www.dynamicpapers.com

edexcel

Mark Scheme (Results)

January 2016

International GCSE English Language A (4EA0) Paper 02

www.dynamicpapers.com

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2016
Publications Code UG043211

All the material in this publication is copyright
© Pearson Education Ltd 2016

www.dynamicpapers.com

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, ie 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.

www.dynamicpapers.com

Question 1

AO2: Reading

All students will be required to demonstrate the 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 create sympathy for Veronica • 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 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**

www.dynamicpapers.com

The description of Veronica's life in the village:	
• she comes from a poor family	"Her family had been even poorer than mine"
• the village is a place of poverty and deprivation	"the squalor of village life"; "The place was crawling with disease"; "acute poverty"; "hut"
• she has to look after her younger siblings	"since she was the eldest child a lot of the responsibility for bringing up the other children had fallen on her"
• she undergoes hard, physical labour	"fetch water from the stream and occasionally chopped firewood"; although the writer does this, he is helping Veronica with her chores
• she suffers from abuse and brutality	"brute"; "screams"; "although her father had long since stopped beating her in every other respect nothing had really altered"
• when she is beaten by her father, this is largely ignored by the village community	"Night after night I would lie awake listening to her screams, cursing myself for my own physical inadequacy and my father for his unwillingness to become involved"
• she is affected by conflicts in her country, as well as by war	her husband is a refugee and it is intimated that the war has played some part in the deaths of Veronica and her family: "the trouble broke out"; "the war broke out"; "all the destruction"
• she suffers the death of her parents and the dispersal of her siblings	"You heard that my parents died?"; "They are gone, all of them"
• the death of her husband, child and her own death	"My husband is dead, and my child also"; "She was dead before I reached my car".

What Veronica says and feels:	
• her feelings of friendship for the narrator	"Veronica and I remained friendly, and she was always pleased to see me"; "I thought I saw tears in her eyes as she turned to go"; "Now that I have seen you I am happy"
• she is resigned, stoical and accepts her lot; she is fatalistic	"I was both appalled and frightened by her fatalism"; "I leave that to others, my own place is here"; "She spoke without bitterness"; "don't be sorry for me"; "We are managing"; "I won't live to see tomorrow"; "There is nothing left for me in this world"
• she is selfless and thinks of others; she has a sense of duty	"I can't just leave my family"; "They are my family, that is enough"; "let me make you tea"
• she is inquisitive about the narrator; she wants him to succeed and be happy	"asked me endless questions"; "You must be happy to be going"; "I wanted to see you once more before I go"
• she has positive feelings for her husband and son; when they die she feels despair	"He is a good man"; "God has blessed us with a son"; "There is nothing left for me in this world".

Contrasts between Veronica and the narrator:	
• the narrator tries to encourage her to change her life	"why don't you get out of this place?"; "think of all the things you can do in the city"; "You can go to night school and become a secretary"
• she ages, compared to the narrator	"My immediate impression was that the ten years had told on her more than they should have"
• their marital status differs	"I saw Veronica every day, and sometimes her husband"; "I had no wife"
• their financial status differs	"I had to force her to accept a present of some money"
• she lacks education, ambition and self-worth, in contrast with the narrator	"I have no qualifications, not even Standard Six"; "Don't talk foolishness"; "what should of [sic] happened to me?"; "I knew my own worth"
• she seems to accept the differences between her life and the narrator's	"for all the misery of her own life she never seemed to envy me mine".

The use of language:	
• emotive language connected to suffering, poverty and brutality	"misery"; "all the misery of her own life"; "crawling with disease"; "acute poverty"; "squalor"; "listening to her screams"
• lexis connected to body language and posture	repetition of "shrugged"; "shook her head"; "squatting"; "made a semi-circle in the air"; "huddled"
• first person narrative	everything is seen through the eyes of the narrator, heightening the sense of his being a witness to Veronica's suffering
• three-part structure	three sets of dialogue – one before the writer's first departure, one on each of his returns to the village
• simple sense of place evoked	the village, the stream and the city
• use of the symbol of the stream (life/time)	the stream flows through the story, contributing to the narrative flow
• use of pathos	pity evoked for Veronica, particularly in the final sentences describing her death: "weighed no more than a ten-year-old child"
• use of dialogue	two quite extensive conversations, with the third being shorter, anticipating Veronica's impending death; largely question and answer.

www.dynamicpapers.com

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.

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.

www.dynamicpapers.com

Question 2

AO3: Writing

All students will be required to demonstrate the ability to:

(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
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 speech, although the candidates' interpretations of what is appropriate may vary. • The structure and expression of the speech should show an awareness of the audience. A speech 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 to support their ideas. **Weaker answers** are likely to be brief and undeveloped and show little awareness of the context of a speech to young people. **More successful answers** are likely to be strong in terms of register, content and style.	**15**

www.dynamicpapers.com

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 a written contribution to a magazine, although the candidates' interpretations of what is appropriate may vary. Some may, for example, write a letter to the magazine, whilst others may write an article. • The structure and expression of the written contribution should show an awareness of the audience. • Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure. • Candidates should use examples 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 magazine. **More successful answers** are likely to be strong in terms of register, content and style.	**15**

www.dynamicpapers.com

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, although the candidates' 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**

www.dynamicpapers.com

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.

www.dynamicpapers.com

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.

www.dynamicpapers.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE