

Mark Scheme (Results)

January 2012

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1

SECTION A

Assessment Objective:

- AO1 - read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (30 marks)

Question Number 1	Answer One mark each for any two of the following: <ul style="list-style-type: none">• wading (1)• scrambling and sliding (down water slides)(1)• arms crossed over chest for safety (1)• hot (top half of body) (1)• cold (bottom half of body)(1)• frightening (1)• felt scared/ scary (1)	Mark

(2 x 1)

(2)

Question Number 2	Answer One mark each for any two of the following: <ul style="list-style-type: none">• how to behave (1)• how to avoid accidents (1)• what to do if anything goes wrong (1)	Mark

Question Number 3	Answer One mark each for any four of the following: <ul style="list-style-type: none">• brilliant fun (1)• fear of being dashed on the rocks (1)• fear of being thrown out of the raft (1)• realisation that it is not as dangerous as it seems- feeling of safety (1)• crashing into the bank (1)• spinning (1)• going down rapids backwards (1)• getting soaked (1)	Mark

(4 x 1)

(4)

Question Number	Answer	Mark
4	<p>One mark each for any two features. Further mark for support/ detail for each feature.</p> <ul style="list-style-type: none"> • Not easily frightened (1) –canyoning is compared to walking to school (1) • Brave (1) –sat at front of raft (1) • Friendly (1) –‘tight knit group’ (1) • Happy (1) –playing together (1) • Adventurous/ enjoys challenge (1) –Level 2 canyoning was ‘awesome’ (1) • Independent (1) –‘waved my son off’ (1) <p style="text-align: right;">(2 x 2)</p>	(4)

Question Number	Answer	Mark
5	<p>One mark each for any three of the following stated in own words where possible.</p> <p>The writer learned:</p> <ul style="list-style-type: none"> • how to overcome her fear/ be brave (1) • how to recognise her limits (1) • to follow the safety rules (1) • to enjoy challenging experiences (1) • to allow her son to be independent (1). <p>Reward any other valid points.</p> <p style="text-align: right;">(3 x 1)</p>	(3)

Text Two

Question Number	Answer	Mark
6	<p>One mark for any of the following:</p> <ul style="list-style-type: none"> • heart pounding (1) • muscles resisting (1) • nervous (1) <p style="text-align: right;">(1 x 1)</p>	(1)

Question Number	Answer	Mark
7	<p>One mark each for any two of the following stated in own words where possible:</p> <ul style="list-style-type: none"> • terrified (1) • alarmed (1) • grateful for decrease in speed (1) • glad to be back on ground (1) 	

	<ul style="list-style-type: none"> determined never to leave ground again (1) <p>Reward any valid points.</p> <p style="text-align: right;">(2 x 1)</p>	(2)
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Question Number	Answer	Mark
8	<p>One mark each for any two of following:</p> <ul style="list-style-type: none"> hiked for six days (in wilderness) (1) climbed mountains (Mount Haig-Brown)(1) saw herd of elk (1) hiked in snow (1) camped among flowers (in alpine meadow)(1) <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
9	<p>One mark each for any four of the following stated in own words where possible:</p> <ul style="list-style-type: none"> inspire/ encourage each other (1) support each other/ working in a team/ team building (1) character building (1) develop confidence (1) become sympathetic to nature and the environment (1) connect/ become attached to each other (1) sympathise/ empathise with each other (1) push themselves to personal limits and beyond (1) getting to know themselves better (1) <p>Reward any valid points.</p> <p style="text-align: right;">(4 x 1)</p>	(4)

Both Texts

Question Number	Answer	Mark
10	<p>Accept EITHER choice: For chosen text: (4 marks) TWO marks for choice stated with clear personal response shown. TWO marks for clear reference to text with examples given from the text of how the writers create a sense of excitement/ fun/ thrills/ danger/ achievement, for example, or opportunity to meet and bond with others. For the other text: (2 marks) ONE mark for a clear reason why the other text is not chosen. ONE mark for an example to illustrate reason. Marks may be awarded for development of points as well as reference.</p>	

	(Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence)	(4 + 2)	(6)
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SECTION B

Assessment Objectives:

- AO1 - read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- AO3 (QWC) – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

Question Number	Indicative content
11	<p>A suitable register for a school/ college magazine should be adopted.</p> <p>Candidates should address all areas and both texts. The following points indicate some points that candidates may make, but there are other possibilities.</p> <p>Different activities</p> <ul style="list-style-type: none"> • Zip-lining • Canyoning • Rafting • Abseiling • Rock-climbing • Canoeing/ boating • Exploring nature/ environment • Mountain climbing • Hiking • Camping • Swimming <p>Likes/dislikes</p> <ul style="list-style-type: none"> • Becoming more confident • Friendship • Thrills • Excitement • Fun • Fear • Danger • Wet • Cold <p>What learnt</p> <ul style="list-style-type: none"> • Confidence in own ability –what is possible • Trust in others • Supporting each other • Enjoying nature/ environment

- Developing friendships
- Testing own limits
- Independence

Reward all valid points.

