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Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE in English Language A (4EA0) Paper 01

Edexcel Certificate in English Language A (KEA0) Paper 01

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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.

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Section A
AO2
(i) read and understand texts with insight and engagement
(ii) develop and sustain interpretations 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	Answer	Mark
1	Examiners should reward any valid responses up to a maximum of three marks. They are said to: • "(so) easily" • "(so) often" • "such petty matters" • "something children did" • "plain bickering" • "daily (occurrences)"	**3**

Question number	Answer	Mark
2	Examiners should reward the identification and explanation of aspects of their relationship. Candidates may refer to some of the following points: • Anne finds her mother extremely annoying and infuriating • they clash frequently • it is characterised by her mother speaking to her in an unkind and hurtful manner • Anne believes her mother's looks are scornful • Anne feels that her mother blames her for certain things • Anne feels wounded • Anne is upset and she cries when she is alone in bed, suggesting a lack of closeness with her mother • Anne resents any suggestion that her mother should feel sorry for her, or that she is humoured by her in a knowing way • Anne feels that her mother is siding with the other adults against her "Everyone thinks…" • Anne's mother has set standards of behaviour and does not expect to be spoken to like that by her daughter and tells her so • mother ignores Anne for days before forgetting about the incident and treating her the same as everyone else does, suggesting that she is pragmatic about their relationship and does not harbour grudges for too long, or she emotionally punishes her. NB DO NOT ACCEPT – "THEY DON'T HAVE A GOOD	**5**

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	RELATIONSHIP" as lacking in detail	

Question number	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. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique. As this passage is taken from a diary it is a given that all of the actions and incidents described are one person's interpretation and representation of those actions and incidents. Candidates may refer to some of the following points: **Her actions:** • she writes a diary as an outlet for her thoughts and feelings and creates a persona for it which shows her need for friendship and understanding • Anne feels that she is the subject of all of the arguments and is supposed to accept this, but she will not • she seethes with anger when she is scolded but she refrains from screaming or stamping her foot • when she talks she is thought to be a show-off, when she is silent she is thought to be insolent • Anne laughs off the various assaults on her character • she snaps at her mother and asks her to give up on her • she creates an imagined dialogue which brings intensity and drama throughout • she sometimes cries herself to sleep. **Her thoughts and feelings:** • as a diary the whole of the passage represents her thoughts and feelings • Anne has a vivid and lively inner life where she talks freely about her strong emotions, using "Kitty" as a means to bring these out • she is often aggressive and vengeful and uses words that are violent and vehement	**12**

	• she feels she is superior and regards the adults as childish in the way they argue and hopes that she will bring them to see their childishness • she is long-suffering and feels that she should have got used to their constant rowing by now • some may suggest that Anne does not see the irony of her own writing where her desire to pursue the "golden mean" is clearly at odds with her extreme reactions to everybody and everything • her inner voice reveals her juvenile qualities on many occasions, such as, "more than they'd ever suspect in a million years." • at times she recognises her own faults • some may suggest that Anne's inner thoughts reveal a high level of teenage guilt • some candidates may make the valid observation that Anne's words may not always be reliable, as they come from her private diary. They may suggest that she has a typical teenager's 'persecution complex', and that she presents herself as a grown-up rather than a child, which is how the grown-ups see her. **Particular words, phrases and techniques:** • strongly emotive language, "dying to tell you", "venomous", "contempt" • violent and aggressive language such as "explode with pent-up rage", "keep their big mouths shut" • dismissive language used to refer to the adults around her, "According to the powers that be " • language of defeat or resentment – "I'm a hopeless case"; "wash your hands of me" • vivid use of imagery, "my eyes burning" • use of extended metaphor of being "wounded" by "arrows from a tightly strung bow" • she uses a range of adverbs to intensify what is being described: "Constantly flung", "absolutely not used", • use of idiom: "I'll give them a taste of their own medicine," "I have no intention of taking their insults lying down." • use of lists for emphasis, "Am I really as bad-mannered, headstrong, stubborn, pushy, stupid, lazy," • ellipsis used to indicate the sense of repetition and time passing "…etc.,etc.," • use of compound sentence for emotional intensity: "I'd like to scream, stamp my foot, give Mother a good shaking, cry and I don't know what else because of the nasty words, mocking looks and accusations that she hurls at me day after day" • use of short sentences for emphasis: "It's simply barbaric."	

