

IGCSE

Edexcel IGCSE

English as a Second Language (4ES0)

2011 examinations

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Instructions for the conduct of
examinations (Paper 3 - Speaking)

Edexcel IGCSE

English as a
Second Language
(ESL) (4ES0)

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Edexcel

IGCSE English as a Second Language (4ES0)

Instructions for the conduct of examinations (Paper 3 - Speaking)

Please note that this document should be read carefully by centre staff and interlocutors before any speaking test is conducted.

General

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register by indicating either Absent or Present.

Timetabling

Centres must conduct the tests during the period specified. This period is from mid-March up to and including the date of the written examinations (Paper 1 and Paper 2).

Centres should aim to timetable all speaking tests on the same day or, where numbers are large, on consecutive days.

Method of assessment

The speaking tests will be conducted by a centre-appointed interlocutor. In exceptional circumstances, where there are large number of candidates, there may be more than one interlocutor conducting tests, but the numbers of interlocutors should be kept to a minimum. In most cases the interlocutor will be a teacher within the centre, but centres who do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the speaking tests. It is solely the responsibility of the centre to find such an outside person, and the centre is responsible for ensuring that such a person is suitably qualified to carry out the examination and is familiar with the demands and format of it.

Centres must ensure that interlocutors are experienced teachers of English who are familiar with the requirements of the speaking tests. If in doubt, please contact Edexcel International directly for advice.

All tests must be recorded and all the recordings forwarded for marking to the designated examiner. A label with the examiner's name and address will be detachable from the attendance register.

Tests can be recorded using one of the following methods:

- Cassette tapes
- Digitally - we accept .mp3 (at least 192 kbit/s), .wav, .wma and these can be submitted on either a CD or USB memory stick

References to cassettes and CDs/cassette and CD cases in this handbook also apply to mp3/USB memory sticks.

If you record the oral assessment in a different digital format, please convert the recording to one of the accepted formats above.

The only format that works on standard CD players is Audio CD. If you want recordings to be heard via a CD player and not a PC, select this format to copy your oral recordings.

Please indicate on the CD that this is an Audio CD.

Edexcel do NOT provide cassette tapes, CDs or USB memory sticks.

Please:

- do not use more than one method to record oral assessments
- ensure each candidate's oral is recorded as a separate track
- ensure track listings are provided using the labels provided for tapes or printed in word/excel using the format below for digital recordings

When you name the tracks on the CD/USB memory stick, please follow the convention shown 'unit number_centre number_candidate name_candidate number' e.g. '4ES0/03_12345_Joe Bloggs_0012'.

IMPORTANT

Centres must check that the tests have recorded before dispatching to the examiner. We strongly recommend centres make a copy of the oral recordings before submitting to Edexcel.

If upon receipt of the tape/CD/USB memory stick the examiner discovers that the tests have not recorded then they will contact the centre for a replacement. If the centre do not have another copy, and it is still within in the oral period window, then the oral test must be conducted again. If it is after the oral window period then the centre must apply for special consideration.

Edexcel cannot recommend equipment to use for recording purposes, nor can we provide technical advice.

Structure and timing of tests

The timing of the elements of the speaking test must be respected, though timing to the precise second is not expected.

The format and structure of the speaking test is described in detail in the main body of the English as a Second Language specification on pages 9 - 11.

Accommodation

As quiet a room as possible is required for the tests.

Only one candidate is examined at a time. Normally, no person other than the interlocutor conducting the test and the candidate should be present in the examination room.

Materials required for speaking tests

Edexcel will supply

1.	Cassette/CD insert labels	One photocopiable cassette/CD insert label to be put in each case to be completed with centre and candidate details (see Appendix 5 in the specification. A copy of the insert labels is included at the back of this booklet).
2.	An Attendance Register pre-printed with names and numbers of all candidates in the centre.	It is essential that each candidate is accounted for on the attendance register as either Absent or Present.
3.	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other components or other languages.

It is the responsibility of the centre to supply

1.	Recording equipment and microphone	Test equipment before use.
2.	C60/C90 Cassettes/CDs	All cassette and CD cases to be numbered and labelled with centre/candidate names and numbers.

Conduct of the speaking examination

Summary of procedures

Complete the top part of the Candidate Cover Sheet. (See Appendix 4 in the specification. A copy of the candidate cover sheet is included at the back of this booklet.)

