

INTERNATIONAL GCSE

English Language (Specification A) (9-1) EXEMPLARS WITH EXAMINER COMMENTARIES AMENDED COMPONENT 3

Pearson Edexcel International GCSE in English Language (Specification A) (4EA1)

For first teaching September 2016
First examination June 2018
Accompanying specification issue 4



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Introduction

About this booklet

This booklet has been produced to support teachers delivering the amended Pearson Edexcel International GCSE in English Language A specification (issue 4). These Component 3 exemplar materials look at the amended Assignment A: Poetry and prose texts, for first teaching in September 2022 and first examination in June 2024. They aim to guide the teachers and students in the application of knowledge and skills required to successfully complete this part of the course.

We are presenting you authentic responses from candidates who wrote about three texts in a past examination series, with annotations on the quality of students' work made by the initial markers (teachers), and second markers (internal moderators). We then provide a marking decision and a commentary from a moderator appointed by Pearson. The examples show how the mark scheme criteria defined for the amended component should be applied.

The exemplification highlights the achievement of the assessment objectives at the high and mid-level of candidate responses.

Centres should utilise the commentaries on the exemplification of marker and moderator decisions to support their internal assessment of students and embed the skills required by the qualification into the delivery of the specification.

Further support

A range of materials are available from the Pearson qualifications website to support you in planning and delivering this amended qualification (specification issue 4).

Centres may find it beneficial to review this document in conjunction with: [the specification](#), [sample assessment materials](#) and [Getting Started Guide](#).

Component 3: Assignment A

Exemplar response 1

How is loss and suffering portrayed in 'Disabled', 'The Necklace' and 'The story of the hour'?

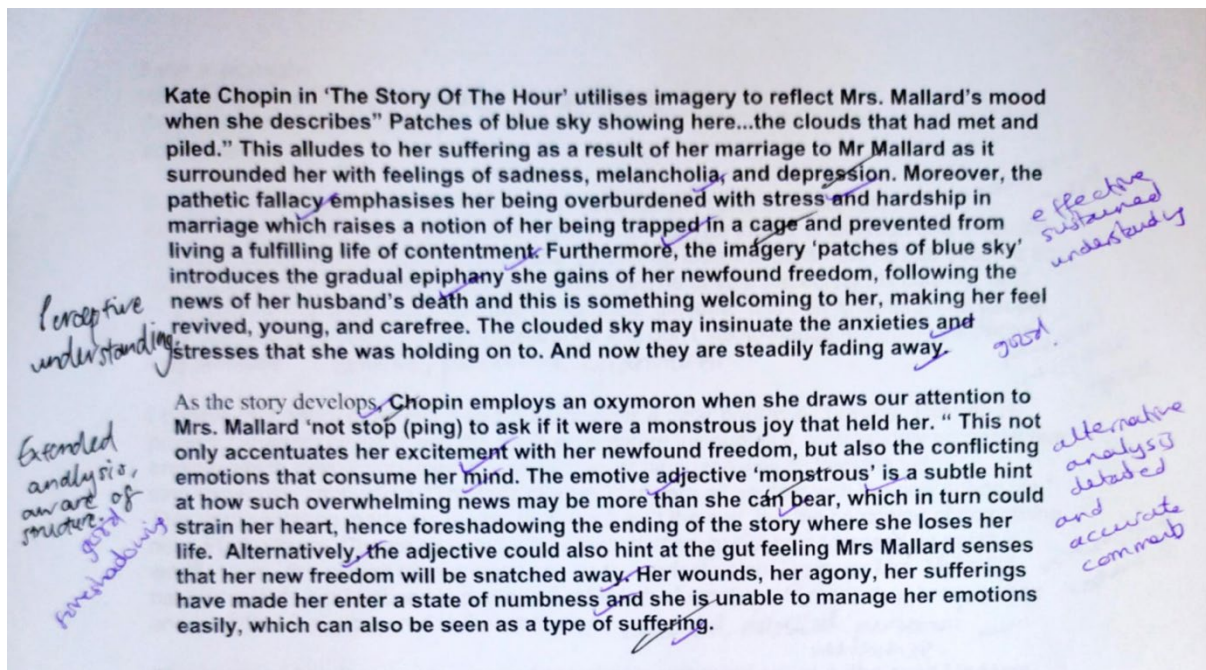
Owen effectively utilises irony to highlight how the unnamed soldier was already receiving praise and respect before he went to war. "After the matches, carried shoulder-high." The soldier enlisted for war for vainglorious reasons, but returned a fragmented man, carrying remorse and regret. The irony suggests that he has learnt a life lesson, but it has come at a cost which has indebted him for life. He has realised that he did not need to travel 'very far from here' to gain admiration and respect. Alternatively, the comradeship and respect he achieved playing football, immersed him with a sense of worth that was not achieved at war, indicating he need not have left his homeland at all. The reader feels immense pathos for the soldier seeing that the 'bigger game' intended place him high on a pedestal of glory, broke him into pieces, left lying beneath the feet of all. *Critical, detailed.*

Upon return from war, the soldier is in a state of bewilderment and dejection because of the anti-climax in his reception. He states "Some cheered him home, but not as crowds cheer Goal. Only a solemn man... Thanked him." The alternation from 'cheered' to 'cheer' inculcates how in the past he was regarded as gallant and heroic, but this was lost at war hence the use of past tense. In addition, the sheer lack of regard amongst the people is noted when Owen employs the use of the quantitative determiner 'some' which may allude to the fact that he was defamed and returned to broken promises along with a haunted, grief filled homecoming. The 'solemn man' who appreciated him perhaps understood his plight and suffering, suggesting he may have seen through the lies of glorified war, or witnessed its horrors first hand. *use of terminology.*

We are introduced to the 'suffering' Madame Loisel must endure in Guy de Maupassant's 'The Necklace' through his portrayal of her attitude to life, when the central protagonist is consumed by agony and affliction that is self inflicted. Maupassant states: "She was made unhappy by the run-down apartment they lived in, the peeling walls, the battered chairs, and the ugly curtains." The Triple negative noun phrases have been effectively utilised to portray how she views her home as lacking in aesthetics and comfort suggesting the reason for her melancholy tendencies. The descriptive adjectives 'battered' and 'ugly' further demonstrate the hatred she feels towards her living condition and how the thought of surviving a simple life, is unbearable. This highlights how she is unwilling to accept her societal status as she believes she belongs to a more refined class with perfect interiors. Her lack of recognition of the good things she has, proves to be detrimental as it heightens her insecurities and feelings of resentment towards those she ought to show gratitude towards. The reader feels that unless Madame Loisel transforms her thinking, she may need to undergo a trial to appropriate a healthier outlook to life. *understanding*

At the end of the story, we learn that Mathilde has suffered immensely for a futile reason- that being her pride. Madame Forestier states: "... it was only an imitation necklace. It couldn't have been worth much more than five hundred francs! ..." This conveys that she underwent unnecessary pain in order to prevent her ego from being damaged, for a few hours (the evening of the dinner invitation). Ultimately, she had to undergo this journey in order to become a wiser and more appreciative person. The expletive highlights how the reality of her not so pleasant nature, hit home and made her realise the error of her ways. The reference to 'imitation' exposes that she lived a life attempting to impersonate others, placing importance on superficial, unimportant things, made her blind to reason. *perceptive comment*

alternative analysis
close analysis showing perceptive understanding technique
excellent comments on language
focused analysis
perceptive analysis
evaluative critical
perceptive analysis of change in tense
sophisticated
detailed focused technique
evaluative comments
accurate
Excellent link to language, shows understanding of structure.



Pearson moderator's comments:

This response is given 22 marks.

The essay is a crisp and concise response to the three texts. The candidate makes strategic use of the suggested word count by commencing immediately with a clear AO2 point followed by AO1 interpretation. The candidate then moves seamlessly between interpretation and analysis throughout the response achieving an appropriate balance between the AOs and a pleasing level of detail and exploration. Work for AO1 fulfils the criteria for Level 3 and begins to show some perceptive interpretation of ideas. AO2 work largely focuses on language points, though a confident selection with examples is evident, placing this firmly into Level 4 of the revised AO2 mark scheme.

AO1: 10

AO2: 12

Exemplar response 2

How is loss and suffering shown in 'Disabled', 'Out Out' and 'The Necklace'?

The word 'Disabled' is a one-word statement, where Owen shows a drastic change between the soldier pre and post war. He is now different to others due to his disability and helplessness. Owen is highlighting how life will never be the same for him, not only because of his physical disability, but he will also be 'disabled' in his mind, meaning he now has psychological problems.

