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# **Mark Scheme (Results)**

June 2017

Pearson Edexcel International GCSE in  
English Language (4EA0) Paper 02

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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 2

### Question 1

#### A02 Reading

All students will be required to demonstrate an ability to:

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

| Question number   | Indicative content  | Mark      |
|---|---|-----------|
| <b>1</b>  | <p>A relevant answer will focus on:</p> <ul style="list-style-type: none"> <li>• evaluating how the writer tries to create sympathy for the children</li> <li>• using textual evidence to substantiate the points made</li> <li>• the writer's presentation and use of techniques, including use of language.</li> </ul> <p><b>Candidates are free to interpret textual details in a variety of ways. The following section represents a likely interpretation of the text but examiners must evaluate other responses based on their merits. It is important to be alert to unusual responses which are well explained and substantiated by effective use of textual evidence.</b></p> <p><b>The bullet points in the mark scheme are not prescriptive, but are intended to indicate aspects of the text that candidates may wish to consider.</b></p> | <b>15</b> |
| <b>How the children are described</b>                               |   |           |
| • Story mostly told through the eyes of André, a child              | Story mostly seen through his viewpoint, which adds to sympathy   |           |
| • Focus on André and Jacob, as representative of the children       | "André was lying on the straw, the soft bloom of his cheek laid, uncaring, in the dung. Jacob's limbs were intertwined with his for warmth."  |           |
| • Children's fear and desperation                                   | "In the filthy straw they dug in their heels and screamed..."   |           |
| • Images of very small children add to the overall sympathy created | "Some of the children were too small to manage the step up and had to be helped on by gendarmes...", "A baby of a few weeks was being lifted on to the back, and the gendarme needed time to work the wooden crib over the passenger rail and into the cramped interior."   |           |

| <b>How the adults behave towards the children</b>  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Kindness of woman with sandwiches and how this is appreciated by the children; the children's general lack of food and water is also indicated at this point</li> </ul> | "She also had a pail of water, round which they clustered, holding out sardine cans they passed from one to another. One of the older boys embraced her in his gratitude, but the bucket was soon empty." |
| <ul style="list-style-type: none"> <li>Gendarmes/camp commandant</li> </ul>  | "the commandant of the camp himself sat with a list of names that another policeman was calling out in alphabetical order...", "the gendarmes were sent up to fetch them...", "helped on by gendarmes"    |
| <ul style="list-style-type: none"> <li>Desperation of women and ultimate futility of their actions</li> </ul>  | "a shower of food was thrown towards them by women wailing and calling out their names, though none of the scraps reached as far as the enclosure."   |
| <ul style="list-style-type: none"> <li>The image of the woman's face, emblematic of what all of the mothers must feel for their children, creating sympathy</li> </ul>   | "the eyes were fixed in terrible ferocity on a child...", "in order to fix the picture of her child in her mind."   |

| <b>What happens to the children</b>  |   |
|--|---|
| <ul style="list-style-type: none"> <li>They are confined in terrible conditions</li> </ul>   | "André was lying on the floor...", "André was lying on the straw..." (many examples)  |
| <ul style="list-style-type: none"> <li>They are processed along with the adults by the camp commandant and gendarmes</li> </ul>                          | "the commandant of the camp himself sat with a list of names that another policeman was calling out in alphabetical order..." |
| <ul style="list-style-type: none"> <li>They are being driven away to the train station, from where they are being sent to concentration camps</li> </ul> | "André's bus was given the signal to depart...", "the driver turned the wheel and headed for the station."                    |

| <b>The use of language</b>   |  |
|--|--|
| <ul style="list-style-type: none"> <li>Pathos, particularly when concerned with the treatment of the children</li> </ul>                 | Poignant images of children and familial relationships; women trying to help children                |
| <ul style="list-style-type: none"> <li>Onomatopoeia</li> </ul>   | "ripple", "thudding"   |
| <ul style="list-style-type: none"> <li>Personification, suggesting air of menace which could create sympathy for the children</li> </ul> | "trembling", "roared"  |
| <ul style="list-style-type: none"> <li>Rhetorical question, with André trying to understand the situation</li> </ul>                     | "Why did she stare as though she hated him?"   |
| <ul style="list-style-type: none"> <li>Language associated with confinement, creating sympathy</li> </ul>                                | "camp orders", "commandant", "wired-off corner of the yard"  |
| <ul style="list-style-type: none"> <li>Language associated with squalor, creating sympathy</li> </ul>                                    | "filthy straw", "pail of water, around which they clustered", "scraps", "lying on the straw", "dung" |
| <ul style="list-style-type: none"> <li>The focus on time suggests that time is slipping away</li> </ul>                                  | "small hours of the night", "last hours", "low part of the night", "breakfast", "open on the dawn"   |

|                    |  |
|--------------------|--|
| • Emotive language | "sobbing passion", "embraced her in his gratitude", "terrible ferocity"  |
| • Form             | Omniscient narrator but also narrative from André's point of view; focus on one particular night and the following morning |
| • Irony            | The children are being helped on board by the gendarmes, but are being driven away to concentration camps.                 |

### The 'best-fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular mark range in order to receive a mark within that mark range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark range which corresponds most closely to the overall quality of the response.

