IGCSE

English as a Second Language (ESL)

Specification

Edexcel IGCSE in English as a Second Language (ESL) (4ES0)

First examination 2011

Issue 4

This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in English as a Second Language (ESL) is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

The Edexcel IGCSE in English as a Second Language (ESL) is designed primarily as a qualification for either students 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 students at Level B2 of the Council of Europe's Common European Framework.

Students at this level are expected to understand the main ideas of complex text about 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.

Students will be expected to communicate formally and informally in a range of contexts, and will also be expected to understand a wider range of texts, styles and registers than they can produce themselves. The aim of the Edexcel IGCSE in English as a Second Language (ESL) 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 subject aims

The Edexcel IGCSE in English as a Second Language (ESL) enables students to:

- understand a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes

- understand standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts

- 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

- express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies

- 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

- develop an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

About this specification

Key features and benefits of the specification

- 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 in Paper 3.

- Assessment in the June examination series.

- Topics relate to the interests of students using English as a second language for purposes of communication, for example in study and leisure situations.

- Contexts and settings will be those that students are likely to encounter, for example school, the media.

- Culturally sensitive and authentic reading and listening texts used throughout.

- Tests aimed at Level B2 of the Council of Europe's Common European Framework.

Contents

Specification at a glance

The Edexcel IGCSE in English as a Second Language (ESL) qualification comprises two assessments:

- Paper 1 – a written examination paper

- Paper 2 – a written examination paper.

Separately endorsed assessment of spoken English

Students may also be entered for the **optional**, separately assessed and separately endorsed English speaking examination.

This speaking examination, Paper 3, will be awarded separately from Paper 1 and Paper 2 on a grading scale from A* to G.

The grade awarded for this optional assessment will be reported separately on the student's final certificate.

There will be an additional fee for each student entering for this optional paper.

Paper 1: Reading and Writing	**Paper code: 4ES0/01**
• Externally assessed • Availability: June series • First assessment: June 2011	**$66\frac{2}{3}$ % of the total IGCSE marks**

Overview of content

This paper assesses reading and writing skills in separate exercises.

Reading

Passages will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.

- Part 1 – Skimming and scanning skills.

- Part 2 – Read for both gist and detail.

- Part 3 – Read for both gist and detail, follow a line of argument or discussion, identify attitudes and opinions in the text.

Writing

- Part 4 – Factual piece of writing based on own knowledge and interests. The writing can take the form of a report or article.

- Part 5 – Short piece of writing in response to a given situation. The writing can take the form of a letter, fax or email and students may have to both provide information and ask for required information.

- Part 6 – Respond to one or two short texts, approximately 500 words in total, and produce a summary for a given purpose and reader.

Overview of assessment

- This unit is assessed through a 2-hour examination paper, set and marked by Edexcel.

- Single tier of entry.

- The total number of marks available is 100. (Forty marks for reading; 60 marks for writing – adjusted to equal weighting.)

Paper 2: Listening	Paper code: 4ES0/02
• Externally assessed • Availability: June series • First assessment: June 2011	$33\frac{1}{3}$ % of the total IGCSE marks
Overview of content • Part 1 – Listening for detailed information. • Part 2 – Following a discussion or argument; identifying attitude and opinions of speakers; following instructions. • Part 3 – Listening to a complex argument or discussion; understanding the overall message; identifying attitudes and opinion.	
Overview of assessment • This unit is assessed through a 45-minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 30.	

Separately endorsed assessment of spoken English

Paper 3: Speaking (optional)	Paper code: 4ES0/03
• Externally assessed • Availability: June series • First assessment: June 2011	
Overview of content • Part 1 – Introductory interview with student (2-3 minutes). • Part 2 – Student talk (1-minute preparation, plus a talk of 1-2 minutes). • Part 3 – Extended discussion (maximum 5 minutes).	
Overview of assessment • Total assessment approximately 12 minutes. • Recorded interview between student and interlocutor, based on task cards supplied and marked by Edexcel. • Single tier of entry. • The total number of marks available is 20.	

Qualification content

Paper 1: Reading and Writing

Content overview

Below are the Assessment Objectives (AOs) for the Edexcel IGCSE in English as a Second Language (ESL) for both reading and writing.

