

**Pearson Edexcel International GCSE
English Language A - 4EA0/03**

**Pearson Edexcel Certificate
English Language A - KEA0/03**

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

Included in this pack:

- Mark Scheme
- Questions from June 2016 paper
- Examiner commentary

MARK SCHEME

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.

ASSIGNMENT 1 (READING)

Response to Section B of the *Edexcel Anthology for International GCSE English Language (Specification A) and International GCSE English Literature*

ASSIGNMENT 2 (WRITING)

Personal and Imaginative Writing

ASSIGNMENT 1 and 2 MARKS AND COMMENTARIES

Sample B

Moderated Marks:

Reading: 16

Writing: 21 [14 + 7]

Total: 37

Comments

In the Reading assignment, the student shows a clear understanding of the meaning and purpose of the passage. He explores some of the ways in which meaning is conveyed, though this can be limited when clear connections are missed. He expresses his views, with some textual support. A low Band 5 mark is indicated. For the Writing assignment there is a clear attempt at crafting, and the piece works towards its closure, suggesting some control and purpose. However, there are errors of punctuation and sentence structure is not always controlled, though spelling is largely accurate. Just into Band 3 for all AOs.

Sample C

Moderated Marks:

Reading: 20

Writing: 19 [13 + 5]

Total: 39

Comments

The candidate tends to explain rather than analyse in his Reading assignment. He gives several examples from each text, but does not always make clear what their significance is. He compares the texts, in a fairly simple content-based way. His understanding of the two pieces is not always totally secure, but he does refer to aspects of each text to support his interpretations, and does show some awareness of the significance of the settings. A mark in Band 5 is indicated, but at the top of the range. In the Writing assignment, the candidate is obviously using words for effect, trying out different kinds of vocabulary to have an impact on the reader but though there is evidence of crafting, there is little variety in sentence structure. There is a definite attempt to structure the writing so that the end reflects the beginning. However, the use of tenses is insecure, and punctuation not always accurate. The marks awarded were 14 + 5.

Sample D

Moderated Marks:

Reading: 40

Writing: 40

Total: 80

Comments

The Reading assignment shows real originality of analysis, with discriminating selection from the text to support the interpretation. Internal comparisons are made with subtlety and perception. The Writing assignment is carefully crafted, with a range of vocabulary and sentence form, and has a powerful impact on the reader.

Sample E

Moderated Marks:

Reading: 36

Writing: 40

Total: 76

Comments

There is a sustained focus on the text's details with effectively chosen supporting examples. Discriminating comparisons are evident throughout the piece which has much evidence of textual analysis, and independent interpretation. A mark into Band 9 is justified.

In the Writing assignment the candidate deploys a varied often visual vocabulary which is often very sophisticated. The idea is original and ambitious, and the piece is well-controlled and compelling. Punctuation, Spelling and Grammar is accurate throughout. Top Band 5.

Sample F

Moderated Marks:

Reading: 23

Writing: 28 [20 + 8]

Total: 51

Comments

The student tends to take an explanatory approach in the Reading assignment, going through the poems chronologically and suggesting what the meaning is. There is some evidence of interpretation as well as a clear personal response. The student refers to aspects of the texts to support his views, and makes some inferences. A mark in Band 6 is indicated.

In the Writing assignment the student produces a sustained piece in a particular genre. There are some errors of spelling and punctuation, and the word choice seems sometimes not quite appropriate. The work is controlled in that it works towards a specific conclusion and the student is aware of the impact on the reader. There is variety in sentence structure and in vocabulary. Upper Band 3/lower Band 4.

Sample G

Moderated Marks:

Reading: 35

Writing: 33 [23 + 10]

Total: 68

Comments

The student makes some perceptive links between the chosen poems, and includes analytical comments on meaning and effect. There are supported sound comments on structure as well as on language. There is clear evidence of interpretative skill, and a mark at the top of Band 6 is indicated. The Writing assignment is unusual and a style appropriate for the genre is maintained. There is some range of sentence structure and a range of vocabulary, though at times the effect is a little stilted. The ending shows some authorial control, and a certain amount of humour. There are occasional slips of spelling and punctuation. Band 4.

Sample H

Moderated Marks:

Reading: 9

Writing: 19 [5 + 14]

Total: 28

Comments

The Reading assignment is brief and seems to touch only peripherally on the poems' details. The essay is not always easy to follow and seems to suggest only a personal response with some familiarity with characters and situations since there is paraphrase but little interpretation. Band 3. In the Writing assignment the relationship between the last paragraph and the rest of the piece is not clear but it seems the student is trying to bring closure by commenting on the earlier narrator. There is some sort of control of the narrative, and an attempt to influence the reader, but there are many inaccuracies of spelling, punctuation and grammar, indicating Band 2 for these, but Band 3 at the lowest end for AOs (i) and (ii).