

# IGCSE

## English as a Second Language (ESL)

### Teacher's guide

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

First examination 2011

Issue 2

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This guide is Issue 2. 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](http://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 schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

## **About this guide**

This guide is for teachers who are delivering, or planning to deliver, the Edexcel IGCSE in English as a Second Language (ESL) qualification. The guide supports you in delivering the course content and explains how to raise the achievement of your students. The guide:

- expands on the information on examination requirements given in the specification
- explains the related assessment procedures
- suggests teaching approaches
- gives examples of course planning.



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## Why choose this qualification?

The Edexcel IGCSE in English as a Second Language (ESL) incorporates a range of task types, levels and skills. The task types are designed to enable students to demonstrate their abilities in ways which can be assessed sensitively and reliably.

**The mark schemes recognise this spectrum of ability which means that achievement in the tests can be reported across the whole range of grades.**

This qualification offers:

- Single tier covering grades A\* to G.
- Reading and writing skills tested separately in Paper 1.
- Listening tested separately in Paper 2.
- Speaking communication skills assessed and endorsed separately in Paper 3.
- Assessment opportunities in the June examination series.
- Topics relate to the interests of students using English as a second language to communicate, for example in study and leisure situations.
- Contexts and settings will be familiar to students, for example school, the media.
- Authentic reading and listening texts which are culturally sensitive.
- Tests aimed at Level B2 of the Council of Europe's Common European Framework.

Go to [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) for more information about this IGCSE and related resources.

## Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with IGCSE 2009.

### Website

Our dedicated microsite [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) is where you will find the resources and information you need to successfully deliver IGCSE qualifications. To stay ahead of all the latest developments visit the microsite and sign up for our email alerts.

### Ask Edexcel

Ask Edexcel is our free, comprehensive online enquiry service. Use Ask Edexcel to get the answer to your queries about the administration of all Edexcel qualifications. To ask a question please go to [www.edexcel.com/ask](http://www.edexcel.com/ask) and fill out the online form.

### Ask the Expert

This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about IGCSE 2009 and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Visit [www.edexcel.com/asktheexpert](http://www.edexcel.com/asktheexpert) for contact details.

### Regional offices

If you have any queries about the IGCSE 2009 qualifications, or if you are interested in offering other Edexcel qualifications your Regional Development Manager can help you. Go to [www.edexcel.com/international](http://www.edexcel.com/international) for details of our regional offices.

### Head Office – London

If you have a question about IGCSE 2009 and are not sure who you need to ask email us on [IGCSE2009@edexcel.com](mailto:IGCSE2009@edexcel.com) or call our Customer Services Team on +44 (0) 1204770696.

### Training

A programme of professional development and training courses, covering various aspects of the specification and examination is available. Go to [www.edexcel.com](http://www.edexcel.com) for details.



# Section A: Qualification content

## Introduction

Edexcel's IGCSE in English as a Second Language (ESL) (4ES0) has been designed for students who are either obtaining their secondary education through English as a medium of instruction, or who are studying English in order to enhance their educational or employment prospects. It is appropriate for teaching in both schools and colleges.

## Key subject aims

- To develop student understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting their own style and speed of reading to different texts and purposes.
- To enable students to understand standard spoken language, whether live or broadcast, on unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
- To enable students to write clear, well-structured text using an appropriate style, highlighting relevant issues, expanding and supporting their points of view where relevant and showing controlled use of organisational patterns, connectors and cohesive devices.
- To develop students' ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies.
- To develop the skills needed 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.
- To develop an understanding of the nature of language in different cultural contexts in order to build up effective communication skills.

## Assessment

- Edexcel's IGCSE in ESL is aimed at students who are at Level B2 of the Council of Europe's Common European Framework.
- Reading, writing and listening skills are assessed through two examination papers.
- Grades A\* to G.
- Speaking is assessed through a face-to-face interview. The speaking test is optional and endorsed separately.

## Information for Edexcel centres

The Edexcel IGCSE in ESL qualification was first made available in the summer of 2006. It was reviewed in the summer of 2008, but there have been no significant changes. However some minor adjustments have been made to the speaking and writing assessment criteria (see pages 15 and 17 of the specification).

For more information on the content of the examination papers, please refer to the specification and sample assessment materials.

## Section B: Assessment

This section should be read in conjunction with the specification. It is designed to help you understand the Assessment Objectives and assessment criteria. You need to be clear about how the Assessment Objectives are covered in the various task types and, in the case of Writing and Speaking, measured through the assessment criteria. With a single tier of entry, it is important that students know the level of competence and performance expected.

