

IGCSE

English as a Second Language

Sample Assessment
Materials (SAMs)

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

First examination 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which help to raise attainment.

We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.org.uk.

Acknowledgements

This document has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to its development.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

References to third-party material made in this document are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Lucy Stewart

All the material in this publication is copyright
© Edexcel Limited 2008

Contents

Introduction	3
Sample question papers	5
Paper 1: Reading and Writing	7
Paper 2: Listening	23
Paper 3: Speaking	31
Sample mark schemes	47
General marking guidance	49
Paper 1: Reading and Writing	51
Paper 2: Listening	57
Paper 3: Speaking	67

Introduction

These sample assessment materials have been prepared to support the specification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

Sample question papers

Paper 1: Reading and Writing	7
Paper 2: Listening	23
Paper 3: Speaking	31

READING

Part 1

Read the list of events below and match each of the statements that follow to information given about each event by marking (☒) for the correct answer. You must choose answers only from the information given on the events below. An answer can be used more than once. If you change your mind, put a line through the box (☒) and then indicate your new answer with a (☒).

EVENTS	
A	<p>Until November 2007: Milapfest Philharmonic Hall, 0151 707 1111 www.milapfest.com Now in its 12th year, the Music for the Mind and Soul concert series is a truly relaxing way to spend two hours. An eclectic and changing programme of musicians perform Indian classical music with astonishing dexterity and skill in elegant surroundings. Very popular event on the last Saturday of each month. But be warned, latecomers will not be admitted.</p>
B	<p>22–24 September 2007: British Musical Fireworks Kings Gardens, Southport, 01704 533333 www.visit-southport.org.uk/fireworks/ Every night, six of the UK's top professional firework companies compete for the championship title, with each display lasting 15-18 minutes. Approximately £300 of fireworks goes up in smoke every minute; that's over £330,000 for the entire championship. There is also a new 'Water Ballet' presentation over Marine Lake.</p>
C	<p>Until end of December 2007: Love Sport World Museum Liverpool, 0151 478 4393 www.liverpoolmuseums.org.uk An interactive exhibition aimed at both children and adults. Love Sport combines learning about the science of sport with the opportunity to take part in some exercise. The interactive part allows visitors to test their own coordination, balance, strength and stamina and compare results with other people, as well as looking at sports psychology and its impact on performance.</p>
D	<p>7–26 November 2007: International Guitar Festival Various venues, 0151 666 2756 www.bestguitarfest.com This is their 18th birthday, and performers from all over the world will be playing. An eclectic programme of classical, jazz, rock, blues, slide, country and flamenco takes place in a range of venues from the intimate 100-seater Birkenhead Priory to the Pacific Road Arts Centre.</p>
E	<p>October 2007: Scrap Arts Music of Vancouver Royal Court Liverpool, 08707 871866 www.royalcourtLiverpool.co.uk Part of the Liverpool Performs season, Scrap Arts Music live up to their name. They are a five-strong percussion ensemble with a difference: all their instruments are created from scrap metal and construction salvage by themselves. The instruments make a wide array of sounds and pitches, allowing for a range of rhythms and compositions.</p>

F	<p>March–August 2007: Contemporary Arts from China Tate Liverpool, 0151 702 7400 www.tate.org.uk/liverpool/ Liverpool is home to the oldest Chinese community in the UK and is twinned with Shanghai. This relationship is reflected in this exhibition presenting some of the most interesting contemporary art to be made in China since 2000. This period has seen growing cultural and economic exchange between China and the rest of the world, radically influencing Chinese artists. This exhibition promises to reflect a society undergoing profound cultural change.</p>
G	<p>July 2007: Arabic Arts Festival Various venues, 0151 709 5297 www.bluecoatartscentre.com/arabic Organised under the umbrella of the Bluecoat Arts Centre, this annual festival draws on the arts and culture of Yemen, Egypt and Morocco, and provides opportunities to participate in music, dance, theatre, craft and food. Belly-dancing events are always popular and are teamed with stalls selling Middle Eastern food and goods, attracting a broad audience. The festival has invited some excellent and well-established musicians to play.</p>

Adapted text ‘Culture hotspot’, Dany Louise, 2 September 2006 © The Guardian Newspapers Limited

Statements

Answers

	A	B	C	D	E	F	G
1. Performers at this event use home-made instruments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This event is particularly suitable for people of all ages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This is a monthly event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. At this event you can take part in various cultural activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This event shows the very latest cultural developments in another country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. This event is a competition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. This event allows you to check your physical condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If you arrive after the performance has started, you won't be allowed in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. At this event you can do some shopping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. This event will give you the opportunity to see some 21st century art work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 1

TOTAL FOR PART 1: 10 MARKS

Part 2

Read the article below on doing temporary work and answer the questions which follow.

Ahead of the game

Students shouldn't dismiss temporary work (temping). It could give them a head start if a full-time job comes up for grabs.

So, that shiny new degree hasn't landed you a corner office and a team of secretaries? Not even a golden hello and a business card with your direct line on it? Still, at least you are in good company. Every summer, thousands of graduates weep gently into their bank statements, wondering why they were promised the world and left with only an enormous bank overdraft.

But just because you didn't get on a graduate training scheme doesn't mean you should abandon your ambitions or sit around moping. It might not be quite what you envisaged, but temping will not only bring in some cash, it could help you bag the job you have always wanted. Once you're inside a company, not only do you have the opportunity to impress your employer with your abilities but you will also stumble upon that holy grail of job-seeking: internal positions that other people don't know exist.

Vincent Desbois graduated last summer and landed himself temp work for Barclays, the bank. After his three-month contract was extended twice, he applied for a permanent position and begins his new job next month. "The temping wasn't necessarily what I wanted to do but it was a good foot in the door and a good opportunity to get into Barclays", he says. "It definitely gave me a head start. When you're temping in a company, if you show motivation, then you make yourself known. When you apply for internal positions, people know who you are, and before applying for a position you gain experience and confidence."

But internal positions are only up for grabs if you've been an effective temp. You might think you are really great but you need to show it, rather than shout about it. It doesn't matter how impressive your degree, you need to adopt an appropriate attitude. And not just in front of the boss – office politics can be difficult to fathom and unexpected people can wield a massive amount of influence.

