

IGCSE

London Examinations IGCSE

English as a Second Language (ESL) (4357)

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Specimen Papers and Mark Schemes

London Examinations IGCSE

English as a Second Language (ESL) (4357)

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Centre No.					
Candidate No.					

Paper Reference					
4	3	5	7	/	01

Surname	Initial(s)
Signature	

Paper Reference(s)
4357/01

London Examinations IGCSE

English as a Second Language

Paper 1: Reading and Writing

Specimen Paper

Time: 2 hours

Examiner's use only

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Team Leader's use only

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Part	Leave Blank
1	
2	
3	
4	
5	
6	
Total	

Materials required for examination

None

Items included with question papers

None

Instructions to Candidates

In the boxes above, write your centre number and candidate number, your surname, initial(s) and signature.

The paper reference is shown at the top of this page. Check that you have the correct question paper.

Answer **ALL** the questions in the spaces provided in this question paper.

Dictionaries may **not** be used in this examination.

Information for Candidates

There are 14 pages in this question paper. All blank pages are indicated.

The total mark for this paper is **100**.

The marks for each question are given at the end of each question.

Advice to Candidates

Write your answers clearly and neatly.

Specimen

Part 1

You have just moved to a new area. You look through a local newspaper and find the following advertisements.

Read the advertisements below and answer the questions on page 3.

Local Services		
<p>A. Painting and Decorating Interior and exterior, all wallpapers, all paint finishes. Free advice on design and colour choice. Fully qualified Call 674938</p>	<p>B. Executive cars Immediate and forward bookings taken, friendly drivers and reliable service, both local and long distance runs no problem. Tel: 984367</p>	<p>C. The Garden centre Need help with your garden? Need advice on plants and trees? Garden maintenance a speciality. Call: 985437</p>
<p>D. PEST CONTROL Insects causing you a headache? Bees and wasps buzzing around your garden? All pests tackled in the house or in the garden. Established for 30 years Freephone 0800 563897</p>	<p>E. Parker brothers Garden designers. Water features, planting schemes and plant selection. Available 7 days a week Mobile: 077804837263</p>	<p>F. Weybridge Removals Family run firm, local and countrywide removal. Fully insured. We sell packing materials – boxes and cases supplied. Tel: 6748376</p>
<p>G. Electrical Service Specialists in electrical appliances. 24 hour emergency service available. Tel: 07746 345987</p>	<p>H. C. J. Painters Local company, 25 years' experience. All aspects of decorating including carpentry and wood work, tiling, kitchens and bathrooms. Free quote available Call 987432</p>	<p>I. Cleanright Profession cleaners for all your domestic cleaning needs. Carpets, curtains, & windows Regular home visits available. Call us on 01932 683947</p>
<p>J. Flowers Direct Same day delivery. Creative arrangements and secure online ordering. flowersdirect@supercat.com</p>	<p>K. Professional carpet cleaners General and spring cleaning. Specialist fabric treatment. Free quotation available. 0208 456 731</p>	<p>L. BE SAFE BE SURE Electrical maintenance and repairs, domestic and commercial. Fault finding, fire alarms, extra sockets, appliance testing. Qualified and experienced electricians. Call: 01983 257463</p>
<p>M. Masons pest patrol Fully trained and highly experienced specialists in bird control. Emergency call out Call:Weybridge 937856</p>	<p>N. Sheldons Removal and storage. Packing service available. Home and overseas removals. For a quote call on 0800 4738956</p>	<p>O. Flower Market Wedding flowers and flowers for all occasions - balloons, toys, gifts etc Freephone 0800 765258</p>

Write the correct letter A to O for each question.

Which service would you recommend for someone who

1. would like to send some flowers for their parents' wedding anniversary today
2. needs some advice for their garden but is only free on Sundays
3. needs to get to the airport tomorrow for a business trip
4. would like the lights in their new house checked
5. would like new doors for every room in their house
6. would like their house cleaned once a week
7. has a big tree in the garden and they don't know what to do about it
8. would like their house redecorated but need some help deciding on colours
9. has found some ants in their kitchen
10. has to move to another country for work

Total for Part 1: 10 marks

Part 2

You are interested in going on a walking holiday and find the advertisement below in a magazine. Read the advertisement and answer the questions on page 5.

