

IGCSE

London Examinations IGCSE

English as a Second Language (4357)

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Specification

London Examinations IGCSE

English as a Second Language (ESL) (4357)

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Authorised by Elizabeth Blount

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Introduction

IGCSE in English as a Second Language is designed primarily as a qualification either for candidates obtaining their secondary education through English as a medium of instruction, or studying English in order to enhance their future educational or employment prospects. The test is aimed at candidates at the B2 level of the Council of Europe's Common European Framework.

Candidates at this level are expected to understand the main ideas of complex text on both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Candidates will be expected to communicate formally and informally in a range of contexts, but will be expected to understand a wider range of texts, styles and registers than they can produce. The aim of the IGCSE in English as a Second Language is to test English language competence through realistic and contextualised tasks based on authentic texts.

Reading, writing and listening skills are tested through two examination papers. Speaking is tested through a face-to-face interview at the centre. The speaking test is optional and endorsed separately.

Key features

- single-tier covering the whole range of grades, A* to G
- skills of reading and writing tested in separate exercises in Paper 1
- listening, tested separately in Paper 2
- speaking communication skills assessed and endorsed separately
- topics relate to the interests of candidates using English as a second language for purposes of communication, e.g. in study and leisure situations
- contexts and settings will be ones that candidates are likely to encounter, e.g. school, the media
- culturally sensitive and authentic reading and listening texts will be used throughout
- tests aimed at level B2 of the Common European Framework.

Availability of examination sessions

The specification will be examined twice a year, in May and November.

Specification aims and assessment objectives

Aims

The specification aims to encourage candidates to

- A1 understand a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes
- A2 understand standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- A3 write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments where relevant and showing controlled use of organisational patterns, connectors and cohesive devices
- A4 express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- A5 develop the skills necessary for further study or employment either in English speaking countries or where English is used as the main medium of communication for business and commerce
- A6 develop an understanding of the nature of language in different cultural contexts in order to build up a communicative competence.

Assessment objectives

Candidates should demonstrate the ability to

Reading

- A01 understand the overall message of a text
- A02 understand in detail a range of texts, identifying finer points of detail
- A03 scan a range of texts in order to locate relevant details
- A04 follow a line of discussion to its logical conclusion
- A05 identify a writer's viewpoint and attitude, stated and implied
- A06 distinguish between facts, ideas and opinions

Writing

- A07 write messages or letters conveying information for a range of audiences and purposes and covering a range of language functions
- A08 write clear, accurate, well structured longer texts on a range of subjects and for a range of audiences and purposes
- A09 write in a range of registers to fit the context and the audience
- A010 summarise information provided to them in text form for a given purpose and audience

Listening

- A011 understand spoken English, spoken at normal speed, likely to be encountered in social, educational or employment contexts
- A012 understand a wide range of recorded material and identify essential and finer points of detail
- A013 understand a conversation between two or more speakers where information is being negotiated and exchanged
- A014 identify a speaker's viewpoint and attitude, stated and implied
- A015 distinguish between facts, ideas and opinions

speaking (optional)

- A016 communicate in speech comprehensibly and clearly
- A017 show the ability to cope with a range of topics at different levels of complexity
- A018 use a range of vocabulary, grammar and structures appropriately.

Scheme of assessment

A single tier of entry

There is a single tier of entry assessing grades A* to G.

Candidates who fail to achieve grade G will be awarded 'Ungraded'.

Summary of examination papers

Candidates will be required to take both Paper 1 and Paper 2. Reading, writing and listening are equally weighted.

Paper	Timing	Skill	Texts	Tasks
Paper 1	2 hours	Reading	3 texts of varying lengths from a variety of sources increasing in difficulty and complexity	Maximum of three task types per text testing a variety of reading skills
		Writing	Input texts will be provided where appropriate to provide context and audience for writing activity. Part 6, summary activity will have a short reading text	3 tasks with specified context and target reader
Paper 2	Approx. 45 minutes	Listening	3 recordings, either monologues or dialogues	Maximum of three task types per listening text testing a variety of listening skills

Paper	Timing	Skill	Format	Tasks
Paper 3	Approx. 12 minutes	speaking (optional)	Recorded interview between candidate and interlocutor	3 tasks based on prompt material supplied by London Examinations

Paper 1: Reading and writing

2 hours

Total 100 marks (40 marks for reading; 60 marks for writing, adjusted to equal weighting for reading and writing)

Paper 1 assesses reading and writing in separate exercises. Reading and writing are equally weighted in this paper.

