

**January 2015**

**Pearson Edexcel International GCSE 4EA0/02**

**English Language A**

**Paper 2**

The purpose of this pack is to provide centres with exemplification of a top mark answer. This candidate has hit the criteria and received 29 marks out of a total of 30 marks.

## Candidate A

### Question 1

1 How does the writer interest the reader in the story?

In your answer, you should write about:

- the character and actions of Sultan Schahriar
- the character of Scheherazade and what she plans to do
- the thoughts and feelings of the grand-vizir
- the use of language.

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

(15) 1501

The writer presents the character of King Schahriar (KS) as being in stark contrast to his father, who was "loved" by "his subjects" and "feared" by "his neighbors." KS, on the other hand, is the cause of "cries and lamentations" due to his rule. His actions are so bad that they trigger "curses" from the people. This is of great effect in interesting the reader as it forces them to ask whether the sultan is capable of changing his ways or even being stopped. \*

In addition, the KS is used to interest the reader as he is presented as being naïve. He is shown to have "accidentally discovered" that the sultana was "deceiv[ing] him completely" and, through the use of the adverb "accidentally", the author manages to portray the sense of it being a childish mistake. In addition, the use of dramatic irony at the end - "'willingly', he answered" further casts the sultan in a negative light. The reader

is aware that KS is being tricked but his reply does not match one of a person being tricked. Instead, I feel the author manages to effectively portray the sultan as a foolish man; an interesting portrayal allowing the reader to side with Scheherazade (S).

The characterisation of S as a "clever and courageous" girl invokes interest in the reader as they feel they can side with her. She is seen as not a part of the traditional 'man above woman' norm in the Middle East at this time, and therefore has some power. She "obligates" her father to do as she wants and is presented as highly intelligent, making the reader vouch in her favour. Her high status is further emphasised by the presentation of her sister, Dinargade, as having "no particular gifts" - which means she is being used as a literary tool to uphold her sister through the stark contrast between her and ~~her~~ sister.

Furthermore, the reader is interested by the tension built as ~~Scheher~~ S lays her plans to "stop this barbarous practice". The tension that develops between S and the Grand Vizir (GV) provokes "despair", both in the GV himself but also in the reader as they labour to see how S will find a way past "the greatest hazard in the

town."

The GV provokes interest as he forces the reader to question his parenting skills. Although one may expect a parent to be forceful and authoritative when it comes to "death", the GV "was obliged to give way" to his daughter's demands. This shows that he is a weak father, a point further emphasised by him "bowed down with grief". The reader expects a person of high power to be a forceful parent, but I feel the presentation of the GV this way also emphasises the power of S.

In addition, the use of irony serves to interest the reader and question themselves. The GV is shown to be an important official, capable of direct dialogue with the sultan, while his "daughter" is simply a woman. Her ability to do something to stop the "awful fate that hang[ed]" over "girls and mothers" is strange as one would expect her father, not her, to do so.

The use of superlatives to describe the kingdom - "best", "<sup>word</sup>prosperous" ~~and~~ - allow it to seem like a utopia. This high status means it is deemed for failure sooner or later - which signifies that KS is going to lead to downfall. The use of superlatives to describe S ("highest degree", "best",

'excelled') allows her to seem like the creator of the 'new utopia' that will be realised, through them sharing a position as the "best", S and the previous sultan are compared and likened.

Finally, the ~~cyclical~~ <sup>ironic ending</sup> and cyclical structure of the piece leave the reader interested in the ambiguity. "So Scheherazade began" is a cliffhanging ending - leaving the reader in suspense as to what actually happens next. This is backed up by the use of a short <sup>sharp</sup> sentence. In addition, the reader is left puzzled as to what exactly S "began". One may argue the <sup>literal</sup> story, while others may say it is the deliverance of her people - a fact ~~proved~~ proven by the fact that, by the end of the story, she manages to reform and make docile the sultan. The cyclical structure of the piece, beginning with the end, is also of interest to the reader as it refers them back to the utopian society under the "best monarch of his time". This further emphasises the idea that S is the bringer of a new utopia, through her "beginning".