Ensure the recording equipment is switched on. Announce the unit title and number, (e.g. IGCSE English as a Second Language 4ES0/03), followed by the interlocutor's details, the centre number and the candidate name and number.

Part 1

Part 1 now begins. The interlocutor begins by using the questions on one topic area provided by Edexcel to get the candidate to speak about the given topic. This is a warm-up activity and the purpose of this part of the test is to get the candidate used to speaking in English and to familiarise them with the voice of the interlocutor. Candidates are expected to respond to the questions asked and expand where appropriate. The interviewer will be given a script to follow in this part of the test.

This part of the test will take no more than 3 minutes.

Part 2

At the end of Part 1 the interlocutor brings this part of the test to a close and introduces Part 2. The candidate is given a task card introducing the topic. The task card also includes some bullet-pointed items for the candidate to consider and **a question which the candidate must address**. The candidate is also given paper and pen to make notes if they wish; these notes are collected by the interlocutor at the end of the test, but they are not assessed. **The candidate has one minute to prepare and then is expected to speak for one to two minutes about the given topic.** This part of the test is timed by the interlocutor who may gently interrupt the candidate if they speak for longer than two minutes. The interlocutor will then bring this part of the test to a close and introduce Part 3.

Part 3

In Part 3 the interlocutor will use a set of questions intended to expand on the topic which the candidate addressed in Part 2. The interlocutor will be working from a set of questions provided by Edexcel and will try to stretch the candidate in terms of the language they are able to produce to talk about the given topic in more complex and abstract terms.

Questions are arranged in themed groups. The interlocutor is not expected to work through all of the questions with all candidates, but it is recommended that interlocutors do not split question groups and that they work through questions within a question group in order, as far as candidate ability allows.

This part of the test will take no more than 5 minutes.

The interlocutor must not enter any marks or comments in the lower part of the Candidate Cover Sheet. This part is reserved for use by Edexcel.

At the end of the speaking test the recording equipment should be stopped and the interlocutor should check that the test has been recorded. Where necessary, if using a cassette-recorder, the cassette should be turned over or changed, ready for the next candidate.

Recording of candidates

All candidates must be recorded.

Where recordings fail or are unsatisfactory, re-examining is required as soon as possible.

It is essential to check that

- the microphone and recorder are correctly connected and that recording is taking place. The cassette-recorder, if possible, should be well away from the microphone.
- the position of the microphone favours the candidate.
- extraneous noise is kept to a minimum.
- the recorder is switched on at the start of the test and off at the end.
- the centre name and number are announced at the start of every cassette/CD.
- the candidate's name and number are announced at the start of each test.

If using cassettes, please also check that

- recordings of previous candidates are not accidentally erased.
- the tape remaining on the side of the cassette in use is sufficient to complete the next test without turning over.
- the cassette is returned to the correct box after use.
- all cassettes are re-wound to the beginning before despatch to the examiner.

Important

The cassette should on no account be stopped during a test. If an emergency makes this unavoidable, a report should be written immediately to the IGCSE Qualification Delivery Assessment Manager for English as a Second Language. This should be sent via the International Customer Services. Contact details are given in Appendix 1. The report must explain the circumstances and any subsequent action taken. A copy must be included with the tapes sent to the examiner.

All mobile phones must be switched off during the examination.

Checklist for conduct

When conducting speaking examinations:		
At this point	Record this	Do this
At the start of each new cassette/CD	<p>“This is the IGCSE Examination in English as a Second Language” [<i>state examination session</i>], “Paper 3, Interlocutor _____” [<i>state name</i>]</p> <p>“Centre Name _____” [<i>state centre name</i>].</p> <p>“Centre Number _____” [<i>state centre number</i>].</p>	On the cassette/CD label, write your centre name and number, the language, specification number and interlocutor’s name.
At the start of each candidate’s test	<p>“Hello, my name is _____ and I will be interviewing you today. Can you please tell me your name and candidate number.”</p> <p>[<i>Repeat candidate name and number for clarity</i>].</p>	<p>On the photocopiable cassette/CD insert, write the candidate’s name and number.</p> <p>Make sure the Candidate Cover Sheet is complete with relevant details.</p> <p>Start the test.</p> <p>Do not stop or pause the cassette/CD during the recording.</p>
At the start of Part 1	<p>“First I would like to ask you some questions about yourself. Let’s talk about _____”</p> <p>[<i>state Topic for Part 1</i>].</p>	<p>Do not stop or pause the cassette/CD during the recording.</p> <p>You may use supplementary questions [<i>when, why, how ...</i>] to elicit the fullest possible responses.</p> <p>If the candidate responses are full then you may not need to use all the questions in a given topic available to you.</p> <p>If the candidate is not very talkative you may use more than one topic area for this part of the test.</p>
At the end of Part 1	<p>“Thank you. That is the end of Part 1.”</p>	