Even though the jobs you are given to do may be pretty junior, if you adopt an appropriate attitude and complete them well, offer to help out wherever and are generally bright, bubbly and enthusiastic, you will be remembered. Sometimes it is the boring things that count: turning up on time, looking presentable and not spending all day on personal emails are important. Getting yourself noticed (in all the right ways) might mean bringing a collection of ideas to work that won't threaten other staff but show that you're switched on and interested in the company.

It's fine to find out what opportunities there might be, but don't rush at it. Near the end of your contract, have an initial chat with Human Resources about what might be available, and ask for feedback and advice – this will show you are ambitious but not a complete egomaniac.

A stint of general office temping after graduation won Karen Hamblen-Cartagena a 12-month contract as European public relations assistant for Nintendo. But things looked bleak initially. "I had my degree, but little experience, and it was a bit of a nightmare getting a job – you are either overqualified or you have no experience." But instead of whingeing, she turned to temping which added plus points to her CV. "The experience helped me when I applied for this job with Nintendo."

Transferable skills – such as basic administration work, getting on with other people, answering phones, dealing with queries and working in a team – can help you land a job even if the company you’re working for doesn’t have any vacancies. So be patient and creative about the kind of temping you do – building up a bank of skills and interesting projects could give you the interview answer that gets you that job. While your peers might be lolling around under a cloud of doom, you have built up a raft of examples of negotiation, and delivering under pressure.

Adapted text ‘Ahead of the game’, Vicky Frost, 4th July 2005 © Vicky Frost, The Guardian Newspapers Limited

Mark (X) for the correct answers. If you change your mind, put a line through the box (X) and then indicate your new answer with a (X).

Question 11, choose THREE correct answers.

11. According to the article, temping is a good option for graduates because

- A** it helps them to earn some money.
- B** they will get to work in an office.
- C** they will find out about other opportunities in the company.
- D** many students choose to do it.
- E** they could get their dream job.
- F** companies like to employ graduates.
- G** they will be able to show their boss how competent they are.

(3 marks)

Question 12, choose THREE correct answers.

12. According to the article, what are some of the skills which you can learn while temping?

- A Answering questions from customers.
- B Performing well at an interview.
- C Selling products.
- D Working under stressful conditions.
- E Helping your friends to get jobs.
- F Working with other people.
- G Putting a CV together.

(3 marks)

Question 13, choose ONE correct answer.

13. According to the article, to be offered a full-time position, temps should

- A get involved in office politics.
- B tell colleagues about their qualifications.
- C be productive and work hard.

(1 mark)

Question 14, choose ONE correct answer.

14. According to the article, one way of making a good impression is to

- A be punctual always.
- B discuss other jobs within the company.
- C show your boss how ambitious you are.

(1 mark)

Questions 15 – 21 Complete the sentences below with ONE or TWO words only. Your answer must come from the text.

One mark will be awarded for each completed sentence.

15. According to Vincent Desbois, the most important quality you should show when you are temping is
(1 mark)

16. Vincent Desbois only managed to get an job after working as a temp for quite a long time.
(1 mark)

17. It is important that you have a suitable especially in front of your colleagues.
(1 mark)

18. As a temp you will be given tasks to do.
(1 mark)

19. You should first talk to about the likelihood of other jobs in the company.
(1 mark)

20. According to Karen Hamblen-Cartagena, the reason why she couldn't get a job was that she lacked , rather than qualifications.
(1 mark)

21. Temping can help you build up a set of skills which are to other jobs.
(1 mark)

Part 2

--	--

TOTAL FOR PART 2: 15 MARKS

Part 3

Read the article below on Alfred Nobel and answer the questions which follow.

LIFE AND PHILOSOPHY OF ALFRED NOBEL

Probably no Swede is as well-known as Alfred Nobel. At the same time we must admit that his renown is more indirect than direct. This means that while the Nobel Prize is extremely well-known all over the world, the person behind it remains relatively unknown. Here are some important facts about Alfred Nobel's life.

He was born in Stockholm in 1833 into a family of engineers. Having gone through a recent bankruptcy when Alfred was five years old, his father, Immanuel Nobel, moved to St Petersburg, where he started a mechanical workshop for the manufacture of land mines. In 1842 when Alfred was nine, the rest of the family also moved to St Petersburg. By then his father's fortunes had improved, enabling the family to live in high bourgeois style. At the time St Petersburg was a world metropolis, alive with scientific, social and cultural life. Immanuel Nobel's sons did not attend school, but were instead educated at home by outstanding teachers at the level of university professor. They studied languages such as German, English, French and Russian as well as literature, philosophy and natural sciences. Considering the speciality of his teachers, it was perhaps no coincidence that Alfred took a liking to chemistry. He learned to conduct chemical experiments, an activity that seemed to fascinate him from the very beginning.

In 1850, Alfred was allowed to study abroad. He spent some time in Paris with the famous chemist Jules Pelouze, a professor who had just opened a private training laboratory. During that time, Alfred completed his training as a chemist. But somewhere around the same time was the inception of what would become the greatest inventions of his life. For it was then that he must have heard about the remarkable explosive called nitroglycerine. However, it was difficult to manufacture this compound because at high temperatures it would explode easily, and once produced the liquid was unstable.

In 1860, Alfred conducted repeated experiments involving great risks. First he succeeded in manufacturing sufficient quantities of nitroglycerine without any mishaps. Then he mixed the compound with gunpowder and ignited the mixture with an ordinary fuse. After several successful explosions outside St Petersburg, Alfred travelled back to Sweden where with the help of his father he applied for a patent in his own name, which was granted in October 1863. He initially called this explosive 'blasting oil'. He continued to brood over the safety problems of nitroglycerine and continued with his experiments, eventually discovering the perfect compound (a kind of porous absorbent sand called Kieselguhr) which when mixed with nitroglycerine could form a paste that was easy to knead and to shape. This was how Alfred Nobel invented dynamite, a word he coined from the Greek *dynamis* meaning power. In 1867 he was granted patents for dynamite in various countries notably Britain, Sweden and the United States. It was an era of large infrastructure projects like railways, ports, bridges, tunnels, and mines where blasting was necessary.

Around the same time another personality trait began to assert itself – the inventor also became an entrepreneur. Over the years he founded factories and laboratories in some 90 different places in more than 20 countries. Although he lived in Paris much of his life, he was constantly travelling. When he was not travelling or engaging in business activities, Nobel

himself worked extensively in his various laboratories. He focused on the development of explosives technology as well as other chemical inventions including materials such as synthetic rubber and leather, and artificial silk. By the time of his death in 1896 he had 355 patents.

