

IGCSE

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English as a Second Language (ESL) (4357)

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Teacher's Guide

London Examinations IGCSE
English as a Second Language (ESL)
(4357)

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Introduction

This Teacher's Guide is for teachers of the London Examinations IGCSE in English as a Second Language (4357).

The IGCSE is aimed at candidates at the B2 level of the Council of Europe's Common European Framework. It is designed to fulfil two types of need for a qualification: either for those obtaining their secondary education through English as the medium of instruction or for those studying English in order to enhance their future educational or employment prospects.

It does not test knowledge of any set texts, but assesses levels of knowledge and awareness and ability in the English language.

This guide should be read in conjunction with the following publications:

- IGCSE in English as a Second Language (4357), Specification (Publications Code UG014332)
- Specimen Papers and Mark Schemes (Publications Code UG014342).

Aims of this Teacher's Guide

- to expand on the information about exam requirements contained within the Specification
- to explain assessment procedures
- to suggest teaching approaches to areas of the exam
- to provide examples of course planning.

A single tier of entry

There is only one tier of entry for IGCSE in English as a Second Language. The IGCSE in English as a Second Language incorporates a range of task types, levels and skill focuses designed to enable learners to demonstrate their abilities in ways which can be sensitively and reliably assessed.

The mark schemes recognise this spectrum of ability and mean that achievement in the test can be reported across the whole range of grades from A* to G.

Structure of specification

Paper/component	Mode of assessment	Weighting	Length
Paper 1 Reading and Writing	<p>Reading: Candidates answer 40 questions of different task types on three texts from a variety of sources (40 marks)</p> <p>Writing: Candidates produce three written texts of different lengths and types with a range of focuses (60 marks)</p>	<p>33.3%</p> <p>33.3%</p>	2 hours
Paper 2 Listening	<p>Listening: Candidates answer 30 questions in response to three different recordings within a range of task types. (30 marks)</p>	33.3%	Approx 45 minutes
Paper 3 [Optional] Speaking	<p>Speaking: Recorded interview between candidate and interlocutor. (20 marks)</p>	Separately reported	Approx 12 minutes

Assessment requirements

This section should be read closely in conjunction with the information provided in the Specification. The notes that follow should help teachers to understand the features of each Assessment Objective and also of each Assessment Criterion. Teachers need to be clear about the ways in which the Objectives are realised in the task types, and, in the case of Writing and Speaking, measured through the criteria. With a single tier of entry, it is important that teachers who are entering candidates with the aim of achieving, for example, mid-range awards can feel they understand the level of competence and performance expected.

Notes on the Assessment Objectives

Each set of Assessment Objectives is directly assessed entirely within that component. There is of course some overlap of activity within skills; candidates will need to have read questions and prompts in the Listening Paper, and so on, but marks are awarded only for the performance of the candidate in relation to the Assessment Objectives of that specific task.

Reading

AO1 “understand the overall message of a text”

This AO concerns focus. Candidates need to be able to grasp the main or basic message that the writer is sending the readers, whether it be from a text that is conveying information, giving advice, providing an amusing account of past events, etc. This means that candidates need to be able to perceive the main points, and not be confused or sidetracked by less important points.

AO2 “understand in detail a range of texts, identifying finer points of detail”

This AO concerns close focus. Candidates need to identify accurately points of fact and illustration, and to show that they can see small but salient differences between things. They need to be able to do this when faced with a variety of text types.

AO3 “scan a range of texts in order to locate relevant details”

This AO reflects the widespread use of such scanning in real life when we are engaged in activities such as choosing television programmes or films from listings, or suitable accommodation from brochures, or deciding which talks to attend at a conference. Candidates need to be able to see and understand where there is paraphrasing so that they can match things listed in the questions to their equivalents in the texts; this task is more sophisticated than simply spotting the same words in the questions and texts.

AO4 “follow a line of discussion to its logical conclusion”

This AO concerns the development of ideas. Candidates need to be able to see how one part or step of an argument or idea follows on from the previous one. This ability requires knowledge of the linguistic devices that writers use to bind their ideas causally and sequentially together.

AO5 “identify a writer’s viewpoint and attitude, stated and implied”

This AO concerns the candidate’s ability to identify the writer’s underlying message from the way information contained in the text is presented. An example would be understanding that when the writer says “a parcel didn’t arrive for three days”, the writer thinks this is too slow. The candidate’s ability to detect the writer’s mood and attitude is assessed here. Sometimes the writer’s viewpoint is openly stated; sometimes the candidate needs to “read between the lines” to detect the writer’s viewpoint.

AO6 “distinguish between facts, ideas and attitudes”

This AO concerns evaluation. Candidates need to be able to interpret and analyse the information they are presented with. Many texts do not present facts and attitudes side by side for comparison, so the reader has to perceive what characterises a text – the reporting of undisputed fact, or the proposing of hypothetical situations. This often relates to the writer’s purpose in producing the text – to persuade, to inform, to warn, etc.

Writing

A07 “write messages or letters conveying information for a range of audiences and purposes and covering a range of language functions”

This AO concerns the ability to respond to a situation by coordinating pieces of information together in a relevant fashion according to the requirements of the reader and the context. Candidates need to be able to produce written texts which respond to the various requirements specified by the rubric and input for each task.

A08 “write clear, accurate, well-structured longer texts on a range of subjects and for a range of audiences and purposes”

This AO concerns the ability to respond to a situation requiring a longer response to a variety of topics and situations. Candidates need to be able to marshal a range of linguistic resources into a coherent and cohesive text.

A09 “write in a range of registers to fit the context and the audience”

This AO concerns the appropriateness of the tone and style adopted. Candidates need to be able to distinguish whether a situation is formal, neutral or informal, and to use linguistic features to form a suitable response accordingly. For example, candidates need to recognise that writing a letter to a potential employer is a formal activity and requires an appropriately formal letter.