<h1 style="margin: 0;">WALKING TALL</h1> <p style="margin: 0;"><i>He wants to climb every mountain; she wants to walk on the mild side. Sheila Compton embarks on an ingenious guided walking holiday where you go at your own pace.</i></p>		<p>Inspired to follow your own interests? If Sheila Compton's article has inspired you to take a closer look at HF Holidays' range of holidays and short breaks, then why not request a brochure today? Call 0208 555 1500. <i>HF holidays</i> <i>Walking specialists worldwide</i></p>
<p>I've just returned from an exceptional holiday, feeling relaxed yet extremely proud of myself. I've eaten for Britain but because I've walked more than 25 miles my legs are beautifully toned and I've not gained weight. What's more my husband, Stuart, and I haven't had a single argument about what we want to do each day. It's all down to expert planning. Not ours – that of HF Holidays, who made it so easy for each of us to follow our own interests.</p> <p>We went to Cornwall* and during the day he went his (more strenuous) way and I went mine. Then we enjoyed our evenings as a couple. This was because there was a choice of walking each day, ranging from 'easier' five-mile ones up to the hardest 13-milers, but all exploring the gorgeous cliffs and coves of Cornwall.</p> <p>We stayed in a comfy seaside hotel called Chy Morvan. It's a stone's throw from St Ives (a quick bus-ride away) and has views over the bay all the way to the Godfrey Point lighthouse. I also made full use of the hotel's heated outdoor pool.</p> <p>On my first day's guided walk we climbed to Knill's</p>	<p>Monument where the light is so pure and the colours so striking you understand why this has been such a magnet for artists. Then it was downhill to the golden sands of Carbis Bay. Stuart, meanwhile went on an eight-mile walk along the coast, finishing at the pretty seaside town of Mousehole.</p> <p>Next day, Stuart and I both did the easy walk to the outdoor Minack theatre and Land's End. During the rest of the week's walks we visited, separately or together, the tiny village of Zennor with the famous carving of a mermaid in its church (not surprising when you are so close to the sea), the prehistoric burial chamber at nearby Zennor Quoit and the sadly majestic ruins of the Wheal Cotes tin mine at St Agnes.</p> <p>Our guides, trained in first aid, fascinated us with tales about the countryside and their enthusiasm for our surroundings was infectious. They always had time for our questions and never patronised stragglers. Regardless of ability everyone had fun and we all felt we had really achieved something at the end of each day.</p>	<p>A big bonus was that each morning we could pick our own packed lunches from an enormous buffet-style selection. Food tasted especially good when eaten alfresco on top of a cliff.</p> <p>After more than 90 years in the business HF Holidays knows its stuff. The firm also offers holidays which combine walking with a favourite hobby. One couple were doing 'rambles with a sketchbook' and stopped regularly on their walks to do some drawing they could use in future paintings. Two sisters were on a learning-to-paint holiday and one woman combined her half day walks with yoga.</p> <p>As undisputed leader in the field, HF Holidays offers a tremendous variety of walks based in their Country House hotels, dotted the length of Britain from the Scottish Highlands to Cornwall. There are also exciting venues in mainland Europe and the rest of the world. For our next holiday Stuart is keen to go to the Scottish Highlands next year to climb the 2,000m peaks and I will be taking things more gently, learning how to paint.</p>
<p>*Cornwall is a county in England.</p>		

You have made some notes on the article but aren't sure if they are correct or not. Read the article again and check the sentences below.

Write **True** if the sentences are correct according to the article, or write **False** if they are wrong. If the information is not given in the article then write **Not Given**.

11. Sheila ate a lot on her holiday. _____
12. The holiday wasn't very well organised. _____
13. Sheila and her husband walked together each day. _____
14. The hotel they stayed in was close to the town of St Ives. _____
15. Sheila swam in the pool regularly. _____
16. All the people on this holiday were artists. _____
17. Mousehole is a long way away from the sea. _____
18. The guides knew lots about the history of the area. _____
19. The hotel provides the guests with a ready-made packed lunch prepared the night before. _____

Now complete the notes below with words taken from the article. Write one or two words or a short phrase for each answer.

- HF Holidays has been in business for over (20) _____
- HF Holidays also let you mix walking with a (21) _____ such as (22) _____ or (23) _____ or even yoga.
- They organise holidays in Scotland as well as in (24) _____ and even further away.
- You can call HF Holidays if you want them to send you a (25) _____.

Total for Part 2: 15 marks

Part 3

Read the article below about the amount of fruit and vegetables we should be eating and answer the questions on pages 7 and 8 using one or two words or a short phrase from the article.

The Problem with Fruit And Veg

1 Rations of meat and vegetable consumption vary enormously across the whole world but it is not hard to understand why the British have a problem with fruit and vegetables when overwhelmingly the early school dinners children get make them look so unappetising. I remember mountains of overcooked tasteless cabbage and soft carrots served to us all in the school dining hall. The Brits on average eat less fruit and veg than almost any other European country.