No dictionaries will be allowed into the examination room. However, it is important that candidates write legibly and clearly.

Reading

The aim of the test of reading is to assess the candidates' proficiency in reading a variety of authentic texts. This is achieved through the use of a variety of task types for each reading text. A maximum of three task types may be used with each reading text.

There will be three reading passages of increasing length and difficulty. The passages will be taken from a variety of sources including fiction, and may include factual information, explanation, opinions and biographical writing.

- No dictionaries will be allowed into the examination room. Incorrect spelling in candidates' answers to the reading test will be tolerated as long as the answers are comprehensible and spelling errors do not cause any confusion.
- In the reading test it is important for candidates to consider all the information presented in the text, including any diagrams, captions, headings and sub-headings.
- The questions in the reading test will generally follow the order of information presented in the texts, and all required answers will come from the text.
- In the reading test candidates will generally not need to formulate their own responses into long sentences. They should take note of the any instructions given at the beginning of each task regarding the number of words required to answer the questions. Whole sentences copied directly from the text as a response to a question will not be marked as correct, even if the required answer is present within the copied sentence.

The table following gives an indication of text and task types, and the skills being tested in reading.

	Text type	Task type	Skills being tested
Part 1 (10 items)	A collection of short texts (e.g. advertisements) A timetable Leaflets, e.g. giving advice	Multiple matching Multiple choice Short answer questions	Skimming and scanning skills
Part 2 (15 items)	Longer piece of text (e.g. leaflets, adverts, articles)	Multiple choice Short answer questions Yes/No, True/False Notes completion Sentence completion	Candidates read for both gist and detail
Part 3 (15 items)	A long piece of text/prose (e.g. reports, articles) - texts could come from an academic source but will be of general interest	Multiple choice Short answer questions Yes/No, True/False Notes completion Sentence completion Diagram completion	Candidates read for both gist and detail Candidates need to be able to follow a line of argument or discussion Candidates need to be able to identify attitudes and opinions expressed in the text

Writing

The aim of the test of writing is to assess written language competence through a variety of tasks which where possible reflect real-life situations and are relevant to the candidates and their background. Where appropriate a context and a target reader are identified in order to establish a purpose for the writing and candidates should take this into consideration when they compose their answers. Candidates should be able to write with an understanding of style and register which is appropriate to the task set and produce a text which is proof read and laid out in accordance with the relevant conventions.

- In the writing test candidates can choose the order in which they attempt the three parts.
- It is important that candidates write legibly and clearly.
- Space provided for the candidate responses is an indication of how much they need to write. It is important that candidates achieve the requirements of the task within the word limit indicated at the beginning of each part. Candidates should keep to the number of words specified at the

beginning of each part and will be penalised for writing less than the indicated number of words or for exceeding the word limit.

- Candidates should take note of any other instructions given regarding the purpose for the writing tasks and the intended audience, as these will dictate the tone and register of the response which is required.

The table below gives an indication of task type, task focus and the input which will be provided to candidates.

	Task type	Task focus	Input
Part 4	Candidates are asked to produce a factual piece of writing based on their own knowledge and interests. The writing can take the form of a report or an article.	Candidates will be provided with a context and a target reader. They will have to present information in an appropriate format and style which addresses the needs of the task set. Candidates will be expected to write between 100 and 150 words for this task.	A very short description of a situation which sets contexts and outlines what should be included in the written text
Part 5	Candidates are asked to produce a short piece of writing in response to a given situation. The writing can take the form of a letter, fax or email and candidates may have to both provide information and ask for required information.	Responding to complex situations imaginatively, drawing on own experiences. Candidates will be expected to write between 100 and 150 words.	This may take the form of one of the following: A letter to respond to An advert or short article A situation or a problem to be resolved
Part 6	Candidates will need to read one or two short texts of about 300 words, and from their reading produce a summary of between 100 and 150 words for a given purpose and target reader.	Responding to a written text by producing a semi-formal summary. Candidates should write using their own words and phrases as much as possible. The main purpose of this task is not to test candidates' reading ability.	Input text will be short, accessible and on a topic of general interest. Information may be presented in a variety of ways, including bullet points or diagrams

