

International GCSE

Edexcel International GCSE

English as a Second Language (4ES0)

2013 examinations

delivered locally, recognised globally

Instructions for the conduct of
examinations (Paper 3 - Speaking)

Edexcel International GCSE

English as a Second Language (ESL) (4ES0)

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International GCSE English as a Second Language (4ES0)

Instructions for the conduct of examinations (Paper 3 - Speaking)

Please note that this document should be read carefully by centre staff and interlocutors before any speaking test is conducted.

General

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register by indicating either Absent or Present.

Timetabling

Centres must conduct the tests during the period specified. This period is from mid-March up to and including the date of the written examinations (Paper 1 and Paper 2).

Centres should aim to timetable all speaking tests on the same day or, where numbers are large, on consecutive days.

Method of assessment

The speaking tests will be conducted by a centre-appointed interlocutor. In exceptional circumstances, where there are large number of candidates, there may be more than one interlocutor conducting tests, but the numbers of interlocutors should be kept to a minimum. In most cases the interlocutor will be a teacher within the centre, but centres who do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the speaking tests. It is solely the responsibility of the centre to find such an outside person, and the centre is responsible for ensuring that such a person is suitably qualified to carry out the examination and is familiar with the demands and format of it.

Centres must ensure that interlocutors are experienced teachers of English who are familiar with the requirements of the speaking tests. If in doubt, please contact Edexcel International directly for advice.

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

Tests can be recorded using one of the following methods:

- Cassette tapes
- Digitally - we accept .mp3 (at least 192 kbit/s), .wav, .wma and these can be submitted on either a CD or USB memory stick

References to cassettes and CDs/cassette and CD cases in this handbook also apply to mp3/USB memory sticks.

If you record the oral assessment in a different digital format, please convert the recording to one of the accepted formats above.

The only format that works on standard CD players is Audio CD. If you want recordings to be heard via a CD player and not a PC, select this format to copy your oral recordings.

Please indicate on the CD that this is an Audio CD.

Edexcel do NOT provide cassette tapes, CDs or USB memory sticks.

Please:

- do not use more than one method to record oral assessments
- ensure each candidate's oral is recorded as a separate track
- ensure track listings are provided using the labels provided for tapes or printed in word/excel using the format below for digital recordings

When you name the tracks on the CD/USB memory stick, please follow the convention shown 'unit number_centre number_candidate name_candidate number' e.g. '4ES0/03_12345_Joe Bloggs_0012'.

IMPORTANT

Centres must check that the tests have recorded before dispatching to the examiner. We strongly recommend centres make a copy of the oral recordings before submitting to Edexcel.

If upon receipt of the tape/CD/USB memory stick the examiner discovers that the tests have not recorded then they will contact the centre for a replacement. If the centre do not have another copy, and it is still within in the oral period window, then the oral test must be conducted again. If it is after the oral window period then the centre must apply for special consideration.

Edexcel cannot recommend equipment to use for recording purposes, nor can we provide technical advice.

Structure and timing of tests

The timing of the elements of the speaking test must be respected, though timing to the precise second is not expected.

The format and structure of the speaking test is described in detail in the main body of the English as a Second Language specification on pages 9 - 11.

Accommodation

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

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

Materials required for speaking tests

Edexcel will supply

1.	Cassette/CD insert labels	One photocopiable cassette/CD insert label to be put in each case to be completed with centre and candidate details (see Appendix 4 in the specification. A copy of the insert labels is included at the back of this booklet).
2.	An Attendance Register pre-printed with names and numbers of all candidates in the centre.	It is essential that each candidate is accounted for on the attendance register as either Absent or Present.
3.	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other components or other languages.

It is the responsibility of the centre to supply

1.	Recording equipment and microphone	Test equipment before use.
2.	C60/C90 Cassettes/CDs	All cassette and CD cases to be numbered and labelled with centre/candidate names and numbers.

Conduct of the speaking examination

Summary of procedures

Complete the top part of the Candidate Cover Sheet. (See Appendix 3 in the specification. A copy of the candidate cover sheet is included at the back of this booklet.)