By the age of 40 he had already made his greatest discoveries, he had built up a worldwide industrial empire, and he had become wealthy. But that's not all. He was an avid reader of fiction and wrote his own dramatic works and poems. He was also attracted to philosophical issues and read certain works with such an interest that he underlined important passages. But Alfred Nobel was also a philanthropist and an idealist and it was this that drove him to bequeath his fortune to those who had worked for humanity through science, literature and through efforts to promote peace. Efforts to promote peace were close to his heart. For Nobel the idea of giving away his fortune was no passing fancy. He had thought about it for a long time and had even re-written his will on various occasions.

On November 27 1895 Nobel signed his final will and testament in Paris. His will was hardly longer than one ordinary page. After listing bequests to relatives and other people close to him, Nobel declared that his entire remaining estate should be used to endow 'prizes to those who, during the preceding year, shall have conferred the greatest benefit to mankind'. His will attracted attention throughout the world. It was unusual at that time to donate large sums of money for scientific and charitable purposes. Many people also criticised the international character of the prizes, saying they should be restricted to Swedes. This would not have suited the cosmopolitan Alfred Nobel.

The fact that he had established a special peace prize created a great international sensation. His name was connected with explosives and inventions useful to the art of making war, but certainly not with questions related to peace. Nobel prescribed that the Peace Prize was to be awarded by a committee of five persons chosen by the Norwegian Parliament and should go to the person who accomplished 'the most or the best work for fraternity among nations, for the abolition or reduction of standing armies and for the promotion of peace congresses'. Evidently Nobel did not consider his involvement in the war materials industry and in the work for world peace as incompatible elements. Rather he gave expression to the prevalent 19th century idea which maintained that the scientist was not responsible for how his findings were used. Scholarly discoveries are neutral in themselves, but can be used for both good and bad objectives. And when this logic was applied to weapons, Nobel held firm to his old opinion that their effect was above all as a deterrent.

In 1901 the first Nobel Prizes were awarded. The donor himself could hardly have dreamed of the impact that his benevolence would have in the future.

© Nobel Web AB 2006

Complete the sentences below. Write no more than THREE words and/or numbers for each answer. Use words from the text.

One mark will be awarded for each completed sentence.

22. The Nobel family consisted mainly of (1 mark)
23. Alfred Nobel moved to St Petersburg in (1 mark)
24. His favourite hobby was to (1 mark)
25. One problem with nitroglycerine is that it was dangerous to
..... (1 mark)
26. To control nitroglycerine, Alfred Nobel first combined it with
..... (1 mark)
27. The word dynamite comes from the Greek word for (1 mark)
28. Alfred Nobel was not only an inventor, he also became a
successful (1 mark)
29. As well as reading fictional stories he enjoyed reading about
..... (1 mark)
30. The Nobel Prize is intended for those people who bring the most
..... to humanity. (1 mark)
31. Many people disagreed with the aspect of the Nobel
Prize. (1 mark)
32. Alfred Nobel believed that all scientific work was (1 mark)

Refer to the text about Alfred Nobel. Complete the gaps in the timelines below by adding the appropriate letter for the phrases from the box below.

One mark will be awarded for each completed gap.

1833 Was born

33. 1850 **(1 mark)**

1860 Carried out further experiments

34. 1863 **(1 mark)**

35. 1867 **(1 mark)**

36. 1895 **(1 mark)**

1896 Died

- | | | |
|----------------------|---------------------------|--------------------------------|
| A Signed will | E Became a philanthropist | I Travelled to 20 countries |
| B Went to University | F Studied with Pelouze | J Received patent for dynamite |
| C Moved to Paris | G Received first patent | |
| D Discovered rubber | H Turned 40 | |

Part 3

TOTAL FOR PART 3: 15 MARKS
TOTAL FOR READING: 40 MARKS

WRITING

Part 4

37. Your teacher has asked you to suggest ways to save energy at school. Write a report for your teacher. In your report

- say why you think energy saving is important
- give **two** suggestions of things students could do to save energy at school
- give **two** suggestions of things the school could do to save energy.

You must write **between 100 – 150 words.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Part 4

--	--

TOTAL FOR PART 4: 20 MARKS

Part 5

38. A friend has invited you to their birthday party in another city but you can't go.

Write a letter to your friend saying

- why you can't go to the party
- what present you have bought for your friend, and why
- how you will get the present to your friend.

You must write **between 100 – 150 words.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Part 5

--	--

TOTAL FOR PART 5: 20 MARKS

Part 6

39. Read the article below on cycling and write a short summary for your school magazine. Your summary should include:

- **three** pieces of advice to someone who wants to start cycling
- **three** advantages of taking up cycling.

Remember, your summary will be read by your school friends and other students.

Wheels two. Options limitless.

It's true: you don't forget how to ride a bicycle. Even if you haven't been on one for 20 years, it soon comes back with a brilliant rush.

First though you will need a bike. Before you dash off and fall in love with a £5000 mountain bike, consider momentarily what you're going to use it for. If it's just to get around town carrying a bit of shopping, a few books, stopping at a café for a drink or two, then think about a **city bike** or **hybrid**. City bikes are similar to racing bikes and perfectly designed for tarmac: they are nippy and good at getting in and out of traffic, but not fantastic for carrying things. Hybrid tyres have a smooth centre line for efficiency on tarmac, but rougher outsides, they can carry stuff, nip about: they're proper all-round numbers really.

And don't forget the old-fashioned **sit-up-and-beg bike**. These are comfortable and practical: lots of places to carry things (you can't put bike baskets on the handlebars with folding bikes for example) and they put you in a good position to see what's going on with traffic. Just don't take anyone on at the traffic lights: you won't win.

If all this sounds too much like hard work, you could try an **electric bike** which is powered by a battery, charged either by plugging in or via a dynamo that recharges as you ride. You'll still have to pedal but the electric motor helps. Commuters should consider the ingenious **folding bike**. Perfect for carrying on and off trains, they are less good for long distances and not great at absorbing the bumps of the road.