Students should demonstrate the ability to:

Reading

AO1   understand the overall message of a text

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

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

AO4   follow a line of discussion to its logical conclusion

AO5   identify a writer's viewpoint and attitude, stated and implied

AO6   distinguish between facts, ideas and opinions

Writing

AO7   write messages or letters conveying information for a range of audiences and purposes and covering a range of language functions

AO8   write clear, accurate, well-structured longer texts on a range of subjects and for a range of audiences and purposes

AO9   write in a range of registers to fit the context and the audience

AO10   summarise information provided to them in text form for a given purpose and audience.

Assessment overview

- This unit is assessed through a 2-hour examination paper, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 100. (40 marks for reading; 60 marks for writing – adjusted to equal weighting.)

Detailed content

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

It is important that students write legibly and clearly.

Dictionaries will **not** be allowed into the examination room.

Reading

The aim of the reading test is to assess students' 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.

- Dictionaries will **not** be allowed into the examination room. Spelling in student answers to the reading test is an important part of successful task fulfilment.

- It is important for students to consider all the information presented in the text, including any diagrams, captions, headings and sub-headings.

- The questions will generally follow the order of information presented in the texts, and all required answers will come from the text.

- Students must take note of all the instructions given at the beginning of each task regarding the number of words required to answer the questions. They must not exceed the required number of words/numbers for each answer. 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 words students use in their answers must be taken from the text. They must not paraphrase or reformulate.

The table on the next page gives an indication of text and task types, and the reading skills being tested.

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

Writing

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

- In the writing test students can choose the order in which they attempt the three parts.

- It is important that students write legibly and clearly.

- Space provided for student responses is an indication of how much they need to write. It is important that students achieve the requirements of the task within the word limit indicated at the beginning of each part. Students should keep to the number of words specified at the beginning of each part. They will be penalised for writing significantly less than the indicated number of words or for exceeding the word limit.

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

The table on the next page gives an indication of task type, task focus and the input which will be given to students.

	Task type	Task focus	Input
Part 4	Students 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 article.	Students will be given a context and target reader. They will have to present information in an appropriate format and style which addresses the needs of the task set. Students 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	Students are asked to produce a short piece of writing in response to a given situation. The writing can take the form a letter, fax or email and students may have to both provide information and ask for required information.	Responding to complex situations imaginatively, drawing on own experiences. Students will be expected to write between 100 and 150 words.	This may take the form of one of the following: • letter to respond to • advert or short article • situation or problem to be resolved.
Part 6	Students will need to read one or two short texts, of approximately 500 words in total, 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. Students should write using their own words and phrases as much as possible. The main purpose of this task is to test students' writing ability, not their 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

Content overview

Below are the Assessment Objectives (AOs) for the Edexcel IGCSE in English as a Second Language (ESL) for listening.

Students should demonstrate the ability to:

Listening

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

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

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

AO14   identify a speaker's viewpoint and attitude, stated and implied

AO15   distinguish between facts, ideas and opinions.

Assessment overview

- This unit is assessed through a 45-minute examination paper, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 30.

Detailed content

This paper will consist of three parts, each based around a single recorded text. **Students 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 in an academic context with which students will be familiar. A maximum of three task types may be used with each listening text. Where students are asked to write proper nouns as their answers, these will be spelled out in the recording and correct spelling will be expected in the student response. In all other cases, correct spelling will not be a requirement as long as the student response is comprehensible.

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

	Text type	**Task type**	**Skill being tested**
Part 1	A short monologue giving factual information, eg 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	Students will have to listen to a longer piece of recording which will be in the form of a transactional dialogue where speakers are negotiating meaning.	Note completion Sentence completion Multiple choice Short-answer questions	Following a discussion or an argument Identifying attitude and opinions of speakers Following instructions
Part 3	Students 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

Content overview

Below are the Assessment Objectives (AOs) for the optional speaking assessment of the Edexcel IGCSE in English as a Second Language (ESL).

Students should demonstrate the ability to:

Speaking

AO16   communicate in speech comprehensibly and clearly

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

AO18   use a range of vocabulary, grammar and structures appropriately.

