullet points in the content must be taught.

**Assessments:** use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

**Depth and breadth of content:** teachers should use the full range of content and all the assessment objectives given in *Section 2: English as a Second Language content*.

## Introduction

The Edexcel 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 Pearson.

The Edexcel International GCSE in English as a Second Language (ESL) is designed 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. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR). The framework has been developed as a design tool. Please refer to the Council of Europe website for more information.

This examination series targets a range of abilities; from level B1 (intermediate) to C1 (advanced) of the CEFR. A description of these ability levels follows below.

At level B1 of the CEFR, students are expected to understand the main points of straightforward written texts and spoken English on familiar matters regularly encountered in school, leisure, et cetera; write simple texts on topics that are familiar or of personal interest; and deal with most situations likely to arise while travelling in an area where English is spoken.

At level B2 of the CEFR, students are expected to understand the main ideas of complex text and spoken English 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.

At level C1 of the CEFR, students are expected to understand the essential and finer points of a wide range of demanding written texts and spoken English and recognise implicit meaning; produce clear, well-structured, detailed text on complex subjects; and use spoken language flexibly and effectively for academic, vocational and social purposes, expressing themselves fluently and spontaneously without much obvious searching for expressions.

Students will be expected to communicate formally and informally in a range of contexts, and 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.

## Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- an understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes
- an understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to 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



- the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- 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
- an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

# Why choose Edexcel qualifications?

## **Pearson – the world’s largest education company**

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

## **A heritage you can trust**

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel’s qualifications have firm academic foundations, built on the traditions and rigour associated with Britain’s educational system.

## **Results you can trust**

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

## **Developed to Pearson’s world-class qualifications standards**

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the World Class Qualification process and principles please go to *Appendix 2: Pearson World Class Principles* or visit our website: [uk.pearson.com/world-class-qualifications](http://uk.pearson.com/world-class-qualifications)

# Why choose Edexcel International GCSE in English as a Second Language?

We've listened to feedback from all parts of the International school and UK Independent school subject community, including a large number of teachers. We've made changes that will engage International students and give them skills that will support their secondary education through English as a medium of instruction, or their study of English to enhance future educational or employment prospects.

We have benchmarked our qualification to the CEFR, providing you with an alternative measure of competence, recognised globally. High achievement in this qualification is broadly equivalent to many of the benchmarks of Levels B1 to C1 of the Council of Europe's Common European Framework (CEFR) of Reference for Languages.

At Edexcel we also offer English Language qualifications (Specification A and Specification B) which both have optional endorsed speaking assessments. These qualifications have been designed to meet different student needs, and assess English Language knowledge in a different way. Our English as a Second Language qualification is specifically designed for students whose first language is not English.

The content and assessment approach for this qualification has been designed to meet learner needs in the following ways.

**Text types and text choices** - We've ensured that the texts used for assessing reading and writing are engaging and suitable for all learners, and are diverse in their content matter.

**Clear and straightforward question papers** - Our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

**Broad and deep development of students' skills** - The design of the revised International GCSE aims to extend students' knowledge by broadening and deepening skills, for example:

Students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinion
- (optionally) participate in extended discussion.

**Development of spoken language skills** - Students are able to develop their understanding of the spoken word through an optional speaking endorsement.

**Progression to A Level** - International GCSEs enable successful progression onto level 3 qualifications (such as A levels) and beyond in other subjects, as well as further study in English. Through our world class qualification development process we have consulted with international ESL subject experts to validate this qualification, including its content, skills development and assessment structure.

## **Supporting you in planning and implementing this qualification**

### **Planning**

- Our *Getting Started Guide* gives you an overview of the Edexcel International GCSE in English as a Second Language to help you understand the changes to content and assessment, and to help you understand what these changes mean for you and your students.
- We will give you a course planner and editable scheme of work.
- Our mapping documents highlight key differences between the new and 2012 qualifications.

### **Teaching and learning**

- Our skills maps highlight opportunities for students to develop skills that are assessed as well as skills that are not directly assessed.
- Print and digital learning and teaching resources – promotes any time, any place learning to improve student motivation and encourage new ways of working.

### **Preparing for examinations**

We will also give you a range of resources to help you prepare your students for the assessments, including:

- specimen papers to use as formative assessments and mock examinations
- examiner commentaries following each examination series.

### **ResultsPlus**

ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you to identify the topics and skills where further learning would benefit your students.

### **examWizard**

This is a free online resource designed to support students and teachers with exam preparation and assessment.

### **Training events**

In addition to online training, we host a series of training events each year that give teachers a deeper understanding of our qualifications.

