



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel International GCSE
In English as a Second Language (4ES1)
Paper 3 Speaking

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2019

Publications Code 4ES1_03_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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>

<p>5-6</p>	<p>Expresses opinions with minor difficulty.</p> <p>Conveys some relevant information.</p> <p>Generally responds well but only occasionally expands on ideas under discussion.</p>	<p>Pronunciation and intonation are generally accurate though occasional errors may interfere with communication.</p> <p>Accent may occasionally impede communication.</p> <p>Candidate hesitates only occasionally.</p>	<p>Candidate uses an adequate range of structures and vocabulary.</p> <p>Some attempts to use complex language which are sometimes successful.</p> <p>Candidate may occasionally lack the resources to maintain interaction.</p>	<p>Generally accurate using straightforward language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Some errors impact slightly on communication .</p>
-------------------	--	--	--	--

Marks	Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
<p>3-4</p>	<p>Expresses simple opinions with some difficulty.</p> <p>Responds adequately, but rarely expands on ideas under discussion.</p> <p>Candidate has difficulty with more complex questions.</p> <p>Candidate needs help to interpret the question.</p>	<p>Pronunciation and intonation are sometimes accurate though errors may interfere with communication.</p> <p>Accent sometimes impedes communication.</p> <p>Candidate hesitates sometimes.</p>	<p>Candidate uses a somewhat limited range of structures and vocabulary.</p> <p>Candidate occasionally attempts to use complex language which is only occasionally successful.</p> <p>Candidate sometimes lacks the resources to maintain interaction.</p>	<p>Sometimes accurate using simple, basic language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Errors are at times significant and impact on communication.</p>

<p>1-2</p>	<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>
<p>0</p>	<p>Candidate produces no language worth rewarding.</p>	<p>Candidate produces no language worth rewarding.</p>	<p>Candidate produces no language worth rewarding.</p>	<p>Candidate produces no language worth rewarding.</p>

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom