

INTERNATIONAL GCSE

English as a Second Language (9-1)

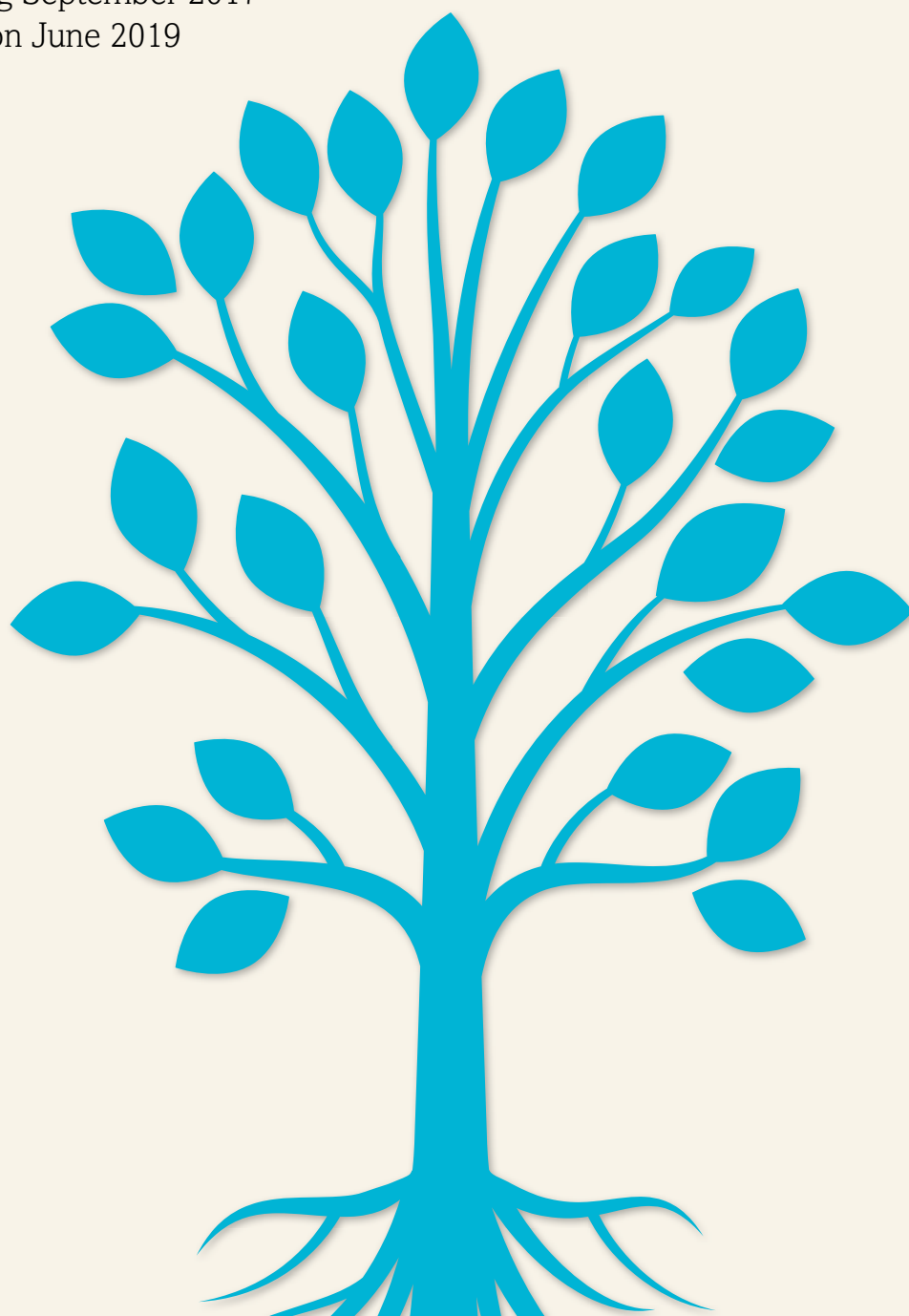
SAMPLE ASSESSMENT MATERIALS

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

For first teaching September 2017

First examination June 2019

Issue 2



Edexcel, BTEC and LCCI qualifications

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Introduction

The Pearson Edexcel International GCSE in English as a Second Language is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

These notes offer general guidance, but the specific notes for examiners appertaining to individual questions take precedence.

- 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.

Write your name here			
Surname		Other names	
Pearson Edexcel		Centre Number	Candidate Number
International GCSE		<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
<h1 style="margin: 0;">English as a Second Language</h1> <h2 style="margin: 0;">Level 1/2</h2> <h3 style="margin: 0;">Paper 1: Reading and Writing</h3>			
Sample assessment material for first teaching September 2016 Time: 2 hours		Paper Reference 4ES1/01	
You do not need any other materials.			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 each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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READING

Answer ALL questions in this section.

Part 1

Read the leaflet below on the Aurora Cruise Ship and answer Questions 1–10.

Let's Go Cruising

- A** Aurora is a family-friendly, medium-sized ship designed as a classic ocean-going vessel. It is therefore ideal for world cruising – anywhere from Italy to Australia. Aurora is perfectly designed for walking or jogging as it has a wide deck around its circumference. This is only one of the many facilities aboard.
- B** The Horizon Restaurant is an informal self-service restaurant. The eatery opens early and serves breakfast, as well as extensive buffets for lunch and afternoon tea. The furniture is bright and modern and the candy-striped walls are covered with paintings. The area affords spectacular sea views and there is also easy access to the surrounding decks and facilities.
- C** Visit the Photo Gallery for high-quality mementoes of your holiday. You can view and buy copies of the photos taken by the team of on-board professional photographers. Staff can also develop your film or download your images and print your photos while you wait.
- D** The Beach House is fun and informal, making it a great evening dining option for families. It offers great ocean views along with a dining menu of grills and seafood. When the sun is shining, there's also the opportunity to sit outside on the restaurant terrace.
- E** H₂O is an area which has a very high-tech look with lots of stainless steel and atmospheric lighting – perfect for teenagers. By day it's a great place to 'chill out' and in the evening it transforms into a trendy disco with a dedicated club DJ. Definitely a great place for kids to meet new friends.
- F** The Uganda Room is a private party room which is furnished with comfortable seating and tables and it has floor to ceiling windows. It's the perfect venue to host your own special occasion, whether it is a birthday, an anniversary or just a get-together with new friends.
- G** The Crow's Nest is 30 metres above the waterline. By day you can quietly watch the glistening sea as the world floats by. As evening draws in, The Crow's Nest comes alive, with a pianist setting the mood. There's no better vantage point from which to appreciate the sea, particularly at sunset.
- H** Cyberzone is equipped with the latest technology. This is a great place to check your emails, Skype family or find out what's going on in the world. Expert instructors also offer relaxed and informal classes so that you will be surfing the 'Net' in no time.

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- DO NOT WRITE IN THIS AREA
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- I With a classic look and cosy feel, Champions Café is bursting with memorabilia from great sporting moments. Enjoy a drink and a chat with other passengers who share a love of sport and watch major sporting events both live and recorded on large TV screens.
 - J Riviera Pool is the second largest swimming pool on Aurora. The overflow from this pool forms a gentle waterfall that runs to a lower level into a new splash zone. Sun lovers will enjoy the three terraces full of deckchairs that surround the pool.