A010 “summarise information provided to them in text form for a given purpose and audience”

This AO concerns identifying and condensing important information within a text. Candidates need to be able to pick out the main facts that represent the main message of a text and then to reproduce them in their own words. This requires linguistic resources to support consistent and concise writing. The written text they produce should be complete, with a beginning and an end.

Listening

AO11 “understand spoken English, spoken at normal speed, likely to be encountered in social, educational or employment contexts”

This AO concerns the ability to follow and process information in a range of everyday situations. The English involved will not be written English, but will contain features of spoken language, such as hesitation and turn-taking.

AO12 “understand a wide range of recorded material and identify essential and finer points of detail”

This AO concerns coping readily with many different kinds of listening, such as recorded information lines, radio interviews, informal conversations. Candidates need to be able to recognise the context of the listening extracts so that they can concentrate on detailed comprehension of the content.

AO13 “understand a conversation between two or more speakers where information is being negotiated and exchanged”

This AO concerns the ability to deal with collaborative or conflictive discussion between speakers. Candidates need to be able to determine when and how ideas and information are being confirmed, rejected or modified across speakers' turns in conversation.

AO14 “identify a speaker’s viewpoint and attitude, stated and implied”

This AO concerns perceiving what a speaker means by what s/he says. While very similar to AO5, it requires processing 'live', at the speed at which the speaker speaks.

AO15 “distinguish between facts, ideas and opinions”

This AO concerns a thorough understanding of the speaker's purpose and the context. While very similar to AO6, it requires processing 'live', at the speed at which the speaker speaks.

Speaking

AO16 “communicate in speech comprehensibly and clearly”

This AO concerns *communicative ability and content* and *pronunciation and fluency*.

AO17 “show the ability to cope with a range of topics at different levels of complexity”

This AO concerns *communicative ability and content* and to some extent *lexical accuracy and range* and *grammatical accuracy and range*.

AO18 “use a range of vocabulary, grammar and structures appropriately”

This AO concerns *lexical accuracy and range* and also *grammatical accuracy and range*.

Notes on the assessment criteria

While Reading and Listening are assessed by specific mark schemes, Writing and Speaking are assessed using generic mark grids (see Appendix). In addition, there are task-specific mark schemes for each Writing task.

Writing: general points

The question and answer booklet

Candidates are provided with a question and answer booklet and must write their answers in the space provided. The space provided is an average approximation to the space required for answers: some candidates will produce answers at the ends of the word range specified, and of course handwriting styles and sizes vary enormously. But the examiners must be able to see clearly where the answer is.

Preparatory notes and other rough work should be carefully crossed out. Candidates should not scribble thickly all over rough work. If a candidate runs out of time in writing the full answer, the examiner may be able to read and where appropriate give credit for relevant rough work. Writing a draft version and then a neat version is usually not a good idea: it can cause problems of timing. It is probably better to make notes to work from.

Word count

The word counts are wide and generous ranges, and reflect carefully the requirements of the different tasks. Candidates who write below the minimum word count will be omitting essential content material, while those going much over the limit will be including irrelevant material and this will obscure the clarity of the required message.

Where examiners can see that an answer is above or below the word count, they will count or estimate the number of words. If a candidate's word count is below the lower limit, there will not be a sufficient sample of the candidate's writing to make a proper assessment. Task-specific content points are likely to be missing, and the candidate will be penalised under Task achievement. If a candidate writes too much according to the word-limit, that candidate will be penalised under Task achievement also. See **Task achievement** below for details of how word-count infringements will be penalised.

Teachers should encourage their students to understand the point of the word limits. Students should be guided to appreciate that the word limits indicate the size and direction of the message that the candidate is required to communicate.

What is not desirable is for candidates to spend time meticulously counting each and every word. This effort would be better applied to checking for errors. Examiners are sometimes frustrated to be faced with answers in which there is a running word count and glaring basic mistakes of spelling or elementary grammar. Teachers should encourage candidates to have a sense of how much writing each range represents, so that in the exam candidates know that they will need to write roughly, say, twelve lines to be in the middle of the range.

Paper 1 Part 6, the summary

The summary task instructs candidates to use their own words and phrases. The purpose of this is to encourage candidates to demonstrate their knowledge and control of language by providing answers that examiners can credit according to the Assessment criteria. If candidates simply copy out some parts of the source text, it is difficult to know how much language the candidate has. Credit cannot be given for complete sentences or other sizeable chunks that are 'lifted' direct from the source text. At the same time, candidates are not expected to paraphrase characteristic elements of the text, such as names, technical terms or basic facts.

One way of looking at this is to imagine the task was being word-processed on a computer. If, in order to compress a text and re-present it to a certain audience, you simply deleted some parts and left others intact, then you would have made it shorter but you would not have considered any of the elements that make up texts and hold them together. But if you kept the basic terminology of the subject matter, deleted irrelevant or less important parts and then skilfully re-phrased the remaining information into concise language, you would be a good editor and skilled communicator.

An everyday example of the summarising skill in action is sport. Someone who is keen on football will watch a 90-minute match with all its commentary on TV and be able to describe the highlights in less than a minute; the listener or reader of this account will be basically informed about what happened and its significance.

Task achievement

Each writing task has a task-specific mark scheme, which is developed for that particular writing task and which the examiners use to assess answers to that task. This is to check that candidates have fulfilled its requirements. The task-specific mark scheme will usually include about 5 task-specific requirements.

Failure to complete the task as described in the task-specific mark scheme is penalised in the same way for all writing tasks. The penalty is made under Communicative quality, one of the four assessment criteria for writing. In some cases, a severe lack of task achievement will also affect the criterion of Effective organisation.

