

Mark Scheme (Results)

Summer 2013

International GCSE English Language

(4EA0)

Paper 1

Level 1/Level 2 Certificate in English Language

(KEA0)

Paper 1

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General Marking Guidance

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

Paper 1
Section A

AO2 Reading

All students will be required to demonstrate an ability to:

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

| Question number | Answer | Mark |
|-----------------|---|----------|
| 1 | There is only one correct answer, possibly expressed in different ways: <ul style="list-style-type: none">• three• two men and a woman | 1 |

| Question number | Answer | Mark |
|-----------------|--|----------|
| 2 | Examiners should reward the identification of all valid comparisons in the passage up to three marks: <ul style="list-style-type: none">• the shops had become a submarine arcade• Trafalgar Square fountains twirled like mops• the drowning cathedral• veils of rain• the Monument... seemed so convincingly liquefied• the road might have been under the sea. | 3 |

| Question number | Answer | Mark |
|-----------------|--|----------|
| 3 | Examiners should reward the identification of all valid points in the passage up to four marks: <ul style="list-style-type: none">• he is sad that the weather and the hurry have shortened his farewells• we assume that he will miss his friends as they had come to see him off in such awful weather and they embrace• he feels very strange to be setting off on such a journey from the very heart of London• he feels "suddenly sad" (allow a direct quotation of this phrase); some may say, forlorn or dejected, yet this is a fleeting feeling• he feels uncertain of when he may return• he feels excited by the whole experience• he feels a sense of momentousness, that this is an important evening in his life - yet still falls asleep. | 4 |

| Question number | Indicative content | Mark |
|-----------------|--|-----------|
| 4 | <p>Examiners should refer to the following bullet points and then to the table to reach an overall judgement.</p> <p>There are many features in the passage that are worthy of comment. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique</p> <p>Candidates may refer to some of the following points:</p> <p>His experiences in London:</p> <ul style="list-style-type: none"> • London is presented as a bustling metropolis with cathedrals and monuments • London contains thousands of people with umbrellas and bowler hats in Piccadilly and the crowds of people who delay the taxi in The Strand are described as a "horde" • London is characterised by fast and purposeful movement, initially of the taxi that speeds through the streets on a mission to get him to the boat on time and then of the boat itself • the rain is viewed with a sense of humour, from the opening ironic remark to the droll humour of the taxi driver • the rain on the taxi window distorts the views of London shops and landmarks, making it seem fantastical or strange – a submarine arcade, Trafalgar Square fountains twirl like mops • the rain has not only submerged the shops but has drowned the cathedral • the exaggeration of the amount of rain reaches a climax with The Monument, which itself has taken on the properties of the rain and has "been liquefied" as if London itself is melting • the road now seems to be distantly under water • even the taxi has difficulty in making its way as it skids and is then described as "floundering", a word more associated with fish and the sea • the rain and the tide have added to the river to such an extent that the water is almost level with the flagstones • the rain has depersonalised his friends to the extent of them being nothing more than "sodden trouser legs and high heels skipping across the puddles" • the writer's send off from London seems somewhat distant: a hasty embrace and a wave from the bridge | 12 |

- the extent of the rain is described in powerful and emotive language – “pitiless downpour”
- once on the river what the writer sees and smells is unattractive, the “warehouse walls... grimed by a century of soot”, “a reek of mud”, “half-sunk boats”
- his final experience of London is the haunting sounds of the sirens on the Thames.

His experiences in Holland:

- Holland is a place defined by the snow and the cold
- Holland consists of “silent lanes”, “the muffled cobblestones”
- the writer feels a sense of immense happiness as he wanders the streets
- he only meets one other person - no one has trodden on the quay
- Holland is almost secretive as he feels that he is almost slipping in through the back door
- the café is a sanctuary from the cold and the snow, the simple food was the best he had ever eaten
- the café offers him a warming drink, a strong handshake and a blessing for his journey.

Particular words, phrases and techniques:

- use of repetition for emphasis, “a thousand glistening umbrellas”, “a thousand bowler hats”
- some short sentences for effect
- use of simile, “twirled like mops”, suggesting the violence of the weather
- use of metaphor – “a sky of gunmetal and silver and tarnished brass”
- deliberate use of simple, basic vocabulary at times to shock – “torn limb from limb”
- some use of emotive language – “miraculously”, “pitiless hours of downpour”
- use of alliteration and sibilance to emphasise the range of sensory experiences – “mud, seaweed, slime, salt, smoke”
- use of sense of smell – “smelled of rotting timber”.