AO1

Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor Candidates should have:
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> • Referred to at least ONE bullet point • Included a small number of points with some relevance • Included some basic reference to activity holidays • Demonstrated a limited ability to locate and retrieve ideas and information • Given a limited amount of relevant detail • Considered some basic ideas about educational aspects of activity holidays
Level 2	3-4	<ul style="list-style-type: none"> • Offered comment on at least TWO of the bullet points • Given some relevant points • Demonstrated some awareness of experiences of activity holidays • Brought in some relevant supportive points or evidence • Offered detail based on some relevant information • Showed reasonable awareness of educational aspects of activity holidays
Level 3	5-6	<ul style="list-style-type: none"> • Covered all THREE bullet points securely • Offered a reasonable number of relevant points • Demonstrated sound awareness of the experiences of activity holidays • Showed a secure appreciation of likes/ dislikes • Used appropriate material relevantly • Showed sound awareness of educational aspects of activity holidays
Level 4	7-8	<ul style="list-style-type: none"> • Covered all THREE bullet points systematically • Offered a good number of relevant points, probably such as those suggested in indicative content • Demonstrated sustained consideration of experiences of activity holidays • Made well-focused, pertinent comments about likes/ dislikes • Used evidence in an effective way • Demonstrated a good appreciation of educational aspects of adventure holidays
Level 5	9-10	<ul style="list-style-type: none"> • Covered all THREE bullet points in appropriate depth • Offered a wide range of relevant points such as those suggested in indicative content • Demonstrated strong regard to experiences of activity holidays • Presented well-focused comments with strong reference to experiences and reactions to various activities • Supported their points strongly with apt and well chosen examples • Showed strong insight about educational aspects of such holidays

AO2

Use professional judgment to award up to a maximum of 20 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor
Level 1	0 1-4	<p>Candidates should have:</p> <p>No rewardable material</p> <ul style="list-style-type: none"> • some indication that the text is intended as a magazine article • some limited attempt to engage reader in subject • basic ability to fit language to required task
Level 2	5-8	<ul style="list-style-type: none"> • at least some acknowledgement of the intended audience • made a fair attempt to create a magazine article in a suitable format • generally adopted a reasonably appropriate tone, but not sharply convincing or consistent
Level 3	9-12	<ul style="list-style-type: none"> • some attempt to fit language and style to purpose • has some register relevant to the specified audience • sound in its capacity to write appropriately for a magazine • a clear grasp of how to relate to the specified audience • writes with sound control over style and tone
Level 4	13-16	<ul style="list-style-type: none"> • choice of register and vocabulary relates soundly to audience (peers) • writing shows good appreciation of required approach and format for magazine article • a good, well-chosen tone of voice • vocabulary varied, flexible and appropriate to the task
Level 5	17-20	<ul style="list-style-type: none"> • relates well to the intended audience (peers), with use of appropriate register • style and structure very successful and highly appropriate to magazine article (eg attention-grabbing first sentence) • successful and consistent adoption of apt tone • choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly • engages audience with sympathy, flair and assured language control • an excellent, perceptive awareness of format

AO3 (QWC)

Use professional judgement to award up to a maximum of 5 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
Level 0	0	No rewardable material		
Level 1	1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
Level 2	2	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 correct
Level 3	3	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
Level 4	4	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
Level 5	5	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. 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

SECTION C

Assessment Objectives:

- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)
- AO3 (QWC) – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

Question Number	Indicative content
12 (a)	Candidates may agree or disagree with the statement. May draw on ideas from the texts but must not solely rely on them. No specified audience. Reward any justified points.

Question Number	Indicative content
12 (b)	Can interpret title as they wish. Should not re-tell texts. Can be real or imaginary. Candidates should be rewarded for qualities such as ability to develop tension/ anticipation. May be a positive or negative event. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
12 (c)	Candidates may select from a wide range of activities. No specified audience. May draw on ideas from the texts but must not solely rely on them. Candidates should be rewarded for capturing the activity in some detail and describing their thoughts and feelings. Examiners should be open to a wide range of interpretation.

AO2

Use professional judgment to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
Level 0	0	No rewardable material			
Level 1	1-5	The writing achieves limited success at a basic level	There is little awareness of the purpose of the writing	The writing uses a limited vocabulary and shows little variety of sentence structure	Organisation of the material is simple with limited success in introducing and developing a response
Level 2	6-10	The writing expresses ideas which are broadly appropriate	There is some grasp of the purpose of the writing	The writing shows some evidence of control in the choice of vocabulary and sentence structure	Organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing
Level 3	11-15	The writing expresses and develops ideas in a clear, organised way	There is a generally clear sense of the purpose of the writing	The writing includes well-chosen vocabulary and shows 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 secure use of cohesive devices

Level 4	16-20	The writing presents effective and sustained ideas	There is a secure, sustained realisation of the purpose of the writing	The writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences	Organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs
Level 5	21-25	The writing achieves precision and clarity in presenting compelling and fully-developed ideas	There is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose	The writing has an extensive vocabulary and mature control in the construction of varied sentence forms	Organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range of markers of textual cohesion

AO3 (QWC)

Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor Punctuation	Grammar	Spelling
Level 0	0	No rewardable material		
Level 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
Level 2	3-4	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 correct
Level 3	5-6	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
Level 4	7-8	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
Level 5	9-10	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (eg 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

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