2 We barely manage three portions a day when in fact five a day, or 400g is the recommended minimum. According to Tim Lang, Professor of Food Policy at City University, our relationship with fruit and vegetables first began to deteriorate with industrialisation in the 19th century. 'As populations move to towns and cities away from rural areas and traditional ways of life, they initially get a greater variety of foodstuffs because they have more access to them. But they slowly begin to develop bad habits. They drink soft drinks and they begin to eat foods that have become fashionable, which they wouldn't have had back home.' This is known as Nutrition Transition.

3 However, the general diet of the 19th century Briton was far worse than our diet today. Dr Michael Nelson, Professor in Public Health at Kings College, points out that most poor families probably ate about 125g a week of vegetables, usually onions, cabbage and turnip (a root vegetable available in winter). Wealthier families were no better off; they weren't very interested in vegetables either – meat was the thing for them. The 20th century saw an improvement in eating habits which sharply peaked during the Second World War when briefly rich and poor were eating almost the same diet. In the 1950s and 60s a new revolution started taking place on supermarket shelves. White bread reappeared as well as ready made burgers, and then in the 1980s ready made meals put in their first appearance. The impact of convenience food like this on our fruit and veg consumption is unclear. Dr Nelson believes we eat more but the National Food Survey conducted by the government suggests that although fruit consumption has gone up, we're each eating 1 kilogram less of veg a week. In 1942 the average Briton ate an average of 438g a week of fresh green vegetables; by 1999 this had gone down to just 245g a week.

4 Concern has grown with the realisation that it is lower-income families who are now eating less and less fruit and vegetables in the UK with some areas becoming known as 'food deserts' because of the lack of access to fresh foods. Just as worrying are the regional differences in fruit and vegetable consumption, with people in Scotland and Northern Ireland eating the least amount of fruit and veg and only the Welsh eating anywhere near the recommended amount.

5 So why do we need fruit and veg? Because, explains Paul Sacher, a specialist dietician, they have two vital roles in the body's maintenance. 'First of all we need them for fibre which is an absolute essential of our diet. It is responsible for the health of our digestive system. Secondly, fruit and vegetables are an important source of vitamins, minerals and trace elements which we have recently come to understand much better. Trace elements such as zinc and copper act as antioxidants. That is to say they help to prevent the process of ageing. So they keep our cells in better condition.'

6 The effects of diets high in fresh fruit and vegetables are now widely accepted. For example, a huge study of the countries in Europe showed that countries around the Mediterranean, particularly in Italy and Greece with diets based on fruit and vegetables, bread and pasta and olive oil, had low cholesterol levels and fewer heart attacks. The Mediterranean diet began to stir up a row in the medical establishment which is only being settled today. 'The evidence has just grown and grown until no one can ignore it any longer,' says Dr Clare Marsden, a consultant dietician.

7 Increasingly, governments are now recognising the urgency of getting their populations eating healthily. If you are still struggling to eat your five portions of fruit and veg a day, the bad news is that 400g of fruit and vegetables is seen by most experts as the absolute minimum that we should be eating. In Australia the government recommendation is seven portions a day, in Greece it's nine and it's ten in Canada and France. In fact, nine portions is the number put forward by many dieticians and campaigners in Britain too.

8 In the end, of course, the responsibility lies not with government, nor with teachers, nor with the work canteen or fast food restaurants. They can't force us to eat anything. They can only suggest or tempt us. In the end, annoyingly, it comes down to whoever is cooking.

Answer the questions below. Write one or two words or a short phrase for each answer.

26. According to the writer, where do people in Britain learn to hate vegetables?

.....

27. What does the writer call the change in eating patterns in the 19th century?

.....

28. What quantity of fresh vegetables did poor families eat in the 19th Century?

.....

29. According to the article, what was the favourite food of rich families in the 19th century?

.....

30. How had the consumption of vegetables changed between the 1940s and the 1990s?

.....

31. Which group in the UK is now eating the recommended amount of fruit and vegetables?

.....

32. According to the article, what are two effects of a Mediterranean type of diet?

.....

33. Which two countries have the highest recommendation for eating fruit and vegetables?

.....

34. According to the writer, who is ultimately responsible for what we eat?

.....

Now read paragraphs 1 to 5 again and decide in which paragraph the information below can be found. Write the number of the correct paragraph in each box.

35. How eating fruit and vegetables can help us to look young.

36. A description of food served in schools.

37. Eating habits of people living in towns and cities.

38. Areas where fruit and vegetables are not easily available.

39. The favourite food of rich people in the past.

40. The availability of fast foods in supermarkets.

Total for Part 3: 15 marks

Total for Reading: 40 marks

Part 6

Read the text below and write a summary for your teacher to show that you understand how black pepper is produced and how it was used in the past.

You must write between 100 and 150 words.

Black pepper

Pepper is such a common seasoning that we forget it is a spice with a flavour of its own – more than just a partner for salt. In fact, really good pepper can add new dimensions to almost everything you cook.