Q4 Generic Grid

| Level | Mark | AO2 (i)/(ii)/(iii) |
|----------------|---------|---|
| | 0 | No rewardable material. |
| Level 1 | 1 - 3 | <ul style="list-style-type: none">• Basic understanding of the text is evident in the response• Engagement with the text is basic, with little development in the response• Interpretations are developed with limited success• Limited evaluation of how writers use linguistic and structural devices to create effect, with little use made of appropriate examples to support ideas. |
| Level 2 | 4 - 6 | <ul style="list-style-type: none">• Some understanding of the text is evident in the response• Engagement with the text is generally apparent, with some development in the response• Interpretations are developed with some success• Some evaluation of how writers use linguistic and structural devices to create effect, with some use made of appropriate examples to support ideas. |
| Level 3 | 7 - 9 | <ul style="list-style-type: none">• Sound understanding of the text is evident in the response• Assured engagement with the text, with thorough development in the response• Interpretations are thoroughly developed and sustained• Assured evaluation of how writers use linguistic and structural devices to create effect, with use made of thoroughly appropriate examples to support ideas. |
| Level 4 | 10 - 12 | <ul style="list-style-type: none">• Perceptive understanding of the text is evident in the response• Discriminating engagement with the text, with perceptive development in the response• Interpretations are perceptively developed and sustained• Perceptive evaluation of how writers use linguistic and structural devices to create effect, with discriminating use made of appropriate examples to support ideas. |

Total for Section A: 20 Marks

Section B, part 1

A02 Reading

All students will be required to demonstrate an ability to:

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

| Question number | Indicative content | Mark |
|-----------------|---|-----------|
| 5 | <p>Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer's technique.</p> <p>Candidates may refer to some of the following points:</p> <ul style="list-style-type: none">• the passage begins as a narrative recount, drawing the readers into the story but ends with a consideration of the ethical issues of hunting• initial concentration on visual imagery – “spectral play of colours”, “plumes of spray”• there is an emphasis on brightness, to emphasise the snowy environment – “glittering kingdom”• narwhals are so elusive the writer wonders if they actually exist at all• excitement is developed by the writer “scrambling” and by the “sharp intake of breath”• there is a balance of language to engage, excite and inform – paragraph three contains technical language, “mattak”, “vitamin C”• there is an emphasis upon a long-term relationship between hunter and hunted• the reader is clear on how much value a narwhal has in terms of food to the people• paragraph four develops tension of the women – “spinning round at a small gasp or jump”• the importance of the hunt emphasised by short sentence - “Every hunter was on the water”• the writer uses a double simile to paint a visual picture, “like watching a vast etc”, “spread like a net”• the viewpoint changes from that of the observers to that of the narwhals themselves, thus building tension and encouraging us to recognise them as intelligent and sentient beings, not simply meat to be brought in• the penultimate paragraph finally takes the reader to the hunters | 10 |

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• the use of a complex sentence to emphasise the admirable qualities of the hunter, so close, so brave and all so far from home in such a flimsy craft• the writer has “respect” for the hunters and what they do – emotive and powerful vocabulary• the dilemma is reinforced by using the same language about the narwhal as the hunter, she “urged the man on” and also, “urged the narwhal”• use of three infinitive verbs for emphasis, “to dive, to leave, to survive.” These summarise the writer’s strong feelings of sympathy• the sentence structure of the final paragraph is used to carefully lay out opposing points of view• the final sentence with its use of a very strong qualifier, “absolute necessity” gives the writer’s final thoughts | |
|--|---|--|

Q5 Generic Grid

| Level | Mark | AO2 (i)/(ii)/(iii) |
|----------------|--------|---|
| | 0 | No rewardable material. |
| Level 1 | 1 - 3 | <ul style="list-style-type: none"> • Basic understanding of the text is evident in the response • Engagement with the text is basic, with little development in the response • Interpretations are developed with limited success • Limited evaluation of how writers use linguistic and structural devices to create effect, with little use made of appropriate examples to support ideas • <i>Where response requires consideration of two or more features, limited balance is evident.</i> |
| Level 2 | 4 - 7 | <ul style="list-style-type: none"> • Generally sound or sound understanding of the text is evident in the response • Mostly clear or clear engagement with the text, with development in the response • Interpretations are developed and sustained with some success • Mostly sound or sound evaluation of how writers use linguistic and structural devices to create effect, with clear use made of appropriate examples to support ideas • <i>Where response requires consideration of two or more features, clear balance is evident.</i> |
| Level 3 | 8 - 10 | <ul style="list-style-type: none"> • Perceptive understanding of the text is evident in the response • Discriminating engagement with the text, with development in the response • Interpretations are perceptively developed and sustained • Perceptive evaluation of how writers use linguistic and structural devices to create effect, with assured use made of appropriate examples to support ideas • <i>Where response requires consideration of two or more features, a perceptive balanced approach is evident.</i> |

