

Delegate Booklet

Course Title:

**International GCSE in
English as a Second Language:**

**Understanding assessment and
improving delivery
(Module 2)**

Course Code:

4ES1-20105





Agenda

Session 1: About Pearson Edexcel

Session 2: Paper 2: Assessment Objectives and Marking - Listening

Session 3: Paper 3: Assessment Objectives and Marking - Speaking

Session 4: Further support and resources

Aims and Objectives

During this module you will:

- revisit the Assessment Objectives discussed in detail in Module 1 of this course
- consider how the questions in Paper 2 (Listening) and Paper 3 (Speaking) are marked, using mark schemes and sample student responses and by looking at feedback from previous exam series
- look at the further support and resources available from Pearson Edexcel.



Paper 2: Listening

Part 1 Section A Qs 1-5

In this section, you will hear five short extracts in which people are talking about wild animals.

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

For each question, 1–5, identify which animal (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 the animals are described and each animal may be used more than once.

One mark will be awarded for each correct answer.

- A Siberian Tiger
- B Mountain Gorilla
- C Emperor Penguin
- D African Lion
- E Polar Bear
- F Asian Elephant
- G Giant Panda
- H Blue Whale

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"/>

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"/>

Speaker 1

These large and fur-coated animals live in mountainous forests where they eat mainly shoots and leaves. They live in large family groups of several females with their young and there is one male head of the family who is called a silver-back because of a white patch on his back and hips. There are very few left in the wild.

Speaker 2

Often called the king of the beasts, this magnificent animal is a top predator in its environment. The most sociable of their kind, these animals live in groups called prides, which consist of related females and their cubs. The head of the family has a beautiful flowing mane that marks him out from the rest of the pride.



Part 1 Section B Qs 6-10

In this section, you will hear an extract from a radio programme about a creature called a yeti.

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 For many years, what type of animal did people think the yeti was?

(1)

Group of apes

7 Who provided Professor Lindqvist with evidence?

(1)

~~crews making films~~

Crows making films

Scientists believe they have definitely proved that the yeti does not exist.

For many years people have thought that a group of apes called yetis live in the snowy wilderness of the Himalayas in Asia. However, a new study has concluded that yetis are bears, which have inhabited this area for centuries.

Professor Charlotte Lindqvist is the expert scientist responsible for ending the myth that has been passed down by generations of people in Nepal. "Our findings strongly suggest that the origins of the yeti legend can be found in local bears," says Professor Lindqvist.

Professor Lindqvist and her team looked at samples of yeti evidence gathered by crews making films about the creature. However, tests proved they were looking at remains of old bears, casting into doubt more than a century of yeti sightings.



Part 2 Qs 11 – 18

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

In this part, you will hear a sports historian talking about the Olympic Games.

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.

The Olympic Games past and present

The Ancient Games

Athletics had a (11) *major* ~~major~~ *roles* during the festivals of Ancient Greece.

(1)

The Roman Emperor stopped the Games because competitors and organisers were (12) *dishonest*.

(1)

The Olympic Games were the wonder of the ancient sporting world. Athletics played a major role in the religious festivals of the ancient Greeks, who believed that competitive sports pleased the spirits of their ancestors, and so what better way to gain the gods' approval than by arranging a showcase of the finest sporting talent? Staged every four years in the valley of Olympia in south-west Greece, the Olympics ran for more than one thousand one hundred years until eventually banned by the Roman Emperor Theodosius in an attempt to stamp out dishonest competitors and organisers.



Part 2 Qs 19 – 20

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 did the organisers want the Games to show?

- ☒ **A** Winning was most important.
- ☒ **B** Athletes were sponsored.
- ☒ **C** People were friends together.
- ☒ **D** There were no winners.

20 What were the King of Greece's ideas about the future Games?

- ☒ **A** They were to be held every year.
- ☒ **B** They would take place only in Greece.
- ☒ **C** Women should be allowed to compete.
- ☒ **D** More types of sport should be included.

There were no great prizes for the winners, just crowns made of olive branches and laurel leaves. The Games were conducted in a friendly manner in keeping with Pierre de Coubertin's vision for nations and people to be united by sport and for the idea of taking part to be more important than winning.

