

# International GCSE

## English as a Second Language (9–1)

### Sample Assessment Materials

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Pearson Edexcel International GCSE in English as a Second Language (4XES2)

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First teaching September 2024

First examination June 2025

Issue 1



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## Introduction

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Pearson Edexcel International GCSE (9-1) in English as a Second Language (4XES2) is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

Assessment options available for this qualification are designed to provide the same level of demand overall while offering candidates a choice of an assessment route to suit individual circumstances.

Note: Within International GCSE (9-1) in English as a Second Language (4XES2), assessments are referred to as units. This is to support the unitised nature of the qualification where individual unit assessments may be taken over a course of one or more examination series, or all four unit assessments may be taken together at the end of the course of study in a single examination series.



## General marking guidance

These notes offer general guidance, but the specific notes for examiners appertaining to individual questions take precedence.

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do, rather than be 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 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.

## Marking guidance for levels-based mark schemes

### How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always

follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

1. if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
2. if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
3. the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 1 hour

Paper  
reference

**4WES1/01**

### English as a Second Language UNIT 1: Reading

**You do not need any other materials.**

Total Marks

#### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

#### Information

- The total mark for this unit is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

#### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

**Answer ALL questions. Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

This text covers questions 1 and 2.

Read the information from a school magazine.

### **SCHOOL CLUBS**

#### **Art Club**

Every week, the art teacher, Mr Jones helps us to paint a different building, person or plant. He gives us all the paints and equipment. Just bring an old shirt. Painting is fun but messy!

Every Thursday 3.30 – 5 p.m., in the art room

*By Asim, Grade 9*

#### **Drama Club**

Do you enjoy singing songs, playing games and dancing?

Then come to the Drama Club with Ms Walvis, the drama teacher. We do all that and more!

Twice a year, the Drama Club puts on a show. They are fun. But don't worry! You don't have to be in a show.

We meet every Tuesday afternoon, 3.30 – 5.30 p.m., in the music room, which is behind the School Hall and next to the Canteen.

*By May, Grade 10*

#### **Maths Club**

Are you in Grade 9 to 12? Do you love maths? Then come to the Maths Club. (Sorry, Grades 6–8, you can join us in Grade 9!)

Every week, the Maths teacher, Mrs D'Souza gives us exam questions to try. The problems aren't easy, but they're fun! And at the end of every year, we enter a maths competition.

We meet every Wednesday afternoon, from 3.30 – 4.30 p.m., in Room 5.

*By Sabah, Grade 12*

We hope you've enjoyed reading what the students wrote about our fantastic clubs!

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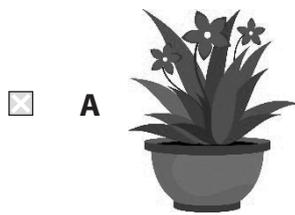
DO NOT WRITE IN THIS AREA

1 Answer the questions below.

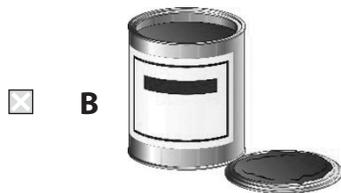
Put a cross ☒ in the correct box for each question.

(a) What do students need to take to the Art Club?

(1)



(Source: ©Shutterstock Images)



(Source: ©Pearson Asset Library)



(Source: ©Pearson Asset Library)

(b) How many shows does the Drama Club put on each year?

(1)

<input type="checkbox"/>	<b>A</b> one
<input type="checkbox"/>	<b>B</b> two
<input type="checkbox"/>	<b>C</b> three

(c) Where does the Drama Club meet?

(1)

<input type="checkbox"/>	<b>A</b> the music room
<input type="checkbox"/>	<b>B</b> the School Hall
<input type="checkbox"/>	<b>C</b> the Canteen

(d) Which grades can join the Maths Club?

(1)

<input type="checkbox"/>	<b>A</b> 9 only
<input type="checkbox"/>	<b>B</b> 6–8
<input type="checkbox"/>	<b>C</b> 9–12

(e) What does the Maths Club do every week?

(1)

<input type="checkbox"/>	<b>A</b> practise exam questions
<input type="checkbox"/>	<b>B</b> enter competitions
<input type="checkbox"/>	<b>C</b> try easy problems

(f) Who wrote the information about the clubs?

(1)

<input type="checkbox"/>	<b>A</b> the principal
<input type="checkbox"/>	<b>B</b> the students
<input type="checkbox"/>	<b>C</b> the teachers

**(Total for Question 1 = 6 marks)**

2 Which of the completed statements about the school clubs are true?

Put a cross ☒ in each one of the **three** correct boxes.

All the school clubs ...

<input type="checkbox"/>	<b>A</b> happen in the afternoon
<input type="checkbox"/>	<b>B</b> finish at the same time
<input type="checkbox"/>	<b>C</b> have a teacher to help them
<input type="checkbox"/>	<b>D</b> happen every week
<input type="checkbox"/>	<b>E</b> cost money to join
<input type="checkbox"/>	<b>F</b> are sports clubs

**(Total for Question 2 = 3 marks)**

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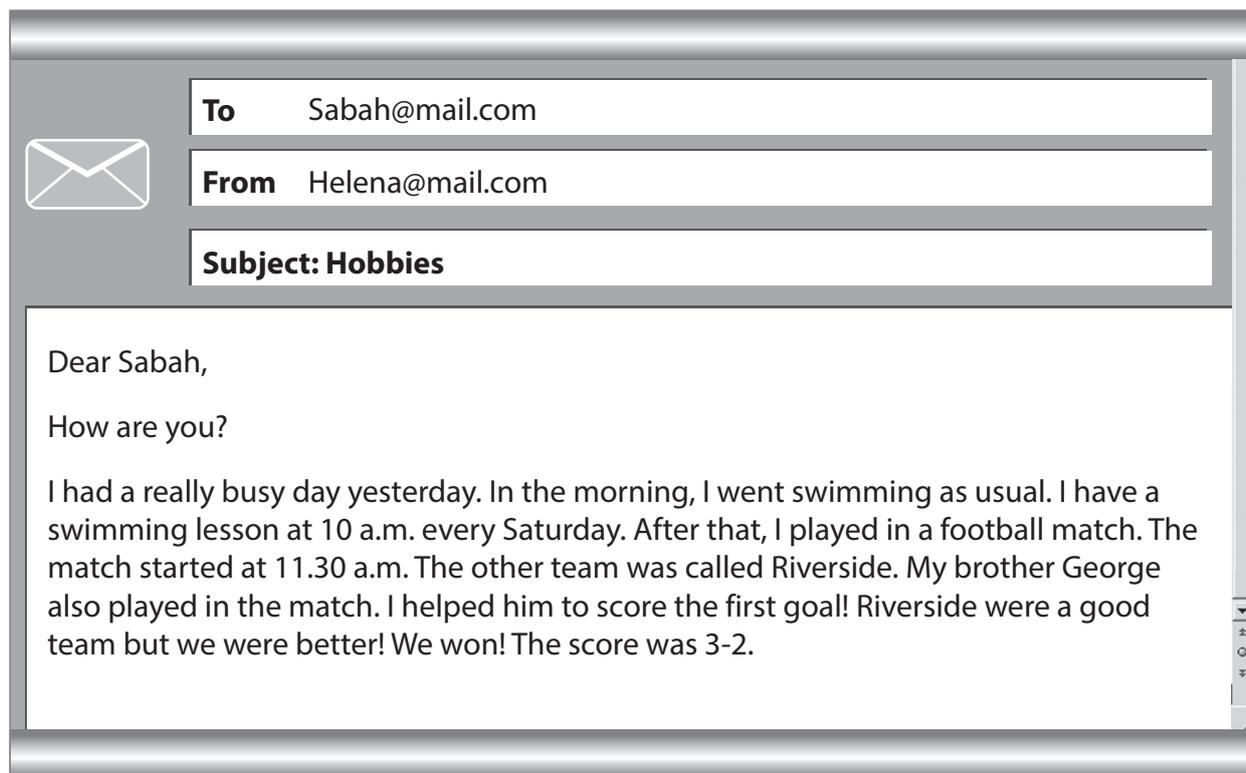
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Helena is writing an email to her friend Sabah.

Read the email below.



The screenshot shows an email client interface. On the left, there is an envelope icon. The header fields are: **To** Sabah@mail.com, **From** Helena@mail.com, and **Subject: Hobbies**. The body of the email contains the following text:

Dear Sabah,

How are you?

I had a really busy day yesterday. In the morning, I went swimming as usual. I have a swimming lesson at 10 a.m. every Saturday. After that, I played in a football match. The match started at 11.30 a.m. The other team was called Riverside. My brother George also played in the match. I helped him to score the first goal! Riverside were a good team but we were better! We won! The score was 3-2.

**3** Which sentences are true?

Put a cross  in each one of the **three** correct boxes.

<input type="checkbox"/>	<b>A</b> Helena usually goes swimming on Saturday mornings.
<input type="checkbox"/>	<b>B</b> The football match started at 10 a.m.
<input type="checkbox"/>	<b>C</b> Helena plays for the Riverside team.
<input type="checkbox"/>	<b>D</b> Helena and George played in the football match.
<input type="checkbox"/>	<b>E</b> George scored the first goal.
<input type="checkbox"/>	<b>F</b> Riverside were not a good team.

**(Total for Question 3 = 3 marks)**

Helena is writing an email to her friend Sabah.

The email continues.

<b>Subject: Hobbies</b>
<p>In the afternoon, George and I went for a bike ride. We cycled to the town park and got some ice creams. After we finished them, George saw some friends. They invited us to play basketball with them. We played for a long time.</p> <p>On Saturday evenings, we usually eat pizza and then watch a film. But we went bowling instead! It was lots of fun. We ate burgers before we played two games of bowling. My mum won them both. She is very good because she plays every Sunday morning with her friends.</p> <p>I don't want to go outside today because it's raining. I am going to cook fried rice for lunch. Also, I have lots of homework to do.</p> <p>What are you doing today? Are you staying inside today, too?</p> <p>Helena</p>

4 Complete the gap in each sentence using a word or phrase from the box below.

There are more words than gaps.

morning	evening	night	afternoon
before	after	while	fried rice
burgers	ice-cream	pizza	

- (a) George and Helena went for a bike ride in the ..... (1)
- (b) They played basketball ..... they ate ice creams. (1)
- (c) Most Saturday evenings, Helena's family eat ..... (1)
- (d) Helena's mum goes bowling with her friends in  
the ..... (1)
- (e) Helena will eat ..... for her midday meal. (1)

**(Total for Question 4 = 5 marks)**

Yusuf and Asmita are on holiday in China.

Read their blog below.

**Visit to China**

*www.holidayblog.com*

Hello everyone, Yusuf and Asmita here!

Well, after one night in Dubai, and a few days in Singapore, we have finally arrived in China! It's so exciting! We have dreamed of visiting here for so long!

Our plane journey was very good – we slept well, had a delicious breakfast and we landed in Beijing on time. In fact, we arrived at our hotel at 7 a.m. We were able to check in and then join a guided bus tour that left the hotel at 8 a.m. Our tour guide, Angela, spoke excellent English and the bus was very clean and comfortable. The city looked very beautiful in the morning sun. We visited Tiananmen Square and the Forbidden City. Throughout, Angela told us interesting facts.

After lunch, we went to the Great Wall of China. The bus journey to the entrance at Mutianyu took an hour and a half. Then we took a cable car. It only took ten minutes to travel to the top. Then we walked along the wall for a couple of hours. The views from the wall were amazing. I took lots of photographs.

5 Answer the following questions.

You do not need to write in full sentences.

For each question write no more than **five** words.

(a) Which country had Asmita and Yusuf wanted to visit for a long time? (1)

(b) Where did they eat breakfast? (1)

(c) Write **two** things that Asmita and Yusuf like about the tour guide.

(2)

(i) .....

(ii) .....

(d) How did they get from the bottom to the top of the Great Wall of China?