Assessment overview

- Total assessment approximately 12 minutes.
- Recorded interview between student and interlocutor, based on task cards supplied and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 20.

Detailed content

Students may take a speaking test in addition to Papers 1 and 2. Speaking tests will be recorded and the audiotapes/CDs for all students will be sent to Edexcel for external assessment.

Students will be assessed individually.

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

The instructions provided to the interlocutor by Edexcel are precise and the interlocutor is required to follow them exactly when forming questions and presenting tasks, and so on, to the students. *Appendix 2* in the specification gives an example of the instructions for the conduct of the Paper 3: Speaking examination.

The test will be divided into three parts.

Part 1: Introductory interview with student (2–3 minutes)

The interlocutor introduces him/herself and asks the student a set of simple introductory questions. 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 Edexcel.

Part 2: Student talk (1 minute preparation, plus a talk of 1–2 minutes)

The interlocutor gives the student a task card containing a topic, some bullet points to stimulate ideas, and a question relating to the topic. The student is also given some paper and a pen to make notes if they wish.

The student has one minute in which to prepare for the talk, during which they 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 student is then asked to talk about the given topic. The talk should last no more than two minutes.

The student does not need to address all the bullet points, but **they are 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 student into an extended discussion on the presentation topic used in Part 2. The interlocutor will ask questions that start with the more familiar and everyday contexts, and then, with more able students, move on to questions on abstract themes related to the chosen topic.

Assessment arrangements

All speaking tests will be recorded on a date chosen by the centre within a period specified annually by Edexcel. For the June examination series, the speaking tests may be completed at any time from mid-April up to, and including, the date of the written examinations in June.

The tests will be externally marked by Edexcel. All tapes/CDs must be sent directly to the Edexcel examiner.

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

Centres are responsible for providing their own audiotapes/CDs to record the speaking tests. **Tapes/CDs must be clearly labelled using the template in *Appendix 4* of this specification**.

Audiotape/CD cover sheets (which give student details) must be despatched directly to the Edexcel examiner on the day the tests are conducted.

More detailed instructions for the conduct of the speaking test are available in *Appendix 2*.

Reporting of Paper 3

Paper 3 will be graded A* to G, and will be reported separately on the student's certificate.

Centres should note that:

- the speaking test **cannot** be taken as a separate qualification. It can be taken only with the Edexcel IGCSE in English as a Second Language (ESL)

- achievement in the speaking test will not affect the grade awarded on Paper 1 and Paper 2

- a student must achieve at least Grade G on Paper 1 and Paper 2 in order to be awarded a grade for the speaking test

- a student who achieves at least Grade G on Paper 1 and Paper 2, but who is awarded Ungraded on Paper 3, will not have the Paper 3 grade reported

- there will be an additional fee for each student entered for the speaking test.

Assessment criteria — Writing

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

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. Students 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 student's work should be marked on each of the four criteria separately, scoring a mark between 0 and 5 for each. A student's work may therefore 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 students need 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 student response, then the student 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 student 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 15.

Communicative quality

This criterion looks at how successfully the student 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 student 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 student has used the grammar at their command.

Effective organisation

This criterion looks at the way the student 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 student 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. Student 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.	Student 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 student has made no attempt to address the task. What the student has produced is insufficient and cannot be read or marked.			

Assessment criteria — Speaking

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

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 student'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 student's ability to express opinions and information. It also refers to the student'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 student'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 student's accurate and appropriate use of vocabulary to communicate in the speaking test. It also refers to the student'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 student uses during the speaking test.

