

INTERNATIONAL GCSE

English Language (Specification A)

Specification and Sample Assessment Material

Edexcel International GCSE in English Language
(Specification A) (4EA0)

First examination 2012

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International GCSE

English Language (Specification A) (4EA0)

Specification

First examination 2012

Issue 2

This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in English Language (Specification A) is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel. Edexcel offers two International GCSEs in English Language — Specification A and Specification B.

The Edexcel International GCSE in English Language (Specification A) is designed as a two-year course. The specification includes a wide range of reading and writing, and the possibility of both written and oral coursework. The reading requirements of the course are covered in the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*, for use throughout the course and in the examination.

Key subject aims

The Edexcel International GCSE in English Language (Specification A) enables students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- develop the ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

About this specification

Key features and benefits of the specification

- Free anthology of reading material available to download at the beginning of the course contains a range of reading material.
- The anthology contents and the examination questions are designed with the needs of an international entry in mind.
- A wide range of reading and writing tasks.
- Two routes for assessment: 100% examination, or 70% examination and 30% coursework (Edexcel approved teaching institutions only).
- Assessment opportunity in January and June examination series.
- Coursework option includes assessment of speaking and listening.
- Provides progression to AS and Advanced GCE in English Language, English Literature or English Language and Literature, or equivalent qualifications.

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Specification at a glance

The Edexcel International GCSE in English Language (Specification A) has the option of two assessment routes.

- Route one — 100% written examination paper (Paper 1 and Paper 2).
- Route two — 70% written examination paper and 30% internally assessed coursework (Paper 1, Paper 3 and Paper 4).

Paper 1	Paper code: 4EA0/01
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June series • First assessment: June 2012 	70% of the total International GCSE
<p>Overview of content</p> <p>Reading</p> <ul style="list-style-type: none"> • Unprepared passage. • Section A of the <i>Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature</i>. <p>Writing</p> <ul style="list-style-type: none"> • Topic of Section A of the <i>Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature</i>. • To inform, explain and describe. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> • The assessment of this unit is through a two-hour and 15 minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	

Paper 2 is the examination alternative to Papers 3 and 4 (coursework).

Paper 2	Paper code: 4EA0/02
<ul style="list-style-type: none">Externally assessedAvailability: January and June seriesFirst assessment: June 2012	30% of the total International GCSE *
<p>Overview of content</p> <p>Reading</p> <ul style="list-style-type: none">Section B of the <i>Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature</i>. <p>Writing</p> <ul style="list-style-type: none">To explore, imagine and entertain.To argue, persuade and advise.	
<p>Overview of assessment</p> <ul style="list-style-type: none">The assessment of this unit is through a one-hour and 30 minute examination paper, set and marked by Edexcel.Single tier of entry.The total number of marks available is 30.	

* dependent on assessment route chosen.

Papers 3 and 4 are the coursework alternative to Paper 2 (examination).

Paper 3: Written Coursework	Paper code: 4EA0/03
<ul style="list-style-type: none"> • Internally assessed • Availability: June series • First assessment: June 2012 	20% of the total International GCSE *
<p>Overview of content</p> <p>Reading</p> <ul style="list-style-type: none"> • Section B of the <i>Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature</i>. <p>Writing</p> <ul style="list-style-type: none"> • To explore, imagine and entertain. • To argue, persuade and advise. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> • The assessment of this unit is through two coursework assignments, internally set and assessed and externally moderated by Edexcel. • The total number of overall marks available is 80 (40 marks for each assignment). 	

Paper 4: Speaking and Listening Coursework	Paper code: 4EA0/04
<ul style="list-style-type: none"> • Internally assessed • Availability: June series • First assessment: June 2012 	10% of the total International GCSE *
<p>Overview of content</p> <p>Speaking and listening</p> <ul style="list-style-type: none"> • To explain, describe and narrate. • To discuss, argue and persuade. • Formal and informal contexts. • Individual talk. • Pair work. • Group work. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> • The assessment of this unit is through three coursework assignments, internally set and assessed and externally moderated by Edexcel. • The total number of overall marks available is 120 (40 marks for each assignment). 	

* dependent on assessment route chosen.

Qualification content

Standard English

The specification assesses reading and writing in the internationally recognised forms of Standard English: either British or American standard forms are acceptable in the students' writing. Spelling must be consistent, whether it follows British or American usage.

Paper 1

To be taken by all students.

Content overview

Reading

Questions to test understanding of an unprepared reading passage and a passage from Section A of the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*.

All students will be required to demonstrate an ability to:

AO2

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

Writing

A short task based on the topic of the Section A reading passage, and a task to test writing to inform, explain and describe.

All students will be required to demonstrate an ability to:

AO3

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

Assessment overview

- The assessment of this unit is through a two-hour and 15 minute examination paper (including reading time), set and marked by Edexcel.
- Single tier of entry.
- Three sections on the paper — Section A, Section B and Section C.
- The total number of marks available is 60.

Detailed content

Paper 1 assesses 70% of the total English Language (Specification A) qualification and assesses Reading (35%) and Writing (35%).

There will be **three** sections on the paper. Students are advised to allocate equal time to each section of the paper.

Section A

- There will be questions on an unprepared non-fiction reading passage printed on the examination paper.
- Questions will test factual comprehension, inference and an understanding of how writers use language, as well as evaluation of how writers use linguistic and structural devices to achieve effects.
- Students will answer all questions in this section.
- This section addresses Assessment Objective (AO) 2 (i), (ii) and (iii) (see pages 32-33 for information).
- Total of 20 marks for this reading section.

Section B

- This section will have **two** compulsory questions.
- One question will test understanding of a passage from Section A of the anthology.
 - This question will test the student's ability to read and understand text and how writers use linguistic and structural devices in the text, supported by references to the text.
 - This question addresses AO2 (i), (ii) and (iii).
 - This question is worth 10 marks — Reading.
- One question will be a writing task, based on the topic of the reading passage in the first question of this section.
 - This question addresses AO3 (i), (ii) and (iii).
 - This question is worth 10 marks — Writing.
- Total of 20 marks for this section, reading (10 marks) and writing (10 marks).

Section C

- One question will be set in this section to test the students' ability of writing to inform, explain, describe.
- This section addresses AO3 (i), (ii) and (iii).
- Total of 20 marks for this writing section.

Paper 2

Examination alternative to coursework.