Candidates' performances vary enormously, and each task is different, so the assessment process always involves dealing with the unexpected. However, there will be a set response to certain issues:

- No more than 4 marks out of 5 will be awarded under Communicative quality if one task-specific requirement has not been addressed.
- No more than 3 marks out of 5 will be awarded under Communicative quality if two or more task-specific requirements have not been addressed.
- No more than 4 marks out of 5 will be awarded under Communicative quality if the candidate response contains information irrelevant to the task or if the candidate has exceeded the word limit.
- Where material has been lifted straight from the input, it will not be credited: in other words, the answer will be assessed without it.
- If a candidate writes an essay rather than a letter, for example, this shortcoming of task achievement is an issue of Communicative quality, and

the answer will be limited to a possible maximum of either 3 or 4 marks out of 5, depending on the particular task and candidate performance.

- Generally speaking, if a candidate produces an answer which does not address the majority of the task-specific requirements, the examiner will be able to credit very little in terms of Communicative quality or Effective organisation.
- If a candidate produces a summary for Paper 1 Part 6 that misrepresents the ideas and information in the source text, they will not receive a high mark for this part, however well they write in terms of grammar, vocabulary, etc. This is because they are not fulfilling the criteria of Communicative quality (the reader receives no useful information by reading the summary) and Effective organisation (the summary will lack any useful coherence).

Writing: the assessment criteria

Communicative quality

This criterion is where the examiners take account of the extent to which the candidate's text succeeds in communicating the message that lies at the core of the task set. As well as the general descriptors set out in the skills assessment grid in the specification, each writing task will be assessed according to a task-specific mark scheme, which will define the content points essential to the effective completion of the task. These content points should be clear to a candidate who reads the task carefully and who works through the task carefully. For the summary task (Paper 1 Part 6), the content points will consist of central points of information contained within the source text.

See **Task achievement** above for details of how marks are deducted under this criterion, either for omitting task-specific points, or for failing to keep within the stated word limits.

It is important that the tone and register used in the answer are suitable for the situation, as they are important elements of communication. Candidates will need to be sensitised to these aspects of writing so that they do not produce, for example, an overly aggressive letter of complaint or an excessively formal email thanking a friend for a present.

Lexical accuracy and range

Here it is important that candidates use words with the right meaning for the context and that they do so accurately in terms of spelling, part of speech, sentence fit, etc. If items of basic vocabulary are misspelled or misused, the reader is likely to be put to some effort to read the answer and this will reduce the mark that the examiner can award. Some credit can be given where the candidate is showing signs of ambition, such as by trying to use a certain idiom or lower frequency word, although not managing 100% correctness when doing so.

Grammatical accuracy and range

The focus here is mainly at the sentence level, with credit being given for accuracy in sentence structure. Examiners are looking for evidence of different types of structure. They can give credit for ambition in the forming of more complex sentences where appropriate, but not where the word order, for example, has become so confused that it becomes hard for the reader to negotiate a meaning from what has been written. For example, there is effective ambition and two errors that do not hinder understanding in this sentence: 'If I had knew that the train would be late, I would have went by car.' However, the basic nature of the mistake in this next sentence means that the text containing it is flawed at an elementary level: 'Yesterday I going cinema.' And the next sentence, which is perhaps suffering from first language interference, contains basic errors and requires considerable effort on the part of the reader if a plausible meaning is to be created: 'Oranges like me too much.'

It is necessary for candidates to write their answers in full sentences. Using bullet points or similar devices to aid lay-out does not affect this requirement. If a candidate uses bullet points to enhance the lay-out of their answer, they must still write in full sentences.

Punctuation is a necessary feature of grammatical writing. A lack or misuse of punctuation will be interpreted by examiners as an indication of lack of control of structures. The use of capital letters is part of punctuation. Candidates should note that answers written entirely in capital letters will cause a strain on the examiner, and make it impossible for the examiner to see that capital letters were correctly intended in appropriate places.

Note: The distinction between lexis and grammar can be drawn by an apparently faint or wobbly line sometimes, as the two seem strongly interdependent. Teachers should not be distracted by this, as examiners will look to give credit wherever they can. Broadly speaking, the lexical focus will be on the choice of vocabulary item, and the grammatical focus on its deployment within the sentence's structure. So, the choice of 'interesting' as between 'boring' and 'fascinating' and as opposed to 'interested' would be a lexical matter, while writing 'in' or 'by' + noun or noun phrase rather than 'to' + base verb afterwards according to what followed would be a grammatical matter.

Effective organisation

This is about how the answer as a whole is held together. The answer needs to be coherent – the reader should be able to follow the line of logic or narrative through without ambiguity or other confusion.

The answer also needs to be cohesive. Certain aspects of cohesion, particularly referencing such as matching verb tenses, singular/plural agreement including in the use of pronouns following nouns etc, will also tend to be monitored by examiners within their considerations under the criteria of lexical and grammatical accuracy. This will be the case where their accuracy is of relevance only to the structure of an individual sentence. The criterion of Effective organisation involves the checking of such features across sentences. Two sentences that are entirely correct when taken separately may not work correctly in conjunction with each other.

Effective organisation is also concerned with devices such as conjunctions that chain a sequence of sentences together effectively and so assist the reader in following the text. Thus examiners will credit the use of such phrases as 'the next thing that happened/I should like to mention is', 'with the result that', 'and that is why', 'in contrast', etc. Some teachers may prefer to term some of these as 'discourse markers' – what matters is that candidates use features of language to bind their answers effectively together.

Finally, paragraphing is an important aspect of organising texts, and the use of appropriate paragraphs to assist the reader will be given credit. In the summary task (Paper 1 Part 6), the instructions usually include two or three main areas for the summary to include. It is likely that a well organised summary would use paragraphing to reflect these areas, and credit will be given for this.

