

INTERNATIONAL GCSE

English Language (Specification B)

Specification and Sample Assessment Material

Edexcel International GCSE in English Language
(Specification B) (4EB0)

First examination 2011

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International GCSE

English Language (Specification B) (4EB0)

Specification

First examination 2011

Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in English Language (Specification B) 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 B) is designed as a two-year course. This specification is based on the former GCE O Level in English Language and retains the requirement for a wide vocabulary and accuracy in the use of grammar, punctuation and spelling, whilst encouraging the student to acquire a range of skills through the study of lively and relevant source material.

Key subject aims

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

- read a range of material from a variety of sources, including literary material, non-literary material and media
- read for a variety of purposes with understanding and enjoyment
- use written English for a variety of purposes such as narration, argument, giving instruction and information, imaginative writing, making reports and demonstrating understanding of content, paying due attention to the appropriateness and quality of written expression.

About this specification

Key features and benefits of the specification

- Based on the former Edexcel GCE O Level in English Language.
- For all students for whom English is to be the language of education and employment.
- Intended for speakers of English as a first language and speakers of English as an additional language.
- Single assessment: 100% examination.
- Assessment opportunity in January and June examination series.
- Provides progression to AS and Advanced GCE in English Language, or equivalent qualifications.

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Specification at a glance

The Edexcel International GCSE in English Language (Specification B) comprises one written examination paper.

Paper 1	Paper code: 4EB0/01
<ul style="list-style-type: none">• Externally assessed• Availability: January and June series• First assessment: June 2011	
<p>Overview of content</p> <ul style="list-style-type: none">• Reading• Reading and Writing• Writing	
<p>Overview of assessment</p> <ul style="list-style-type: none">• This qualification is assessed through a three-hour examination paper, set and marked by Edexcel.• There are three sections – A, B and C.• Source material will be provided in an extracts booklet distributed with the examination paper.• The total number of marks available is 100.	

Qualification content

Paper 1

Content overview

Section A

This section is designed to assess students' understanding and response to stimulus material. Students must be able to select information from this material and present it in short paragraphs or in sets of statements. Marks are given in this section primarily for the content and understanding shown. However, clarity and careful expression are expected in the answers.

Section B

This section is designed to assess students' ability to write according to specific guidelines in response to the given material. They are asked to select relevant information from the stimulus material and to present it for other readers and for other purposes. Students may be asked to inform or instruct, to advise or persuade or to express their attitudes; they will also be asked to use a recognised form of writing, such as a letter, a report or a newspaper article. The length required will depend on the nature of the task set and will be indicated in the question paper. The answers in this section will be assessed for relevant information, for appropriateness of style and approach and for quality and accuracy of expression.

Section C

Students will be asked to produce one piece of extended writing; this may be narrative, descriptive, personal, argumentative or discursive. There will be opportunities for students to respond imaginatively and personally to topics and themes related to the stimulus material.

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.

Source material

The following are examples of possible texts used in the examination paper:

- fiction for example short stories, novel extracts
- biography/autobiography/speeches
- newspaper/magazine articles
- travel writing
- diaries/letters
- advertisements/leaflets/brochures
- web pages.

Sources used for the examination will be published in an extracts booklet distributed with the examination paper.

Assessment overview

Students take a single three-hour written paper. The question paper contains a selection of stimulus material, chosen from the range of sources listed on page 3, and a series of tasks. The texts used in the stimulus material could include reading or graphical materials, for example facsimiles of leaflets and other realistic material. The stimulus material set for the examination will be available in an extracts booklet distributed with the question paper. Students should spend about 15 minutes studying this material before answering the questions.

Section A (30%), assessed for Reading

This section sets questions about the language and content of the stimulus material. Students should spend about 40 minutes on these questions, **all of which should be answered**.

Section B (35%), assessed for Reading and Writing

In this section students are asked to produce directed writing, in terms of purpose, context and audience, based on the material set for the paper. They should spend about one hour on this section.

Section C (35%), assessed for Writing

In this section students are asked to complete a single task based on a choice of questions related to the stimulus material. They should spend about one hour on this section.

At the end of the examination, students should spend about five minutes checking their work carefully and making any necessary corrections.

Assessment

Assessment summary

Paper 1 is externally assessed through a three-hour examination paper.

Summary of table of assessment

Paper 1	Paper code: 4EB0/01
<ul style="list-style-type: none">• The assessment of this qualification is through a three-hour examination paper, set and marked by Edexcel• There are three sections – A, B and C.• Source material will be provided in an extracts booklet distributed with the examination paper.• The total number of marks available is 100.	

Assessment Objectives and weightings

	% in International GCSE
AO1: Read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided.	40%
AO2: Adapt forms and types of writing for specific purposes and audiences using appropriate styles.	45%
AO3: Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.	15%
TOTAL	100%

Relationship of Assessment Objectives to the paper

Assessment Objectives		Examination paper section		
		A	B	C
AO1	Read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided.	✓	✓	
AO2	Adapt forms and types of writing for specific purposes and audiences using appropriate styles.		✓	✓
AO3	Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.		✓	✓

Examination paper section	Assessment Objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Section A	30%	0%	0%	30%
Section B	10%	20%	5%	35%
Section C	0%	25%	10%	35%
Total for International GCSE	40%	45%	15%	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

There are no forbidden combinations.