### Assessment overview

The table gives you an overview of the assessment for this course.

We recommend that you make this information available to students so that they are fully prepared and know exactly what to expect in each assessment.

<b>Paper 1</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
Reading and Writing	66 $\frac{2}{3}$ % of the total IGCSE marks	The total number of marks available is 100.  (40 marks for reading; 60 marks for writing – adjusted to equal weighting.)	2 hours	June examination series  First assessment June 2011
<b>Paper 2</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
Listening	33 $\frac{1}{3}$ % of the total IGCSE marks	The total number of marks available is 30.	45 minutes	June examination series  First assessment June 2011
<b>Optional Paper 3</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
Speaking	Separately endorsed	The total number of marks available is 20.	Approximately 12 minutes	June examination series  First assessment June 2011

## 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 $\frac{1}{3}$ %
<b>TOTAL</b>		<b>100%</b>

### Optional Paper 3

		% in spoken language
AO16-AO18:	Speaking	100%
<b>TOTAL</b>		<b>100%</b>

## Assessment summary

Paper 1	Description	Knowledge and skills
Reading and Writing	<p><b>Reading – Section 1</b></p> <p>Text types could include a collection of short texts (for example advertisements), timetables and leaflets (for example giving advice).</p> <p>Task types include multiple matching, multiple-choice and short-answer questions.</p> <p>Skimming and scanning skills are tested.</p> <p><b>Reading – Section 2</b></p> <p>Students are required to read longer pieces of text such as articles.</p> <p>Task types include multiple-choice, short-answer questions, Yes/No/Not Given or True/False/Not Given questions, notes completion and sentence completion.</p> <p>Students read for both gist and detail.</p>	<p><b>Reading</b></p> <p><b>AO1 understand the overall message of a text</b></p> <p>This AO concerns focus. Students need to be able to grasp the writer’s main or basic message, for example from a text that is conveying information, giving advice, providing an amusing account of past events. This means that students need to be able to identify the main points, and not become confused or sidetracked by less important points.</p> <p><b>AO2 understand in detail a range of texts, identifying finer points of detail</b></p> <p>This AO concerns close focus. Students need to identify points of fact and illustration accurately, and show that they can see small but salient differences between things. They need to be able to do this in relation to a variety of text types.</p>

Paper 1	Description	Knowledge and skills
	<p><b>Reading – Section 3</b></p> <p>Students are required to read a long piece of text or prose such as a report or article. Texts could come from an academic source but will be of general interest.</p> <p>Task types include multiple-choice, short-answer questions, Yes/No/Not Given or True/False/Not Given questions, notes completion, sentence completion and diagram completion.</p> <p>Students read for both gist and detail. They need to be able to follow a line of argument or discussion and to identify attitudes and opinions expressed in the text.</p>	<p><b>AO3 scan a range of texts in order to locate relevant details</b></p> <p>This AO reflects the widespread use of scanning in real life, for example choosing television programmes or films from listings, suitable accommodation from brochures, or deciding which talks to attend at a conference. Students need to be able to see and understand paraphrasing so that they can match aspects 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.</p> <p><b>AO4 follow a line of discussion to its logical conclusion</b></p> <p>This AO concerns the development of ideas. Students need to be able to see how one part or step of an argument or idea follows on from the previous one. To do this, students need to know the linguistic devices that writers use to bind their ideas together causally and sequentially.</p> <p><b>AO5 identify a writer’s viewpoint and attitude, stated and implied</b></p> <p>This AO concerns the student’s ability to identify the writer’s underlying message from the way information is presented in the text. For example understanding that when the writer says ‘a parcel didn’t arrive for three days’, the writer thinks this is too slow. The student’s ability to identify the writer’s mood and attitude is assessed here. Sometimes the writer’s viewpoint is openly stated; sometimes the student needs to ‘read between the lines’.</p> <p><b>AO6 distinguish between facts, ideas and opinions</b></p> <p>This AO concerns evaluation. Students need to be able to interpret and analyse information with which they are presented. Many texts do not present facts and attitudes side by side for comparison. The reader has to identify what characterises a text – the reporting of undisputed fact, or the proposing of hypothetical situations. This often relates to why the writer produced the text – to persuade, to inform, to warn, etc.</p>