Paper 2: Listening

Approximately 45 minutes

Total 30 marks

There will be three parts in this paper, each based around a single recorded text. **Candidates will hear each text twice.** They will be given time to read the questions before each part of the recording begins, and will be expected to respond to the questions as they listen.

Recorded texts may be in the form of monologues, dialogues and occasionally there may be three speakers involved. In these cases the identity of each speaker will be clearly signposted.

Recordings and tasks will always be contextualised, and where appropriate a purpose for the task will be identified.

The topics of the listening texts will be taken from a range of different situations, from both everyday life and academic contexts which candidates will be familiar with. A maximum of three task types may be used with each listening text. Where candidates are asked to write proper nouns as their answers, these will be spelt out in the recording and correct spelling will be expected in the candidate response. In all other cases correct spelling will not be a requirement as long as the candidate response is comprehensible.

The table below gives an indication of text type, task type and the skills being tested in the listening paper.

	Text type	Task type	Skill being tested
Part 1	A short monologue giving factual information, e.g. public announcements, radio reports, telephone messages or pre-recorded information.	Note completion Sentence completion Multiple choice Table completion Form	Listening for detailed information
Part 2	Candidates will have to listen to a longer piece of recording which will be in the form of a transactional dialogue where speakers are participating in negotiating meaning	Note completion Sentence completion Multiple choice Short answer questions	Following a discussion or an argument Identifying attitude and opinions of the speakers Following instructions
Part 3	Candidates will listen to a longer piece of recording which may be a monologue in the form of a talk or a dialogue in the form of an interview or a guided dialogue	Note completion Sentence completion Chart/table completion Short answer questions Multiple choice	Listening to complex argument/discussion Understanding the overall message Identifying attitudes and opinions

Paper 3: speaking test (optional, separately endorsed)

Approximately 12 minutes

Total 20 marks

Candidates may take a speaking test in addition to Papers 1 and 2. The speaking tests will be recorded and the audiotapes for all candidates will be sent to London Examinations for external assessment.

Candidates will be assessed individually.

The interlocutor will need a supply of task cards (provided by London Examinations), pens and paper for the candidates to make notes, and a clock to time the candidates.

The test will be divided into three parts.

Part 1: Introductory interview with candidate (2 - 3 minutes)

The interlocutor introduces him or herself and asks the candidate a set of simple introductory questions (Introductory Frames). These questions are centred on a familiar topic, such as home or leisure, and the interlocutor works from a set of prompt questions provided by London Examinations to guide the conversation.

Part 2: Candidate talk (1 minute preparation, plus 1-2 minutes talk)

The interlocutor gives the candidate a task card provided by London Examinations containing a topic, some bullet-points to stimulate ideas, and a question relating to the topic. The candidate is also given some paper and a pen to make notes if s/he wishes.

The candidate has 1 minute in which to prepare for the talk, during which s/he may make notes. These notes are collected by the interlocutor at the end of the test and destroyed at the end of the testing day by the centre. They are not assessed.

The candidate is then asked to talk about the given topic. The talk should last no more than 2 minutes.

The candidate does not need to address all the bullet-points, but the candidate is expected to address the specific question on the task card in the allotted time.

Part 3: Extended discussion (maximum 5 minutes)

The interlocutor will lead the candidate into an extended discussion on the presentation topic used in Part 2. The interlocutor will have a set of questions provided by London Examinations from which to choose questions ranging from the concrete and familiar to the more complex and abstract. The interlocutor should start with the more familiar and everyday contexts, and give more able candidates the opportunity to answer the more abstract, general issues arising from the chosen topic.

