

# Edexcel International GCSE 4EA0/02

## English Language A

### Paper 2

The purpose of this pack is to provide centres with a set of exemplars with commentaries.

Included in this pack:

- Questions from January 2014 paper
- Range of responses with marks
- Examiner commentary

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**Question 1** (Total = 15 marks)

**1** How does the writer try to bring out the importance of the coming of electricity in *Electricity Comes to Cocoa Bottom*?

In your answer you should write about:

- how the people in the poem are presented
- how nature reacts to the event
- how the event itself is described
- the use of language.

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

## Candidate A

The electricity is not a common thing for them and now it is finally here. They are excited to see it. People from Cocoa Bottom lit their lamps with oil and gathered outside Mr Samuel's house. As it is such a poor place they are not used to seeing light in the dark and ~~as~~ <sup>as they turn off their lamps</sup> the sky turned yellow and orange they were 'drawn / like a pencil line across the sun'. The animals were shocked as 'fireflies waited in the shadows', 'The kling-klings swooped in from the hills'. Loads of voices in the wind whispered 'Is there one among us to record this moment\*?', this means that it's such a big moment in their lives but there is no one to record it. The children 'lit their lamps for the dark 'journey home'' and it was too late - the moment had passed'. The people at Cocoa Bottom felt like they couldn't record it but that moment will always be in their mind.

It makes you feel sorry for them as it is such a big part of their lives and there is nothing to record the moment with. But this is a big step towards other things.

### **Candidate A cont.**

This candidate shows some engagement with the text and the last paragraph in particular exhibits some understanding, when the candidate expresses his or her own opinions and notices the dual nature of the event, in that there is disappointment and something missing, but also that it is a momentous event. However, many of the comments are not fully developed. There are quotations from the text, but there is not much by way of commentary on the writer's techniques. This response has therefore been placed at the lower end of Level 2.

**Mark: 4**

## Candidate B

The writer describes the people in the poem ~~seemed~~<sup>as</sup> to be in poor conditions as writer says "peeped through the cracks in her porch door". Also due to electricity coming in their town for the first time shows their backward conditions. Moreover, they do not have much sources as they "camped on the grass bank outside his house". This shows that people are not in a very desirable condition in Cocoa Bottom.

Furthermore, Douglas beautifully explains the nature reacting to this event. As they waited for the sun go down and then they can start this special event. It is also shown that even though birds around that area are excited to watch the electricity to come, "The kling kling swooped in from the hills". In addition, as the time came closer, ~~at~~ for sunset, every living or non living object held their selves in enthusiasm for

## Candidate B cont.

electricity. The breeze stopped and the dirt on the corners of the roads stopped moving due to their wait for this big event. This shows the excitement and wait for the time to start the electricity presentation, not just CoCoa Bottom people are excited to watch it, but the surroundings are eager too.

In addition, the event arrived after a long wait, that is, electricity actually came in town. Everyone was happy, excited and mesmerised to see this. Also they were shocked to see the "shimmer" that is actually a yellow electric light as Douglas says "there arising such a ~~gras~~<sup>gasp</sup>". The moment that stopped in a wait for the electricity came back to life as the birds "fluttering their wings" and "then breeze rose up from above trees". This shows that, this event left everyone shocked yet amazed and happy to receive electricity in their town.

The use of language is very figurative as writer compares the evening with "chiffon curtains". This allows the reader to <sup>imagine</sup> picture the kind of picture, he is trying to show. The level of language is very simple and easy to understand by anyone which makes the poem more interesting. The use and can be read by anyone.

## Candidate B cont.

of short sentences keeps the reader interested in poem and allows to keep reading. The repetition of word has been done in quite many places. such as <sup>in</sup> line 17 "Closing. Closing". The vocabulary used <sup>in poem</sup> is simple yet explanatory of situation such as "shimmer" which shows how bright and shiny the light was. Also the writer picks up little details to show the desperate wait for watching electricity such as he mentions "the dirt road".