### **Get help and support**

Our subject advisor service ensures that you receive help and guidance from us. You can sign up to receive the Edexcel newsletter to keep up to date with our qualifications and product and service news.

## Qualification at a glance

The Pearson 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 9 to 1.

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.

## Component/paper overview

<b>Paper 1: Reading and Writing</b>	*Paper code 4ES1/01
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: January and June</li> <li>• First assessment: June 2019</li> </ul>	$66\frac{2}{3}\%$ of the total International GCSE
<p><b>Content summary</b></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, and identify attitudes and opinions in the text.</li> <li>• Part 6 – Read for details to be included in the summary writing (see Writing section below).</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, email or postcard 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>	

**Assessment**

- This unit is assessed through a 2-hour examination paper, set and marked by Pearson.
- Single tier of entry.

The total number of marks available is 100. (50 marks for reading – 45 in section A and 5 in section B; 50 marks for writing.)

**Paper 2: Listening**

\*Paper code 4ES1/02

- Externally assessed
- Availability: January and June
- First assessment: June 2019

$33\frac{1}{3}$  % of the total  
International GCSE

**Content summary**

- Part 1 – Listening to short extracts; identifying the item, place or event being described.
- Part 2 – Listening for detailed information.
- Part 3 – Following a discussion or argument; identifying attitude and opinions of speakers; following instructions.
- Part 4 – Listening to a complex argument or discussion; understanding the overall message; identifying attitudes and opinion.

**Assessment**

- This unit is assessed through a 50-minute examination paper, set and marked by Pearson.
- Single tier of entry.
- The total number of marks available is 40.

**Paper 3: Speaking (optional)**

\*Paper code 4ES1/03

- Externally assessed
- Availability: January and June
- First assessment: June 2019

Endorsed separately

**Content summary**

- Part 1 – Introductory interview with student (2–3 minutes).
- Part 2 – Student talk (1 minute preparation, plus a talk of 1–2 minutes).
- Part 3 – Extended discussion (5–6 minutes).

**Assessment**

- Total assessment time is 9–12 minutes.
- Recorded interview between student and interlocutor based on task cards supplied by Pearson Edexcel. Performance is marked by Pearson.
- Single tier of entry.
- The total number of marks available is 40.

\* See *Appendix 1* for a description of this code and all the other codes relevant to this qualification.

## **2 English as a Second Language content**

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## **Course structure**

- The Edexcel International GCSE in English as a Second Language comprises two units, plus a third unit (Speaking) which is optional and endorsed separately.
- The Edexcel International GCSE in English as a Second Language is a linear qualification. All units must be taken in the terminal series at the end of the course of study.



# Paper 1: Reading and Writing

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**Externally assessed**

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## 1.1 Description

### Reading

Students must be able to:

- read in different ways for different purposes, understanding a word, phrase, sentence or whole text in its context, for example to scan a passage in search of words or synonyms, to skim for gist, or to analyse choice of vocabulary to identify implied meaning
- read and understand a range of materials used for informational or publicity purposes, for example timetables and brochures, identifying key information and making comparisons between short extracts
- read and understand a range of unseen texts, identifying overall themes
- read and understand a range of short opinion pieces, identifying the writer's viewpoints which may be stated explicitly or drawing on inferences which may be implied through the writer's choice of vocabulary
- read and understand a range of popular articles on a variety of factual, historical, geographical and technical themes, assessing purpose of writing and distinguishing bias, opinions, ideas and facts.

### Writing

Students must be able to:

- write for a variety of audiences, such as friends and acquaintances, pen pals, classmates, teachers, family members, groups and professional bodies
- write in a variety of styles ranging from informal, for example to a friend, to formal, for example to a prospective employer
- write for a range of purposes, for example to inform, persuade or entertain
- write on a range of topics suitable for discussion at the 14–16 age range, for example education, family, health, travel, technology and climate
- write using a wide range of grammatical forms and structures
- write using a wide range of relevant and appropriate vocabulary
- summarise longer passages of text, selecting information that is relevant to the purpose of the summary and paraphrasing this information succinctly without copying verbatim.

## 1.2 Assessment information

### Reading

Students should spend approximately 1 hour of the 2-hour exam on this section, which is worth 45% of the paper.

The reading section consists of 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.

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

- Dictionaries are not allowed into the examination room. Spelling, punctuation and grammar are not assessed in Parts 1, 2 and 3.
- 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 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 for each answer.
- The words students use in their answers must be taken from the text, however 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. They must not paraphrase or reformulate.

Below is a breakdown of the reading section.

#### Part 1 (10 marks)

- Stimulus text types: a collection of short texts (e.g. adverts, a timetable, a leaflet giving advice).
- Task types: multiple matching and/or multiple choice.
- Skills being tested: AO1A (understand the overall message of a text).