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	• use of exclamation marks for emphasis: "then they'll change their tune!", "but they blow them all out of proportion!" • use of single sentence paragraph, "But enough of that." • repetition indicates emotional intensity and frustration, "I'd like to scream." • the passage ends on a sigh which adds a wistful quality after the intensity of emotion, "Oh, if only I could."	

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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.

Total for Section A: 20 Marks

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Section B

AO2
(i) read and understand texts with insight and engagement
(ii) develop and sustain interpretations 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
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 engagement and insight. Candidates may refer to some of the following points: • she is remarkably sensible and practical and takes sensible precautions, "I would be wearing a helmet" • she is a perfectionist and had clearly thought long and hard about the climb, "I had agonised for hours etc". She plans ahead, "flaking" the halyard so that it will not snag, "I had worked through the night preparing for it" • she is systematic and considers the need for maximum daylight, waiting for dawn • she is not perfect; she fails to fully appreciate the cold and the need for dexterity and has to climb down and start again • she is physically very strong and persistent as can be seen through the way in which she describes that the difficulty is not in the climbing it is "clinging on" – this emphasises the potential danger of being thrown off • she is tenacious; she conquers an alien landscape - the mast is – "a world over which I had no control" • she emphasises the cold and the weather conditions to heighten her determination and resilience – numbingly cold, "I couldn't feel my fingers" she is drenched before she begins her climb, "I climbed down getting soaked" "the snow that had begun to fall"/ her reaction to approaching the top is to "rally" • she emphasises her determination, "eyes closed and teeth gritted" • despite it all she is human and feels common feelings such as hope, "I hung on tight …and hoped" "You are a passive observer looking down" • what she endures is remarkable - she describes being thrown from the mast - "hanging on by just one arm" • she faces danger with equanimity; by line 50 we realise that the danger is increasing as the movement of the boat "was worse than ever", yet she persists • despite her courage she also shows fear; after she	**10**

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	has climbed the mast we are taken aback to realise that the descent is even more dangerous – "this was by far the most dangerous part" this is emphasised by the fact that her "heart was in her mouth" • repetition is used to emphasise determination, "I tugged and tugged" • emotive language is used to emphasise the level of danger that she overcomes • ellipsis is used to build suspense • consistent use of emotive language to emphasise personal qualities, speed and danger – "smacking back into the rig" "watched the mast-head whip across the clouds" "the mast slices erratically" • she exhibits very normal behaviour whilst doing something quite extraordinary in the way that she talks to herself to steady her nerves. The manner in which she talks to herself, in a friendly and informally encouraging manner, only serves to emphasise how tense she feels despite the physical danger of the task – "it would not be difficult to break bones up there" "the most dangerous thing apart from falling off" • she is brave; we are made to appreciate the potential danger by the amount of injury that has been sustained on a successful mission – "my limbs were bruised and my head was spinning".	

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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 • *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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Range of writing: explore, imagine, entertain; argue, persuade, advise; inform, explain, describe

AO3
(i) communicate clearly and appropriately , using and adapting forms for different readers and purposes
(ii) organise 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
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. Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar. *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.	**10**

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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

Range of writing: inform, explain, describe

AO3
(i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
(ii) organise 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
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, in this case a speech. Writing is marked against three skills areas which assess the Writing Assessment Objectives. Markers should allocate about a **third** of the total marks for accuracy in spelling, punctuation and grammar. *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.	**20**

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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
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

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		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

Total for Section C: 20 Marks

Total for Paper: 60 Marks

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