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Mark Scheme (Results)

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International GCSE English Language
A 4EA0 Paper 1

Level 1 / Level 2 Certificate in English Language
KEA0 Paper 1

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Paper 1

Section A: Reading

Question number	Answer	Mark
1	Examiners should reward all valid responses to the passage up to three marks that deal specifically with the sounds of the fire, not any other senses. One mark for any three of the following: • a roaring fire • sparks popping • crackling branches • spat sparks **(3 x 1)**	**3**

Question number	Answer - Indicative content	Mark
2	Examiners should reward all valid responses to the passage up to five marks and should reward characteristics rather than simply copying out phrases from the passage. Examiners may select from the following features of her character or others. She is: • a worrier, she "listens with dread" • a good mother – she keeps her fears from the children who experience the snow as joyful and exciting • some may see her as a bad mother for leaving the children alone in the house or for allowing them so dangerously close to the fire • capable and confident, "in control" • well-prepared and meticulous, as seen from her winter preparations • brave, tenacious, persistent – she goes out to feed the sheep in appalling conditions • a caring person – of animals and children. There are many examples that can be cited • not houseproud, as she seems to accept the sparks burning holes in the carpet • possibly someone with a spiritual dimension to her life as she prays at her time of greatest need	**5**

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Question number	Answer - Indicative content	Mark
3	Examiners should refer to the following bullet points and then to the table to reach an overall judgement. There are many features in the passage that are worthy of comment. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for. Candidates may refer to some of the following points: The description of the snow • the initial description of the snow uses a complex, even rambling sentence whose structure seems to suggest the aimless manner in which the snow falls • the snow is initially "unhurried" suggesting nonchalance or control • the snow is personified as "shifting from foot to foot" possibly creating suspense or suggesting impatience or even a fighter getting ready for the fight • the snow is described in sea-like terms more than once • the snow is incredibly powerful and has the ability to change the shape of the world • the snow is powerful and malevolent – it drains Jenny of all strength and nearly kills her • even as she manages to reach the sanctuary of the house the snowflakes "pursue" her, suggesting a malevolence • the snow storm is presented as violent, "it attacked" • the snow is compared to ghosts, reinforcing the whiteness and suggesting a deathly pallor • the word "legion" may suggest the military force of an army • the word "legion" may suggest the diabolical nature of the snow - "My name is Legion: for we are many." The Gospel of Luke, Luke 8:30 • the snow has literally entombed them – it is described as being like" a wall" • after the terrifying images of ghostly legions attempting to gain entrance to the house through any opening, the snow is then presented as "ludicrous" • the snow is personified in the last line, suggesting that they have not escaped the snow, but have been consumed and are now deep inside it • suspense is created as we wonder whether the snow will gain access to the house the ways in which the children's reactions to the snow are different to Jenny's	

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	• the children look forward to the snow coming, unlike Jenny who dreads and fears it • their shared reaction to nothing being warm in the world is to build a huge fire and sit so close to it that their "clothes were almost too hot to touch" • Jenny has the responsibilities of an adult: to prepare food and to look after the animals; the children's response is to play with toy guns • Jenny's initial reaction to nearly being killed by the snow is to interest the children in the unusual icicles in her hair, but when they respond with a childish "Wow" she finally shares with them the dangerous nature of the snow • the writer feels "fizzy" as he revels in the danger outside, compared to the security of the house. At the same time Jenny quietly prays that they will not lose their electricity • Jenny and the children share the sense of amazement at the wall of snow particular words, phrases and techniques • the structure of the passage traces an arc from the tense foreboding before the storm through the fury of the storm, to the final surreal calm of the whiteout • use of emotive language to create a sense of foreboding in paragraph one, even before the snow arrives: "dread", "threatening", "dreaded the snow", "fear" • use of alliteration for emphasis or possibly to suggest the repetitive quality of the snowfall – "slowly, sidelong slipping through colder air, careless" • use of a range of metaphors and other types of figurative language to enhance our understanding of the experience of the fire, "sparks popping", "spat sparks", "as though they too were glowing red" • extended metaphor of conflict: "attacked", "battling" • use of simile and personification to describe the power of the storm, "The wind spun armfuls of hay away into the white, swirling it off like so much dust" • use of hyperbole, "now there was nothing warm anywhere in the world " • descriptive language, "thick white curtains" (many examples) • use of words to suggest sounds, "popping", "hissed", "howled", "cracking", "roaring" • use of direct speech to increase drama/suspense "I think I nearly died in the First Meadow" • use of short sentences for impact: "She awoke puzzled. All was perfect silence" • use of exclamation marks for emphasis, "'Buried alive!" • single paragraphs for effect: "The blizzard had swallowed us."	**12**

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Level	Mark	AO2 (i)/(ii)/(iii)
	0	No rewardable material.
Level 1	1 - 3	• Basic understanding of the text is evident in the response • Engagement with the text is basic, with little development in the response • Interpretations are developed with limited success • Limited evaluation of how writers use linguistic and structural devices to create effect, with little use made of appropriate examples to support ideas.
Level 2	4 - 6	• Some understanding of the text is evident in the response • Engagement with the text is generally apparent, with some development in the response • Interpretations are developed with some success • Some evaluation of how writers use linguistic and structural devices to create effect, with some use made of appropriate examples to support ideas.
Level 3	7 - 9	• Sound understanding of the text is evident in the response • Assured engagement with the text, with thorough development in the response • Interpretations are thoroughly developed and sustained • Assured evaluation of how writers use linguistic and structural devices to create effect, with use made of thoroughly appropriate examples to support ideas.
Level 4	10 - 12	• Perceptive understanding of the text is evident in the response • Discriminating engagement with the text, with perceptive development in the response • Interpretations are perceptively developed and sustained • Perceptive evaluation of how writers use linguistic and structural devices to create effect, with discriminating use made of appropriate examples to support ideas.

