

Write your name here	
Surname	Other names
Edexcel Certificate	Centre Number
Edexcel	
International GCSE	Candidate Number
English Language A	
Paper 1	
Thursday 10 January 2013 – Morning	Paper Reference
Time: 2 hours 15 minutes	KEA0/01
	4EA0/01
You must have:	Total Marks
Insert (enclosed)	

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.*
- The quality of written communication will be assessed in your responses to Sections B and C
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- Copies of the Edexcel Anthology for IGCSE 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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PEARSON

Section A: Reading

You should spend about 45 minutes on this section.

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

In this passage, the writer describes how he returns to Soche Hill School in Africa where he was a volunteer teacher.



A Disappointing Return!

I had been imagining this return trip down the narrow track to Soche Hill for many years. Some trips mean so much to us that we rehearse them obsessively in our head, in delicious anticipation. It was a homecoming more important to me than going back to Medford where I had grown up.

5

Instead of driving straight to the school I stopped at the nearby town of Limbe, which began abruptly, the edge of the

10

town slummy, with the outdoor businesses – bicycle menders, car repairers, coffin-makers; the rest of it chaotic, litter and mobs, small businesses and bars and dubious-looking clinics. The town was much fuller – larger and meaner-looking.

In a fine, chilly and drifting mist, I drove out of Limbe by a familiar route; uphill through a forest that had once been much larger, past a village that had once been much smaller, on a paved road that had once been just a muddy track. My hopes were raised by this narrow but good back road that ascended to the lower slopes of Soche Hill, for I assumed that this improved road indicated that the school too had been improved.

15

But I was wrong. The school was almost unrecognisable. What had been a set of school buildings in a large grove of trees was a semi-derelict compound of battered buildings in a muddy, open field. The trees had been cut down, the grass was chest high. At first glance the place was so poorly maintained as to seem abandoned: broken windows, doors ajar, mildewed walls, gashes in the roofs, and just a few people standing around, empty-handed, doing nothing but gaping at me.

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25

I walked to the house I had once lived in. The now-battered building had once lain behind hedges and blossoming shrubs, but the shrubbery was gone, replaced by a small scrappy garden of withered maize. Tall elephant grass had almost overwhelmed the garden and now pressed against the house. The building was scorched and patched. Firewood had been thrown in a higgledy-piggledy stack outside the kitchen.

30

More rain-stained mildewed walls and sagging roofs, more broken windows and cracked verandas up the road, at the other teachers' houses. The drizzle was coming down hard now, but the rain and the mud and the dripping trees and the green slime on the brick walls were appropriate to the melancholy I felt.

I met two teachers standing in the wet road, chatting together. They introduced themselves as Anne Holt and Jackson Yekha – new teachers here.

35

'Ever heard of the Roseveares?' I asked. 'They actually started the school. They lived over there.'

Nothing, no memory of them, and I began to think that the weeds were an accurate reflection of how much the Roseveares' decades of work and sacrifice mattered. It was as though they had never existed, or were just ghostly figures. What they had helped create was almost gone, so in a sense they might never have come, though their presence still haunted the school.

40

And it was as if I was a spectre* too; a wraith* from the past, knocking on broken windows with my bony fingers, pressing my skull against the glass and saying *Remember me?* But I felt so obscure and insubstantial I was hardly visible to these people, though I saw them clearly as a repetition of myself, another cycle, a sadder incarnation than before. Anne Holt was twenty-two, as I had been here at Soche Hill, and so it was as if I was a ghost visiting and haunting my earlier self, and seeing myself as I had been: thin, pale, standing on a wet road in the bush, with a textbook in my hand.

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Seeing that the rain had let up I asked Anne to show me around the school. We walked across to the classrooms which were in some respects worse, for the verandas had not been swept and the grass had not been cut, and there was litter on the paths. What excuse was there for that?

'There's a serious money shortage in this country,' Anne said.

55

'That's probably true,' I said. 'But how much does a broom cost? The students could sweep this place and cut the grass. I don't think it's a money problem. I think it's something more serious. No one cares.'

Anne and I walked on to the assembly ground. I looked around the dismal school and thought how I had longed to return here. I had planned to spend a week helping, perhaps teaching, reliving my days as a volunteer. '*You're planting a seed!*' some people had said. But the seed had not sprouted and now it was decayed and probably dead.

60

I wished Anne Holt lots of luck and I left the place in her hands feeling that I would never be back.

*spectre, wraith: ghost



1 What is the name of the place where the writer grew up?

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(Total for Question 1 = 1 mark)

2 Look again at lines 3 – 14. Give **three** words or phrases that the writer uses to show his feelings about Limbe.

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(Total for Question 2 = 3 marks)



3 In your own words explain how the writer uses comparisons to develop his thoughts and feelings between lines 20 and 43.