Speaking

Note: All Speaking tasks are audio-taped and sent to London Examinations for marking. 'The examiner' is therefore the person who listens to the tape and assesses the candidate; it is not the person conducting the interview. The interviewer, or interlocutor, conducts the test, and needs to be able to understand the candidate without strain in order to hold a meaningful conversation.

Communicative ability and content

It is under this criterion that the examiner will be most concerned with the content of candidates' responses, and its relevance to the question asked. There is, of course, no right or wrong in the ideas, opinions or experiences that a candidate describes, but the effectiveness of communication is significantly influenced by how speakers frame or present what they say. Candidates are expected to expand their responses beyond one-word answers to questions; if they simply say 'yes' or 'no' in answer to the interviewer's questions, they are not being very communicative. It should also be clear to the examiner whether the candidate is telling them a fact or making a judgement, expressing an opinion, etc. In a discussion about pollution, for example, if the candidate says that 3,000 people drive to work every day in their town, it must be clear whether the candidate is simply relating a neutral fact or indicating that this is too many, or a reasonable reduction in recent years. As in any normal social situation, if the interviewer has to work disproportionately hard in maintaining a conversation, communicative quality is adversely affected.

Pronunciation and fluency

All aspects of pronunciation are considered by the examiner. However, that is not to say that they are discretely assessed; examiners focus on the way pronunciation facilitates or hinders the fluency of the candidate's speech. What matters is that the candidate can be understood without undue effort on the part of the listener. No judgement is made about the sort of accent the candidate may have in terms of linguistic or geographic origin. However, where the distinctions between individual sounds are inconsistent with each other, additional effort will be required by the listener in order to follow what the candidate says. Similarly, if a candidate does not distinguish between individual sounds where the distinction carries meaning in English, it will be difficult for the listener to know what words are intended.

Examiners are not expecting 'prose' spoken aloud: they expect candidates to produce features of spoken language, including false starts to sentences, some hesitation while thoughts are ordered, self-correction, etc. However, a candidate who hesitates extensively throughout the interview, struggling to pronounce various words, will also be putting a strain on both the interviewer and the examiner.

Intonation patterns are also important here, and examiners will be looking for evidence of the ability to add meaning and interest to utterances by appropriate use of intonation.

Lexical accuracy and range

Much of the comment made under the Lexical accuracy and range and Grammatical accuracy and range (previous pages), and also the Note that follows them, is of relevance here.

There are additional demands made on the candidate in the Speaking exam and awareness of these influences the examiners in their assessment. Candidates have to take in what the interviewer says, not what they read at their own speed. It is of course not ultimately possible to separate listening and speaking, but since listening is assessed in its own right in the Listening paper, examiners are not here looking to judge how well a candidate comprehends the questions. Also, compared to their use of lexis in the Writing paper, in the Speaking test candidates have to access and process words and phrases from their lexical resource 'live' in the presence of an interviewer who may not be known to the candidate. Examiners are aware of these issues, and will give credit for evidence of range.

Grammatical accuracy and range

Again, comments made in the Writing section above are relevant here, and again, with the proviso that the aural/oral situation influences candidate performance and examiner assessment.

The questions the interviewer asks the candidate, and the prompt card provided in Section 2, will together constitute invitations to use a wide range of verb tenses and structures: ample opportunity is offered candidates to demonstrate their knowledge.

Examiners will give credit for evidence of range and complexity in the forming of utterances, and for ambition in attempts to achieve this. On the other hand, they will find it hard to follow utterances which are disrupted by basic errors in even elementary language.

Question styles: task types used in papers

The comments below on task types are not intended to be exhaustive, only to give an indication of the sorts of ways in which each task type may be used for assessment purposes.

Reading

Multiple matching

Examples of this task type include candidates being asked to match a list of people's requirements to advertised services, or to match a list of pieces of information to paragraphs of a longer text. It is very likely that the language used in the list part will paraphrase the language used in the texts. The list may contain the same number as, or more, or fewer items than the number of sections of text. There will be at least one 'distracter' – another apparently possible answer – for each item on the list.

Multiple choice

Candidates may be asked which of the options accurately represents the answer to a factual or interpretative question, or best fills a gap in a sentence, depending on the text and level. Thus, questions can range in complexity from 'What time did the train leave?' to 'What is the writer's purpose in referring to waterfalls?' There could be three or four options for the questions – the number of options will always be the same within a particular task. All the options will appear plausible, but only the key will be correct.

Yes/No, True/False/Not given

Candidates code each question according to the two-way or three-way distinction presented by the rubric. It may be, for example, that each item in a list of sentences contains information that is True or False or Not Given according to the text. Not Given means that there is no information in the text as to whether the statement is true or false. Yes or No responses might be required for deciding whether opinions match those given by the writer.

Short answer questions

Candidates need to write their answers out in words for this task type. Questions are formed in such a way that they can be answered generally in between one and three words, or a number. The words for the answers are words in the text. Candidates answer by copying words taken, unchanged, from the text. The number of words required is usually stated in the rubric. Candidates are not penalised for writing unnecessary words (provided they make sense) or for spelling mistakes that do not block understanding. Candidates should avoid copying whole sentences from the text since doing so will not show that they have understood the task.

Notes completion, sentence completion

Candidates need to write their answers out in words for this task type. Prompts are formed in such a way that the notes or sentences can be completed with one or a few words, and this number may be specified in the rubric. The words for the answers are words in the text. Candidates answer by copying words taken, unchanged, from the text. Extra words will not be penalised, nor will spelling errors. The prompts will contain sufficient grammatical cues for it to be clear what part of speech is required in the gaps. The notes or sentences to be completed will paraphrase information in the text. Again, candidates should avoid copying whole sentences from the text.

Diagram completion

Candidates need to write their answers out in words for this task type. This is really a visual note completion task, with candidates taking words from the text to label a diagram or other graphic. The visual input is always simple and clear and directly relevant to the text. It can be understood without any external or world knowledge of the particular topic. It may represent an object or a process or some set of data described in the text.