#### Part 2 (15 marks)

- Stimulus text types: a longer extract from leaflets, adverts, articles, etc.
- Task types: any two or three from multiple choice, short-answer questions, true/false/not given, note completion, sentence completion, diagram completion and summary completion.
- Skills being tested: AO1B (understand in detail a range of texts, identifying finer points of detail), AO1C (distinguish between facts, ideas and opinions) and AO1D (identify a writer's viewpoint and attitude, stated and implied).

Part 3 (20 marks)

- Stimulus text types: a long piece of text/prose, possibly from academic sources, e.g. reports, articles, etc. but will be of general interest.
- Task types: any two or three from multiple choice, short-answer questions, true/false/not given, note completion, sentence completion, diagram completion and summary completion.

Skills being tested: AO1B (understand in detail a range of texts, identifying finer points of detail), AO1C (distinguish between facts, ideas and opinions) and AO1D (identify a writer's viewpoint and attitude, stated and implied).

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## Writing

The writing section consists of three separate writing tasks that require students to write in the appropriate register for different purposes.

The aim of the writing section is to assess students' written language competence through a variety of tasks which, where possible, reflect real-life situations and are relevant to students and their backgrounds. 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 laid out and proofread in accordance with the relevant conventions.

- In the writing section students can choose the order in which they attempt the three parts.
- It is important that students write legibly and clearly.
- It is important that students achieve the requirements of the task within the word limit indicated at the beginning of each part. If a student writes less than the minimum word limit, there will not be a sufficient sample to make a proper assessment and there is a possibility that task-specific content points may also 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.

Students should spend approximately 1 hour of the 2-hour exam on this section, which is worth 55% of the paper.

### Part 4 (10 marks)

- Task overview: an informal piece of writing in the form of a letter, email or postcard, e.g. to a school friend, in response to a given situation.
- Students would normally be asked to provide information and ask for required information.
- Stimulus provided: a letter to respond to, an advert or short article, or a situation or problem to be resolved.
- Length of written text required: 75–100 words.
- Skills being tested: AO2A (demonstrate appropriate use of paragraphing, punctuation and spelling), AO2B (write in a range of registers to fit the context and the audience), AO2C (demonstrate a control of a range of vocabulary and a variety of grammatical structures).

### Part 5 (20 marks)

- Task overview: A semi-formal piece of writing in the form of a report, article, semi-formal letter, e.g. for the school magazine, or a response to a job advert.
- Students would normally be asked to present information in an appropriate format and style which addresses the needs of the task set.

- Stimulus provided: a very short description of a situation which sets context and outlines what should be included in the written text.
- Length of written text required: 100–150 words.
- Skills being tested: AO2A (demonstrate appropriate use of paragraphing, punctuation and spelling), AO2B (write in a range of registers to fit the context and the audience), AO2C (demonstrate a control of a range of vocabulary and a variety of grammatical structures).

Part 6 (25 marks)

- Task overview: a semi-formal or formal piece of writing in the form of a summary of a general interest article, e.g. for a teacher.
- Students would normally be asked to summarise information in an appropriate format and style which addresses the needs of the task set.
- Stimulus provided: one or two short texts of no more than 500 words in total.
- 5 marks are awarded for reading and extracting relevant material from the text(s) as defined by the guidance given in the question.
- Length of written text required: 100–150 words.

Skills being tested: AO2A (demonstrate appropriate use of paragraphing, punctuation and spelling), AO2B (write in a range of registers to fit the context and the audience), AO2C (demonstrate a control of a range of vocabulary and a variety of grammatical structures), AO2D (summarise information provided in text form for a given purpose and audience).

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# Paper 2: Listening

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**Externally assessed**

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## 2.1 Description

### Listening

Students must be able to:

- listen to and understand short extracts and identify the item, place or event which the speaker is describing
  - listen to and understand informational broadcasts such as extracts from radio programmes or podcasts, which may involve more than one speaker, and identify key details and opinions in speech that the speaker wishes to convey
  - listen to and understand conversations, which may be casual or in the form of interviews, and identify key details/information that the speakers are exchanging
  - listen to and understand academic lectures on general interest topics, identifying facts and viewpoints which may include some degree of specialist, technical or complex vocabulary, for example comparing the advantages and disadvantages of an idea or process.
-

## 2.2 Assessment information

### Listening

This paper will consist of four 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. Where there are two or three speakers, 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 academic contexts 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 listening examination lasts 50 minutes and is worth one-third (33.3%) of the qualification. It consists of 40 marks.

Below is a breakdown of the listening examination.