If you are planning to zoom out into the country and whiz around for hours on end, you'll be wanting a **mountain bike**. Tough, with good brakes and loads of gears, they usually have a fairly upright position and are pretty versatile. And finally, if you want to transport your family around, either consider one of the above with child seats, tag-alongs, trailers etc, or you could consider the **tandem**, a double bike with two seats and four pedals.

Five Reasons to ride

Money owning a car costs around £3000 a year. Bikes cost about £75. There is also a scheme which allows employees to buy a new bicycle tax free to use for commuting.

Fitness driving a car burns up about 58 calories an hour. Cycling at a reasonable pace uses up more than 400 calories an hour.

Environment car emissions = loads.
Bike emissions = zero.

Parking a bike is always easier than a car.

Happiness there is plenty of evidence to show that a bit of exercise everyday is likely to improve your mental wellbeing, as well as toning your body. The same cannot be said of driving.

But before you start pedalling

Vital (and less vital) equipment beyond the obvious (lights, reflective strips, helmet, and lock) there are loads more possibilities. A rack and panniers are useful, offering lots of room for a change of clothes and other stuff you may need to carry with you. You may also want to invest in a set of inner tubes, tyre levers and a pump (to deal with punctures) and some sunglasses and gloves to complete the look.

Plan your route if you are not used to going out in traffic, have a look at the Sustrans website (sustrans.org.uk) which maps UK's national cycle route network.

Ride safely you need to be safety conscious, especially when cycling in bad weather or at night. For the nervous or rusty, getting some training is a great idea to gain confidence. And the good news is that the cardiovascular exercise will increase your life expectancy.

Adapted text 'Wheels two. Options limitless', Bibi van der Zee, 23 September 2006
© The Guardian Newspapers Limited

You must write **between 100 – 150 words.**

Dotted lines for writing.

Leave
blank

Part 6

TOTAL FOR PART 6: 20 MARKS

TOTAL FOR WRITING: 60 MARKS

TOTAL FOR PAPER: 100 MARKS

END

Part 1

In this part, you will hear a teacher in England giving a talk to parents and students about next year's school exchange trip to Germany.

Listen and complete the notes below about the talk. Write no more than **three words** and/or **a number** for each answer.

One mark will be awarded for each completed gap.

EXCHANGE TRIP TO GERMANY

Dates: 12th March – 24th March

Transport: By [1] and coach

German School: Students will attend German school for [2] days.

Girls may wear [3] at school.

German school starts at [4]

Excursions include: The [5] in Bremen
Luebeck, a Baltic town
Hamburg trip – Fun fair

Lunch by the lake

Tour of the [6]

Accommodation: Each student will have their own [7]
[8] is not permitted.

Staff: Three members of staff will be present.

Each teacher will have a [9]

Advantages of trip: For Years 7/8/9 – helpful and interesting.

For Year 10s – good preparation for the [10]

Part 1

--	--

TOTAL FOR PART 1: 10 MARKS

Part 2

Harry Robinson, a champion rower, is being interviewed by a journalist about his favourite teacher.

Listen and answer the questions.

Indicate your answer by marking the box (☒). If you change your mind, put a line through the box (☒) and then indicate your new answer with a cross (☒).

11. Harry Robinson represented his school in

- (a) rugby.
- (b) running.
- (c) cricket.

(1 mark)

12. At school, Harry stopped attending classes in

- (a) French.
- (b) Maths.
- (c) Science.

(1 mark)

13. What was the pupils' general attitude to Mr Johnson?

- (a) respect
- (b) fear
- (c) amusement

(1 mark)

14. How many people were in the rowing team?

- (a) 2
- (b) 3
- (c) 4

(1 mark)

15. Who was the rowing team's leader?

- (a) Glenn Johnson
- (b) Harry Robinson
- (c) They took turns

(1 mark)

16. Glenn's training schedule was

- (a) boring.
- (b) enjoyable.
- (c) exhausting.

(1 mark)

17. On training runs, the students tried to

- (a) run the entire distance.
- (b) trick Glenn Johnson.
- (c) go home early.

(1 mark)

18. How many times a week did the team row in winter?

- (a) 2
- (b) 5
- (c) 6

(1 mark)

19. When Harry coaches people, he

- (a) uses many of Glenn's techniques.
- (b) works them very hard.
- (c) wants them to develop in a particular way.

(1 mark)

Leave
blank

20. What does Harry say about Glenn Johnson?

- (a) He hasn't seen Glenn for a while.
- (b) Glenn hasn't had much work.
- (c) Glenn hasn't changed much.

(1 mark)

Part 2

TOTAL FOR PART 2: 10 MARKS

Part 3

You are doing a project on the bicycle. You will hear an extract from a radio programme about cycling in London and Copenhagen.

Listen and complete the sentences on the programme. Write no more than **three words** and/or **a number** for each answer.

One mark will be awarded for each completed sentence.

The rise of the bicycle in London

Since the turn of the century, London has seen a rise of [21] in the number of bicycles on main roads.

Cycling is now more enjoyable in the [22] part of London.

Drivers, particularly [23] ones, are more tolerant of cyclists in London today.

Cycling used to be seen as transport for [24]

What can be done to increase cycling numbers further:

- Provide [25] rooms at work.
- Improve [26] facilities for cyclists.

Cycling in Copenhagen

Many cycle because of the [27]

There are separate lanes for cyclists which are marked in [28] at crossroads.

40% of Copenhageners cycle because cars are so [29]

Traditionally, the bicycle has been the way that [30] people move around the city.

Part 3

TOTAL FOR PART 3: 10 MARKS

TOTAL FOR PAPER: 30 MARKS

END

BLANK PAGE

BLANK PAGE

Paper Reference(s)

4ES0/03

Edexcel IGCSE

English as a Second Language
Speaking Test

SAMPLE ASSESSMENT MATERIAL

Printer's Log. No.

M35134A



M 3 5 1 3 4 A

W850/4ES0/57570 2/2/2/

This publication may be reproduced only in accordance with Edexcel Limited copyright policy. ©2008 Edexcel Limited.

Turn over

edexcel 
advancing learning, changing lives

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**INTRODUCTION
FRAME 0**

Hello, my name is _____ and I will be interviewing you today. Can you please tell me your name and candidate number.

[Repeat candidate's name and number for clarity.]

Thank you.

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART ONE
FRAME 1**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about transport.

What form of transport do you and your family usually use?

What do you like about it?

