

INTERNATIONAL GCSE

English as a Second Language (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES

PAPER 3

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



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Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering the Pearson Edexcel International GCSE in the English as Second Language specification. The Paper 3 exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at parts 1, 2 and 3 from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and where relevant, guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

The randomisation grid does not apply for this unit because the interlocutor just chooses the cards.

1.3 Further support

A range of materials is available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Examiner's Report and other assessment and support materials available on [the Pearson Qualifications website](#).

Candidate A

Total mark: 40			
Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
10	10	10	10

Part 1: Introductory Task: Favourite month of the year and Hobbies

Examiner's comments:

The aim of Part 1 of the examination is for candidates to acclimatise to the interview style and to build confidence in the early stages to develop ideas and use appropriate vocabulary, in more familiar, everyday contexts. In some instances, candidates provided brief, often one-word responses to the questions in Part 1. The follow up questions should be used in these circumstances to help candidates extend their responses. The role of the interlocutor is to be aware of how responsive the candidate is and help them to reply fully to all questions, which could either be by allowing candidates sufficient time to speak before moving on to the next question or by asking the follow up questions in this part.

The guide time for this section is 2-3 minutes. If the candidate answers all of the questions on one of the topics, a second topic should be selected. Interlocutors from a number of centres did in fact do this, such as with Candidate A, which enables candidates to talk about different ideas and demonstrate their accurate use of language.

It is worthy to note that the assessment criteria are not applied individually for each part of the examination. A holistic approach is taken, applying the mark scheme on a best-fit basis based on how well candidates perform across all three parts of the examination.

Candidate A starts by answering questions relating to the 'Favourite month of the year' card. The candidate's favourite month is April, with reasoning offered confidently and in detail. The candidate focuses on how it is her birthday month and how nice the weather is, developing detail by offering further ideas about what the pleasant weather allows her to do, such as being able to see 'lots of colour blossoming' in 'the street'. There is also a detailed response given to the negatives about the month, including the 'pressure of exams' and how there is little time to spend with family during the month.

The interlocutor appropriately asks the follow up question: 'Why is that?', in order to prompt the candidate to provide further detail. The candidate does so in a confident manner, explaining how her family have lots of family members to stay during that time so they have to spend their time entertaining them. There are some slips: 'my family is most busy in this month', but such errors do not detract from the overall clarity and accuracy of expression. Indeed, there is some evidence of rather mature expression: 'put a dampener on celebrations'.

December is identified as the candidate's least favourite month: 'at that moment I can really feel that the year is ending' and how the dust 'constricts my lungs'. The candidate responds without hesitation and develops reasoning without prompt.

The candidate is also asked questions from the 'Hobbies' cue card. This allows the candidate the opportunity to offer a personal response, with a maturity of expression when describing how reading brings her to 'another dimension' and how it 'transform [her] into a whole new world'. Pronunciation is clear. This is a good example of the interlocutor using the cards in

Part 1 to facilitate opportunities for the candidate to respond fully.

Candidate A expresses opinions confidently and, even at this stage, provides comprehensive detailed and relevant information. The candidate expands fully on ideas. Responses tend to be without hesitation, and pronunciation and intonation are comprehensible and clear.

Part 2: Individual Talk: Recycling

Examiner's comments:

The aim of this section of the examination is for candidates to speak at length, for between 1 and 2 minutes, on a given topic. Candidates must answer the specific question on the card the interlocutor has given them.

For this part of the examination, candidates have 1 minute of preparation time. During this time, candidates are allowed to make notes but the notes must be handed in at the end of the preparation time. The task cards contain bullet point prompts as a stimulus for ideas for candidates. These are ideas which the candidate may or may not choose to use in their response.

The most successful candidates, as Candidate A has done, tend to move away from just following the bullet points on the task cards to generate ideas but nevertheless clearly use the bullet points to start with as a way of getting into the question.

Candidate A starts the individual talk with reference to the damaging impact humans are having on the environment to emphasise the importance of recycling, such as how we are 'destroying resources', e.g. 'crude oils that we are using on a daily basis'.

There is then some discussion of what can be done to help, particularly with reference to the burning of fossil fuels and how plastics can be recycled. There is some development of how plastic is overused. The candidate speaks clearly and confidently for 2 minutes, at which point the interlocutor brings the talk to an end.