## Commentary

There is clear understanding of the poem and on the whole there is also sound engagement with the text. However, the language points are rather general at times; for example, the candidate notes that figurative language is used and quotes "chiffon curtains" from the poem, but the comment "This allows the reader to imagine the kind of picture, he is trying to show" does not really add much. Further examples of this general approach to the writer's use of language are: "The level of language is very simple and easy to understand by anyone which makes the poem more interesting and can be read by anyone. The use of short sentences keeps the reader interested in poem and allows to keep reading." The candidate was rewarded for the personal and sound engagement with the text, but did not progress further because of the more limited comments on language. The response has been given a mark in the middle of Level 3.

**Mark: 8**

## Candidate C

In the text above we are presented with very rich descriptions and rich use of poetic language of a specific moment in the life of the community of Cocoa Bottom. The author presents the 'audience' (children and even Grandi Paterson) ~~and~~ <sup>with</sup> their curiosity and excitement through the use of elements that go beyond the people in the Community.

Everyone came to see it, "all the children of Cocoa Bottom", camping outside the house waiting for the unique event. Even nature stood still for this amazing moment, when "A breeze coming (...) from sea held its breath" and "bamboo lining the dirt road stopped its swaying". The author humanizes when describing the 'reaction' of nature to the event, as if Nature itself was in awe and in wait for the magical moment when Mr Samuel's electric light



## Candidate C cont.

would lit upon them.

The building up to the great moment is carefully constructed by the use of very descriptive language, setting the scene for the "flash" of the moment.

And then "light!". Once that moment of anxious wait passed, the author continues to use Nature to describe the events that followed: "And then the breeze rose up from above the trees", the same breeze that before "hold its breath" waiting, like all people and the other elements of Nature, for the unforgettable moment.

From line 30, when ~~we~~ we are presented with a human element, the voice that whispered: "Is there one among us to record this moment?" (line 31) the author builds almost an anti-climax when the answer to this ~~question~~ question is "But he was none -" (line 32).

Even though ~~Mr Samuel~~ Mr Samuel was proud ("smiling on the verandah" line 19), it seemed just the "few warm rocks" might have heard a pound. What follows shows a great contrast from the beginning of the text, as if the "Marvellous light" was just a split of a second, as if only Mr Samuel could benefit ~~from~~ from it because the children had

## Candidate C cont.

to lit their "camps for the dark journey home," for them the excitement, the fireworks were nothing more ~~(then)~~ than a brief moment that ~~could not be~~ was not even recorded.

In the end we are left in suspension, with the feeling the life at Cowa Bottom changed after electricity, but probably just for Mr. Samuel. It will probably take time to electricity to spread and benefit other members of the community.

## Commentary

This is quite a sophisticated and individual response, which shows insight and a strong degree of personal engagement. Comments such as "as if nature itself is in awe and in wait for the magical moment" indicate the level of understanding. Attention is given to the writer's techniques, such as the structure of the poem: "The building up to the great moment is carefully constructed by the use of very descriptive language, setting the scene for the "flash" of the moment." The candidate discusses examples of language use appropriately and makes effective use of textual support. This response has been placed in the middle of Level 5.

**Mark: 14**

## Question 2 (Total = 15 marks)

**2** Write on **one** of the following:

**EITHER**

- (a) 'Young people spend too much time on the internet and watching television.'

Write the text of a talk to an audience of teenagers, in which you give your views on this subject.

**OR**

- (b) Your head teacher or principal has asked for students' views on how your school or college could be improved.

Write a letter persuading the head teacher or principal to accept your ideas.

**OR**

- (c) Write a story with the title 'The Fall'.

## Question 2(a)

Candidate A

~~KB~~ I think that most people would agree that the progression of television and the internet ~~is~~ over the past few years has been incredible and unlike anything seen previously, ~~is known~~ and <sup>that</sup> with this progression there have come many benefits but also several major pitfalls.

Perhaps the most serious of these pitfalls is the amount of time which ~~people~~ young people have come to spend both using the internet and watching the television.

Of course, the internet can be used as an incredibly powerful tool for research and learning and in my opinion ~~spending time~~ <sup>time spent</sup> using it for this purpose is never ~~wasted~~. ~~It~~ It can also be great fun ~~and the use of gaming websites~~ as demonstrated by the fact that the use of gaming and social media websites is ~~the~~ ~~at~~ the highest it has ever been and ~~is~~ the number of young people making use of it is ever increasing.