(Total for Question 3 = 4 marks)



4 How does the writer try to create atmosphere in this passage?

In your answer you should write about:

- the difference between his expectations and the reality he finds
- the description of the weather
- particular words, phrases and techniques.

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

(12)



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(Total for Question 4 = 12 marks)

8



Section B: Reading and Writing

You should spend about 45 minutes on this section.

You must answer both questions, 5 and 6.

- 5** Remind yourself of *Your Guide to Beach Safety* from the Edexcel Anthology. A copy of this has been provided for you as an insert.

In what ways does the writer try to engage the reader in the advice that is given?

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

[illegible]

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(Total for Question 5 = 10 marks for reading)



Write a magazine article for teenagers giving them advice on how to stay safe.

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TOTAL FOR SECTION B = 20 MARKS

Section C: Writing

You should spend about 45 minutes on this section.

7 A new government believes that sport is not important and that it should no longer be taught in schools.

Write a letter to a newspaper, explaining your views on this proposal.

You may choose to write about:

- how this proposal might affect young people at school
- the benefits of sport in school or college
- the problems of sport in school or college
- any other views that you have.

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(Total for Question 7 = 20 marks)

TOTAL FOR SECTION C = 20 MARKS FOR WRITING
TOTAL FOR PAPER = 60 MARKS

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Edexcel Certificate
Edexcel International GCSE

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Do not return the insert with the question paper.

Turn over ►

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PEARSON

Your Guide to Beach Safety

Adapted from the RNLI leaflet – On the Beach.

The sections of the RNLI leaflet that need to be studied are reproduced here. To see the leaflet in full visit the Edexcel website (www.edexcel.com/internationalgcse2009).

Lifeguards

ON THE BEACH

Your guide to a safe and fun time at the seaside

If you see someone in difficulty, never attempt a rescue. Tell a lifeguard or, if you can't see a lifeguard, call **999** or **112** and ask for the Coastguard

Royal National Lifeboat Institution
 West Quay Road, Poole, Dorset, BH15 1HZ
 Tel: 0845 122 6999
 email: beachsafety@rnli.org.uk
rnli.org.uk/beachsafety

A charity registered in England, Scotland and the Republic of Ireland

RNLI LIFEBOATS, LIFEGUARDS LIFE FIRST.

SECTION A

TRUE STORY

Carolyn Yard will never forget her holiday in June 2007

'It was our last day and I was relaxing on the beach with my daughter and friend Mark. My sons, Angus and Will, were swimming in the sea. But Mark noticed that the boys had been swept towards some rocks, and they started shouting for help. They're big teenagers who don't usually call for their mum so I knew something was seriously wrong.

'They were caught in a strong rip current, and they couldn't swim back to shore. The water was like a whirlpool. They were so close, and yet in so much trouble.

'Mark and a surfer called Mike got in the water to help while I dialled 999 for the Coastguard on my mobile phone. They called the RNLI lifeguards from the neighbouring beach. It only took minutes for the rescue boat to arrive, but when you think your boys are going to drown, it seems to take a lifetime. I lost sight of them, which was terrifying.

'One of the lifeguards, Bernadette, jumped into the water. Mike had helped Angus to get to one side of the current, and Bernadette helped them both up onto a rock. Then she guided Mark and Will out of the current and between the rocks.

'Angus and Will were shaking with shock. I was crying, and just so relieved that we were all back together safely. It still makes me cry when I think about it.

'I'll certainly always go to a lifeguard-patrolled beach in future, and I know the boys will too. I will be eternally grateful to the lifeguards – if they hadn't been there that day, my boys would have drowned.'

WILL AND
HIS MUM
REUNITED



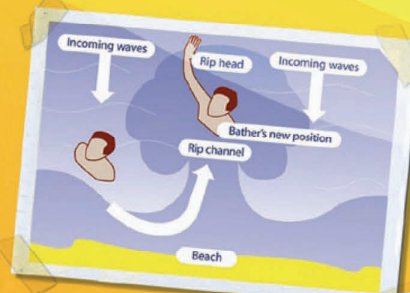
RIPS



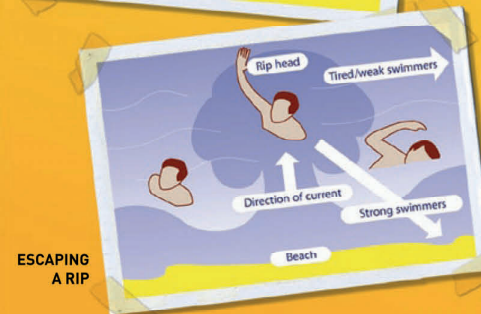
Rips are strong currents that can quickly take swimmers from the shallows out beyond their depth.