There are some slips in pronunciation, such as 'fuels'. Nevertheless, on the whole, pronunciation is clear and consistently comprehensible. Accent in no way impedes communication and the candidate maintains the talk with ease.

The candidate uses the individual talk as an opportunity to include a wide range of complex vocabulary, e.g. 'life cycles', 'superior species' and 'crude oils', fully relevant to the topic being addressed.

Part 3: Extended discussion: Recycling

Examiner's comments:

The aim of this part of the examination is to provide candidates with the opportunity to demonstrate the full range of language structures and vocabulary for the higher marks. The questions in this section become increasingly difficult. Like with Part 1, there are follow up questions to allow candidates every opportunity to demonstrate the extent of their skills. The follow up questions should be used as a prompt for candidates if they run out of ideas to say and not just read along with the initial question.

Centres should be reminded that candidates do not need to be asked every single question in this section; the interlocutor should decide which triad of questions to ask each candidate individually, according to their language skills. Equally, it might be that more successful candidates focus on the final triad of questions, in order to demonstrate the more complex language structures and vocabulary expected for the upper marks.

Candidate A responds to the first triad of questions with ease in an assured manner. The candidate identifies how milk cartons and bottles are recycled in their house: 'these are the most things I use on a daily basis'. The candidate is then able to provide specific detail about how they are taken to a 'local vendor' who uses them 'in a unique way'. There is clearly a careful selection of vocabulary.

There are interesting ideas expressed in response to the second triad of questions, with the candidate showing careful thought in the selection of ideas in response, such as the need to educate people to help them see the process of recycling and why it is necessary. The candidate identifies how 'we can show them the process' of recycling in order to encourage it. Questions are answered without undue hesitation and the candidate skillfully adopts techniques to allow time to formulate further ideas, such as by starting: 'oh yes, definitely'.

The candidate's response to the question: 'Do you think all schools should teach students about recycling?' is a little more brief than other answers: 'the future will definitely be much better'. The interlocutor then at this point asks the follow up question, which elicits further information from the candidate. The candidate qualifies their view: 'when children grow up, they will be the next generation and they will have children of their own'. The candidate provides particularly mature advice to someone new to recycling: 'recycle whatever you can and do it in such a way, be aware of what you're doing with your life and try to remember that all your actions has consequences'.

With the final triad of questions, the most challenging questions, the candidate continues to respond with confidence in a thoughtful manner. For example, in response to the 'Why do you think some people do not recycle?' question, the candidate identifies how recycling can be 'tedious' and 'time-consuming'. Similarly, in response to the question, 'Do you think people should be able to choose whether they recycle or not?', the candidate responds: 'I think at one time they were given a choice but our world's at critical stage now, so they don't have any other choice left than to recycle'. A range of complex grammatical structures are used, on the whole, in an accurate way. The interlocutor again seeks further clarification here, which the candidate responds to with confidence with further, relevant detailed ideas: 'pollution is sky-rocketing'.

The candidate's ominous warning in response to the final question: 'What do you think will happen if we do not recycle?' shows a real sophistication in the ideas expressed, warning how we will 'be living in a post-apocalyptic world'. There is a little hesitation in response to the final question but this is the most challenging part of the examination and the candidate is in need of time to formulate further ideas and to consider appropriate vocabulary to use.

Across the three parts of the examination, the candidate uses a wide range of complex structures in an accurate and appropriate manner. A full range of tenses are used throughout the examination. The candidate often uses 'we' to consider the impact on the wide population of not recycling, rather than just providing her own personal opinion, providing a detached viewpoint.

Candidate B

Total mark: 35			
Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
9	9	9	8

Part 1: Introductory Task: Favourite month of the year

Examiner's comments:

Candidate B is asked questions from the 'Favourite month of the year' card. The candidate clearly identifies June as their favourite month and provides a reason for this: how they 'finish school' and 'the holidays' start. The interlocutor asks the follow up question for further clarification, which allows the candidate to elaborate, providing another reason; 'the birthday of my father' and refers to the weather. Appropriate vocabulary is used; 'family reunions' and 'fantastic weather'. Ideas are expressed in a confident manner and information is relevant with some detail.

The candidate is then asked if there is anything they dislike about the month, but the answer is brief and the candidate does not provide any negatives about the month. Candidates should be reminded that this is not a test of truth and, although it does help to draw on personal experiences and opinions, candidates are free to demonstrate their ability to express ideas and vocabulary by basing ideas on fiction.