(1)

.....

(e) How long did they spend on the top of the Great Wall of China?

(1)

.....

**(Total for Question 5 = 6 marks)**

Yusuf and Asmita are on holiday in China.

Their blog continues.



6 Which of the completed statements are true?

Put a cross  in each one of the **three** correct boxes.

Asmita and Yusuf say that ...

<input checked="" type="checkbox"/>	<b>A</b> they had their evening meal at the hotel.
<input checked="" type="checkbox"/>	<b>B</b> the dumplings were spicy.
<input checked="" type="checkbox"/>	<b>C</b> the Summer Palace has a strange name.
<input checked="" type="checkbox"/>	<b>D</b> there are lots of buildings at the Summer Palace.
<input checked="" type="checkbox"/>	<b>E</b> the lake at the Summer Palace is small.
<input checked="" type="checkbox"/>	<b>F</b> they are looking forward to the boat ride.

**(Total for Question 6 = 3 marks)**

Read the recipe below.

### A RECIPE

Moussaka, the national dish of Greece, is usually a meat-based meal, but this vegetarian moussaka is just as tasty! We haven't replaced the lamb mince with anything like vegetarian mince or lentils because the dish doesn't need them. Eat it with a simple salad and some warm bread. There's no need for rice or potatoes, or even extra vegetables. It is healthy and filling enough.

7 Answer the questions below.

Put a cross  in the correct box for each question.

(a) What is unusual about this particular Moussaka recipe?

(1)

<input checked="" type="checkbox"/>	<b>A</b> It is from Greece.
<input checked="" type="checkbox"/>	<b>B</b> It has meat in it.
<input checked="" type="checkbox"/>	<b>C</b> It is vegetarian.

(b) What does the recipe use instead of lamb mince?

(1)

<input checked="" type="checkbox"/>	<b>A</b> vegetarian mince
<input checked="" type="checkbox"/>	<b>B</b> lentils
<input checked="" type="checkbox"/>	<b>C</b> nothing

(c) How does the recipe suggest serving the Moussaka?

(1)

<input checked="" type="checkbox"/>	<b>A</b> with salad and bread
<input checked="" type="checkbox"/>	<b>B</b> with vegetables
<input checked="" type="checkbox"/>	<b>C</b> with rice or potatoes

**(Total for Question 7 = 3 marks)**

The recipe continues.

To make the dish, first, slice the aubergines — some of you may know them as their American name, *eggplants*. Brush them on one side with olive oil before grilling them on both sides.

Next, make a tomato sauce. Fry some chopped onion and then add a can of chopped tomatoes and some garlic. Cook for twenty five minutes. Then add a few basil leaves. Basil adds a sweet taste to the sauce. If you add the leaves too early, their taste is spoiled. Cook for another five minutes, then take out the basil leaves.

While the tomato sauce is cooking, add the sliced potatoes to a large pan of cold water. Heat until the water boils, and then cook the potatoes for another five minutes. They need to be soft but shouldn't fall apart. Lift them out of the water and let them cool.

Finally, make a white sauce. Melt the butter in a small pan and then add the flour. Slowly pour in the milk and stir until the sauce is thick. Then, take the pan off the heat, and beat in an egg yolk and grated cheese.

Now you need to put it all together. First, place half the aubergines in a square dish, followed by half the potatoes, then half the tomato sauce and finally half of the white sauce. Repeat the order a second time so you finish with white sauce on the top.

The moussaka should be cooked for half an hour, until the top turns golden. Let it cool before serving.

Adapted from Nadine Abensur *The Cranks Bible*, first published in 2001 by Cassell & Co (Orion Books) in London.

8 Answer the following questions.

You do not need to write in full sentences.

For each question write no more than **five** words.

(a) What is added to the sliced aubergines before they are cooked under the grill? (1)

(b) According to the recipe, what taste does basil have? (1)

(c) What does 'They' refer to in the sentence 'They need to be soft but shouldn't fall apart'? (1)

(d) Name **one** of the ingredients which are stirred together to make a thick sauce before removing the pan from the heat. (1)

(e) What ingredient is placed at the bottom of the Moussaka dish? (1)

**(Total for Question 8 = 5 marks)**

Read the blog below.

### Preparing for University

*www.sandrosblog.com*

When I was at primary school, I used to look at the secondary school students and worry that I would never be ready to go to secondary school. The students looked tall, confident, and grown up, especially if they were wearing school uniform. Now I realise how much time I wasted worrying about nothing. I really want to avoid making the same mistake as I get ready to prepare for life at university.

So, what lessons can I learn from my past?

Firstly, I need to remember that things that seem scary and confusing soon become normal. At secondary school, I bought the same sandwich every day for the first month because I was too nervous to ask for anything else. At university, I will have lots of new experiences and challenges to deal with, but I am determined to feel excited, not nervous, about them.

Secondly, I must remember that just like all the first-year students I will be in the same situation. It will be the first time most of us will have lived away from home so we will all be finding out what it's like to cook and clean for ourselves and get to places on time without our parents' help!

Finally, I must remember to be open to new hobbies and activities. At university, I don't want to just do handball and play in the orchestra like I did at school, I want to try other things, like rock climbing or acting, too. Maybe there'll be things I've never even heard of!

CHAT				
<div style="display: flex; flex-direction: column; gap: 5px;"> </div>		<p><b>Jamie</b> I used to study the map of my university campus all the time! The campus was so large and confusing. I was always getting lost! Now, I can't remember the last time I looked at a map.</p>		
		<p><b>Sam</b> University is certainly full of opportunities! I went to university to study English and, in my first year, I joined the Drama club. I soon realised that I loved making costumes and props. I switched course and now I am in my final year of a Theatre Design course.</p>		

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9 Answer the following questions.

You do not need to write in full sentences.

For each question write no more than **five** words.

(a) What made the secondary school students particularly scary to Sandro? (1)

(b) What mistake does Sandro want to avoid repeating? (1)

(c) For how long did Sandro buy the same food? (1)

(d) How does Sandro want to feel about going to university? (1)

(e) Who is Sandro referring to when he says 'most of us' (paragraph 4, line 2)? (1)

(f) Name **one** hobby or activity that Sandro did at school. (1)

(Total for Question 9 = 6 marks)

**10** Read the comments at the bottom of the blog.

Answer the questions below.

Put a cross  in the correct box for each question.

(a) Why does Jamie say that 'I can't remember the last time I looked at a map'?

(1)

<input type="checkbox"/>	<b>A</b> They don't need the map anymore.
<input type="checkbox"/>	<b>B</b> They lost the map a long time ago.
<input type="checkbox"/>	<b>C</b> They were at school a long time ago.

(b) What course is Sam studying?

(1)

<input type="checkbox"/>	<b>A</b> English
<input type="checkbox"/>	<b>B</b> Drama
<input type="checkbox"/>	<b>C</b> Theatre Design

**(Total for Question 10 = 2 marks)**

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Read the newspaper clipping about voluntary and part-time work.

Answer the questions below.

### NEWTOWN TIMES

*Keeping you up-to-date with all the town's news.*

Many secondary school students work in voluntary roles or have part-time jobs while they are at school. But is it a good idea? Some parents and teachers see the benefits, but others worry about the effect on students' grades. Our education correspondent, May Leung, went to investigate the pros and cons.

Newtown's animal rescue centre provides food, medical care and shelter for hundreds of abandoned animals each year. Yet, its only income is from donations from the public. With a shoestring budget, the centre relies on volunteers to help it keep going. I went to meet one of the volunteers, a fifteen-year-old student called Tom, from the nearby Belleview Secondary school.

'I volunteer here on Thursday evenings and all day Saturday,' Tom explains. 'Apart from dealing with medications, I do whatever is needed. That could be feeding the animals, cleaning out the animal enclosures, or, if someone's supervising me, introducing potential owners to pets.'

As he shows me around, I tell him that I'm impressed with how confident he is.

'You wouldn't have said that a few months ago,' he laughs. 'I was a bundle of nerves when I first started here! I wasn't used to chatting to anyone apart from my family members, friends or teachers.'

Although he loves volunteering, he does admit that his voluntary job has had knock-on effects.

'I do have to be more disciplined about my school work,' he says. 'I don't have as much time as I used to, so I have to decide what my priorities are. That means that some weekends, I don't see my friends.'

This sounds very familiar to Clara who is also a student at Belleview but who works in an exclusive clothing shop in the centre of town.

'Day trips to theme parks, or shopping trips to other towns - there's always things that you will miss out on when you are working regularly. If you are going to work and study, then something has to give and it's usually the fun stuff!'

However, this doesn't mean she regrets having a job.

'Obviously, I enjoy earning my own money, but it's the experience that's been most valuable. I feel much more prepared and confident about my future, whatever career I do.'

Her parents are fully on board, too. 'Initially, they were worried that I would fall behind at school, but now, they couldn't be more supportive. In fact, they joke that they're angry that I didn't get a job sooner!'

**11** Answer the questions below.

Put a cross  in the correct box for each question.

(a) May Leung is a ...

(1)

<input type="checkbox"/>	<b>A</b> secondary school student.
<input type="checkbox"/>	<b>B</b> journalist.
<input type="checkbox"/>	<b>C</b> teacher.

(b) The phrase 'a shoestring budget' suggests the centre ...

(1)

<input type="checkbox"/>	<b>A</b> has plenty of money to pay staff.
<input type="checkbox"/>	<b>B</b> would like to have more money.
<input type="checkbox"/>	<b>C</b> does not look after its money well.

(c) On his own, Tom is allowed to ...

(1)

<input type="checkbox"/>	<b>A</b> wash the animal cages and pens.
<input type="checkbox"/>	<b>B</b> give medicines to the animals.
<input type="checkbox"/>	<b>C</b> show animals to people who want a pet.

**(Total for Question 11 = 3 marks)**

**12** Answer the questions below.

Put a cross ☒ in the correct box for each question.

(a) Why was Tom 'a bundle of nerves' when he started working at the centre?

(1)

<input type="checkbox"/>	<b>A</b> He was excited about talking to new people.
<input type="checkbox"/>	<b>B</b> He was didn't like talking to people he didn't know.
<input type="checkbox"/>	<b>C</b> He didn't like talking to adults.

(b) Which of the following statements is true?

(1)

<input type="checkbox"/>	<b>A</b> Tom has more homework to do than in the past.
<input type="checkbox"/>	<b>B</b> Tom doesn't want to see his friends anymore.
<input type="checkbox"/>	<b>C</b> Tom thinks completing his school work is more important than seeing friends.

**(Total for Question 12 = 2 marks)**

**13** Answer the following questions about Clara.

(a) Give an example of something that Clara thinks is fun.

(1)

(b) How did Clara feel about her future before she started working?

(1)

(c) What does the phrase 'fully on board' suggest about her parents' feelings towards Clara's job now?

(1)

**(Total for Question 12 = 3 marks)**

**TOTAL FOR UNIT = 50 MARKS**

## Unit 1: Reading mark scheme

There are no marks for quality of language or spelling in this unit, therefore errors in the Listening unit assessment script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has misspelled an English word or name.

