

# IGCSE

## English Language (Specification B)

Sample Assessment  
Materials (SAMs)

### Edexcel IGCSE in English Language (Specification B) (4EB0)

First examination 2011



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#### *Acknowledgements*

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Authorised by Roger Beard  
Prepared by Lucy Stewart

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# Introduction

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

The aim of this material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examinations.



# Sample question paper

Paper 1

7

Extracts Booklet

27







**SECTION A**

**The following questions are based on Text One and Text Two in the Extracts Booklet.**

**You should spend about 40 minutes answering the questions in this section.**

**Read Text One, a newspaper report about a man who got into difficulties in a remote area of Western Australia.**

1. Explain how Howard became stranded.

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**(Total 2 marks)**

**Q1**

2. Describe what Howard did to attract the attention of passing aircraft.

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**(Total 2 marks)**

**Q2**

3. How did Howard manage to survive in the difficult conditions?

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(Total 4 marks)

Q3

4. We learn about the sort of person Howard was from what his mother says about him in the final paragraph.

Identify **two** aspects of his personality which are brought out in this paragraph. You should support your views, with reference to the text, with **one** detail for each aspect of his personality.

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(Total 4 marks)

Q4

Now read Text Two, an extract from a novel in which Pi, a 16-year-old boy, is the only human survivor from a shipwreck.

5. In paragraph one, what does Pi mean when he says, “I awoke to the reality of an unusual companion”?

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(Total 1 mark)

Q5

6. Using paragraph two, give **three** reasons why Pi stays on the lifeboat.

1 .....

2 .....

3 .....

(Total 3 marks)

Q6

7. In paragraph five, what voice is referred to and what effect does it have on Pi?

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(Total 2 marks)

Q7

8. In paragraph six, Pi reflects on the different ways people react when faced with possible death.

State **three** of these different ways.

1 .....

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2 .....

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3 .....

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**(Total 3 marks)**

Q8

9. At the end of this extract, Pi decides to build a raft.

Explain in your own words why Pi makes this decision.

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**(Total 3 marks)**

Q9

**Refer to BOTH Text One AND Text Two to answer the following question.**

10. Which text, do you think, would be more helpful to you in preparing a talk for your class about someone who behaved heroically?

You may choose either of the texts but you must explain your choice carefully, including reasons why the other text has less appeal for you.

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Q10

(Total 6 marks)

**TOTAL FOR SECTION A: 30 MARKS (Assessed for Reading)**

## SECTION B

Use ideas from both Text One and Text Two to answer this question.

You are advised to spend one hour on this section.

11. You have been asked to write an article entitled ‘Be Prepared’ for your school or college magazine. The article should give advice to someone setting out alone to visit an isolated or remote area of sea or land, where the climate is hot and dry.

You **must** focus on what you should do to aid survival:

- before the trip
- during the trip
- if you become stranded.

Think carefully about the purpose of your article and the audience for whom it is intended.

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(Section B continued) .....

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### SECTION C

**You should spend one hour on this section.**

**12.** Write approximately 400 words on **one** of the following:

(a) ‘I do all my work on the computer, but I couldn’t live without my mobile.’ To what extent do you sympathise with this view?

**Or:**

(b) Write a story (true or imaginary) entitled ‘The Challenge’.

**Do not retell the events from Text One or Text Two.**

**Or:**

(c) Describe **two** places you know well, one which is quiet and one which is noisy.

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

Chosen question number: **Question 12(a)**  **Question 12(b)**  **Question 12(c)**

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(Section C continued) .....

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**(Total 35 marks)**

**Q12**

**TOTAL FOR SECTION C: 35 MARKS (Assessed for Writing)**  
**TOTAL FOR PAPER: 100 MARKS**

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Paper Reference(s)

**4EB0/01**

**Edexcel IGCSE**

**English Language B**

Paper 1

Sample Assessment Material

Extracts Booklet

**Do not return this Extracts Booklet with  
the question paper.**

Printer's Log. No.

