Mark Scheme (Results)

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

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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
1	A relevant answer will focus on: • evaluating how the writer tries to bring out excitement about the coming of electricity in the poem • using textual evidence to substantiate the points made • the writer's presentation and use of techniques, including use of language. **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.** **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.**	**15**

The reactions of the people	
The children seem to have prepared for an adventure and are eagerly anticipating the event	"camped on the grass", "waiting for sunset", "lamps filled with oil", "watching the sky turn yellow, orange"
Grannie Patterson appears more aloof, but also appears to be caught up in the excitement from a distance	"Grannie Patterson across the road/peeped through the crack in her porch door"
Mr Samuel seems pleased with what he is about to bestow on Cocoa Bottom and seems to grow in importance because of this	"Mr Samuel smiling on the verandah -/a silhouette against the yellow shimmer behind him – "

The reactions of nature	
The wildlife seems excited by the coming of electricity (fireflies, kling-klings, birds)	"waited in the shadows", "swooped in from the hills/congregating", "fluttering of wings"

The plants are also depicted as reacting to it (bamboo, long grass)	"bamboo…stopped its swaying", "swaying, swaying", "the long grass bent forward/stretching across the bank like so many bowed heads"
The breeze/wind also appears to be excited by it	"A breeze coming home from sea held its breath", "the breeze rose up from above the trees/swelling and swelling into a wind"

The reactions when electricity is switched on	
The word "Light" is highlighted	"Light!", "Light! Marvellous light!"
Mr Samuel seems transformed	"a silhouette against the yellow shimmer behind him –"
Its effects on nature and the people	There seems to be a collective "gasp" from everyone and everything present
While the coming of electricity is exciting and momentous, there is a sense of anti-climax at the end of the poem	"Is there one among us to record this moment?/But there was none", "Already the children of Cocoa Bottom/had lit their lamps for the dark journey home"

The use of language	
Use of language associated with darkness to contrast with the exciting coming of electric light	"sunset", "shadows", "silhouette", "evening came", "dark journey"
Use of present participles to suggest excitement	"waiting", "watching", "congregating", "coming", "lining", "Closing", "arising", "fluttering", "swelling", "swaying", "stretching"
Repeated use of single word sentence and use of exclamation marks to indicate excitement and drama	"Light!"
Use of repetition	"waiting… waited", "Closing. Closing", "swaying, swaying", "swelling and swelling"
Use of alliteration	"waiting… watching", "breeze…held its breath", "soft as chiffon"
Use of onomatopoeia, perhaps to highlight the reactions of nature to the excitement of the event	"tweet-a-whit", "kling-klings", "fluttering"
Use of personification and similes	E.g. "cable was drawn like a pencil across the sun", "like so many bowed heads"
Form	Three uneven stanzas, no rhyme

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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.
Level 1	1-3	• Engagement with the text is limited, examples used are of limited relevance • Little understanding of language, structure and form and how these are used to create literary effects • Limited connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.
Level 2	4-6	• Some engagement with the text is evident, examples used are of partial relevance • Some understanding of language, structure and form and how these are used to create literary effects • Some connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.
Level 3	7-9	• Sound engagement with the text is evident, examples used are of clear relevance • Clear understanding of language, structure and form and how these are used to create literary effects • Sound connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.
Level 4	10-12	• Sustained engagement with the text is evident, examples used are thoroughly relevant • Thorough understanding of language, structure and form and how these are used to create literary effects • Sustained connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.
Level 5	13-15	• Assured engagement with the text is evident, examples used are discriminating • Perceptive understanding of language, structure and form and how these are used to create literary effects • Perceptive connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.

Question 2
A03 Writing

All students will be required to demonstrate an ability to:

(i) ommunicate clearly and appropriately, using and adapting forms for different readers and purposes

(ii) rganise 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
2(a)	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. • The chosen style or register should reflect the specified context of a talk, though the candidate's interpretations of what is appropriate may vary. • The structure and expression of the talk should show an awareness of the audience. A talk which reads simply like an essay would be less effective. • Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure. • Candidates should use examples and evidence to support their ideas. **Weaker answers** are likely to be brief and undeveloped and show little awareness of the context of a talk. **More successful answers** are likely to be strong in terms of register, content and style.	**15**

Please refer to the assessment grid on pages 10 and 11.

Question number	Indicative content	Mark
2(b)	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. • The chosen style or register should reflect the specified context of the text of a contribution to a website, though the candidate's interpretations of what is appropriate may vary. • The structure and expression of the website contribution should show an awareness of the audience. A website contribution which reads simply like an essay would be less effective. • Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure. • Candidates should use examples and evidence to support their ideas. **Weaker answers** are likely to be brief and undeveloped and show little awareness of the context of a contribution to a website. **More successful answers** are likely to be strong in terms of register, content and style.	**15**

Please refer to the assessment grid on pages 10 and 11.

Question number	Indicative content	Mark
2(c)	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. • The chosen style or register should reflect the specified context of a story, though the candidate's interpretations of what is appropriate may vary. • The structure and expression of the story should show an awareness of the audience. • Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure. **Weaker answers** are likely to be brief and undeveloped and show little awareness of the context of a story. **More successful answers** are likely to be strong in terms of register, content and style.	**15**

Please refer to the assessment grid on pages 10 and 11.

QUESTION 2

Level	Mark	AO3 (i)/(ii)/(iii)
	0	No rewardable material.
Level 1	1 - 3	• Communication is at a basic level, and limited in clarity • Little awareness is shown of the purpose of the writing and the intended reader • Organisation is simple with limited success in opening and development • Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used • Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects • Spelling is basic in accuracy, with many slips which will hinder meaning.
Level 2	4 - 6	• Communicates in a broadly appropriate way • Shows some grasp of the purpose and of the expectations/requirements of the intended reader • Some grasp of text structure, with opening and development and some appropriate use of paragraphing and/or other sequencing devices. • Sentences show some attempt to structure and control expression and meaning. Variety of sentence structures used • Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response • Spelling is sometimes accurate, with some slips which may hinder meaning.
Level 3	7 - 9	• Communicates clearly • Generally clear sense of purpose and understanding the expectations/requirements of the intended reader is shown • Organisation is sound with clear text structure; controlled paragraphing to reflect opening, development and closure together with some successful use of cohesive devices • Sentences are generally clearly structured, with generally sound control of expression and meaning A reasonable selection of sentence structures is used • Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response • Spelling is mostly accurate, with some slips which do not hinder meaning.

Level 4	10 -12	• Communicates effectively • A sound realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown • Organisation is secure, text structure is well-judged; effective paragraphing as appropriate and/or a range of cohesive devices between and within paragraphs • Sentences are purposefully structured, with sustained control of expression and meaning. A wide and varied selection of sentence structures is used • Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed • Spelling is almost always accurate, with occasional slips.
Level 5	13 - 15	• Communication is perceptive and subtle with discriminating use of a full vocabulary • Task is sharply focused on purpose and the expectations/requirements of the intended reader • Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices • Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used • Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed • Spelling is consistently accurate.