Question number	Answer	Mark
1(a)	C	(1)

Question number	Answer	Mark
1(b)	B	(1)

Question number	Answer	Mark
1(c)	A	(1)

Question number	Answer	Mark
1(d)	C	(1)

Question number	Answer	Mark
1(e)	A	(1)

Question number	Answer	Mark
1(f)	B	(1)

Question number	Answer	Mark
2	A C D	(3)

Question number	Answer	Mark
3	A D E	(3)

Question number	Answer	Mark
4(a)	afternoon	(1)

Question number	Answer	Mark
4(b)	after	(1)

Question number	Answer	Mark
4(c)	pizza	(1)

Question number	Answer	Mark
4(d)	week	(1)

Question number	Answer	Mark
4(e)	fried rice	(1)

Question number	Accept	Reject	Mark
5(a)	visiting China		(1)

Question number	Accept	Reject	Mark
5(b)	on the plane	in the hotel	(1)

Question number	Accept	Reject	Mark
5(c)(i)	speaks excellent / good English		(1)

Question number	Accept	Reject	Mark
5(c)(ii)	told them interesting facts/information	told <i>us</i> lots of interesting facts/information	(1)

Question number	Accept	Reject	Mark
5(d)	by cable car	bus	(1)

Question number	Accept	Reject	Mark
5(e)	a couple / two hours	half an hour / an hour and a half / ten minutes	(1)

Question number	Answer	Mark
6	A C F	(3)

Question number	Answer	Mark
7(a)	C	(1)

Question number	Answer	Mark
7(b)	C	(1)

Question number	Answer	Mark
7(c)	A	(1)

Question number	Accept	Reject	Mark
8(a)	olive oil	a brush / other ingredients	(1)

Question number	Accept	Reject	Mark
8(b)	a sweet taste	spoiled	(1)

Question number	Accept	Reject	Mark
8(c)	potatoes		(1)

Question number	Accept	Reject	Mark
8(d)	butter/milk/flour	egg yolk and cheese	(1)

Question number	Accept	Reject	Mark
8(e)	aubergine(s)/eggplant (s)	any other ingredient	(1)

Question number	Accept	Reject	Mark
9(a)	they wore school uniform	tall/ confident/grown up	(1)

Question number	Accept	Reject	Mark
9(b)	waste time worrying (about nothing / being ready for university)	worrying about being ready for secondary school	(1)

Question number	Accept	Reject	Mark
9(c)	the first / a month	every day	(1)

Question number	Accept	Reject	Mark
9(d)	excited / not nervous	nervous/determined	(1)

Question number	Accept	Reject	Mark
9(e)	first year students	secondary school students	(1)

Question number	Accept	Reject	Mark
9(f)	handball / orchestra	rock climbing / acting	(1)

Question number	Answer	Mark
10(a)	A	(1)

Question number	Answer	Mark
10(b)	C	(1)

Question number	Answer	Mark
11(a)	B	(1)

Question number	Answer	Mark
11(b)	B	(1)

Question number	Answer	Mark
11(c)	A	(1)

Question number	Answer	Mark
12(a)	B	(1)

Question number	Answer	Mark
12(b)	C	(1)

Question number	Accept	Reject	Mark
13(a)	day trips to theme parks, shopping trips (to other towns)	work and study	(1)

Question number	Accept	Reject	Mark
13(b)	she felt less prepared/unprepared and less confident/unconfident	she knew what she wanted to do	(1)

Question number	Accept	Reject	Mark
13(c)	they are supportive/positive	are worried/angry	(1)

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

**Time** 40 minutes (plus 5 minutes' reading time)

**Paper reference**

**4WES2/01**

### English as a Second Language UNIT 2: Listening

**You do not need any other materials.**

Total Marks

#### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

#### Information

- You have 5 minutes to read through the paper before the recording starts. You may make notes during these 5 minutes.
- You will hear each extract **twice**. You may write at any time during the examination. There will be a pause between each question.
- The total mark for this unit is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

#### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### At a hotel

Oskar welcomes new guests to a hotel.

1 What does Oskar say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) The hotel is called ...

(1)

<input type="checkbox"/>	<b>A</b> the Garden Hotel.
<input type="checkbox"/>	<b>B</b> the Lake Hotel.
<input type="checkbox"/>	<b>C</b> the Palace Hotel.

(b) The room number is ...

(1)

<input type="checkbox"/>	<b>A</b> 13.
<input type="checkbox"/>	<b>B</b> 22.
<input type="checkbox"/>	<b>C</b> 32.

(c) The room is on the ...

(1)

<input type="checkbox"/>	<b>A</b> first floor.
<input type="checkbox"/>	<b>B</b> third floor.
<input type="checkbox"/>	<b>C</b> fifth floor.

(d) From the room, they can see ...

(1)

<input type="checkbox"/>	<b>A</b> the mountains.
<input type="checkbox"/>	<b>B</b> the lake.
<input type="checkbox"/>	<b>C</b> the gardens.

(e) The restaurant closes at ...

(1)

<input type="checkbox"/>	<b>A</b> seven o'clock.
<input type="checkbox"/>	<b>B</b> nine o'clock.
<input type="checkbox"/>	<b>C</b> ten o'clock.

(f) Guests can read information about the hotel ...

(1)

<input type="checkbox"/>	<b>A</b> at the reception desk.
<input type="checkbox"/>	<b>B</b> on the hotel website.
<input type="checkbox"/>	<b>C</b> on the piece of paper.

**(Total for Question 1 = 6 marks)**

### An advert for Hillview School

Listen to the radio advert for Hillview School.

2 (a) What does the advert talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

<input type="checkbox"/>	<b>A</b> subjects
<input type="checkbox"/>	<b>B</b> friendships
<input type="checkbox"/>	<b>C</b> teachers
<input type="checkbox"/>	<b>D</b> rules
<input type="checkbox"/>	<b>E</b> exams
<input type="checkbox"/>	<b>F</b> uniform

The radio advert for Hillview School continues.

(b) What does the advert talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

<input type="checkbox"/>	<b>A</b> food and drink
<input type="checkbox"/>	<b>B</b> ICT
<input type="checkbox"/>	<b>C</b> sports
<input type="checkbox"/>	<b>D</b> places to relax
<input type="checkbox"/>	<b>E</b> gardens
<input type="checkbox"/>	<b>F</b> ways to travel to school

**(Total for Question 2 = 6 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**A conversation about future careers**

Yasmin and Marco are talking about their career plans.

**3** Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) In the morning, Yasmin gets news from ...

(1)

<input type="checkbox"/>	<b>A</b> her phone.
<input type="checkbox"/>	<b>B</b> the television.
<input type="checkbox"/>	<b>C</b> the radio.

(b) Yasmin thinks that journalists are ...

(1)

<input type="checkbox"/>	<b>A</b> not paid well.
<input type="checkbox"/>	<b>B</b> paid quite well.
<input type="checkbox"/>	<b>C</b> paid very well.

(c) Marco learned about plants from his ...

(1)

<input type="checkbox"/>	<b>A</b> sisters.
<input type="checkbox"/>	<b>B</b> parents.
<input type="checkbox"/>	<b>C</b> grandparents.

(d) Marco wants to work in ...

(1)

<input type="checkbox"/>	<b>A</b> hotel gardens.
<input type="checkbox"/>	<b>B</b> a flower shop.
<input type="checkbox"/>	<b>C</b> a vegetable shop.

(e) Marco visited the university gardens ...

(1)

<input type="checkbox"/>	<b>A</b> at the weekend.
<input type="checkbox"/>	<b>B</b> last month.
<input type="checkbox"/>	<b>C</b> in the holidays.

**(Total for Question 3 = 5 marks)**

### A voicemail message

Alma's mum is leaving a voicemail message.

#### 4 What does she talk about?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input type="checkbox"/>	<b>A</b> weather
<input type="checkbox"/>	<b>B</b> family members
<input type="checkbox"/>	<b>C</b> clothing
<input type="checkbox"/>	<b>D</b> pets
<input type="checkbox"/>	<b>E</b> transport
<input type="checkbox"/>	<b>F</b> plants

(Total for Question 4 = 3 marks)

The message on the answering machine continues.

#### 5 Listen to the message and answer the following questions.

You do not need to write in full sentences.

For each question write no more than **five** words.

(a) What does Alma need to shut? (1)

(b) What is in the bag that Alma needs to take home? (1)

(c) Where in the kitchen is the cupboard that Alma needs? (1)

(Total for Question 5 = 3 marks)

### The world of work

Filip and Mila are talking to Daniel about their jobs on a podcast.

6 Listen to what Filip says and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Filip says that he will get his degree ...

(1)

<input type="checkbox"/>	<b>A</b> at the same time as his friends.
<input type="checkbox"/>	<b>B</b> later than his friends.
<input type="checkbox"/>	<b>C</b> sooner than his friends.

(b) The best part of Filip's job is ...

(1)

<input type="checkbox"/>	<b>A</b> talking to customers.
<input type="checkbox"/>	<b>B</b> travelling all over the world.
<input type="checkbox"/>	<b>C</b> organising business meetings.

(c) Filip spends his pay on ...

(1)

<input type="checkbox"/>	<b>A</b> rent.
<input type="checkbox"/>	<b>B</b> presents.
<input type="checkbox"/>	<b>C</b> holidays.

**(Total for Question 6 = 3 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

The podcast continues.

**7** Listen to what Mila says and answer the following questions.

You do not need to write in full sentences.

For each question write no more than **five** words.

(a) How long has Mila worked at the bakery? (1)

(b) What is the only problem with Mila's job? (1)

(c) How does Mila know that the bakery is successful? (1)

**(Total for Question 7 = 3 marks)**

### At a travel agency

Fatima is talking to a travel agent.

**8** What does Fatima say?

Listen to the recording and complete the sentences below.

diving	hiking	sightseeing	surfing
never	often	rarely	peaceful
busy	noisy	quiet	

- (a) Fatima has ..... been to the travel agency before. (1)
- (b) Fatima would like to go on holiday somewhere where she and her family can go  
(i) ..... and (ii) ..... (2)
- (c) Fatima would like to go to a resort that is ..... (1)
- (d) Fatima ..... stays in big hotels. (1)

**(Total for Question 8 = 5 marks)**

## Hobbies

Zoe, Jamie and Simon are talking about hobbies.

9 Listen to what Zoe says and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) How did Zoe's brother feel about her haircut?

(1)

<input type="checkbox"/>	<b>A</b> He thought it was great.
<input type="checkbox"/>	<b>B</b> He thought it was terrible.
<input type="checkbox"/>	<b>C</b> He thought it was ok.

(b) How did Zoe describe the way she followed the instructions?

(1)

<input type="checkbox"/>	<b>A</b> thoughtlessly
<input type="checkbox"/>	<b>B</b> carefully
<input type="checkbox"/>	<b>C</b> carelessly

(c) What did Zoe do while she was cutting her hair?

(1)

<input type="checkbox"/>	<b>A</b> She phoned her friends.
<input type="checkbox"/>	<b>B</b> She kept her phone on silent.
<input type="checkbox"/>	<b>C</b> She put her music on loud.

(d) How did Jamie describe TikTok recipes?

(1)

<input type="checkbox"/>	<b>A</b> fast and easy
<input type="checkbox"/>	<b>B</b> cheap and delicious
<input type="checkbox"/>	<b>C</b> confusing and annoying

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(e) Why does Simon say he is passionate about TikTok?

(1)

<input type="checkbox"/>	<b>A</b> He uses it all the time to get ideas for hobbies.
<input type="checkbox"/>	<b>B</b> He thinks there are lots of problems with it.
<input type="checkbox"/>	<b>C</b> He spends lots of time watching it.

(f) Which type of paintings was Simon disappointed with?

(1)

<input type="checkbox"/>	<b>A</b> natural scenes
<input type="checkbox"/>	<b>B</b> buildings
<input type="checkbox"/>	<b>C</b> people

**(Total for Question 9 = 6 marks)**

### Types of companies

Emil is asking Rosa, Silvio and Anna about the advantages and disadvantages of working for a big company.

**10** (a) What do they say?

Listen to the podcast and fill in the following table. Write **one** advantage or disadvantage in each space.

You do not need to write in full sentences.

For each question write no more than **five** words.

Silvio says that ...

(i) advantages of working for a big company are (1)

(ii) disadvantages of working for a big company are (1)

Anna says that...

(iii) advantages of working for a big company are (1)

(iv) disadvantages of working for a big company are (1)

(b) Why does Rosa enjoy working for a big company? (1)

**(Total for Question 10 = 5 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Over-tourism

Noah is talking about over-tourism.

**11** Listen to the podcast and answer the following questions.

You do not need to write in full sentences.

For each question write no more than **ten** words.