When asked about their least favourite month, the candidate is able to describe the dismal weather of February, without need for prompting 'here in Lanzarote the weather is not very good'. There is a little development: 'it is usually very rainy and then it comes back to being sunny and cloudy' but further detail would have helped. Pronunciation is generally clear although the candidate's utterances tend to trail off towards the end.

A further question card could have been used in this case to allow the candidate further opportunities to demonstrate their ability to respond to questions in a detailed and relevant manner.

Part 2: Individual Talk: Recycling

Examiner's comments:

Candidate B talks on the topic of recycling. The candidate starts the individual talk by clearly outlining how 'over the last few years recycling has become a major issue', emphasising the necessity to recycle, and the problem that 'many of us do not take action'. This serves as a focused introduction on the topic of the talk, with consideration of the impact of not recycling on both humans and animals.

There is a logical structure used, with the candidate then considering some of the effects of

not recycling, such as 'global warming' and the specific example of the impact on the North Pole, with some detail given, including the melting of ice and flooding of islands. There are some slips in grammar when discussing more complex ideas: 'we haven't taken action of this'. Slips in grammar do tend to occur in more unfamiliar language situations and with tenses. Nevertheless, grammar is generally accurate in a relatively wide range of fairly complex language structures.

The talk then concludes with how recycling can prevent issues like this and how humans can contribute to a better world: 'we have the possibility of being able to separate...waste'. The candidate clearly summarises how they recycle in support of this.

The candidate speaks confidently for two minutes and the interlocutor brings the talk to an end. There is evidence of a range of appropriate vocabulary for the topic, including phrases such as 'global warming' and 'domestic waste'.

Part 3: Extended discussion: Recycling

Examiner's comments:

In response to the first triad of questions in Part 3, the candidate provides detailed relevant ideas, without the need for prompting for further detail. For example, the candidate's answer to the first question, in relation to what the candidate recycles at home, explains what is recycled but also how the candidate does so, such as by organising the different materials to be recycled. The candidate develops further: 'in here in Lanzarote we don't have a main place to take it'. 'Leftovers of food' and 'types of metals' are identified as things that cannot be recycled.

The candidate responds to the initial question in the second triad in a relevant manner. In relation to the question: 'How can people be encouraged to recycle more?', the candidate suggests the need for education: 'if the people were taught... many people will start doing it'. The candidate elaborates further by providing precise detail, outlining an example of the system used in Switzerland which encourages people to recycle bottles.

The question 'Do you think all schools should teach students about recycling?', is handled with confidence: 'we need to recycle to help the world and I think schools should teach this because it's as important as other types of subjects'. There is further evidence of range of vocabulary used, particularly with regards to advice to give to someone new to recycling: 'they see it as an obligation, but it should not be an obligation'. The candidate then qualifies this further: 'it should be like a habit that you have'. Ideas are clear but at this stage there is some lack of further development of ideas.

In response to the question: 'Why do you think some people don't recycle?', there is an attempt to answer in a relevant manner but there is evidence of further slips in grammar when expressing such complex ideas: 'they think it's a waste of their time they say why would I do it if another person is doing it'. The candidate adds: 'they think the world is already ruined', which is a pertinent point but one of the missed opportunities to expand upon ideas.

Less detail tends to be given with the questions towards the end of this final part of the exam; nevertheless, the candidate shows an understanding of the questions and is able to formulate relevant, appropriate responses. For example, in response to the final question: 'What do you think will happen if we don't recycle?', the candidate clearly summarises the future prospects but there is little development of ideas: 'it's going to affect not only us also the other future generations'.

Pronunciation and intonation are consistently comprehensible and clear throughout. Accent is noticeable at points but on the whole this does not impede communication. The candidate is able to sustain the conversation with ease and without undue hesitation, although responses do sometimes trail off, particularly when discussing more complex ideas.

Candidate C

Total mark: 30			
Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
8	7	8	7

Part 1: Introductory Task: Hobbies and Favourite month of the year

Examiner's comments:

Candidate C is initially asked questions from the 'Hobbies' card. The candidate expresses how their favourite hobby is basketball and adds unprompted further detail about playing basketball: 'I study to playing basketball from an early age' and how he is now 'always playing basketball'. There is evidence of selection of vocabulary, particularly when the candidate expresses the benefits of playing basketball: improved 'physical condition' and an increased 'social circle', for example. The candidate goes on to explain how he plays basketball with friends, again providing further detail, unprompted, discussing how playing basketball can help strengthen relationships with friends: 'so we have more topic to talk' and 'I think this way can improve our friendship'. Slips in pronunciation, such as: 'many', 'healthier', 'leg' and 'teeth' do not necessarily hinder meaning but are apparent. There is some hesitation but the candidate is clearly formulating ideas, particularly in relation to the negatives of his hobby. The candidate pinpoints the main idea of his argument; how basketball can be dangerous and then hesitates to think of the different injuries it has caused.