Lifeguards will show you where you can avoid rips but if you do get caught in one:

- ★ Stay calm – don't panic.
- ★ If you can stand, wade don't swim.
- ★ Keep hold of your board or inflatable to help you float.
- ★ Raise your hand and shout for help.
- ★ Never try to swim directly against the rip or you'll get exhausted.
- ★ Swim parallel to the beach until free of the rip, then make for shore.
- ★ If you see anyone else in trouble, alert the lifeguards or call **999** or **112** and ask for the Coastguard.



CAUGHT
IN A RIP



ESCAPING
A RIP

KNOW YOUR FLAGS



RED AND YELLOW FLAGS

These show the lifeguarded area, the safest place to swim, bodyboard and use inflatables.



BLACK AND WHITE CHEQUERED FLAGS

For surfboards, kayaks and other non-powered craft. Never swim or bodyboard here.



ORANGE WINDSOCK

Shows offshore winds so never use an inflatable when the sock is flying.



RED FLAG

Danger! **Never** go in the water when the red flag is up, under any circumstances.

If you see anyone else in trouble, alert the lifeguards or call **999** or **112** and ask for the Coastguard.



SWIMMING, SURFING & BODYBOARDING

Swimming is one of the best all-round activities you can do, but the sea is very different from being in a pool – even small waves can take you by surprise and disorientate you.

Surfing and bodyboarding are the most fantastic fun, but are very demanding, so you need to be a good swimmer. Experience of swimming at surf beaches is a great start, as it will help you develop an understanding of the behaviour of waves.

If you're new to the sport, we suggest you get some proper training from an approved British Surf Association school. Visit britsurf.co.uk for further information.

ALL BOARDERS

Always:

- ✦ follow the advice of the lifeguards
- ✦ check your board for damage before use
- ✦ wear your leash
- ✦ stay with your board and shout for help if in difficulty

Never:

- ✦ go alone
- ✦ ditch your board as it will keep you afloat.

SURFBOARDERS ONLY

Always:

- ✦ surf between the black and white flags (if present)

Never:

- ✦ surf between the red and yellow flags
- ✦ never drop in on another surfer

BODYBOARDERS ONLY

Always:

- ✦ bodyboard between the red and yellow flags
- ✦ wear short fins

If you get into difficulties, stick up your hand and shout for help – but never abandon your board.



SECTION A

THE RNLI

The Royal National Lifeboat Institution is the charity that saves lives at sea.

LIFEBOATS AND LIFEGUARDS

We operate over 230 lifeboat stations in the UK and RoI and have over 330 lifeboats in service, 24 hours a day, 365 days a year. Since the RNLI was founded in 1824, our volunteer lifeboat crews have saved more than 137,000 lives – rescuing around 8,000 people every year.

Our seasonal lifeguard service now operates on more than 100 beaches in the UK. It responds to more than 9,000 incidents a year and is planned to double its coverage by 2010.

FUNDED BY YOU

As a charity, the RNLI relies on voluntary financial support including legacies, which help fund 6 out of 10 launches. With more people using our beaches and seas, the demand on our services is greater than ever and our running costs average over £335,000 a day.

LIFESAVING ADVICE AND INFORMATION

A range of free resources and practical advice is available to promote sea, beach and commercial fishing safety and to support primary and secondary school teachers. For further information call 0800 543210 or visit rnli.org.uk.

ORDINARY PEOPLE, EXTRAORDINARY ACTS

People from all walks of life help the RNLI to save lives at sea. Thousands of volunteer crew members, shorehelpers, committee members and fundraisers give their time, skill and commitment. They are strongly supported by specialist staff.

Training is vital – it turns volunteers into lifesavers. Every year the RNLI delivers the highest quality of training at The Lifeboat College in Poole and at its lifeboat stations.



BEACHES NEED LIFEGUARDS

Our lifeguards work with lifeboat crews to provide a seamless rescue service from the beach to the open sea.

When someone is drowning in the surf seconds count, so we need expert lifesavers on the beach ready to act.

As much as 95% of our lifeguards' work is preventative – that is, they look out for potential problems before they develop into something worse, and give proactive advice and information to beachgoers.

The RNLI aims to continue expanding its lifeguard service across the whole country – but we can't achieve this without support from the public.

Every year it costs at least £450 to equip and £900 to train each lifeguard – will you help us meet that need?

Phone 0800 543210 or go to rnli.org.uk to donate now and help save lives at sea. Thank you.

Whether we're rescuing an offshore fisherman or a child swept out to sea, the RNLI exists to save **Life first**.

**RNLI LIFEBOATS,
LIFEGUARDS
LIFE FIRST**

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