

# Mark Scheme (Results)

June 2011

International GCSE

English Language (4EA0)  
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: Reading**

Main Assessment Objective:

- read with insight

Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

Question number	Answer	Mark
<b>1</b>	The only correct answer is: <ul style="list-style-type: none"> <li>• age 20, or twenty.</li> </ul>	<b>1</b>

Question number	Answer	Mark
<b>2</b>	Examiners should reward all valid responses to the passage up to three marks: <ul style="list-style-type: none"> <li>• you will/may become addicted</li> <li>• you will live to regret it</li> <li>• you will be unable to quit</li> <li>• they will make you cough</li> <li>• non-smokers do not like the company of smokers</li> <li>• you will look pathetic to non smokers.</li> </ul>	<b>3</b>

Question number	Answer	Mark
<b>3</b>	<p>Examiners must reward all valid responses and may select from the following features of the tobacco industry or others:</p> <ul style="list-style-type: none"><li>• they are presented as demonic in that they want “your soul”</li><li>• they prey, like predatory animals, upon the young and vulnerable</li><li>• they are described as amongst “the worst” all of those who prey upon the young</li><li>• they are prepared to spend millions in order to get the young people to take up smoking</li><li>• they have researched and experimented exhaustively in order to find the best methods to appeal to teenagers</li><li>• they manipulate young people without them being aware</li><li>• they are only interested in making money.</li></ul>	<b>4</b>

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><b>what aspects of smoking the writer chooses to engage the reader</b></p> <ul style="list-style-type: none"> <li>• the writer begins by addressing what is probably the most commonly said thing about smoking – he indicates this through the use of quotation marks</li> <li>• chooses to write about issues that have a particular relevance to teenagers – rebellion, being seen as grown up and responsible, being accepted, making life choices</li> <li>• the passage culminates with a crescendo of short rhetorical questions, all focused upon teenage choices about their future life</li> </ul> <p><b>layout and presentation</b></p> <ul style="list-style-type: none"> <li>• the use of the title that is direct and commanding, exhorting the reader</li> <li>• the sub-headings visually break the passage up and highlight key aspects of the content</li> <li>• the use of bold text is used to emphasise the above</li> <li>• the use of text boxes and larger, bold text is used to highlight key messages of responsibility and the all consuming, defining quality of smoking</li> <li>• The single sentence about the tobacco industry is separated for emphasis.</li> </ul> <p><b>particular words, phrases and techniques</b></p> <ul style="list-style-type: none"> <li>• the writer adopts a conversational, informal tone, so as not to be seen as lecturing</li> <li>• the writer creates a knowing sense of authority that makes it difficult to question his word, "Do you think you might be being manipulated by the</li> </ul>	12

	<p>tobacco industry? Probably not. But that's what they want you to think"</p> <ul style="list-style-type: none"><li>• frequent use of a question and answer style as the writer raises questions such as, "So is smoking adult?" and answers them for the reader, thus denying them a real opportunity to consider the question raised</li><li>• deliberately and bluntly shocking – "one third of you will eventually die from it"</li><li>• frequent use of the second person to directly address the reader, in a semi-accusatory manner "You know that if ..."</li><li>• frequent use of short sentences – these are used to drive home simple messages and to give the writer the appearance of stating facts not opinions, "You will smoke. Resistance is futile"</li><li>• use of rhetorical questions to emphasise the validity of the writer's opinion, "Am I right?"</li><li>• use of imagery to describe the vulnerability of teenagers as "young birds" who are about to leave the "nest."</li><li>• use of imagery to describe the power of the tobacco industry and how they regard young people, "like rats in a cage"</li><li>• the tobacco industry are described as "big" and are presented as manipulative and rapacious, in order to contrast them with the innocent and vulnerable young people</li><li>• deliberate use of simple, basic vocabulary to give the appearance of plain speaking truth, "Smoking is stupid", and "there to help you make those bad decisions."</li><li>• some use of emotive language – "futile", "pathetic",</li><li>• use of repetition for emphasis such as, "please, please, please"</li><li>• use of ellipsis for dramatic effect in the text box</li><li>• the final sentence is simple and ends with an optimistic word of hope.</li></ul>	
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<b>Mark Range</b>	<b>Descriptor The candidate:</b>
0	<ul style="list-style-type: none"> <li>• makes no response or a response that does not refer to the question or seem to be responsive to the text</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• is able to make a small number of simple points that may focus on only one of the two bullet points</li> <li>• may recount aspects of the text rather than addressing technique</li> <li>• shows a limited grasp of ideas</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage</li> <li>• shows an understanding of some of the main features of the passage, but it is not sustained</li> <li>• may demonstrate some selection of text</li> <li>• makes simple comments on aspects of language and technique</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• begins to show greater familiarity with a wider range of techniques in the passage</li> <li>• may be able to select some more relevant sections of text, but not consistently</li> <li>• is able to make clearer comments about the writer's technique</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• shows a sound understanding of the writer's techniques</li> <li>• is likely to select suitable aspects of the text</li> <li>• begins to be able to show how meaning and effect are being created</li> </ul>
9 - 10	<ul style="list-style-type: none"> <li>• makes perceptive points about the writer's techniques</li> <li>• may use textual references with some discrimination to substantiate points made</li> <li>• shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed</li> </ul>
11 - 12	<ul style="list-style-type: none"> <li>• demonstrates skills of analysis and interpretation in evaluating the writer's techniques</li> <li>• is likely to use textual references which are apt and carefully chosen to support the points made</li> </ul>