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 Joint Council for Qualifications (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

Assessing your students

The first assessment opportunity for Paper 1 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.

Your student assessment opportunities

Paper	June 2011	January 2012	June 2012	January 2013
Paper 1	✓	✓	✓	✓

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 Qualifications and Curriculum Authority (QCA). The International GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

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 will be 2011.

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:

- GCE in English Literature and GCE in English Language.

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 articulate and sustain their responses to texts, developing ideas fully and referring in detail and with insight to aspects of language, structure and presentation. They show an excellent understanding of the ideas within texts, and can identify and analyse argument, fact and opinion and different interpretations. Where appropriate, they make skilled and coherent comparisons within and between texts, supporting their points with well-chosen examples.

Candidates' writing is assured and controlled, showing the capacity to adapt to a range of styles. They communicate effectively and lucidly with the intended audience, constructing ideas and arguments which are well developed, fully sustained and show clarity of thought and expression.

Candidates show a high level of control in their construction of a range of sentence structures, handling complex subordination with assurance. Their punctuation and spelling of even complex or rarer words shows a high level of accuracy and grasp of English idioms. Paragraphs are well constructed and linked, showing effective use of logical connectives.

Grade C

Candidates demonstrate a secure understanding of texts, with a grasp of different ways in which meaning and information are conveyed. They respond personally and appropriately to texts, making reference to language in support of their views. They are capable of summarising and presenting key points of a range of information.

Candidates write in a way which maintains focus and engages the reader's interest. They adapt their writing style and register to suit the requirement of the task, and can respond to different audiences' needs appropriately. Their writing has sound ideas, developed into a reasonably sustained argument and show some capacity to distinguish between fact and opinion.

The writing shows the ability to control simple and more complex sentences. Spelling is mostly accurate, except for more unusual or complex words. They mostly grasp the force and purpose of different punctuation marks, and they use a range of marks with some flexibility.

Grade F

In responding to texts, candidates show a basic understanding of key ideas, events and characters. They make some reference to the texts when expressing their views. They demonstrate a limited ability to locate and retrieve ideas and information.

Candidates' writing communicates meaning and has a basic grasp of organisation and purpose. The writing begins to show adaptation to the needs of different readers. There is an attempt to present ideas, but this is not sustained.

The grammatical structure of simple sentences is usually correct. Spelling of less complex words is mostly reasonably accurate. There is some appropriate use of punctuation, especially of full stops and commas.

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 — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert.

Ask Edexcel — Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

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.

International GCSE

English Language (Specification B) (4EB0)

Sample Assessment Material

First examination 2011

SECTION A

The following questions are based on Text One and Text Two in the Extracts Booklet.

You should spend about 40 minutes answering the questions in this section.

Read Text One, a newspaper report about a man who got into difficulties in a remote area of Western Australia.

1. Explain how Howard became stranded.

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Q1

(Total 2 marks)

2. Describe what Howard did to attract the attention of passing aircraft.

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Q2

(Total 2 marks)

3. How did Howard manage to survive in the difficult conditions?

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(Total 4 marks)

Q3

4. We learn about the sort of person Howard was from what his mother says about him in the final paragraph.

Identify **two** aspects of his personality which are brought out in this paragraph. You should support your views, with reference to the text, with **one** detail for each aspect of his personality.

1

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2

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(Total 4 marks)

Q4

Now read Text Two, an extract from a novel in which Pi, a 16-year-old boy, is the only human survivor from a shipwreck.

5. In paragraph one, what does Pi mean when he says, "I awoke to the reality of an unusual companion"?

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Q5

(Total 1 mark)

6. Using paragraph two, give **three** reasons why Pi stays on the lifeboat.

1

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3

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Q6

(Total 3 marks)

7. In paragraph five, what voice is referred to and what effect does it have on Pi?

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Q7

(Total 2 marks)

8. In paragraph six, Pi reflects on the different ways people react when faced with possible death.

State **three** of these different ways.

1

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Q8

(Total 3 marks)

9. At the end of this extract, Pi decides to build a raft.

Explain in your own words why Pi makes this decision.

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Q9

(Total 3 marks)

Leave
blank

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Q10

(Total 6 marks)

TOTAL FOR SECTION A: 30 MARKS (Assessed for Reading)

(Section B continued)

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(Total 35 marks)

TOTAL FOR SECTION B: 35 MARKS (Assessed For Reading And Writing)

(Section C continued)

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(Total 35 marks)

TOTAL FOR SECTION C: 35 MARKS (Assessed for Writing)
TOTAL FOR PAPER: 100 MARKS

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Paper Reference(s)

4EB0/01

Edexcel
International GCSE
English Language B

Paper 1

Sample Assessment Material

Extracts Booklet

**Do not return this Extracts Booklet with
the question paper.**

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Text One

Letters in the Sand

For nearly three days a British tourist, Howard Holdsworth, who was an experienced traveller, was stranded on a remote Australian beach in scorching heat. His water supply was running dangerously low when a passing aircraft on routine patrol spotted the huge SOS message scrawled in the sand. Howard had dug out the letters with his feet after his car became stuck in deep sand fifty miles north of Broome in Western Australia. He slept during the day, as temperatures reached 50 degrees centigrade, and drew the emergency signal at night, renewing it each time it was obliterated by the tide. At one time, he considered walking to Broome but noticed crocodile tracks and decided against it. When the pilot saw the message in the sand, he contacted the Broome police, who led the rescue.