Content overview

Reading

A question to test understanding of Section B of the *Edexcel Anthology International GCSE and Certificate Qualifications in English Language and Literature*.

All students will be required to demonstrate an ability to:

AO2

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

Writing

A choice of tasks to test writing to explore, imagine, entertain and writing to argue, persuade, advise.

All students will be required to demonstrate an ability to:

AO3

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

Assessment overview

- The assessment of this unit is through a one-hour and 30 minute examination paper, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 30.

Detailed content

Paper 2, for students taking route one (100% assessment), assesses 30% of the total English Language (Specification A) qualification and assesses Reading (15%) and Writing (15%).

The paper consists of **two** questions. Students are advised to allocate equal time to each section of the paper.

Question 1

- One question which will test understanding of one piece from Section B of the anthology.
- This question addresses AO2 (i) and (iii).
- Total of 15 marks for this reading question.

Question 2

- There will be a choice of topics testing writing to explore, imagine, entertain and writing to argue, persuade, advise.
- Students choose **one** topic.
- This question addresses AO3 (i), (ii) and (iii).
- Total of 15 marks for this writing question.

Paper 3: Written Coursework

The coursework option is open to centres that have been approved by Edexcel to conduct coursework. There are two papers — **Paper 3 must be taken with Paper 4.**

Coursework is available (Edexcel approved teaching institutions only) as an alternative to Paper 2.

Content overview

Students have to complete two assignments — one on reading and one on writing.

Reading

A piece of writing responding to Section B of the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*.

All students will be required to demonstrate an ability to:

AO2

- (i) read and understand texts with insight and engagement
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

Writing

A piece of personal and imaginative writing to explore, imagine, entertain and writing to argue, persuade, advise.

All students will be required to demonstrate an ability to:

AO3

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

Assessment overview

- The assessment of this unit is through two coursework assignments, internally set and assessed and externally moderated by Edexcel.
- The total number of marks available is 80 (40 marks for each assignment).

Detailed content

Paper 3, for students taking route two (70% assessment and 30% coursework), assesses 20% of the total English Language (Specification A) qualification and assesses Reading (10%) and Writing (10%).

Students will complete **two** coursework assignments.

Assignment 1

- Writing based on a piece or pieces from Section B of the anthology.
- This assignment must address AO2 (i) and (iii).
- Marked out of 40 marks for reading.

Assignment 2

- A piece of personal and imaginative writing.
- The assignment may encompass a wide range of possible types of writing including autobiographical, creative, descriptive and discursive.
- Its purpose should be to explore, imagine, entertain **or** to argue, persuade, advise.
- Within the boundaries stated above there is a free choice of topic.
- This assignment must address AO3 (i), (ii) and (iii).
- Marked out of 40 marks for writing.

Production of written coursework

Each piece of coursework should contain the student's name, the date on which the work was completed, the mark awarded and a brief teacher comment justifying the mark. This comment should be based on the assessment criteria for the mark range awarded.

There is no minimum or maximum word limit for coursework pieces. Typically, a coursework piece might be 450 to 600 words, but there is no penalty for exceeding these guidelines. A piece of descriptive writing for assignment 2, for example, may be fewer than 450 words. A story for the same assignment may be well over 1,000 words. The length of the piece should be determined by 'fitness for purpose'.

Coursework pieces may be handwritten or word-processed.

Teachers may advise students in the production of coursework, but they should **not** proofread early drafts and correct every technical error. Teachers may suggest improvements to the content of the coursework, but it is the student's responsibility to make any corrections. There is no limit to the number of coursework pieces a student may produce from which to select the best pieces for final assessment, nor to the number of drafts a student may produce. However, teachers should be mindful of the overall weighting of written coursework (20%) and make sure that the coursework paper does not take up an inordinate amount of curriculum time.

Teachers should be alert to essays derived from other sources — such as the internet — when signing the declaration on the coursework front sheet.

Examples of assignments

Reading

This teacher-devised assignment could be a detailed analysis of the language of one piece from Section B of the anthology, or a comparative piece based on two or more pieces.

- Compare the tragedies of the characters in *The Last Night* and *Refugee Blues*.
- Compare any two texts about children. How are they similar? How do they differ?
- Pick any two poems. How do they reflect the idea of a turning-point?
- How is suspense created in *A Hero*?

Writing

The topic could be suggested by a piece in the anthology, for example:

- ‘The moment had passed’ — write a short story ending with these words
- The last time I saw...
- ‘Climate change is the biggest challenge facing the world.’ What are your views on this statement?

Or an unrelated topic, for example:

- the visitor
- the person who has influenced me most
- the strangest place I have ever visited
- advice for a visitor to my area.

Assessment of written coursework

Teachers must mark each piece of coursework according to the Assessment Criteria on page 23 (Reading) and pages 25-27 (Writing) of this specification. Teachers should use their professional judgement to select and apply the criteria to the work of students appropriately and fairly. Each successive grade description assumes the continued demonstration of those qualities described in the lower grades.

Students should be awarded the appropriate mark within any range on a ‘best fit’ basis, balancing strengths and weaknesses within each essay.

Standardisation of written coursework

Towards the end of the course Edexcel will request a sample of coursework to be sent to an Edexcel-appointed coursework moderator. The moderator will either broadly confirm the marks awarded by the teachers in the centre, or will adjust marks accordingly. Where there is more than one teacher of the coursework option within a centre, the centre should conduct internal standardisation. This can be achieved by paired marking with reference to the benchmark material published by Edexcel.

Completed coursework should be kept secure within the centre until at least six months after the examination session. Coursework can then be returned to students.

Final assessment of written coursework at the end of the course

There will be two marks out of 40. These are combined to give the overall coursework mark.

- Assignment 1: Responding to the texts in Section B of the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*.
- Assignment 2: Personal and imaginative writing (marked for Writing).

These two pieces are equally weighted. At the end of the course they may be re-assessed and the marks adjusted in light of internal standardisation.

The final overall coursework mark is a mark out of 80.

Effort and potential should not be rewarded as such. Teachers should be rewarding the quality of the writing and reading demonstrated in the essays. A second opinion by a teacher (other than the class teacher) will help the centre to arrive at an objective judgement on achievement.

Written coursework frontsheets

Final coursework marks for each student should be recorded on the coursework frontsheet — see *Appendix 2*. Teachers should photocopy the number of sheets required.