#### Part 1 (10 marks)

- Stimulus text types: a short monologue giving factual information, for example public announcements, telephone messages or pre-recorded information.
- Task types: multiple matching or multiple choice, and short-answer questions.
- Skills being tested: AO3A (understand the overall message of a spoken passage) and AO3B (identify essential and finer points of detail in spoken material).

#### Part 2 (10 marks)

- Stimulus text types: a longer recording which may be in the form of a monologue or guided dialogue, such as a radio broadcast.
- Task types: multiple choice, note/sentence/chart/table/diagram completion, short-answer questions.
- Skills being tested: AO3B (identify essential and finer points of detail in spoken material) and AO3D (identify a speaker's viewpoint and attitude, stated and implied).



Part 3 (10 marks)

- Stimulus text types: a longer recording which may be in the form of a transactional dialogue where speakers are negotiating meaning, such as an interview.
- Task types: multiple choice, note/sentence/chart/table/diagram completion, short-answer questions.
- Skills being tested: AO3C (understand a conversation where information is being negotiated and exchanged) and AO3D (identify a speaker's viewpoint and attitude, stated and implied).

Part 4 (10 marks)

- Stimulus text types: a longer recording which may be in the form of a monologue or guided dialogue, usually covering a more academic topic.
- Task types: multiple choice, note/sentence/chart/table/diagram completion, short-answer questions.

Skills being tested: AO3B (identify essential and finer points of detail in spoken material) and AO3D (identify a speaker's viewpoint and attitude, stated and implied).

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## Paper 3: Speaking (optional)

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**Externally assessed**

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### 3.1 Description

#### **Speaking (endorsed separately)**

Students must be able to:

- convey information in speech on a range of topics, using context-specific vocabulary
  - express their opinions about a topic, developing their ideas through speech
  - respond spontaneously to both predictable and unpredictable questions on a range of topics
  - participate in extended discussions on a range of topics, from the familiar and everyday to more abstract themes
  - speak fluently and coherently, using a range of grammatical structures without undue hesitation or obvious searching for vocabulary.
-

## 3.2 Assessment information

### Speaking (endorsed separately)

The speaking test is a scripted interview between an interlocutor and the candidate which lasts approximately 9–12 minutes. It comprises three sections and is worth 40 marks.

Students may take a speaking examination in addition to Papers 1 and 2. Speaking examinations will be recorded and the USB sticks/CDs for all students will be sent to Pearson for external assessment.

Students will be assessed individually.

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 Pearson.

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 he or she wishes.

The student has 1 minute in which to prepare for the talk, during which he/she should make notes. These notes are collected by the interlocutor at the end of the examination and destroyed at the end of the testing day by the centre. The notes are not assessed.

The student is then asked to talk about the given topic. The talk should be 1-2 minutes long.

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

Part 3: Extended discussion (5-6 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.

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

The examinations will be externally marked by Pearson. All USB sticks/CDs must be sent directly to the Pearson examiner.

The interlocutor will need recording equipment, pens and paper for students to make notes, and a clock to time students. A supply of task cards will be provided by Pearson.

The instructions provided to the interlocutor by Pearson are precise and the interlocutor is required to follow them exactly when forming questions and presenting tasks, and so on, to the students. *Appendix 6* in the specification gives an example of the instructions for the conduct of the Paper 3: Speaking examination.

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### 3.3 Assessment criteria

Marks	Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
<b>9–10</b>	<p>Confidently expresses opinions and attitudes.</p> <p>Conveys comprehensive, detailed and relevant information.</p> <p>Responds well to all questions and frequently expands fully on ideas under discussion.</p>	<p>Pronunciation and intonation are consistently comprehensible and clear.</p> <p>Accent in no way impedes communication.</p> <p>Candidate is able to sustain the conversation with ease and without undue hesitation.</p>	<p>Uses a wide range of vocabulary appropriately, accurately and precisely.</p> <p>Candidate has appropriate linguistic resources to be able to overcome problems and maintain interaction.</p>	<p>Uses a wide range of complex structures accurately and appropriately.</p> <p>Full range of tenses, subordinate clauses etc. are used very competently and appropriately to convey information.</p>
<b>7–8</b>	<p>Expresses opinions without undue difficulty.</p> <p>Conveys detailed and relevant information.</p> <p>Responds well to a range of questions and expands on some ideas under discussion.</p>	<p>Pronunciation and intonation are generally comprehensible and clear.</p> <p>Accent is noticeable but does not generally impede communication.</p> <p>Candidate generally responds without undue hesitation.</p>	<p>Uses a good range of vocabulary, generally appropriately and accurately.</p> <p>Occasional errors impede communication though generally candidate has resources to maintain interaction.</p>	<p>Generally accurate in a relatively wide range of fairly complex language.</p> <p>Occasional errors evident, particularly when using more complex language.</p>
<b>5–6</b>	<p>Expresses opinions with minor difficulty.</p> <p>Conveys some relevant information.</p> <p>Generally responds well but only occasionally expands on ideas under discussion.</p>	<p>Pronunciation and intonation are generally accurate though occasional errors may interfere with communication.</p> <p>Accent may occasionally impede communication.</p> <p>Candidate hesitates only occasionally.</p>	<p>Candidate uses an adequate range of structures and vocabulary.</p> <p>Some attempts to use complex language which are sometimes successful.</p> <p>Candidate may occasionally lack the resources to maintain interaction.</p>	<p>Generally accurate using straightforward language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Some errors impact slightly on communication.</p>