Paper 1	Description	Knowledge and skills
	<p><b>Writing – Section 4</b></p> <p>Students are asked to produce a factual piece of writing, which can be a report or an article. They will be given a short description of a situation which sets out the context and outlines what they should include in their response.</p> <p>Students will be given a context and a target reader. They will have to present information in an appropriate format and style which addresses the needs of the task. Students will be expected to write between 100 and 150 words for this task.</p> <p><b>Writing – Section 5</b></p> <p>Students are asked to produce a short piece of writing in response to a given situation. This can be a letter, fax or email and students may need to provide and ask for required information. They may be asked to respond to a letter, an advert or a short article.</p> <p>Students will need to respond imaginatively to these situations, drawing on their own experiences. Students will be expected to write between 100 and 150 words.</p> <p><b>Writing – Section 6</b></p> <p>Students will need to read one or two short texts of approximately 500 words and, from their reading, produce a summary of between 100 and 150 words for a given purpose and reader. The 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.</p> <p>Students will be expected to produce a semi-formal text using their own words and phrases as much as possible. The main purpose of this task is not to test students' reading ability.</p>	<p><b>Writing</b></p> <p><b>AO7 write messages or letters conveying information for a range of audiences and purposes and covering a range of language functions</b></p> <p>This AO concerns the ability to respond to a situation by presenting pieces of information together in a format relevant to the requirements of the reader and the context. Students need to produce written texts which respond to the various requirements of the rubric and input for each task.</p> <p><b>AO8 write clear, accurate, well-structured longer texts on a range of subjects and for a range of audiences and purposes</b></p> <p>This AO concerns the ability to produce longer responses to a variety of situations and topics. Students need to be able to bring together a range of linguistic resources into a coherent and cohesive text.</p> <p><b>AO9 write in a range of registers to fit the context and the audience</b></p> <p>This AO concerns the appropriateness of the tone and style adopted. Students need to be able to distinguish whether a situation is formal, neutral or informal, and to use linguistic features to form a suitable response. For example, students need to recognise that writing a letter to a potential employer is a formal activity and requires an appropriate formal letter.</p> <p><b>AO10 summarise information provided to them in text form for a given purpose and audience</b></p> <p>This AO concerns identifying and condensing important information within a text. Students need to be able to pick out the facts that represent the main message of a text and then reproduce them in their own words. Students need to use linguistic resources to support consistent and concise writing. The written text they produce should be complete, with a beginning and an end.</p>

Paper 2	Description	Knowledge and skills
Listening	<p><b>Section 1</b></p> <p>Students will listen to a short monologue giving factual information, for example public announcements, radio reports, telephone messages or pre-recorded information. Students will be expected to listen for detailed information.</p> <p>Task types include note completion, table completion, form completion, sentence completion and multiple-choice questions.</p> <p><b>Section 2</b></p> <p>Students will listen to a longer recording which will be in the form of a transactional dialogue where speakers are participating in negotiating meaning. They may have to follow a discussion or an argument, identify the attitudes and opinions of the speakers or follow instructions.</p> <p>Task types include note and sentence completion, multiple-choice and short-answer questions.</p> <p><b>Section 3</b></p> <p>Students will listen to a longer 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. They may have to listen to a complex argument or discussion, and will need to understand the overall message as well as identify attitudes and opinion.</p> <p>Task types include note and sentence completion, chart or table completion, short-answer or multiple-choice questions.</p>	<p><b>AO11 understand spoken English, spoken at normal speed, likely to be encountered in social, educational or employment contexts</b></p> <p>This AO concerns the ability to follow and process information in a range of everyday situations. The English involved will contain features of spoken language, such as hesitation and turn-taking.</p> <p><b>AO12 understand a wide range of recorded material and identify essential and finer points of detail</b></p> <p>This AO concerns coping with many different kinds of listening, such as recorded information lines, radio interviews, informal conversations. Students need to be able to recognise the context of the listening extracts so that they can concentrate on understanding the content.</p> <p><b>AO13 understand a conversation between two or more speakers where information is being negotiated and exchanged</b></p> <p>This AO concerns the ability to deal with collaborative or conflictive discussion between speakers. Students need to be able to determine when and how ideas and information are being confirmed, rejected or modified across speakers' turns in conversation.</p> <p><b>AO14 identify a speaker's viewpoint and attitude, stated and implied</b></p> <p>This AO concerns perceiving what a speaker means by what they say. While very similar to AO5, it requires 'live' processing, at the speed at which the speaker speaks.</p> <p><b>AO15 distinguish between facts, ideas and opinions</b></p> <p>This AO concerns a thorough understanding of the speaker's purpose and the context. While very similar to AO6, it requires 'live' processing, at the speed at which the speaker speaks.</p>

