

**Pearson Edexcel International GCSE  
English Language A - 4EA0/01**

**Pearson Edexcel Certificate  
English Language A - KEA0/01**

The purpose of this pack is to provide centres with marked exemplars of responses to the June 2016 examination.

Included in this pack:

- Questions from June 2016 paper
- Examiner commentary on Scripts 11 – 36 inclusive

MARKS AND COMMENTARIES .....	3
Question 3:.....	3
SCRIPT 11 .....	3
SCRIPT 12 .....	3
SCRIPT 13 .....	3
SCRIPT 14 .....	3
SCRIPT 15 .....	3
Question 4:.....	4
SCRIPT 16 .....	4
SCRIPT 17 .....	4
SCRIPT 18 .....	4
SCRIPT 19 .....	4
SCRIPT 20 .....	5
SCRIPT 21 .....	5
Question 5:.....	5
SCRIPT 22 .....	5
SCRIPT 23 .....	6
SCRIPT 24 .....	6
SCRIPT 25 .....	6
SCRIPT 26 .....	6
Question 6:.....	7
SCRIPT 27 .....	7
SCRIPT 28 .....	7
SCRIPT 29 .....	7
SCRIPT 30 .....	7
SCRIPT 31 .....	7
Question 7:.....	8
SCRIPT 32 .....	8
SCRIPT 33 .....	8
SCRIPT 34 .....	8
SCRIPT 35 .....	9
SCRIPT 36 .....	9

## MARKS AND COMMENTARIES

**Question 3:** In your own words, explain what we learn about the writer’s mother

### SCRIPT 11

**Commentary:**

The candidate identifies that she is energetic and can offer some explanation but her other points are largely a repetition of the same one. Some misunderstanding around fun and childlike – **Mark 2**

### SCRIPT 12

**Commentary:**

This script scores full marks as it offers a number of points, entirely in the candidate’s own words, and is able to offer convincing support. The points made include insight into her temperament and require inferential understanding. – **Mark 4**

### SCRIPT 13

**Commentary:**

A good range of points made, including an interpretation of her disciplinarian character and also an interpretation of the mother’s relationship with the daughter. Clear explanations are provided for full marks. – **Mark 4**

### SCRIPT 14

**Commentary:**

There are some more subtle insights given here, such as the mother not letting obstacles get in her way, which is relevant and insightful. The interpretation of the mother as “dispassionate and affection-lacking” is valid and is well supported. This is an answer that does more than it needs to do to secure its four marks. – **Mark 4**

### SCRIPT 15

**Commentary:**

We credit the identification of energetic which is briefly explained and her temperament; however there is some misunderstanding about the dog, which is offered as an explanation in error. – **Mark 3**

**Question 4:** How does the writer try to create interest in her childhood experiences?

In your answer you should write about:

- The description of the house and the landscape
- Her relationship with her father
- Particular words, phrases and techniques.

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

### **SCRIPT 16**

#### **Commentary:**

An answer in mid-level 2 because of its ability to show some understanding and some interpretation of the use of linguistic devices, but which does not develop these into a sound understanding. The answer tends towards feature spotting and does not offer a full understanding of the text. There is some misunderstanding in the “midriff” comment. Its best section is interpretation of the relationship with the father towards the end of the answer. – **Mark 5**

### **SCRIPT 17**

#### **Commentary:**

A strong level 3 answer because of its ability to develop a very sound understanding. The daughter:father relationship is thoroughly developed and supported and there is clear language analysis focused largely upon simile and metaphor. – **Mark 9**

### **SCRIPT 18**

#### **Commentary:**

A brief answer that is undeveloped and which shows a basic understanding, essentially making two points only, about her mother and the Boat House. Limited language evaluation. – **Mark 2**

### **SCRIPT 19**

#### **Commentary:**

Although this answer does not make many separate points, it supports and develops those that it makes very well. The opening focus upon imagery to create a mood of welcome is well contrasted with the creation of mystery in the section about water serpents. The interpretation of the incidents with the father as “comedic” is interesting and is well supported and is part of the reason the answer tips over into Level 3. – **Mark 7**

## **SCRIPT 20**

### **Commentary:**

A strong Level 3 response initially commenting upon a metaphor, simile hyperbole with some success before developing a sensitive analysis of the relationship with the father. This is the strongest part of the answer as the candidate recognizes the comedic element seen in Script 19, but also appreciates the creation of pathos in the same moment. This is what makes it stronger than Script 19. Had the language comments been stronger the answer would have moved into Level 4. –

**Mark 9**

## **SCRIPT 21**

### **Commentary:**

A very strong response characterized by its perceptive understanding of a wide range of language techniques. There is a subtle understanding of the writer's relationship with her father and an appreciation of structure through such techniques as the changes connotations of the word "waving" which is very well explained. – **Mark 12**

**Question 5:** How does the writer try to interest the reader in the views expressed on the Greenpeace UK webpage?

You should refer closely to the passage to support your answer. You may include brief quotations.