<p>At the start of Part 2</p>	<p>“Now I am going to give you a task card with a topic and ask you to talk about this topic for one to two minutes. You will have one minute to think about what you want to say. Here is some paper and a pen for you to make notes if you want to, and here is your task card.”</p> <p><i>[Give the candidate the task card, some blank paper and a pen.]</i></p> <p>“You are going to talk about _____” <i>[read the introduction to the task as written on the task card.]</i></p> <p>“You can use some or all of the ideas listed below in your talk but you must answer the question at the end. You have one minute to prepare. You may begin your talk when ready.”</p> <p><i>[Please time the candidate preparing their talk and when their one minute is over signal that they should begin their talk by saying the following]</i></p> <p>“That is the end of your preparation time. You should begin your talk now.”</p> <p><i>[If the candidate talk does not come to a natural end at the end of the 2 minute allocated time, stop the candidate by saying]</i></p> <p>“Thank you. You have been speaking for 2 minutes.”</p> <p><i>[In cases where the candidate has not addressed the final question, please make sure that you ask the candidate this question yourself.]</i></p>	<p>You must choose a task card which does NOT overlap with the topic you selected for Part 1.</p> <p>The candidate may be unhappy with the given topic. If they ask to change topics then give them a second task card. Please do not stop the recording at any point, but do not include the time taken for this interaction in your overall timing of this part of the test.</p> <p>Do not interrupt the candidate during their 2-minute talk. However, should the candidate continue talking beyond their 2-minute allocation, then interrupt the candidate diplomatically and sympathetically.</p> <p>Should the candidate ask you for an explanation of the words on the task card during their one-minute preparation time, you may give simple explanations without going into any unnecessary detail.</p> <p>The purpose of the list of bullet points is to give the candidate some ideas. The candidate does not need to address any of the bullet points in their talk but they must address the question at the end of the task card. If they do not, please ensure that you ask this question before you bring this part of the test to a close.</p>
<p>At the end of Part 2</p>	<p>“Thank you. That is the end of Part 2.”</p>	

At the start of Part 3	“We have been talking about _____ [<i>enter topic used in Part 2</i>] and I would like to ask you some more questions on this topic.”	Each Part 2 topic is accompanied by a set of questions to be used in Part 3. These questions are generally grouped around three related topic areas and range from the familiar and simple to the complex and abstract. You may choose to explore one or more particular related areas depending on the ability and range of the candidate’s responses. You should aim to stretch the candidate and encourage them to use all the linguistic resources they have and achieve their maximum potential. Although you may ask simple extension questions (such as <i>why</i> , <i>how</i> , etc), you should not stray from the questions provided and you should not introduce a new topic at this point in the test.
At the end of Part 3	“Thank you. That is the end of the speaking test.”	
After the last candidate on side A	“End of Side A.”	
After the last candidate on side B of each cassette/CD	“End of Side B. The tests continue on cassette/CD number _____.” [<i>state number of next cassette/CD</i>]	Wind to the start of side A. Check that all the details on the cassette/CD label are filled in. Place the cassette/CD back in the case before you take the next cassette/CD out of its case.

Advice for interlocutors on managing the interaction in the speaking test

At all times look interested and involved in what the candidate is saying. Try to look relaxed in order to put the candidate at ease. Refrain from using words such as “good” or “well done” or “that’s right” as this may give the wrong impression to the candidate of their performance.

You may answer questions that the candidates may have regarding the tasks they have been given. You may explain the occasional word should they ask for an explanation but please refrain from giving long explanations or providing the candidates with a paraphrase of the question they have been asked. You may repeat the question more clearly if you wish but if the candidate clearly does not understand the question you are asking you should select a different question from the set you are working from. It is important that all candidates are tested in the same standard manner.

