

Pearson Edexcel International GCSE English Language A - 4EA0/02R

The purpose of this pack is to provide centres with marked exemplars of responses to the June 2016 examination.

Included in this pack:

- Questions from June 2016 paper
- Examiner commentary on Scripts

MARKS AND COMMENTARIES	3
Question 1 – Reading.....	3
Commentary	4
SCRIPT 1:	4
SCRIPT 2:	4
SCRIPT 3:	4
SCRIPT 4:	5
SCRIPT 5:	5
Question 2 – Writing.....	6
Commentary	6
SCRIPT 1:	6
SCRIPT 2:	6
SCRIPT 3:	7
SCRIPT 4:	7
SCRIPT 5:	7

MARKS AND COMMENTARIES

Question 1 – Reading

Remind yourself of “Out, Out–” from the Edexcel Anthology and then answer Question 1.

“Out, Out–”

The buzz saw snarled and rattled in the yard
And made dust and dropped stove-length sticks of wood,
Sweet-scented stuff when the breeze drew across it.
And from there those that lifted eyes could count
Five mountain ranges one behind the other 5
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but done.
Call it a day, I wish they might have said 10
To please the boy by giving him the half hour
That a boy counts so much when saved from work.
His sister stood beside them in her apron
To tell them “Supper.” At the word, the saw,
As if to prove saws knew what supper meant, 15
Leaped out at the boy’s hand, or seemed to leap–
He must have given the hand. However it was,
Neither refused the meeting. But the hand!
The boy’s first outcry was a rueful laugh,
As he swung toward them holding up the hand, 20
Half in appeal, but half as if to keep
The life from spilling. Then the boy saw all–
Since he was old enough to know, big boy
Doing a man’s work, though a child at heart–
He saw all spoiled. “Don’t let him cut my hand off– 25
The doctor, when he comes. Don’t let him, sister!”
So. But the hand was gone already.
The doctor put him in the dark of ether.
He lay and puffed his lips out with his breath.
And then—the watcher at his pulse took fright. 30
No one believed. They listened at his heart.
Little–less–nothing!–and that ended it.
No more to build on there. And they, since they
Were not the one dead, turned to their affairs.

Robert Frost

How does the writer create sympathy for the boy?

In your answer, you should write about:

- how the accident is described
- how the boy reacts to the accident
- how other people react to the accident
- the use of language.

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

(15)

Commentary

SCRIPT 1:

- Engagement with the text sustained
- Shows some insight at times
- Strong sense of literary effects

Mark 12

SCRIPT 2:

- Some quite detailed attempt at close analysis
- Sound engagement with the text throughout the response
- Clear understanding becomes evident
- Personal response, supported from the text

Mark 8

SCRIPT 3:

- Clear focus on question
- Mostly demonstrates sound understanding of aspects of language, structure and form
- Uses relevant examples from the text to support points

Mark 9

SCRIPT 4:

- Focus on language and structure from the outset
- Sustained engagement
- Some very thorough understanding of techniques

Mark 11

SCRIPT 5:

- Some comments which do not quite work (“satire”)
- Some very good close analysis
- Understanding often perceptive
- Evidence of assured engagement

Mark 14

Question 2 – Writing

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

EITHER

- (a) "Making a difference". You have been asked to give a talk to a group of young people persuading them to raise funds for a charity.

Write the text of your talk.

(15)

OR

- (b) Your community is planning to put some objects in a time capsule, which will show people of the future what life in your area is like now.

Write a letter to the organisers, explaining why an object you have chosen should be included in the time capsule.

(15)

OR

- (c) Write a story entitled 'Secrets.'

(15)

Commentary

SCRIPT 1:

- Brisk and efficient
- A few minor lapses
- Effective communication
- Some crafting
- Sentences purposefully structured

Mark 12

SCRIPT 2:

- Many grammatical weaknesses
- Does attempt to focus on the purpose of the task
- Some breakdowns in communication because of technical weaknesses

Mark 4

SCRIPT 3:

- Clear communication
- Paragraphing sound
- Some technical lapses
- Sense of audience

Mark 8

SCRIPT 4:

- Some effective communication
- Secure organization
- Some technical slips, such as spelling mistakes

Mark 11

SCRIPT 5:

- A strong piece of writing
- Ambitious
- Some excellent use of language
- A few slips, such as comma splicing, do not detract from the overall effect
- Sophisticated control

Mark 14