His body cannot function properly after the pain he has been through war. "He sat in a wheeled chair, waiting for dark, and shivered in his ghastly suit of grey." This connotes that he is now living in a dark world and his dream of heroism is over. Furthermore, the verb 'shivered' suggests that the soldier is frightened of his future and what it holds, and he no longer has a long life, his life may be short and he may die very soon, because of how weakened he has become.

The writer uses alliteration to describe the soldier's life after war. "Now he is old his back will never brace; He's lost his colour very far from here." This conveys that he has aged, and he is unable to do things he could do before. The soldier is now closer to death because he risked his life for futile reason. The alliteration "back will never brace" suggests that he is angry at himself for enlisting for the war as he now has a short time to live. He has lost his youth, the most pleasant thing of his life. The imagery in "lost his colour" suggests that there is no chance for him to regain his happiness, because he has lost his happiness it has all wiped out, he is a completely empty man, and is full of misery.

The writer uses verb to describe the soldier's life after war. "Some cheered him home, but not as crowded cheer Goal." Which is indicative of how not everyone cheered him as they used to cheer him when he scored goals. He feels disappointed by his welcome because 'some' and not a lot of appreciation was shown suggesting that he not really seen as a hero – as he was after a game of football. The verb "cheered" implies that the majority of people weren't glad of his return and he was not loved. This makes the reader feel great sympathy for the soldier, as he lost his limbs for nothing.

Robert Frost uses personification to describe the imminent threat of danger surrounding the buzz saw. "The buzz saw snarled and rattled in the yard." This creates the impression that it is a vicious and dangerous creature waiting to harm the child. The sound is emblematic of a threatening bear prowling for food. Furthermore, the rattling could be ominously foreshadowing the boy's bones rattle, meaning that he will die soon because the buzz saw wants to devour it.

Robert Frost uses dark imagery to describe the incident between the young boy and buzz saw. "Doing a man's work, though a child at heart, he saw all spoiled 'Don't let him cut my hand off'" This suggests that the child doing a man's work is a dangerous thing as he is underage. Furthermore, the dark imagery "Don't let him cut my hand off" suggests that the boy is afraid of losing his life. The boy is pleading for help from his family who are around him, he didn't expect such a vicious thing to attack him in such a harmful way and the intense anger of the buzz saw has risen, because it wants another taste of his hand. This young boy feels that the enjoyment of his life

Appropriate references, thorough understanding

Sustained understanding

clear understanding of effects of language and structure

Clear, relevant comments; explores language.

good

Detailed, appropriate commentary; thoughtful response.

Sound understanding

Explores effect

evaluative comments

has ended and he has aged and become old in a matter of seconds. This makes the reader feel life is unpredictable and death can occur at any time. *Sound & subtle underst.*

Guy de Maupassant uses lists to describe the suffering of Mathilde Loise. "She was made unhappy by the run-down apartment, the peeling walls, the battered chairs, and the ugly curtains." This implies that Mathilde Loise is ungrateful for what she has, and she suffers for no reason. Her arrogance and snobbish manners makes her think like this. Furthermore, she makes herself think she is living in poverty when this is not really the case. *Clear, sound understanding*

Guy de Maupassant uses imagery to describe the suffering of Mathilde Loise. "She became used to heavy domestic work and all kinds of ghastly kitchen chores." This connotes that Mathilde Loise has learnt her lesson that she shouldn't have been spoilt and arrogant in the first place, and now she is in an even more terrible place. Furthermore Mathilde Loise has made her life become even more tough and she has put herself in a horrible position just because of her ingratitude. Mathilde Loise feels such a regret at the end of the story, but this was suffering she had to go through to make her a better person. *clear understanding*

Pearson moderator's comments:

This response is given 14 marks.

The candidate covers three texts here but with a slight imbalance between the three and perhaps some missed opportunities for development by not making full use of the suggested word count. AO1 work across the assignment fulfils all Level 2. Work on the first text shows more of a clear and relevant selection of ideas which are supported, and which draw out inferences. Work on the second and third texts is much briefer.

Work on AO2 is in evidence, though tends to focus on word level – predominantly verbs. The candidate touches on structure in one text by mentioning listing.

AO1: 7

AO2: 7

Task

Assignment A: Poetry and Prose Texts – study and analyse selections from a range of fictional poetry and prose texts.

Students will prepare for the task as follows:

- select **three** texts from Part 2 of the ***Pearson Edexcel International GCSE English Anthology*** - **there must be at least one poetry text and one prose text chosen**
- choose a focus for the assignment, for example: setting, character(s), event(s), theme(s)
- make notes and plan the response to the task.