**N35526A**



*Turn over*

W850/4EB0/57570 3/3/

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## Text One

### Letters in the Sand

For nearly three days a British tourist, Howard Holdsworth, who was an experienced traveller, was stranded on a remote Australian beach in scorching heat. His water supply was running dangerously low when a passing aircraft on routine patrol spotted the huge SOS message scrawled in the sand. Howard had dug out the letters with his feet after his car became stuck in deep sand fifty miles north of Broome in Western Australia. He slept during the day, as temperatures reached 50 degrees centigrade, and drew the emergency signal at night, renewing it each time it was obliterated by the tide. At one time, he considered walking to Broome but noticed crocodile tracks and decided against it. When the pilot saw the message in the sand, he contacted the Broome police, who led the rescue.

Howard, a keen naturalist, who had been travelling alone, said his vehicle had become bogged down in sand, after he had got lost on his way to a nature reserve. He had good knowledge of bush survival skills, but still found the experience frightening.

“I’ve got the knowledge, but it’s being able to use it, because I was in extreme temperatures that I am not used to,” he said. “It’s quite hard to think your way out of situations in these kinds of temperatures. During the day, I kept myself in the shade, using as little energy as possible, and I worked through the night trying to get the vehicle out. I must have shifted tons of sand, absolutely tons.”

Howard had been stopping with friends in Broome before setting out on his trip. He was not expected to return for several days, and so his friends did not raise the alarm. Back at his home in England, his mother heard all about her son’s adventures by phone, having finally managed to contact him after days of worry. “People get lost in that remote area of Australia and are never seen again, so he was very lucky. He is only the second person ever to be rescued from that area.”

Mrs Holdsworth explained that Howard had had the wanderlust since he was very young. He was always doing adventurous things but was very careful and rarely got into any scrapes. In October, Howard had set off for Vietnam to go diving and mountain climbing, before going on to North Korea, and then to Australia. Mrs Holdsworth knew something was amiss when she received no email from him for several days.

“Even when he was in the jungles of North Korea,” she said, “he found a little village with a computer and wrote to me. I was anxious when he did not get in touch, but when I spoke to him on the phone in Australia, I knew he was in good spirits. He said he intended to continue his adventures in New Zealand and then the USA. Goodness knows what he will get up to next!”



## Text Two

### Adrift At Sea

**Pi is drifting in a lifeboat on the Pacific Ocean. He has just had some food and water from a box of rations.**

I slept all morning. I was roused by anxiety. That tide of food, water and rest that flowed through my weakened system, bringing me a new lease of life, also brought me the strength to see how desperate my situation was. I awoke to the reality of an unusual companion. There was a tiger in the lifeboat! I could hardly believe it, yet I knew I had to; and I had to save myself.

- 5 I considered jumping overboard and swimming away, but my body refused to move. I was hundreds of miles from landfall, if not over a thousand miles. I couldn't swim such a distance, even with a lifebuoy. What would I eat? What would I drink? How would I keep the sharks away? How would I keep warm? How would I know which way to go? There was not a shadow of doubt about the matter: to leave the lifeboat meant certain death; but what would it mean to stay aboard?
- 10 He would come at me like a typical cat, without a sound. Before I knew it he would seize the back of my neck or my throat and I would be pierced by fang-holes. I wouldn't be able to speak. The lifeblood would flow out of me, unmarked by a final utterance; or he would kill me by clubbing me with one of his great paws, breaking my neck.

"I'm going to die," I blubbered through quivering lips.

- 15 Oncoming death is terrible enough, but worse still is oncoming death with time to spare, time in which all the happiness that was yours and all the happiness that might have been yours becomes clear to you. You see with utter clarity all that you are losing. The sight brings on an oppressive sadness that no car about to hit you or water about to drown you can match. The feeling is truly unbearable.
- 20 I was giving up. I would have given up – if a voice hadn't made itself heard in my heart. The voice said, "I will not die. I refuse it. I will make it through this nightmare. I will beat the odds, as great as they are. I have survived so far, miraculously. Now I will turn miracle into routine. The amazing will be seen every day. I will put in all the hard work necessary."

- My face set to a grim and determined expression. I speak in all modesty as I say this, that I discovered at that moment that I have a fierce will to live. It's not something evident, in my experience. Some of us give up on life with only a resigned sigh. Others fight a little, then lose hope. Still others – and I am one of those – never give up. We fight and fight and fight. We fight no matter the cost of battle, the losses we take, the improbability of success. We fight to the very end. It's not a question of courage. It's something constitutional, an inability to let go. It may be
- 30 nothing more than life-hungry stupidity.