Writing

Report or article

Candidates are required to respond to a set of explicit instructions concerning the text they should produce. They are told the outline of the content, the nature of the text (e.g. where it will appear, who will read it), the approximate length, and so on. Because these aspects of the writing situation are explicit, they form part of the assessment. Candidates will always be able to make use of their own experience and knowledge, or be easily able to invent relevant material.

Correspondence: letter, fax or email

The candidate is required to process a complex input and to respond appropriately. The task provides an input (description of a situation, a letter or published text to respond to) and, because of this, relevance forms part of the assessment. The inputs will always be accessible to candidates.

Summary

The candidate is required to produce a semi-formal text by condensing a longer input text. It is explicit that language needs to be concise and so such linguistic control forms part of the assessment. Candidates are told the purpose for the text they produce.

Listening

With all the Listening task types, questions generally paraphrase information in the recording, and are not worded in exactly the same way. Thus candidates should not be listening out for 'dictated' words, but concentrate on following the *meaning* of what they hear.

Multiple choice

Candidates are asked which of the options accurately represents the answer to a factual or interpretative question, or best fills a gap in a sentence, depending on the level and complexity of the recording. Thus, questions can range from 'What did the woman order to eat?' to 'Why does Duncan believe the meeting will not achieve its aim?' There are generally three options for each question. Where the recording is a discussion, it is important for candidates to be clear about which speaker the question refers to. The recordings will assist candidates by avoiding having two men or two women in conversation.

Short answer questions

Candidates need to write their answers out in words for this task type. This task type is usually used for direct, factual information. The word or words that they need to write for the answers are all ones heard in the recording, and they do not – must not – change the form of the words they hear. The required answer will be either a number or one, two or three words; this will be specified in the rubric.

Notes completion, sentence completion

Candidates need to write their answers out in words for this task type. The prompts are designed to show clearly what parts of speech should be used in forming the response. The word or words that they need to write for the answers are all ones heard in the recording, and they do not – should not – change the form of the words they hear. The required answer will be either a number or one, two or three words; this will be specified in the rubric.

Form, chart, table or diagram completion

Candidates need to write their answers out in words for this task type. This task type operates in the same way as the completion of notes or sentences; the questions are presented differently, according to the context and to facilitate real-world tasks. The word or words that they need to write for the answers are all ones heard in the recording, and they do not – should not – change the form of the words they hear. The required answer will be either a number or one, two or three words; this will be specified in the rubric.

Speaking

Introductory interview

The candidate is required to respond to questions from the interlocutor that reflect the content and style of everyday social interaction. The questions are designed to elicit responses that are longer than single word answers, but that are not extended utterances. Topics are familiar to candidates.

Candidate talk

The candidate is required to produce a single uninterrupted talk of at least one minute's duration. The topic card supplied by the interlocutor to the candidate sets out the situation. The content of the talk will come from the candidate's own experience, knowledge or ideas. The candidate is given time to prepare and can make notes, and the assessment includes evaluation of organisation, etc, within the talk. The notes are destroyed after the test and are not assessed.

Extended discussion

The candidate is required to engage in a discussion with the interlocutor. The interlocutor's questions will extend the topic in the candidate's talk in the previous stage. The candidate will need to respond to questions that explore areas of opinion and hypothesis designed to assess the upper limits of the candidate's ability. Questions are framed to encourage candidates to talk at length. No judgements are made on the views and opinions expressed by the candidate.

Course planning

Factors to consider

This Teacher's Guide does not attempt to supply a recommended or suggested course structure. There are several reasons for this.

- There are different reasons why this IGCSE may be studied, and different contexts, in terms of course and other circumstances, in which preparation for it may take place.
- In some settings, this IGCSE will be taken alongside a suite of other IGCSEs, in effect taking the place of a first Language IGCSE in English. It will appear in the school timetable like any other subject.
- In other settings, this IGCSE will be taken by some students but not others, and it is timetabled as an extra or optional subject.
- There is considerable variation in the possible pattern of entry. The IGCSE may be taught as a one or two-year course, and students may be entered for the exam in May or November. It is also possible that it is the only IGCSE taken by all or some students or one student in a school, before or after other types of course and/or qualification. Furthermore, it is possible that candidates will be independent, using the IGCSE as a UK university entry requirement and preparing themselves for the exam.

Whatever the circumstances in which this IGCSE is taken, there is also the issue of level. While this IGCSE has a single tier of entry, it is likely that each centre will have its own level of expectation regarding the grades candidates should achieve. The design of a course will be influenced by the kinds of grade outcome being aimed for.

A reasonable starting point for course design, in fact, would be the assessment criteria for the Writing component (and Speaking, if applicable). Looking across the top band descriptors, or the middle range, for example, gives an outline indication or suggestion of the sorts of activity that students are going to need in order to become successful candidates at that level.

The assessment objectives can be used to structure a course, particularly if taken in conjunction with the number of teaching hours available. For example, including Speaking, there are 18 objectives. A course with a total of 72 hours would be able to allocate an average of 4 hours per objective; there would in this case be a clear need to incorporate an effective programme of homework or self-study work.

Students will need to become familiar with a wide range of texts (written and recorded) and communicative situations in order to develop the skills required by the objectives. Teachers can select authentic material and design situations to suit

their students' needs. A course or textbook can also be used, or extracts be taken from one or more.

In many or most school situations, it is unlikely that the teaching staff responsible for this IGCSE would be required to work in isolation. With effective co-ordination, it would be useful to evaluate the extent to which the assessment objectives of this IGCSE are or can be addressed through other subjects' activities. Thus, if the timetable permits a somewhat limited amount of class time specifically dedicated to English as a Second Language, other subjects' work may be monitored and incorporated into development for English as a Second Language.

Approaches to teaching

On the one hand, a course will need to address effectively all the assessment objectives. On the other hand, class and self-study activities, if well designed, may provide development towards more than one Objective at a time.

For example, small groups of students might be given different texts, each of which presents a different opinion or argument relating to an overall topic (say the environment). Going through the texts could involve close grammatical and lexical work, followed by group discussion of a series of questions designed to elicit, firstly, a thorough understanding of the text in full (AO2), and, secondly, the kind of argument the writer is making ('recycling is a waste of time', 'we shouldn't rely on governments to solve the problem', 'poverty is the real problem'...) (AO5). Because this is taking place through discussion, the activity is also helping to develop AO14 and 15 in Listening and the Speaking Objectives. The groups could write up presentations of what they have read and discussed and then present these to the whole class. The teacher can monitor these for accuracy and subsequently base an activity on error analysis and correction of this material.

This sequence of activities would address a very significant proportion of the Assessment Objectives. Furthermore, it may (as previously suggested) be feasible to link this to work in other subject areas.

Students' awareness of their own strengths and needs and effectiveness in making progress is likely to be influential in their development of the skills required for this IGCSE. Teachers may wish to draw up checklists or study diaries in which students record their activities and progress. The Assessment Objectives may be used as the basis for a series of 'Can-do' statements which students could be encouraged to see themselves as working towards fulfilling successfully.

The keeping of diaries or similar records enables the teacher to know about relevant language practice activity that their students are engaging in outside the classroom. If students are spending time listening to music, for example, with English lyrics, or looking at websites, this is a potential learning resource for the teacher to access.

Students, particularly if they are young, may need guidance to see how the 'academic' requirements of the exam, as expressed in the Assessment Objectives, in fact relate to real-life tasks. Their understanding of what the exam is about should increase if they can see that, for example, AO3 ('scan a range of texts in order to locate relevant details') is in play when they are choosing which film to go and see or rent.

Teaching ideas

This section contains a number of suggestions for preparing students for the IGCSE.

These suggestions are deliberately open and flexible with the expectation that they can be adapted according to particular teaching situations. They are not lesson plans, but contain ideas which may form the basis of lesson plans.

1. An all-purpose worksheet for reading texts

You could provide an all-purpose worksheet, which students could complete every time they read something in English, in or out of class. You could use the example on the following page, or adapt it to suit your students.

Students could complete the sheet as homework, in class or as a pair or group project. The results can be discussed together.

More evaluative work could be built onto this. You could look at some sample reviews or other opinion-based pieces of writing and then have students write reviews or discursive texts based on the texts they have used to complete the worksheets.

The sheet can be adapted or extended to include questions about the style or genre etc of the texts studied.

READING RECORD

Name:Date:

Title of text:

Author's name (if known):

- Before reading, look at the title, or the first line of the text. Write here what you think the text will be about.

I think this text is going to be about

- Read through the article once as quickly as you can. Don't worry about words you don't understand. What do you think is the main thing the writer wants to tell you?

The main thing the writer wants to say is

- Read the article again, this time more slowly. Don't worry about words you don't understand, unless they are a real problem (meaning that you can't follow the whole article without knowing what they mean). Write a heading for each paragraph or section of the text.

2. Extending to further practice activities

The text presented here is a fairly random example; it is reasonably accessible and of a convenient length. Such texts can be readily found in all sorts of magazines and newspapers and on the internet. Remember you don't have to use a whole article – you can extract the section or sections that seem most suitable.

RELAXATION

Everyone experiences stress now and again but the winter months often find us feeling at our least relaxed. Cold weather, busy shops and short, dark days can put a strain on the best of us. If you are feeling fraught, why not try our simple suggestions to help you relieve those stressful feelings?

If you have a tendency to clench your teeth when stressed, drop your jaw and move it gently from left to right and then in reverse. If you clench your fists, hold your left hand in the palm of your right hand with the thumbs touching. Relax in this position for two minutes, while taking deep, calming breaths.

Certain foods can help you to relieve stress. Red onions, for example, contain a compound that is a natural sedative. A breakfast of porridge, carrot juice, lemon tea and a banana can set you up for the day.

If you have anything green in your wardrobe, wear it on days when you feel most stressed as green is believed to be the most calming colour.

Getting enough sleep is important but if your mind won't switch off, try writing a list of all the things that are worrying you and decide to tackle them in the morning. If stress is making you extra tired, don't be tempted to sleep in too often. Sleeping for longer than you usually do for more than a week can spoil the quality of your sleep. Even in winter you should sleep with the central heating turned off and a window open slightly. You could also have a more restful night if you sleep in the best quality bed linen that you can afford - cotton sheets and goose down duvets are most comfortable.

Tea and coffee – and many commercial soft drinks – are stimulants. Instead of drinking these all day, try having the occasional cup of herbal tea.

Give yourself regular pampering sessions and plan treats to look forward to. These don't need to be expensive or bad for you. Try locking the bathroom door, lighting some candles and having a long bath, scented with calming lavender oil. If chocolate is your weakness, buy yourself a bar, sit down somewhere comfortable and eat it slowly, savouring each piece. Try not to chew, so that the delicious flavour stays in your mouth for longer.

Various uses could be made of such a text. There are opportunities for lexical work. Students could be asked to match a list of words or phrases to their equivalents in the text; for example, 'occasional' to 'now and again', 'tense' to 'fraught', etc.

Several Reading task types could be practised; you could in fact give a sampling of several types together, as in these examples.

For *True/False*:

'Stress levels tend to be reduced during the winter months.' [False]

'Writing down the things that worry you can help to reduce stress.' [True]

For *Short answer questions*:

'What should you not close completely at night?'