However, problems begin to arise when the use of the internet ~~is~~ ~~used~~ ~~starts~~ <sup>to impact</sup> ~~taking over~~ other aspects of our lives. For example, it is believed that excess use of social media websites is having adverse effects on the ability of young people to

## Candidate A cont.

communicate in real life situations. This indicates that young people are indeed spending longer than they should ~~be~~ using ~~it~~ them.

A recent study also revealed that the average time spent using the internet was ~~about~~ ~~around~~ ~~at~~ ~~the~~ ~~level~~ ~~of~~ ~~twelve~~ ~~hours~~ ~~a~~ ~~week~~. That's a whole day dedicated to internet use! Unfortunately this ~~time~~ ~~lot~~ amount of time often comes at the expense of school work, ~~and~~ ~~is~~ ~~believed~~ ~~to~~ ~~be~~ ~~creating~~ which many students confess to having sacrificed in favour of ~~a~~ internet use.

The same can be said of television. In many ways its development has given us access to information that ~~our~~ generations before us could never have dreamt of and is a fantastic way to relax, however its addictive quality has meant that young people often struggle to find a balance between time spent watching television and time spent being productive.

This is perhaps down to the huge choice of films and programmes now presented to us, making it very easy to get hooked on several series at once, <sup>and</sup> the time spent watching ~~which~~ <sup>these</sup> can really diminish time spent doing other things.

Combined, ~~I~~ believe that ~~overall~~ the time spent

## Candidate A cont.

~~by young people~~ To conclude, it is my belief that the combined time young people spent watching television and using the internet has reached unhealthy levels ~~and that it would be sensible for to find some means of balancing~~ ~~our~~ ~~time~~. It has meant that we have developed a tendency to live vicariously through them ~~and that the time has come to make a concerted effort to reduce the time we spend using them,~~ rather than living our own lives to the full. For this reason I believe that the time has come for us to start making a concerted effort to reduce the amount of time spent using television and the internet and ~~to~~ ~~live~~ living by the principle of ~~to~~ "everything in moderation".

## Commentary

Effective communication is demonstrated in this response, as is secure organisation. There are examples of good vocabulary and construction. For example, "Of course, the internet can be used as an incredibly powerful tool for research and learning and in my opinion time spent using it for this purpose is never wasted." There could be more of a sense of audience, although this is developed towards the end. This response has been deemed worthy of a mark at the top of Level 4.

**Mark: 12**

## Question 2(b)

Candidate A

Dear sir/madam,

I am writing to you, regarding our view on how our school can be improved. There's many reason on how our school <sup>could be</sup> ~~board~~ <sup>improved</sup> for example, New spec books, bigger class rooms, etc. These are just a couple of reason there's many more.

First  
The thing is that ~~we~~ all us students need bigger classrooms or just fewer students in a class. This will be easier for students to study and focus ~~beacae~~ because there will be less distractions. Also it will give them a cooler and ~~calmer~~ calmer, clearer environment. This is because if you have too many people in one room they will be <sup>too many</sup> distractions than studying.

The second thing is that our school should update our text books regularly. This because most exam boards change ~~their~~ there exam spec every few years. Therefore therefore I feel that our school should update ~~their~~ <sup>there</sup> ~~there~~ book every few years. That is if you want ~~as~~ us to pass?

## Candidate A cont.

lastly I would like to say is that there is many improvements needed for our school. I just named a couple but ~~there~~ there is just too many to say. So I feel as the head of our school you should look into the school where it needs improvements. But then this is just my opinion. I think that you and the rest of the school staff should carry out a survey with a little help from us students to see where improvements are needed. That's all ~~there~~ <sup>I have</sup> to say.

Thank you,

Yours Sincerely,

## Commentary

Grammatical weaknesses are evident in this response. For instance, near the beginning the candidate writes: "Theres many reason". Examples of such errors may be found fairly frequently elsewhere in the response. However, the candidate does attempt to respond appropriately to the task. This response has attained a mark in the middle of Level 2.

**Mark: 5**



Candidate B

Dear

Mr Smith

~~Memorandum~~

I would like to discuss with you the changes I think should be made to improve the college.