The interlocutor then asks the candidate questions from the 'Favourite month of the year' card. By this stage, the candidate has already spoken for over three minutes so in this instance, it would not be necessary to ask questions from a further card. The candidate provides a detailed response in relation to why February is such an enjoyable month, focusing on Chinese New Year and the different gifts he receives: 'I can go somewhere to travelling'. February is given as the candidate's least favourite month, as it is the last month of the winter holidays and he outlines how he must get his homework finished: 'If I doesn't I may be punished by my teacher'. Further slips in grammar are evident.

In this part of the exam, the candidate responds well to questions and elaborates on answers in some detail. Opinions are expressed without undue difficulty and ideas are generally clear, despite slips in the clarity and accuracy of expression.

Part 2: Individual Talk: Learning a foreign language

Examiner's comments:

The candidate's individual talk focuses on the personal benefits learning a foreign language has had on him, including helping with communication with friends in other countries and when travelling: how it 'can open the door to the world', 'enlarge social circle' and 'we

always communicate with English’.

The range of vocabulary used is not particularly extensive but there is evidence of self-correction: ‘I have some foreign people’ is corrected to ‘foreign friends’. Nevertheless, there are examples of vocabulary selected carefully: ‘friendly to people which speak their mother tongue’. The candidate offers a personal anecdote of a school exchange to illustrate why learning a foreign language is essential: ‘my English speaking was poor at the time’. This helps to develop ideas.

The talk ends rather abruptly with the idea of how learning a foreign language would help with travelling in the future. The candidate describes how it helps with travelling ‘without worry’ but there is further evidence of hesitation and slips towards the end: ‘can help us travelling’. Nevertheless, the candidate speaks for the full two minutes so the interlocutor brings the candidate’s talk to a close.

There is evidence of a selection of suitable vocabulary throughout the talk, including: ‘open the door to the world’ and ‘mother tongue’. Pronunciation is mostly clear, although more difficult words are not always comprehensible, such as ‘abroad’. Pronunciation and intonation are generally comprehensible and clear throughout although there are a number of slips. Accent is noticeable but does not generally impede communication.

Part 3: Extended discussion: Learning a foreign language

Examiner’s comments:

The candidate responds in a relevant, detailed manner to the questions in the first triad in Part 3. For example, the candidate starts by outlining the languages that they can speak: ‘Chinese is my mother tongue and English is one of the main subjects in my school’. In response to the second question: ‘What languages would you like to learn?’, the candidate responds: ‘I would like to learn French. I think French is a beautiful language’ and ‘how it is one of the six official language in the United Nations’. The candidate provides a detailed explanation about the use of French in legal documents and how this will be a useful language for them to learn in the future, although the points are not fully clear and there is some loss of meaning.

A number of areas of difficulty are highlighted with learning a foreign language: the ‘different grammar’, how it is ‘difficult to remember the word of a foreign language’ and how someone can ‘easily forget’. Some words are not comprehensible, such as ‘competitions’, but there is some evidence of self-correction, such as with the word ‘practice’.

There is some repetition of the question stem as a way of building time to think of ideas: ‘I think there are many opportunity at school’. This is a valid way of building time to formulate ideas.

The candidate’s responses to the questions in the second triad are, again, relevant and appropriate. However, there are some missed opportunities to elaborate further on ideas and to use a range of vocabulary suitable for the topic, such as when asked about the possibility of learning a language without a teacher. The candidate provides a relevant anecdote but there is some simplicity in the methods expressed to learn a new language without a teacher: watching cartoons and reading books. By this stage, slips in grammar and hesitations are increasingly apparent: ‘he just watching’.

With the final set of questions, the candidates again responds in an appropriate manner but the ideas lack the necessary development: ‘moving to another country can produce more chances for communicating with the foreign people’. In response to the last question, about

why some people do not learn a foreign language, the candidate briefly conveys how some people do not go abroad and that is why they do not want to learn a new language: 'Chinese is enough for them'.