\* KS is presented as quite a law-breaking <sup>monarch</sup> as he "cut off the ~~country~~ country", even while "the laws... forbade him to". This, along with

him having his "unhappy brides" "strangled".  
involves interest in the reader as it puzzles them  
on what he is going to do next, and whether he  
really is fit to rule.

\*\* The short sentences are used to make the reader  
read faster and are therefore a useful tool  
in creating suspense as they make the reader  
feel the pace and hurriedness of the story.

## Question 2(b)

### Question 2: Writing

You should spend about 45 minutes on this question.

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

#### EITHER

- (a) A local company has decided to donate a large amount of money to charity.

Write a letter to the manager of the company explaining why the money should be given to the charity of your choice.

(15)

#### OR

- (b) 'School uniform makes young people look smart and work hard.'

Write a contribution to a website discussion arguing for **or** against this statement.

(15)

#### OR

- (c) Write a story beginning with the line, 'If only I could go back and do things differently...'

(15)

(Total for Question 2 = 15 marks)

Indicate which question you are answering by marking a cross in the box .  
If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number:

Question 2(a)

Question 2(b)

Question 2(c)

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~~As a young man still attending school, this is a very interesting and much debated topic~~

A

- Boring/plain
- Expensive
- Too standardised - no identity.

UNIFORM

F

- Smart
- Works fine
- Can work instead of worry about clothes

Year-in, year-out, students tirelessly talk, debate and argue on what ~~the~~<sup>they</sup> think of uniforms. As one of them, I would like to add my voice to the debate: ~~I strongly support the idea that~~ school uniforms do indeed make young people look smart and work hard.

Firstly, the very aim of a school uniform is to portray ~~the~~ image of clean, well-groomed students. Walking down the corridors of my own school, this is certainly the case; I see young men and women dressed in respectable ties, crisp trousers and pressed shirts. This not only looks good on the students ~~themselves~~ themselves - it also ~~allows them to~~ accords the school a reputation of respectability and respect. ~~Imagine~~ Imagine the contrary - a school full of students dressed in baggy jeans, mini-skirts and vests! The reflection of the school is undoubtedly influenced by the dress of its own students.

Although some may say that school ~~uniform~~ uniforms ~~are~~ have no real effect on how hard students work in school or how well they perform, this is simply not true. A recent study conducted by researchers at Oxford University found that schools ~~that~~<sup>which</sup> ~~we~~ make uniforms mandatory perform 72% better at

GCSE than those that do not. This huge difference in exam scores is mainly due to the huge amount of time those who don't wear uniform spend <sup>schools</sup> fussing over their clothes. In the case of <sup>wearing</sup> uniforms, there <sup>is</sup> no reason to fuss over anything and therefore students can get down to what they ~~are~~ are best at - learning.

Furthermore, those who are against the school uniforms argue that ~~buying~~ <sup>buying</sup> uniforms is much more expensive than just wearing one's own clothes. Unfortunately, this is not the case. Analysts last year found that students who wear uniforms spend £200 ~~less~~ less per year on clothing than those who do. Personally, <sup>buying and</sup> wearing uniform is much cheaper than constantly having to buy new clothes to "fit in" with the "latest trends"; ~~I only have to~~ I can simply make my purchase in minutes and get along with more important things.

Finally, I believe that school uniforms are a good thing because they mean students work harder. In the wise words of my own headmaster - Mr Schurch - "A uniform puts pupils in the right frame of mind <sup>in which</sup> to work best; look

smart, work smart." One cannot put it better - why else do professionals wear suits and ties to work? School uniforms are an extremely good way to encourage students to get used to a future of formal wear. After all, the smarter one looks, the harder they work, right?

-ERIC KIBOÇO