Optional Paper 3	Description	Knowledge and skills
Speaking	<p><b>Part 1: Introductory interview (2-3 minutes)</b></p> <p>The interlocutor introduces themselves and asks the student a set of simple introductory questions. These questions are based on a familiar topic, such as home or leisure, and the interlocutor works from a set of prompt questions provided by Edexcel to guide the conversation.</p> <p><b>Part 2: Student talk (1 minute preparation, plus 1-2-minute talk)</b></p> <p>The interlocutor gives the student a task card provided by Edexcel 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.</p> <p>The student has one minute 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 by the centre. They are not assessed.</p> <p>The student is then asked to talk, for no more than two minutes, about the given topic. The student does not need to address all the bullet points <b>but they are expected to address the specific question on the task card in the allotted time.</b></p> <p><b>Part 3: Extended discussion (maximum 5 minutes)</b></p> <p>The interlocutor will lead the student into an extended discussion on the topic used in Part 2. The interlocutor will have a set of questions provided by Edexcel from which to choose questions ranging from the concrete and familiar to the more complex and abstract. The interlocutor should start with more familiar and everyday contexts, and give more-able students the opportunity to address more abstract issues arising from the chosen topic.</p>	<p><b>AO16 communicate in speech comprehensibly and clearly</b></p> <p>This AO concerns communicative ability, content, pronunciation and fluency.</p> <p><b>AO17 show the ability to cope with a range of topics at different levels of complexity</b></p> <p>This AO concerns communicative ability and content, and to some extent lexical accuracy and range and grammatical accuracy and range.</p> <p><b>AO18 use a range of vocabulary, grammar and structures appropriately</b></p> <p>This AO concerns lexical accuracy and range and also grammatical accuracy and range.</p>

Each set of Assessment Objectives is assessed entirely within that paper. There is some overlap of activity, for example students will need to read questions and prompts in the Listening paper, but marks are awarded only for performance in relation to the Assessment Objectives for that specific task.



## Examination questions

The comments below are an indication of how each task type may be used for assessment. They are not exhaustive or prescriptive.

Please refer to the sample assessment materials for example examination papers.

### Paper 1

#### Reading: Sections 1 to 3

##### Multiple matching

Students could be asked to match a list of people's requirements to advertised services, or to match a list of pieces of information to paragraphs in a longer text. It is likely that the language used in the list will paraphrase the language used in the texts. The list may contain the same number of, 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

Depending on the text and level, students may be asked which option is the correct answer to a factual or interpretative question, or which best fills a gap in a sentence. 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 – the number of options will always be the same within a particular task. All options will appear plausible, but only one will be correct.

##### Yes/No, True/False/Not given

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

##### Short-answer questions

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

### **Notes completion, sentence completion**

Students 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 – the number may be specified in the rubric. The answers are words in the text and students copy the words unchanged. Extra words will not be penalised, nor will spelling errors. The prompts will contain sufficient grammatical cues so that it is clear what part of speech is required in the gaps. The notes or sentences to be completed will paraphrase information in the text. Again, students should avoid copying whole sentences from the text.

### **Diagram completion**

Students need to write their answers out in words for this task type. This is a visual note completion task, with students taking words from the text to label a diagram or other graphic. The visual input is always 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, a process or a set of data described in the text.

Please note, the responses to the reading questions can be found in the texts. Students will **not** be expected to formulate answers based on what they have read. However, they will need to make sure that their selected responses meet the question requirements grammatically and are spelt correctly. This is particularly important in sentence or notes completion tasks. Students must also ensure that their responses fit the number of words required as stated in the instructions for each task.

For further information on acceptable student responses, please go to [www.edexcel.com/international](http://www.edexcel.com/international) and refer to the Examiners' Report booklets.

## **Writing: Sections 4 to 6**

### **Section 4: Report or article**

Students are required to respond to a set of explicit instructions when producing their text. They are given outline content, the nature of the text (for example where it will appear, who will read it), the approximate length, and so on. These aspects of writing form part of the assessment. Students will always be able to make use of their own experience and knowledge, or invent relevant material.

### **Section 5: Correspondence: letter, fax or email**

Students are required to respond appropriately. The task provides an input (description of a situation, a letter or a published text to which to respond). Relevance forms part of the assessment. The input will always be accessible to students.

### **Section 6: Summary**

Students are required to produce a semi-formal text by condensing a longer input text. It is explicit within the instructions for the task that language needs to be concise. Linguistic control forms part of the assessment. Students are told the purpose of the text they produce.