Questions 1–10

Identify which paragraphs (A–J) contain information listed in Questions 1–10 by marking a cross for the correct answer ☒. If you change your mind about an answer, put a line through the box ☒ and then mark 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 at all.

1 Which paragraph refers to creating visual memories?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Which paragraph refers to a place to have celebrations?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Which paragraph refers to a colourful setting?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Which paragraph refers to keeping in touch with people?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Which paragraph refers to the option to eat outdoors?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Which paragraph refers to helping yourself to food?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Which paragraph refers to the best view of the sea?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Which paragraph refers to a facility aimed at a specific age group?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 Which paragraph refers to travel possibilities?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Which paragraph refers to people who have a similar interest?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 1–10 = 10 marks)

(Total for Part 1 = 10 marks)

Part 2

Read the article on small homes and answer Questions 11–25.

The Smaller the Better

The house that haunts my imagination is a small, wooden cabin on a snow-covered hillside on the coast of Norway, far from my sprawling home in southern Scotland. It appears to be about 2.5 metres x 4 metres and its roof is covered in vegetation. Then there's the view: it looks out over a vast, fir tree-covered valley extending out forever to the mountain beyond, so high it vanishes into clouds. One could not fail to be uplifted by such a view. The only problem with my plan to go and live in this cabin – which I found, among hundreds of others, on a photoblog – is that it already belongs to someone else. Actually, that's not the only problem.

Travelling there, or travelling to anywhere else from there, would surely be expensive. The total isolation from friends and family would be tough, and earning an income might be impossible; I bet you can't get broadband, either. But such obstacles don't register when I'm at the end of a hard day at my desk, full of despair at my lengthening to-do list. It is then that I start planning an escape to 'my' tiny cabin. Part of the appeal, certainly, is that it's in the mountains, far from the noise of the city. But the other major draw is that it's tiny.

I know I'm not alone in finding tiny homes so strangely compelling. People have lived in very small spaces since the beginning of civilisation. But it is only very recently – in the last decade – that 'tiny home' appreciation has become a movement. There are several very practical reasons why a new interest in very small homes should be growing now.

Recently, in New York, developers were asked to submit design entries for smaller homes. This was in response to high rents and an increase in the number of people living alone. The organisers felt that such a competition was long overdue and they were delighted with the high number and variety of entries received. The resulting exhibition of winning designs was also unexpectedly well attended. In Britain, the new homes being built are already the smallest in Europe. This is mainly because house builders make the most money that way.

The attraction of a cabin in the mountains might seem, at first, like a straightforward desire to escape to somewhere slower and more peaceful. But one could do that in a big country house, too, and 'small home' lovers don't dream about those. I firmly believe there's something else which is a deeper, more spiritual pull towards the small. Some of the most attractive tiny homes are technological marvels. Their kitchen areas glide smoothly away to reveal beds or desks; a German prototype called the 'Roll It' is a home in the shape of a tube that, as it rolls over, becomes a bedroom, study or kitchen.

Thanks to iPads, MP3 players and Kindles, even the most compact lounge can be equipped with massive libraries of films, music and books. Technology has allowed us to downsize our lives without giving up so much. Solitude need no longer mean loneliness: my perfect cabin would be in the middle of nowhere, but it would have excellent Wi-Fi for regular Skyping with friends. This would be an absolute must.

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Perhaps what really explains the attraction is a desire to live on a scale you can get your head around. As far as I can see, life has become extremely complicated and the idea that you might be able to fit an entire life into something so easily manageable has great appeal. In a tiny home in the country, you're free of household management. For me, this element of life is unnecessarily time-consuming. You're able to plunge into the landscape and in a very small house, you really are in the landscape, not looking out at it. In the perfect tiny urban dwelling, you'd have all you need for city living at a fraction of the cost. This would leave you freer to enjoy the life of the city itself. Or, like the rest of us who long for the minuscule life without ever quite pursuing it, you can just keep dreaming your impossibly tiny dream.

Laura Macdonald,
Borders Gazette

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Questions 11–20

Answer the following questions. For each question write no more than THREE words taken from one point in the text. DO NOT write full sentences.

11 In which country is Laura's dream home? (1)

12 How does the landscape around Laura's dream home make her feel? (1)

13 Where did Laura first come across her dream home? (1)

14 How does Laura feel about her workload? (1)

15 What aspect of the city can Laura escape in the mountains? (1)

16 What was the main motivation for the competition? (1)

17 Which group profits from small home design? (1)

18 What does Laura think modern life is like? (1)

19 How does Laura feel about the practicalities of running a home? (1)

20 By living in a small city home, what is reduced? (1)

(Total for Questions 11–20 = 10 marks)

Questions 21–25

Identify which of the options given for Questions 21–25 accurately completes the given statements by marking a cross for the correct answer ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

21 Which of these is Laura exaggerating?

(1)

- ☐ **A** The size of her dream cabin.
- ☐ **B** The height of the mountain.
- ☐ **C** The description of the roof.
- ☐ **D** The view over the valley.

22 Which problem does she feel most likely to occur if she lived in her dream cabin?

(1)

- ☐ **A** She would have no internet.
- ☐ **B** She would not be able to work.
- ☐ **C** She would be separated from loved ones.
- ☐ **D** She would struggle to travel anywhere.

23 Which of these is the perception of the competition organisers?

(1)

- ☐ **A** The competition should have been sooner.
- ☐ **B** More designers could have participated.
- ☐ **C** The design ideas presented were similar.
- ☐ **D** The public could have been more supportive.

24 What does Laura think is the specific appeal of a small isolated home?

(1)

- ☐ **A** Compact interior design.
- ☐ **B** Emotional attraction.
- ☐ **C** A gentler pace of life.
- ☐ **D** A quieter location.

25 According to Laura, what is the most important use of technology?

(1)

- ☐ **A** Making small homes more appealing.
- ☐ **B** Enabling easy access to entertainment.
- ☐ **C** Providing access to a range of devices.
- ☐ **D** Maintaining contact with other people.

(Total for Questions 21–25 = 15 marks)

(Total for Part 2 = 15 marks)

Part 3

Read Harry Butcher's article on tea and answer Questions 26–45.

The History of Tea in Britain

The British have been drinking tea for over 350 years but, in fact, the history of tea begins in China. Tea drinking became established there many centuries before it had even been heard of in the west. Tea became firmly established as the national drink of China under the Tang dynasty (AD 618–906). Containers have been found in tombs dating from the Han dynasty (206 BC–AD 220) which experts believe may have been used for tea, but this evidence is dubious.

During the late 8th century, tea was introduced to Japan by Japanese Buddhist monks who had travelled to China to study. This eventually led to the development of the Tea Ceremony. In my experience, the Tea Ceremony, despite being lengthy and formal, is marvellous to observe. Although tea drinking is not as obviously celebrated in other countries, I believe its cultural importance cannot be denied.