Is there anything you dislike about it? (Why is that?)

What form of transport do you prefer to use for long journeys, for example when you go on holiday?
(Why is that?)

Thank you. That is the end of Part One.

M35134A

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART ONE
FRAME 2**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about shopping.

How often do you go shopping?

What kinds of things do you usually buy?

What did you buy on your last shopping trip?

What is your favourite shop? (Why is that?) / (Tell me about that.)

Do you prefer to go shopping alone or with friends and family? (Why is that?)

Thank you. That is the end of Part One.

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART ONE
FRAME 3**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about sport.

How often do you play sport?

Where do you play sport?

Which sport do you play most?

What do you enjoy most about _____ (this sport)?

Is there anything you do not enjoy about sport?

Thank you. That is the end of Part One.

M35134A

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART ONE
FRAME 4**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about your home.

Do you live in a house or a flat?

Could you describe your house/flat to me?

What do you particularly like about your house/flat? (Why is that?)

If you could change something about your house/flat, what would it be? (Why is that?)

Thank you. That is the end of Part One.

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

PART TWO

INTERLOCUTOR'S STANDARD INTRODUCTION

Now I am going to give you a task card with a topic and ask you to talk about this topic for 1 to 2 minutes. You will have 1 minute to think about what you want to say. Here is some paper and a pen for you to make notes if you want to, and here is your task card.

You are going to talk about _____ .

You can use some or all of the ideas listed below in your talk but you must answer this question: _____ .

You have 1 minute to prepare. You may begin your talk when ready.

(After 1 minute) That is the end of your preparation time, You should begin your talk now.
(Candidates talk.)

[If candidates have not finished speaking at the end of the 2 minute allocated time]
Thank you. You have been speaking for 2 minutes. That is the end of Part Two.

[Otherwise]
Thank you. That is the end of Part Two.

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 1**

You are going to talk about **living in cities**. You can use some or all of the ideas listed below in your talk but you must answer this question:

Which city in your country would you prefer to live in and why?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Architecture
- Places of Interest
- Shopping
- Entertainment
- Other

M35134A

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 1 (INTERLOCUTOR'S COPY)**

You are going to talk about **living in cities**. You can use some or all of the ideas listed below in your talk but you must answer this question:

Which city in your country would you prefer to live in and why?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Architecture
- Places of Interest
- Shopping
- Entertainment
- Other

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART THREE
FRAME 1**

We have been talking about **living in cities** and I would like to ask you some more questions on this topic.

What are some of the differences between living in a city and living in the countryside?

If you had a choice between living in a city or in the countryside, where would you live?
(Why is that?)

Which type of person would find it easy living in a city/in the countryside? (Why is that?)

What makes a city unpleasant to live in? (Tell me about that.)

Why can living in the city be dangerous sometimes?

How can we overcome the difficulties of living in cities?

Why do so many people choose to live in large cities?

What impact does living in a very large city have on people? (Why is that?)

What do you think cities of the future will be like? (Tell me about that.)

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 2**

You are going to talk about **digital technology**. You can use some or all of the ideas listed below in your talk but you must answer this question:

How important is digital technology, such as mobile phones and computers, in your life and why?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Usefulness
- Communication
- Information
- Socialising
- Other

M35134A

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 2 (INTERLOCUTOR'S COPY)**

You are going to talk about **digital technology**. You can use some or all of the ideas listed below in your talk but you must answer this question:

How important is digital technology, such as mobile phones and computers, in your life and why?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Usefulness
- Communication
- Information
- Socialising
- Other

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART THREE
FRAME 2**

We have been talking about **digital technology** and I would like to ask you some more questions on this topic.

What are the advantages of having a mobile phone?

What are the disadvantages of having a mobile phone?

At what age should children be allowed to have mobile phones? (Why is that?)

Is there anything that annoys you about digital technology? (Why is that?)

What difference would it make to you if you did not have a computer or mobile? (Tell me about that.)

Do you think parents should control how much time their children spend using computers?
(How can they do this?)

Do you think that spending a long time on electronic games, computers or TV has an impact on a person? (Tell me about that.)

How has digital technology changed family life?

How do you think family life might change in the next fifty years? (Tell me about that.)

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 3**

You are going to talk about **the relationship between people and animals**. You can use some or all of the ideas listed below in your talk but you must answer this question:

What role do animals play in your life?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Pets
- Zoos
- Wild Animals
- Farmyard Animals
- Other

M35134A

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 3 (INTERLOCUTOR'S COPY)**

You are going to talk about **the relationship between people and animals**. You can use some or all of the ideas listed below in your talk but you must answer this question:

What role do animals play in your life?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Pets
- Zoos
- Wild Animals
- Farmyard Animals
- Other

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART THREE
FRAME 3**

We have been talking about **the relationship between people and animals** and I would like to ask you some more questions on this topic.

Why do you think some people keep pets?

What are some of the benefits of keeping a pet?

Why do you think some people like to have unusual pets?

Do you think it is right to keep animals in zoos? (Why is that?)

What can we learn from zoos?

Do you think zoos will have a different role to play in the future? (Why is that?)

What can we do to help wild animals survive in their own habitat?

Should we try to save all animals from extinction? (Why is that?)

What can we do to help people in rural communities live successfully with the wild animals around them?

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 4**

You are going to talk about **the role of famous people in society**. You can use some or all of the ideas listed below in your talk but you must answer this question:

Who do you think is the most famous person from your country and why?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Film stars
- TV personalities
- Sportsmen and women
- Politicians
- Other

M35134A

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART TWO
STUDENT'S CARD 4 (INTERLOCUTOR'S COPY)**

You are going to talk about **the role of famous people in society**. You can use some or all of the ideas listed below in your talk but you must answer this question:

Who do you think is the most famous person from your country and why?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you.

- Film stars
- TV personalities
- Sportsmen and women
- Politicians
- Other

**Edexcel IGCSE English as a Second Language 4ES0/03 Speaking Test
Sample Assessment Material**

**PART THREE
FRAME 4**

We have been talking about **the role of famous people in society** and I would like to ask you some more questions on this topic.

Do you follow the lives of famous people in the news? (Why is that?)

Why do you think people are interested in the lives of famous people? (Tell me about that.)

What influence do famous people have on the public? (Why is that?)

What are some of the advantages of being famous?

What are some of the disadvantages?

