



Mark Scheme (Results)

January 2012

International GCSE English (4EAO/01)  
English Language A

### **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Pearson about Edexcel qualifications on our dedicated English telephone line: 0844 372 2188

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2012

Publications Code UG030403

All the material in this publication is copyright

© Pearson Education Ltd 2012

## 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

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

	Answer	Mark
number 1	Award one mark for each of the following ideas however expressed: <ul style="list-style-type: none"> <li>• a colobus monkey weighs less than half a chimpanzee</li> <li>• a colobus monkey can venture out onto branches that would break under a chimpanzee's weight</li> </ul>	2

	Answer	Mark
number 2	Examiners should reward all valid responses to the passage up to six marks giving credit for the quality of explanation. Answers may include: <ul style="list-style-type: none"> <li>• the chimpanzees assemble into a team gradually</li> <li>• the males form a posse</li> <li>• they are uncharacteristically silent</li> <li>• they pace through the forest listening for the calls of monkeys</li> <li>• the driver chimpanzee's role is to isolate one or two monkeys</li> <li>• the chasers try to grab the monkey and chase it towards the ambusher</li> <li>• the blocker chimpanzees stop the monkeys escaping</li> <li>• the ambusher chimpanzee hides in the leaves ahead of the chase</li> <li>• the monkey is deceived into thinking there is an escape</li> <li>• the ambusher surprises the monkey causing it to hesitate</li> <li>• the catcher chimpanzees grab the monkey</li> </ul>	6

Question number	Indicative content	Mark
3	<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>the presentation of the colobus monkeys and the chimpanzees</b></p> <ul style="list-style-type: none"> <li>• the chimpanzees are initially described as “specialised” suggesting a clinical and expert quality, belied by the savagery of their attack</li> <li>• the small size of the colobus is emphasised to create sympathy</li> <li>• the manner in which the many attack the individual creates sympathy for the monkey</li> <li>• the noisy behaviour of the chimpanzees on the ground can be seen as an unseemly bloodlust</li> <li>• the emotive language used to describe the noise made by the chimpanzees when they catch the colobus; “wild and terrifying shrieks” presents them as wild and vicious creatures</li> <li>• the description of the monkeys as “chased and harassed” creates sympathy</li> <li>• the quiet and dignified manner in which the colobus awaits its inevitable death is in stark contrast to the wild noise and unseemly exuberance of the chimpanzees</li> <li>• the use of the word “scrum” presents the chimpanzees as an unruly mob</li> <li>• the chimpanzees are presented as clinical and experienced in the manner in which they organise the kill <ul style="list-style-type: none"> <li>• there is some use of anthropomorphism, such as the manner in which the chimpanzees “squabble” and the colobus monkeys are said to be “bereaved”</li> <li>• there is something pathetic about the colobus still sounding their alarm calls after the victim has been killed</li> </ul> </li> </ul> <p><b>the links the writer makes between animals and humans</b></p> <ul style="list-style-type: none"> <li>• the chimpanzees are explicitly compared to a “mob” as a means of moving the reader away from the story to consider man's relationship with them</li> <li>• the passage combines the narrative thread of the hunt with the more objective consideration of hunting techniques drawing a parallel with human behaviour</li> <li>• the imagery of human hunting (“spectators” “team” “posse”) is used to create an analogy with human</li> </ul>	12

	<p>behaviour</p> <ul style="list-style-type: none"> <li>• the writer uses an explicit comparison of the chimpanzees as being "only too human"</li> <li>• the writer uses a repeated pattern to link the dead monkey and the chimpanzee mob, "only too human" and "only too reminiscent"</li> <li>• the language of the final sentence juxtaposes the base savagery of the chimpanzees with man's "finest achievements"</li> </ul> <p><b>the words, phrases and techniques which the writer uses</b></p> <ul style="list-style-type: none"> <li>• the writer is deliberately emotive and grisly in his word choice, "gnawing on the bones"</li> <li>• deliberate use of the present tense for much of the passage emphasises the immediacy of the action, using the modal to introduce the ideas at the end</li> <li>• some short sentences for effect, "now all is action"</li> <li>• use of comparison "only too reminiscent of a hooligan mob"</li> <li>• deliberate use of simple, basic vocabulary at times to shock - "torn apart"</li> <li>• some use of emotive language - "hooligan mob", "wild and terrifying", "limp body"</li> <li>• use of superlatives for emphasis, "an unparalleled peak of complexity"</li> </ul>	
--	---	--

Mark Range	Descriptor The candidate:
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

## Question 4 - Reading

## Assessment Objective:

Read with insight and engagement, making appropriate reference to texts and developing and sustaining the interpretations of them.

Question number	Indicative content	Mark
4	<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 structure of the passage strongly and visually emphasises the separation and contrast between the two climbers</li> <li>• Joe - the use of simple sentences to indicate an apparent objective clarity of thought that belies the enormity of the statements made, "Simon would be ripped off the mountain. He couldn't hold me."</li> <li>• Simon explicitly states that his "immediate thought came without any emotion"</li> <li>• Joe recognises his situation, but Simon is more able to articulate his</li> <li>• In Joe we see the beginnings of panic and dread as the realisation starts to sink in</li> <li>• Joe creates a sense of loneliness as he realises that Simon will have to leave him there</li> <li>• Joe's vocabulary choice is emotive rather than technical, "My knee exploded," whereas Simon uses a form of triple repetition to emphasise his controlled understanding of the situation - "You've had it ...You're dead ...No two ways about it"</li> <li>• Joe's immediate and emotive response is indicated by a number of simple words which are repeated, "screamed"</li> <li>• The use of ellipsis mirrors Joe's fractured thought process</li> <li>• Despite the fact that Simon regards Joe as "pathetic", Simon responds without emotion</li> <li>• Joe uses modal verbs to speculate about a possible bleak future, "I would never get over it. Simon would not be able ..."</li> <li>• Both Joe and Simon use direct speech for immediacy.</li> <li>• Use of slang that oddly juxtaposes the informal and friendly with the cold calculation that indicates Joe's impending death, "You've had it, matey."</li> <li>• The cold, hard logic of the idea that Joe would die, Simon would survive</li> <li>• Simon wishes that Joe would fall to his death is presented as wishing the best for him in the circumstances</li> <li>• Simon finishes with a series of short, simple sentences of dispassionate logic, "I could get down. If I tried to get him down I might die with him etc"</li> </ul>	10



Mark Range	Descriptor The candidate:
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  
Question 5 - Writing

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
5	<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 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>	10

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><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</p>

Spelling Punctuation Grammar		between and within paragraphs.  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.
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 5</b> 9 -10	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.  Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.  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.

**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
6	<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>	20

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.</p> <p>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><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>

Spelling Punctuation Grammar		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.
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 5</b> 17 - 20	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.  Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.  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.

Total for Section C: 20 Marks

Total for Paper: 60 Marks

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG030403 January 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