<b>Marks</b>	<b>Communicative ability and content</b>	<b>Pronunciation and fluency</b>	<b>Lexical range and accuracy</b>	<b>Grammatical range and accuracy</b>
<b>3–4</b>	<p>Expresses simple opinions with some difficulty.</p> <p>Responds adequately, but rarely expands on ideas under discussion.</p> <p>Candidate has difficulty with more complex questions.</p> <p>Candidate needs help to interpret the question.</p>	<p>Pronunciation and intonation are sometimes accurate though errors may interfere with communication.</p> <p>Accent sometimes impedes communication.</p> <p>Candidate hesitates sometimes.</p>	<p>Candidate uses a somewhat limited range of structures and vocabulary.</p> <p>Candidate occasionally attempts to use complex language which is only occasionally successful.</p> <p>Candidate sometimes lacks the resources to maintain interaction.</p>	<p>Sometimes accurate using simple, basic language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Errors are at times significant and impact on communication.</p>
<b>1–2</b>	<p>Opinions are limited to basic questions and relevant information provided is limited.</p> <p>Responses are limited and the candidate may need scaffolding to answer many of the questions.</p>	<p>Pronunciation and intonation are only rarely accurate.</p> <p>Accent regularly impedes communication.</p> <p>There are patches of speech which cannot be understood.</p> <p>Candidate is hesitant.</p>	<p>Range of vocabulary used is limited and repetitive.</p> <p>Candidate rarely attempts complex language.</p> <p>Candidate often lacks the resources to overcome problems.</p>	<p>Only occasionally accurate in basic language.</p> <p>Errors greatly impede communication.</p>
<b>0</b>	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.

# Grammar list

## **Straightforward structures**

The following grammar structures are considered to be 'straightforward' for the purpose of assessing speech and writing:

- adjectives and adverbs
- intensifiers (too, enough)
- comparatives/superlatives
- complex question tags
- conditionals (0, 1, 2, 3)
- discourse markers and linking words
- future continuous
- modals to express certainty, permission, possibility, probability, obligation, request, suggestion, willingness
- past continuous
- past perfect
- past simple
- phrasal verbs (inseparable)
- present simple
- present continuous
- present perfect continuous
- present perfect simple
- past simple
- reported speech (questions and statements)
- passive (basic uses)
- interrogative adverbs / wh- questions in the past
- will and going to for future predictions
- relative clauses.



## **Complex structures**

The following grammar structures are considered to be 'complex' for the purpose of assessing speech and writing:

- mixed conditionals in the past, present and future
- modals of deduction and speculation
- modals in the past
- future – all forms
- past perfect continuous
- narrative tenses for experience, including passive
- passives – all forms
- use of 'would' to express past habitual behaviour
- wishes, if only/regrets
- inversion (especially after negative adverbs)
- phrasal verbs (separable and multi-meaning)
- articles (all uses)
- reported speech with reporting verbs (e.g. offers, suggestions, orders, intentions)
- other ways of expressing future (e.g. be about to, be due to)
- linking devices
- markers to structure and signpost formal and informal writing
- unreal tenses (e.g. I'd rather/I'd prefer).



## 3 Assessment information

### Assessment requirements

Component/paper number and unit title	Level	Assessment information	Number of raw marks allocated in the component/paper
Paper 1: Reading and Writing	Single Tier	<p>A 2-hour exam split into two sections, with three parts in each section.</p> <p>The reading section contains three texts of varying lengths taken from a variety of sources, increasing in difficulty and complexity through the section. This section totals 45 marks.</p> <p>The writing section contains three tasks with specified context and target reader. The third task is always a summary task, in which the student is asked to extract information from a source text and summarise the article as a whole. This section totals 55 marks, including 5 marks for reading and extracting appropriate material from the source text in Part 6.</p> <p>Students may <b>not</b> bring a dictionary with them into the exam.</p>	Total 100 marks divided evenly between the two skills.
Paper 2: Listening	Single Tier	<p>A 50 minute exam split into four parts.</p> <p>Each part contains a recorded extract of varying length based on a variety of sources and situations, increasing in difficulty and complexity through the paper.</p> <p>Students may <b>not</b> bring a dictionary with them into the exam.</p>	Total 40 marks.