For information on the Writing assessment criteria please refer to *Appendix 1*.

For further information on acceptable student responses, please go to the Edexcel website at [www.edexcel.com/international](http://www.edexcel.com/international) and refer to the Examiners' Report booklets.

## Paper 2

### Listening: Sections 1 to 3

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

#### **Multiple choice**

Depending on the level and complexity of the recording, students are asked which option is the correct answer to a factual or interpretative question, or which best fills a gap in a sentence. Questions can range in complexity 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 students to be clear about which speaker the question refers to. The recordings will avoid having two men or two women in conversation.

#### **Short-answer questions**

Students need to write their answers out in words for this task type, which is usually used for direct, factual information. The answers are all words heard in the recording, and students 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**

Students 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 answers are all words heard in the recording, and students 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**

Students need to write their answers out in words for this task type. This task type is similar to notes or sentence completion. Each question is presented differently, according to the context and to facilitate real-life tasks. The answers are all words heard in the recording, and students 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.

## Paper 3

### Speaking

#### **Introductory interview**

Students are 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 are not extended utterances. Students will be familiar with the topics.

#### **Student talk**

Students are required to give a single, uninterrupted talk of at least one minute. The topic card given to the student by the interlocutor sets out the situation. The content of the talk will come from the student's own experience, knowledge or ideas. Students are given time to prepare and they can make notes. The assessment includes an evaluation of how the talk was organised, etc. Any notes are destroyed after the test and are not assessed.

#### **Extended discussion**

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

For information on the Speaking assessment criteria please refer to Appendix 1.

### Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the standardisation of examiners process the mark scheme is updated and expanded to cover unexpected, correct student responses.

## Section C: Planning and teaching

### Course planner

This guide does not recommend or suggest a course structure. There are several reasons for this.

- This IGCSE is studied for different reasons, and in different contexts. These differences will affect how the course is prepared.
- In some settings, this IGCSE will be taken alongside other IGCSEs, in effect taking the place of a first language IGCSE in English. It will be timetabled like any other subject.
- In other settings, this IGCSE will be taken by some students only and will be timetabled as an extra or optional subject.
- There is considerable variation in the possible pattern of entry. This IGCSE may be taught as a one- or two-year course. It could be the only IGCSE taken by all students, some students or one student in a centre, before or after other courses and/or qualifications. Students could also be independent, using the IGCSE as a UK university entry requirement and preparing themselves for the exam.

In whatever circumstances this IGCSE is taken, there is the issue of level. While there is a single tier of entry, it is likely that each centre will have its own level of expectation regarding student grades. Course design will be influenced by targeted grades.

A reasonable starting point for course design 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 of the activities that students will need to carry out to succeed 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 Assessment Objectives. In a course with a total of 72 hours, an average of four hours per Assessment Objective could be allocated, but an effective programme of homework or self-study work would also need to be incorporated.

Students will need to become familiar with a wide range of texts (written and recorded) and communicative situations in order to develop the necessary skills. You can select authentic material and design situations to suit your students' needs. Course books or textbooks can also be used.

In most situations, it is unlikely that teaching staff responsible for this IGCSE would work in isolation. It would be useful to evaluate how the Assessment Objectives are or can be addressed through other subject activities. If the amount of class time specifically dedicated to English as a Second Language is limited, work from other subjects may be incorporated.

## Approaches to teaching

Courses need to address all the Assessment Objectives effectively. Class and self-study activities, if well designed, can provide development towards more than one Assessment 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 (for example 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:

- a thorough understanding of the text in full (AO2)
- the 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).

As this is taking place through discussion, the activity will also help to develop AO14 and AO15 in Listening, and all the AOs for Speaking. The groups could produce presentations based on what they have read and discussed, and then present these to the whole class. You can consider the presentations in terms of accuracy and then set an activity so that students can analyse and correct their material.

This sequence of activities would address a significant proportion of the Assessment Objectives. It may (as previously suggested) also be feasible to link this to work with other subject areas.

Student awareness of their own strengths and needs, and of their effectiveness in making progress, is likely to influence their development of the skills required for this IGCSE. You may wish to draw up checklists or study diaries in which students record their activities and progress. The Assessment Objectives can be used as the basis for a series of 'can-do' statements and students encouraged to see themselves as working towards their successful completion.

Diaries or similar records will help you to be aware of any relevant language practice that students are engaging in outside the classroom. For example, if students are spending time listening to music with English lyrics, or looking at websites, this is a potential learning resource for you to access.