It wasn't until the latter half of the 16th century that there were mentions of tea as a drink among Europeans. These references to tea are mostly from the Portuguese who were living in the east as traders and missionaries. Although the Portuguese are thought to have taken samples of tea back to their native country, they were not the first to import it commercially. By the turn of the 17th century, the Dutch had established a trading post in the Far East and in 1606 the first consignment of tea was shipped from China to the Netherlands. Tea soon became a fashionable drink among the Dutch, and from the Netherlands tea spread to other countries in continental western Europe, but it remained a drink for the wealthy.

During the 1600s, the British East India Company was the only company shipping goods from outside Europe into Britain. It is likely that sailors on the ships brought tea home as gifts. However, it was the royal marriage of Charles II to Catherine of Braganza that proved a turning point in the history of tea in Britain. She was a Portuguese princess and a tea addict. It was her love of the drink that established tea as a fashionable beverage first at the royal court, and then among the wealthy classes as a whole. Capitalising on this, the British East India Company began to import tea into Britain, its first order being placed in 1664.

The British took to tea with enthusiasm and it became a popular drink in what had previously been only coffee houses. These were locations originally thought to be for the transaction of business. However, historians have proven that they were for relaxation or pleasure too. These coffee houses were exclusive to middle- and upper-class men. Women drank tea in their homes, although unfortunately it was still too expensive to be available among the working classes. Its high price was due in part to the tax imposed by the government. It was thought that many Britons wanted to drink tea but could not afford to. By 1784, the government realised the tax on tea was creating problems as tea was now beginning to be smuggled into the country and sold. The tax rate was slashed and suddenly legal tea became affordable and smuggling stopped almost overnight.

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In my opinion, it was at the start of the 20th century that tea became firmly established as part of the British way of life, when cheap imports of tea from India and Sri Lanka led to a significant rise in the annual consumption per capita. This was further recognised during the First World War, when the government took over the importation of tea into Britain to ensure tea continued to be available at a low price. The government took control again during the Second World War.

The London Tea Auction was a regular auction which had been taking place since 1706 and was at the centre of the world's tea industry. During the Second World War, the auction stopped and was re-established in 1952. However, worldwide communications were improving and at the same time there was a growth in auctions in tea-producing nations which meant that the London Tea Auction gradually declined in importance during the latter half of the 20th century.

But, as the tea auction declined, an essential element of modern tea drinking emerged – the teabag. Teabags were invented in the United States of America in the early 20th century, but sales only really soared in Britain in the 1970s. As a dedicated tea drinker, it would be hard for me to imagine my busy life without teabags. With recent scientific research indicating that tea drinking may have direct health benefits, there is no doubt that for centuries to come there will be a place at the centre of British life for a nice cup of tea.

Questions 26–30

Read the statements below. Decide whether they are **TRUE**, **FALSE** or **NOT GIVEN** according to the text.

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

	True	False	Not Given	
26 According to Harry, tea was first drunk during the Han dynasty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
27 Harry is positive about the Tea Ceremony.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
28 Experts believe British coffee houses were aimed mainly at those conducting business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
29 Harry believes the importance of tea in society became clear during the First World War.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
30 Experts believe that the London Tea Auction took place on a monthly basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)

(Total for Questions 26–30 = 5 marks)

Questions 31–40

Complete the following sentences using no more than THREE words taken from one point in the text.

- 31 were the first to bring tea from China. (1)
- 32 Those working as first introduced tea to Europe. (1)
- 33 A marked a change in British drinking habits. (1)
- 34 Coffee houses were not open to and they had to drink tea in private. (1)
- 35 The initially applied to tea contributed to its high cost. (1)
- 36 The of tea increased again as new sources became available. (1)
- 37 At one stage, intervened in the supply of tea to guarantee its continued availability. (1)
- 38 The London Tea Auction became less necessary due to better (1)
- 39 There was a delay in becoming popular in Britain despite their availability in the United States of America. (1)
- 40 The possible of tea contribute to its continued popularity. (1)

(Total for Questions 31–40 = 10 marks)

Questions 41–45

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

Tea has a very long and interesting history. Over the years, the author believes it has become an **(41)** part of many cultures. However, when tea first appeared in Europe, it was on a **(42)** basis and therefore was not consumed by the general population.

After tea was first imported into Britain it became popular in coffee houses. In time, **(43)** carried out by the government combined with wider supply options led to a positive impact on the appeal of tea.

The 1970s saw the introduction of an **(44)** way of making tea; a change much appreciated by the author. There are no signs of the popularity of tea **(45)** as it is now firmly fixed in our daily routine.

fading	regular	surveys	easier	integral
obvious	losing	changes	economical	casual

(Total for Questions 41–45 = 5 marks)

(Total for Part 3 = 20 marks)

TOTAL FOR READING = 45 MARKS

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In your email you **must** write:

- where you are going
- what your friend needs to bring with him/her
- how you will collect your friend.

(10)

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(Total for Part 4 = 10 marks)

Part 5

You have been asked to write a report for the headteacher of your school about raising money for a new school bus.

In your report you **must**:

- suggest **one** school event to raise money for a new school bus
- give **two** reasons why you have chosen this event
- write how this event will be organised.

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

(20)

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(Total for Part 5 = 20 marks)

Part 6

You are doing a project on travel. Read the text below and write a summary for your teacher.

Relax, be friendly and live longer

Life expectancy in Japan has almost doubled in 80 years. Today it stands at 85 for women and 78 for men. So what is behind the phenomenon of Japanese life expectancy?

Most people believe that the answer is the low-fat diet of fish, rice and soy products such as tofu. However, it has been identified that diet is just one of the many factors that combine to make for a longer, healthier life in Japan. From a government perspective, not to be overlooked is the provision of universal health insurance and a generous state pension scheme. This means that healthcare is easily accessible to all and poverty in old age is rare in Japan. Most importantly, the education system plays a role. There is no illiteracy, even among people aged 70 and over, who are very sensitive about information on health problems.

The recognised benefits of the traditional Japanese diet have been made possible by economic development. Before the Second World War, the average intake of animal protein was less than seven grams a day, but has risen to a near ideal 40 grams, along with a similar level of vegetable protein. However, continued economic progress may now be responsible for the traditional Japanese diet not being to everyone's taste. Younger people are eating far more processed and fast food than their predecessors. While cholesterol intake is rising, it has not reached the levels seen in the west, where there are unprecedented levels of obesity.

If one considers traditional social interaction patterns, what the Japanese lose in terms of not having long holidays and not having spacious homes, they definitely gain in extended family ties and a sense of community, particularly in farming villages. It is known that face-to-face social networking makes people healthier and happier which means they live longer. It has also been suggested that lifetime employment, though under threat, removes stress and produces a healthier retirement age population. In terms of the future, it is questionable whether the younger generation will continue to follow the same traditional social patterns as their elders and whether lifetime employment will persist into the future.

If the government reaches its health targets, the Japanese could add a year, possibly two, to their life expectancy over the next six years. There is no sign of slowing down in Japan. Some argue that people in Japan could be living an average of 100 years in about six decades' time. But the country does face new health and social threats that could knock it off course.