Black peppercorns begin life as berries on a tropical vine, *piper nigrum*. The leaves are thick and green and the flowers are tiny and white, and produce the berry-like fruit. The fruit is green when unripe and becomes red at maturity. Picked when unripe they're sun-dried so that the outer pulp which is full of essential oils shrivels to form a wrinkly black surface concentrated with flavour. This surrounds the core which is where the heat of the pepper resides. Black pepper has a sharp aroma and a woody flavour. It's hot and biting to taste. (White pepper, formed by letting the berries ripen, and then removing the outer skin before drying the fruit, is a less interesting spice, more about pungency than flavour.)

As with any fruit the quality of black pepper varies depending on where it's grown and how it's handled. The standard supermarket variety is not very inspiring – intensively grown and over-processed, it is a soulless spice, dusty and dry. Taste it next to some of the more carefully produced peppers and you will notice the difference.

Black pepper adds flavour to almost every food of every nation in the world. Because it can be stored for many years without losing its flavour and aroma it's been long known as the master spice. Pepper was so precious in ancient times that it was used as money to pay taxes and rent and was weighed like gold and used as money. In AD410 when Rome was captured, 3,000 pounds of pepper were demanded as ransom. The reason why pepper was so cherished is that it served a very important purpose. Not only could its pungency disguise boring bland food but it could also mask the lack of freshness in most foods which was so important before refrigeration and other methods of preservation were available.

Hailing from India and Brazil, from Malaysia, Indonesia and Cameroon, these spices breathe notes of smoke, fruit and perfume. They will enliven food and stimulate the palate – which is what pepper is supposed to do. Some are excellent everyday seasoning while other more intensive peppers can add a real flourish to a dish. You need to use these perfumed peppers where they can be noticed, in the kind of simple dishes where every flavour counts. Black pepper is available whole, crushed or ground into powder. To ensure best flavour buy whole peppercorns and grind them yourself in a mill. Grind them only as you need them because their aromatic oils, released on crushing, start to disappear straight away. Black pepper should be kept in a tightly sealed glass container in a cold, dark and dry place. Whole peppercorns will keep indefinitely while ground pepper will only stay fresh for about 3 months. Gourmet peppers are available in good supermarkets or for a real big choice visit the excellent www.thespiceshop.co.uk for at least 10 different peppers.

Centre No.					
Candidate No.					

Paper Reference					
4	3	5	7	/	02

Surname	Initial(s)
Signature	

Paper Reference(s)
4357/02

London Examinations IGCSE

English as a Second Language

Paper 2: Listening

Specimen Paper

Time: 45 minutes

Examiner's use only

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Team Leader's use only

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Part	Leave Blank
1	
2	
3	
Total	

Materials required for examination

None

Items included with question papers

None

Instructions to Candidates

In the boxes above, write your centre number and candidate number, your surname, initial(s) and signature.

The paper reference is shown at the top of this page. Check that you have the correct question paper.

You will have time at the beginning of each part to read the questions before you hear the recording.

Answer **ALL** the questions in the spaces provided in this question paper.

Dictionaries may **not** be used in this examination.

Information for Candidates

There are 4 pages in this question paper. All blank pages are indicated.

The total mark for this paper is 30.

The marks for each question are given at the end of each question.

Advice to Candidates

Write your answers clearly and neatly.

Provided that your answers can be understood, marks will not be deducted if you spell words wrongly.

Specimen

Part 1

You are interested in going to an exhibition of modern art which is currently on at a London art gallery called the Royal Academy of Arts. You ring a recorded information line to find out more about it.

Listen and complete your notes, using a number, a word or a short phrase. Write no more than three words and/or a number for each answer.

The Royal Academy of Arts

Open every day from (1) _____ to _____

Closing time is later on (2) _____

Last admission is (3) _____ before closing time

Giorgio Armani from 18th August to 15th October

- Will be (4) _____ - must remember to book tickets

Matisse: his art and his textiles from 20th November to (5) _____

- Collection includes fabrics, carpets and costumes

Tickets:

- adults (6) _____
- children between 4 and 12 (7) _____
- children under age of 3 (8) _____

Restaurant provides (9) _____ dinner

- Call booking line on (10) _____ to book table

Total for Part 1: 10 marks

Part 2

You are going to hear a conversation between a college secretary and Paul, who is ringing for some information about courses for international students at a local college. Listen to the conversation and complete Paul's email to his friend.

Write one or two words or a number for each answer.

Dear Eric

I have called our local college as I promised and have some information for you about their courses. Here it is.

You need to send in your application (11) _____ before the start of the course. Remember to tell the college about any past (12) _____ you have done.