Do you think that famous people have the right to a private life? (Why is that?)

Do you think young people take a greater interest in famous people? (Why is that?)

What effect can public interest have on famous people themselves?

Will the reasons why people become famous change in the future? (Why is that?)

Sample mark schemes

General marking guidance	49
Paper 1: Reading and Writing	51
Paper 2: Listening	57
Paper 3: Speaking	67

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: Reading and Writing

Part 1

Question Number	Answer	Mark
1	E	1

Question Number	Answer	Mark
2	C	1

Question Number	Answer	Mark
3	A	1

Question Number	Answer	Mark
4	G	1

Question Number	Answer	Mark
5	F	1

Question Number	Answer	Mark
6	B	1

Question Number	Answer	Mark
7	C	1

Question Number	Answer	Mark
8	A	1

Question Number	Answer	Mark
9	G	1

Question Number	Answer	Mark
10	F	1

Part 2

Question Number	Answer	Mark
11	A, C, G	3

Question Number	Answer	Mark
12	A, D, F	3

Question Number	Answer	Mark
13	C	1

Question Number	Answer	Mark
14	A	1

Question Number	Answer	Mark
15	Motivation	1

Question Number	Answer	Mark
16	Internal	1

Question Number	Answer	Mark
17	Attitude	1

Question Number	Answer	Mark
18	Junior	1

Question Number	Answer	Mark
19	Experience	1

Question Number	Answer	Mark
20	Human Resources	1

Question Number	Answer	Mark
21	Transferable	1

Part 3

Question Number	Answer	Mark
22	Engineers	1

Question Number	Answer	Mark
23	1842	1

Question Number	Answer	Mark
24	Conduct (chemical) experiments	1

Question Number	Answer	Mark
25	Manufacture	1

Question Number	Answer	Mark
26	Gun powder	1

Question Number	Answer	Mark
27	Power	1

Question Number	Answer	Mark
28	Entrepreneur	1

Question Number	Answer	Mark
29	Philosophical issues	1

Question Number	Answer	Mark
30	Benefit	1

Question Number	Answer	Mark
31	International	1

Question Number	Answer	Mark
32	Neutral	1

Question Number	Answer	Mark
33	1850 Studied with Pelouze (F)	1

Question Number	Answer	Mark
34	1863 Received first patent (G)	1

Question Number	Answer	Mark
35	1867 Dynamite patented (J)	1

Question Number	Answer	Mark
36	1895 Signed will (A)	1

Parts 4 - 6

Question Number	Answer	Mark
37, 38, 39	Communicative quality	Mark
	The student has made no attempt to address the task. What the student has produced is insufficient and cannot be read or marked.	0
	Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.	1
	The response is difficult to follow. Student may not have considered the need to address tone and register.	2
	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.	3
	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.	4
	The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.	5

	Lexical accuracy and range	Mark
	The student has made no attempt to address the task. What the student has produced is insufficient and cannot be read or marked.	0
	Student shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty.	1
	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.	2
	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.	3
	Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.	4
	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.	5

	Grammatical accuracy and range	Mark
	The student has made no attempt to address the task. What the student has produced is insufficient and cannot be read or marked.	0
	The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	1
	The writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.	2
	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the student wants to say.	3
	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	4
	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.	5

	Effective organisation	Mark
	The student has made no attempt to address the task. What the student has produced is insufficient and cannot be read or marked.	0
	Generally incoherent and poorly organised, lacking in use of cohesive devices.	1
	A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.	2
	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.	3
	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.	4
	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.	5

Paper 2: Listening

Part 1

Question Number	Answer	Mark
1	plane	1

Question Number	Answer	Mark
2	3 or three	1

Question Number	Answer	Mark
3	trousers (must be plural)	1

Question Number	Answer	Mark
4	eight/8(am)/8/eight 0'clock/0800(h/hs/hrs/hour/hours)/8 in the morning	1

Question Number	Answer	Mark
5	university	1

Question Number	Answer	Mark
6	harbour (by boat) / harbor (by boat)	1

Question Number	Answer	Mark
7	bedroom	1

Question Number	Answer	Mark
8	smoking	1

Question Number	Answer	Mark
9	mobile (phone)	1

Question Number	Answer	Mark
10	oral examination(s)/exam(s)	1

Part 2

Question Number	Answer	Mark
11	B	1

Question Number	Answer	Mark
12	A	1

Question Number	Answer	Mark
13	A	1

Question Number	Answer	Mark
14	C	1

Question Number	Answer	Mark
15	B	1

Question Number	Answer	Mark
16	B	1

Question Number	Answer	Mark
17	B	1

Question Number	Answer	Mark
18	A	1

Question Number	Answer	Mark
19	A	1

Question Number	Answer	Mark
20	C	1

Part 3

Question Number	Answer	Mark
21	70% (percent / per cent)	1

Question Number	Answer	Mark
22	central	1

Question Number	Answer	Mark
23	professional	1

Question Number	Answer	Mark
24	poor	1

Question Number	Answer	Mark
25	shower	1

Question Number	Answer	Mark
26	road	1

Question Number	Answer	Mark
27	convenience	1

Question Number	Answer	Mark
28	blue	1

Question Number	Answer	Mark
29	expensive	1

Question Number	Answer	Mark
30	ordinary	1

TRANSCRIPT

Hello

This is the Edexcel IGCSE new specification specimen material listening test in English as a Second Language.

This 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 three parts twice. Write your answers in the spaces in your question booklet as you listen.

Part 1

In this section you will hear a teacher in England giving a talk to parents and students about next year's school exchange trip to Germany.

Listen and answer the questions below.

First you have one minute to read the questions.

(1 minute pause)

Now listen and answer the questions.

Good evening, my name is Mrs Green, the Head of German, and I'd like to welcome you to this Parents' Evening about next year's exchange trip to Germany which your son or daughter will be going on. This evening, I want to give you details of the programme, some information about the school your child will be attending in Germany and details of host families. I'll also advise you of our policy on behaviour during the trip.

The trip is from the 12th - 24th March and students will be back here in class on Monday 26th. The group used to travel to Germany by coach and ferry, but this year the journey will be much shorter as it's by plane from London to Hamburg, followed by a 1 hour coach drive to Nordstadt. The whole journey takes only 2 ½ hours which means that students will arrive early afternoon instead of late evening. They will first go to the Schiller High School where they will meet their German partner and family and be taken to their host family's home.