At the moment, the wellbeing of the elderly is an important aspect of public health targets. These include encouraging all age groups to take regular exercise in line with given walking recommendations and to have regular check-ups with a doctor. In the future, public health objectives may need to recognise changing health and social habits as new patterns emerge.

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- give **two** outcomes of government provision
- state **three** ways in which the Japanese maintain contact with others
- give **your predictions** for health and social developments for the Japanese in the future.

You will be awarded up to **5 marks** for using relevant information from the text. You **must** write between **100 and 150 words only**. You **must** use your own words where possible.

(25)

This image shows a full page of a document template designed for handwritten notes or essays. It features approximately 28 evenly spaced, thin grey horizontal lines across the entire width of the page. The margins are consistent on all sides, providing ample space for writing. There are no pre-printed questions, headings, or other markings on the page.

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(Total for Part 6 = 25 marks)

TOTAL FOR WRITING = 55 MARKS
TOTAL FOR PAPER = 100 MARKS

Mark Scheme

Sample assessment materials
for first teaching September
2016

International GCSE in
English as a Second Language
(4ES1/01)

Paper 1: Reading and Writing

READING

Questions 1-10

Question number	Answer	Mark
If the candidate gives more than one answer (e.g. A/B) and the correct answer is present, mark it INCORRECT.		
1	C	1 (AO1a)
2	F	1 (AO1a)
3	B	1 (AO1a)
4	H	1 (AO1a)
5	D	1 (AO1a)
6	B	1 (AO1a)
7	G	1 (AO1a)
8	E	1 (AO1a)
9	A	1 (AO1a)
10	I	1 (AO1a)

Questions 11-20

Question number	Acceptable answers	Reject	Mark
Any comprehensible spelling of the correct answer will be acceptable.			
11	Norway		1 (AO1b)
12	uplifted		1 (AO1d)
13	(on) a photoblog		1 (AO1b)
14	(full of) despair		1 (AO1d)
15	the noise		1 (AO1b)
16	high rents		1 (AO1d)
17	house builders		1 (AO1b)
18	(extremely) complicated		1 (AO1d)
19	(unnecessarily) time-consuming		1 (AO1d)
20	the cost		1 (AO1b)

Questions 21-25

Question number	Answer	Mark
If the candidate gives more than one answer (e.g. A/B) and the correct answer is present, mark it INCORRECT.		
21	D	1 (AO1c)
22	C	1 (AO1c)
23	A	1 (AO1c)
24	B	1 (AO1c)
25	D	1 (AO1c)

Questions 26-30

Question number	Answer	Mark
26	False	1 (AO1c)
27	True	1 (AO1d)
28	False	1 (AO1c)
29	False	1 (AO1c)
30	Not Given	1 (AO1c)

Questions 31-40

Question number	Acceptable answers	Reject	Mark
Any comprehensible spelling of the correct answer will be acceptable.			
31	(Buddhist) (Japanese) monks		1 (AO1b)
32	traders and missionaries/traders/missionaries		1 (AO1b)
33	royal marriage		1 (AO1b)
34	women		1 (AO1b)
35	(the) tax rate/tax		1 (AO1b)
36	(annual) consumption		1 (AO1b)
37	the government		1 (AO1b)
38	(worldwide) communication		1 (AO1b)
39	teabags		1 (AO1b)
40	(direct) health benefits		1 (AO1b)

Questions 41-45

Question Number	Answer	Mark
Any comprehensible spelling of the correct answer will be acceptable.		
41	integral	1 (AO1c)
42	casual	1 (AO1b)
43	changes	1 (AO1b)
44	easier	1 (AO1d)
45	fading	1 (AO1b)

WRITING

Question number	Indicative content	Mark
Part 4	Part 4 is marked out of 10, using the two grids below.	(10)

Mark	Communication, content and organisation (AO2b)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • Candidates have referred to at least one bullet point. • 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, paragraphing and punctuation.
3–4	<ul style="list-style-type: none"> • Candidates have referred to at least two bullet points. • 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, paragraphing and punctuation.
5	<ul style="list-style-type: none"> • Candidates have referred to all three bullet points. • 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, paragraphing and punctuation.

Mark	Range and accuracy (AO2a/AO2c)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • Range of vocabulary is limited. • Range of appropriate structures is limited. • The writing is generally inaccurate and errors cause confusion.
3–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Question number	Indicative content	Mark
Part 5	Part 5 is marked out of 20, using the grid on the next page.	(20)

Question Number	Indicative content	Mark
Part 6	Part 6 is marked out of 25. Use the indicative content below for 5 marks, plus the grid on the next page for 20 marks.	(20)
	Two outcomes of government provision: <ul style="list-style-type: none"> · (universal) health insurance · (generous) state pension scheme · education system/no illiteracy (any two, one mark each).	(2)
	Three ways in which the Japanese maintain contact with others: <ul style="list-style-type: none"> · extended family ties (in farming villages) · sense of community (in farming villages) · face-to-face social networks/networking · lifetime employment (any three, one mark each).	(3)

Assessment criteria: writing skills assessment grid

This grid should be used for marking Parts 5 and 6.

Mark	Communication and content (AO2b/AO2d)	Lexical range and accuracy (AO2c)	Grammatical range and accuracy (AO2c)	Effective organisation (AO2a)
5	<p>Candidates have referred to all three bullet points. The response...</p> <ul style="list-style-type: none"> communicates most successfully conveys the information set out in the task uses appropriate tone and register for the audience 	<ul style="list-style-type: none"> Wide range of vocabulary. Appropriate and effective use of vocabulary to address the requirements of the task. Very good control of vocabulary with very few errors. 	<ul style="list-style-type: none"> Wide range of both straightforward and complex grammatical structures. Appropriate and effective use of these structures to address the requirements of the task. Very good control of these structures with very few errors. 	<ul style="list-style-type: none"> Very coherent piece of writing. Appropriate use of cohesive devices, paragraphing and punctuation. High degree of fluency that would require no effort on the part of a native speaker.
3–4	<p>Candidates have referred to at least two bullet points. The response...</p> <ul style="list-style-type: none"> generally communicates successfully conveys more than half of the information set out in the task generally uses appropriate tone and register for the task 	<ul style="list-style-type: none"> Good range of vocabulary. Generally appropriate and effective use of vocabulary to address the requirements of the task. Occasional lapses in lexical control. 	<ul style="list-style-type: none"> Good range of both straightforward and complex grammatical structures. Generally appropriate and effective use of these structures to address the requirements of the task. Occasional lapses in control of more complex structures. 	<ul style="list-style-type: none"> Generally coherent piece of writing. Generally appropriate use of cohesive devices, paragraphing and punctuation. Moderate degree of fluency that would cause a native speaker to hesitate.
1–2	<p>Candidates have referred to at least one bullet point. The response...</p> <ul style="list-style-type: none"> occasionally communicates successfully conveys less than half of the information set out in the task only sometimes uses appropriate tone and register for the task 	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary. Occasionally uses appropriate and effective vocabulary to address the requirements of the task. Frequent lapses in lexical control. 	<ul style="list-style-type: none"> Adequate but predictable range of straightforward grammatical structures. Occasionally appropriate and effective use of these structures to address the requirements of the task. Frequent lapses in grammatical control. 	<ul style="list-style-type: none"> Occasionally coherent piece of writing. Limited or repetitive use of cohesive devices, paragraphing and punctuation. Low degree of fluency that requires some effort on the part of the native speaker.
0	No rewardable material.	No rewardable material.	No rewardable material.	No rewardable material.