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

## Teaching ideas

This section gives suggestions for preparing students for the Edexcel IGCSE in English as a Second Language (ESL) qualification.

These suggestions are open and flexible so that you can adapt them according to your particular teaching situations. They are not lesson plans, but offer 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 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' needs.

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

You could then build on this to incorporate more evaluative work. You could look at some sample reviews or other opinion-based pieces of writing and then ask students to write reviews or discursive texts based on the texts they used to complete the worksheets.

The worksheet 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 first line of the text. Write here what you think the text will be about.

*I think this text is going to be about*

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- Read through the text 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*

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- Read the text 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.**

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## 2. Extending to further practice activities

The text presented here is a random example; it is reasonably accessible and a convenient length. This type of text can be 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.

This text could be used in a variety of ways. There are opportunities for lexical work. Students could match a list of words or phrases to their equivalents in the text; for example, 'occasional' to 'now and again', 'tense' to 'fraught'.

Students can practice several Reading task types. You could give students a sample of several types together, as in the examples below.

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 with 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’).

The text on page 20 could also be used as the basis for a summary writing exercise. To involve speaking and negotiating, you could give different groups different sections of the whole text for them to summarise before re-assembling the complete text and summary. This could be done progressively; for example the text must be reduced to half its length and then to half the length again.

Other writing skills could be practised, for example students could use the content of the text to help them write an email to a friend who has asked 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 for a discussion on the causes of stress (the text is about dealing with stress once it has become a problem, it is not an explanation of the causes). Students could make suggestions about what causes stress. There is plenty of scope for speaking practice to be developed from this reading text.

### 3. Using reading material from the internet

The internet is an extremely useful source of material. If you work in circumstances where it is possible to teach a class in a computer centre, and have students using the internet together, you can access a wide range of sites and incorporate these into your lesson planning. If you have access to the internet you can use it to retrieve text for use in class.

The text on page 20 is a random example. ‘Adventure travel’ could be a relevant and interesting topic for students. Type ‘adventure travel’ into a search engine and the travel company Exodus is near the top of the list. On their home page is a clickable box **Responsible Tourism**. By highlighting this and right-clicking Copy, you can take the text and move it into a Word file to use in lessons.

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

You can use this text in a variety of ways. You can cut it down if you think it is too long.

- You might like to cut the text into sections and give different sections to different 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 students to complete, rather than giving them the text, and then read out the text, or parts of it, as Listening practice.
- Groups could practise summarising parts of the text. This would involve them engaging closely with the text and processing ideas. They would then be well equipped to enter into a discussion, putting forward the recommendations from their part of the text.
- A range 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 is used to make recommendations – giving advice and warnings – and can be transferred to other situations.
- As the text is copied into a Word format, it is easy to create useful exercises, such as gap fills, by deleting or re-ordering certain words.
- 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 30 m 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](http://www.exodus.co.uk)

#### **4. Using listening material from the internet**

There is a wealth of general material available on the internet. The BBC website has excellent, specifically prepared learning materials. You can go to the Learn English site via the BBC World Service pages. There are also many other subject-based learning materials. Television provides valuable listening practice.

#### **5. Extending writing practice to speaking**

Preparing the ground with controlled writing work can provide a useful route to fluency work in speaking.

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

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

This would link well to reading texts about advertising.

## ADVERTISEMENTS

Watch an advertisement on television, or find one in a magazine, and analyse it using the questions below. Give reasons for your answers.

- ~ Who do you think it is aimed at? (age, social class, male/female)
  
- ~ Is it trying to create a new market, or increase a market share?
  
- ~ What values or connotations does it attempt to invest the product with?
  
- ~ What needs or desires does it appeal to? Or is it trying to *create* a need or desire?
  
- ~ Is the visual aspect eye-catching, unusual or memorable?
  
- ~ Does the advertisement contain any stereotypes? What do you think about the choice of actors/people?
  
- ~ Is there a slogan? If so, is it memorable? Does it make use of any puns?

Worksheet from Learner Independence Worksheets, Jenny Timmer,  
published 1997 by IATEFL, ISBN 1901095258



## 6. Extending speaking practice to writing

The idea is to use speaking activities to generate a flow of ideas, and then to use these ideas 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 can be adapted according to the interests of your particular students, does not represent the topics used in the exam. It is simply a list that might generate discussion among students.

### How can I use this list of topics?

One approach is to give pairs of students a few topics each. They prepare a few questions on each topic, 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, which are placed face down. A student turns over 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 according to how many seconds they spoke for.