Some errors do impact on communication; nevertheless, there is sufficient evidence of accuracy. Tenses are not always used in a controlled way but any slips do tend to occur more prominently in more unfamiliar language situations, in Parts 2 and 3.

Candidate D

Total mark: 25			
Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
7	6	6	6

Part 1: Introductory Task: Hobbies

Examiner's comments:

Candidate D is asked questions from the 'Hobbies' question card. The candidate identifies playing sports at the weekend as their favourite hobby: 'do some sport like in the weekend'. There is then some specific detail offered as the candidate adds how they like to go swimming to socialise and relax with friends. There is some development of ideas beyond limited and ideas are relevant, although simple at times: 'play with water'. The candidate is then asked what he likes about the hobby but struggles at this point as he repeats what he has already expanded upon: the idea of being able to relax. In this circumstance, the interlocutor could have opted not to have asked the following question if the candidate has already covered this.

The responses to the next questions are rather brief but nevertheless relevant. The candidate expresses how he likes to do his hobby with friends: 'we know each other' and 'we know what kind of topic we need a talk about'. There is an attempt to provide an explanation as to how a hobby can get boring after a length of time: 'do it in a long time'. Utterances are brief and not always comprehensible. The candidate speaks for about two minutes. The candidate could have been asked questions from another card in this instance, which may have helped the candidate express further ideas and demonstrate the vocabulary they are able to use.

Nevertheless, there are some relevant ideas, mostly expressed without undue difficulty. Ideas are relevant although limited and not always clearly expressed. There are some more straightforward errors in the grammatical structures used at this stage.

Part 2: Individual Talk: Computers in education

Examiner's comments:

The candidate begins the individual talk in Part 3 by considering the benefits of using a computer in education for learning English. The candidate uses the question as a stem to provide a focused lead into their talk.

There is some detail provided, in relation to the use of the internet to translate ideas, for example: 'it's very easy to help me understand some questions'. Further ideas are given, such as other uses for the internet, but there is some repetition around the idea of finding answers to questions. The candidate appears to run out of ideas: 'it's really useful when I use computer...you can do anything, you can do revision'. The preparation time is crucial for

candidates to carefully plan a range of ideas to cover.

There are some instances of vocabulary which is not clearly expressed, such as 'words'.

The ideas are relevant but the candidate speaks for just over one minute and there is therefore insufficient evidence to demonstrate securely the four areas assessed.

Part 3: Extended discussion: Computers in education

Examiner's comments:

In the third part of the exam, the candidate appears to start more confidently. In response to the 'Where do you use a computer for your studies?' question, the candidate responds with the relevant idea of using the computer in their bedroom but the explanation is rather limited, briefly focusing on the ease of use: 'I just need to sit down and open my computer and just doing my work'.

The candidate identifies different reasons to use computers, including research and finding exemplar exam responses. There is some repetition of the idea expressed in the talk about finding the answers to questions. The clarity of ideas is sometimes hindered. There are also relevant but brief considerations of the impact of games or social apps on computers can have on students: 'don't concentrate in the studies'. Pronunciation is less clear at this stage: 'they will go to bed really late because they play game'.

The responses to the second triad of questions are still relevant but there is some lack of clarity in the ideas being expressed. For example, in response to the 'At what age should students start using computers from school?' question, there is a relevant response of 'middle schools' with an attempt to explain how times have changed from primary school and you 'need to learn new knowledge' because 'it's not like child before'. The candidate explains that students need to be able to use such resources but the expression of suitable ideas trails off. Then, in response to the question about advice to give to someone learning to use a computer, the candidate struggles to grapple with suitable ideas, instead emphasising the importance as well as the necessity for a 'mega introduction' and 'how to use the internet properly'. Some words are not clearly expressed.

In relation to the final triad of questions, there is limited clarity of ideas although there is an attempt to provide relevant, albeit brief, responses. The candidate replies: 'he like your guardian he need to help you' when talking about the need for teachers over computers still. The responses to the later questions are more limited. In response to 'How do you think computers could be used in the future?', there is some misunderstanding initially: the candidate claims it is 'useful' on the 'Internet to find the things they need'. The interlocutor then repeats the question which appears to help clarify the meaning for the candidate as they add: 'teachers don't need to come to school'. Further linking of ideas would help to develop points appropriately.