Authentication of coursework

Each student's coursework frontsheets must contain a declaration by the teacher that the work submitted for assessment is the student's own work. Attention must be drawn to the seriousness of this declaration. It is the responsibility of the centre to ensure that Edexcel's regulations are adhered to and that no student has engaged in unfair examination practice.

Teachers should be alert to essays derived from other sources — such as the internet — when signing the declaration on the coursework frontsheets.

Paper 4: Speaking and Listening Coursework

The coursework option is open to centres that have been approved by Edexcel to conduct coursework. There are two papers — **Paper 4 must be taken with Paper 3.**

Coursework is available (Edexcel approved teaching institutions only) as an alternative to Paper 2.

Content overview

Students have to complete three assignments — one an individual talk, one pair work and one group work.

Students must be provided with opportunities (in a variety of formal and informal contexts) to:

- explain, describe, narrate
- discuss, argue, persuade.

Students will be required to:

AO1

- (i) communicate clearly and imaginatively
- (ii) use Standard English appropriately
- (iii) listen to and understand varied speech
- (iv) participate in discussion, by both speaking and listening, judging the nature and purposes of contributions and the role of participants.

Assessment overview

- The assessment of this unit is through three coursework assignments, internally set and assessed and externally moderated by Edexcel.
- The total number of marks available is 120 (40 marks for each assignment).

Detailed content

Paper 4, for students taking route two (70% assessment and 30% coursework), assesses 10% of the total English Language (Specification A) qualification and assesses Speaking and Listening.

Teachers will devise their own speaking and listening tasks. These may be carried out at any time during the course, to suit the needs of the centres.

Each student's final mark will be based on three speaking and listening tasks, which will be internally assessed according to the assessment criteria on pages 19-24 of this specification.

Students should be given opportunities throughout the course to show their competence in a variety of tasks in speaking and listening, both individual and collaborative, and in a variety of contexts, both formal and informal.

This range must include talk to:

- explain, describe, narrate
- discuss, argue, persuade.

There are **three** types of activity that must be assessed. It is possible to base the final mark on a single task which incorporates assessment opportunities for individual talk, pair work and group work.

Individual talk

- The focus here is on the personally created and presented oral work of the individual student.
- This is likely to be in a formal context, requiring close attention to Standard English.
- The main focus of assessment will be for students to explain, describe and narrate.

Pair work

- The focus here is on the ability to interact on a one-to-one basis.
- This may be in a formal or informal context
- The main focus of assessment will be for students to explain, describe, discuss and persuade.

Group work

- This provides opportunities for students to show their competence in collaborative speaking and listening work.
- Contexts may be relatively informal. There is no restriction on size of groups, but pair work alone may limit students' opportunities to show more complex skills in discussion and interaction.
- The main focus of assessment will be for students to discuss, argue and persuade.

Examples of activities

Individual talk

- A talk describing a topic or area of interest to the student.
- A speech in a formal debate, explaining an opinion.
- A presentation to the class, explaining a controversial point of view on an issue.
- A report of a representative, presenting the findings of a small group to the whole class.
- A role-play, in which the student plays a character from a literary text.

Pair work

- A structured discussion on a topic of interest.
- An interview for a job or university place.
- An interview of a character from the news or a work of fiction.
- An imagined dialogue between two characters for a play or novel.

Group work

- Problem-solving situations which involve exploring different options and reaching a decision or course of action for example how to spend a sum of money to improve school facilities; how to integrate a new student into a tutor group.
- This could be extended to role-play simulation where members of the group represent, for instance, members of a community facing a challenge like the loss of a local amenity.
- Discussion of a controversial issue, for instance the ethics of cloning.
- Collaborative work on a literary text, for instance discussing the interpretation of a poem.

Task setting

Teachers are advised to read the assessment criteria for speaking and listening, to ensure that the task set does not place a ceiling on the number of marks that can be awarded. The task should enable the student to achieve the highest level. A student with weak writing skills will often perform confidently and fluently at speaking and listening.

Students will normally need more than one opportunity to be assessed in each of the three situations: individual talk, pair work and group work. This will enable the student to choose the best occasion in each to be submitted for final assessment.

Assessment of written coursework

Teachers must mark each piece of coursework according to the assessment criteria on pages 19-24 (Speaking and Listening) of this specification. Teachers should use their professional judgement to select and apply the criteria to the work of students appropriately and fairly. Each successive grade description assumes the continued demonstration of those qualities described in the lower grades.

Students should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses within each activity. Teachers should follow the procedure set out below:

- teachers should make a broad judgement using the general criteria
- this initial judgement should then be further refined using the specific criteria.

Record keeping

Teachers should keep a record of a student's speaking and listening assessments in a mark book or other format. This should record the following information for each activity:

- task
- date
- mark awarded
- brief evaluation justifying the mark.

An Edexcel moderator visiting the school will expect to see Speaking and Listening records.

Standardisation of speaking and listening assessments

Edexcel will conduct a statistical analysis of a centre's Speaking and Listening coursework marks in relation to written coursework marks. Anomalies arising from this analysis may result in further investigation of marking standards and an adjustment to the marks submitted.

Centres are not required to keep an audio or videotaped record of students' speaking and listening activities.

Where there is more than one teacher of the coursework option within a centre, the centre should introduce a system of internal standardisation. This can be achieved by paired marking.

Final assessment of Speaking and Listening coursework at the end of the course

There will be three marks out of 40. These are combined to give the overall coursework mark.

- Individual talk (to explain, describe, narrate).
- Pair work (to explain, describe, discuss, persuade).
- Group work (to discuss, argue, persuade).

These three pieces are equally weighted. The final mark for each of the above should be the best mark achieved over the course within that area.

The final overall coursework mark is a mark out of 120.

Speaking and Listening coursework frontsheets

Final coursework marks for each student should be recorded on the coursework frontsheets — see *Appendix 3*. Teachers should photocopy the number of sheets required.

Centres should send copies of the Speaking and Listening coursework frontsheets with the sample folder for written coursework to the external moderator.

Authentication of coursework

Each student's coursework frontsheet must contain a declaration by the teacher that the work submitted for assessment is the student's own work. Attention must be drawn to the seriousness of this declaration. It is the responsibility of the centre to ensure that Edexcel regulations are adhered to and that no student has engaged in unfair examination practice.

Teachers should be alert to essays derived from other sources — such as the internet — when signing the declaration on the coursework frontsheet.

Assessment criteria – speaking and listening: individual talk

These grids are used to mark the individual talk assignment for Paper 4 — speaking and listening.