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

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

## 7. Lexical and grammatical focus in reading

The same lesson can move from tightly-focused language work based on a reading text through to discussion activities and practising speaking skills.

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

### 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 words in bold and then use the gaps in either of two ways, or a combination of both.

- The gaps can be left open and students, working in pairs to increase their ideas and generate speaking practice at the same time, decide which words are missing.
- Alternatively, you could give 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.

# Appendices

Appendix 1: Notes on assessment and the assessment criteria

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## Appendix 1: Notes on assessment and the assessment criteria

While Reading and Listening are assessed through specific mark schemes, Writing and Speaking are assessed using generic mark grids (see pages 15 and 17 of the specification). In addition, there are task-specific mark schemes for each Writing task.

### Writing: general points

#### The question and answer booklet

Students are given a question and answer booklet and must write their answers in the space provided, which is an approximation of the space required. Some students will produce answers at the ‘ends’ of the specified word range, and handwriting styles and sizes will vary. However, examiners must be able to see clearly where the answer is.

Preparatory notes and other rough work should be carefully crossed out. Students should not scribble all over their rough work. If a student 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 final version can cause problems with timing. It is probably better if students make notes to work from.

#### Word count

The word counts are wide and generous, and reflect the requirements of the different tasks. Students who write below the minimum word count will omit essential content material, while those going over the limit will include irrelevant material which 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 student’s word count is below the minimum limit, there will not be a sufficient sample to make a proper assessment. Task-specific content points are likely to be missing, and the student will be penalised under *Task achievement*. If a student writes too much they too will be penalised under *Task achievement*. See *Task achievement* on page 32 for further details.

You should encourage students to understand why there are word limits. Students should be guided to appreciate that the word limits indicate the size and direction of the message they need to communicate.

Students should not spend time meticulously counting each and every word. This effort would be better applied to checking for errors. Examiners are sometimes frustrated with answers that contain a running word count but have basic mistakes of spelling or elementary grammar. You should encourage students to have a sense of how much writing each range represents, so they will know roughly what they will need to write in the exam, say, 12 lines to be in the middle of the range.

#### Paper 1 Part 6: the summary

For the summary task students need to use their own words and phrases. This is to encourage them to demonstrate their knowledge and control of language by giving answers that examiners can credit according to the assessment criteria. If students just copy out parts of the source text, it is difficult to know the student’s level of language skills. Credit cannot be given for complete sentences, or other sizeable chunks, ‘lifted’ directly from the source text. At the same time, students 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. If, in order to shorten a text and re-present it to a certain audience, you simply deleted some parts and left others intact, you would have made it shorter but would not have considered any of the elements that make up texts and hold them together. However, if you kept the basic terminology, deleted irrelevant or less important parts and then re-phrased the remaining information into concise language, you would be a good editor and skilled communicator.

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

### **Task achievement**

Each writing task has a task-specific mark scheme, which examiners use to assess answers and check that students have fulfilled the requirements. The task-specific mark scheme will usually include about five task-specific requirements.

Failure to complete the task as described in the task-specific mark scheme is penalised for all writing tasks under *communicative quality*, one of the four assessment criteria for writing. In some cases, a severe lack of achievement will also affect the criterion *effective organisation*.

Student 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 out of 5 marks will be awarded under communicative quality if one task-specific requirement has not been addressed.
- No more than 3 out of 5 marks will be awarded under communicative quality if two or more task-specific requirements have not been addressed.
- No more than 4 out of 5 marks will be awarded under communicative quality if the response contains irrelevant information or if the student has exceeded the word limit.
- Where material has been lifted straight from the text, it will not be credited: in other words, the answer will be assessed without it.
- If a student writes an essay rather than a letter for example, this 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 student performance.
- Generally speaking, if a student 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 student 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

Writing skills will be assessed according to the assessment grid on page 15 of the specification. This assessment grid is solely for information and guidance for teachers to use 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.

The student's work should be marked on each of the four criteria separately, scoring a mark between 0 and 5 for each. The examiner may read a student's work several times before giving a final mark, which will be an aggregate of all four marks.

The task-specific mark scheme will identify those content points which students need to include in order to fulfil the requirements of the task. If any specified content points are missing from the student response, then the student will be penalised. See page 32 for an explanation of how students 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 student 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

For this criterion, examiners will take account of how well the student's text succeeds in communicating the core message of the task. As well as the general descriptors set out in the assessment grid in the specification, each writing task will be assessed according to a task-specific mark scheme which will define the content points needed to complete the task successfully. These content points should be clear if students read and work through the task carefully. For the summary task (Paper 1: Part 6), the content points will be central points of information contained within the source text.