Write your name here			
Surname		Other names	
Pearson Edexcel		Centre Number	Candidate Number
International GCSE		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<h1 style="margin: 0;">English as a Second Language</h1> <h2 style="margin: 0;">Level 1/2</h2> <h3 style="margin: 0;">Paper 2: Listening</h3>			
Sample assessment material for first teaching September 2016 Time: 50 minutes		Paper Reference 4ES1/02	
You do not need any other materials.			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 40.
- 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

- Write your answers clearly and neatly.
- Read each question carefully and keep to the word limits given.
- Try to answer every question.
- 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 ►

S52178A

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PEARSON

Part 1

Answer ALL questions in this part. Write your answers in the spaces provided.

Section A

In this section, you will hear five short extracts in which people are talking about places they have visited.

Read the list of places below, then listen to the extracts.

For each question, 1–5, identify which place (A–H) is being described by each speaker by marking a cross for the correct answer ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Not all places are described and each place may be used more than once.

One mark will be awarded for each correct answer.

- A adventure park
- B botanical gardens
- C animal sanctuary
- D children's farm
- E zoo
- F historic house
- G art gallery
- H museum

1 Speaker 1

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

(1)

2 Speaker 2

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

(1)

3 Speaker 3

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

(1)

4 Speaker 4

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

(1)

5 Speaker 5

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

(1)

Section B

In this section, you will hear a man talking about selling soft drinks at a music festival.

For Questions 6–10, listen and answer the questions below. Write no more than THREE words for each answer.

One mark will be awarded for each correct answer.

6 What caused them to arrive late?

(1)

.....

7 What did they need more of?

(1)

.....

8 What did they forget?

(1)

.....

9 When did they leave?

(1)

.....

10 How does he describe other festivals he has attended?

(1)

.....

(Total for Part 1 = 10 marks)

Part 2

Answer ALL questions in this part. Write your answers in the spaces provided.

In this part, you will hear a man talking about cycling.

For Questions 11–18, listen and complete the notes. Write no more than THREE words for each answer.

One mark will be awarded for each correct answer.

Cycling advice

Advice on riding further

Spend more time on bike and build up (11)
over time. (1)

Cycle (12) to increase your strength. (1)

Take enough food, e.g. (13) or
home-made snacks. (1)

Advice on safer riding

Look where you are going especially when (14) (1)

Practise your (15) , e.g. riding in a straight line. (1)

Practise (16) in order to use the front
brake more effectively. (1)

Advice on winter riding

Always bring a (17) on winter rides. (1)

Groups should keep moving to avoid (18)
if you have to stop. (1)

Questions 19 and 20 must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

19 What does the speaker think of foot warmers?

(1)

- ☐ A They are good value for money.
- ☐ B There are better items available.
- ☐ C They need to fit the shoe well.
- ☐ D They are completely useless.

20 Which bike lights does the speaker consider the best for general use?

(1)

- ☐ A flashing ones
- ☐ B super-powered ones
- ☐ C ordinary ones
- ☐ D laser ones

(Total for Part 2 = 10 marks)

Part 3

In this part, you will hear an interview with an author.

For Questions 21–25, listen and answer the questions. You do not need to write in full sentences.

One mark will be awarded for each completed answer.

Interview with an Author

21 How does Mary feel about the fact her sketch is still performed? (1)

22 Why does the interviewer find John Trease an unlikely choice for a child? (1)

23 What is Mary's opinion of Sally O'Rourke's latest book? (1)

24 What is Mary's view on fantasy novels? (1)

25 Why does the interviewer avoid writing about people he knows? (1)

Questions 26–30 must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

26 Which was Mary's first entirely fictional novel? (1)

- ☐ **A** African Adventure
- ☐ **B** Village by the Lake
- ☐ **C** The Secret House
- ☐ **D** The Tree Tops

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

27 The interviewer likes the character Okri because he

(1)

- ☐ **A** has his faults.
- ☐ **B** is close to his cousin.
- ☐ **C** is sensitive to others.
- ☐ **D** isn't afraid of others.

28 Mary likes the character Danny because he is

(1)

- ☐ **A** persistent.
- ☐ **B** respectful.
- ☐ **C** successful.
- ☐ **D** trustworthy.

29 Mary feels that signing contracts

(1)

- ☐ **A** reduces her money worries.
- ☐ **B** keeps her focused.
- ☐ **C** promotes the writing process.
- ☐ **D** limits her flexibility.

30 Mary feels that being a grandmother has

(1)

- ☐ **A** inspired her to write more.
- ☐ **B** given her a new outlook of life.
- ☐ **C** been an unexpected pleasure.
- ☐ **D** improved her attitude to work.

(Total for Part 3 = 10 marks)

Part 4

In this part, you will hear an extract from a radio programme about fish farming.

For Questions 31–32 and 38–40, listen and complete the sentences below. Write no more than THREE words for each answer.

For Questions 33–37, complete the table. Write no more than THREE words for each answer.

One mark will be awarded for each answer.

Fish farming

Background

31 One unusual example of fish farming involves the production of

.....

(1)

32 The number of fish produced by aquaculture is close to matching

..... numbers.

(1)

Advantages and disadvantages

Advantages of fish farming	Disadvantages of fish farming
33 A probable major	34 Overuse of as a source of food. (1)
	35 Overuse of to protect against disease. (1)
	36 caused near coasts by escaped fish. (1)
	37 Quantity of from fish farms, e.g. phosphorus. (1)

Sustainable fish farming

- 38 Currently, are considered to be an unsustainable production model. (1)
- 39 Aquaponics is an example of a (1)
- 40 It is planned to create a for the industry to encourage good working practice. (1)

(Total for Part 4 = 10 marks)

TOTAL FOR PAPER = 40 MARKS

Listening Paper Transcript

Part 1

Section A

In this section, you will hear five short extracts in which people are talking about places they have visited.

Read the list of places below, then listen to the extracts.

For each question, 1–5, identify which place (A–H) is being described by each speaker by marking a cross for the correct answer (x). If you change your mind about an answer, put a line through the box (x) and then mark your new answer with a cross (x).

Not all places are described and each place may be used more than once.

One mark will be awarded for each answer.

Speaker 1

They advertise hundreds of species to see but we didn't see anywhere near that number. Also, some of the attractions were closed. We saw plenty of butterflies, spiders, donkeys and chickens but if you are looking for more exotic animals, go somewhere else. Some of the exhibits were a bit dated as well. But the kids will have a good time.

Speaker 2

We had a great day out. It was lovely to see all the animals and the staff work really hard to keep them healthy and happy. They put so much into looking after old, injured or abandoned horses. We wandered around feeding the ponies and donkeys and then had tea in the beautiful walled garden.