You can study for 20 or 25 hours per week. It would be better to go for 25 hours - the (13) _____ course might be more useful. This course would cost around (14) _____ per week.

The college has a big library and the self-access centre has computers, a listening centre and a (15) _____ with newspapers.

Now for accommodation, if you stay with a host family, you will need to tell them about your (16) _____ allergy. The host family would probably be in town so you can travel around by (17) _____ . If you would prefer to rent a flat you need to contact (18) _____ on 01987 646879.

Why don't you check the website. It's www. (19) _____ .college.net. You can also ring 44 1987 458987 but not on (20) _____ for more information.

All the best

Paul

Total for Part 2: 10 marks

Part 3

You will hear a talk given by your school teacher about a school field trip you and your friends are going on. Listen to the talk and complete the notes.

Write one or two words and/or a number for each answer.

- The trip will take (21) _____ only.
- Will be based at a (22) _____ .
- Will be able to use gym and (23) _____ if anyone wants some exercise.
- Day trips include a castle built in (24) _____ .
- There will also be a visit to a museum to see how (25) _____ changed the way people travelled.

Now complete the table below. For each statement decide if this is something you must do **immediately**, something you must do **before** the trip or something you must do **after** the trip.

For each statement, write

- A** if this is something you must do **immediately**
- B** if this is something you must do some time **before** the trip
- C** if this is something you must do **after** the trip

	Things to do	When? Write A B or C
26	Hand in parental consent forms	
27	Bring contact details	
28	Hand in report	
29	Write letter	
30	Pay fees	

Total for Part 3: 10 marks

Total for Paper 2: 30 marks

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Paper 3: Speaking

The following pages provide exemplar assessment material for the three parts of the optional speaking test. Centres should refer to the specification for full details of the requirements of this paper.

Part One – Introductory frames (2 – 3 minutes)

(One copy of each provided by London Examinations for the interlocutor only)

Introductory frame 1 – Leisure Activities

How much free time do you have?

What do you like doing in your free time?

Do you have a hobby? What is it?

How much time do you spend on your hobby?

Are your friends also interested in your hobby?

Thank you.

Introductory Frame 2 – Studies

Which school do you go to?

What are your favourite subjects? Why?

What do you enjoy most about school? Why?

What would you like to do after you finish school? Would you like to go to university?

Thank you.

Introductory Frame 3 – Family

Do you come from a large family?

Do you have any brothers or sisters?

Does your family live close by?

Do you see your aunts and uncles etc often?

Do you see them on special occasions? Which? Why?

Thank you.

Part Two – Candidate talk (1 minute preparation, 1 – 2 minute candidate talk)
(Task cards provided for interlocutor and candidate. Interlocutor chooses one for each candidate)

Candidate Sample Task 1

Reading

You are going to talk about things you like to read and why. You can use some or all of the ideas listed below in your talk, but **you must answer the question at the end**. You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

- Newspapers
- Magazines
- Novels
- Non-fiction
- Other

Do you think people today read as many books as they used to read in the past?

Thank you.

Candidate Sample Task 2

Food

You are going to talk about things you like to eat and why. You can use some or all of the ideas listed below in your talk, but **you must answer the question at the end**. You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

- Traditional food
- Food from different countries
- Sweets
- Vegetarian food
- Other

Do you think eating healthy food is important? Why?

Thank you.

Candidate Sample Task 3

Working lives

You are going to talk about things that are important to people who are working. You can use some or all of the ideas listed below in your talk, but **you must answer the question at the end**. You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

- Lots of money
- A lot of responsibility
- Working in a team
- Helping other people
- Being artistic
- Other

What do you think would be the ideal job for you?

Thank you.

Part Three – Extended discussion (5 minutes)

(One copy of each provided by London Examinations for the interlocutor only)

Part Three: Sample Task 1

Reading

Discussion questions

1. Do you like to buy books or to get them from the library?
2. Do you think libraries are as useful today as they were in the past?
3. How do you think libraries will change in the future?
4. Do you use the internet to find things to read?
5. How do you think the internet is affecting the way people read?
6. Some people think that because of the internet, books will soon disappear.
What do you think?
7. Do you think it is better to get the news from reading newspapers or watching TV? Why?
8. Do you think all newspapers are the same?
9. Do you think newspapers change the way people think about things?

Part Three: Sample Task 2

Food

Discussion questions

1. Do you prefer food cooked at home or bought in a restaurant? Why?
2. Why do you think fast food is so popular with young people?
3. How important do you think it is for families to eat together?
4. Where do you think people usually learn how to cook?
5. Do you think schools should be responsible for teaching young people how to cook? Why?
6. Do you eat different kinds of food on different occasions? Why?
7. Do you think it is important to eat food from different countries/regions? Why?
8. How far do you think the food from your country/where you live represents the traditions and culture of your country?