See **Task achievement** on page 32 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. Students will need to be made aware of 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 students 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 incorrectly spelled or misused, it may be an effort for the reader to read the answer and this will reduce the mark that the examiner can award. Some credit can be given where the student shows signs of ambition, such as trying to use a certain idiom or lower frequency word, but not managing to be 100 per cent correct.

## 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 forming more complex sentences, where appropriate, but not where the word order, for example, has become so confused that it is hard for the reader to establish 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 is flawed at an elementary level: ‘Yesterday I going cinema.’ The next sentence, which is perhaps suffering from first language interference, contains basic errors and requires considerable effort on the part of the reader: ‘Oranges like me too much.’

Students need to write their answers in full sentences. Using bullet points, or similar devices, to aid layout does not affect this requirement. If a student uses bullet points to enhance the layout 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 a lack of structure control. The use of capital letters is part of punctuation. Students should note that answers written entirely in capital letters will mean that the examiner cannot see where capital letters have been correctly placed.

**Note:** Teachers are sometimes uncertain about the distinction between lexis and grammar. 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. 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, 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 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 included in the use of pronouns following nouns etc, will also be considered by examiners under lexical and grammatical accuracy. This will be the case where accuracy is relevant only to the structure of an individual sentence. The criterion of *effective organisation* involves checking these features across sentences. Two sentences that are entirely correct when taken separately may not work correctly in conjunction.

*Effective organisation* is also concerned with devices such as conjunctions that link a sequence of sentences together effectively and help the reader follow the text. Examiners will credit phrases such as ‘the next thing that happened/I should like to mention is’, ‘with the result that’, ‘and that is why’, ‘in contrast’, etc. You may prefer to term some of these as ‘discourse markers’ – what matters is that students use features of language to bind their answers together effectively.

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 contain two or three main areas that the summary should include. It is likely that a well-organised summary would use paragraphing to reflect these areas, and credit will be given for this.



## Speaking

Speaking skills will be assessed according to the assessment grid on page 17 of the specification. This assessment grid is solely for teacher information and guidance. All components 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.

**Note:** All Speaking tasks are recorded on cassette or CD and sent to Edexcel for marking. ‘The examiner’ is therefore the person who listens to the tape and assesses the student; it is not the person conducting the interview. The interviewer, or interlocutor, conducts the test, and needs to be able to understand the student without strain in order to hold a meaningful conversation.

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

It is under this criterion that the examiner will be most concerned with the content of student responses, and their relevance to the question being asked. There is, of course, no right or wrong in terms of the student’s ideas, opinions or experiences, but the effectiveness of communication is influenced by how speakers frame or present what they say. Students are expected to expand their responses beyond one-word answers. If they just say ‘yes’ or ‘no’ in response to the interviewer’s questions, they are not being very communicative. It should also be clear to the examiner whether the student is telling them a fact or making a judgement, expressing an opinion, etc. In a discussion about pollution, for example, if the student says that 3000 people drive to work every day in their town, it must be clear whether the student 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, they are not assessed discretely; examiners focus on the way pronunciation facilitates or hinders the fluency of the student’s speech. What matters is that the student can be understood without undue effort on the part of the listener. No judgement is made about the accent a student 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 in order to follow what the student says. Similarly, if a student 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 students to produce features of spoken language, including false starts to sentences, some hesitation while thoughts are ordered, self-correction, etc. However, a student who hesitates extensively throughout the interview, struggling to pronounce various words, will put 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**

Many of the comments made under the *lexical accuracy and range* and *grammatical accuracy and range* (previous pages), and also the note that follows them, are relevant here.

There are additional demands made on the student in the Speaking exam and awareness of these influences examiners in their assessment. Students have to take in what the interviewer says, not what they read at their own speed. Listening and speaking cannot be separated but, since listening is assessed in its own right, examiners are not looking here to judge how well a student understands the questions. Also, compared to their use of lexis in the Writing paper, in the Speaking test students have to access and process words and phrases from their lexical resource 'live' in the presence of an interviewer who they may not know. 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 are relevant here, and also the proviso that the aural/oral situation influences student performance and examiner assessment.

The questions the interviewer asks the student, and the prompt card provided in Section 2, will, together, give students the opportunity to use a wide range of verb tenses and structures. Students have ample opportunity to demonstrate their knowledge.

Examiners will give credit for evidence of range and complexity in the forming of utterances, and for ambition in trying 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.

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