Speaker 3

It's a good day out for both young and old alike. The mountain bikes were great fun and the tree top climb was challenging but exciting and the views were fantastic. Going on the zip wire was the best bit but I wish it had been longer. The staff were friendly and took great care with our safety.

Speaker 4

It's magnificent and contains many works of art. The guides are dressed in costumes and they bring the place to life. The architecture is impressive and we loved wandering around the elegant rooms. The huge kitchens were a highlight. If you prefer the outdoors, the gardens are beautiful and have some superb wildlife.

Speaker 5

This is well worth a visit, with plenty to see and something of interest for most people. It has four floors of unbelievable treasures from around the world. In fact, don't expect to see

everything in a day. My favourite was the exhibition of French furniture. The gift shop is also full of lovely items to buy.

Section B

In this section, you will hear a man talking about selling soft drinks at a music festival.

For Questions 6–10, listen and answer the questions below. Write no more than THREE words for each answer.

One mark will be awarded for each answer.

It was our first time at a music festival and although there were some ups and downs, we enjoyed the experience. We planned to get to the festival really early, so we set out in the middle of the night. The roads were empty; we stopped for a coffee and fuel and then got stuck in a traffic jam five miles from the festival venue. The music was about to start when we finally arrived. Fortunately, one of the organisers spotted our predicament and found some volunteers to lend a hand in setting up our stand. They did a fantastic job, so we gave them some of our lemonade as a thank you. It was a hot day and very soon we had a long queue of people waiting to be served. It was then that we realised we were running short of ice to keep the drinks cool. Once again, we were lucky because the people at a neighbouring stand had plenty and gave us some.

By late afternoon it had become overcast and at about seven o'clock the heavens opened. It was then we discovered something we could have done with, wellington boots, although we had remembered to bring along waterproof coats so it wasn't too bad. In spite of the rain, the music carried on and the festival goers were determined to have a good time. As darkness fell, we started to pack up as people were more interested in finding hot food than buying cold drinks. We then had a chance to watch the bands, which were so good that we decided to stay over that night and leave the next day. We had a delightful evening and really got into the mood of the festival. There was such a warm atmosphere and everyone was enjoying themselves, even the organisers. That's saying something, as we have been to many festivals since then, some of which have, quite frankly, been chaotic, but we have never forgotten the kindness and support we experienced that day.

Part 2

In this part, you will hear a man talking about cycling.

For Questions 11–18, listen and complete the notes. Write no more than THREE words for each answer.

Questions 19 and 20 must be answered with a cross in a box (x). If you change your mind about an answer, put a line through the box (x) and then mark your new answer with a cross (x).

One mark will be awarded for each completed answer.

Hi, I'm Pete Lloyd and here are my top cycling tips and some advice if you're out on your bike this winter.

So, let's start with some suggestions to get you cycling further. The simplest one is to spend more time on your bike. A sure-fire way of being able to cover longer distances is to increase steadily the length of rides over the course of a few weeks and months. This helps your body to become more efficient and use less energy when you pedal.

You need to become stronger if you want to cover longer distances, and a good way to do this is to head out before breakfast. This will go a long way to achieving your strength goals. If you commute by bike this is an easy change to make to your daily life.

You can do loads of training but if you don't take enough food on a ride, you won't go half as far as you would otherwise. Eating whilst on a ride is absolutely essential because otherwise your body will run out of usable energy. Top up as you go along on energy bars or something you made before you left the house, such as peanut butter sandwiches.

Stay safe on the roads by scanning 20 metres in front of you so you can react safely ahead of time. It sounds obvious but it's surprisingly easy to forget as most people tend to focus on their front wheel. This is even more important when taking a corner. Don't be distracted and keep your wits about you.

It's easy to think the key to improving as a rider is just to get fitter. This will certainly make you faster, but don't neglect to work on your technique. A particular one that will keep you safe when riding slowly in a group, is being able to ride in a straight line. Practise this by riding parallel to the edge of the road.

Remember that you aren't safe on a bike if you can't stop. Your front brake is by far the most effective way to slow down. It's really worth getting used to the feeling of this by regularly doing a few emergency stops to know what it's like when you apply the front brake in this way.

If you're heading out on your bike this winter make sure you never set off without a jacket in your backpack. Something lightweight will fold up really small and not take up so much room. You'll be glad of it when it starts raining or if you're stuck by the side of the road.

It's important to stay warm in very cold or wet conditions, particularly if you're in a group and someone gets a puncture. Just one or two of you should stop to do the repair. The rest of the group should continue moving, keeping nice and warm until the repair is complete, to reduce the risk of catching a chill. Remember, keep moving if you can.

Cold feet are a problem, and woollen socks and overshoes usually do the trick. There are also some new products on the market such as foot warmers. These are heated insoles which fit snugly inside your cycling shoes and are supposed to keep your feet nice and toasty. They are not very effective to my mind and a bit pricey, so I would rather stick to more tried and tested solutions to cold feet, such as insulated socks.

In winter, it's important to be as visible as possible. Standard lights, bright cycle clothing with reflective patches – topped off with a high-visibility vest – are the way to go. Flashing bike lights are everywhere now, but remember, you are not a Christmas tree. Super high-powered lights at the front dazzle drivers and won't make you popular with them and, whilst laser lights are great in cities, they are not very useful in poorly lit areas.

Part 3

In this part, you will hear an interview with an author.

For Questions 21–25, listen and answer the questions. You do not need to write in full sentences.

Questions 26–30 must be answered with a cross in a box (x). If you change your mind about an answer, put a line through the box (x) and then mark your new answer with a cross (x).

One mark will be awarded for each completed answer.

- M. I'd like to welcome my friend and fellow author Mary Colson to the studio.
- F. Thank you, Anthony.
- M. Could you tell the listeners when you decided that you wanted to become an author?
- F. I had been running a drama group for children for some time, and one year I decided to put together a comedy sketch for a young people's workshop.
- M. How was it received?
- F. Incredibly well.
- M. And I believe it's still put on in secondary schools.
- F. Yes, amazingly, after all this time. After that I moved on to short stories and then novels for adults and children.
- M. And what did you enjoy reading as a child?
- F. When I was very young I adored Roald Dahl, and when I was a bit older, about 11 or 12, I got into John Trease.
- M. That's rather a big jump. John Trease isn't generally regarded as a children's author. He's very humorous but a perhaps a little dark.
- F. That's what appealed and I think his themes are accessible to young people.
- M. And what about these days?
- F. I'm an immense fan of Sally O'Rourke; she can write the socks off any of us. Everything she does is different, although I do have reservations about her last novel. It seemed to me that her editor should have stepped in and shortened the last two chapters. Having said that, you can't fault the plot.
- M. Yes, I felt the same. And are there any genres that do not appeal?
- F. Fantasy – show me a dragon slayer and I clap the book shut.
- M. Really?

- F. The characters are an important element, but too many of them seem to follow a similar pattern. Other people may find them entertaining, but life's too short to get involved in stories that run to ten volumes.
- M. We'll have to agree to disagree on that one! Anyway, as a writer myself, I often incorporate experiences from my own life into my works. How about you?
- F. I think elements creep in. But if you do write about your friends and family, you have to be very careful to disguise them.
- M. You do. I have discovered that to my cost. I now stick to using the situations I have experienced rather than the people who were involved. It causes fewer heartaches.
- F. As a rule of thumb, I pick just one aspect of a person's character and use that in my writing. In that way, they never recognise themselves.
- M. Good advice. Would you say that your writing has changed since your first novel?
- F. Yes, absolutely. Hasn't yours?
- M. Well, my first book, 'Leaving', was very personal. But I think several of yours were.
- F. Yes, especially 'The Tree Tops', my third novel, which in a strange way is a very autobiographical novel. But 'The Secret House' was a watershed because it was nothing to do with my real life for the first time. Instead it was more of a mystery. Then I moved on and became interested in survival, such as in the 'African Adventure' series.
- M. My favourite character in that series is Okri, the farmer's son in 'Village by the Lake'.
- F. Really? My readers tell me they have little sympathy for him because he is mean to his cousin when he is accused of taking the bicycle.
- M. Yes, but he makes up for that in the end by bravely facing up to the actual bicycle thieves.
- F. Only partially, to my mind. He saves his cousin, yes, but he makes sure everyone knows he's the hero.
- M. So who's your favourite?
- F. I have a soft spot for Danny, the main character in 'South Africa Cup'. If he falls down he gets back on his feet again.
- M. Yes, there's a lot to admire in him, although his relationship with Chris is difficult. Danny's very competitive deep down but he wants Chris to respect him.

- F. Chris is more competitive and in many ways a stronger character. When Danny's trying out for the team, Chris tackles him and Danny gets knocked out. Yet Danny's so determined to succeed that he goes back to finish the match.
- M. He certainly earned Chris's respect from then on. Now, Mary, you have been writing novels for young and old for over thirty years. What do you think has allowed you to have such a long and successful career?
- F. Well, I make it a rule never to sign a contract until I've finished a book. This means that I never have to rush to a deadline, I'm never being nagged by publishers, and I take my time to get it right! I set a high standard in what I submit, and I put that down to never having to work against the clock.
- M. A lot less stressful, certainly, but it must have been hard at the start of your career.
- F. Sure, I was struggling financially in the early days, but I wanted that freedom.
- M. What can we expect to see from you in the future?
- F. If I'm very honest I've really been coasting this year, spending a lot of time with my grandchildren. Grandparenting has come as a massive surprise – lovely and such a gift. Of course there are a couple of things I've done for reluctant readers, but essentially nothing that has taken my concentration. Yet, come September I'll be ready to start – I've already got an idea for a children's book about a family and mistaken identity, so watch this space.

Part 4

In this part you will hear an extract from a radio programme about fish farming.

For questions 31 to 32 and 38 to 40, listen and complete the sentences below. Write no more than THREE words for each answer.

For questions 33 to 37, complete the table. Write no more than THREE words for each answer.

One mark will be awarded for each answer.

- F. Welcome to Science World. Today we are talking to Dr Tim Broadstone about fish farming. Dr Broadstone, could you start by telling us what fish farming is?
- M. Certainly. Fish farming, which is also known as aquaculture, is the breeding of fish, plants and other animals in water. This can be carried out in natural bodies of water such as ponds, lakes and the ocean, or in man-made tanks. Typical species that are bred in fish farms are shellfish, such as oysters, mussels and shrimps; and fin fish, such as salmon and trout. Some fish farms are devoted to the raising of frogs, but such operators are very much less common and found almost exclusively in Asia.
- F. I see, and how important is aquaculture in economic terms?
- M. Aquaculture is currently the fastest growing food sector in the world. In the last 20 years it has grown by a good 8 per cent per annum. Today, about 60 million tonnes of fish and other aquatic animals are farmed around the world every year. This is almost equal to the amount of commercially caught fish, which totalled 78.9 million tonnes in 2011. Studies indicate that fish farming will continue to grow strongly and make a significant contribution to feeding the world's population, and at the same time protect the ocean's fish stocks.
- F. This all sounds very positive.
- M. Yes. For example, much less feedstuff is needed to farm fish and seafood than to raise land-based animals. It takes 15 times as much feed to produce one kilo of beef as to produce one kilo of salmon. Aquaculture, therefore, has the potential to be a tremendous source of protein for human consumption, which makes fewer demands on resources.
- F. But I understand that the industry is not without its critics.
- M. There are certainly issues. The main one is that most farmed fish are currently fed on a diet of fishmeal and fish oils, which are mostly made from anchovies and sardines which live in the wild. It seems nonsensical, but many wild fish stocks have been reduced to critical levels simply in order to feed farmed fish. In fact, fish farming could be seen as a contributor to the problem of overfishing.
- F. The industry's approach to animal health has also earned it something of a bad name.

- M. Yes. Many operators farm fish intensively, but if they are kept in this way they are more susceptible to disease. Antibiotics are widely used as a preventative measure, but there are already signs that they are no longer effective. It is imperative therefore that their use in food production is closely monitored and restricted.
- F. And I understand that there is a particular problem with certain fish farming operations.
- M. Yes. This relates to businesses which farm fish in cages in the open sea which have direct contact with surrounding waters. In many instances farmed fish have escaped from their cages and, in time, they have transferred disease to the wild populations. Sometimes these escaped fish have bred prolifically and completely crowded out indigenous populations. Particularly in coastal waters, the resulting environmental damage has been considerable. On one island off the Netherlands, for example, cultivation of the Pacific oyster had to be abandoned as it had a catastrophic effect on the native blue mussels.
- F. And then there is the question of the waste from aquaculture facilities.
- M. This has come in for some hefty criticism particularly for those based on the land. It is particularly high in phosphorous and is often allowed to enter rivers and coastal bays untreated. In large quantities, it disrupts the natural chemical balance in the water and causes dead zones to develop.
- F. But attempts are being made to improve the industry's image.
- M. Yes. A number of research groups are trying to find the most sustainable model of fish farming. They have concluded that inland ponds are the least efficient because, amongst other things, they consume vast amounts of energy. But they also found that one inland fish farming model may be a sign of the future. It's called aquaponics and it is where fish and vegetables are produced in the same facility together. Fish waste provides food for the plants and the plants purify the water. This is called a closed loop system. When animals and plants are combined with skill, these aquaponics facilities can be quite self-sufficient as operators neither have to feed the fish nor process the water. So far, aquaponics has been found to work well in small-scale operations.

The industry is also experiencing pressure from consumers to produce goods which comply with environmental standards. For some years there has been labelling for canned fish such as tuna which have been caught using sustainable methods, and products bearing this label are very popular. It is expected that soon there will be a similar certificate for the aquaculture industry, and producers wishing to obtain one must undertake to protect species, the environment and the water in farmed areas, and comply with a high level of social standards. It is hoped that with such measures in place, there will be a bright future for fish farming.