Assessment arrangements

All speaking tests will be recorded on a date chosen by the centre within a period specified annually by London Examinations. For the May examination session, the speaking tests may be completed at any time from mid-March up to and including the date of the written examinations in May. For the November examination session, the speaking tests may be completed at any time from mid-September up to and including the date of the written examinations in November.

The tests will be externally marked by London Examinations. All the tapes must be sent directly to the London Examinations examiner.

The test will be conducted by an interlocutor selected by the centre. This will normally be a teacher from the centre, but could also be someone from outside the centre.

Centres are responsible for providing their own audiotapes to record the speaking tests. Tapes must be clearly labelled using the template in Appendix 5 of this specification.

Audiotapes and audiotape cover sheets (which give the candidates' details) must be despatched directly to the London Examinations examiner on the day on which the tests are conducted.

More detailed instructions for the conduct of the speaking test are available in Appendix 3 of this specification.

Reporting of Paper 3

Paper 3 will be graded A* to G, and will be reported separately on the certificate. For example

IGCSE English as a Second Language	B
English speaking assessment	D

(This wording is for illustrative purposes only and the precise wording of a candidate's certificate may vary.)

Centres should note that

- the speaking test may **not** be taken as a separate qualification. It can only be taken with the IGCSE in English as a Second Language
- achievement in the speaking test will not affect the grade awarded on Paper 1 and Paper 2
- a candidate must achieve at least grade G on Paper 1 and Paper 2 in order to be awarded a grade for the speaking test
- a candidate who achieves at least grade G on Paper 1 and Paper 2, but who is awarded 'Ungraded' on Paper 3, the speaking test, will not have the Paper 3 grade reported
- there will be an additional fee for each candidate entered for the speaking test.

Grade descriptions

The following sample grade descriptions indicate the level of attainment characteristic of the given grade at IGCSE. They give a general indication of the required learning outcome at key grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define the content. The grade awarded will depend in practice on the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

Grade F

Candidates can

- understand the main points of straightforward written texts on familiar matters, regularly encountered in school, leisure etc. (Reading)
- write simple texts on topics that are familiar or of personal interest (Writing)
- understand the main points of straightforward spoken English on familiar matters, regularly encountered in school, leisure etc. (Listening)
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for feelings and plans (speaking option only)
- deal with most situations likely to arise whilst travelling in an area where the language is spoken (speaking option only).

Grade C

Candidates can

- understand the main ideas of complex written texts on both concrete and abstract topics (Reading)
- write clear, detailed texts on a range of subjects (Writing)
- understand the main ideas of complex spoken English on both concrete and abstract topics (Listening)
- explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options (speaking option only)
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party (speaking option only).

Grade A

Candidates can

- understand the essential and finer points of a wide range of demanding written texts and recognise implicit meaning (Reading)
- produce clear, well structured detailed texts on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices (Writing)
- understand the essential and finer points of a wide range of demanding spoken English and recognise implicit meaning (Listening)
- use spoken language flexibly and effectively for academic, vocational and social purposes (speaking option only)
- express themselves fluently and spontaneously without much obvious searching for expressions (speaking option only).

Assessment criteria: Writing

For this specification, writing skills will be assessed according to an assessment grid, which is printed on the following page. This assessment grid is printed solely for information and guidance for teachers when marking practice assignments. All components of this specification are externally assessed by London Examinations.

The four criteria used to mark the writing test are:

- Communicative quality
- Lexical accuracy and range
- Grammatical accuracy and range
- Effective organisation

In addition, there will be a number of items for Task Achievement which will be specific to each writing task. Candidates must cover these points in order to score more than 3 marks out of 5 for each of the above criteria.

When using the assessment grid for writing tasks, the candidate's work should be marked on each of the four criteria separately, scoring a mark between 0 and 5 for each. Therefore a candidate's work may have to be read by the examiner several times before a final mark, which will be an aggregate of all four marks, can be given.

Task achievement

The task-specific mark scheme will identify those content points which are necessary for candidates to include in order to fulfil the requirements of the task. Should any content point specified in the task-specific mark scheme be missing from the candidate response, then the candidate will be penalised for this on the other four criteria.