General criteria		Specific criteria: individual talk
0	No rewardable material.	
Band 1 1-2	Students demonstrate limited achievement in speaking and listening.	
Band 2 3-5	Students speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of standard English. In individual contributions, they show limited awareness of the listeners.	<ul style="list-style-type: none"> • Use straightforward vocabulary • Give a simple account or narrative with some detail • Give brief responses to general points
Band 3 6-10	Students speak clearly in a range of familiar contexts, adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others' ideas and views. They use features of Standard English vocabulary and grammar appropriately. In individual contributions, they show some awareness of the listeners.	<ul style="list-style-type: none"> • Use an increasing vocabulary to express ideas and order events • Provide straightforward factual accounts and narratives • Respond simply to requests for clarification

General criteria		Specific criteria: individual talk
Band 4 11-15	<p>Students speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use standard English vocabulary and grammar where appropriate.</p> <p>In individual contributions, they make attempts to engage the listeners' interest.</p>	<ul style="list-style-type: none"> • Use straightforward and appropriate language • Give structured and occasionally developed accounts • Answer questions clearly using some detail
Band 5 16-20	<p>Students make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, standard English vocabulary and grammar.</p> <p>In individual contributions, they use different strategies to engage the listeners' interest.</p>	<ul style="list-style-type: none"> • Use a suitable range of appropriate vocabulary • Give ordered and, at times, focused accounts of events and processes • Give detailed clarification in response to requests
Band 6 21-25	<p>Students speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of standard English vocabulary and grammar in situations that demand it.</p> <p>In individual contributions, they adapt to different audiences, sustaining the interest of the listeners through judgement in choice of style and delivery.</p>	<ul style="list-style-type: none"> • Use varied, ordered and appropriate vocabulary and expression • Maintain clarity in overall organisation • Answer questions using relevant and effective detail

General criteria		Specific criteria: individual talk
Band 7 26-30	<p>Students speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of standard English vocabulary and grammar in a range of situations.</p> <p>In individual contributions, they exhibit confidence and fluency in talk and a sensitive awareness of listeners, adapting style of delivery to their needs.</p>	<ul style="list-style-type: none"> • Use a flexible range of vocabulary and grammatical structures to convey meaning, including inferential aspects • Manage challenging subject matter effectively • Respond to questions or comments in an apt and well-considered way
Band 8 31-35	<p>Students initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <p>In individual contributions, they involve listeners skilfully, through their command in communicating aspects of challenging content.</p>	<ul style="list-style-type: none"> • Use a range of highly developed vocabulary to suit a variety of purposes and contexts • Show cogency and explicit depth of detail when required • Respond to questions in a way which is precisely matched to context
Band 9 36-40	<p>Students show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.</p> <p>In individual contributions, they adapt readily to task and audience, communicating complex content and managing listeners' attention through sophisticated styles of delivery.</p>	<ul style="list-style-type: none"> • Show originality and flair in the use of vocabulary, intonation, expression and gesture • Express ideas with subtlety, for example using irony or detachment • Show inventive organisation of material • Respond to points with authority

Assessment criteria – speaking and listening: pair and group work

These grids are used to mark the pair and group work assignments for Paper 3 — speaking and listening.

General criteria		Specific criteria: pair and group work
0	No rewardable material.	
Band 1 1-2	Students demonstrate limited achievement in speaking and listening.	
Band 2 3-5	Students speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of Standard English. In pair and group work, they listen and make some contribution to discussion.	<ul style="list-style-type: none"> • Listen and occasionally make contributions • Respond generally to some points made by others • Express a point of view
Band 3 6-10	Students speak clearly in a range of familiar contexts, adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others' ideas and views. They use features of standard English vocabulary and grammar appropriately. In pair and group work, they follow discussions carefully and make appropriate contributions.	<ul style="list-style-type: none"> • Make some relevant contribution • Respond appropriately to central ideas and the contributions of others • Express a point of view and occasionally use emphatic language
Band 4 11-15	Students speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use standard English vocabulary and grammar where appropriate. In pair and group work, they concentrate in discussions and make useful contributions.	<ul style="list-style-type: none"> • Make useful contributions • Respond with some order to familiar and less familiar ideas and subject matter • Express opinions and occasionally make decisive points to good effect

General criteria		Specific criteria: pair and group work
Band 5 16-20	<p>Students make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, standard English vocabulary and grammar.</p> <p>In pair work, they contribute to the discussion, attentive to the responses of their partner.</p> <p>In group work, they make a range of effective contributions, taking account of what others say.</p>	<ul style="list-style-type: none"> • Take an active part and sustain involvement • Recognise others' opinions and respond appropriately and with some development to familiar and unfamiliar ideas and subject matter • Use language effectively to convey opinion or line of argument
Band 6 21-25	<p>Students speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of Standard English vocabulary and grammar in situations that demand it.</p> <p>In pair work, they make sustained contributions to the discussion, adapting their contributions in response to their partner.</p> <p>In group work, they participate fully, sustaining their listening and making significant contributions.</p>	<ul style="list-style-type: none"> • Make a significant contribution to discussion • Respond to complex ideas and engage with others' opinions, recognising obvious assumptions and biases • Promote a point of view
Band 7 26-30	<p>Students speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of Standard English vocabulary and grammar in a range of situations.</p> <p>In pair work, they make confident and sustained contributions to the discussion, showing a sensitive awareness of the contribution of their partner.</p> <p>In group work, they make an impact on discussion through sensitive listening and by challenging and constructive contributions.</p>	<ul style="list-style-type: none"> • Make a confident contribution and/or manage collaborative tasks • Challenge and build on points made by others • Make probing contributions, developing and organising points to achieve impact on audience

General criteria		Specific criteria: pair and group work
Band 8 31-35	<p>Students initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <p>In pair work, they demonstrate different ways of initiating, shaping and developing to the discussion, fully responding to their partner.</p> <p>In group work, they use different ways to initiate, develop and shape discussion, encouraging others' participation.</p>	<ul style="list-style-type: none"> • Initiate and sustain discussion through a variety of sensitive contributions • Respond persuasively and engagingly • Articulate complex ideas, synthesising essential points and resolving outcomes
Band 9 36-40	<p>Students show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.</p> <p>In pair work, they demonstrate complex ways of communication, shaping the discussion empathically with their partner.</p> <p>In group work, they listen perceptively, making influential and authoritative contributions.</p>	<ul style="list-style-type: none"> • Use language in a dynamic and influential way • Develop collaborative talk in ways which show sophistication and inventiveness • Make thought-provoking contributions through powerful expression and command of the situation

Assessment criteria – Reading

This page is used to mark assignment 1 of Paper 3 — the written coursework, a piece based on a response to an extract or extracts in Section B of the *Edexcel Anthology for International GCSE English Language (Specification A)* and *International GCSE English Literature*.