### QUESTION 1

| Level          | Mark  | AO2 (i)/(ii)/(iii)   |
|----------------|-------|--|
|                | 0     | No rewardable material.  |
| <b>Level 1</b> | 1-3   | <ul style="list-style-type: none"><li>• Engagement with the text is limited, examples used are of limited relevance</li><li>• Little understanding of language, structure and form and how these are used to create literary effects</li><li>• Limited connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li></ul>              |
| <b>Level 2</b> | 4-6   | <ul style="list-style-type: none"><li>• Some engagement with the text is evident, examples used are of partial relevance</li><li>• Some understanding of language, structure and form and how these are used to create literary effects</li><li>• Some connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li></ul>              |
| <b>Level 3</b> | 7-9   | <ul style="list-style-type: none"><li>• Sound engagement with the text is evident, examples used are of clear relevance</li><li>• Clear understanding of language, structure and form and how these are used to create literary effects</li><li>• Sound connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li></ul>             |
| <b>Level 4</b> | 10-12 | <ul style="list-style-type: none"><li>• Sustained engagement with the text is evident, examples used are thoroughly relevant</li><li>• Thorough understanding of language, structure and form and how these are used to create literary effects</li><li>• Sustained connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li></ul> |
| <b>Level 5</b> | 13-15 | <ul style="list-style-type: none"><li>• Assured engagement with the text is evident, examples used are discriminating</li><li>• Perceptive understanding of language, structure and form and how these are used to create literary effects</li><li>• Perceptive connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li></ul>     |

## Question 2

### A03 Writing

All students will be required to demonstrate an 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.

| Question number | Indicative content   | Mark      |
|-----------------|--|-----------|
| <b>2(a)</b>     | <p>Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question. Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant, way, and reward these positively.</p> <ul style="list-style-type: none"><li>• No specific audience or context is given, so the examiner may be seen as the audience and the candidates' interpretations of what is appropriate may vary.</li><li>• The structure and expression of the argument should be clearly set out.</li><li>• Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure.</li><li>• Candidates should use examples and evidence to support their ideas.</li></ul> <p><b>Weaker answers</b> are likely to be brief and undeveloped and show little awareness of what is expected for an effective argument.</p> <p><b>More successful answers</b> are likely to be strong in terms of register, content and style.</p> | <b>15</b> |

**Please refer to the assessment grid on pages 11 and 12.**



| Question number | Indicative content   | Mark      |
|-----------------|--|-----------|
| <b>2(b)</b>     | <p>Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question. Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant, way, and reward these positively.</p> <ul style="list-style-type: none"> <li>• The chosen style or register should reflect the specified context of a letter, though the candidates' interpretations of what is appropriate may vary.</li> <li>• The structure and expression of the letter should show an awareness of the audience. A letter which reads simply like an essay would be less effective.</li> <li>• Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure.</li> <li>• Candidates should use examples and evidence to support their ideas.</li> </ul> <p><b>Weaker answers</b> are likely to be brief and undeveloped and show little awareness of the context of a letter.</p> <p><b>More successful answers</b> are likely to be strong in terms of register, content and style.</p> | <b>15</b> |

**Please refer to the assessment grid on pages 11 and 12.**

| Question number | Indicative content  | Mark      |
|-----------------|---|-----------|
| <b>2(c)</b>     | <p>Each answer will need to be judged on its merits, and the skill and effectiveness with which the candidate answers the question. Examiners must be alert to unusual, perhaps original approaches (for instance in style, content, structure, ideas and so on) which address the question in an engaging, yet relevant, way, and reward these positively.</p> <ul style="list-style-type: none"> <li>• The chosen style or register should reflect the specified context of a story, though the candidates' interpretations of what is appropriate may vary.</li> <li>• The structure and expression of the story should show an awareness of the audience.</li> <li>• Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure.</li> </ul> <p><b>Weaker answers</b> are likely to be brief and undeveloped and show little awareness of the context of a story.</p> <p><b>More successful answers</b> are likely to be strong in terms of register, content and style.</p> | <b>15</b> |

**Please refer to the assessment grid on pages 11 and 12.**

## QUESTION 2

| Level          | Mark  | A03 (i)/(ii)/(iii)   |
|----------------|-------|--|
|                | 0     | No rewardable material.  |
| <b>Level 1</b> | 1 - 3 | <ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Organisation is simple with limited success in opening and development.</li> <li>• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used.</li> <li>• Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects.</li> <li>• Spelling is basic in accuracy, with many slips which will hinder meaning.</li> </ul>  |
| <b>Level 2</b> | 4 - 6 | <ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Some grasp of text structure, with opening and development and some appropriate use of paragraphing and/or other sequencing devices.</li> <li>• Sentences show some attempt to structure and control expression and meaning. Variety of sentence structures used.</li> <li>• Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response.</li> <li>• Spelling is sometimes accurate, with some slips which may hinder meaning.</li> </ul>   |
| <b>Level 3</b> | 7 - 9 | <ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Generally clear sense of purpose and understanding the expectations/requirements of the intended reader is shown.</li> <li>• Organisation is sound with clear text structure; controlled paragraphing to reflect opening, development and closure together with some successful use of cohesive devices.</li> <li>• Sentences are generally clearly structured, with generally sound control of expression and meaning. A reasonable selection of sentence structures is used.</li> <li>• Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response.</li> <li>• Spelling is mostly accurate, with some slips which do not hinder meaning.</li> </ul> |

|                |         |  |
|----------------|---------|--|
| <b>Level 4</b> | 10 -12  | <ul style="list-style-type: none"> <li>• Communicates effectively.</li> <li>• A sound realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</li> <li>• Organisation is secure, text structure is well-judged; effective paragraphing as appropriate and/or a range of cohesive devices between and within paragraphs.</li> <li>• Sentences are purposefully structured, with sustained control of expression and meaning. A wide and varied selection of sentence structures is used.</li> <li>• Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed.</li> <li>• Spelling is almost always accurate, with occasional slips.</li> </ul> |
| <b>Level 5</b> | 13 - 15 | <ul style="list-style-type: none"> <li>• Communication is perceptive and subtle with discriminating use of a full vocabulary.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices.</li> <li>• Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used.</li> <li>• Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed.</li> <li>• Spelling is consistently accurate.</li> </ul>                        |