Examiners will be expected initially to work through the task-specific mark scheme and decide whether the candidate has addressed all the requirements of the task. They will then read the response again and work through the Writing Skills Assessment Grid on page 16.

Communicative quality

This criterion looks at how successfully the candidate has achieved the requirements of the task as a complete piece of writing.

Lexical accuracy and range

This criterion looks at the range of vocabulary used and the accuracy with which the candidate manipulates the vocabulary at their command.

Grammatical accuracy and range

This criterion looks at the range of grammatical structures used in the written response and the accuracy with which the candidate has used the grammar at their command.

Effective organisation

This criterion looks at the way the candidate has organised their response in terms of paragraphing, cohesion and coherence.

Assessment criteria: writing skills assessment grid

This grid should be used for marking Parts 4, 5, and 6 on Paper 1.

Mark	Communicative quality	Lexical accuracy and range	Grammatical accuracy and range	Effective organisation
5	The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.	Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects.	Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address requirements of the task. There are very few errors.	An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.
4	The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task.	Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.
3	The response does not wholly communicate successfully. Errors cause the reader some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task.	Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader.	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the candidate wants to say.	Generally coherent piece of writing though there are several errors in the use of cohesive devices etc., which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors.
2	The response is difficult to follow. Candidate may not have considered the need to address tone and register.	Insufficient range of vocabulary used to meet the requirements of the task. Vocabulary is sometimes used inaccurately or inconsistently and there are several spelling mistakes that slow the reader down.	The writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.	A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.
1	Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.	Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty.	The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	Generally incoherent and poorly organised, lacking in use of cohesive devices.
0	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.			

Assessment criteria: Paper 3, speaking

For this specification, speaking skills will be assessed according to an assessment grid, which is printed on the following page. This assessment grid is printed solely for information and guidance for teachers. All components of this specification are externally assessed by London Examinations.

The four criteria used to mark the speaking test are:

- Communicative ability and content
- Pronunciation and fluency
- Lexical accuracy and range
- Grammatical accuracy and range.

When using the assessment grid for speaking, the candidate's performance should be marked on each of the four criteria separately, scoring a mark between 0 and 5 for each.

Communicative ability and content

This criterion refers to the candidate's ability to express opinions and information. It also refers to the candidate's ability to initiate and respond to questions appropriately and their ability to take an active part in the interaction.

Pronunciation and fluency

This criterion refers to the candidate's ability to produce comprehensible language and includes aspects such as the production of individual sounds, stress patterns, amount of hesitation and accent.

Lexical accuracy and range

This criterion refers to the candidate's accurate and appropriate use of vocabulary to communicate in the speaking test. It also refers to the candidate's ability to cope with vocabulary problems encountered during the test and their ability to use circumlocution.

Grammatical accuracy and range

This criterion refers to the range and accuracy of the grammatical structures which the candidate uses during the speaking test.

Marks	Communicative ability and content	Pronunciation and fluency	Lexical accuracy and range	Grammatical accuracy and range
5	Confidently expresses opinions and attitudes, and conveys a lot of information. Frequently justifies and expands replies. Takes active part in developing discussion.	Pronunciation and intonation are consistently comprehensible and clear. Candidate is able to sustain the conversation with ease and without undue hesitation. Accent in no way impedes communication.	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.
4	Expresses opinions without undue difficulty and conveys a significant amount of information. Responds well to a wide range of questions; occasional prompting required. Takes initiative occasionally.	Pronunciation and intonation are generally good. Candidate generally responds without undue hesitation. Accent is noticeable but does not impede communication.	Uses a relatively wide range of vocabulary, generally used appropriately and accurately. Occasional errors impede communication though generally candidate has resources to maintain interaction.	Generally accurate in straightforward language. Some errors evident, particularly when using more complex language.
3	Expresses simple opinions and offers some personal responses, conveying some relevant information. Generally responds well but has difficulty with more complex questions. Candidate needs prompting and rarely expands.	Pronunciation and intonation are generally accurate though errors may interfere with communication. Candidate hesitates occasionally and accent may impede communication.	Candidate uses an adequate range of structures and vocabulary. Some attempts to use complex language though not always successfully. Candidate lacks adequate resources to maintain interaction consistently without help.	Generally accurate using simple basic language. Less accurate in more unfamiliar language situations Errors are at times significant and impact on communication.
2	Opinions are limited to basic questions and relevant information provided is limited. Answers are short and candidate shows little or no initiative.	Pronunciation and intonation are generally poor and inconsistent, and may impede communication. Candidate is hesitant and accent regularly impedes communication.	Range of vocabulary used is limited and repetitive. Candidate rarely attempts complex language and is unable to overcome any problems.	Generally inaccurate in basic language. Errors impede communication and candidate is unable to use any complex structures.
1	Offers little relevant information and is unable to formulate clear opinions. Produces minimal responses and is unable to maintain interaction.	Pronunciation is poor and inconsistent and communication is hesitant and disjointed.	Only uses the most basic vocabulary. Candidate needs regular help to maintain interaction.	Consistently inaccurate use of structures.
0	Candidate produces no language worth rewarding.			

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by London Examinations on a regular basis. To obtain full details, please use the contact details given in Appendix 1.

Website

www.edexcel-international.org/igcse

Please visit our website, where further information about this and all other IGCSE qualifications can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it. Important announcements are always posted on our website.

Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN
United Kingdom

Tel: +44 (0) 1623 450 781

Fax: +44 (0) 1623 450 481

E-mail: publications@linneydirect.com

Specimen papers are also available from Edexcel Publications.

The publication code is UG014342.

Edexcel International's regional support

Further advice and guidance is available through our international network of regional offices and regional support staff. To obtain full details, please use the contact details given in Appendix 1.

Appendices

Appendix 1 - Procedures and contact information

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the IGCSE for courses starting for first examination in 2006.

Assessment of this specification will be available in English only. All written work for examination must be submitted in English.

Students with particular requirements

Regulation and guidance relating to students with special requirements are published annually by the Joint Council for Qualifications and are circulated to examination officers. Further copies of guidance documentation may be obtained by contacting International Customer Services. See contact details below.

London Examinations will assess whether or not special consideration or concessions can be made for candidates with particular requirements. Requests should be addressed to

Contact details

Edexcel International Customer Services
190 High Holborn
London WC1V 7BE
United Kingdom

Tel: +44 (0) 190 884 7750

www.edexcel.org.uk/international

Appendix 2 - Instructions for the conduct of examinations (Papers 1 and 2)

General

There is one attendance register for each paper.

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

Dictionaries are not permitted in any of the examinations.

Paper 1 (Reading and Writing)

Paper details and materials required

One combined Question and Answer booklet per candidate.

Additional answer sheets must be made available as required.

Paper 2 (Listening, Reading and Writing)

Checking of cassettes

One cassette per 20 candidates will be supplied.

Immediately upon receipt the cassettes should be played once on site in secure conditions and then locked away until required for the examination. Under **no** circumstances should any cassettes be removed from the centre. If any significant defect is found, the cassettes should be locked away. London Examinations should be informed **immediately** using the contact details in Appendix 1, so that replacement or additional cassettes can be sent out.

No transcript of the cassette will be issued at the time of the examination. It will be issued to centres in the Mark Schemes with Examiners' Reports circulated a short while after the marking period ends.

Equipment and conditions for listening tests

As the listening tests are based on cassette recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.

The organisation of examining rooms is a matter for individual centres. It is however recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.

The volume should be set at a level which is comfortably within the capabilities of the equipment, and the tone controls (where available) adjusted to give clear undistorted sound.

Invisigators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

Playing the cassette

Time for candidates to read individual questions is built into the recording.

Each text is played once, followed by a beep. The text is then repeated. Pauses which give candidates time to write their answers are included in the recording. As a result, once the tape is started it must not be stopped.

Late arrival - Listening

Candidates arriving late should not be permitted to enter the examination room once the paper has begun, since this will inevitably affect the performance of other candidates. If candidates arrive late through no fault of their own, they should be supervised until the end of the examination and arrangements made for them to sit the paper after the other candidates have finished. In these circumstances, standard Edexcel procedures should be followed, including the completion of a Late Arrival Form.

Paper details and materials required for Paper 2

One cassette and cassette recorder per room.

One combined Question and Answer booklet per candidate.

If you plan to use more than two rooms please ensure you have enough cassettes and remember to request extra cassettes in good time.

Appendix 3 - Instructions for the conduct of examinations (Paper 3, speaking)

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. For the May examination session, this period is from mid-March up to and including the date of the written examinations (Paper 1 and Paper 2). For the November examination session, this period is from mid-September 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 number 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.

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

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 this 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

London Examinations will supply

1.	Cassette insert labels	One photocopiable cassette insert to be put in each box to be completed with centre and candidate details (see Appendix 5).
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.	Cassette recorder and microphone	Test equipment before use.
2.	C60 / C90 Cassettes	All cassettes and boxes 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.

The cassette-recorder is switched on, the candidate name and number as well as the interlocutor's details are announced.

Part 1

Part 1 now begins. The interlocutor begins by using the questions on a topic area provided by London Examinations 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 London Examinations 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. The interlocutor is not expected to work through all the questions with the candidate, but more able candidates should be given the opportunity to answer some of the more demanding questions. **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 London Examinations.

At the end of the speaking test the cassette-recorder should be stopped and the interlocutor should check that the test has been recorded. Where necessary, 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 is best placed out of sight of the candidate and, if possible, should be well away from the microphone
- the position of the microphone should favour 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
- the candidate's name and number are announced at the start of each test
- 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 Assessment Leader 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.

Checklist for conduct

When conducting speaking examinations:		
At this point	Record this	Do this
At the start of each new cassette	<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 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 insert, write the candidate's name and number.</p> <p>Make sure Candidate Cover Sheet is complete with relevant details.</p> <p>Start the test.</p> <p>Do not stop or pause the cassette 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 _____" [<i>state Topic for Part 1</i>].</p>	<p>Do not stop or pause the cassette 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 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 may begin your talk when you are 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	<p>"Now I'd like to ask you some more questions about _____" [<i>enter topic used in Part 2</i>]</p>	<p>Each Part 2 topic is accompanied by a set of questions to be used in Part 3. These questions are generally grouped around 3 related topic areas and range from the familiar and simple to the complex and abstract.</p> <p>You may choose to explore one or more particular related areas depending on the ability and range of the candidate responses. You should aim to stretch the candidate and encourage them to use all the linguistic resources they have and achieve their maximum potential.</p> <p>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.</p>
At the end of Part 3	<p>"Thank you. That is the end of the speaking test."</p>	
After the last candidate on side A	<p>"End of Side A".</p>	
After the last candidate on side B of each cassette.	<p>"End of Side B. The tests continue on cassette number _____". [<i>state number of next cassette</i>]</p>	<p>Wind to the start of side A.</p> <p>Check that all the details on the cassette label are filled in.</p> <p>Place the cassette back in the cassette-box before you take the next cassette out of its box.</p>

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 and at ease 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 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.

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 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 must be numbered and the number indicated in the appropriate box on the Candidate Cover Sheet.

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

Each side of each cassette must indicate the candidate numbers of candidates recorded on 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, 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.

Appendix 4 - Candidate cover sheet for optional speaking test - IGCSE ESL (4357) 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 London Examinations examiner:

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

GRAND TOTAL (MAX. 20)	London Examinations Examiner	Senior Examiner

Appendix 5 - Cassette label templates

Circle the examination session and complete the required details.

This page should be photocopied as needed.

May/November 200..... speaking examination		
IGCSE English as a Second Language (ESL) (4457)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May/November 200..... speaking examination		
IGCSE English as a Second Language (ESL) (4457)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May/November 200..... speaking examination		
IGCSE English as a Second Language (ESL) (4457)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May/November 200..... speaking examination		
IGCSE English as a Second Language (ESL) (4457)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

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