The tiger started growling that very instant, as if he had been waiting for me to become a worthy opponent. My chest became tight with fear.

- "Quick, man, quick," I wheezed. I had to organise my survival. Not a second to waste. I needed shelter and right away. I thought of the prow I had made with an oar. But now the tarpaulin was
- 35 unrolled at the bow; there was nothing to hold the oar in place. Furthermore, I had no proof that hanging at the end of an oar provided real safety from my fierce companion. He might easily reach and nab me. I had to find something else. My mind worked fast. I would build a raft.

**END**

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# Sample mark scheme

General marking guidance 33

Paper 1 35



## 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

Assessment Objective:

- A01 - read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (30 marks)

### Text One

Question Number	Answer	Mark
1	One mark for any two of the following: <ul style="list-style-type: none"><li>• He was going on a trip to a nature reserve (1)</li><li>• He got lost (1)</li><li>• He was alone (1)</li><li>• He was stuck in the sand (1)</li><li>• It was a very remote area (1)</li></ul> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
2	One mark for any two of the following: <ul style="list-style-type: none"><li>• scrawled a (huge) SOS message (1)</li><li>• dug out letters (1)</li><li>• drew an emergency signal (1)</li></ul> <p style="text-align: right;">(2 x 1)</p>	2

Question Number	Answer	Mark
3	One mark for any four of the following: <ul style="list-style-type: none"><li>• sleeps during the day (1)</li><li>• keeps in the shade (1)</li><li>• works at night (1)</li><li>• conserves energy (1)</li><li>• aware of danger of crocodiles (1)</li><li>• has bush survival skills (1)</li><li>• conserves/rations water (1)</li></ul> <p style="text-align: right;">(4 x 1)</p>	4

Question Number	Answer	Mark
4	<p>One mark for any two aspects. Further mark for development of each aspect.</p> <ul style="list-style-type: none"> <li>• very thoughtful (1)/ caring (1) - took trouble to email mother from remote village (1)</li> <li>• adventurous (1) / keen traveller (1) / fearless - decided to continue travels despite recent events (1)</li> </ul> <p style="text-align: right;">(2 x 2)</p>	4

### Text Two

Question Number	Answer	Mark
5	<p>When he woke up he realised there was a <u>tiger</u> (1) in the lifeboat with him</p>	1

Question Number	Answer	Mark
6	<p>One mark for any three of the following:</p> <ul style="list-style-type: none"> <li>• His body refuses to move (fear/weakness?) (1)</li> <li>• he is at least 100 (if not 1000) miles from land (1)</li> <li>• he could not swim that far (1)</li> <li>• he is worried about what he would eat/drink if he left the boat (1)</li> <li>• would not know his direction (1)</li> <li>• fear of sharks (1)</li> <li>• fear of cold/hypothermia (1)</li> <li>• would be bound to die (1)</li> </ul> <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
7	<p>The voice of his inner self, heart or conscience (1)</p> <p>One mark for any effect:</p> <ul style="list-style-type: none"> <li>• gives Pi the determination, will or encouragement to fight for survival (1)</li> <li>• not to give up (1)</li> <li>• to beat the odds (1)</li> </ul> <p style="text-align: right;">(1 + 1)</p>	2

Question Number	Answer	Mark
8	<p>One mark for each way stated.</p> <ul style="list-style-type: none"> <li>• Some give in at once/ with a resigned sigh. (1)</li> <li>• Others struggle briefly but soon give in. (1)</li> <li>• Others (like Pi) struggle on to the end/ never give in. (1)</li> </ul> <p style="text-align: right;">(3 x 1)</p>	3

Question Number	Answer	Mark
9	<p>Accept reasoned answer:</p> <ul style="list-style-type: none"> <li>• His determined character</li> <li>• He never gives up (“fight no matter the cost of battle”)</li> <li>• He wants to live at all costs (‘life-hungry stupidity’)</li> </ul>	3

### Both Texts

Question Number	Answer	Mark
10	<p>Accept EITHER choice:</p> <p>For chosen text: (4 marks)</p> <p style="padding-left: 20px;">TWO marks for choice stated with clear personal response shown;</p> <p style="padding-left: 20px;">TWO marks for clear reference to the text with examples given from the text to support either the heroism of Howard or Pi.</p> <p>For the other text: (2 marks)</p> <p style="padding-left: 20px;">ONE mark for a clear personal response for reason text not chosen.</p> <p style="padding-left: 20px;">ONE mark for an example to illustrate reason.</p> <p>(Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence)</p> <p style="text-align: right;">(4 + 2)</p>	6