General criteria	
0	No rewardable material.
Band 1 1-2	Students make a limited response to texts.
Band 2 3-5	Students make a basic response to texts. They identify some aspects of content, characters or situation.
Band 3 6-10	Students make a personal response which shows awareness of key ideas, themes, events and characters. They refer to aspects of texts when explaining their views.
Band 4 11-15	Students make a personal response to texts which shows familiarity when commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. They refer to aspects of the text when explaining their views.
Band 5 16-20	Students make a personal response to texts which shows understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views.
Band 6 21-25	Students make personal and critical responses to texts which show insight into the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views.
Band 7 26-30	Students develop a perceptive personal response which shows analytical skills when exploring texts. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme and structure.
Band 8 31-35	Students show analytical and interpretative skill when evaluating texts, making cross-references where appropriate. They develop their ideas and refer in detail to aspects of language and structure making apt and careful comparison, where appropriate, within and between texts.
Band 9 36-40	Students show originality of analysis and interpretation when evaluating texts. They make cogent and critical responses to texts in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure. Students make subtle and discriminating comparisons, where appropriate, within and between texts.

Assessment criteria – Writing

This section is used to mark assignment 2 of Paper 3 — the written coursework, the personal and imaginative piece of writing.

This piece of coursework is marked out of 40. Two separate marks will be required, one out of 27, the other out of 13.

- Assessment Objectives (i) and (ii) are given a combined mark out of 27
- Assessment Objective (iii) is marked out of 13.

AO3

Students should demonstrate their ability to:

*(i) **communicate** clearly and appropriately, using and adapting forms for different readers and purposes*

*(ii) **organise** ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features*

*(iii) use a **range** of sentence structures effectively, with **accurate** punctuation and spelling.*

Assessment Objective (iii) must carry a third of the total marks for any piece marked for writing, whether in coursework or examination.

Procedure for using the Assessment Objective grids

1. The piece of writing should be first assessed for **Assessment Objectives (i) and (ii) combined**. Using a ‘best fit’ approach the piece should be placed within one of the five mark bands on page 26. Marks should not be related to grades at this stage.
2. The initial judgement should then be refined to a single mark out of **27**. There are 6 marks available in all but the highest band. The lowest 2 marks within the band should be used if the piece of work is just into that band, and demonstrates some features of the band below. The middle 2 marks should be used if it is secure within the band; the top 2 marks should be used if the piece is at the top of the band and demonstrates some features of the band above.
3. The piece of work should then be assessed for Assessment Objective (iii). The initial judgement should place the work in one of the five mark bands on page 27, and this should then be refined to a single mark out of **13**.
4. The two marks should then be added to arrive at a total mark out of 40.

The marks out of 27 and 13 should be recorded separately, as well as the total mark out of 40, on the coursework frontsheet — see *Appendix 2*.

Assessment Objectives (i) and (ii)

Mark band	Purpose and audience	Effectiveness of communication	Organisation
0	no rewardable material		
Band 1 1-7	little awareness is shown of the purpose of the writing and of the intended reader	the writing communicates at a basic level, using a limited vocabulary and showing little variety of sentence structure	organisation of the material is simple with limited success in opening and development
Band 2 8-13	a basic grasp of the purpose of the writing and of the expectations/requirements of the intended reader is shown	the writing communicates in a broadly appropriate way, with some evidence of control in the choice of vocabulary and sentence structures	organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing and other sequencing devices
Band 3 14-19	a generally clear sense of purpose and understanding of the expectations/requirements of the intended reader is shown	the writing communicates clearly, with a well-chosen vocabulary, and some evidence of crafting in the construction of sentences	organisation of the material is mostly sound, with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with successful use of cohesive devices (for example use of synonyms, repetition of words and structures, use of contrasts)
Band 4 20-25	a secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown	the writing communicates effectively, with an aptly chosen vocabulary and well-controlled variety in the construction of sentences	organisation of the material is secure, with a well-judged text structure, effective paragraphing and a range of cohesive devices between and within paragraphs
Band 5 26-27	a strong, assured fulfilment of the writing task, sharply focused on the writer's purpose and the expectations/requirements of the intended reader is shown	the writing is compelling in its communicative impact, with an extensive vocabulary and skilful control in the construction of varied sentence forms	there is sophisticated control of text structure, skilfully sustained paragraphing and the assured application of a range of cohesive devices

Assessment Objectives (iii)

Mark band	Punctuation	Grammar	Spelling
0	no rewardable material		
Band 1 1-2	basic punctuation is used with some control	grammatical structuring shows some control	spelling of common words is usually correct, though inconsistencies are present
Band 2 3-5	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 words and more complex words is usually accurate
Band 3 6-8	control of punctuation is mostly secure, including use of speech marks and apostrophes	grammatical structures are accurate and used to create effects, with only occasional errors	spelling of a wide range of words is accurate
Band 4 9-11	punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	a wide range of grammatical structuring is used accurately and effectively to create intended impact and to convey nuances of meaning	spelling is almost always accurate, with only occasional slips
Band 5 12-13	control of the full range of punctuation marks is precise, enabling intended emphases and effects to be conveyed (for example by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	spelling of a wide and ambitious vocabulary is consistently accurate

Assessment

Assessment summary

Two possible assessment routes

Route one — 100% written examination paper (Paper 1 and Paper 2)

- Paper 1 is externally assessed through a two-hour 15 minute examination paper (including reading time)

AND

- Paper 2 is externally assessed through a one-hour 30 minute examination paper.

Route two — 70% written examination paper and 30% internally assessed coursework (Paper 1, Paper 3 and Paper 4)

- Paper 1 is externally assessed through a two-hour 15 minute examination paper (including reading time)

AND

- Papers 3 and 4 are internally assessed and externally moderated.