If candidates should ask for a different task in Part 2, you may choose a different task. However, it may be useful where possible to have a conversation with the teachers at the centre beforehand about any issues which may affect your selection of topics/tasks.

Encourage candidates to expand beyond a simple reply to each question – aim at a natural conversation. Ask follow up question provided if candidate’s answer is very short.

Never correct a candidate’s language, however inaccurate, during a test.

Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

Do not interrupt candidates **except** if they talk for more than 2 minutes in Part 2 of the test.

At the end of the test do not give the candidate any indication of how you think they performed. This is a task for the examiners.

Preparation of materials to despatch to the examiner

Centres should send **all** cassettes/CDs to the appropriate examiner.

All Candidate Cover Sheets must contain all the appropriate centre and candidate details – correct candidate numbers are essential.

All the Candidate Cover Sheets must be arranged **in candidate number order**.

Each cassette/CD must be numbered and the number indicated in the appropriate case on the Candidate Cover Sheet.

Every cassette/CD and case must be numbered and clearly labelled with centre name and number. Photocopiable cassette/CD inserts are provided (see Appendix 5).

If using cassettes, each side of each cassette must indicate the candidate numbers of candidates recorded over it.

Despatch of materials to the examiner

Computer-printed address labels will be supplied on the attendance registers, showing the name of the examiner and the specification. As soon as all materials are ready, and within 48 hours of the completion of examining, material should be despatched to the examiner in two separate consignments as follows:

Parcel 1: The **top two copies** of the Attendance Register (bottom copy to be retained by the centre). Please remember that Attendance Registers **must not be folded or creased**.

Parcel 2: All cassettes/CDs, and the completed Candidate Cover Sheet for the speaking test (given on the next page).

Where the size of the candidature makes it necessary to split parcels (whether of documentation or cassettes), they should be numbered clearly on the outside (e.g. package 1 of 2).

Centres are reminded that all candidates must be recorded and the recordings despatched to the examiner for marking.

Candidate cover sheet for optional speaking test – IGCSE ESL (4ES0) only

This sheet should be photocopied as needed.

To be completed by the centre-appointed interlocutor:

Centre Name					Centre N°		
Candidate Name					Candidate N°		
Date of speaking test / / 20	Name of teacher conducting test (Block capitals)			Tape N°		Side (A/B)

To be completed by the Edexcel examiner:

Communicative ability and content (max. 5)		Pronunciation and fluency (max. 5)		Lexical accuracy and range (max. 5)		Grammatical accuracy and range (max. 5)	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

GRAND TOTAL (MAX. 20)

Edexcel Examiner	Senior Examiner

Cassette label templates

Circle the examination session and complete the required details.

This page should be photocopied as needed.

May 20..... speaking examination		
IGCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May 20..... speaking examination		
IGCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May 20..... speaking examination		
IGCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May 20..... speaking examination		
IGCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

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**INTRODUCTION
FRAME 0**

Hello, my name is _____ and I will be interviewing you today. Can you please tell me your name and candidate number.

[Repeat candidate name and number for clarity.]

Thank you.

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**PART ONE
FRAME 1**

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

Let's talk about clothes.

What sort of clothes do you like to wear? (Tell me about that.)

Do you enjoy shopping for clothes? (Why is that?)

Who do you usually go clothes shopping with? (Why is that?)

Have you ever bought anything which you didn't like later? (Tell me about that.)

Thank you. That is the end of Part One.

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1/1/1/1/1

BLANK

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1/1/1/1/1

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**PART ONE
FRAME 2**

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

Let's talk about music.

What sort of music do you like listening to? (Tell me about that.)

When do you usually listen to music? (Why is that?)

Where do you find out about music? (Tell me about that.)

How important is music to you? (Tell me about that.)

Thank you. That is the end of Part One.

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**PART ONE
FRAME 3**

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

Let's talk about school.

Tell me about the things you do during a typical school day.

What's your favourite subject at school? (Tell me about that.)

What else do you enjoy about school? (Tell me about that.)

Are there things that you don't enjoy about school? (Why is that?)

Thank you. That is the end of Part One.