Ensure the recording equipment is switched on. Announce the unit title and number, (e.g. International GCSE English as a Second Language 4ES0/03), followed by the interlocutor's details, the centre number and the candidate name and number.

Part 1

Part 1 now begins. The interlocutor begins by using the questions on one topic area provided by Edexcel to get the candidate to speak about the given topic. This is a warm-up activity and the purpose of this part of the test is to get the candidate used to speaking in English and to familiarise them with the voice of the interlocutor. Candidates are expected to respond to the questions asked and expand where appropriate. The interviewer will be given a script to follow in this part of the test.

This part of the test will take no more than 3 minutes.

Part 2

At the end of Part 1 the interlocutor brings this part of the test to a close and introduces Part 2. The candidate is given a task card introducing the topic. The task card also includes some bullet-pointed items for the candidate to consider and **a question which the candidate must address**. The candidate is also given paper and pen to make notes if they wish; these notes are collected by the interlocutor at the end of the test, but they are not assessed. **The candidate has one minute to prepare and then is expected to speak for one to two minutes about the given topic.** This part of the test is timed by the interlocutor who may gently interrupt the candidate if they speak for longer than two minutes. The interlocutor will then bring this part of the test to a close and introduce Part 3.

Part 3

In Part 3 the interlocutor will use a set of questions intended to expand on the topic which the candidate addressed in Part 2. The interlocutor will be working from a set of questions provided by Edexcel and will try to stretch the candidate in terms of the language they are able to produce to talk about the given topic in more complex and abstract terms.

Questions are arranged in themed groups. The interlocutor is not expected to work through all of the questions with all candidates, but it is recommended that interlocutors do not split question groups and that they work through questions within a question group in order, as far as candidate ability allows.

This part of the test will take no more than 5 minutes.

The interlocutor must not enter any marks or comments in the lower part of the Candidate Cover Sheet. This part is reserved for use by Edexcel.

At the end of the speaking test the recording equipment should be stopped and the interlocutor should check that the test has been recorded. Where necessary, if using a cassette-recorder, the cassette should be turned over or changed, ready for the next candidate.

Recording of candidates

All candidates must be recorded.

Where recordings fail or are unsatisfactory, re-examining is required as soon as possible.

It is essential to check that

- the microphone and recorder are correctly connected and that recording is taking place. The cassette-recorder, if possible, should be well away from the microphone.
- the position of the microphone favours the candidate.
- extraneous noise is kept to a minimum.
- the recorder is switched on at the start of the test and off at the end.
- the centre name and number are announced at the start of every cassette/CD.
- the candidate's name and number are announced at the start of each test.

If using cassettes, please also check that

- recordings of previous candidates are not accidentally erased.
- the tape remaining on the side of the cassette in use is sufficient to complete the next test without turning over.
- the cassette is returned to the correct box after use.
- all cassettes are re-wound to the beginning before despatch to the examiner.

Important

The cassette should on no account be stopped during a test. If an emergency makes this unavoidable, a report should be written immediately to the International GCSE Qualification Delivery Assessment Manager for English as a Second Language. This should be sent via the International Customer Services. The report must explain the circumstances and any subsequent action taken. A copy must be included with the tapes sent to the examiner.

All mobile phones must be switched off during the examination.

Checklist for conduct

When conducting speaking examinations:		
At this point	Record this	Do this
At the start of each new cassette/CD	“This is the International GCSE Examination in English as a Second Language” [<i>state examination session</i>], “Paper 3, Interlocutor _____” [<i>state name</i>] “Centre Name _____” [<i>state centre name</i>]. “Centre Number _____” [<i>state centre number</i>].	On the cassette/CD label, write your centre name and number, the language, specification number and interlocutor’s name.
At the start of each candidate’s test	“Hello, my name is _____ and I will be interviewing you today. Can you please tell me your name and candidate number.” [<i>Repeat candidate name and number for clarity</i>].	On the photocopiable cassette/CD insert, write the candidate’s name and number. Make sure the Candidate Cover Sheet is complete with relevant details. Start the test. Do not stop or pause the cassette/CD during the recording.
At the start of Part 1	“First I would like to ask you some questions about yourself. Let’s talk about _____” [<i>state Topic for Part 1</i>].	Do not stop or pause the cassette/CD during the recording. You may use supplementary questions [<i>when, why, how ...</i>] to elicit the fullest possible responses. If the candidate responses are full then you may not need to use all the questions in a given topic available to you. If the candidate is not very talkative you may use more than one topic area for this part of the test.
At the end of Part 1	“Thank you. That is the end of Part 1.”	