(a) Write down one of the reasons given for the problem of over-tourism. (1)

(b) Why has Maya Bay become so popular since 2000? (1)

(c) What was the number of daily tourist visits to Maya Bay in 2018? (1)

(d) Write down one of the restrictions that the government is using to protect Maya Bay now it has reopened. (1)

(e) Write down one way that cities plan to solve over-tourism. (1)

**(Total for Question 11 = 5 marks)**

**TOTAL FOR UNIT = 50 MARKS**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

**Time** 40 minutes (plus 5 minutes' reading time)

**Paper reference**

**4WES2/01**

## English as a Second Language UNIT 2: Listening

### Transcript

Do not return this Booklet with the question paper.

Turn over ►

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## At a hotel

### Transcript 1

**Speaker (male):** Good evening! Welcome to the Garden Hotel. My name is Oskar. Your room is number thirty-two.

I will take you to your room. It is on the first floor. You have a beautiful view from the room. You can see the lake.

We have a great restaurant here. It opens at seven o'clock in the morning and closes at ten o'clock at night. You can also have room service from seven a.m. until eleven o'clock at night.

You can read information about the hotel on this piece of paper.

Have a wonderful holiday!

## An advert for Hillview School

### Transcript 2 (a)

**Speaker 1 (male):** Are you looking for a great place to study? Then come to Hillview School.

**Speaker 2 (female):** We offer a great education. You can choose from more than twenty subjects including Music and Computer Science.

What's more, the teachers are excellent. They work very hard to make sure you do well in your exams.

### Transcript 2 (b)

**Speaker 1 (male):** Hillview is a modern school. In every room, you will see Wi-Fi, computers and large TV screens.

In our sports centre, we have a gym, a basketball court and a swimming pool!

Hillview is close to the bus and train stations. And we have lots of places for bikes, too.

**Speaker 2 (female):** Come and visit us today!

### A conversation about future careers

#### Transcript 3

**Speaker 1 (male):** What career do you want, Yasmin?

**Speaker 2 (female):** I want to be a journalist. I listen to the news on the radio every morning when I wake up.

**Speaker 1 (male):** Are journalists paid well?

**Speaker 2 (female):** Yes, they're paid quite well, but that's not very important to me. I just want to do a job that I enjoy. What do you want to do, Marco?

**Speaker 1 (male):** I want to work with plants. That's what I enjoy doing. My grandparents showed me how to grow flowers and vegetables.

**Speaker 2 (female):** Do you want to own a flower or vegetable shop?

**Speaker 2 (male):** No, I want to work outside. I want to have a business working in the gardens of big hotels or companies. Last month, I visited the gardens at the university. They were so beautiful. I hope to visit the university gardens again in the holidays.

## A voicemail message

### Transcript 4

**Speaker 1 (female):** Hello Alma, it's Mum here. I know you're at the theatre with Auntie Margret and Uncle Emil, but I need to tell you a few things about the birds and the fish. I can't call you later because the plane leaves at ten o'clock. We're on the bus that goes to the airport now. We'll be there soon.

### Transcript 5

**Speaker 1 (female):** Anyway, when you come tomorrow, could you shut the window in the bathroom, please? I forgot to shut it.

Also, there's some food in the fridge for you. I have put it in a bag. Please take it home and eat it. I don't like to waste food.

Do you remember where the food for the animals is? It's in the cupboard under the kitchen sink.

Bye for now. I'll text you when we arrive at the hotel tomorrow.

## The world of work

### Transcript 6

**Speaker 1 (female):** Filip?

**Speaker 2 (male):** I have a job but I am also studying for a degree. It will take me longer than my friends, but that's ok. I am learning other skills, too. For example, I am learning how to get on with my manager and how to behave in business meetings. My favourite thing is talking to clients. They can be from all over the world. I really enjoy getting paid every week, too. I don't give my parents money for rent or go on any holidays because I am saving up to buy an electric bike. But, every week, I buy a little present, like a box of chocolates, for my family.

### Transcript 7

**Speaker 1 (female):** Mila?

**Speaker 3 (female):** Three years ago, I got a job in a bakery – I thought it was just for the summer holidays, but I never left! I fell in love with making bread and cakes. The only thing is that we start so early – at four o'clock in the morning. At least there's no traffic then! The bakery is doing really well – we always have customers coming into the shop.

## At a travel agency

### Transcript 8

- Speaker 1 (male):** Hello, may I help you?
- Speaker 2 (female):** Yes, please. My family and I would like to go on holiday in the summer holidays, and we need some ideas.
- Speaker 1 (male):** Great, have you been to this travel agency before? Do we have your details?
- Speaker 2 (female):** Yes, we have come here lots of times. My name is Fatima Kumari.
- Speaker 1 (male):** Thank you. So, do you want a relaxing holiday? Or do you want to do lots of activities? Perhaps surfing or diving?
- Speaker 2 (female):** Well, we do want to go near the sea, but diving costs too much money and surfing is too scary! But, we do like going hiking and sightseeing.
- Speaker 1 (male):** So, would you like a quiet and peaceful resort, rather than a resort in a big city?
- Speaker 2 (female):** Yes, that's right. We live in a big, noisy city so we want something different!
- Speaker 1 (male):** So, would you like to stay in a small, quiet hotel, too?
- Speaker 2 (female):** No, not this time. We usually stay in small hotels, but we have stayed in large hotels once or twice before, and we want to try that again.
- Speaker 1 (male):** Great, I have a few suggestions of big hotels by the sea for you. Have a look at these...

## Finding hobbies

### Transcript 9

**Speaker 1 (male):** Hi, Zoe. I love your haircut!

**Speaker 2 (female):** Thank you, Jamie. I cut it myself using a TikTok video. It turned out ok, didn't it? My mother loves it and even my brother said it's not bad. And he never gives compliments.

**Speaker 1 (male):** Was it difficult to do?

**Speaker 2 (female):** No, but it took a long time. I watched the video about ten times beforehand! And I followed the instructions really thoroughly. I turned my music down low and put my mobile on silent. I didn't want anyone calling me or anything to bother me.

**Speaker 1 (male):** Well, congratulations! I've tried a few TikTok recipes now and then, but that's all! I chose ones that were quick and simple to do. When I get more confident, I'll try some that sound really tasty but need lots of ingredients that I've never heard of!

**Speaker 2 (female):** What about you, Simon? Do you use TikTok?

**Speaker 3 (male):** All the time! I am passionate about it! I get lots of ideas for hobbies from TikTok. I know there're problems with social media but for some things it's fantastic! Last summer, I learned how to paint – I did famous scenes of cities and skyscrapers, plants and animals, rivers and mountains. You name it, I did it. Just don't ask me to paint you. The portraits of my family were awful!

## Types of companies

### Transcript 10

- Speaker 1 (male):** Do you have any advice for listeners who are applying for jobs but don't know whether to apply to big companies or small companies? Silvio?
- Speaker 2 (male):** Well, there's a lot more security in a big company than in a little company. Small companies often shut down. However, there's also a lot of pressure in big companies to work hard. I think the atmosphere in small companies is more relaxed.
- Speaker 1 (male):** What about you, Anna?
- Speaker 3 (female):** In a big firm, there're lots of job opportunities, which I like. You will be able to move up from a junior role to a senior or managerial position. But, the roles are very fixed. I'd like more variety in my job. My friend works for a small company and she has a lot of a variety in her job! She does everything from working on reception to speaking to journalists!
- Speaker 1 (male):** Rosa, what do you think?
- Speaker 4 (female):** Well, I'm glad that I work for a big company because there're lots of opportunities to meet people. I've made some friends just by chatting in the canteen at lunchtime. But, I also meet people through clubs and social events for staff. I sing in the choir, which meets every Monday lunchtime, and have joined the company football team. Last month, the company took us to see a show, so I was able to make friends on the way to and from the theatre.

## Over-tourism

### Transcript 11

**Speaker (male):**

Over-tourism is a word to describe when there are too many tourists in a particular place. First used in 2012, it describes a problem that has been growing since the 1980s due to factors such as the availability of cheap air travel, enormous cruise ships, and the rising world population.

An example of over-tourism is Maya Bay in Thailand. Maya Bay is a beautiful place. It is a circular bay protected by tall cliffs, with white sand and turquoise water. Forty years ago, only a few tourists and local fisherman went there. Then, it was used as the location for the blockbuster film *The Beach*, released in 2000, and its popularity soared! By 2018, more than 5000 tourists visited the bay each day. Inevitably, that number of tourists caused terrible damage to the plants and wildlife in the bay.

To help the bay recover, the Thai government closed it for four years. It reopened in 2022, but with new restrictions to protect the beach. Now, speedboats cannot go into the bay and there are boardwalks to walk on. More importantly, visitors will only be able to stay for one hour. This means that there will only be 400 people on the beach at any time. And only 3000 people will be able to visit each day.

But over-tourism isn't just a problem for Thailand or natural beauty spots. Cities around the world, from Amsterdam to Auckland, are having to find ways to balance the benefits and disadvantages of tourists. Authorities are trying out different ideas, including increasing taxes for tourists or encouraging people to go at different times of the year. Unlike Maya Bay, they cannot simply empty their cities and lock the doors!

## Unit 2: Listening mark scheme

There are no marks for quality of language or spelling in this unit, therefore errors in the Listening unit assessment script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied an English word or name.

Question number	Answer	Mark
1(a)	A	(1)

Question number	Answer	Mark
1(b)	C	(1)

Question number	Answer	Mark
1(c)	A	(1)

Question number	Answer	Mark
1(d)	B	(1)

Question number	Answer	Mark
1(e)	C	(1)

Question number	Answer	Mark
1(f)	C	(1)

Question number	Answer	Mark
2(a)	A C E	(1)

Question number	Answer	Mark
2(b)	B C F	(3)

Question number	Answer	Mark
3(a)	C	(1)

Question number	Answer	Mark
3(b)	B	(1)

Question number	Answer	Mark
3(c)	C	(1)

Question number	Answer	Mark
3(d)	A	(1)

Question number	Answer	Mark
3(e)	B	(1)

Question number	Answer	Mark
4	B D E	(3)

Question number	Accept	Reject	Mark
5(a)	the window (in the bathroom)	the bathroom	(1)

Question number	Accept	Reject	Mark
5(b)	(leftover) food	waste / a bag	(1)

Question number	Accept	Reject	Mark
5(c)	under the sink	the one with food in / the kitchen	(1)

Question number	Answer	Mark
6(a)	B	(1)

Question number	Answer	Mark
6(b)	A	(1)

Question number	Answer	Mark
6(c)	B	(1)

Question number	Accept	Reject	Mark
7(a)	three years	for the summer holidays	(1)

Question number	Accept	Reject	Mark
7(b)	she starts early/at four a.m.	traffic	(1)

Question number	Accept	Reject	Mark
7(c)	there's always / lots of customers (in the shop)	they have customers	(1)

Question number	Answer	Mark
8(a)	often	(1)

Question number	Answer	Mark
8(b)(i)	hiking/sightseeing	(1)

Question number	Answer	Mark
8(b)(ii)	hiking/sightseeing <i>whichever option was not used in 8(b)(i)</i>	(1)

Question number	Answer	Mark
8(c)	peaceful	(1)

Question number	Answer	Mark
8(d)	rarely	(1)

Question number	Answer	Mark
9(a)	C	(1)

Question number	Answer	Mark
9(b)	B	(1)

Question number	Answer	Mark
9(c)	B	(1)

Question number	Answer	Mark
9(d)	A	(1)

Question number	Answer	Mark
9(e)	A	(1)

Question number	Answer	Mark
9(f)	C	(1)

Question number	Accept	Reject	Mark
10(a)(i)	(more job) security / less likely to shut down		(1)

Question number	Accept	Reject	Mark
10(a)(ii)	more pressure to work hard / less relaxed	relaxing	(1)

Question number	Accept	Reject	Mark
10(a)(iii)	lots of job opportunities/moving to senior role		(1)

Question number	Accept	Reject	Mark
10(a)(iv)	roles are fixed, not much variety	has a lot of variety	(1)

Question number	Accept	Reject	Mark
10(b)	there's lots of opportunities to meet people / to make friends	mentions of specific clubs or social events without referring to making friends	(1)

Question number	Accept	Reject	Mark
11(a)	cheap air travel / (enormous) cruise ships / (rising) world population	social media / airbnb / other reasons not given	(1)

Question number	Accept	Reject	Mark
11(b)	a film / The Beach was filmed there / blockbuster film filmed here	it is beautiful	(1)

Question number	Accept	Reject	Mark
11(c)	(more than) 5000	any other number	(1)

Question number	Accept	Reject	Mark
11(d)	speedboats not allowed to enter bay / boardwalks (to walk on) / limit numbers of visitors (to 400 per hour / 3000 per day) / limit visitors to one-hour visits	close the bay / new restrictions	(1)

Question number	Accept	Reject	Mark
11(e)	increase tourist taxes / encourage people to go at different times of the year	empty the city / shut the doors.	(1)



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

## Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 1 hour 15 minutes

Paper  
reference

**4WES3/01**

### English as a Second Language UNIT 3: Writing

You do not need any other materials.