Assessment criteria: speaking skills assessment grid

Mark	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. Responds well to all questions and frequently takes the initiative to expand on ideas under discussion.	Pronunciation and intonation are consistently comprehensible and clear. Accent in no way impedes communication. Student is able to sustain the conversation with ease and without undue hesitation.	Uses a wide range of vocabulary appropriately, accurately and precisely. Student 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 range of questions and expands on some questions.	Pronunciation and intonation are generally comprehensible and clear. Accent is noticeable but does not impede communication. Student generally responds without undue hesitation.	Uses a relatively wide range of vocabulary, generally used appropriately and accurately. Occasional errors impede communication though generally student 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 rarely expands on ideas under discussion. Student has difficulty with more complex questions. Student needs help to interpret the question.	Pronunciation and intonation are generally accurate though errors may interfere with communication. Accent may impede communication. Student hesitates occasionally.	Student uses an adequate range of structures and vocabulary. Some attempts to use complex language though not always successfully. Student may occasionally lack the resources to maintain interaction.	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 student shows little or no initiative.	Pronunciation and intonation are generally poor and inconsistent, and may impede communication. Accent regularly impedes communication. There are patches of speech which cannot be understood. Student is hesitant.	Range of vocabulary used is limited and repetitive. Student rarely attempts complex language and often lacks the resources to overcome problems.	Generally inaccurate in basic language. Errors impede communication and student 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.	Uses only the most basic vocabulary. Student is unable to overcome problems.	Consistently inaccurate use of structures.
0	Student produces no language worth rewarding.			

Assessment

Assessment summary

Paper 1 is externally assessed through a 2-hour examination paper.

Paper 2 is externally assessed through a 45-minute examination paper.

Paper 3 (optional paper) is externally assessed through an approximately 12-minute recorded interview.

Summary of table of assessment

Students 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	Three 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 give the context and audience for the writing activity. Part 6, summary activity will have a short reading text.	Three tasks with specified context and target reader.
Paper 2	45 minutes	Listening	Three recordings, either monologues or dialogues.	Maximum of three task types per listening text testing a variety of listening skills.

Optional

Paper	Timing	Skill	Format	Tasks
Paper 3	12 minutes	Speaking (optional)	Recorded interview between student and interlocutor.	Three tasks based on prompt material supplied by Edexcel.

Assessment Objectives and weightings

Papers 1 and 2

	% in IGCSE
AO1–AO6: Reading (Paper 1)	$33\frac{1}{3}$%
AO7–AO10: Writing (Paper 1)	$33\frac{1}{3}$%
AO11–AO15: Listening (Paper 2)	$33\frac{1}{3}$%
TOTAL	**100%**

Optional Paper 3

	% in spoken language
AO16–AO18: Speaking	100%
TOTAL	**100%**

Relationship of Assessment Objectives to Papers for IGCSE

Paper number	Assessment Objective			
	AO1–AO6	**AO7–AO10**	**AO11–AO15**	**Total for all AOs**
Paper 1	$33\frac{1}{3}$%	$33\frac{1}{3}$%	0%	$66\frac{2}{3}$%
Paper 2	0%	0%	$33\frac{1}{3}$%	$33\frac{1}{3}$%
Total for IGCSE	$33\frac{1}{3}$%	$33\frac{1}{3}$%	$33\frac{1}{3}$%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's international website: www.edexcel.com/iwantto/pages/int-manual.aspx

Combinations of entry

There are no forbidden combinations.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*

- the forms to submit for requests for access arrangements and special considerations

- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Assessing your students

The first assessment opportunity for Paper 1, Paper 2 and Paper 3 (optional paper) of this qualification will take place in the June 2011 series and in each June series thereafter for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2011	June 2012	June 2013	June 2014
Paper 1: Reading and Writing	✓	✓	✓	✓
Paper 2: Listening	✓	✓	✓	✓
Paper 3: Speaking (optional)	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel IGCSE in English as a Second Language (ESL) will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

* they must be available to anyone who is capable of reaching the required standard

* they must be free from barriers that restrict access and progression

* equal opportunities exist for all students.

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 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).

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 possible without strain for either party (Speaking option only).

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 English is spoken (Speaking option only).

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert.

Ask Edexcel – Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com.

Appendices

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

General

Recordings are sent out in CD ROM format (hereafter referred to as 'CD') or as sound files accessed via a secure download (hereafter referred to as 'MP3 file').

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.

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

Checking of CDs/MP3 files

One CD/MP3 file per 20 candidates will be supplied.

Immediately upon receipt the CDs/MP3 files should be played once on site in secure conditions and then locked away until required for the examination. Under **no** circumstances should any CDs/MP3 files be removed from the centre. If any significant defect is found, the CDs/MP3 files should be locked away. Edexcel should be informed **immediately** so that replacement or additional CDs/MP3 files can be sent out.