At the start of Part 2	“Now I am going to give you a task card with a topic and ask you to talk about this topic for one to two minutes. You will have one minute to think about what you want to say. Here is some paper and a pen for you to make notes if you want to, and here is your task card.” <i>[Give the candidate the task card, some blank paper and a pen.]</i> “You are going to talk about _____” <i>[read the introduction to the task as written on the task card.]</i> “You can use some or all of the ideas listed below in your talk but you must answer the question at the end. You have one minute to prepare. You may begin your talk when ready.” <i>[Please time the candidate preparing their talk and when their one minute is over signal that they should begin their talk by saying the following]</i> “That is the end of your preparation time. You should begin your talk now.” <i>[If the candidate talk does not come to a natural end at the end of the 2 minute allocated time, stop the candidate by saying]</i> “Thank you. You have been speaking for 2 minutes.” <i>[In cases where the candidate has not addressed the final question, please make sure that you ask the candidate this question yourself.]</i>	You must choose a task card which does NOT overlap with the topic you selected for Part 1. The candidate may be unhappy with the given topic. If they ask to change topics then give them a second task card. Please do not stop the recording at any point, but do not include the time taken for this interaction in your overall timing of this part of the test. Do not interrupt the candidate during their 2-minute talk. However, should the candidate continue talking beyond their 2-minute allocation, then interrupt the candidate diplomatically and sympathetically. Should the candidate ask you for an explanation of the words on the task card during their one-minute preparation time, you may give simple explanations without going into any unnecessary detail. The purpose of the list of bullet points is to give the candidate some ideas. The candidate does not need to address any of the bullet points in their talk but they must address the question at the end of the task card. If they do not, please ensure that you ask this question before you bring this part of the test to a close.
At the end of Part 2	“Thank you. That is the end of Part 2.”	

At the start of Part 3	“We have been talking about _____ [<i>enter topic used in Part 2</i>] and I would like to ask you some more questions on this topic.”	Each Part 2 topic is accompanied by a set of questions to be used in Part 3. These questions are generally grouped around three related topic areas and range from the familiar and simple to the complex and abstract. You may choose to explore one or more particular related areas depending on the ability and range of the candidate’s responses. You should aim to stretch the candidate and encourage them to use all the linguistic resources they have and achieve their maximum potential. Although you may ask simple extension questions (such as <i>why</i> , <i>how</i> , etc), you should not stray from the questions provided and you should not introduce a new topic at this point in the test.
At the end of Part 3	“Thank you. That is the end of the speaking test.”	
After the last candidate on side A	“End of Side A.”	
After the last candidate on side B of each cassette/CD	“End of Side B. The tests continue on cassette/CD number _____. ” [<i>state number of next cassette/CD</i>]	Wind to the start of side A. Check that all the details on the cassette/CD label are filled in. Place the cassette/CD back in the case before you take the next cassette/CD out of its case.

Advice for interlocutors on managing the interaction in the speaking test

At all times look interested and involved in what the candidate is saying. Try to look relaxed in order to put the candidate at ease. Refrain from using words such as “good” or “well done” or “that’s right” as this may give the wrong impression to the candidate of their performance.

You may answer questions that the candidates may have regarding the tasks they have been given. You may explain the occasional word should they ask for an explanation but please refrain from giving long explanations or providing the candidates with a paraphrase of the question they have been asked. You may repeat the question more clearly if you wish but if the candidate clearly does not understand the question you are asking you should select a different question from the set you are working from. It is important that all candidates are tested in the same standard manner.