**Total for Section A: 20 Marks**

**Section B, part 1****Main Assessment Objective:**

- read with insight

**Supporting Assessment Objectives:**

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

Question number	Indicative content	Mark
<b>5</b>	<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"> <li>• the previous expedition of both men is described as "farce"</li> <li>• use of "experts" to question and undermine the judgement of the men</li> <li>• emphasis upon the hostility of the surroundings and the fact the helicopter was only single-engined suggest that the men were poorly prepared</li> <li>• Mr Smith has a nickname, which suggests a juvenile nature</li> <li>• Mr Smith's nickname is ironic as Q is the character from James Bond who is good with technical devices</li> <li>• James Bond reference is used to tarnish our view of the men as overgrown children pretending to be in an adventure</li> <li>• the final quotation from Ms Vestey confirms them to be silly children who will be punished by their elders and betters</li> <li>• use of verbatim accounts to undermine the men who presumably described their helicopter as "trusty", Ms Vestey dismisses them as "boys" and describes their antics as "messaging". She is presented as recklessly indulgent by her failure to intervene</li> <li>• the genuine experience of the two men is introduced only to be undermined with the phrase, "Despite their experience ..."</li> <li>• their flying ability is undermined as they experienced difficulties when "conditions had been excellent"</li> </ul>	<b>10</b>

	<ul style="list-style-type: none"><li>• resentment is generated by the statement that the taxpayer is unlikely to recoup any of the money from the men, making them appear cavalier and selfish.</li></ul>	
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<b>Mark Range</b>	<b>Descriptor The candidate:</b>
0	<ul style="list-style-type: none"> <li>• makes no response or a response that does not refer to the question or seem to be responsive to the text</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• is able to make a small number of simple points that may focus on only one of the two bullet points</li> <li>• may recount aspects of the text rather than addressing technique</li> <li>• shows a limited grasp of ideas</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage</li> <li>• shows an understanding of some of the main features of the passage, but it is not sustained</li> <li>• may demonstrate some selection of text</li> <li>• makes simple comments on aspects of language and technique</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• begins to show greater familiarity with a wider range of techniques in the passage</li> <li>• may be able to select some more relevant sections of text, but not consistently</li> <li>• is able to make clearer comments about the writer's technique</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• shows a sound understanding of the writer's techniques</li> <li>• is likely to select suitable aspects of the text</li> <li>• begins to be able to show how meaning and effect are being created</li> </ul>
9 - 10	<ul style="list-style-type: none"> <li>• makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation</li> <li>• is likely to use textual references with some discrimination to substantiate points made</li> <li>• shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed</li> </ul>

**Section B, part 2**

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

**Main Assessment Objective:**

- communicate clearly for a particular purpose

**Supporting Assessment Objectives:**

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling.

Question number	Indicative content	Mark
<b>6</b>	<p>Markers 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 and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none"> <li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li> <li>3. use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ol> <p>Markers should allocate about a <b>third</b> 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 everyone 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 <b>corresponds most closely</b> to the overall quality of the response.</p>	<b>10</b>

Writing skills	Band/ Range	Descriptor The Candidate:
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 1</b> 0 - 2</p>	<p>Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.</p> <p>Organisation is simple with limited success in opening and development.</p> <p>The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 2</b> 3 - 4</p>	<p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader.</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</p> <p>Full stops, capital letters, question marks are used together with some other marks, mostly correctly/grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 3</b> 5 - 6</p>	<p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</p> <p>Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.</p>

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 4</b> 7 - 8</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 5</b> 9 -10</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p>

**Total for Section B: 20 Marks**

**Section C: Writing****Range of writing: inform, explain, describe****Main Assessment Objective:**

- communicate clearly for a particular purpose

**Supporting Assessment Objectives:**

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling

Question number	Indicative content	Mark
<b>7</b>	<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, in this case a letter. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none"> <li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li> <li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li> <li>3. use a range of sentence structures effectively, with accurate punctuation and spelling.</li> </ol> <p>Markers should allocate about a <b>third</b> 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 <b>corresponds most closely</b> to the overall quality of the response.</p>	<b>20</b>

Writing skills	Band/ Range	Descriptor The Candidate:
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 1</b> 0 - 4</p>	<p>Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.</p> <p>Organisation is simple with limited success in opening and development.</p> <p>The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 2</b> 5 - 8</p>	<p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader.</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</p> <p>Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 3</b> 9 - 12</p>	<p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown. Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</p> <p>Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.</p>

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 4</b> 13 - 16</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 5</b> 17 - 20</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p>

**Total for Section C: 20 Marks**

**Total for Paper: 60 Mark**

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