No transcript of the CD/MP3 file 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 CD/MP3 file 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.

Invigilators 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 CD/MP3 file

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 CD/MP3 file is started it must not be stopped.

Late arrival – Listening

Candidates arriving late must 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

One CD/MP3 file and player per room.

One combined question and answer booklet per candidate.

If you plan to use more than two rooms please ensure you have enough CDs and remember to request extra CDs in good time. The same consideration will apply to MP3 files.

Appendix 2: Instructions for the conduct of examinations (Paper 3)

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 June examination series. This period is from mid-April 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 numbers 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. Centres that 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 the person is suitably qualified to carry out the examination and is familiar with its demands and format.

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

Structure and timing of tests

The timing of the elements of the speaking test must be adhered to, 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 11-13.

Accommodation

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

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

Materials required for speaking tests

Edexcel will supply the following.

1	An attendance register pre-printed with the names and numbers of all candidates taking the examination.	It is essential that each candidate is accounted for on the attendance register as either absent or present.
2	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other papers or other languages.

The following are supplied in this document.

1	Candidate cover sheet – see *Appendix 3: Candidate cover sheet (Paper 3)*.	One candidate cover sheet completed with centre and candidate details.
2	Cassette/CD insert labels – see *Appendix 4: Cassette/CD insert label (Paper 3)*.	One cassette/CD insert label to be put in each box with centre and candidate details completed.

It is the responsibility of the centre to supply the following.

1	Cassette recorder, CD player and microphone.	Test equipment before use.
2	C60/C90 cassettes or CDs.	All cassettes/CDs and boxes to be numbered and labelled with centre/candidate names and numbers.
3	Paper and pens or pencils for candidates to use in Part 2 of the test.	Each candidate should be given a fresh sheet of paper at the appropriate point.

Conduct of the speaking examination

Summary of procedures

Complete the top part of the candidate cover sheet (Paper 3).

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

Part 1

Part 1 now begins. The interlocutor begins by selecting a topic from the Part 1 cards and asking the candidate the questions on the card. 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.

This part of the test will take no more than three 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 a 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. These questions aim to stretch the candidate in terms of the language they need to use to answer more abstract questions on the given topic. 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 five minutes**.

The interlocutor must not enter any marks or comments in the lower part of the candidate cover sheet (Paper 3). This part is reserved for use by Edexcel.

At the end of the speaking test the recording should be stopped and the interlocutor should check that the test has been recorded. Where necessary, the cassette or CD 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 or CD player 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 switched off at the end

- the centre name and number are announced at the start of every cassette/CD

- the candidate's name and number are announced at the start of each test

- 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 or CD is returned to the correct box after use

- all cassettes are rewound to the beginning before being despatched to the examiner.

Important

The cassette or CD should on no account be stopped during a test. If an emergency makes this unavoidable, a written report should be made immediately to the Qualification Delivery and Award Manager for English as a Second Language at Edexcel. 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

<table>
<tr><th colspan="3">When conducting speaking examinations</th></tr>
<tr><th>At this point</th><th>Record this</th><th>Do this</th></tr>
<tr>
<td>At the start of each new cassette or CD</td>
<td>'This is the Edexcel IGCSE Examination in English as a Second Language' [state examination session], 'Paper 3, Interlocutor _____' [state name]

'Centre name _____' [state centre name].

'Centre number _____' [state centre number].</td>
<td>On the cassette/CD label, write your centre name and number, the language, specification number and interlocutor's name.</td>
</tr>
<tr>
<td>At the start of each candidate's test</td>
<td>'Hello, my name is _____ and I will be interviewing you today. Can you please tell me your name and candidate number.'

[Repeat candidate name and number for clarity.]</td>
<td>On the photocopiable cassette or CD insert write the candidate's name and number.

Make sure candidate cover sheet is complete with the relevant details.

Start the test.

Do not stop or pause the cassette or CD during the recording.</td>
</tr>
<tr>
<td>At the start of Part 1</td>
<td>'In this first part, I would like to ask you some questions about yourself. Let's talk about _____' [state topic for Part 1].</td>
<td>Do not stop or pause the cassette or CD during the recording.