### Optional units

Component/paper number and unit title	Level	Assessment information	Number of raw marks allocated in the component/paper
Paper 3: Speaking	Single Tier	<p>A 9–12-minute recorded interview split into three tasks based on stimulus material supplied by Pearson Edexcel.</p> <p>Students may <b>not</b> bring a dictionary with them into the exam.</p>	Total 40 marks.

## Assessment objectives and weightings

		% in International GCSE
<b>AO1</b>	<p>Understand and respond in writing to a range of English texts</p> <p>A Understand the overall message of a text</p> <p>B Understand in detail a range of texts, identifying finer points of detail</p> <p>C Distinguish between facts, ideas and opinions</p> <p>D Identify a writer's viewpoint and attitude, stated and implied</p>	$33\frac{1}{3}\%$
<b>AO2</b>	<p>Write clear, relevant texts in English on a range of subjects</p> <p>A Demonstrate appropriate use of paragraphing, punctuation and spelling</p> <p>B Write in a range of registers to fit the context and the audience</p> <p>C Demonstrate a control of a range of vocabulary and a variety of grammatical structures</p> <p>D Summarise information provided in text form for a given purpose and audience</p>	$33\frac{1}{3}\%$
<b>AO3</b>	<p>Understand a wide range of recorded material spoken at normal speed</p> <p>A Understand the overall message of a spoken passage</p> <p>B Identify essential and finer points of detail in spoken material</p> <p>C Understand a conversation where information is being negotiated and exchanged</p> <p>D Identify a speaker's viewpoint and attitude, stated and implied</p>	$33\frac{1}{3}\%$
<b>AO4</b>	<p>Communicate in speech comprehensibly and fluently</p> <p>A Give information and express opinions on a range of topics at different levels of complexity</p> <p>B Respond to a range of questions on a variety of topics</p> <p>C Use a range of vocabulary, grammar and structures appropriately</p>	Endorsed separately

## Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2	AO3	AO4
Paper 1	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	0%	-
Paper 2	0%	0%	$33\frac{1}{3}\%$	-
Paper 3	-	-	-	Endorsed separately
<b>Total for International GCSE</b>	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	$33\frac{1}{3}\%$	Endorsed separately

All components will be available for assessment from June 2019.



## **4 Administration and general information**

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### **Entries**

Details of how to enter students for the examinations for this qualification can be found in our *International Information manual*. A copy is made available to all examinations officers and is also available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSEs/International GCSEs. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

### **Access arrangements, reasonable adjustments, special consideration and malpractice**

Equality and fairness are central to our work. Our Equality Policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### **Language of assessment**

Assessment of this qualification will only be available in English. All student work must be in English.

## **Access arrangements**

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## **Reasonable adjustments**

The UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

## **Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)



## Malpractice

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2a* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications: Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

### Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded. The first certification opportunity for the Edexcel International GCSE in English as a Second Language will be in 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Scaling breakdown

In order to achieve the design weightings across components the following scaling will be applied:

	<b>Weighting</b>	<b>Total raw marks</b>	<b>Scaling factor</b>
Paper 1	66.7%	100	1.2
Paper 2	33.3%	40	1.5
Paper 3	Endorsed separately	40	N/A

## Student recruitment and progression

Pearson's 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.

## Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

## Progression

Students can progress from this qualification to:

- AS and A Levels
- vocational qualifications, such as BTEC Nationals.