Summary of table of assessment

Route one

Paper 1	Paper code: 4EA0/01
<ul style="list-style-type: none"> • This unit is assessed through a two-hour and 15 minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	
Paper 2	Paper code: 4EA0/02
<ul style="list-style-type: none"> • This unit is assessed through a one-hour and 30 minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 30. 	

Route two

Paper 1	Paper code: 4EA0/01
<ul style="list-style-type: none"> • This unit is assessed through a two-hour and 15 minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	
Paper 3: Written Coursework	Paper code: 4EA0/03
<ul style="list-style-type: none"> • The assessment of this unit is through two coursework assignments, internally set and assessed and externally moderated by Edexcel. • The total number of marks available is 80 (40 marks for each assignment). 	
Paper 4: Speaking and Listening Coursework	Paper code: 4EA0/04
<ul style="list-style-type: none"> • The assessment of this unit is through three coursework assignments, internally set and assessed and externally moderated by Edexcel. • The total number of marks available is 120 (40 marks for each assignment). 	

Summary of scheme of assessment

Route one

Paper	Mode of assessment	Weighting	Length
1	Examination paper 1	70%	2 ¼ hours
2	Examination paper 2	30%	1½ hours

Route two

Paper	Mode of assessment	Weighting	Length
1	Examination paper 1	70%	2¼ hours
3	Written coursework	20%	Two assignments
	and		
4	Speaking and listening coursework	10%	Three assignments

Assessment Objectives and weightings

Route one

	% in International GCSE
<p>AO2: The range of reading provided should include fiction and non-fiction texts, and should include texts from a variety of cultures and traditions.</p> <p>The range and purpose for reading should be wide, including reading for pleasure and reading to retrieve particular information for study purposes.</p> <p>All students will be required to demonstrate an ability to:</p> <ul style="list-style-type: none"> (i) read and understand texts with insight and engagement (ii) develop and sustain interpretations of writers' ideas and perspectives (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects. 	50%
<p>AO3: Students must be provided with opportunities to write in a wide range of forms and genres to:</p> <ul style="list-style-type: none"> • explore, imagine, entertain • inform, explain, describe • argue, persuade, advise. <p>All students will be required to demonstrate an ability to:</p> <ul style="list-style-type: none"> (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features (iii) use a range of sentence structures effectively, with accurate punctuation and spelling. 	50%
TOTAL	100%

Route two

	% in International GCSE
<p>AO1: Speaking and Listening (coursework option only)</p> <p>Students must be provided with opportunities to:</p> <ul style="list-style-type: none"> • explain, describe, narrate • discuss, argue, persuade <p>in a variety of formal and informal contexts.</p> <p>Students will be required to:</p> <ol style="list-style-type: none"> (i) communicate clearly and imaginatively (ii) use Standard English appropriately (iii) listen to and understand varied speech (iv) participate in discussion, by both speaking and listening, judging the nature and purposes of contributions and the role of participants. 	10%
<p>AO2: The range of reading provided should include fiction and non-fiction texts, and should include texts from a variety of cultures and traditions.</p> <p>The range and purpose for reading should be wide, including reading for pleasure and reading to retrieve particular information for study purposes.</p> <p>All students will be required to demonstrate an ability to:</p> <ol style="list-style-type: none"> (i) read and understand texts with insight and engagement (ii) develop and sustain interpretations of writers' ideas and perspectives (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects. 	45%
<p>AO3: Students must be provided with opportunities to write in a wide range of forms and genres to:</p> <ul style="list-style-type: none"> • explore, imagine, entertain • inform, explain, describe • argue, persuade, advise. <p>All students will be required to demonstrate an ability to:</p> <ol style="list-style-type: none"> (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features (iii) use a range of sentence structures effectively, with accurate punctuation and spelling. 	45%
TOTAL	100%

Relationship of Assessment Objectives to papers for International GCSE

Route one

Paper number	Assessment Objective		
	AO2	AO3	Total for AO2 and AO3
Paper 1	35%	35%	70%
Paper 2	15%	15%	30%
Total for International GCSE	50%	50%	100%

Route two

Paper number	Assessment Objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Paper 1	0%	35%	35%	70%
Paper 3	0%	10%	10%	20%
Paper 4	10%	0%	0%	10%
Total for International GCSE	10%	45%	45%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's international website.

Combinations of entry

It is forbidden for students to take this qualification at the same time as the Edexcel Certificate in English Language qualification.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the paper. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting coursework/portfolio* document on the JCQ website: www.jcq.org.uk For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for Paper 1 and Paper 2 of this qualification will take place in the June 2011 series and in each following January and June series for the lifetime of the specification.

The first assessment opportunity for Paper 3 and Paper 4 of this qualification will take place in the June 2011 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2012	January 2013	June 2013	January 2014
Paper 1	✓	✓	✓	✓
Paper 2	✓	✓	✓	✓
Paper 3	✓		✓	
Paper 4	✓		✓	

As this is a linear qualification, students must enter all papers in the same series. Students attempting Paper 3 and Paper 4 coursework must be entered in the June series.

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel International GCSE in English Language (Specification A) will be 2012.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification supports progression to:

- AS GCE and Advanced GCE in English Literature
- AS GCE and Advanced GCE in English Language
- AS GCE and Advanced GCE in English Language and Literature.

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade A

Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner. They explain expertly, and evaluate persuasively, how they and others use and adapt spoken language for specific purposes. They demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities.

Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation are used by writers. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling cross-references that illuminate the purpose and meanings of texts.

Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

Grade C

Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.

Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects.

Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are accurate.

Grade F

Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles.

Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices.

Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert — To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You’ll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We’ll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you’ll be able to find answers to many questions you might have by searching before you submit the question to us.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

Textbooks and other resources

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Anthology

Students will be provided with the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*, details can be found in *Appendix 1*.