If candidates should ask for a different task in Part 2, you may choose a different task. However, it may be useful where possible to have a conversation with the teachers at the centre beforehand about any issues which may affect your selection of topics/tasks.

Encourage candidates to expand beyond a simple reply to each question – aim at a natural conversation. Ask follow up question provided if candidate’s answer is very short.

Never correct a candidate’s language, however inaccurate, during a test.

Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

Do not interrupt candidates **except** if they talk for more than 2 minutes in Part 2 of the test.

At the end of the test do not give the candidate any indication of how you think they performed. This is a task for the examiners.

Preparation of materials to despatch to the examiner

Centres should send **all** cassettes/CDs to the appropriate examiner.

All Candidate Cover Sheets must contain all the appropriate centre and candidate details – correct candidate numbers are essential.

All the Candidate Cover Sheets must be arranged **in candidate number order**.

Each cassette/CD must be numbered and the number indicated in the appropriate case on the Candidate Cover Sheet.

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

If using cassettes, each side of each cassette must indicate the candidate numbers of candidates recorded over it.

Despatch of materials to the examiner

Computer-printed address labels will be supplied on the attendance registers, showing the name of the examiner and the specification. As soon as all materials are ready, and within 48 hours of the completion of examining, material should be despatched to the examiner in two separate consignments as follows:

- Parcel 1:** The **top two copies** of the Attendance Register (bottom copy to be retained by the centre). Please remember that Attendance Registers **must not be folded or creased**.
- Parcel 2:** All cassettes/CDs, and the completed Candidate Cover Sheet for the speaking test (given on the next page).

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

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

Candidate cover sheet for optional speaking test – International GCSE ESL (4ES0) only

This sheet should be photocopied as needed.

To be completed by the centre-appointed interlocutor:

Centre Name					Centre N°				
Candidate Name					Candidate N°				
Date of speaking test	 / / 20	Name of teacher conducting test (Block capitals)			Tape N°		Side (A/B)		
Part One Frame Number:			Part Two Card Number:			Part Three Frame Number:			

To be completed by the Edexcel examiner:

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

Edexcel Examiner name	Edexcel Examiner AA number	GRAND TOTAL (MAX. 20)	Edexcel Examiner	Senior Examiner

Cassette label templates

Circle the examination session and complete the required details.

This page should be photocopied as needed.

May 20 speaking examination		
International GCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May 20 speaking examination		
International GCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May 20 speaking examination		
International GCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

May 20 speaking examination		
International GCSE English as a Second Language (ESL) (4ES0)		
Centre no.		
	Candidate name	Candidate no.
1		
2		
3		
4		
Name of interviewer		

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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 name and number for clarity.]

Thank you.

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PART ONE
FRAME 1

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

Let's talk about things you do in the evening.

How often do you go out in the evening?

What sorts of things do you do? (Tell me about that.)

Would you prefer to go out in the evening or stay at home? (Why is that?)

What is your idea of a perfect evening out?

Thank you. That is the end of Part One.

BLANK

P42240RA/02b/White/Blank

1/1/1/1/1

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**PART ONE
FRAME 2**

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

Let's talk about the seasons of the year.

Which is your favourite season of the year?

What do you like about it?

What sorts of things do you do during this season? (Tell me about that.)

Is there anything that you do not like about _____ (this season)? (Why is that?)

Thank you. That is the end of Part One.

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1/1/1/1/1

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PART ONE
FRAME 3

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

Let's talk about sports and games.

What sports or games do you play? (Tell me about that.)

What do you like about playing _____ (this sport/game)?

What do you think are the benefits of playing sports/games?

Is there anything you do not like about playing sports/games? (Why is that?)

Thank you. That is the end of Part One.

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PART ONE
FRAME 4

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

Let's talk about your studies.

Which subjects are you studying at the moment?

Which subjects do you find the most interesting?

When is the best time of day for you to study? (Why is that?)

Where is the best place for you to study? (Why is that?)

Thank you. That is the end of Part One.

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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.

[If candidates have not finished speaking at the end of the 2 minutes of 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.