The response to the task must show that students can:

- read and understand three texts from Part 2 of the ***Pearson Edexcel International GCSE English Anthology***, selecting and interpreting information, ideas and perspectives (AO1)
- understand and analyse how writers use linguistic and structural devices to achieve their effects in three texts from Part 2 of the ***Pearson Edexcel International GCSE English Anthology*** (AO2).

There are 30 marks available for this assignment:

- 12 marks for AO1
- 18 marks for AO2

Setting the question

The assignment must allow students to access both AO1 and AO2.

This assignment is a written response based on three or more texts from Part 2 of the anthology. At least one poetry text and one prose text are discussed.

Assignments could take the following format:

[Suggested task title]

- Discuss how the writers use language and structure to present ***[insert chosen focus]*** in ***[insert chosen Anthology text 1]***, ***[insert chosen Anthology text 2]*** and ***[insert chosen Anthology text 3]***.

In your response you should:

- discuss the ideas and perspectives of the writers about the chosen focus
- discuss how the writers use language and structure to achieve their effects
- include textual references to illustrate the points you make.

Students will present a written response of approximately 1200 words.

Mark scheme

Assessment of non-examined component

Teachers must mark non-examined assessment according to the assessment criteria shown on the following pages. Teachers should use their professional judgement to apply the criteria appropriately and fairly to the work of students. To help teachers mark accurately, consistently and confidently, Pearson offers annual marking training sessions, available online.

Students should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses in each essay. Answers may display characteristics of more than one level, and where this happens, markers must use professional judgement to decide which level is most appropriate. For example, a passage in the assignment may contain characteristics of Level 4 while the rest of the assignment tends towards Level 3. The outcome may therefore be a high Level 3.

Level and Keywords	Mark	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (12 marks)
	0	No rewardable material.
Level 1 <i>Limited Basic</i>	1-3	<ul style="list-style-type: none"> • Basic selection of information/ideas. • Limited use of quotations/textual reference. • Limited understanding of information/ideas, likely through retelling or paraphrase.
Level 2 <i>Some Developing</i>	4-6	<ul style="list-style-type: none"> • Some selection of valid information and ideas. • Some use of valid quotations/textual reference to support. • Some valid interpretation demonstrating a developing understanding of information and ideas.
Level 3 <i>Clear Relevant</i>	7-9	<ul style="list-style-type: none"> • Clear and relevant selection of information/ideas/perspectives. • Clear and relevant use of supporting quotations/textual references. • Relevant interpretation demonstrating a clear understanding of information/ideas/perspectives.
Level 4 <i>Detailed Perceptive</i>	10-12	<ul style="list-style-type: none"> • Detailed and persuasive selection of information, ideas and perspectives. • Discriminating use of quotations and textual references to support. • Perceptive interpretation demonstrating a convincing understanding of information, ideas and perspectives.

Levels and Keywords	Marks	AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects (18 marks)
	0	No rewardable material
Level 1 <i>Limited Basic</i>	1-3	<ul style="list-style-type: none"> Limited identification of aspects of language and/or structure. Limited selection of examples and/or textual references of language/structural devices. Offers basic and simple comment on the effect of language and/or structure.
Level 2 <i>Some Developing</i>	4-6	<ul style="list-style-type: none"> Some identification/selection of aspects of language and/or structure, including use of vocabulary. Some accurate examples and/or textual references of language/structural devices. Offers some developing comment on the effect of language and/or structure.
Level 3 <i>Clear Relevant Explanatory</i>	7-10	<ul style="list-style-type: none"> Clear and relevant selection of aspects of language and structure, including use of vocabulary and sentence structure. Relevant and generally appropriate use of examples and textual references of language and structural devices. Makes clear explanations of the effects of language and structure.
Level 4 <i>Thorough Confident Exploratory</i>	11-14	<ul style="list-style-type: none"> Thorough and confident selection of aspects of language and structure, including use of vocabulary, sentence structure and other language features. Confident and detailed use of examples and textual references of language and structural devices. Makes a detailed exploration of the effects of language and structure.
Level 5 <i>Discriminating Perceptive Analytical</i>	15-18	<ul style="list-style-type: none"> Subtle and discriminating selection of aspects of language and structure, including use of vocabulary, sentence structure and other language features. Discriminating and assured use of examples and textual references of language and structural devices. Makes a perceptive analysis of the effects of language and structure.

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