## SECTION B

### Assessment Objectives:

- A01 - read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- A02 - adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- A03 (QWC) - Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

Question Number	Indicative content
11	<p>A suitable register for a school/college magazine should be adopted. Candidates should address all areas. The following points indicate some points that candidates may make, but there are other possibilities.</p> <p><b>Before the trip</b></p> <ul style="list-style-type: none"><li>• Take adequate supplies (of food and water).</li><li>• Acquire knowledge of how to survive in hostile environments.</li><li>• Tell someone when to expect you back.</li></ul> <p><b>During the trip</b></p> <ul style="list-style-type: none"><li>• Always know your whereabouts/ avoid getting lost.</li><li>• Keep out of danger/be careful to avoid dangerous situations.</li><li>• If at all possible, keep in touch with someone.</li><li>• Act swiftly in case of emergency/<u>pressing</u> danger.</li></ul> <p><b>If stranded</b></p> <ul style="list-style-type: none"><li>• If stranded, attract attention with SOS signal.</li><li>• Ensure signal is easily visible from the air.</li><li>• Maintain the signal/renew it when erased</li><li>• Sleep/stay in shelter during the day (to avoid high temperatures).</li><li>• Conserve energy by working at night/ not exerting yourself in the day.</li><li>• Keep warm when the temperature drops.</li><li>• Do not be deterred by the threat of death/ be determined to survive.</li><li>• Listen to your inner voice/what your heart tells you to do.</li><li>• Do not be put off by anything/risk of injury/unlikelihood of success.</li><li>• Use objects available to help you (eg oar for prow, line38).</li><li>• Use your initiative to help reach safety (eg Pi builds raft)/don't panic.</li></ul>



**A01**

Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor Candidates should have:
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"><li>referred to at least ONE of the bullet points</li><li>included a small number of points with some relevance</li><li>included some basic reference to the hot, dry conditions</li><li>demonstrated a limited ability to locate and retrieve ideas and information</li><li>given a limited amount of relevant advice</li><li>considered some basic ideas about dangers faced</li></ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"><li>offered comment on at least TWO of the bullet points</li><li>gave some relevant points</li><li>demonstrated some awareness of the climatic conditions faced</li><li>brought in some relevant supportive points or evidence</li><li>offered advice based on some relevant information</li><li>showed a degree of thought about dangers and survival strategies</li></ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"><li>covered all THREE bullet points securely</li><li>offered a reasonable number of relevant points</li><li>had a sound regard for the climatic conditions</li><li>showed a secure appreciation of being stranded at sea or on land</li><li>drew in a relevant way on appropriate material</li><li>showed sound awareness of the risks to be faced and the ways to respond to them</li></ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"><li>covered all THREE bullet points systematically</li><li>offered a good number of relevant points, probably such as those listed below</li><li>paid due regard to climatic conditions (hot and dry)</li><li>made well-focused, pertinent suggestions on being stranded at sea or on land</li><li>used evidence in an effective way</li><li>demonstrated a good appreciation of how to deal with the likely dangers</li></ul>

Level	Mark	Descriptor Candidates should have:
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• covered all THREE bullet points in appropriate depth</li> <li>• offered a wide range of relevant points, such as those listed below</li> <li>• paid strong regard to climatic conditions (hot and dry) in formulating specifically relevant advice</li> <li>• presented well-focused suggestions, with strong reference to being stranded at sea or on land</li> <li>• supported their points strongly with apt and well-chosen examples</li> <li>• showed strong insight into the kinds of dangers likely to be faced and how to anticipate and respond to these</li> </ul>