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Mark Scheme

Sample assessment materials
for first teaching September
2016

International GCSE in
English as a Second Language
(4ES1/02)

Paper 2: Listening

Part 1

Question number	Answer	Mark
1	E	1 (AO3a)
2	C	1 (AO3a)
3	A	1 (AO3a)
4	F	1 (AO3a)
5	H	1 (AO3a)
6	(a) traffic jam	1 (AO3b)
7	ice	1 (AO3b)
8	wellington boots	1 (AO3b)
9	(the) next day	1 (AO3b)
10	chaotic	1 (AO3b)

Part 2

Question number	Answer	Reject	Mark
Any comprehensible spelling of the correct answer will be acceptable.			
11	length of rides		1 (AO3b)
12	before breakfast	in the morning	1 (AO3b)
13	energy bars	jam sandwiches	1 (AO3b)
14	taking a corner		1 (AO3b)
15	technique		1 (AO3b)
16	(doing) emergency stops		1 (AO3b)
17	jacket		1 (AO3b)
18	catching a chill		1 (AO3b)
19	B		1 (AO3d)
20	C		1 (AO3d)

Part 3

Question number	Acceptable answers	Reject	Mark
21	(She's) (pleasantly) surprised/amazed OR It amazes her OR (She thinks) it's amazing	amazingly	1 (AO3d)
22	(He is) not a children's author OR (He writes/It's) adult fiction OR (His writing is/It's) (a little) dark	humorous	1 (AO3c)
23	(She doesn't like it because) it's too long OR (she likes it because) the plot is good OR she has reservations (about it)	write/writing the socks off different	1 (AO3d)
24	repetitive/samey/derivative/boring/unappealing OR there are too many books in a series OR they are overlong	entertaining	1 (AO3d)
25	You can hurt their feelings OR they can get upset OR it causes heartaches	They recognise themselves	1 (AO3c)

Question number	Correct Answer	Mark
26	C	1 (AO3c)
27	D	1 (AO3c)
28	A	1 (AO3c)
29	D	1 (AO3d)
30	C	1 (AO3d)

Part 4

Question number	Correct Answer	Mark
Any comprehensible spelling of the correct answer will be acceptable.		
31	frogs	1 (AO3b)
32	commercially caught (fish)	1 (AO3b)
33	source of protein	1 (AO3d)
34	wild fish (stocks)	1 (AO3d)
35	antibiotics	1 (AO3d)
36	environmental damage	1 (AO3d)
37	waste	1 (AO3d)
38	inland ponds	1 (AO3b)
39	closed loop system	1 (AO3b)
40	certificate	1 (AO3b)

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International GCSE 4ES1 Paper 3 Sample Assessment Materials

PART ONE

Sample Card 1

International GCSE in English as a Second Language 4ES1 Speaking Test

PART ONE

FRAME 1

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

Let's talk about things you do in the evening.

How often do you go out in the evening?

What sorts of things do you do? (Tell me about that.)

Would you prefer to go out in the evening or stay at home? (Why is that?)

What would be your idea of a perfect evening out?

Thank you. That is the end of Part One.

Sample Card 2

International GCSE in English as a Second Language 4ES1 Speaking Test

PART ONE

FRAME 2

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

Let's talk about the seasons of the year.

Which is your favourite season of the year?

What do you like about it?

What sort of things do you do during this season?

Is there anything that you do not like about _____ (this season)? (Why is that?)

Thank you. That is the end of Part One.

Sample Card 3

International GCSE in English as a Second Language 4ES1 Speaking Test

PART ONE

FRAME 3

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

Let's talk about reading.

What sorts of things do you like to read? (Tell me about that.)

Where do you like to read? (Why is that?)

Do you enjoy reading in English? (Why is that?)

Is there anything you do not like about reading? (Tell me about that.)

Tell me about something you read recently.

Thank you. That is the end of Part One.

PARTS TWO AND THREE

Sample Card Set 1

International GCSE in English as a Second Language 4ES1 Speaking Test

PART TWO STUDENT'S CARD 1

You are going to talk about **the role of television in your life**.

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

How has TV helped in your education?

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:

- Documentaries
- Quiz Shows
- News
- Films
- Other

International GCSE in English as a Second Language 4ES1 Speaking Test

PART THREE FRAME 1

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

- What kinds of TV programmes do you usually watch? (Tell me about that.)
- How often do you watch TV?
- What are some of the disadvantages of watching TV?

- What types of programmes would you like to see less on TV? (Why is that?)
- What types of programmes would you like to see more of? (Why is that?)
- Do you think that in general, people spend too much time watching TV? (Why is that?)

- What is your opinion of having advertisements on TV?
- Do you think that children's TV programmes should have advertisements? (Why is that?)
- How successful do you think TV advertisements are?

Sample Card Set 2

International GCSE in English as a Second Language 4ES1 Speaking Test

PART TWO STUDENT'S CARD 2

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

Who is your favourite teacher 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:

- Lessons
- Personality
- Attitude
- Discipline
- Other

International GCSE in English as a Second Language 4ES1 Speaking Test

PART THREE FRAME 2

We have been talking about **a teacher that you respect** and I would like to ask you some more questions on this topic.

- What are your favourite subjects? (Why is that?)
- What atmosphere do you like there to be in class? (Why is that?)
- What sorts of activities do you like to do in class? (Why is that?)
- What's your opinion of private tutors? (Why is that?)
- Do you prefer to be taught on your own or in a small group? (Why is that?)
- What is the maximum number of students there should be in a class? (Why is that?)
- Why do you think that there are more women teachers than men teachers?
- What advice would you give a friend who wanted to be a teacher?
- Do you think that computers will replace teachers?

Sample Card Set 3

International GCSE in English as a Second Language 4ES1 Speaking Test

PART TWO STUDENT'S CARD 3

You are going to talk about **having a job in the holiday**.

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

What is your opinion about having a job in the holiday?

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:

- Money
- Responsibilities
- Interest
- Free time
- Other

International GCSE in English as a Second Language 4ES1 Speaking Test

PART THREE FRAME 3

We have been talking about **having a job in the holiday** and I would like to ask you some more questions on this topic.

- What kinds of holiday jobs do students do?
- What sorts of holiday jobs would you not like to do? (Why is that?)
- What is your opinion on doing voluntary work?
- Do you think that school prepares students for the world of work?
- How could schools prepare students better for the world of work?
- What things can you do to find a career that suits you?
- How has technology changed the way people work?
- Many people work from home. What are the advantages of this?
- How will technology change the way we work in the future?

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Paper 3 Speaking Assessment criteria

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

Marks	Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
3 - 4	Expresses simple opinions with some difficulty. Responds adequately, 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 sometimes accurate though errors may interfere with communication. Accent sometimes impedes communication. Candidate hesitates sometimes.	Candidate uses a somewhat limited range of structures and vocabulary. Candidate occasionally attempts to use complex language which is only occasionally successful. Candidate sometimes lacks the resources to maintain interaction.	Sometimes accurate using simple, basic language. Less accurate in more unfamiliar language situations. Errors are at times significant and impact on communication.
1 - 2	Opinions are limited to basic questions and relevant information provided is limited. Responses are limited and the candidate may need scaffolding to answer many of the questions.	Pronunciation and intonation are only rarely accurate. 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. Candidate often lacks the resources to overcome problems.	Only occasionally accurate in basic language. Errors greatly impede communication.
0	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.

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