As you know the trip lasts for 12 days including the travelling. For the first three days students will be attending classes at Schiller High School and getting a taste of the German school system. They will attend the same classes as their partner. So, for example, if their partner has a Chemistry lesson, our student will go along to that class. As you may be aware, German school students do not wear a uniform, so our students will be expected to wear appropriate clothes. These should be smart, casual clothes and can include trousers for girls. The important thing is to use common sense. Another thing to remind your child about is that in Germany, the school day begins at 8 am and finishes at 1 pm. So on their first morning in Germany, they should expect to get up at 6 am. This is the normal time for getting up on a school day.

The remaining days the students will be visiting Bremen University, which runs a wide range of courses for international students. They will also spend a day in Lübeck, a town on the Baltic Coast where marzipan is made. The highlight of the trip will be a day's excursion to Hamburg. Students will visit its famous fun fair, have lunch by the

lake and take a boat trip around the harbour. Other informal get-togethers are also organised such as shopping trips and an evening at a bowling centre.

At the weekend, students will be left to their own devices and will have a chance to relax and get to know their host families a bit better, with the opportunity of practising their German language skills and experiencing German culture.

Please be assured that the accommodation offered by the host families has been checked and approved by the German high school staff and every child will be in their own separate bedroom. Some will also have their own bathroom. All of these families come highly recommended and many of them have hosted our students before.

Your child will be a guest in the host family's house and we expect them to behave appropriately. Life within a German family is, as a rule, very relaxed, but the host families have been asked to tell students bedtimes and when they are expected to be home. They have also been advised to apply a zero tolerance policy on smoking with our students.

Thirty-five students will be going on the trip this time and they will be accompanied by three of our school staff, all of whom are German speakers. These staff will accompany the group on all organised trips and will be present at the Schiller High School during school hours. Should your child have a problem when the staff are not available, they can always be contacted by mobile phone. Each member of staff will carry one. The numbers will be provided to students and to you, the parents, nearer the time.

The German Exchange has become an increasingly popular trip as well as a tremendous support to the students' studies. We hope that this trip will be a great success, as it has been in previous years. We are increasing the amount of German being taught in school and this is an ideal opportunity to build on work in the classroom. For those of you with children in Years 7, 8 and 9, the trip to Germany will be both helpful and interesting. For Year 10 students there is the added advantage of the opportunity to practise before the Oral Exam in their final year.

So, now, if you have any questions, (fade) I will be happy to answer them.

Now listen a second time and check your answers.

(Part 1 recording repeats.)

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

Part 2

Harry Robinson, a Champion rower, is being interviewed by a journalist about his favourite teacher.

First you have one minute to read the questions.

(1 minute pause)

Now listen and answer the questions.

J: Thank you Harry, for coming in today to talk about your favourite teacher.

HR: I am delighted to be here.

J: So, firstly, why was this person important to you?

HR: If it hadn't been for my English teacher, Glenn Johnson, I would never have got into a boat. He started an after-school rowing club at my secondary school and asked me to give it a go.

J: Were you already showing signs of being a great sportsman then?

HR: I have always loved sport and was a good all rounder at school. I was OK at rugby and cricket and a good sprinter and ran in school competitions at regional level. Academically, though, I didn't do particularly well. At primary school I came bottom of the class in tests, but it didn't worry me. I'm dyslexic and have had problems with reading all my life. I'd had extra lessons at primary school, and when I went to secondary school, I was taken out of French to do extra English. Although, I wish I'd been excused Maths and science as well, as those subjects never appealed either.

J: Tell me about Glenn.

HR: Glenn Johnson only taught me for one year. He seemed very strict; but people weren't scared of him, they admired him. He was short-sighted, so we learned early on that if you were causing mischief in the class he would walk up to your desk and stare at you. You knew then you were in trouble. Glenn's two loves were rugby and rowing and he helped with a number of sporting activities and was hugely enthusiastic and wanted us all to enjoy what we did.

J: Could you tell me about the early days?

HR: I was about 13 when I began rowing. At first there were 12 of us, but soon we were down to four in the under-14 group. After two or three months of rowing up and down the river, Glenn asked us if we would like to take part in a race and we competed in the district schools' regatta and won. We entered seven events in our first season and won them all. We thought we were invincible. I was the biggest and the strongest, so I led the team, but I never saw myself as the captain. We were all in it together.

J: What was the training schedule like?

HR: We trained every day after school and sometimes at lunchtime in school as well, doing weights and stuff like that. Glenn made it all seem like fun; it was never a chore. He was cunning. Sometimes when we had to do a run around the block we didn't always go the full distance. He knew what was going on but never said anything. Instead, next time he'd take us in his car and drop us off somewhere so that we had no alternative but to run all the way back to school or the rowing club. Afterwards he always dropped us off at our houses so we could get our homework done ready for the next school day.

J: So, what was the secret of his success?

The reason we did so well, I later discovered, was that we did more training than any of the other competitors. During the season we rowed every weekday, had Saturdays off and then rowed on Sunday mornings. During the winter we went training with the local rowing club Tuesday and Thursday evenings. Glenn Johnson taught us discipline. People like doing things they are good at and that are fun, and the professional way he organised things to make it easy for us, and fun as well, was impressive. In the coaching I do now I hope I come across in the same way, trying to get people to achieve their potential without flogging them so they hate it and never want to come back to sport once they've finished school.

J: Are you still in contact with him?

HR: Yes, Glenn and I became friends and are still in touch. I see him regularly at school reunions and sometimes we meet for lunch. He's a great guy. He's been retired for some time now but he doesn't look any different from when I started rowing in 1976.

J: Thanks Harry for coming in and talking to me today.

Now listen a second time and check your answers.

(Part 2 recording repeats.)

That's the end of Part 2. Now turn to Part 3.

Part 3

Listen to this short radio programme on cycling in London and Copenhagen.

Write no more than three words or a number in each space.

First you have one minute to read the notes.

(1 minute pause)

Now listen and complete the notes.

In the last few years more and more Londoners are choosing to cycle to work, to the shops, or to visit friends and family. Since 2000, there has been a 70% increase in cycling on major roads. This is probably one of the highest growths in cycling anywhere in the world in such a short time. This trend is mirrored throughout the country: nationwide the number of people using national cycle networks last year increased by 15% to 232 million journeys.