You may use the supplementary questions on the card to elicit the fullest possible responses.

If the candidate's responses are full then you may not need to use all the questions on the task card.

If candidate is not very talkative you may use more than one Part 1 frame.</td>
</tr>
<tr>
<td>At the end of Part 1</td>
<td>'Thank you. That is the end of Part 1.'</td>
<td></td>
</tr>
</table>

When conducting speaking examinations		
At this point	**Record this**	**Do this**
At the start of Part 2	'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.' [*Give the candidate the task card, some blank paper and a pen.*] 'You are going to talk about _____' [*Read the introduction to the task as written on the task card.*] 'You can use some or all of the ideas listed below in your talk but you must answer this question' [*Read the question written on the task card.*] 'You have a minute to prepare. You may begin your talk when you are ready.' [*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.*] 'That is the end of your preparation time. You should begin your talk now.' [*If the candidate's talk does not come to a natural end at the end of the 2-minute allocated time, stop the candidate by saying.*] 'Thank you. You have been speaking for two minutes.' [*In cases where the candidate has not addressed the final question, please make sure that you ask the candidate this question yourself.*]	You must choose a task card which does NOT overlap with the topic you selected for Part 1. The candidate may be unhappy with the given topic. If they ask to change topics then give them a second task card. It is the responsibility of the interlocutor to choose the new topic. 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. 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. 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. 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.
At the end of Part 2	'Thank you. That is the end of Part 2.'	

When conducting speaking examinations		
At this point	**Record this**	**Do this**
At the start of Part 3	'Now I'd like to ask you some more questions about _____' [*Enter topic used in Part 2.*]	Each Part 2 topic is accompanied by a set of questions to be used in Part 3. These questions are generally grouped around three related topic areas and range from the familiar and simple to the complex and abstract. You may choose to explore one or more particular related areas depending on the ability and range of the candidate's responses. You should aim to stretch the candidate and encourage them to use all the linguistic resources they have and achieve their maximum potential.
At the end of Part 3	'Thank you. That is the end of the speaking test.'	
After the last candidate on side A	'End of Side A.'	
After the last candidate on side B of each cassette/CD.	'End of Side B. The tests continue on cassette/CD number _____.' [*State number of next cassette/CD.*]	Wind to the start of side A. Check that all the details on the cassette/CD label are completed. Place the cassette/CD back in the cassette/CD box before you take the next cassette/CD out of its box.

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 candidate the wrong impression of their performance.

You may answer questions that candidates 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 ask for a different task in Part 2, you may choose a different task. It is the responsibility of the interlocutor to choose the new topic. 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 by using the prompt questions on the cards – aim for 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/CDs to the appropriate examiner.

All candidate cover sheets (Paper 3) must contain all the appropriate centre and candidate details – correct candidate numbers are essential.

All the candidate cover sheets (Paper 3) must be arranged **in candidate number order**.

Each cassette/CD must be numbered and the number indicated in the appropriate box on the candidate cover sheet (Paper 3).

Every cassette/CD and cassette/CD box must be numbered and clearly labelled with the centre name and number. Photocopiable cassette/CD inserts are provided (see *Appendix 4*).

Each side of each cassette/CD must indicate the candidate numbers of those 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/CDs, and the completed candidate cover sheets (Paper 3) (see *Appendix 3*) for the speaking test.

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

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

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Appendix 3: Candidate cover sheet (Paper 3)

This sheet should be photocopied as needed.

To be completed by the centre-appointed interlocutor

Centre name	
Centre number	

Candidate name	
Candidate number	

Date of speaking test	...... / .... / 20	**Name of person conducting test (Block capitals)**	**Cassette/ CD number**	**Side (A/B)**

To be completed by the Edexcel examiner

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

GRAND TOTAL (MAXIMUM 20)	Edexcel Examiner	Senior Examiner

Appendix 4: Cassette/CD insert label (Paper 3)

This page should be photocopied as needed.

Complete the required details.

June 20… speaking examination		
4ES0/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		

June 20… speaking examination		
4ES0/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		

June 20… speaking examination		
4ES0/03		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interlocutor:		