## **SCRIPT 22**

### **Commentary:**

An answer that understands a number of features within the text such as the use of image, layout features of the buttons and a range of language features. There are well made comments upon sentence type, pronoun use and the inclusion of statistics, all well supported. The comments upon pronouns and buttons sometimes lack an element of perception and development indicate why this answer achieves a Level 2 mark rather than a Level 3 mark. – **Mark 7**

## **SCRIPT 23**

### **Commentary:**

A relatively brief response but one which shows a generally sound understanding commenting upon repetition, statistics, pronouns and colour. However, it must be noted that there is a lack of detail and extension in some of the comments, such as that on colour, which prevents this answer from rising any further up the marks ladder. – **Mark 5**

## **SCRIPT 24**

### **Commentary:**

This is a basic answer, most of which is taken up by a long quotation from the passage. It recognizes that the writer uses statistics and very briefly, at least one picture, which is why it does secure one mark. – **Mark 1**

## **SCRIPT 25**

### **Commentary:**

A Level 3 response illustrated by its consistent focus upon the effects of the writing, rather than upon merely recognising the use of certain techniques. The comment upon colour is better than seen in previous standardizing scripts and the recognition of irony shows a perception that places it in Level 3. – **Mark 8**

## **SCRIPT 26**

### **Commentary:**

An answer that shows a basic understanding. It comments on statistics but asserts that the figures given are unusual, when in fact they are not. Its comment upon emotive language is valid but has supporting text that is not emotive, all of which place it in Level 1. – **Mark 3**

**Question 6:** Greenpeace wants the UK Government to improve the environment.

Write a letter to your government to explain what you think could be done to improve the environment in your country.

### **SCRIPT 27**

#### **Commentary:**

A letter that displays a precise and subtle use of language with a wide vocabulary that is well used. The letter controls both structure and register - notice how it deliberately shifts into a colloquial address with a double use of rhetorical questions in the final paragraph. – **Mark 10**

### **SCRIPT 28**

#### **Commentary:**

This answer is characterized by convincingly structured sentences and a precise vocabulary that defines its meaning with great clarity. Paragraphing is sustained and assured. – **Mark 9**

### **SCRIPT 29**

#### **Commentary:**

An answer that demonstrates all that is required for full marks. The language is carefully and contains many examples of a more mature vocabulary, such as “prudent.” Sentence structure is varied and closely, skillfully controlled. – **Mark 10**

### **SCRIPT 30**

#### **Commentary:**

An answer that lacks real development, and yet in paragraph shows a glimpse of what it is capable in terms of expression, if not in sentence control. The lack of structure and development prevents this script scoring higher. – **Mark 4**

### **SCRIPT 31**

#### **Commentary:**

A strong level 3 response that shows a mature control of structure, expression and tone to create a very effective response. The answer creates an appropriate tone of formality. The vocabulary is well developed and the recurring motif of the sea as an island nation and being swallowed is very

skillfully handled. There is a convincing range of sentences a very good control of complex sentences. – **Mark 10**

**Question 7:** “Not all schools prepare young people for living in the real world.”

Explain your views on this statement.

You may choose to write about:

- What subject(s) you think should be taught
- The importance of other school activities
- Any other ideas that you may have

### **SCRIPT 32**

#### **Commentary:**

An answer that consists of three paragraphs with some repetition in paragraph opening. The answer shows some grasp of the purpose and writes in sentences which show some awareness of structure. The control of vocabulary is variable as can be seen from the repeated use of the word “stuff.” –

**Mark 6**

### **SCRIPT 33**

#### **Commentary:**

A mid-Level 3 response that can write at length and show a sound organisation of paragraphing and structure. In terms of vocabulary there are flashes of language use which belong better in the levels above this, such as “flaws”, “civil” and “adulthood.” – **Mark 11**

### **SCRIPT 34**

#### **Commentary:**

A response that is truly impressive in its control of a non-standard register. The writing creates and sustains irony across the piece in a variety of ways, such as the use of the word “paradise” in paragraph one and the knowing use of inverted commas in the phrase ‘ “less important” activities. ‘ Vocabulary is outstanding as can be seen from the perfect use of “zenith” and “nadir”. Its biggest achievement is in the quality of its communication and the relationship it develops with the reader. This answer represents the type of creative response that some students are capable of. – **Mark 20**

## **SCRIPT 35**

### **Commentary:**

An answer that clearly seems cut short by a lack of time and which seems to hint at more than it actually delivers. However, it is essentially a single, short paragraph. In its present state this answer must be in Level 1 as it seriously lacks any development, has no paragraph structure at all and by writing the word “teached” demonstrates an inability to spell a simple non-standard past tense. –

**Mark 3**

## **SCRIPT 36**

### **Commentary:**

A lengthy answer that may lack the creative approach of Script 34, but which is quite capable of an accuracy and quality of expression that places it in Level 5, despite slight slips in spelling. There is an excellent control of sentence variety and a variety of punctuation used very effectively. On the penultimate page the sentence structure shows even greater control with its ability to reverse conventional word order for emphasis in, “Never am I “ and the use of alliterative lists, statistics and rhetorical questions. This answer represents an alternative to Script 34 and possibly a more conventional way to achieve a Level 5 mark. – **Mark 18**