Responses to Part 3 tend to be relevant with some interesting ideas suggested but there is a lack of detail. Pronunciation and intonation are not always clear and speech is a little disjointed at times. Vocabulary is suitable to convey ideas but more complex language is rarely used. There is generally accurate use of straightforward language but accurate evidence of more complex structures is limited.

Candidate E

Total mark: 20			
Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
5	5	5	5

Part 1: Introductory Task: Films and Favourite month of the year

Examiner's comments:

The candidate is first asked questions on the topic of 'Films'. The candidate states that their favourite films are action movies but the reasoning is limited; the candidate enjoys the 'action movies the best' because of the 'exciting action' in the films. The responses to questions in this first part of the exam tend to be appropriate but lack the necessary development and trail off. For example, in response to the 'Where do you like to watch films?' question, the response is limited to identifying two places: at the cinema and at home. The candidate does not then independently offer reasoning for their favourite places so the interlocutor then uses the follow up question appropriately. However, the candidate's answers remain brief, with 'comfortable' being the reason given for preferring to watch films at the cinema and how cinemas provide very 'good services' and the 'screen is very good effect'.

The answer to the question: 'What types of films do you not like to watch?' is again limited, with some gaps evident in vocabulary. The candidate responds with 'epic' as a type of film, suggesting the films are 'long' and 'boring'.

The interlocutor then asks questions from the 'Months of the year' question card. If candidates have not spoken for a sufficient amount of time, interlocutors are free to ask questions from another of the question cards. This may well provide candidates with the time to build further confidence ready for the following tasks.

The candidate selects their birthday month as their favourite month of the year. There is an attempt to express how it 'stands out' and 'you can eat apples'. No further questions are asked from the card and, perhaps, in this circumstance, asking questions from another card does not help the candidate as they have already been provided with a full opportunity to respond to questions from the first card. As with the questions to the first card, the candidate's answers are brief and lack development beyond expressing the main points in response.

Opinions are expressed but often lack any development and answers tend to be brief. The candidate has some difficulty with the more complex questions. Clarification is also sought as to the meaning of some questions. Pronunciation and intonation are sometimes accurate but errors do interfere with communication, often with more unfamiliar language.

Part 2: Individual Talk: Learning a foreign language

Examiner's comments:

The candidate's individual talk on this topic is limited both in the range of ideas and the development of them. The candidate adopts a personal approach: 'so from my point of view'. This is possibly limiting as the candidate is perhaps narrowly focusing on the immediate impact on him, and not considering the topic more widely.

Despite the apparent lack of ideas, there is an overall logical structure. The candidate initially considers the need for learning a language to study abroad, as you 'are studying in a new environment' and need to prepare for the 'different teaching methods'. There is then some consideration of how learning a foreign language helps you to adapt to a new environment and provides job opportunities. The candidate tends to list ideas, moving on to the idea of how it helps to keep in touch with friends in another country.

There are more obvious and apparent slips in pronunciation and the speech is not always comprehensible, but there is still some evidence of selection of vocabulary: 'adapt to that environment'. There is some hesitation apparent with expressing ideas, e.g. in relation to how learning a foreign language builds opportunities to 'open job market to you'.

The talk trails off as the candidate struggles to think of further ideas, finishing the talk rather abruptly by adding: 'you can contact with you friends'. It is clear that the candidate runs out of ideas to say. It is essential for candidates to use the preparation time as much as possible to consider the range of points to discuss during the talk.

Part 3: Extended discussion: Learning a foreign language

Examiner's comments:

The candidate is able to respond to the first triad of questions in the extended discussion task. The responses to the questions are brief but relevant. The candidate gives the languages he can speak adding how he knows a 'few words of many languages'. The candidate identifies French as the language he would like to learn. The interlocutor then asks why and the candidate responds with 'of Spanish'. The interlocutor then again asks 'Why?' but the response is not fully comprehensible; however, does identify how it would be 'quite helpful'. There is some misunderstanding apparent of exactly what is being asked. There is some evidence of vocabulary suitable for the task, such as reference to finding the 'grammar' and 'pronunciation' difficult in learning a foreign language but overall there is quite a limited range of vocabulary.

Beyond the first triad of questions, the level of relevant detail given by the candidate in response to the questions is limited and sometimes not suitable. For example, in response to the question: 'Do you think there are enough opportunities to study a foreign language at school?', the response demonstrates a misunderstanding of the question and the interlocutor repeats the question. The candidate is thrown by this and replies by offering some of the benefits of learning a foreign language. The response is not fully appropriate. The candidate also struggles with the question about learning a foreign language without a teacher, replying with one word: 'possible'. When asked for further detail, the candidate does offer a relevant idea: 'if you really want to learn a foreign language you can do it by yourself'.