Websites

The following websites provide useful teaching ideas on writing for different purposes.

www.bbc.co.uk/education/gcsebitesize/english/

www.englishresources.co.uk

www.teachit.co.uk

Appendices

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Appendix 1: Anthology texts for English Language (Specification A)

Contents of Section A Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature

From 'Touching the Void' — Joe Simpson

'Your Guide to Beach Safety' — RNLI leaflet

Climate Change webpage — Greenpeace

'Climate Change: The Facts' — (adapted from an article by Kate Ravilious in *The Guardian* Science Course)

From 'A Game of Polo with a Headless Goat' — Emma Levine

From 'A Passage to Africa' — George Alagiah

From 'The Explorer's Daughter' — Kari Herbert

'Explorers, or Boys Messing About' — Steven Morris (*The Guardian*)

From 'Taking on the World' — Ellen MacArthur

From 'Chinese Cinderella' — Adeline Yen Mah

Contents of Section B Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature

Disabled — Wilfred Owen

Out, Out — Robert Frost

Refugee Blues — W H Auden

An Unknown Girl — Moniza Alvi

Electricity Comes to Cocoa Bottom — Marcia Douglas

The Last Night (from *Charlotte Gray*) — Sebastian Faulks

Veronica — Adewale Maja-Pearce

The Necklace — Guy de Maupassant

A Hero — R K Narayan

King Schahriar and his brother (extract from *The Arabian Nights*)

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

Information on the Anthology

Students are not permitted to take copies of the *Edexcel Anthology* into the examination with them. Any piece from the anthology referred to in the examination questions will be reproduced on the examination paper.

Copies of the anthology will be available for each Edexcel centre to download at the beginning of the International GCSE course from the Edexcel International website: www.edexcel-international.org

Appendix 2: Coursework frontsheet for Paper 3 (4EA0/03)

Edexcel International GCSE in English Language (Specification A) (4EA0)

Centre number:	Candidate number:
Candidate's surname and initials:	

Candidates marks	
Assignment 1 (Reading)	
Centre's final mark for assignment 1 /40	
Assignment 2 (Writing)	
Separate marks out of 27 and 13 should be recorded as well as the overall final mark for assignment 2.	
Centre's mark for AO3 (i) and (ii) /27	
Centre's mark for AO3 (iii) /13	
Centre's final mark for assignment 2 /40	
Centre's final overall mark for written coursework /80:	
(calculation of assignments 1 and 2)	

Date work completed	Title of assignment
	Assignment 1: Response to Section B of the <i>Edexcel Anthology for International GCSE English Language (Specification A) and International GCSE English Literature</i>
	Assignment 2: Personal and Imaginative Writing

Declaration by teacher: I declare that the student's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature of examining teacher

Date

Appendix 3: Coursework frontsheet for Paper 4

Edexcel International GCSE in English Language (Specification A)

June 20__

Centre number:		Candidate number:		Candidate's name and initials:	
Brief description of activity					
1. Individual talk (explain, describe, narrate):		Date work completed: / /	Individual talk Centre's final mark for individual talk	/40	
2. Pair-work (explain, describe, discuss, persuade):		Date work completed: / /	Pair-work Centre's final mark for pair-work	/40	
3. Group-work (discuss, argue, persuade):		Date work completed: / /	Group-work Centre's final mark for group-work	/40	
Comment on overall achievement in relation to the assessment criteria:					

Declaration by teacher: I declare that the student's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature of examining teacher Date

International GCSE

English Language (Specification A) (4EA0)

Sample Assessment Material

First examination 2012

Issue 2

Write your name here

Surname

Other names

Edexcel

International GCSE

Centre Number

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Candidate Number

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English Language (A)

Paper 1

Sample Assessment Material

Time: 2 hour 15 minutes

Paper Reference

4EA0/01

You do not need any other materials.

Total Marks

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.*
- Quality of written communication will be taken into account in the marking of your responses. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling
- Copies of the Edexcel Anthology for International GCSE 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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Answer ALL Questions.

SECTION A: READING

You should spend about 45 minutes on this section.

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

Christy Brown was born with cerebral palsy and was severely disabled. Here he describes the first time he was able to communicate with his family.

My Left Foot

I was now five, and still I showed no real sign of intelligence. I showed no apparent interest in things except with my toes – especially those of my left foot. I used to lie on my back all the time in the kitchen or, on bright warm days, out in the garden, surrounded by a family that loved me and hoped for me and that made me part of
5 their own warmth and humanity. I was lonely, imprisoned in a world of my own, unable to communicate with others, cut off, separated from them as though a glass wall stood between my existence and theirs. I longed to run about and play with the rest, but I was unable to break loose from my bondage.

Then, suddenly, it happened! In a moment everything was changed, my future life
10 moulded into a definite shape, my mother's faith in me rewarded and her secret fear changed into open triumph.

Inside, all the family were gathered round the big kitchen fire that lit up the little room with a warm glow and made giant shadows dance on the walls and ceiling.

In a corner Mona and Paddy were sitting huddled together. They were writing down
15 little sums on to an old chipped slate, using a bright piece of yellow chalk. I was close to them, propped up by a few pillows against the wall, watching.

It was the chalk that attracted me so much. It was a long, slender stick of vivid yellow. I had never seen anything like it before and I was fascinated by it as much as if it had been a stick of gold.

20 Suddenly I wanted desperately to do what my sister was doing. Then – without thinking or knowing exactly what I was doing, I reached out and took the stick of chalk out of my sister's hand – with my left foot.

I held it tightly between my toes, and, acting on impulse, made a wild sort of
25 scribble with it on the slate. Then I looked up and became aware that everyone had stopped talking and they were staring at me silently. Nobody stirred. Mona stared at me with great big eyes and open mouth. Across the open hearth, his face lit by flames, sat my father, leaning forwards, hands outspread on his knees, his shoulders tense. I felt the sweat break out on my forehead.

My mother came in from the pantry with a steaming pot in her hand. She stopped
30 midway between the table and the fire, feeling the tension flowing through the room. She followed their stare and saw me, in the corner. Her eyes looked from my face down to my foot, with the chalk gripped between my toes. She put down the pot.



35 Then she crossed over to me and knelt down beside me, as she had done so many times before.

"I'll show you what to do with it, Chris," she said.

Taking another piece of chalk from Mona, she hesitated, then very deliberately drew, on the floor in front of me, the single letter 'A'.

"Copy that," she said, looking steadily at me. "Copy it, Christy."

40 I tried again. I put out my foot and made a wild jerking stab with the chalk which produced a very crooked line and nothing more. Mother held the slate steady for me.

"Try again, Chris," she whispered in my ear. "Again."

I did. I stiffened my body and put my left foot out again, for the third time. I drew one side of the letter. I drew half the other side. Then I felt my mother's hand on my shoulder. I tried once more. Out went my foot. I shook, I sweated and strained every muscle. My hands were so tightly clenched that my fingernails bit into the flesh. I set my teeth so hard that I nearly pierced my lower lip. But – I drew it – the letter 'A'. There it was on the floor before me. Shaky, with awkward, wobbly sides and a very uneven centre line. But it was the letter 'A'. I looked up. I saw my mother's face for a moment, tears on her cheeks. Then my father stooped down and hoisted me on to his shoulder.