## A02

Use professional judgment to award up to a maximum of 20 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor Candidates should have:
<b>Level 0</b>	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"><li>• some indication that the text is intended as a magazine article</li><li>• some limited attempt to engage reader in subject</li><li>• basic ability to fit language to required task</li><li>• has at least some acknowledgement of the intended audience</li></ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"><li>• a fair attempt to create a magazine article in a suitable format</li><li>• generally adopts reasonably appropriate tone, but not sharply convincing or consistent.</li><li>• some attempt to fit language and style to purpose</li><li>• has some register relevant to the specified audience</li></ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"><li>• sound in its capacity to write appropriately for a magazine</li><li>• a clear grasp of how to relate to the specified audience</li><li>• writes with sound control over style and tone</li><li>• choice of register and vocabulary relates soundly to audience (peers)</li></ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"><li>• writing shows good appreciation of required approach and format for magazine article</li><li>• a good, well-chosen tone of voice</li><li>• vocabulary varied, flexible and appropriate to the task</li><li>• relates well to the intended audience (peers), with use of appropriate register</li></ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"><li>• style and structure very successful and highly appropriate to magazine article (eg attention-grabbing first sentence)</li><li>• successful and consistent adoption of apt tone</li><li>• choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly</li><li>• engages audience with sympathy, flair and assured language control</li><li>• an excellent, perceptive awareness of format</li></ul>

### A03 (QWC)

Use professional judgment to award up to a maximum of 5 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
<b>Level 0</b>	0	No rewardable material		
<b>Level 1</b>	1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
<b>Level 2</b>	2	Full stops, capital letters, question marks are used, together with some other marks, mostly correct	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually correct
<b>Level 3</b>	3	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
<b>Level 4</b>	4	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
<b>Level 5</b>	5	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

## SECTION C

### Assessment Objectives:

- A02 - adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)
- A03 (QWC) - Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

Question Number	Indicative content
12(a)	<p>As no audience is specified, the examiner is to be assumed to be the audience.</p> <p>Reward any methods of communication which are justified. The most common choices are likely to be: direct face-to-face conversation with a friend or family member; mobile (or other) telephone; messaging on computers, such as MSN or forms of communication such as Facebook; text messaging (on phones); written communications (notes, cards, letters).</p> <p>Choosing either ONE or TWO methods is acceptable.</p>

Question Number	Indicative content
12(b)	<p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>One obvious possibility is that they might draw on the kind of situation that is portrayed in the texts they have received but they should not retell exactly what happens in the two texts studied in the examination.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense. They may well select some 'disaster' situation (natural or caused by humans), or talk of non-literal survival (getting over a crisis, 'surviving' an ordeal, getting through an examination).</p> <p>Examiners should be open to a wide range of interpretations.</p>

Question Number	Indicative content
12(c)	<p>There should be two contrasting pictures or descriptions.</p> <p>Although candidates are free to choose any locations they wish, for their 'quiet place' they may well select peaceful rural or wooded locations, or quiet rooms/times in a house, or a quiet building such as a church or deserted house; for a noisy location, obvious choices include markets, town centres, sporting occasions, music concerts, discos/dances.</p> <p>Candidates should be rewarded for their powers to evoke a place, using effective vocabulary (for example, from the senses or descriptions of natural scenes).</p>

## A02

Use professional judgment to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor			
		General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
<b>Level 0</b>	0	No rewardable material			
<b>Level 1</b>	1-5	The writing achieves <b>limited success</b> at a basic level	There is <b>little awareness</b> of the purpose of the writing	The writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	Organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
<b>Level 2</b>	6-10	The writing expresses ideas which are <b>broadly appropriate</b>	There is <b>some grasp</b> of the purpose of the writing	The writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	Organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
<b>Level 3</b>	11-15	The writing expresses and develops ideas in a <b>clear, organised</b> way	There is a <b>generally clear</b> sense of the purpose of the writing	The writing includes <b>well-chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	Organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices
<b>Level 4</b>	16-20	The writing presents <b>effective and sustained</b> ideas	There is a <b>secure, sustained</b> realisation of the purpose of the writing	The writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	Organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use of a range</b> of cohesive devices between and within paragraphs

Level	Mark	Descriptor			
		General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
<b>Level 5</b>	21-25	The writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully-developed</b> ideas	There is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	The writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	Organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully</b> sustained paragraphing and the <b>effective application of a wide range of</b> markers of textual cohesion

### A03 (QWC)

Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
<b>Level 0</b>	0	No rewardable material		
<b>Level 1</b>	1-2	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
<b>Level 2</b>	3-4	Full stops, capital letters, question marks are used, together with some other marks, mostly correct	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually correct
<b>Level 3</b>	5-6	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
<b>Level 4</b>	7-8	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
<b>Level 5</b>	9-10	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate





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