Part Three: Sample Task 3

Working lives

Discussion questions

1. Which of your school subjects do you think will be useful to you when you start working?
2. Some teenagers choose to get a part time job during their holidays. How do you think this could help them in the future?
3. Which do you think is more important, qualifications or experience?
4. Should men and women be able to do the same jobs? Why?
5. Do you think women are better at doing some jobs than men? Which jobs?
6. Do you think men and women expect the same things from their jobs? Why?
7. Do you think people doing some jobs (like teachers/nurses) should be paid more money than others? Why?
8. Which do you think is more important, job satisfaction or money?

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

Mark Schemes for Specimen Papers

Paper 1: Reading and Writing

Part 1

1. J
2. E
3. B
4. L
5. H
6. I
7. C
8. A
9. D
10. N

Part 2

11. True
12. False
13. False
14. True
15. True
16. Not given
17. False
18. Not given
19. False
20. (more than/ over / about / approximately) 90 years
21. (favourite) hobby
22. sketching / drawing (22 and 23 in either order)
23. painting / learning to paint (22 and 23 in either order)
24. (mainland) Europe
25. brochure

Part 3

26. (at/in) school
27. (the) Nutrition Transition
28. (about) 125g a week
29. Meat
30. it went down / it decreased / it had gone down / it had decreased
31. The Welsh / people in Wales
32. Low cholesterol levels and fewer heart attacks
33. Canada and France
34. We are / whoever is cooking / the chef / people
35. 5
36. 1
37. 2
38. 4
39. 3
40. 3

Parts 4, 5 and 6

Parts 4, 5 and 6 will all be assessed according to the marks descriptions given on the next page. These mark descriptions can also be found in the specification booklet.

The maximum mark for each Part is 20.

Assessment criteria: writing skills assessment grid

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

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

Assessment criteria: task achievement

Task-specific mark scheme for specimen paper

If the following specific requirements are not met, then candidates can **not** score any higher than 3 marks on any of the four criteria of Communicative quality, Lexical accuracy and range, Grammatical accuracy and range and Effective organisation.

Part 4

The following must be included in the candidate response for candidates to be able to score full marks on the other four criteria:

- a brief description of the content of the film should be given
- candidate must specify why they selected this film. To describe the film simply as 'a fantastic film' or 'really enjoyable' etc is not enough.

Part 5

The following must be included in the candidate response for candidates to be able to score full marks on the other four criteria. In this task the candidate must address all three bullet points individually.

- Candidate must refer to the borrowed book in the introduction
- Candidate must give an explanation of how they think the book was damaged
- Candidate must explain what action they are going to take, e.g. to replace the book
- Candidate must specify a time when they will return the book
- There must be an appropriate ending to the letter.

Part 6

The following must be included in the candidate response for candidates to be able to score full marks on the other four criteria.

- The summary must include a description of how **black** pepper is produced. A description of how *white* pepper is produced is not essential unless it is to highlight the difference between the two types of pepper
- Candidate must summarise how black pepper was used in the *past*
- It is not necessary to refer to modern uses of pepper unless this is used to contrast with the past
- Candidate must have written the summary using his/her own words. If the candidate has copied from the original text, the copied phrases and sentences should be identified, highlighted and ignored in the marking process. The candidate may have used some words from the text and where it happens only occasionally it can be ignored.

Length of response

If a candidate has written less than the specified word limit then s/he can still receive the full marks if all the requirements identified in the Task-specific mark scheme above have been met. If candidates have written more than the required number of words then please count the number of words up to the maximum allowed and stop marking the response at that point. The candidate will be penalised in terms of Task achievement and Communicative quality.

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Edexcel International

London Examinations

IGCSE

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

Mark Schemes for Specimen Papers

Paper 2: Listening

Part 1

1. 10am to 6pm
2. Fridays
3. 30 minutes
4. popular
5. 10(th) January
6. £12
7. £3.80
8. (go/are) free
9. table-service
10. 020 7300 5608

Part 2

11. six/6 weeks/wks
12. (school leaving) exam(s) / examination(s) / test(s)
13. (longer) intensive
14. £150 (must have £ / pounds)
15. reading corner
16. cat
17. bus
18. Susan Bartlett / (the) accommodation(s) officer
19. internationalcentre (must be one word)
20. Mondays

Part 3

21. 4 days
22. (secondary) school
23. sport(s) ground(s)
24. 16(th) century
25. (development of) steam power
26. A
27. B
28. C
29. A
30. B

Edexcel International

London Examinations

IGCSE

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

Mark Schemes for Specimen Papers

Paper 3: Speaking

Paper 3: Speaking

Assessment criteria

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

The four criteria used to mark the speaking test are:

- communicative ability and content
- pronunciation and fluency
- lexical accuracy and range
- grammatical accuracy and range.