..... [(a/the) window]

For *Sentence completion*:

'It is a good idea to drink' [herbal tea]

For *Diagram completion*, you could make a simple drawing of a person and put lines pointing to the jaw, the hands, a piece of clothing, etc, and create phrases for students to complete. For example, a line to clothing could have 'wear something' (where the answer is 'green').

It would also be possible to use this text as the basis for a summary writing exercise. To make this involve speaking and negotiating among students, you could give different groups sections of the whole text, and get them to summarise their parts, before re-assembling the complete text and summary. This could also be done progressively; as a first step, the text must be reduced to half its length, and then as a second step, to half the length again.

Other writing sections could be practised, for example by having students use the content to help them write an email to a friend who has written to them asking for advice about reducing stress.

If you live in a country where winter days are not short and cold, noting this fact in relation to the text could be a cue in for a discussion about the causes of stress (the text is about dealing with stress once it has become a problem, not an explanation of the causes). Students could make suggestions about what causes stress. There is plenty of scope for speaking practice, in fact, to be developed from this reading text.

3. Exploiting reading material from the internet

The internet is an extremely useful source of material. If you work in circumstances where it is possible to run a class in a computer centre, and have students using the internet together, you can of course access all sorts of sites and incorporate these into your lesson planning. But any teacher with access to the internet can use it to retrieve text which they can exploit for use in their classes. It has the great advantage of being instantly international and up to date.

The text on the previous pages is a more or less random example. Thinking that 'adventure travel' would be a relevant and interesting topic for students preparing for the IGCSE English as a Second Language, the teacher simply types 'adventure travel' into the Google search box. The travel company Exodus was the first on the list, and **Responsible Tourism** was a clickable box along the top of the home page. By highlighting and right-clicking Copy, the teacher was able to take the text that followed and move it into a Word file for use in lessons.

The text includes a wide range of lexical and grammatical language for giving advice and relating to the topics of travel and the environment.

Many uses could be made of this text. It can, of course, be cut down as much as you want if you think it is rather long.

- You might like to cut it into sections, and give different sections to groups, who work on their section and then share their findings with the other groups.
- You could create various practice questions, as in 2 above, for both Reading and Writing tasks.
- You could make up some notes for the students to complete, rather than giving them the text, and then you would read out the text, or parts of it, as Listening practice.
- Groups could practise making summaries of parts of the text. This would involve them engaging closely with the text, and processing the ideas. Thus they would then be well equipped to enter into a discussion, putting forward the recommendations from their part of the text.
- All sorts of direct language work can be carried out with the text, or parts of it. There is a wealth of vocabulary to study, and a range of grammatical structures to consider. Much of the language here used for the function of making recommendations – giving advice and warnings – can be transferred to other situations.
- Because you have copied the text into a word-processing environment, it is easy to create useful exercises, such as gap-fills, by deleting certain words or re-ordering if you jumble up the order in which the sentences appear in one section of the text.
- Students could discuss which recommendations they think are the most important or sensible, etc.
- Students could be given writing exercises based on the ideas in the text.

Responsible Tourism: Your role

As a traveller, we believe that you have as important a role as we do. We believe that we provide a framework for Responsible Tourism but your choices and actions before, during and after your holiday have a considerable part to play.

The following covers some of the issues that we hope you will consider during your travels.

Economic issues

Our aim is to put as much back into the local communities that we visit as possible.

We ask that you:

1. Buy locally made crafts and support local skills. Do not simply buy on price, but on value to you: bargaining for a lower price for both souvenirs and services is often the accepted and expected custom, but don't drive a hard bargain just for the sake of it.
2. Try the local food and specialities. Many rural areas around the world are under threat from a reduction in their agricultural base and by eating locally produced goods you will help the local farmers as well as the local economy.

Local standards of living are usually very different to our own, so we need to realise that our economic power is great and we should not abuse it.

Environmental issues

1. Please never buy products that exploit wildlife or aid the destruction of species or habitats. Do not buy souvenirs made from endangered species, like ivory; doing so will only encourage the trade. For more information please visit the CITES website.
2. Consider what you really need to take with you. Waste disposal systems in many countries are ill equipped to deal with the increased pressures that tourism brings, and a few simple measures can make an enormous difference to the effect you have on your destination. Where possible remove the wrapping of packaged goods before you leave: unwrap soaps and take bottles out of boxes.
3. Pick up your litter as you would at home: bottles, cans, plastic, cigarette butts, apart from being unsightly, can be deadly to wild animals.
4. Environmentally friendly detergents and shampoos for hand and hair washing are widely available. Please take these, and use as little as possible. This will help to keep valuable fresh water supplies, rivers, streams and the sea free from pollution. Make sure you prevent soap polluting someone else's drinking water.
5. Remember that in many places fresh water is a very precious commodity and should not be wasted, so use a minimum for showering and washing.
6. Where any toilet facilities exist, however unsavoury, they should be used. Where they do not, always bury your waste and make sure it is at least 30m from a water source. Your leader will give you appropriate advice on this issue.

7. Although we insist that our guides maintain suitable distances from wildlife, allowing the animal a suitable escape distance, there is always a temptation to get closer. For this reason we recommend that you don't encourage your guide or driver to get closer to the animals than is acceptable and to take the most powerful lens for your camera you can get. Never feed wild animals or attempt to touch them.

Social issues

We hope that those who choose to travel with **Exodus** do so with a genuine desire to enhance their holiday by learning more about the people of the host community.

1. It's quite easy in a small community to appear an arrogant rich foreigner, so be aware of the feelings of other people, and try to avoid giving offence. Learning a little of the local language and customs plus taking note of the dress codes can help reduce these barriers.

2. Please always ask permission before taking pictures of people, ritual events or special places like shrines. If people seem reluctant or look away then please do not take a picture. Be careful not to cause offence through your thoughtlessness.