Total Marks

#### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **Questions 1, 2, and 3**.
- In **Question 2**, answer **either** option (a) **or** option (b) **or** option (c).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

#### Information

- The total mark for this unit is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

#### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 1 = 10 marks)**

Choose either Question 2(a) or Question 2(b) or Question 2(c).

**EITHER**

- 2 (a) You have been asked to write an article for the school magazine about how companies can be environmentally friendly.

In your article you **must**:

- write about **two** ways companies can be environmentally friendly
- write about **two** benefits to the environment of companies being environmentally friendly
- explain whether working for an environmentally friendly company is important to you.

(20)

**OR**

- 2 (b) You have been asked to write an article for the school magazine about how people use media to connect with others.

In your article you **must**:

- write about **two** types of media that people use to connect with others
- write about **two** possible problems when using media to connect with others
- explain how important media is to you as a way of connecting with others.

(20)

**OR**

- 2 (c) You have been asked to write an article for the school magazine about experiencing equal or unequal treatment while travelling to other countries.

In your article you **must**:

- write about **two** benefits of travelling alone to other countries
- write about **two** ways in which people might experience unequal treatment whilst travelling
- explain whether you would travel alone to other countries.

(20)

Aim to write approximately **180** words in English.

Remember to use a range of grammatical structures and vocabulary in your response.

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 2 = 20 marks)**

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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- 3 You are doing a project about studying in another country. Read the text below and write a summary for your teacher.

### IS STUDYING ABROAD THE RIGHT CHOICE FOR YOU?

Any amount of time spent studying in a different country can be a positive experience. However, the idea will not appeal to everybody. There are many factors to consider before you decide whether it is an adventure that you might enjoy.

#### Positives of studying abroad

Studying in a different country will allow you to experience a different way of living, especially if you are in a homestay with a local family. You can try new foods, listen to music you have never heard before and learn about customs and traditions. If you have the time, you will be able to explore the area where you are staying and visit interesting places. The things you learn will stay with you throughout your life. You will have more knowledge and think in a different way after this trip. You will have the opportunity to meet lots of new people and make new friends. As you are away from your home, you will really appreciate the friends you make. Therefore, these new friendships are likely to last your whole life. This could be useful when you finish studying and start work or want to travel in that country again. In addition, the best way to learn and practise a new language is to talk to native speakers. The ability to speak many languages is always a good addition to your CV.

#### Negatives of studying abroad

You may be used to being away from your family while remaining in your home country. However, being away from them in a different country can be challenging. Despite the popularity of video-calling sites and apps, not being able to have regular and face to face contact can prove difficult, especially when you first arrive and may be feeling homesick. If you are on a homestay, it will take time to get used to being part of a new family with a different routine, and where a different language is spoken. You may feel a little lonely until you make new friends and become more comfortable. You should also be prepared for teaching methods and a classroom environment that may be very different to what you are used to. Paying for such a trip can be expensive, with flights, accommodation and other costs to think about. Also, family and friends at home will probably worry about how you are getting along.

All in all, such an experience has clear positives for students, as well as negatives. If you had the opportunity to study abroad, what would you decide?

In your summary you **must**:

- write about **two** positives of studying overseas
- write about **two** negatives of studying overseas
- based on the points in the text explain whether all school students should spend some time studying overseas.

You **must** use your own words where possible.

Remember to use a range of grammatical structures and vocabulary in your response.

Aim to write approximately **180** words in English.

(20)

Area with horizontal dotted lines for writing the response.

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

**TOTAL FOR UNIT = 50 MARKS**



## Unit 3: Writing mark scheme

### General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners 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 in the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, e.g. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the learner'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 learner's response, the team leader must be consulted.

### General guidance on using levels-based mark schemes

#### Step 1: Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors match the answer most closely, and place the answer in that band. The descriptors for each band indicate the different features that will be seen in the learner's answer for that band.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the learner has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the band, and then use the variability of the response to help decide the mark within the band.

#### Step 2: Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how the learner has evidenced each of the descriptor bullet points.
- Marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
- Where the response does not securely meet all traits, you will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

### **Additional guidance**

Where a learner produces a response which is wholly irrelevant to the task set, zero marks for Communication and content and Linguistic knowledge and accuracy will be awarded. Please refer to the *Additional guidance* section for further explanation of the language used in the mark grid.

### Question 1 – 10 marks

There are two mark grids to be applied to this question:

- Communication and content.
- Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will have impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, learners must refer to all bullet points and meet the other assessment criteria in the top band.

Learners are expected to produce approximately 80 words for this task. The suggested word count is designed to guide learners and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5	<ul style="list-style-type: none"> <li>• Full coverage of the required information, with some development.</li> <li>• Mostly uses appropriate tone and register for the task.</li> <li>• Communication is generally clear but with some ambiguity; generally effective use of cohesive devices, paragraphing and punctuation.</li> </ul>	5	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for most of the response.</li> <li>• Good range of straightforward and some complex structures that are generally used effectively and appropriately.</li> <li>• Vocabulary and structures are accurate for most of the response; mostly minor errors, with occasional major errors.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Partial coverage of the required information, with limited development.</li> <li>• Generally uses appropriate tone and register for the task.</li> <li>• Some examples of clear communication, the message sometimes breaks down; cohesive devices, paragraphing and punctuation sometimes used effectively.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for some of the response.</li> <li>• Adequate but predictable range of straightforward structures that are sometimes used effectively and appropriately.</li> <li>• Some accurate vocabulary and structures; errors occur, some of which are major.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Limited coverage of the required information, with little or no development.</li> <li>• Only sometimes uses appropriate tone and register for the task.</li> <li>• Limited examples of clear communication, the message often breaks down; limited use of cohesive devices, paragraphing and punctuation.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Range of vocabulary is limited.</li> <li>• Limited range of simple structures, likely to be repetitive.</li> <li>• Limited accuracy of vocabulary and structures; frequent errors, both major and minor.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>

## Question 2 – 20 marks

There are two mark grids to be applied to this question:

- Communication and content.
- Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will have impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, learners must refer to all bullet points and meet the other assessment criteria in the top band.

Learners are expected to produce approximately 180 words for this task. The suggested word count is designed to guide learners and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
9-10	<ul style="list-style-type: none"> <li>• Full coverage of the required information, with frequent development.</li> <li>• Consistently uses appropriate tone and register for the task.</li> <li>• Communication is clear with occasional ambiguity; effective use of cohesive devices, paragraphing and punctuation.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>• Wide range of vocabulary that is consistently appropriate to the task.</li> <li>• Wide range of straightforward and complex structures that are used effectively and appropriately with a few lapses.</li> <li>• Consistently accurate use of vocabulary and structures; occasional minor errors.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>• Coverage of most of the required information, with some development.</li> <li>• Mostly uses appropriate tone and register for the task.</li> <li>• Communication is mostly clear but with some ambiguity; mostly effective use of cohesive devices, paragraphing and punctuation.</li> </ul>	6-8	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for most of the response.</li> <li>• Good range of straightforward and some complex structures that are generally used effectively and appropriately.</li> <li>• Vocabulary and structures are accurate for most of the response; mostly minor errors, with occasional major errors.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>• Coverage of some of the required information with occasional development.</li> <li>• Generally uses appropriate tone and register for the task.</li> <li>• Some examples of clear communication, the message sometimes breaks down; cohesive devices, paragraphing and punctuation sometimes used effectively.</li> </ul>	3-5	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for some of the response.</li> <li>• Adequate but predictable range of straightforward structures that are sometimes used effectively and appropriately.</li> <li>• Some accurate vocabulary and structures; errors occur, some of which are major.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Limited coverage of the required information with limited development.</li> <li>• Only sometimes uses appropriate tone and register for the task.</li> <li>• Limited examples of clear communication, the message often breaks down; limited use of cohesive devices, paragraphing and punctuation.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Range of vocabulary is limited.</li> <li>• Limited range of simple structures, likely to be repetitive.</li> <li>• Limited accuracy of vocabulary and structures; frequent errors, both major and minor.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>

### Question 3 – 20 marks

There are two mark grids to be applied to this question:

- Communication and content.
- Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will have impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, learners must refer to all bullet points and meet the other assessment criteria in the top band.

Learners are expected to produce approximately 180 words for this task. The suggested word count is designed to guide learners and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
9-10	<ul style="list-style-type: none"> <li>• Full coverage of the required information, summary that includes all key elements and provides relevant detail.</li> <li>• Consistently uses appropriate tone and register for the task.</li> <li>• Communication is clear with occasional ambiguity; effective use of cohesive devices, paragraphing and punctuation.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>• Very good attempt at using own vocabulary. Wide range of vocabulary that is consistently appropriate to the task.</li> <li>• Very good attempt at using own structures. Wide range of straightforward and complex structures that are used effectively and appropriately with a few lapses.</li> <li>• Consistently accurate use of vocabulary and structures; occasional minor errors.</li> </ul>
6-8	<ul style="list-style-type: none"> <li>• Coverage of most of the required information, summary that includes all key elements with most of the relevant detail.</li> <li>• Mostly uses appropriate tone and register for the task.</li> <li>• Communication is generally clear but with some ambiguity; mostly effective use of cohesive devices, paragraphing and punctuation.</li> </ul>	6-8	<ul style="list-style-type: none"> <li>• Good attempt at using own vocabulary. Range of vocabulary is appropriate for most of the response.</li> <li>• Good attempt at using own structures. Good range of straightforward and some complex structures that are generally used effectively and appropriately.</li> <li>• Vocabulary and structures are accurate for most of the response; mostly minor errors, with occasional major errors.</li> </ul>
3-5	<ul style="list-style-type: none"> <li>• Coverage of some of the required information, summary that may miss some key elements and includes some of the relevant detail.</li> <li>• Generally uses appropriate tone and register for the task.</li> <li>• Some examples of clear communication, the message sometimes breaks down; cohesive devices, paragraphing and punctuation sometimes used effectively.</li> </ul>	3-5	<ul style="list-style-type: none"> <li>• Partial attempt at using own vocabulary. Range of vocabulary is appropriate for some of the response.</li> <li>• Partial attempt at using own structures. Adequate but predictable range of straightforward structures that are sometimes used effectively and appropriately.</li> <li>• Some accurate vocabulary and structures; errors occur, some of which are major.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• Limited coverage of the required information, summary that may miss many key elements or simply states factors in isolation with minimal detail.</li> <li>• Only sometimes uses appropriate tone and register for the task.</li> <li>• Limited examples of clear communication, the message often breaks down; limited use of cohesive devices, paragraphing and punctuation.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Lexis is mainly taken from the source text. Range of vocabulary is limited.</li> <li>• Structures are mainly taken from the source text. Limited range of simple structures, likely to be repetitive.</li> <li>• Limited accuracy of vocabulary and structures; frequent errors, both major and minor.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>

## Additional guidance

**Development** refers to additional detail, reasoning, justification and/or elaboration on key points.

**Complex** language includes features such as:

- longer sentences with coordinating conjunctions (e.g., *and*, *or*), subordinating conjunctions (e.g., *because*, *when*)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause.