# Appendices

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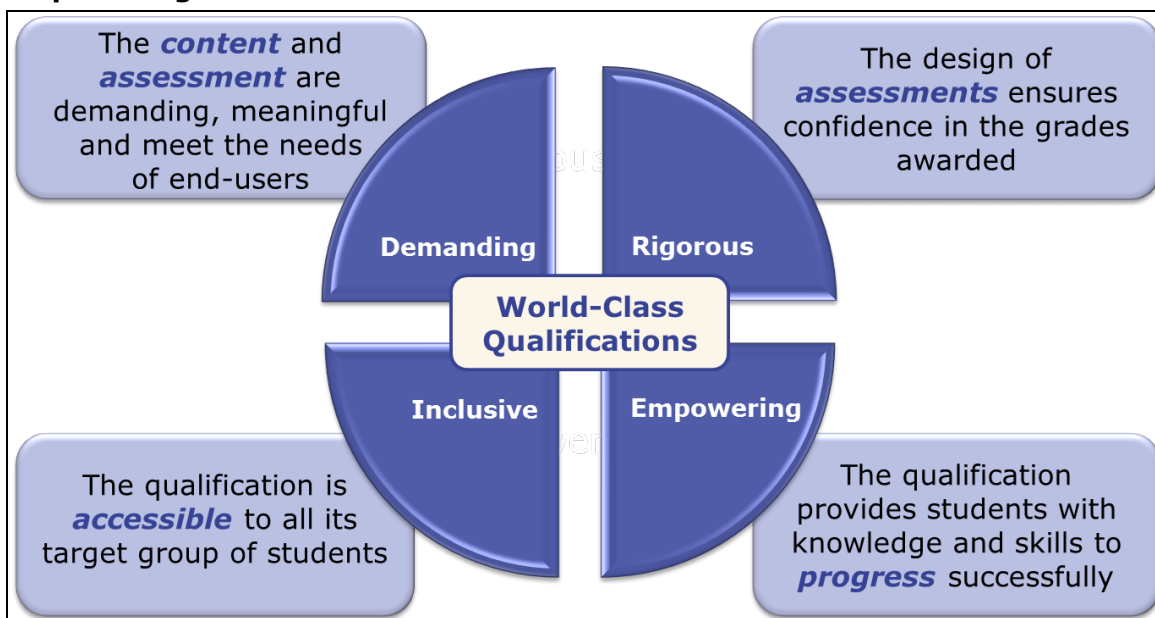
## Appendix 1: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to enter students for a qualification.	GCSE – 4ES1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Paper 1: 4ES1/01 Paper 2: 4ES1/02 Paper 3: 4ES1/03



## Appendix 2: Pearson World-Class Qualification design principles

Pearson's World-Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast changing world.

Pearson's Expert Panel for World-class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

*"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education."* Sir Michael Barber.

### Endorsement from Pearson's Expert Panel for World-class Qualifications for International GCSE development processes

"We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world-class qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidence-based process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

**Sir Michael Barber** (Chair)

Chief Education Advisor, Pearson plc

**Professor Sing Kong Lee**

Professor, National Institute of Education in Singapore

**Dr Peter Hill**

Former Chief Executive ACARA

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Professor Jonathan Osborne**

Stanford University

**Dame Sally Coates**

Director of Academies (South), United Learning Trust

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Bob Schwartz**

Harvard Graduate School of Education

**Professor Janice Kay**

Provost, University of Exeter

**Jane Beine**

Head of Partner Development, John Lewis Partnership

**Jason Holt**

CEO, Holts Group



## Appendix 3: Transferable skills

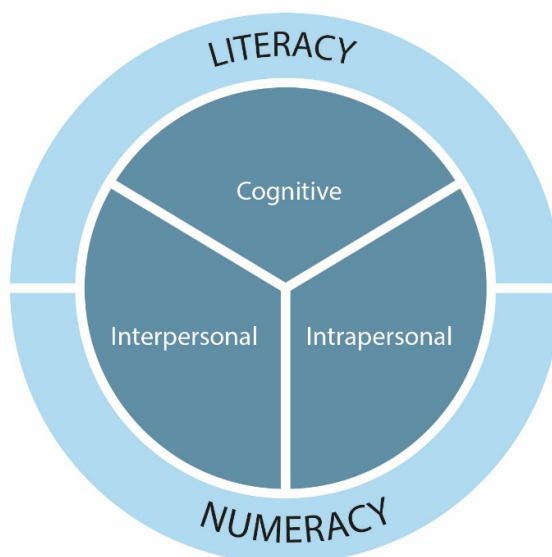
### The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework<sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in English as a Second Language and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for students' development is provided on the subject pages of our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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<sup>1</sup> OECD (2012), Better Skills, Better Jobs, Better Lives (2012): <http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

<sup>2</sup> Koenig, J. A. (2011) Assessing 21<sup>st</sup> Century Skills: Summary of a Workshop, National Research Council

Cognitive skills	Cognitive processes and strategies:	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>
	Creativity:	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>
Intrapersonal skills	Intellectual openness:	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>
	Work ethic/conscientiousness:	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>
	Positive core self evaluation:	<ul style="list-style-type: none"> <li>• Self-monitoring/self-evaluation/self-reinforcement</li> </ul>
Interpersonal skills	Teamwork and collaboration:	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Co-operation</li> <li>• Interpersonal skills</li> </ul>
	Leadership:	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>

**Interpretation** for ESL:  
*Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.*

**Productivity** for ESL:  
*Writing continuously and fluently and to a high standard.*

**Communication** for ESL:  
*Undertaking a speaking task involving dialogue or undertaking a writing task, or when the student responds to prompts from another.*

## Appendix 4: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards who develop policy related to the administration of examinations.
Linear	Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
NEA	Non-examination assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
UMS	Uniform Mark Scale. Student's actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.