Firstly I feel that the college should be bigger to have better and more facilities for people to enjoy in lesson time and out of lesson time, for example a music studio this could be used to benefit people that take this subject and people that want to try something new. ~~that~~ This would be a great investment to the college because it also benefits <sup>the college</sup> ~~people~~, yes I bet you didn't think about that one. It benefits the college because it could be used ~~by people around the~~ rented for an innumerable number of hours from people all over the country, for a certain amount of money.

## Candidate B cont.

Secondly, I think that the sports facilities should be modernised to higher standards as now that P.E is a main subject taken place in the extra curricular scene.

I feel that there needs to be a big football pitch built so there could be games played on there if the grass is wet and also it safer than students playing on tarmac and could risk hurting themselves. This facility could also be rented out by local football teams to train on or play football matches on.

Another reason that I suggested that could be improved is that there should be a bigger common room where students can go when they have free lessons and chill with their mates get some food and play some games. For example there should be a cafe that provides food of all ~~kind~~ types hot or cold and refreshments and hot and cold drinks, there also should be a few pool tables for students to have fun with their friends. Also I think there should be a sound system with speakers built around the common room so students can listen to music, I feel that this would bring a good vibe to the college.

## Candidate B cont.

I feel that all my suggestions of improvement to the All Saints college are good and valid and it will have a good look on the college. ~~and~~ It would bring more people to come to the college knowing there are more opportunities with all the up to date ~~and~~ advanced new technology and equipment provided.

I hope you read this and take in to consideration that these improvements would be a massive, brilliant change to bring to the All saints college.

Yours faithfully

## Commentary

There is a clear development and structure to this response. Overall, it is quite purposeful and the candidate makes clear points in quite a persuasive way. Its overall organization is sound. There are some slips in spelling and sentence structure, such as "I feel", "Secondally" and "Another reason that I suggested that could be improved". The response has been awarded a mark at the top end of Level 3.

**Mark: 9**

Friday, 17<sup>th</sup> January 2014

Dear Mrs Rose,

I am extremely happy with the great response we had from students across the school in regards to your challenge: "What can we do to make Garden Primary Better?".

You are aware that as a member of the Senior Teaching Team I find these sort of (~~engagement~~) attempts to engage our children with their school very positive. Nevertheless, I must draw your attention that ~~that~~ only 15% of the whole school (~~answered~~) replied to this challenge, <sup>and</sup> most of their answers were completely inadequate. I am concerned that our students are not only disconnected and disengaged from learning but we as teachers and management team are failing to provide good standards of education.

## Candidate C cont.

Most answers asked for "more sports and less maths" during school time, and it does not surprise me that our levels in ~~this~~ <sup>this</sup> subject have dropped drastically for the last two ~~to~~ academic years. On the other hand we can, and should, carefully examine the curriculum and strategies, so ~~so~~ areas like Sport (specially after the 2012 Olympic fund) and Arts are in accordance with the National expectations.

I have asked Mr Baker, our PE coordinator, and Mr Thomas, our Arts specialist, to come forward with ideas and concrete strategies that could benefit every child in this school. This is not an attempt to stop our after school clubs, which are free and a very important part of this school's profile. But we cannot provide clubs for every child, as places are limited and the clubs are, in their majority, after school time. Moreover, I feel we are not making full use of our creative force amongst Teachers (many of them with degrees in Arts and ~~Human~~ ~~Humanities~~ History).

Candidate C cont.

I would like to propose that we increase the attention towards these areas of learning urgently. Since we have increased the ~~(amount)~~ amount of hours of Maths per week from 10 to 15 ~~(3)~~ hours we have only seen a drop in the levels of our school, specially years 6 and 5. I suggest we go back to the ~~(course)~~ National ~~Course~~ Standard of 10 hours and increase ~~(1)~~ Topic Subject which will cover Art, History and Geography) ~~(the)~~ ~~(the)~~ <sup>to the four</sup> hours and leave the other hour for teachers to concentrate in their most needed subjects.

I trust our staff is more than qualified and capable to deliver and adjust to this and I am confident we will thrive and achieve a more balanced school life.

Please do not hesitate to email me ~~(over)~~ over the weekend and I suggest we ~~(go)~~ present this <sup>point</sup> at our next general meeting with Staff.