3. If you are not sure please ask your guide or leader for advice on how to respond to begging and about appropriate gifts. It is usually better, for example, to give school materials or local food treats as a group, through the leader, to the school head or village head. Just handing out sweets encourages children to be a nuisance by begging, and may well ruin their teeth in a place where there is no dental service.

4. Extravagant displays of wealth such as ostentatious jewellery and technological gadgetry can be an incitement to robbery, as well as accentuating the gap between rich and poor, so please think about this when deciding what to take with you.

Responsible tourism is an issue that is important for the tourist, host communities and the environment. It is important to us that the local communities play a fair role in our operations and that we provide a long-term investment in these destinations. It is also important that we contribute to the conservation of the natural environment that is so often the reason for our presence in the destinations.

Above all, responsible tourism is about appreciating that it is the economic, environmental, cultural, social issues of an area that are paramount. It must be remembered that it is important for us all to work towards providing a responsible future that benefits all.

Exodus website: www.exodus.co.uk

4. Exploiting listening material from the internet

There is a wealth of general material of course available over the internet. The BBC website is an excellent gateway to specifically prepared learning materials. You can go to the Learn English site via the BBC World Service pages. There are also many other learning materials based through subjects. Television also provides valuable listening practice.

5. Extending writing practice to speaking

The idea here is that by preparing the ground with controlled writing work, a useful route to fluency work in speaking may be negotiated.

You can give students a worksheet such as this, or adapt it to suit your particular students. You could provide the advertisement(s) for students to comment on, or let your students choose their own as an out-of-class assignment.

Once the students have written their answers and you have checked them (you may wish to input various sorts of language help and focus during that process), they can begin to share their ideas. You could provide them with suggested phrases for such discussions. The discussion could be extended into more generalised areas, concerning the role of advertising in society, for example.

Such a topic would link very well to reading texts about advertising.

6. Extending speaking practice to writing

The idea here is to use speaking activities to generate a flow of ideas, and then to use these to inform controlled writing practice.

Possible topic list:

- My last holiday
- My favourite song or piece of music
- Improvements I would like to see in my city/town/street/country
- Something interesting I've seen recently on TV
- Something I'd like to buy
- A nice present I've received in the last year
- A place I'd really like to visit
- The job I'd like to have in the future
- My opinions about sport
- Sport or art: which is more important?
- My favourite things to eat and drink
- The most important jobs for society
- A famous person I'd like to meet
- Things that make me smile

Note: This list of topics, which should be freely adapted according to the interests of your particular students, is not intended to represent the topics used in the exam; it is simply a list that might generate discussion among students.

How might I use this list of topics?

One approach is to give pairs of students a few topics each. They prepare a few questions for each one, and then use these to interview other pairs.

Another approach is to use the list of topics as prompts. Students work in groups, going round in turn. The topics can be written on small cards, face down. A student turns up a card and has to speak for as long as possible without stopping on that topic. The focus is on keeping talking, not accuracy of language. Points could be awarded like a game according to how many seconds they spoke for.

Once the speaking activities have created a lively atmosphere and generated sufficient language, you may wish to input some language focus to refine or sharpen some of the grammar or lexis the students have been using.

You could then give your students writing exercises to do, along the lines of either of the first two sections of the Writing paper.

7. Lexical and grammatical focus in reading

The same lesson or learning session can move from tightly-focused language work based on a reading text through to discussion activities to practise speaking skills.

Here is an example of a short, accessible text being used as the first step.

Pete Sampras

Pete Sampras is **1 one** of the best tennis players in history. He began **2 playing** tennis when he was seven years old. He found an old tennis racquet in the basement. **3 His** parents couldn't afford lessons so Pete used to spend hours hitting balls **4 against** the basement walls.

Pete's family moved to California. The family was happy about moving to a warm climate and Pete became more **5 and** more involved **6 in** the game of tennis. Soon the family joined a tennis club and **7 it** became clear that Pete was very talented.

Pete is calm and polite **8 under** pressure and he is a great team player. He has an aggressive serve and a competitive style. But he is an easy-going person who is straightforward and sincere.

Pete says, "I'm always **9 on** time. I'm very punctual. It makes me mad when I'm supposed **10 to meet** someone and they're late."

You could delete the bold words and then use the gaps in either of two ways, or a combination of both:

- the gaps can be left as open gaps, and students, working in pairs to increase their ideas and generate speaking practice at the same time, and decide what words are missing;
- alternatively, you could provide two or more possible answers for each gap. In this case, the questions might be:

1 one/that

2 to play/play

3 The/Their

4 for/opposite

5 by/for

6 on/to

7 so/there

8 below/when

9 by/for

10 meet/meeting

You should adapt these according to your students' levels, needs and recent language studied.

Resources

Useful websites

All these sites, except the last, are aimed at both students and teachers. Teachers could spend a little time exploring them, and as well as gaining access to useful resources for themselves, such as lesson plans, could also draw up recommended practice activities for their students.

www.learnenglish.org.uk - this is the comprehensive British Council site

www.bbc.co.uk/worldservice/learningenglish - also comprehensive and of course mostly UK English

www.englishclub.com - lots of ideas, some quite fun

www.eslcafe.com - has everything

a4esl.org - enterprising site, lots of language quizzes

<http://esl.about.com> - worth exploring; lots of listening available

www.soundsofenglish.org/ - excellent for pronunciation

<http://mylanguageexchange.com> - connects you with language partners for practising speaking

Support and training

Training

A programme of INSET courses covering various aspects of the specification and assessment will be arranged by London Examinations on a regular basis. Full details may be obtained from

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Other materials available include

Specification (Publication Code: UG014332)

Specimen papers and mark schemes (Publication Code: UG014342)

Appendix: 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

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. See page xx of this guide for an explanation of how candidates will be penalised for shortcomings in Task achievement.

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.

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.			

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.			

Acknowledgements

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Page 32, Worksheet from Learner Independence Worksheets, Jenny Timmer,
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