# Appendix 5: 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 locked away until needed for the examination. The CDs/MP3 files must only be checked one hour before the examination in secure conditions to ensure they are not defective. 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. Pearson 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 Pearson 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 6: 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 January or June examination series. For the January series, this period is from mid-November up to, and including, the date of the written examinations (Paper 1 and Paper 2). For the June 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 recorded either on CD or USB 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. Centres must keep copies of the recordings.

## 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 22–24.**

## 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

Pearson 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 7: Candidate cover sheet (Paper 3)</i> .	One candidate cover sheet completed with centre and candidate details.
2	CD insert labels – see <i>Appendix 8: CD insert label (Paper 3)</i> .	If using CDs, one 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	Computer and USB stick/CD player and microphone.	Test equipment before use.
2	USB sticks or CDs. All USB sticks/CDs and boxes to be numbered and labelled with centre/candidate names and numbers.	All CDs 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 recording device/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 six 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 Pearson 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 USB stick or CD should be changed, ready for the next candidate.

**The candidate may be recorded once only. The recording device 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 USB stick/CD.

If recording digitally, this information should be recorded once and saved as the first file on the CD/USB. It is also essential that:

- the candidate's name and number are announced at the start of each test
- recordings of previous candidates are not accidentally erased
- if a USB stick is used, the time remaining on the USB stick in use is sufficient to complete the next test without changing USB sticks
- the USB stick/CD is returned to the correct case after use and that both the USB stick/CD and its corresponding case are labelled correctly.

**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 USB stick, more than one candidate's speaking test can be recorded on each USB stick as long as each candidate's name and number are clearly stated at the beginning of each test.

### **Important**

The recording device 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 Pearson Edexcel. The report must explain the circumstances and any subsequent action taken. A copy must be included with the CDs/USB sticks sent to the examiner.

## Checklist for conduct

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

<b>When conducting speaking examinations</b>		
<b>At this point</b>	<b>Record this</b>	<b>Do this</b>
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 two minute allocated time, stop the candidate with the following.]</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>	
At the end of Part 2	'Thank you. That is the end of Part 2.'	

<b>When conducting speaking examinations</b>		
<b>At this point</b>	<b>Record this</b>	<b>Do this</b>
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 to 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 each USB stick /CD	<p>'End of USB/CD.</p> <p>The tests continue on USB stick /CD number _____.'</p> <p>[<i>State number of next USB stick /CD.</i>]</p>	<p>Check that all the details on the USB stick/CD label are completed.</p> <p>Place the USB stick/CD back in the USB stick/CD box before you take the next USB stick/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 two 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** USB sticks/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 USB stick/CD must be numbered and the number indicated in the appropriate box on the candidate cover sheet (Paper 3).

Every USB stick/CD and CD must be numbered and clearly labelled with the centre name and number. Photocopiable CD inserts are provided (see *Appendix 8*).

Each USB stick/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 USB sticks/CDs, and the completed candidate cover sheets (Paper 3) (see *Appendix 7*) for the speaking test.

Where the size of the candidature makes it necessary to split parcels (whether of documentation or USB sticks/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. Centres are advised to retain copies of the recordings.**

## Appendix 7: Candidate cover sheet (Paper 3)

*This sheet should be photocopied as needed.*

To be completed by the centre-appointed interlocutor

<b>Centre name</b>				<b>Centre number</b>		
<b>Candidate name</b>				<b>Candidate number</b>		
<b>Date of speaking test</b>	...../...../20....	<b>Name of person conducting test</b> <i>(Block capitals)</i>			<b>USB stick/ CD number</b>	

To be completed by the Pearson examiner

<b>Communicative ability and content</b> <b>(maximum 10)</b>		<b>Pronunciation and fluency</b> <b>(maximum 10)</b>		<b>Lexical accuracy and range</b> <b>(maximum 10)</b>		<b>Grammatical accuracy and range</b> <b>(maximum 10)</b>	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Edexcel Examiner	Senior Examiner

**GRAND TOTAL (MAXIMUM 40)**





## Appendix 8: CD insert label (Paper 3)

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

Complete the required details.

Jan/June 20... speaking examination		
4ES1/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		

Jan/June 20... speaking examination		
4ES1/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		

Jan/June 20... speaking examination		
4ES1/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		

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