The candidate's performance will be marked on each of the four criteria separately, scoring a mark between 0 and 5 for each.

Communicative ability and content

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

Pronunciation and fluency

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

Lexical accuracy and range

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

Grammatical accuracy and range

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

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

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London Examinations
IGCSE

IGCSE English as a Second Language (ESL) (4357)
Transcript for Specimen Paper 2: Listening

Hello

This is the IGCSE in English as a Second Language, Paper 2 Specimen Paper released June 2005

The test is in three parts. You will hear three extracts and will have to answer questions on what you hear. At the beginning of each extract there will be a pause to give you time to read the questions. You will hear all extracts twice. Write all your answers in the spaces in your question booklet as you listen.

Now turn to Part 1.

Part 1

M1 Part 1

You are interested in going to an exhibition of modern art which is currently on at a London art gallery called the Royal Academy of Arts. You ring a recorded information line to find out more about it.

Listen and complete your notes, using a number, a word or a short phrase. Write no more than three words and/or a number for each answer.

First you have one minute to read the questions.

(1 minute pause)

Now listen and answer the questions.

F1 Welcome to the Royal Academy of Arts recorded information service.

The Royal Academy is situated in the heart of London, in Piccadilly.

The Royal Academy is open 7 days a week from 10 a.m. until 6 p.m. Please remember that on Fridays only, the Academy is open until 10 p.m.

Last admission of visitors on all days is 30 minutes before gallery closing. However, the box office closes at 5.30 every day.

Our current exhibition is on Pre-Raphaelites and other masters and will run from the 20th March to 12th June.

This exhibition will reveal for the first time the depth and richness of Victorian and other masters including works by Rossetti and Canaletto.

Forthcoming exhibitions include Giorgio Armani: a retrospective, running from 18th August to 15th October. This major exhibition explores the career of

the internationally renowned fashion designer. Early booking is recommended as this exhibition is expected to be popular.

Our second forthcoming exhibition is entitled Matisse, his art and his textiles. This exhibition will be open from the 20th November to 10th January.

Textiles were a primary source of inspiration to Matisse throughout his life. His collection of fabrics, carpets and costumes, packed away unseen for half a century, will provide the core and revelation of this exhibition.

Tickets cost £12.00 each for adults, £10.00 for seniors and students, £3.80 for children under the age of 12, and children of 3 year and younger go free.

Our restaurant is open from 10a.m. to 5.30p.m. with table-service dinner from 6.15 to 10p.m. with an extensive menu. Booking is recommended on 020 7300 5608.

M1 Now listen a second time and check your answers.

(Part 1 is repeated)

M1 That's the end of Part 1. Now turn to Part 2.

Part 2

M1 Part 2

You are going to hear a conversation between a college secretary and Paul, who is ringing for some information about courses for international students at a local college. Listen to the conversation and complete Paul's email to his friend. Write one or two words or a number for each answer.

First you have one minute to read the questions.

(1 minute pause)

Now listen and answer the questions.

F1 Hello International department, can I help you?

M2 I hope so, I am ringing for some general information really. I have a friend who is interested in coming and studying here.

F1 Right, so what would you like to know?

M2 Well, my friend is really interested in doing some more English - he is already pretty good but wants to study English at university so he thought a summer course would be useful.

F1 Right, well we run courses throughout the year and your friend could join at any time really. However, we would need to receive his application 6 weeks before he intended to start. This would give us enough time to process everything. It usually takes two weeks for us to do all the checks and then we need to sort out the accommodation. By the way we would also need to know about any exams he may have done in the past like school leaving exams.

M2 Right. So how many hours would he be studying a week?

F1 Well he'd have a choice of either doing 20 or 25 hours a week. I guess it depends on what else he wants to do while he is here. Most people go for the general 20 hours because that gives them some free time in the evenings and so on in case they want to travel around. But if you want to get the most out of your stay then perhaps the more intensive course would be better.

M2 OK can you tell me something about how much the courses would cost roughly?

F1 A 20 hour general language course costs £118 per week - that's without accommodation. If your friend went for the longer intensive course then that would cost £150 per week. With some courses like computing there are other additional costs for materials and so on but not on language courses.

M2 What about your facilities here, you have a big library don't you?

F1 Yes we do. But we also have a big self access centre for students who want to study outside their lessons. There are multi-media computers for students to

use as well as a listening centre and a reading corner where students can read newspapers and magazines.