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1/1/1/1/1

BLANK

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1/1/1/1/1

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**PART ONE
FRAME 4**

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

Let's talk about friends.

Do you have lots of friends or a few special friends? (Tell me about them.)

How often do you see your friends? (Why is that?)

What sort of things do you do with your friend/s? (Tell me about that.)

What do you like most about him/her/your friends?

Thank you. That is the end of Part One.

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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]

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.

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1/1/1/1/1

BLANK

P39088A/6B/White/Blank

1/1/1/1/1

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**PART TWO
STUDENT'S CARD 1**

You are going to talk about **maintaining good health**. You can use some or all of the ideas listed below in your talk but you must answer this question:

What are some of the things you do to keep healthy?

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:

- Food
- Drink
- Exercise
- Sleep
- Other

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**PART TWO
STUDENT'S CARD 1 (INTERLOCUTOR'S COPY)**

You are going to talk about **maintaining good health**. You can use some or all of the ideas listed below in your talk but you must answer this question:

What are some of the things you do to keep healthy?

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:

- Food
- Drink
- Exercise
- Sleep
- Other

BLANK

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PART THREE FRAME 1

We have been talking about **maintaining good health** and I would like to ask you some more questions on this topic.

- Do you think that fast foods are always unhealthy?
- Why do you think fast foods are so popular?
- What drinks do you think are unhealthy? (Why is that?)

- What forms of exercise are popular in your country?
- What sort of exercise would you recommend to someone who wanted to get fit quickly?
- Are there some kinds of exercise which should be avoided? (Why is that?)

- What do you think is the most serious health problem in your country? (Why is that?)
- What can be done to improve the health of people in your country?
- What are your views on traditional medicines such as acupuncture and herbal medicine?

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PART TWO
STUDENT'S CARD 2

You are going to talk about **reasons why people visit other countries/places**. You can use some or all of the ideas listed below in your talk but you must answer this question:

What do you think is the most interesting place to visit in your country?

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:

- Location
- History
- Activities
- Food
- Other

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PART TWO
STUDENT'S CARD 2 (INTERLOCUTOR'S COPY)

You are going to talk about **reasons why people visit other countries/places**. You can use some or all of the ideas listed below in your talk but you must answer this question:

What do you think is the most interesting place to visit in your country?

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:

- Location
- History
- Activities
- Food
- Other

BLANK

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PART THREE FRAME 2

We have been talking about **reasons why people visit other countries/places** and I would like to ask you some more questions on this topic.

- What types of holiday do you enjoy? (Why?)
- Where do most people in your country spend their holidays?
- Do you prefer to spend your holidays in your own country or in another country? (Why is that?)

- When your parents were young, how did they spend their holidays?
- What is the best kind of holiday for people of different ages, e.g. old people?
- What are some of the benefits of travel?

- Do you think holidays are a waste of time and money? (Why is that?)
- What problems do you think tourism can cause?
- How do you think tourism will develop in the future?

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PART TWO
STUDENT'S CARD 3

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

What advice would you give to a friend who wants to learn a foreign language?

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:

- Studying in a class
- Studying on your own
- Reading books or newspapers
- Using technology
- Other

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PART TWO
STUDENT'S CARD 3 (INTERLOCUTOR'S COPY)

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

What advice would you give to a friend who wants to learn a foreign language?

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:

- Studying in a class
- Studying on your own
- Reading books or newspapers
- Using technology
- Other

BLANK

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PART THREE FRAME 3

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

- What is the best piece of advice you can give someone who is learning a foreign language? (Why is that?)
- What are some of the difficulties of learning another language?
- How useful is it to visit the country where the language is spoken? (Why is that?)

- Which other language would you like to learn? (Why is that?)
- Why do you think foreign languages are taught in schools?
- How could the way foreign languages are taught in schools be improved?

- How useful will your knowledge of a foreign language be in the future?
- Do you think it would be a good idea if everyone spoke the same language?
- If you had to, which language would you choose as the common world language? (Why is that?)

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**PART TWO
STUDENT'S CARD 4**

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

**Edexcel IGCSE English as a Second Language 4ES0/03
Speaking Test Summer 2011**

**PART TWO
STUDENT'S CARD 4 (INTERLOCUTOR'S COPY)**

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

BLANK

Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test Summer 2011

PART THREE FRAME 4

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?