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Section B: Reading and Writing

Question number	Answer - Indicative content	Mark
4	Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer's technique. Candidates may refer to some of the following points: • the passage is essentially chronological in that we enter before the race and follow it through to its conclusion • the passage begins with pace as the writer is already driving off to film the race without any preamble or explanation to the reader as to who "the lads" are or where they are • the opening two paragraphs are positive and humorous – the race is compared to the "Wacky Races"; "no problem", "fired up with enthusiasm" • hyperbole is used to emphasise the waiting time, "eternity" • the "wobbly bicycle" adds to the humour and also builds the tension as the reader continues to wait for the action • use of repetition to build anticipation, "Coming, coming" • use of complex sentence further builds tension, "Just as I was …" • the approaching race is described in terms of sight, "their jockeys perched on top of the tiny carts using their whips energetically"; sound, "horns tooting, bells ringing"; and smell, "a cloud of fumes and dust" • the humour is now replaced by a very serious race with committed followers • the slow pace of the opening is contrasted now with the speed of the donkeys and their "jostling" for position and is compared to "Formula One without the rules" • the sense of detached amusement is now replaced by a real interest in the race • the pace is heightened as the slow start of "inching" into the traffic is soon replaced by, "rush hour gone anarchic" • the character of one of the "lads" is developed as we come to know Yaqoob and his "nerves of steel" and obvious enjoyment of the race • use of ellipsis to indicate the editing of parts of the race from the account • excitement builds as the speed further increases towards the end of the race • use of an abrupt short sentence, following a complex sentence, to indicate the end of the race and usher in a sudden change in atmosphere • the situation is no longer humorous or exciting but it has the potential for danger, "volatile" • The passage comes full circle and ends with humour as Yaqoob admits that he doesn't have a driving licence • Structurally the passage entwines three races: the donkey race; the race to get the pictures taken and the spectators who race	

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	to keep up with the donkeys.	**12**

Level	Mark	**AO2 (i)/(ii)/(iii)**
	0	No rewardable material.
Level 1	1 - 3	• Basic understanding of the text is evident in the response • Engagement with the text is basic, with little development in the response • Interpretations are developed with limited success • Limited evaluation of how writers use linguistic and structural devices to create effect, with little use made of appropriate examples to support ideas • *Where response requires consideration of two or more features, limited balance is evident.*
Level 2	4 - 7	• Generally sound or sound understanding of the text is evident in the response • Mostly clear or clear engagement with the text, with development in the response • Interpretations are developed and sustained with some success • Mostly sound or sound evaluation of how writers use linguistic and structural devices to create effect, with clear use made of appropriate examples to support ideas • *Where response requires consideration of two or more features, clear balance is evident.*
Level 3	8 - 10	• Perceptive understanding of the text is evident in the response • Discriminating engagement with the text, with development in the response • Interpretations are perceptively developed and sustained • Perceptive evaluation of how writers use linguistic and structural devices to create effect, with assured use made of appropriate examples to support ideas • *Where response requires consideration of two or more features, a perceptive balanced approach is evident.*

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Question number	Indicative content	Mark
5	Markers should use the grid below to award marks for this writing activity. The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to: 1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes 2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features 3. use a range of sentence structures effectively, with accurate punctuation and spelling Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.	**10**

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The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band 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 which **corresponds most closely** to the overall quality of the response.

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 - 7	• Communicates clearly • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown • Organisation is sound or mostly 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 are 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 3	8 - 10	• 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, 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.

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Section C: Writing

Question number	Indicative content	Mark
6	The writing triplet assessed on this question is writing to inform, explain and describe. Weaker answers may be fragmentary or lack coherence. Candidates may lack the ability to explain themselves or may assume understanding that the reader does not have. A useful discriminating factor will be the extent to which the writer is able to engage the interests of the reader by using a variety of techniques. The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to: 1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes 2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features 3. use a range of sentence structures effectively, with accurate punctuation and spelling. Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar.	**20**

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The 'best fit' approach

An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band 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 which **corresponds most closely** to the overall quality of the response.

Level	Mark	**AO3 (i)/(ii)/(iii)**
	0	No rewardable material.
Level 1	1 - 4	• 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	5 - 8	• 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 other sequencing devices. • Sentences show some attempt to structure and control expression and meaning. Some 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	9 -12	• Communicates clearly • Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader 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 are 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

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Level 4	13 - 16	• Communicates effectively. • A secure 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 and 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	17-20	• 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, 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.

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