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
<b>Verb + Preposition</b>	You can listen music in your car.	<b>Verb agreement</b>	I goes on holiday with my family.
<b>Spelling (slight)</b>	He likes oranjes.	<b>Spelling (significant)</b>	This house is nealier to school than our old house.
<b>Relative pronouns</b>	The people which attended the meeting were late.	<b>Vocabulary</b>	The abilities of learners will be adapted with study materials.
<b>Word order (incorrect)</b>	How's going your summer ?	<b>Constructions</b>	I go by walking.
<b>Subject/object pronouns</b>	Me and my family have decided to move house.	<b>Tenses (inappropriate)</b>	I learn English when I was at school.
<b>Articles</b>	I watched interesting TV programme.		
<b>Singular/plural</b>	Public transports is the best transport.		
<b>Comparison</b>	It is more faster than going by train.		
<b>Prepositions – time and place</b>	I arrived to my destination.		

Major errors – prevents meaning being conveyed	
<b>Verb agreement</b>	The learner was help by the teacher.
<b>Spelling (misleading)</b>	He lucks unhappy.
<b>Vocabulary</b>	Thanks to technology, learners might be able to learn everytime.
<b>Constructions</b>	Travel by car is better because I have my time for travel and stop.
<b>Tenses (incorrect)</b>	In September I am working for my company for two years.

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

**Time** 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

**Paper  
reference**

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### General instructions to the teacher

**You do not need any other materials.**

### Instructions

- The examination is made up of Tasks 1, 2 and 3.
- The tasks must be conducted in consecutive order.
- Recording continues without pause or interruption into each task.
- The total examination time is 22–23 minutes. Timings for each section are given below.
- Candidates have 10 minutes in total to prepare for the role play and picture-based conversation.
- The test time should be divided between an unassessed initial warm-up conversation (1 minute); Task 1 (1–2 minutes); Task 2 (5 minutes); Task 3 (5 minutes). Candidates must **not** use a dictionary or any other resources at any time.

### Information

- The total mark for this unit is 50.

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## Overview of tasks

- The examination is made up of **three** assessed tasks and a non-assessed warm-up activity.
- The tasks must be conducted in the following order: warm-up, role play, topic talk, picture-based conversation.
- The total examination is between 12 and 13 minutes, including the non-assessed warm-up activity.

## Preparation time

- Teachers/examiners choose 1 of 4 role plays to conduct. The randomisation grid is used to determine the task card for each candidate.
- Teachers/examiners select 1 of 4 picture-based conversations to conduct. The randomisation grid is used to determine the task card for each candidate.
- Teachers/examiners give the candidate selected role play and picture-based conversation cards.
- Teachers/examiners take in the candidate's pre-prepared topic talk notes (these will be returned at the relevant time in the assessment).
- Candidates must be allowed 10 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based conversation.
- Candidates must **not** write on the role play or picture stimuli.
- Candidates can make notes in English of up to a maximum of one side of A4 paper for each task.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return all their notes and the stimuli after completing the examination.
- All notes must be kept by the centre until the relevant post-results deadline for the series in which the assessment is completed, after which time they should be securely destroyed.

### Speaking unit assessment randomisation grid:

Candidate order	Task 1	Task 2	Task 3
	Pearson allocated	Candidate selected	Teacher selected
	Role play	Topic talk	Picture-based conversation
<b>Candidate 1</b>	RP3 (Topic 2)	Candidate selected (Topic 5)	PT5 (Topic 3)
<b>Candidate 2</b>	RP7 (Topic 4)	Candidate selected (Topic 5)	PT4 (Topic 2)
<b>Candidate 3</b>	RP1 (Topic 1)	Candidate selected (Topic 5)	PT6 (Topic 3)
<b>Candidate 4</b>	RP5 (Topic 3)	Candidate selected (Topic 5)	PT2 (Topic 1)
<b>Candidate 5</b>	RP4 (Topic 2)	Candidate selected (Topic 5)	PT8 (Topic 4)
<b>Candidate 6</b>	RP8 (Topic 4)	Candidate selected (Topic 5)	PT3 (Topic 2)
<b>Candidate 7</b>	RP2 (Topic 1)	Candidate selected (Topic 5)	PT7 (Topic 4)
<b>Candidate 8</b>	RP3 (Topic 2)	Candidate selected (Topic 5)	PT1 (Topic 1)
<b>Candidate 9</b>	RP6 (Topic 3)	Candidate selected (Topic 5)	PT3 (Topic 2)
<b>Candidate 10</b>	RP1 (Topic 1)	Candidate selected (Topic 5)	PT8 (Topic 4)
<b>Candidate 11</b>	RP5 (Topic 3)	Candidate selected (Topic 5)	PT2 (Topic 1)
<b>Candidate 12</b>	RP6 (Topic 3)	Candidate selected (Topic 5)	PT3 (Topic 2)
<b>Candidate 13</b>	RP7 (Topic 4)	Candidate selected (Topic 5)	PT6 (Topic 3)
<b>Candidate 14</b>	RP1 (Topic 1)	Candidate selected (Topic 5)	PT5 (Topic 3)
<b>Candidate 15</b>	RP4 (Topic 2)	Candidate selected (Topic 5)	PT7 (Topic 4)
<b>Candidate 16</b>	RP8 (Topic 4)	Candidate selected (Topic 5)	PT1 (Topic 1)
<b>Candidate 17</b>	RP2 (Topic 1)	Candidate selected (Topic 5)	PT4 (Topic 2)
<b>Candidate 18</b>	RP7 (Topic 4)	Candidate selected (Topic 5)	PT6 (Topic 3)
<b>Candidate 19</b>	RP3 (Topic 2)	Candidate selected (Topic 5)	PT2 (Topic 1)
<b>Candidate 20</b>	RP6 (Topic 3)	Candidate selected (Topic 5)	PT7 (Topic 4)
<b>Candidate 21</b>	RP4 (Topic 2)	Candidate selected (Topic 5)	PT8 (Topic 4)
<b>Candidate 22</b>	RP5 (Topic 3)	Candidate selected (Topic 5)	PT1 (Topic 1)
<b>Candidate 23</b>	RP8 (Topic 4)	Candidate selected (Topic 5)	PT4 (Topic 2)
<b>Candidate 24</b>	RP2 (Topic 1)	Candidate selected (Topic 5)	PT5 (Topic 3)
<b>Candidate 25</b>	RP1 (Topic 1)	Candidate selected (Topic 5)	PT6 (Topic 3)

### Task 1 – Role play

- This task should last between 1 and 2 minutes.
- Each role play scenario consists of two cards, one for the teacher/examiner and one for the candidate.
- The teacher/examiner cards contain instructions on how to conduct the role play and the exact questions to ask. Teachers/examiners read the role play scenario in English before asking the first question.
- The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '?') and where an unseen question is posed to them by the teacher/examiner (indicated by the symbol '!').
- Candidates have five opportunities to speak – each worth 2 marks. There is a maximum of 10 marks available for this task.

### Task 2 – Topic talk

- The total time allowed for this task is 5 minutes, consisting of 2 minutes for the topic talk and 3 minutes for the follow-up discussion.
- In preparation for the exam, candidates must independently choose an aspect of the Topic 5 (optional subtopic) they have studied and must independently prepare a short topic talk of up to 2 minutes covering this area.
- Candidates are permitted to refer to bullet-point notes on a single-side of A4 during this task. Notes should be prepared before the day of the exam. Notes may be handwritten or typed. If typed, the font size should be at least 12pt. Notes must **not** include full sentences.
- Candidates must hand their notes to the teacher/examiner at the start of the exam. At the start of the topic talk task, the teacher/examiner hands the candidate their notes, which must then be returned to the teacher/examiner once the candidate has delivered their topic talk.
- The topic talk is followed by a short interaction (up to 3 minutes) where the teacher/examiner asks some pertinent questions to prompt further discussion of the area the candidate has given their topic talk on.
- Prompt questions are provided for the teacher/examiner (to be adapted by the teacher/examiner). The questions are listed in order of challenge. It is important to ensure that candidates are given sufficient opportunity to demonstrate their command of language.
- There is a maximum of 20 marks available for this task.

### **Task 3 – Picture-based conversation**

- The time allowed for this task is 5 minutes.
- Each picture card consists of two cards, one for the teacher/examiner and one for the candidate.
- The teacher/examiner cards contain instructions on how to conduct the task and the exact questions to ask. The teacher/examiner reads the instructions in English out loud to each candidate before asking the first question.
- The task begins with a picture stimulus linked to the topic area – the first part of the task is for the candidate to describe the picture.
- Then the teacher/examiner leads the candidate in a broader discussion based on the topic area given by the stimulus.
- The candidate cards include prompts as a guide and highlight that the candidate should ask a question (indicated by the symbol '?') at any point during the conversation.
- There is a maximum of 20 marks available for this task.

## Introduction

### Instructions to the teacher/examiner:

*Start the examination by reading the following:*

**This is Pearson Edexcel International GCSE in English as a Second Language [state the series e.g. June 2025].**

**Teacher/examiner name: [state your name]**

**Centre number: [state your centre number]**

**Candidate name: [state the candidate's name]**

**Candidate number: [state the candidate's number]**

### Warm-up activity:

*Please read the following:*

**Before we begin the test, we are going to do a warm-up activity with some non-test questions that will not be marked.**

*Use the prompts below. Do not ask any additional questions.*

- **How is your day going?**
- **What do you think of the weather today?**
- **What did you do before the test today?**
- **What are you going to do after the test today?**

*Keep the warm-up time under one minute so you do not get off schedule.*

*Clearly bring the warm-up to a close and state:*

**Thank you. Now we will begin the test.**

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# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 1: Role play

#### Instructions to the teacher/examiner

You do not need any other materials.

### Instructions

- You should open the role play with the introduction provided.
- The teacher/examiner then asks the first question.
- The role play is recommended to last between 1 and 2 minutes.
- The set questions and comments must be asked as they are presented.
- There must be **no** supplementary questions and no re-phrasing. The statements/questions may be repeated but **no** more than twice.

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### **Task 1 – Role play**

- This task should last between 1 and 2 minutes.
- Each role play scenario consists of two cards – one for the teacher/examiner and one for the candidate.
- The teacher/examiner cards contain instructions on how to conduct the role play and the exact questions to ask. The teacher/examiner reads the role play scenario in English before asking the first question.
- The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '?') and where an unseen question is posed to them by the teacher/examiner (indicated by the symbol '!').
- Candidates have five opportunities to speak – each worth 2 marks. There is a maximum of 10 marks available for this task.

## Task 1 (role play: teacher/examiner card)

### STIMULUS RP1

#### Topic: Making plans with a friend

#### Instructions to teacher:

- The English phrases below must be asked in English exactly as they are written down. There must be no supplementary questions and no re-phrasing of questions. The statements/questions may be repeated no more than twice.

#### Begin the role play by reading the following introduction:

We are now going to complete Task 1 of the test, which is the role play.

You are talking to your friend. You want to go to the cinema together to see a film. I am your friend. I will speak first.

1	<b><i>How often do you go to the cinema?</i></b> Allow the candidate to say how often they go to the cinema.
2	<b><i>What type of film do you want to see?</i></b> Allow the candidate to say what type of film they want to see.
3	<b><i>!</i></b> <b><i>When do you want to go to the cinema?</i></b> Allow the candidate to say when they would like to go to the cinema.
4	<b><i>We should have something to eat before the film. What do you want to eat?</i></b> Allow the candidate to say what they would like to eat.
5	<b><i>? [Prompt the candidate to ask a question if necessary – do you have a question for me?]</i></b> Allow the candidate to ask about the price of cinema tickets. <i>Give an appropriate brief response.</i>

End Task 1 with the following:

**Thank you. That is the end of Task 1.**

## Task 1 (role play: teacher/examiner card)

### STIMULUS RP2

#### Topic: Booking transport for a holiday

#### Instructions to teacher:

- The English phrases below must be asked in English exactly as they are written down. There must be no supplementary questions and no re-phrasing of questions. The statements/questions may be repeated no more than twice.

