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Surname	Other names
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Edexcel Certificate Centre Number Candidate Number

Edexcel

International GCSE

English Language A

Paper 1

Thursday 10 January 2013 – Morning Time: 2 hours 15 minutes	Paper Reference KEA0/01 4EA0/01
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You must have: Insert (enclosed)	Total Marks
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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The quality of written communication will be assessed in your responses to Sections B and C
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- Copies of the Edexcel Anthology for IGCSE and Certificate Qualifications in English Language and Literature may not be brought into the examination.
- Dictionaries may **not** be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Section A: Reading

You should spend about 45 minutes on this section.

Read the following passage carefully and then answer the questions which follow.

In this passage, the writer describes how he returns to Soche Hill School in Africa where he was a volunteer teacher.



A Disappointing Return!

I had been imagining this return trip down the narrow track to Soche Hill for many years. Some trips mean so much to us that we rehearse them obsessively in our head, in delicious anticipation. It was a homecoming more important to me than going back to Medford where I had grown up.

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Instead of driving straight to the school I stopped at the nearby town of Limbe, which began abruptly, the edge of the

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town slummy, with the outdoor businesses – bicycle menders, car repairers, coffin-makers; the rest of it chaotic, litter and mobs, small businesses and bars and dubious-looking clinics. The town was much fuller – larger and meaner-looking.

In a fine, chilly and drifting mist, I drove out of Limbe by a familiar route; uphill through a forest that had once been much larger, past a village that had once been much smaller, on a paved road that had once been just a muddy track. My hopes were raised by this narrow but good back road that ascended to the lower slopes of Soche Hill, for I assumed that this improved road indicated that the school too had been improved.

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But I was wrong. The school was almost unrecognisable. What had been a set of school buildings in a large grove of trees was a semi-derelict compound of battered buildings in a muddy, open field. The trees had been cut down, the grass was chest high. At first glance the place was so poorly maintained as to seem abandoned: broken windows, doors ajar, mildewed walls, gashes in the roofs, and just a few people standing around, empty-handed, doing nothing but gaping at me.

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I walked to the house I had once lived in. The now-battered building had once lain behind hedges and blossoming shrubs, but the shrubbery was gone, replaced by a small scraggy garden of withered maize. Tall elephant grass had almost overwhelmed the garden and now pressed against the house. The building was scorched and patched. Firewood had been thrown in a higgledy-piggledy stack outside the kitchen.

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More rain-stained mildewed walls and sagging roofs, more broken windows and cracked verandas up the road, at the other teachers' houses. The drizzle was coming down hard now, but the rain and the mud and the dripping trees and the green slime on the brick walls were appropriate to the melancholy I felt.

I met two teachers standing in the wet road, chatting together. They introduced themselves as Anne Holt and Jackson Yekha – new teachers here.

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'Ever heard of the Roseveares?' I asked. 'They actually started the school. They lived over there.'

Nothing, no memory of them, and I began to think that the weeds were an accurate reflection of how much the Roseveares' decades of work and sacrifice mattered. It was as though they had never existed, or were just ghostly figures. What they had helped create was almost gone, so in a sense they might never have come, though their presence still haunted the school.

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And it was as if I was a spectre* too; a wraith* from the past, knocking on broken windows with my bony fingers, pressing my skull against the glass and saying *Remember me?* But I felt so obscure and insubstantial I was hardly visible to these people, though I saw them clearly as a repetition of myself, another cycle, a sadder incarnation than before. Anne Holt was twenty-two, as I had been here at Soche Hill, and so it was as if I was a ghost visiting and haunting my earlier self, and seeing myself as I had been: thin, pale, standing on a wet road in the bush, with a textbook in my hand.

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Seeing that the rain had let up I asked Anne to show me around the school. We walked across to the classrooms which were in some respects worse, for the verandas had not been swept and the grass had not been cut, and there was litter on the paths. What excuse was there for that?

'There's a serious money shortage in this country,' Anne said.

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'That's probably true,' I said. 'But how much does a broom cost? The students could sweep this place and cut the grass. I don't think it's a money problem. I think it's something more serious. No one cares.'

Anne and I walked on to the assembly ground. I looked around the dismal school and thought how I had longed to return here. I had planned to spend a week helping, perhaps teaching, reliving my days as a volunteer. '*You're planting a seed!*' some people had said. But the seed had not sprouted and now it was decayed and probably dead.

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I wished Anne Holt lots of luck and I left the place in her hands feeling that I would never be back.

*spectre, wraith: ghost



1 What is the name of the place where the writer grew up?

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(Total for Question 1 = 1 mark)

2 Look again at lines 3 – 14. Give **three** words or phrases that the writer uses to show his feelings about Limbe.

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(Total for Question 2 = 3 marks)



4 How does the writer try to create atmosphere in this passage?

In your answer you should write about:

- the difference between his expectations and the reality he finds
- the description of the weather
- particular words, phrases and techniques.

You may include **brief** quotations from the passage to support your answer.

(12)

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(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 20 MARKS



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(Total for Question 5 = 10 marks for reading)



6 'Modern life has many dangers for young people.'

Write a magazine article for teenagers giving them advice on how to stay safe.

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(Total for Question 6 = 10 marks for writing)

TOTAL FOR SECTION B = 20 MARKS



Section C: Writing

You should spend about 45 minutes on this section.

7 A new government believes that sport is not important and that it should no longer be taught in schools.

Write a letter to a newspaper, explaining your views on this proposal.

You may choose to write about:

- how this proposal might affect young people at school
- the benefits of sport in school or college
- the problems of sport in school or college
- any other views that you have.

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