What is the reason behind the resurgence of the bicycle? In London, one reason has been the implementation of the congestion charge, a tax which is charged on all vehicles entering Central London. This has definitely reduced traffic volume and has helped to make cycling more pleasant. But Central London is only part of London, so it is not the whole picture. It's obviously a part of London where people commute to work so that does help. But the congestion charge has made a psychological difference to people. It gave the message to people that going by private car or struggling into work on public transport was maybe not the cleverest way anymore.

Drivers have also become more tolerant now. Motorists now see things such as advance stop lines for cyclists at traffic lights. They see the picture of bikes painted on the road and this gives them the subliminal message that cyclists have priority; they have the right to be in that road space. This makes a huge difference. London taxi drivers and bus drivers, that is people who are professional drivers, take the greatest care around cyclists. However, the people who do not drive everyday are the ones that tend to be more aggressive towards cyclists and drive more dangerously sometimes.

The perception of cycling is also changing. We have been through decades when cycling was perceived as poor people's mode of travel, almost second class citizenship, and in effect it was almost planned out of existence by traffic engineers and road planners. We have moved a long way from that position. Now, cycling is perceived as almost cool. It is desirable, people are interested in it and people are talking about it. There are even columns in the newspapers devoted to it.

But companies could do more to encourage cycling to work. Surveys show that 10 - 25% of Londoners are prepared to cycle to work if the conditions are right, yet most companies do not have a place to leave bikes. Businesses need to increase parking for bicycles and put in shower facilities for their workforce. Other people need to play their part in this. The authorities also need to provide better facilities on the road for cyclists and get more information out to people who want to cycle.

While the increasing number of cyclists in London and the country as a whole is very promising, it does not begin to match what they have achieved in Copenhagen.

In Copenhagen, cycling is the norm - between 100 and 150 thousand people use bikes there. What is it about Copenhagen that makes them want to use their bikes?

One reason is the convenience - you can park your bike almost anywhere. The local government has made the city very friendly to cyclists and less friendly to cars. But there are still pedestrians, cars, pick-up trucks, motorbikes and lorries in the city. Cycle lanes are raised off the road by 2 - 3 inches. There is the road and then the cycle lane which is like a broad pavement about 7 ft wide. Then there is another raised section with the pavement for pedestrians. So everybody is demarcated and there are blue lanes across central sections and crossroads which show the route that cyclists are supposed to take. Riding a bike in Copenhagen feels pretty safe. It is impressive how they have managed to integrate everything, to get everything to coexist. It has been a very difficult balancing act but the people of Copenhagen have helped.

Danish people are very practical people. The country has the highest taxation on cars, not only in Europe but probably in the world, so a car is extremely expensive in Denmark and that, of course, means that a person has to earn a certain level of income in order to be able to afford a car. For many people, it is not practical to use a car to get around the city and that is why over 40% of the people in Copenhagen use their bike every day.

There is also a tradition of bike riding in the city. For generations, people have been brought up to cycle, they are put on bikes at the age of 4 or 5 and they stick with it. Also, Copenhagen was not a wealthy city and the bike was the form of transport for ordinary people. So, if after a hard day's work at the factory or shipyard you wanted to have some leisure time, you invested in a bicycle to enjoy the green spaces and coastline near Copenhagen.

Next week, we shall examine the role of the bicycle in China.

Now listen a second time and check your answers.

(Part 3 recording repeats.)

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

Thank you and good luck.

Paper 3: Speaking

	Communicative ability and content	Mark
	Student produces no language worth rewarding	0
	Offers little relevant information and is unable to formulate clear opinions. Produces minimal responses and is unable to maintain interaction.	1
	Opinions are limited to basic questions and relevant information provided is limited. Answers are short and student shows little or no initiative	2
	Expresses simple opinions and offers some personal responses, conveying some relevant information. Generally responds well but rarely expands on ideas under discussion. Student has difficulty with more complex questions. Student needs help to interpret the question.	3
	Expresses opinions without undue difficulty and conveys a significant amount of information. Responds well to a range of questions and expands on some questions.	4
	Confidently expresses opinions and attitudes, and conveys a lot of information. Responds well to all questions and frequently takes the initiative to expand on ideas under discussion.	5

	Pronunciation and fluency	Mark
	Student produces no language worth rewarding	0
	Pronunciation is poor and inconsistent and communication is hesitant and disjointed.	1
	<p>Pronunciation and intonation are generally poor and inconsistent, and may impede communication. Accent regularly impedes communication. There are patches of speech which cannot be understood.</p> <p>Student is hesitant.</p>	2
	<p>Pronunciation and intonation are generally accurate though errors may interfere with communication. Accent may impede communication.</p> <p>Student hesitates occasionally.</p>	3
	<p>Pronunciation and intonation are generally comprehensible and clear.</p> <p>Accent is noticeable but does not impede communication.</p> <p>Student generally responds without undue hesitation.</p>	4
	<p>Pronunciation and intonation are consistently comprehensible and clear.</p> <p>Accent in no way impedes communication.</p> <p>Student is able to sustain the conversation with ease and without undue hesitation.</p>	5

Lexical accuracy and range	Mark
Student produces no language worth rewarding	0
Only uses the most basic vocabulary. Student is unable to overcome problems.	1
Range of vocabulary used is limited and repetitive. Student rarely attempts complex language and often lacks the resources to overcome problems.	2
Student uses an adequate range of structures and vocabulary. Some attempts to use complex language though not always successfully. Student may occasionally lack the resources to maintain interaction.	3
Uses a relatively wide range of vocabulary, generally used appropriately and accurately. Occasional errors impede communication though generally student has resources to maintain interaction.	4
Uses a wide range of vocabulary appropriately, accurately and precisely. Student has appropriate linguistic resources to be able to overcome problems and maintain interaction.	5

Grammatical accuracy and range	Mark
Student produces no language worth rewarding	0
Consistently inaccurate use of structures.	1
Generally inaccurate in basic language. Errors impede communication and student is unable to use any complex structures.	2
Generally accurate using simple, basic language. Less accurate in more unfamiliar language situations. Errors are at times significant and impact on communication.	3
Generally accurate in straightforward language. Some errors evident, particularly when using more complex language.	4
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.	5

September 2008

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.org.uk

Edexcel Limited, Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07