

Mark Scheme (Results)

Summer 2012

International GCSE English as a  
Second Language (4ES0) Paper 01

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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.

Question Number	Answer	Mark
<b>1</b>	F	<b>(1)</b>

Question Number	Answer	Mark
<b>2</b>	E	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>4</b>	D	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	I	<b>(1)</b>

Question Number	Answer	Mark
<b>6</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	H	<b>(1)</b>

Question Number	Answer	Mark
<b>8</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>9</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>10</b>	E	<b>(1)</b>

Question Number	Answer	Mark
<b>11</b>	Not Given	<b>(1)</b>

Question Number	Answer	Mark
<b>12</b>	Not Given	<b>(1)</b>

Question Number	Answer	Mark
<b>13</b>	True	<b>(1)</b>

Question Number	Answer	Mark
<b>14</b>	False	<b>(1)</b>

Question Number	Answer	Mark
<b>15</b>	True	<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>16</b>	correspondence courses		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>17</b>	price tag		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>18</b>	suit		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>19</b>	regret		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>20</b>	characteristics		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>21</b>	encouragement		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>22</b>	(the) freedom		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>23</b>	reading/comprehension skills		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>24</b>	progress		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>25</b>	classroom discussion		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>26</b>	options		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>27</b>	delivered		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>28</b>	particular		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>29</b>	pushing		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>30</b>	freedom		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>31</b>	going barefoot		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>32</b>	(child's) walking development		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>33</b>	look down		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>34</b>	footwear-related damage		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>35</b>	develop naturally		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>36</b>	bones		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>37</b>	(the) late teens		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>38</b>	(their) attractiveness		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>39</b>	reading and writing		<b>(1)</b>

Question Number	Acceptable Answers	Reject	Mark
<b>40</b>	(shoe) manufacturers	parents	<b>(1)</b>

Question Number	Answer	Mark
<b>41</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>42</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>43</b>	C	<b>(1)</b>

Question Number	Answer	Mark
<b>44</b>	B	<b>(1)</b>

Question Number	Answer	Mark
<b>45</b>	A	<b>(1)</b>

Question Number	Answer	Mark
<b>46</b>	<p>A/B/D/F/H</p> <p>If the candidate marks more than the 5 required answers subtract from the final mark the number of additional responses.</p> <ul style="list-style-type: none"> <li>- candidate marks 6 boxes. Remove one mark from total mark awarded</li> <li>- candidate marks 7 boxes. Remove two marks from total mark awarded</li> <li>- candidate marks 8 boxes. Remove three marks from total mark awarded</li> <li>- candidate marks 9 boxes. Remove three marks from total mark awarded</li> <li>- candidate marks 10 boxes. Candidate scores '0'</li> <li>- Negative marks cannot be given</li> </ul> <p>E.g Candidate marks 7 boxes and gets 4 correct. Final mark is 2.</p>	<b>(5)</b>



Question Number	Answer	Mark
<b>Part 4</b>	Part 5 is marked out of 10, using the grid below.	<b>(10)</b>

Mark	Communication, Content and Organisation
<b>0</b>	<ul style="list-style-type: none"> <li>· No rewardable material.</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>· Task completed to a limited extent, with little development of the bullets provided.</li> <li>· Little awareness of audience evident in uses of tone and register.</li> <li>· Organisation is limited with little effective use of cohesive devices.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>· Task completed to some extent, with some development of the bullets provided.</li> <li>· Some awareness of audience evident in uses of tone and register.</li> <li>· Organisation is adequate with some effective use of cohesive devices.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>· Task completed mostly successfully, with effective development of the bullets provided.</li> <li>· Secure awareness of audience evident in uses of tone and register.</li> <li>· Organisation is consistent with effective use of cohesive devices.</li> </ul>

<b>Mark</b>	<b>Range and Accuracy</b>
<b>0</b>	<ul style="list-style-type: none"> <li>· No rewardable material.</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>· Range of vocabulary is limited.</li> <li>· Range of appropriate structures is limited.</li> <li>· The writing is generally inaccurate and errors cause confusion.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>· Range of vocabulary is appropriate for some of the response.</li> <li>· Some range of appropriate structures.</li> <li>· The writing is accurate for some of the response and any errors generally do not impact on meaning.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>· Range of vocabulary is appropriate for most of the response.</li> <li>· Range of appropriate structures, although there may be some lapses.</li> <li>· The writing is accurate for most of the response and there are very few errors.</li> </ul>

Question Number	Answer	Mark
<b>Part 5</b>	Part 5 is marked out of 20, using the grid on the following page.	<b>(20)</b>

Question Number	Answer	Mark
<b>Part 6</b>	<p>Part 6 is marked out of 20, using the grid on the following page.</p> <p>Indicative content</p> <p>Give <b>two</b> reasons why you should drink tap water</p> <ul style="list-style-type: none"> <li>• cost/availability/purity/healthy</li> </ul> <p>State <b>two</b> problems created by bottled water industry</p> <ul style="list-style-type: none"> <li>• cultural/environmental problems</li> <li>• local people – access to water</li> <li>• chemicals in the plastic</li> <li>• recycling and disposal issues</li> </ul> <p>Say what universities can offer instead of bottled water</p> <ul style="list-style-type: none"> <li>• accessible water coolers</li> <li>• choice of re-usable water bottles</li> </ul>	<b>(20)</b>

## Assessment criteria: writing skills assessment grid

This grid should be used for marking Parts 5 and 6.

Mark	Communicative quality	Lexical accuracy and range	Grammatical accuracy and range	Effective organisation
0	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.			
1	Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.	Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty.	The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	Generally incoherent and poorly organised, lacking in use of cohesive devices.
2	The response is difficult to follow. Candidate may not have considered the need to address tone and register.	Insufficient range of vocabulary used to meet the requirements of the task. Vocabulary is sometimes used inaccurately or inconsistently and there are several spelling mistakes that slow the reader down.	The writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.	A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.
3	The response does not wholly communicate successfully. Errors cause the reader some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task.	Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader.	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the candidate wants to say.	Generally coherent piece of writing though there are several errors in the use of cohesive devices etc., which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors.
4	The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task.	Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.
5	The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.	Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects.	Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address requirements of the task. There are very few errors.	An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.

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