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1/1/1/1/1

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PART TWO
STUDENT'S CARD 1

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

How important is technology 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:

- Mobile phones
- Computers
- Portable music systems
- Electronic game systems
- Other

BLANK

P42240RA/07b/Blue/Blank

1/1/1/1/1

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

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

How important is technology 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:

- Mobile phones
- Computers
- Portable music systems
- Electronic game systems
- Other

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PART THREE
FRAME 1

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

- What's your favourite piece of electronic equipment? (Why is that?)
- In your opinion, what is the most important invention? (Why is that?)
- What do you think is the least useful invention? (Why is that?)
- How important is it for people to be able to use modern technology? (Why is that?)
- In what ways is modern technology good for children?
- In what ways is modern technology bad for children?
- Why do you think that text messaging and email are so popular?
- Will text messaging replace letter writing? (Why is that?)
- How will the way we communicate with others change in the future?

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PART TWO
STUDENT'S CARD 2

You are going to talk about **the 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 this question:

How important is reading 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:

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

BLANK

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1/1/1/1/1

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

You are going to talk about **the 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 this question:

How important is reading 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:

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

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PART THREE
FRAME 2

We have been talking about **the things you like to read and why** and I would like to ask you some more questions on this topic.

- Do you like to buy books or get them from a library? (Why is that?)
- How useful do you think libraries are? (Tell me about that.)
- Will libraries change in the future? (Why is that?)
- Do you think that electronic books will replace paper based books? (Why is that?)
- How do you think the internet is affecting the way people read? (Why is that?)
- Can you trust what you read on the internet? (Why is that?)
- Is it better to get the news from reading newspapers or watching TV? (Why is that?)
- Are all newspapers the same? (Why is that?)
- Do newspapers change the way people think about things? (Why is that?)

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PART TWO
STUDENT'S CARD 3

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

How well does school prepare you for the world of work?

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:

- School life
- Teachers
- Subjects
- Careers Information
- Other

BLANK

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1/1/1/1/1

**Edexcel International GCSE in English as a Second Language 4ES0/03
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**PART TWO
STUDENT'S CARD 3 (INTERLOCUTOR'S COPY)**

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

How well does school prepare you for the world of work?

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:

- School life
- Teachers
- Subjects
- Careers Information
- Other

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PART THREE
FRAME 3

We have been talking about **the world of work** and I would like to ask you some more questions on this topic.

- What work do you want to do when you finish your studies? (Why is that?)
- If you could have any job at all, what would it be? (Why is that?)
- What kind of job would you least like to have? (Why is that?)
- Which jobs can you think of that are overpaid? (Why is that?)
- Which jobs can you think of that are very badly paid? (Why is that?)
- Which do you think is more important – a high salary or job satisfaction?
- What would make you leave a job?
- If you had enough money to live on without working, would you still want to work? (Why is that?)
- What would life be like if people didn't have to work?

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PART TWO
STUDENT'S CARD 4

You are going to talk about **travelling at home and abroad**. You can use some or all of the ideas listed below in your talk but you must answer this question:

Where do people from your country like to spend their holidays?

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:

- In your country
- Abroad
- Beach
- Cities
- Other

BLANK

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1/1/1/1/1

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

You are going to talk about **travelling at home and abroad**. You can use some or all of the ideas listed below in your talk but you must answer this question:

Where do people from your country like to spend their holidays?

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:

- In your country
- Abroad
- Beach
- Cities
- Other

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PART THREE
FRAME 4

We have been talking about **travelling at home and abroad** and I would like to ask you some more questions on this topic.

- Which places in your country would you recommend to a visitor? (Why is that?)
- Would you prefer to spend your holidays in your own country or travel abroad? (Why is that?)
- Do you prefer to visit a busy or a quiet place? (Why is that?)
- What are some of the benefits of low-cost travel?
- What are some of the disadvantages of low-cost travel?
- Do you think we will still have low-cost travel in the future? (Why is that?)
- What difficulties might you experience in a country with a different culture?
- How could a country benefit from tourism?
- What are some of the negative impacts of tourism on a country?