Howard, a keen naturalist, who had been travelling alone, said his vehicle had become bogged down in sand, after he had got lost on his way to a nature reserve. He had good knowledge of bush survival skills, but still found the experience frightening.

“I’ve got the knowledge, but it’s being able to use it, because I was in extreme temperatures that I am not used to,” he said. “It’s quite hard to think your way out of situations in these kinds of temperatures. During the day, I kept myself in the shade, using as little energy as possible, and I worked through the night trying to get the vehicle out. I must have shifted tons of sand, absolutely tons.”

Howard had been stopping with friends in Broome before setting out on his trip. He was not expected to return for several days, and so his friends did not raise the alarm. Back at his home in England, his mother heard all about her son’s adventures by phone, having finally managed to contact him after days of worry. “People get lost in that remote area of Australia and are never seen again, so he was very lucky. He is only the second person ever to be rescued from that area.”

Mrs Holdsworth explained that Howard had had the wanderlust since he was very young. He was always doing adventurous things but was very careful and rarely got into any scrapes. In October, Howard had set off for Vietnam to go diving and mountain climbing, before going on to North Korea, and then to Australia. Mrs Holdsworth knew something was amiss when she received no email from him for several days.

“Even when he was in the jungles of North Korea,” she said, “he found a little village with a computer and wrote to me. I was anxious when he did not get in touch, but when I spoke to him on the phone in Australia, I knew he was in good spirits. He said he intended to continue his adventures in New Zealand and then the USA. Goodness knows what he will get up to next!”



Text Two

Adrift At Sea

Pi is drifting in a lifeboat on the Pacific Ocean. He has just had some food and water from a box of rations.

I slept all morning. I was roused by anxiety. That tide of food, water and rest that flowed through my weakened system, bringing me a new lease of life, also brought me the strength to see how desperate my situation was. I awoke to the reality of an unusual companion. There was a tiger in the lifeboat! I could hardly believe it, yet I knew I had to; and I had to save myself.

- 5 I considered jumping overboard and swimming away, but my body refused to move. I was hundreds of miles from landfall, if not over a thousand miles. I couldn't swim such a distance, even with a lifebuoy. What would I eat? What would I drink? How would I keep the sharks away? How would I keep warm? How would I know which way to go? There was not a shadow of doubt about the matter: to leave the lifeboat meant certain death; but what would it mean to stay aboard?
- 10 He would come at me like a typical cat, without a sound. Before I knew it he would seize the back of my neck or my throat and I would be pierced by fang-holes. I wouldn't be able to speak. The lifeblood would flow out of me, unmarked by a final utterance; or he would kill me by clubbing me with one of his great paws, breaking my neck.

"I'm going to die," I blubbered through quivering lips.

- 15 Oncoming death is terrible enough, but worse still is oncoming death with time to spare, time in which all the happiness that was yours and all the happiness that might have been yours becomes clear to you. You see with utter clarity all that you are losing. The sight brings on an oppressive sadness that no car about to hit you or water about to drown you can match. The feeling is truly unbearable.
- 20 I was giving up. I would have given up – if a voice hadn't made itself heard in my heart. The voice said, "I will not die. I refuse it. I will make it through this nightmare. I will beat the odds, as great as they are. I have survived so far, miraculously. Now I will turn miracle into routine. The amazing will be seen every day. I will put in all the hard work necessary."

- My face set to a grim and determined expression. I speak in all modesty as I say this, that I discovered at that moment that I have a fierce will to live. It's not something evident, in my experience. Some of us give up on life with only a resigned sigh. Others fight a little, then lose hope. Still others – and I am one of those – never give up. We fight and fight and fight. We fight no matter the cost of battle, the losses we take, the improbability of success. We fight to the very end. It's not a question of courage. It's something constitutional, an inability to let go. It may be
- 30 nothing more than life-hungry stupidity.

The tiger started growling that very instant, as if he had been waiting for me to become a worthy opponent. My chest became tight with fear.

- "Quick, man, quick," I wheezed. I had to organise my survival. Not a second to waste. I needed shelter and right away. I thought of the prow I had made with an oar. But now the tarpaulin was
- 35 unrolled at the bow; there was nothing to hold the oar in place. Furthermore, I had no proof that hanging at the end of an oar provided real safety from my fierce companion. He might easily reach and nab me. I had to find something else. My mind worked fast. I would build a raft.

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