#### Begin the role play by reading the following introduction:

We are now going to complete Task 1 of the test, which is the role play.

You are at a train station. You want to buy tickets for a train. I am the ticket assistant. I will speak first.

1	<b><i>Hello. Where do you want to travel to today?</i></b> Allow the candidate to say where they would like to go.
2	<b><i>How many tickets do you need?</i></b> Allow the candidate to say how many tickets they need.
3	<b><i>!</i></b> <b><i>What are you going to do there?</i></b> Allow the candidate to say what they are going to do at their destination.
4	<b><i>What day do you want to return?</i></b> Allow the candidate to say when they would like to return.
5	<b><i>? [Prompt the candidate to ask a question if necessary – do you have a question for me?]</i></b> Allow the candidate to ask what time the train is.  <i>Give an appropriate brief response.</i>

End Task 1 with the following:

**Thank you. That is the end of Task 1.**

## Task 1 (role play: teacher/examiner card)

### STIMULUS RP3

#### Topic: After-school activities

#### Instructions to teacher:

- The English phrases below must be asked in English exactly as they are written down. There must be no supplementary questions and no re-phrasing of questions. The statements/questions may be repeated no more than twice.

#### Begin the role play by reading the following introduction:

We are now going to complete Task 1 of the test, which is the role play.

You are talking to a friend about after school clubs. I am your friend. I will speak first.

1	<b><i>What is your favourite after-school club?</i></b> Allow the candidate to say what their favourite after school club is.
2	<b><i>How often do you go to the after-school club?</i></b> Allow the candidate to say how often they go to the after-school club.
3	<b>!</b> <b><i>Who do you go to the after-school club with?</i></b> Allow the candidate to say who they go to the after-school club with.
4	<b><i>What do you enjoy about the after-school club?</i></b> Allow the candidate to say what they enjoy about the after-school club.
5	<b>? [Prompt the candidate to ask a question if necessary – do you have a question for me?]</b> Allow the candidate to invite you to come to the club. <i>Give an appropriate brief response.</i>

*End Task 1 with the following:*

**Thank you. That is the end of Task 1.**

## Task 1 (role play: teacher/examiner card)

### STIMULUS RP4

#### Topic: Job applications

#### Instructions to teacher:

- The English phrases below must be asked in English exactly as they are written down. There must be no supplementary questions and no re-phrasing of questions. The statements/questions may be repeated no more than twice.

#### Begin the role play by reading the following introduction:

We are now going to complete Task 1 of the test, which is the role play.

You want a job in a supermarket. You are speaking to the manager. I will play the role of the manager. I will speak first.

1	<b><i>Why do you want a job at this supermarket?</i></b> Allow the candidate to say why they want a job at the supermarket.
2	<b><i>What days of the week can you work?</i></b> Allow the candidate to say what days of the week they can work.
3	<b><i>!</i></b> <b><i>How many hours can you work each week?</i></b> Allow the candidate to say how many hours they can work each week.
4	<b><i>How will you travel to work?</i></b> Allow the candidate to say how they will travel to work.
5	<b><i>? [Prompt the candidate to ask a question if necessary – do you have a question for me?]</i></b> Allow the candidate to ask when they could start the job. <i>Give an appropriate brief response.</i>

End Task 1 with the following:

**Thank you. That is the end of Task 1.**

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes 10 minutes' preparation time and 12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 3: Picture-based conversation

#### Instructions to the teacher/examiner

You do not need any other materials.

### Instructions

- You should start the task with the introduction provided.
- The description element of the picture task is intended to last no more than two minutes.
- The follow-on conversation is recommended to last up to a maximum of three minutes.
- You should use the list of set questions to choose conversation questions to ask the candidate.
- You may use up to **two** of your own questions to supplement those from the list.
- Questions may be repeated but no more than twice.
- Candidates must be allowed to develop their responses as well as they are able.

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### **Task 3 – Picture-based conversation**

- The time allowed for this task is 5 minutes.
- Each picture card consists of two cards, one for the teacher/examiner and one for the candidate.
- The teacher/examiner cards contain instructions on how to conduct the task and the exact questions to ask. The teacher/examiner reads the instructions in English out loud to each candidate before asking the first question.
- The task begins with a picture stimulus linked to the topic area – the first part of the task is for the candidate to describe the picture.
- Then the teacher/examiner leads the candidate in a broader discussion based on the topic area given by the stimulus.
- The candidate cards include prompts as a guide and highlight that the candidate should ask a question (indicated by the symbol '?') at any point during the conversation.
- There is a maximum of 20 marks available for this task.

### Task 3 (picture card: teacher/examiner card)

#### STIMULUS PT1

#### Topic: Homes

Instructions to teacher/examiner:

*Introduce Task 3 with the following:*

**We are now going to complete the final task, Task 3. Look at the picture. We are going to discuss the picture and the topic of homes.**



(Source: ©Shutterstock Images)

*Ask the questions below (in the order they are listed). There is no need to ask all the questions if the candidate is not able to continue.*

- **Describe the photo. [Anything else?]**
- **Tell me about a place you lived in when you were younger. What was it like? [Tell me about it.]**
  - *What did you like/dislike about that place? [Tell me about that.]*
  - *What did you enjoy doing there? [Tell me about that.]*
- **What type of home do you want to live in when you are older? [Tell me about it.]**
  - *What rooms do you want to have in your home? [Tell me about them.]*
  - *What features do you want to have in your home? [Tell me about them.]*
- **Some people think that having an outside space or a garden at home is really important. Do you agree? [Why? / Why not?]**
  - *What alternatives do people have if they do not have an outside space at home?*
  - *Is building homes more important than having public spaces? [Why? / Why not?]*

- **How might homes be different in the future? [Tell me about that.]**
  - *What technology do you think people will have in their homes? [Tell me about that.]*
  - *Do you think homes will be built differently? [Tell me about that.]*
- *Allow the candidate the opportunity to ask you a question [**Do you have a question for me?**]. Give an appropriate brief response.*

*At the end say: **Thank you. That is the end of the test.***

### Task 3 (picture card: teacher/examiner card)

#### STIMULUS PT2

#### Topic: Tourist activities

Instructions to teacher/examiner:

*Introduce Task 3 with the following:*

**We are now going to complete the final task, Task 3. Look at the picture. We are going to discuss the picture and the topic of tourist activities.**



(Source: ©Shutterstock Images)

*Ask the questions below (in the order they are listed). There is no need to ask all the questions if the candidate is not able to continue.*

- **Describe the photo. [Anything else?]**
- **Where did you spend your school holidays last year? [Tell me about that place/ those places.]**
  - *What activities did you do? [Tell me about them.]*
  - *What did you like/dislike? [Tell me about that.]*
- **Where would you like to go on holiday in the future? [Why is that?]**
  - *What would you like to do there? [Tell me about that.]*
  - *What other countries do you want to visit in the future? [Why is that?]*
- **Some people say that going on holiday to other countries is better than staying in your own country. Do you agree? [Why? / Why not?]**
  - *Why do you think some people choose not to travel to other countries?*
  - *How can people be encouraged to travel to other countries?*

- **What advice would you give to someone visiting a different country for the first time? [Anything else?]**
  - *What can people do to prepare for travelling abroad for the first time? [Tell me about that.]*
  - *Do you think children should travel to other countries as part of their school education? [Why? / Why not?]*
- *Allow the candidate the opportunity to ask you a question [Do you have a question for me?]. Give an appropriate brief response.*

At the end say: **Thank you. That is the end of the test.**

### Task 3 (picture card: teacher/examiner card)

#### STIMULUS PT3

#### Topic: School life

Instructions to teacher/examiner:

*Introduce Task 3 with the following:*

**We are now going to complete the final task, Task 3. Look at the picture. We are going to discuss the picture and the topic of school life.**



(Source: ©Shutterstock Images)

*Ask the questions below (in the order they are listed). There is no need to ask all the questions if the candidate is not able to continue.*

- **Describe the photo. [Anything else?]**
- **What was your first school like? [Tell me about it.]**
  - *What were your teachers like? [Tell me about them.]*
  - *What did you do during break times? [Tell me about that.]*
- **What subjects would you like to study in the future? [Why is that?]**
  - *Are there any subjects you do not want to study? [Why is that?]*
  - *What subjects do you think should be taught to children in the future? [Why is that?]*
- **Do you agree that young children should be allowed to use mobile phones in class? [Why / Why not?]**
  - *What other technology should children be allowed to use in class? [Tell me about that.]*
  - *Do you think internet access should be allowed in exams? [Why? / Why not?]*

- **How do you think schools will be different for young children in the future? [Tell me about that.]**
  - *Do you think teachers will always be needed? [Why? / Why not?]*
  - *Do you think schools will always exist? [Why? / Why not?]*
- *Allow the candidate the opportunity to ask you a question [Do you have a question for me?]. Give an appropriate brief response.*

*At the end say: **Thank you. That is the end of the test.***

### Task 3 (picture card: teacher/examiner card)

#### STIMULUS PT4

#### Topic: Future employment plans

Instructions to teacher/examiner:

*Introduce Task 3 with the following:*

**We are now going to complete the final task, Task 3. Look at the picture. We are going to discuss the picture and the topic of future employment plans.**



(Source: ©Shutterstock Images)

*Ask the questions below (in the order they are listed). There is no need to ask all the questions if the candidate is not able to continue.*

- **Describe the photo. [Anything else?]**
- **What job has somebody you know had in the past? [Tell me about them.]**
  - *What did they do at work? [Tell me about that.]*
  - *What did they like/dislike about their work? [Tell me about that.]*
- **What job would you like to do in the future? [Why is that?]**
  - *What qualifications do you need to do this job? [Tell me about them.]*
  - *What skills do you need to do this job? [Tell me about them.]*
- **Some people say that it is important to have work experience before deciding on a career. Do you agree? [Why? / Why not?]**
  - *How can young people find suitable work experience?*
  - *Do you think people should be paid for completing work experience? [Why? / Why not?]*

- **Do you think that earning a lot of money is more important than enjoying a job? [Why? / Why not?]**
  - *What factors should people consider when deciding on the job they want to do?*
  - *Do you think all jobs should pay the same? [Why? / Why not?]*
- *Allow the candidate the opportunity to ask you a question [Do you have a question for me?]. Give an appropriate brief response.*

*At the end say: **Thank you. That is the end of the test.***

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 1: Role play

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You may ask for questions to be repeated twice.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **RP1**.

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## Task 1 (role play: candidate card)

### STIMULUS RP1

#### Topic: Making plans with a friend

#### Instructions to candidates:

You are talking to your friend. You want to go to the cinema together to see a film. The teacher/examiner will play the role of your friend and will speak first.

You will talk to your teacher/examiner using the five prompts below. Your teacher/examiner will speak in English and you must answer in English.

You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

- where you see – ! – you must respond to something you have not prepared
- where you see – ? – you must ask a question

#### Task:

***You are talking to your friend. You want to go to the cinema together to see a film.***

1. Cinema – how often
2. Film – type
3. !
4. Food – what
5. ? Cinema – price

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 1: Role play

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **RP2**.

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## Task 1 (role play: candidate card)

### STIMULUS RP2

#### Topic: Booking transport for a holiday

#### Instructions to candidates:

You are at a train station. You want to buy tickets for a train. The teacher will play the role of the ticket assistant.

You will talk to your teacher using the five prompts below. Your teacher will speak in English and you must answer in English.

You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

- where you see – ! – you must respond to something you have not prepared
- where you see – ? – you must ask a question

#### Task:

***You are at a train station. You want to buy tickets for a train.***

1. Train – where to
2. Tickets – how many
3. !
4. Return – when
5. ? Train – time

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 1: Role play

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You may ask for questions to be repeated twice.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **RP3**.