The first modern Olympics proved a great success. At the closing banquet, the Greek King expressed the hope that the games would be held permanently in Greece, but Pierre de Coubertin stuck to his plan of awarding the 1900 Olympics to Paris. In the course of the twentieth and twenty-first centuries, the Olympic torch has travelled from Montreal to Melbourne, Stockholm to Seoul, Berlin to Beijing. It was in 2004, one hundred and eight years after they had started again, that the Olympics returned to their spiritual home in Greece.



Part 3 Qs 21 - 25

In this part, you will hear an interview with a mountaineer.

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 correct answer.

Interview with a Mountaineer

21 What were people's feelings about Tom and his friends' achievement?

Joy and ~~relief~~ relief

22 What did earlier climbers think about the north face of the mountain?

It was freezing

Speaker 1. Hi. Ashlyn Stoner here, reporting on a daring achievement described as 'possibly the climb of the generation'. I am at the base camp of the latest expedition to attempt one of the most challenging mountain peaks in the Himalayas. The atmosphere over the last few days has been one of great joy, linked with relief that Tom Livingstone and his two companions have succeeded where others have failed: they conquered the north face of the peak known as Latok 1. Tom, congratulations and what were your first feelings once you reached the summit?

Speaker 2. Hi Ashlyn, and thanks. Yeah, the northerly route to Pakistan's Karakoram mountain range has earned special status among us mountaineers, defeating more than 30 expeditions with some of the best climbers in the world. The problem with the unclimbed face of the mountain was made even clearer by the fact that two climbers attempted the ridge just a couple of weeks ago and failed. They had to be rescued by helicopter after being trapped for six days in freezing conditions. We actually watched the repeated attempts by the Pakistan



Part 3 Qs 26 -30

26 What did Ashlyn Stoner's friend think about Tom's climb?

- ☒ **A** He thought it was impossible.
- ☐ **B** He thought it was challenging.
- ☐ **C** It was the climb of a lifetime.
- ☐ **D** Tom was foolish to attempt it.

27 Tom and his companions worried about

- ☒ **A** the lack of sunlight.
- ☐ **B** getting stranded on a ledge.
- ☐ **C** getting back down safely.
- ☐ **D** what their families were doing.

Speaker 1. I've always thought of it as one of the last great Himalayan climbs. I have a friend who, as a professional mountain guide, has scaled Everest 13 times. He told me that so many of the very best had been defeated by the ridge, either by technical difficulties, the route's challenging conditions or by the notoriously bad weather. When he heard that you boys had climbed the route he couldn't believe it at first because he didn't think it could be done.

Speaker 2. Well, we limited the risk as much as possible. For example, we stopped early in the day, so that as the sun hit the walls above us, we could watch the rockfalls thundering and smashing down, thinking, oh good, we've stopped in a safe place. We saw avalanches a dozen times a day. In situations like that you are constantly worried about the weather, stressing about where to camp, about getting down safely and trying not to think of anything else like what's happening back home.



Part 4

For Questions 31–33 and 38–40, listen and complete the sentences below. Write no more than THREE words for each answer.

For Questions 34–37, complete the table. Write no more than THREE words for each answer.

One mark will be awarded for each correct answer.

Travels through Mongolia

First impressions

31 A major threat to many cultures is the growth of

.....urbanisation.....

(1)

32 The photographer was surprised to find the city more

.....modern and larger..... than expected.

(1)

As a cultural researcher and photographer, my travels take me to some of the more remote parts of the globe. On my journeys to faraway regions, I look for stories of real people and lives lived in remote environments. With these in mind I travelled to Mongolia, a country which, like many in central Asia, is facing challenges to its traditional way of life in the form of urbanisation.

Ulaanbaatar took me by surprise. I thought the Mongolian capital would be a small, rural kind of place but it is quite modern and much larger than I expected, more industrialised and built-up. There are pockets of green spaces but it is mostly urbanised and developed with lots of restaurants, bars, high-rise apartments and office buildings. It is in fact a dynamic city of just over one million and a third inhabitants. At the same time, there are some areas with grand old buildings, like the Chinese-style Winter Palace of the Khan. From the air, you can see how the whole city stretches across an enormous plateau, rising up to the mountains in the distance.



Part 4

Life on the grasslands

Traditional aspects

34 The Mongolian people living in

urban
areas would like visitors to experience
their customs.

(1)

35 Some men wished to show off how

to hunt horse riding
they were by arriving for the festival on
horseback.

(1)

This remote corner of Mongolia still has a very traditional way of life. The people are open, warm and friendly, eager to inform you about their culture, as well as for you to try their customs, their food and their milk. They are very welcoming, generous to travellers and proud of their country.