- M2 And what about accommodation? Would you find him somewhere to stay or would we have to do that?
- F1 Well, many of our students like to stay with a host family and we usually arrange this for them. We would need to find out if there were any special requirements, like whether he was allergic to anything like nuts and so on.
- M2 Oh, right!! He is allergic to my cat actually.
- F1 Well, we would need to know that. We would send him a form with a series of questions so that we would have more information about his likes and dislikes, things like whether he preferred a family with children or not. And then we would choose a family that best suited him.
- M2 Would it be in town?
- F1 Yes, probably, though we do have families who live further away. But he will always be able to get to college by bus rather than the train, so there is nothing too far away. Some people choose to rent a car while they are here but we don't encourage this as it can be expensive to use everyday.
- M2 Right, I see. What about if he didn't want to live with a family, what would happen then?
- F1 Well some students choose to live on their own or to share a flat with other students. Although we don't have accommodation like this ourselves, our accommodations officer will be able to help. Her name is Susan Bartlett.
- M2 I'll just make a note of that. Can you spell the name for me please?
- F1 Sure it's SUSAN BARTLETT and her number is 01987 646879. She can give your friend much more information about what he would need to do.
- M2 So what should he do next? Is there a brochure I can send him or anything like that?
- F1 Well, why don't you ask him to get in touch himself? He can either call the international office or send us an email. He can also have a look at our website. The address is www.internationalcentre.college.net 'Internationalcentre' is all one word. But if he wanted to ring up then the best number to call would be 0044, that's for the UK, and then 1987 459879.
- M2 Is that 459897?
- F1 No 879. We are open from 8.30 to 4 o'clock Tuesdays to Fridays. Best not to call on Mondays as the office is closed then.
- M2 Right. Thanks a lot for that.
- F1 You're welcome.
- M1 Now listen a second time and check your answers.
(Part 2 is repeated)
- M1 That's the end of Part 2. Now turn to Part 3.

Part 3

M1 Part 3

You will hear a talk given by your school teacher about a school field trip you and your friends are going on. Listen to the talk and complete the notes. Write one or two words and/or a number for each answer.

First you have one minute to read the questions.

(1 minute pause)

Now listen and answer the questions.

F1 Right, is everyone here? Can you people at the back please close the door? Thanks.

Let's make a start. I wanted to talk to you just quickly about the trip next month and make sure you all know what you need to do between now and then. The first thing is that we will be leaving by train on Sunday the 14th March and coming back on the 18th. Now that makes 4 days. I know some of you wanted to stay longer but we thought that would just be too expensive.

As you know, a secondary school there have agreed to host us. They have very kindly offered to lend us their facilities during the day. The school will be closed because they have a longer spring break over there than we do but we will have the use of the gym and the sports grounds if we want for those of you who are sporty and we can use some of the classrooms too if we need to.

The school have also agreed to put us with various families in the area. I have a list of the details for each of you here so don't forget to take a copy with you at the end of this talk. But more about that later.

Now, I have said that we will be going on various day trips each day. Since all of you here are studying history most of the day trips will be to historic buildings or historic sites. There will be a visit to a 16th century castle. For those of you who are interested in architecture this day trip will be particularly useful.

We will also be visiting a couple of major museums in the area, one in particular to look at the development of steam power in the region and how this affected the modernisation of travel and manufacturing processes. I will be able to give you a full list of activities and day trips by the end of this week.

Now things you need to do before we go. I still haven't had all the consent forms back from your parents with their signature. Remember the forms I gave out at the end of last lesson? I need to have these as soon as possible please. I also asked for complete contact details - your parents' work number and so on and also the name and number of a guardian and of your doctor. Although I don't need these immediately you should make sure they are with me before we leave.

As you know, all of you will need to write a report on your field trip soon after we come back and I know your teachers have been talking through what you will need to include. Now this report needs to be handed in by the 21st of June. That's about 4 weeks after we get back. And that doesn't mean first thing on the 22nd. Anyone who hands their report in any later without an acceptable explanation will not get it marked. Is that clear?

A couple of other things to remind you of. The first is about the families you will be staying with. It would be nice if you would each write a letter to the families introducing yourselves. Now I would like to post these all together in one big bundle to the headmaster there as soon as possible so they have time to pass it on to the families and maybe even write back to you before our arrival. So let's think. Today is Tuesday. Can I please have your letters by Thursday of this week *at the latest*, so that gives you two days to do it. Make sure you see me before you leave this room to get their details.

The second thing is about the fees for this trip. I know you have all paid your deposits and some of you have even paid the fees in full. Now we would like the fees to be paid in full before the 14th March - that's the day we leave. So can you please make sure that all the checks have been given to Mrs Wood before then.

Right, that's it for now. Thanks for being so patient everyone and don't forget to *(fade)*.

M1 Now listen a second time and check your answers.

(Part 3 is repeated)

M1 That's the end of the test. Please wait for your question booklets to be collected.

Thank you and good luck.

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