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## Task 1 (role play: candidate card)

### STIMULUS RP3

#### Topic: After-school activities

#### Instructions to candidates:

You are talking to a friend about after-school activities that you take part in. The teacher will play the role of the friend and will speak first.

You will talk to your teacher using the five prompts below. Your teacher will speak in English and you must answer in English.

You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

- where you see – ! – you must respond to something you have not prepared
- where you see – ? – you must ask a question

#### Task:

***You are talking to a friend about after-school activities that you take part in.***

1. After-school club – what
2. After-school club – how often
3. !
4. After-school club – opinion
5. ? After-school club – invite your friend

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 1: Role play

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You may ask for questions to be repeated twice.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **RP4**.

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## Task 1 (role play: candidate card)

### STIMULUS RP4

#### Topic: Job applications

#### Instructions to candidates:

You want a job in a supermarket. You are speaking to the manager. The teacher will play the role of the manager and will speak first.

You will talk to your teacher using the five prompts below. Your teacher will speak in English and you must answer in English.

You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

- where you see – ! – you must respond to something you have not prepared
- where you see – ? – you must ask a question

#### Task:

***You want a job in a supermarket. You are speaking to the manager.***

1. Job – why
2. Job – days
3. !
4. Travel – how
5. ? Job – start date

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 3: Picture-based conversation

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You may ask for questions to be repeated twice.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **PT1**.

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### Task 3 (picture card: candidate prompt)

#### STIMULUS PT1

#### Topic: Homes



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Describe the picture (e.g. people, place, activity).

The teacher/examiner will then begin a conversation with you relating to the picture and the topic of **homes**. In your responses remember to:

- give your opinions.
- talk about past, present and future.
- use a wide range of vocabulary.
- ? Ask a question about the topic (e.g. the cost of renting / buying).

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 3: Picture-based conversation

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You may ask for questions to be repeated twice.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **PT2**.

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### Task 3 (picture card: candidate prompt)

#### STIMULUS PT2

#### Topic: Tourist activities



(Source: ©Shutterstock Images)

Describe the photo (e.g. people, place, activity).

The teacher/examiner will then begin a conversation with you relating to the picture and the topic of **tourist activities**. In your responses remember to:

- give your opinions.
- talk about past, present and future.
- use a wide range of vocabulary.
- ? Ask a question about the topic (e.g. the importance of tourism for the country).

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 3: Picture-based conversation

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You may ask for questions to be repeated twice.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **PT3**.

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### Task 3 (picture card: candidate prompt)

#### STIMULUS PT3

#### Topic: School life



(Source: ©Shutterstock Images)

Describe the photo (e.g. people, place, activity)

The teacher/examiner will then begin a conversation with you relating to the picture and the topic of **school life**. In your responses remember to:

- give your opinions.
- talk about past, present and future.
- use a wide range of vocabulary.
- ? Ask a question about the topic (e.g. the importance of school education).

# Pearson Edexcel International GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–23 minutes (total), which includes  
10 minutes' preparation time and  
12–13 minutes' examination time

Paper  
reference

**4WES4/01**

## English as a Second Language

### UNIT 4: Speaking

#### Task 3: Picture-based conversation

#### Instructions to the candidate

You do not need any other materials.

### Instructions

- The examination is made up of three tasks: one role play, your topic talk, and one picture-based conversation.
- You have 10 minutes in total to prepare for the role play and picture-based conversation.
- You may ask for questions to be repeated twice.
- You must **not** use a dictionary or any other resources at any time.
- You can make notes up to a maximum of one side of A4 paper.
- You must hand in your notes at the end of the examination.

### Information

- This is stimulus **PT4**.

**YOU MUST NOT WRITE ON THIS STIMULUS CARD.**

Turn over ►

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### Task 3 (picture card: candidate prompt)

#### STIMULUS PT4

#### Topic: Future employment plans



(Source: ©Shutterstock Images)

Describe the photo (e.g. people, place, activity)

The teacher/examiner will then begin a conversation with you relating to the picture and the topic of **future employment plans**. In your responses remember to:

- give your opinions.
- talk about past, present and future.
- use a wide range of vocabulary.
- ? Ask a question about the topic (e.g. the need for careers advice).

## Unit 4: Speaking mark scheme

### General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners 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 in the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, e.g. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the learner'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 learner's response, the team leader must be consulted.

### General guidance on using levels-based mark schemes

#### Step 1: Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors match the answer most closely, and place the answer in that band. The descriptors for each band indicate the different features that will be seen in the learner's answer for that band.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the learner has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the band, and then use the variability of the response to help decide the mark within the band.

#### Step 2: Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how the learner has evidenced each of the descriptor bullet points.
- Marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
- Where the response does not securely meet all traits, you will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

### **Additional guidance**

Where a learner produces a response which is wholly irrelevant to the task set, zero marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

Please refer to the *Additional guidance* section for further explanation of the language used in the mark grid.

## Assessment criteria – Task 1

### Role play (10 marks)

For this task, the mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication.

### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Informal register:** includes language that learners would use with friends and people of a similar age; informal greetings, endearments and forms of address. Informal register also requires the use of informal structures when using, e.g. verbs and possessive adjectives.

**Formal register:** includes language that learners would use with adults, e.g. teachers, employers, customers, officials, in a formal context. It includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes the use of formal greetings and forms of address where appropriate. Formal register requires formal structures when using, e.g. verbs, personal pronouns and possessive adjectives.

**Partially clear/pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood) / forces the listener to strain to understand what is meant.

## Assessment criteria – Task 2

### Topic talk (20 marks)

There are two mark grids to be applied to this task:

- Communication and content.
- Linguistic knowledge and accuracy.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10-12	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the topic and questions, with consistently extended sequences of speech.</li> <li>• Speaks and responds with ease to questions spontaneously, resulting in natural interaction.</li> <li>• Communication is clear with occasional ambiguity. Pronunciation and intonation are consistently accurate and intelligible.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>• Wide range of vocabulary that is consistently appropriate to the task.</li> <li>• Wide range of straightforward and complex structures that are used effectively and appropriately with a few lapses.</li> <li>• Consistently accurate vocabulary and structures; occasional minor errors.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Communicates detailed information relevant to the topic and questions, usually with extended sequences of speech.</li> <li>• Speaks and responds to most questions spontaneously, resulting in mostly natural interaction.</li> <li>• Communication is generally clear but with some ambiguity. Pronunciation and intonation are intelligible mostly accurate.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for most of the response.</li> <li>• Good range of straightforward and some complex structures that are generally used effectively and appropriately.</li> <li>• Vocabulary and structures are accurate for most of the response; mostly minor errors with occasional major errors.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Communicates information relevant to the topic and questions, with some extended sequences of speech.</li> <li>• Speaks and responds to some questions spontaneously, interacting naturally for parts of the conversation.</li> <li>• Some examples of clear communication, the message sometimes breaks down. Pronunciation and intonation are intelligible, inaccuracies sometimes impact clarity of communication.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for some of the response.</li> <li>• Adequate but predictable range of straightforward structures that are sometimes used effectively and appropriately.</li> <li>• Some accurate vocabulary and structures; errors occur, some of which are major.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Communicates straightforward information in relation to the topic and questions, with occasionally extended sequences of speech.</li> <li>• Occasionally able to speak and respond spontaneously with some examples of natural interaction although often stilted.</li> <li>• Limited examples of clear communication, the message often breaks down. Pronunciation and intonation are mostly intelligible, inaccuracies frequently affect clarity of communication.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Range of vocabulary is limited.</li> <li>• Limited range of simple structures, likely to be repetitive.</li> <li>• Limited accuracy of vocabulary and structures; frequent errors, both major and minor.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>

## Assessment criteria – Task 3

### Picture-based conversation (20 marks)

There are two mark grids:

- Communication and content.
- Linguistic knowledge and accuracy.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10-12	<ul style="list-style-type: none"> <li>• Describes the picture and responds to questions in a consistently fluent and developed manner.</li> <li>• Speaks and responds with ease to questions spontaneously, resulting in natural interaction.</li> <li>• Communication is clear with occasional ambiguity. Pronunciation and intonation are consistently accurate and intelligible.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>• Wide range of vocabulary that is consistently appropriate to the task.</li> <li>• Wide range of straightforward and complex structures that are used effectively and appropriately with a few lapses.</li> <li>• Consistently accurate vocabulary and structures; occasional minor errors.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Describes the picture and responds to questions in a mostly developed and fluent manner, minimal hesitation and minimal prompting necessary.</li> <li>• Speaks and responds to most questions spontaneously, resulting in mostly natural interaction.</li> <li>• Communication is generally clear but with some ambiguity. Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for most of the response.</li> <li>• Good range of straightforward and some complex structures that are generally used effectively and appropriately.</li> <li>• Vocabulary and structures are accurate for most of the response, mostly minor errors with occasional major errors.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Describes the picture and responds to questions with occasional development, some hesitation, some prompting necessary.</li> <li>• Speaks and responds to some questions spontaneously, interacting naturally for parts of the conversation.</li> <li>• Some examples of clear communication, the message sometimes breaks down. Pronunciation and intonation are intelligible, inaccuracies sometimes impact clarity of communication.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for some of the response</li> <li>• Adequate but predictable range of straightforward structures that are sometimes used effectively and appropriately.</li> <li>• Some accurate vocabulary and structures; errors occur, some of which are major.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Describes the picture and responds to questions with limited development, hesitation is apparent and prompting is often necessary.</li> <li>• Occasionally able to speak and respond spontaneously, with some examples of natural interaction although often stilted.</li> <li>• Limited examples of clear communication, the message often breaks down. Pronunciation and intonation are mostly intelligible, inaccuracies frequently affect clarity of communication.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>• Range of vocabulary is limited.</li> <li>• Limited range of simple structures, likely to be repetitive.</li> <li>• Limited accuracy of vocabulary and structures; frequent errors, both major and minor.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>

## Additional guidance

**Development** refers to additional detail, reasoning, justification and/or elaboration on key points.

**Complex** language includes features such as:

- longer sentences with coordinating conjunctions (e.g., *and*, *or*), subordinating conjunctions (e.g., *because*, *when*)
- other complex structures, such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause.

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing / repair strategies** are strategies that aid communication and allow the conversation to be sustained, e.g. rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable learners to deliver the message when exact vocabulary or expressions are not known. Learners who are able to communicate without ambiguity are likely to deploy these strategies effectively throughout the assessment – learners must not be penalised where rephrasing / repair strategies are used to maintain effective communication.

**A minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

**A major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
<b>Verb + Preposition</b>	You can listen music in your car.	<b>Verb agreement</b>	I goes on holiday with my family.
<b>Spelling (slight)</b>	He likes oranjes.	<b>Spelling (significant)</b>	This house is nealier to school than our old house.
<b>Relative pronouns</b>	The people which attended the meeting were late.	<b>Vocabulary</b>	The abilities of learners will be adapted with study materials.
<b>Word order (incorrect)</b>	How's going your summer ?	<b>Constructions</b>	I go by walking.
<b>Subject / object pronouns</b>	Me and my family have decided to move house.	<b>Tenses (inappropriate)</b>	I learn English when I was at school.
<b>Articles</b>	I watched interesting TV programme.		
<b>Singular/plural</b>	Public transports is the best transport.		
<b>Comparison</b>	It is more faster than going by train.		
<b>Prepositions – time and place</b>	I arrived to my destination.		

Major errors – prevents meaning being conveyed	
<b>Verb agreement</b>	The learner was help by the teacher.
<b>Spelling (misleading)</b>	He lucks unhappy.
<b>Vocabulary</b>	Thanks to technology, learners might be able to learn everytime.
<b>Constructions</b>	Travel by car is better because I have my time for travel and stop.
<b>Tenses (incorrect)</b>	In September I am working for my company for two years.

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