It is worth noting that it is not necessary to go through and ask every question methodically in this part of the exam. The interlocutor brings this part of the exam to an end when it is

deemed that the candidate has answered all of the questions within their reach. It is for the interlocutor to judge which of the questions to ask candidates in this part, based on how well they are coping with the level of demand of the questions.

Candidate E achieves a mark of 5 across all aspects assessed and is a good example of the level of achievement expected for half-marks. There are a number of slips in grammar and pronunciation but the principles of positive marking must be applied, focusing on what the candidate is able to do and not deducting marks for errors that might have been made.

Mark scheme

Paper 3 Speaking Assessment criteria

Marks	Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
9 - 10	<p>Confidently expresses opinions and attitudes.</p> <p>Conveys comprehensive, detailed and relevant information.</p> <p>Responds well to all questions and frequently expands fully on ideas under discussion.</p>	<p>Pronunciation and intonation are consistently comprehensible and clear.</p> <p>Accent in no way impedes communication.</p> <p>Candidate is able to sustain the conversation with ease and without undue hesitation.</p>	<p>Uses a wide range of vocabulary appropriately, accurately and precisely.</p> <p>Candidate has appropriate linguistic resources to be able to overcome problems and maintain interaction.</p>	<p>Uses a wide range of complex structures accurately and appropriately.</p> <p>Full range of tenses, subordinate clauses etc. are used very competently and appropriately to convey information.</p>
7 - 8	<p>Expresses opinions without undue difficulty.</p> <p>Conveys detailed and relevant information.</p> <p>Responds well to a range of questions and expands on some ideas under discussion.</p>	<p>Pronunciation and intonation are generally comprehensible and clear.</p> <p>Accent is noticeable but does not generally impede communication.</p> <p>Candidate generally responds without undue hesitation.</p>	<p>Uses a good range of vocabulary, generally appropriately and accurately.</p> <p>Occasional errors impede communication though generally candidate has resources to maintain interaction.</p>	<p>Generally accurate in a relatively wide range of fairly complex language.</p> <p>Occasional errors evident, particularly when using more complex language.</p>
5 - 6	<p>Expresses opinions with minor difficulty.</p> <p>Conveys some relevant information. Generally responds well but only occasionally expands on ideas under discussion.</p>	<p>Pronunciation and intonation are generally accurate though occasional errors may interfere with communication.</p> <p>Accent may occasionally impede communication.</p> <p>Candidate hesitates only occasionally.</p>	<p>Candidate uses an adequate range of structures and vocabulary.</p> <p>Some attempts to use complex language which are sometimes successful.</p> <p>Candidate may occasionally lack the resources to maintain interaction.</p>	<p>Generally accurate using straightforward language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Some errors impact slightly on communication.</p>
3 - 4	<p>Expresses simple opinions with some difficulty.</p> <p>Responds adequately, but rarely expands on ideas under discussion.</p> <p>Candidate has difficulty with more complex questions. Candidate needs help to interpret the question.</p>	<p>Pronunciation and intonation are sometimes accurate though errors may interfere with communication.</p> <p>Accent sometimes impedes communication.</p> <p>Candidate hesitates sometimes.</p>	<p>Candidate uses a somewhat limited range of structures and vocabulary.</p> <p>Candidate occasionally attempts to use complex language which is only occasionally successful.</p> <p>Candidate sometimes lacks the resources to maintain interaction.</p>	<p>Sometimes accurate using simple, basic language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Errors are at times significant and impact on communication.</p>
1 - 2	<p>Opinions are limited to basic questions and relevant information provided is limited.</p> <p>Responses are limited and the candidate may need scaffolding to answer many of the questions.</p>	<p>Pronunciation and intonation are only rarely accurate.</p> <p>Accent regularly impedes communication.</p> <p>There are patches of speech which cannot be understood. Candidate is hesitant.</p>	<p>Range of vocabulary used is limited and repetitive.</p> <p>Candidate rarely attempts complex language.</p> <p>Candidate often lacks the resources to overcome problems.</p>	<p>Only occasionally accurate in basic language.</p> <p>Errors greatly impede communication.</p>
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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