Section B, part 2

Range of writing: explore, imagine, entertain; argue, persuade, advise; inform, explain, describe

A03 Writing

All students will be required to demonstrate an ability to:

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

| Question number | Indicative content | Mark |
|-----------------|--|-----------|
| 6 | <p>Examiners should use the grid below to award marks for this writing activity.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives.</p> <p>Examiners should allocate about a third of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.</p> | 10 |

Q6 Generic Grid

| Level | Mark | AO3 (i)/(ii)/(iii) |
|----------------|--------|--|
| | 0 | No rewardable material. |
| Level 1 | 1 - 3 | <ul style="list-style-type: none"> • Communication is at a basic level, and limited in clarity • Little awareness is shown of the purpose of the writing and the intended reader • Organisation is simple with limited success in opening and development • Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used • Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects • Spelling is basic in accuracy, with many slips which will hinder meaning. |
| Level 2 | 4 - 7 | <ul style="list-style-type: none"> • Communicates clearly • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown • Organisation is sound or mostly sound with clear text structure; controlled paragraphing to reflect opening, development and closure together with some successful use of cohesive devices • Sentences are generally clearly structured, with generally sound control of expression and meaning. A reasonable selection of sentence structures are used • Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response • Spelling is mostly accurate, with some slips which do not hinder meaning. |
| Level 3 | 8 - 10 | <ul style="list-style-type: none"> • Communication is perceptive and subtle with discriminating use of a full vocabulary • Task is sharply focused on purpose and the expectations/requirements of the intended reader • Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices • Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used • Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed • Spelling is consistently accurate. |

Total for Section B: 20 Marks

Section C: Writing

Range of writing: inform, explain, describe

A03 Writing

All students will be required to demonstrate an ability to:

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

| Question number | Indicative content | Mark |
|-----------------|---|-----------|
| 7 | <p>The writing triplet assessed on this question is writing to inform, explain and describe.</p> <p>Weaker answers may be fragmentary or lack coherence. Candidates may lack the ability to explain themselves or may assume understanding that the reader does not have. A useful discriminating factor will be the extent to which the writer is able to engage the interests of the reader by using a variety of techniques.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives.</p> <p>Markers should allocate about a third of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which corresponds most closely to the overall quality of the response.</p> | 20 |

Q7 Generic Grid

| Level | Mark | AO3 (i)/(ii)/(iii) |
|----------------|-------|--|
| | 0 | No rewardable material. |
| Level 1 | 1 - 4 | <ul style="list-style-type: none"> • Communication is at a basic level, and limited in clarity • Little awareness is shown of the purpose of the writing and the intended reader • Organisation is simple with limited success in opening and development • Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used • Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects • Spelling is basic in accuracy, with many slips which will hinder meaning. |
| Level 2 | 5 - 8 | <ul style="list-style-type: none"> • Communicates in a broadly appropriate way • Shows some grasp of the purpose and of the expectations/requirements of the intended reader • Some grasp of text structure, with opening and development and some appropriate use of paragraphing and other sequencing devices • Sentences show some attempt to structure and control expression and meaning. Some variety of sentence structures used • Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response • Spelling is sometimes accurate, with some slips which may hinder meaning. |
| Level 3 | 9 -12 | <ul style="list-style-type: none"> • Communicates clearly • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown • Organisation is sound with clear text structure; controlled paragraphing to reflect opening, development and closure together with some successful use of cohesive devices • Sentences are generally clearly structured, with generally sound control of expression and meaning. A reasonable selection of sentence structures are used • Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response • Spelling is mostly accurate, with some slips which do not hinder meaning. |

| | | |
|----------------|---------|--|
| Level 4 | 13 - 16 | <ul style="list-style-type: none"> • Communicates effectively • A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown • Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs • Sentences are purposefully structured, with sustained control of expression and meaning. A wide and varied selection of sentence structures is used • Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed • Spelling is almost always accurate, with occasional slips. |
| Level 5 | 17-20 | <ul style="list-style-type: none"> • Communication is perceptive and subtle with discriminating use of a full vocabulary • Task is sharply focused on purpose and the expectations/requirements of the intended reader • Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices • Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used • Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed • Spelling is consistently accurate. |

Total for Section C: 20 Marks

Total for Paper: 60 Marks

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