Looking ~~(to)~~ forward to hearing from you

Your Sincerely,

## **Candidate C cont.**

### **Commentary**

This is a slightly unusual response, in that it takes on the persona of a member of staff, but it fulfils the task, to a high standard. It is a mature, sophisticated piece of writing. There are some examples of very good vocabulary and carefully constructed sentences such as that beginning "I am concerned that our students are not only disconnected and disengaged from learning but we as teachers..." This response should be placed at the top of Level 5 and at the top of the mark range.

**Mark: 15**

## Question 2(c)

### Candidate A

They were after me. Three ~~men~~ tall, well built men. They were coming to get me, and I didn't know why.

My mother always warned me this would happen one day, and told me to always be prepared. But I wasn't. If only she had told me why they were out to get me, but everytime I asked her she would ~~stop~~ reply simply with 'I can't tell you, it's for your own safety.' The best advice she ever gave me was 'When it happens, Ella, run'.

I was running, through woods. I had no idea how I'd got here ~~here~~ and I had no idea exactly where 'here' was, but I had been running for so long that ~~my~~ I was so out of breath I felt as if my heart would explode if I carried on so, I didn't care where I was, I just wanted to rest.



Candidate A cont.

I kept ~~on~~ running through a maze of old tall oak trees, and came across a camping area that had an old pit for ~~the~~ fire, two benches and was surrounded by thick green bushes. Would I be safe here? I turned back to check how far behind me ~~these~~ <sup>the</sup> men ~~were~~ were. But I could not see them. ~~Had~~ Had I lost them? Or were they hiding near by, waiting to pounce? I needed to rest so I took the risk and threw myself down onto one of the old brown benches.

The bench was wet, <sup>covered</sup> with old rain water, but I didn't care. I buried my ~~the~~ head in my hands, and began to cry uncontrollably. I looked up, tears running down my face, it was dark. How? ~~the~~ What seemed like twenty seconds ago, it was light! Had I fallen asleep?

Candidate A cont.

It quickly turned cold and I was scared. The trees were waving at me in the icy breeze, the wind chanting death threats. Then, I heard a voice. Someone was shouting my name. Someone had found me, they knew I was near by. Immediately assuming my father had come to my rescue, I screamed 'help!'. The ~~voice~~ reply was instant 'run Ella, please, for gods sake run!'. I heard a ~~crack~~ branch crack behind me, and quickly turned around, my heart was pounding. No one was there, I felt a rush of relief. 'Hello Ella' a voice said shyly. I turned back round to face the ~~the~~ direction ~~to~~ I had just been facing. A man stood ~~face~~ facing me, wearing all black, holding a gun to my head. The sweat broke out on my forehead and the shakes my body ~~was~~ was producing was almost like those of a cell phone on vibrate. The man told me to come with him, otherwise someone I loved was going to die.

cautiously

I followed him, ~~to~~ through the thick bushes and gangs of trees. We came to ~~the~~ a group of men, all wearing the same black

Candidate A cont.

trousers and black leather jackets with the same black scarf covering their faces and sunglasses as the man who was dragging me towards them. There was about ~~ten~~<sup>ten</sup> or ten of them, and amongst them ~~them~~ was my boyfriend Leon tied up. 'Leon!' I screamed and as I did so I got a thump to my face with a gun and I plummeted to the floor. My cheek bones were throbbing. 'No!' Leon cried and I lay there, silently, still, with a single tear running down my cheek. 'Come on then' one man dared us, and we were dragged off.

We came to the edge of Disqual Port cliff. Three men picked up Leon and threw him off the cliff. I screamed and looked down at him lying on the ~~soft sand~~<sup>wet sand</sup>, peaceful, still. ~~The sob~~ I cried, sobbed and screamed. I lost my ~~back~~<sup>back</sup> balance. I was falling, the wind carrying me, whispering peacefully as if to reassure me I was going to be ok now. I hit the ground, paralysed, in pain. I lay there dying slowly next to my dead boyfriend. And watched the life slowly drift from my body.

## **Candidate A cont.**

### **Commentary:**

While the overall structure of this response is sound and it contains some good vocabulary and images, such as "pounce" and "the wind chanting death threats", there are some slips, such as the omission of apostrophes and commas. The response merits a mark in the middle of Level 3.

**Mark: 8**