I had done it! I had started – the thing that was to give my mind its chance of expressing itself. True, I couldn't speak with my lips, but now I would speak through something more lasting than spoken words – written words.

55 That one letter, scrawled on the floor with a broken bit of yellow chalk gripped between my toes, was my road to a new world, my key to mental freedom.



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TURN OVER FOR QUESTION 3



SECTION B: READING AND WRITING

You should spend about 45 minutes on this section.

Remind yourself of the text, *Touching the Void*, from the Edexcel Anthology for International GCSE English and International GCSE English Literature, and then answer Questions 4 and 5.

Touching the Void

Joe and Simon are mountain-climbing in the Andes, when Joe has a terrible accident. Here are two accounts by Joe and Simon of what happened.

Joe's account

I hit the slope at the base of the cliff before I saw it coming. I was facing into the slope and both knees locked as I struck it. I felt a shattering blow in my knee, felt bones splitting, and screamed. The impact catapulted me over backwards and down the slope of the East Face. I slid, head-first, on my back. The rushing speed of
5 it confused me. I thought of the drop below but felt nothing. Since we were roped together, Simon would be ripped off the mountain. He couldn't hold me. I screamed again as I jerked to a sudden violent stop.

Everything was still, silent. My thoughts raced madly. The pain flooded down my thigh – a fierce burning fire coming down the inside of my thigh, seeming to ball in
10 my groin, building and building until I cried out at it, and breathing came in ragged gasps. My leg! My leg!

I hung, head down, on my back, left leg tangled in the rope above me and my right leg hanging slackly to one side. I lifted my head from the snow and stared, up across my chest, at a grotesque distortion in the right knee, twisting the leg into a strange
15 zig-zag. I didn't connect it with the pain which burnt in my groin. That had nothing to do with my knee. I kicked my left leg free of the rope and swung round until I was hanging against the snow on my chest, feet down. The pain eased. I kicked my left foot into the slope and stood up.

A wave of nausea surged over me. I pressed my face into the snow, and the sharp
20 cold seemed to calm me. Something terrible, something dark with dread occurred to me, and as I thought about it, I felt the dark thought break into panic: "I've broken my leg, that's it. I'm dead. Everyone said it ... if there's just two of you a broken ankle could turn into a death sentence ... if it's broken ... if ... It doesn't hurt so much, maybe
25 I've just ripped something."

I kicked my right leg against the slope, feeling sure it wasn't broken. My knee exploded. Bone grated, and the fireball rushed from groin to knee. I screamed. I
looked down at the knee and could see it was broken, yet I tried not to believe what I was seeing. It wasn't just broken, it was ruptured, twisted, crushed, and I could see
30 the kink in the joint and knew what had happened. The impact had driven my lower leg up through the knee joint.

I dug my axes into the snow, and pounded my good leg deeply into the soft slope until I felt sure it wouldn't slip. The effort brought back the nausea and I felt my head spin giddily to the point of fainting. I moved and a searing spasm of pain cleared
35 away the faintness. I could see the summit of Seria Norte away to the west. I was not



far below it. The sight drove home how desperately things had changed. We were above 19,000 feet, still on the ridge, and very much alone. I looked south at the small rise I had hoped to scale quickly and it seemed to grow with every second that I stared. I would never get over it. Simon would not be able to get me up it. He would
40 leave me. He had no choice. I held my breath, thinking about it. Left here? Alone. For an age I felt overwhelmed at the notion of being left; I felt like screaming, and I felt like swearing, but stayed silent. If I said a word, I would panic. I could feel myself teetering on the edge of it.'

Simon's account

45 'Joe had disappeared behind a rise in the ridge and began moving faster than I could go. I was glad we had put the steep section behind us at last. I felt tired and was grateful to be able to follow Joe's tracks instead of being in front.

I rested a while when I saw that Joe had stopped moving. Obviously he had found an obstacle and I thought I would wait until he started moving again. When the rope
50 moved again I trudged forward after it, slowly.

Suddenly there was a sharp tug as the rope lashed out taut across the slope. I was pulled forward several feet as I pushed my axes into the snow and braced myself for another jerk. Nothing happened. I knew that Joe had fallen, but I couldn't see him, so I stayed put. I waited for about ten minutes until the tautened rope went slack on
55 the snow and I felt sure that Joe had got his weight off me. I began to move along his footsteps cautiously, half expecting something else to happen. I kept tensed up and ready to dig my axe in at the first sign of trouble.

As I crested the rise, I could see down a slope to where the rope disappeared over the edge of a drop. I approached slowly, wondering what had happened. When
60 I reached the top of the drop I saw Joe below me. He had one foot dug in and was leaning against the slope with his face buried in the snow. I asked him what had happened and he looked at me in surprise. I knew he was injured, but the significance didn't hit me at first.

He told me very calmly that he had broken his leg. He looked pathetic, and my
65 immediate thought came without any emotion. You've had it, matey. You're dead ... no two ways about it! I think he knew it too. I could see it in his face. It was all totally rational. I knew where we were, I took in everything around me instantly, and knew he was dead. It never occurred to me that I might also die. I accepted without question that I could get off the mountain alone. I had no doubt about that.

70 Below him I could see thousands of feet of open face falling into the eastern glacier bay. I watched him quite dispassionately. I couldn't help him, and it occurred to me that in all likelihood he would fall to his death. I wasn't disturbed by the thought. In a way I hoped he would fall. I had no idea how I might help him. I could get down. If I tried to get him down I might die with him. It didn't frighten me. It just seemed a
75 waste. It would be pointless. I kept staring at him, expecting him to fall ...'



(Question 4 continued)

Area with horizontal dotted lines for writing.

(Total for Question 4 = 10 marks for Reading)



5 Imagine that you have witnessed an accident or an exciting rescue.

Write a report for your local newspaper describing what you saw.

(10 marks for Writing)

A series of horizontal dotted lines for writing.



(Question 5 continued)

Dotted lines for writing.

(Total for Question 5 = 10 marks for Writing)

TOTAL FOR SECTION B = 20 MARKS



(Question 6 continued)

Handwriting practice area consisting of 25 horizontal dotted lines.



(Question 6 continued)

Handwriting practice area consisting of 25 horizontal dotted lines.



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