Their customs are very different from those I have encountered in Britain. Observing their life-style is a fascinating experience; you have to be open-minded and respectful. Women are at the centre of life in the ger: they work from dawn until dusk, preparing food for the whole family, milking cows, cooking and looking after the children. The men will be out tending to the cattle, working with other animals such as herding sheep and hunting. Horse riding is a way of life for the men who would have used the animals to herd flocks of sheep or goats.

The nation's annual Naadam Festival is known as 'The Three Games of Men', which are: wrestling, archery and horse riding. Mongolian riders are rated the best and most fearless in the world. The modern-day festival is held in a sports stadium in Ulaanbaatar. Around its perimeter, you will come across a variety of stalls selling traditional food such as plates of meat, cheese and sour milk. Everyone congregates in the outer ring. The whole area is bustling. Visitors and participants come from all corners of the country. Some people are in traditional costume; while some arrive on horseback, which is a sign of prosperity, and all meander through the large crowds. When the sporting events are about to start people enter the stadium to watch.



Paper 3 Speaking

Part 1

Pearson Edexcel International GCSE in English as a Second Language 4ES1/03 Speaking Test January 2020

PART ONE FRAME 2

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

Let's talk about music.

- What types of music do you like to listen to?
- What do you like about these types of music?
- Where do you like to listen to music? (Why is that?)
- What types of music do you not like to listen to? (Why is that?)

Thank you. That is the end of Part One.



Part 2

INTERLOCUTOR'S STANDARD INTRODUCTION

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

You are going to talk about _____ .

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

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

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

[If candidates have not finished speaking at the end of the 2 minutes of allocated time, stop the candidate with the following]

Thank you. You have been speaking for 2 minutes. That is the end of Part Two.

[Otherwise]

Thank you. That is the end of Part Two.

PART TWO STUDENT'S CARD 1

You are going to talk about **the importance of school education**.

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

Why is school education important?

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:

- skills
- friends
- qualifications
- experiences
- other.



Part 3

PART THREE FRAME 1

We have been talking about **the importance of school education** and I would like to ask you some more questions on this topic.

- What are your favourite subjects? (Tell me about them.)
- What are your least favourite subjects? (Tell me about them.)
- Where is the best place to study in school? (Why is that?)
- Do you think students should have to do homework? (Why is that?)
- How important is sport in school education? (Why is that?)
- Do you think exams are important? (Why is that?)
- Some people say that the internet takes away the need for students to go to school. Do you agree? (Why is that?)
- Do you think experience in a workplace is more important than studying? (Why is that?)
- At what age do you think children should be allowed to leave school? (Why is that?)

Thank you. That is the end of Part Three.



Paper 3 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. Conveys comprehensive, detailed and relevant information. Responds well to all questions and frequently expands fully on ideas under discussion.	Pronunciation and intonation are consistently comprehensible and clear. Accent in no way impedes communication. Candidate is able to sustain the conversation with ease and without undue hesitation.	Uses a wide range of vocabulary appropriately, accurately and precisely. Candidate has appropriate linguistic resources to be able to overcome problems and maintain interaction.	Uses a wide range of complex structures accurately and appropriately. Full range of tenses, subordinate clauses etc. are used very competently and appropriately to convey information.
7–8	Expresses opinions without undue difficulty. Conveys detailed and relevant information. Responds well to a range of questions and expands on some ideas under discussion.	Pronunciation and intonation are generally comprehensible and clear. Accent is noticeable but does not generally impede communication. Candidate generally responds without undue hesitation.	Uses a good range of vocabulary, generally appropriately and accurately. Occasional errors impede communication though generally candidate has resources to maintain interaction.	Generally accurate in a relatively wide range of fairly complex language. Occasional errors evident, particularly when using more complex language.
5–6	Expresses opinions with minor difficulty. Conveys some relevant information. Generally responds well but only occasionally expands on ideas under discussion.	Pronunciation and intonation are generally accurate though occasional errors may interfere with communication. Accent may occasionally impede communication. Candidate hesitates only occasionally.	Candidate uses an adequate range of structures and vocabulary. Some attempts to use complex language which are sometimes successful. Candidate may occasionally lack the resources to maintain interaction.	Generally accurate using straightforward language. Less accurate in more unfamiliar language situations. 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.