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Mark Scheme (Results)

Summer 2014

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

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Summer 2014
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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, 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.

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Section A: Reading

Question number	Indicative content	Mark
1	A relevant answer will focus on: • evaluating how the writer tries to interest the reader in *The Necklace* • using textual evidence to substantiate the points made • the writer's presentation and use of techniques, including use of language. Assessment Objective: (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 **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 are not prescriptive, but are intended to indicate aspects of the text that candidates may wish to consider.**	**15**

What life is like for Madame and Monsieur Loisel before the reception	
• homely, down-at-heel life, dissatisfaction of Madame Loisel	"made unhappy by the run-down apartment"
• Madame Loisel's dreams and ambitions	Her long daydream, contrasting her modest present with images of luxury, wealth and status
• satisfaction of Monsieur Loisel, invited to the	"highly pleased", "brandished", "instead of being delighted…tossed

reception; deflated by Madame Loisel	peevishly”
• Monsieur Loisel’s more modest dreams and ambitions	“setting aside just that amount to buy a gun and finance hunting trips”
• excitement and anticipation just before the reception	“She threw her arms around her friend, kissed her extravagantly, and then ran home, taking her treasure with her”

The night of the reception	
• Madame Loisel is admired by everybody	“was a success”, “prettiest woman there, elegant, graceful, radiant, and wonderfully happy”, “All the men looked at her”, “All the Cabinet secretaries and under-secretaries wanted to waltz with her”
• complex sentence/paragraph mirroring Madame Loisel’s dance and feelings	“She danced ecstatically…a woman’s heart”
• coming back to reality	“a commonplace coat violently at odds with the elegance of her dress. It brought her down to earth…”
• even before the loss of the necklace, there is a sense of sadness and anti-climax	“they walked sadly to their apartment. For her it was all over, while he was thinking that he had to be at the Ministry at ten.”
• the loss of the necklace	“The necklace was no longer round her throat”, “panic”, “thunderstruck”

What happens after the loss of the necklace	
• frantic search for necklace and the strain of this	“tried anywhere where the faintest of hoped led him”, “the appalling catastrophe which had befallen them”, “hollow cheeked and very pale”,
• Monsieur Loisel’s realization of what lies ahead	“the grim poverty which stood ready to pounce”
• the effect on their health	“both ill with worry and anxiety”; “aged five years”, “looked old now”
• life of poverty	“the grindingly horrible life of the very poor”, “moved out of their apartment and rented an attic room”, “heavy domestic work”, “working-class woman”, “counting every penny”,

• Madame Loisel's meeting with Madame Forestier: the contrasts between them	"still young, still beautiful and still attractive", "common woman"
• eventual recognition, showing how much Madame Loisel has changed	"But my poor Mathilde, how you've changed!"
• dialogue	Madame Loisel's pride and the gradual unfolding of what has happened
• final irony, ending in ellipsis	"imitation necklace…five hundred franc…"

The use of language	
• form	Overall structure: one of contrasts and stages in life. Early life; married life before reception; reception; loss of necklace and aftermath; life of poverty for ten years; final meeting at end of story. Short story form. Omniscient narrator, with particular focus on Mathilde Loisel
• importance of outward things; symbolism	clothes and the necklace
• language associated with rich and poor	"refinement and luxury", "There's nothing so humiliating as to look poor when you're with women who are rich", "grindingly"
• language associated with money and social class; language associated with opulence	"minor civil servants", "hierarchy", "rank nor class", numerous mentions of money; "elegant dinners, gleaming silverware, and tapestries", "silent antechambers hung with oriental tapestries"
• rule of three	"no dowry, no expectations, no means of meeting", "sad, worried, anxious", "elegant dinners, gleaming silverware, and tapestries", "Her hair was untidy, her skirts were askew, and her hands were red", "still young, still beautiful, and still attractive"
• negatives and language associated with negative feelings	"unhappy", "sad", "no dowry, no expectations, no means of meeting", "sad, worried, anxious", "weep tears of sorrow, regret, despair and

	anguish”
• simile connected with social status	“I’ll look like a church mouse”
• personification	“hackney cab…as if ashamed to parade their poverty”, suggestive of impending poverty for the Loisels; “the grim poverty which stood ready to pounce”
• use of dialogue	dialogue reflects concerns over social status; initial exchanges contain down-to-earth language of Monsieur Loisel contrasted with the more melodramatic language of Madame Loisel; staccato dialogue after necklace is lost reflects the desperation of the couple
• pathetic fallacy	“empty grate, her mind a blank”
• irony	“But it was only an imitation necklace”
• sentence structure	Example of long paragraph with complex sentences reflecting Madame Loisel’s thoughts and dreams towards the beginning of the story; shorter, blunt sentences to demonstrate shock and to move the narrative on elsewhere
• rhetorical questions	“what would she have thought? What would she have said? Would she not have concluded she was a thief?”, “What might have happened had she not lost the necklace? Who could tell?”
• exclamations, showing Madame Loisel’s thoughts, but also authorial comment	“Life is so strange, so fickle! How little is needed to make or break us!”

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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.

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

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		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.

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Question 2 - Writing

Assessment Objective:

- Communicate clearly and appropriately, using and adapting forms for different readers and purposes
- Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- 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 an audience of young people, though the candidate's interpretations of what is appropriate may vary • the context implies a degree of formality, but some use of slang or colloquial expression for particular effect might not be inappropriate. The use of street language would be out of place • 'speech' also implies a degree of formality, as opposed to a 'talk'. Its structure and expression should show an awareness of a listening audience; thus the use of rhetoric, and of words and phrasing patterned for their sound, would merit reward. A text which simply reads like an essay would be less effective • to ensure the speech is clear and logical, sentences are likely to be complex, with verbal linking and a sequenced paragraph structure • emotive language may also be used for particular effect • 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 'live' context. **More successful** answers will be strong in terms of register, content and style, and give a clear sense of the context and intended audience.	**15**

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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 - 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 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.

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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. In this question the quality of advice is a key discriminator. • The chosen style and form (letter) should reflect the specified audience. The audience implies a degree of formality, but some use of more direct or informal expression for particular impact might be appropriate • The tone should also show awareness of the audience, but it is important not to be over prescriptive in this respect. • It is difficult to give indications of typical content as much of this is likely to be student-specific • Be particularly alert for a variety of approaches and reward appropriately and positively. Remember that it is the quality of expression which is being judged not the content. **Weaker answers** are likely to be straightforward and give brief points in an uncertain structure with a limited grasp of context. **Stronger answers** will make a good range of aptly chosen points of advice, with clear explanations, and show an effective command of an appropriate register for the suggested readership.	**15**

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 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.

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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 story should illustrate the quotation, or relate to it, in a clear way • In the case of responses which are only loosely appropriate to the task, the first paragraph in each band of the marking grid relating to 'effectiveness of communication' can be helpful • Examiners should consider carefully before awarding higher band marks to candidates who are clearly reproducing 'learnt' stories, or write stories of superficial or fleeting relevance with an apparently appropriate conclusion grafted on • The reader's interest should be engaged by the story, or by particular aspects of it, for instance characterisation, suspense, dramatic situations and so on • any genre of story is acceptable • it is also impossible to be prescriptive about style. The consistency with which a candidate maintains his or her adopted style may well be important in defining the overall success of the response • an effective beginning and ending are also critical factors **Weaker answers** may be superficially relevant, brief, with little development of plot, character or situation, and written in a way which does not engage the reader. **More successful answers** will have a strong sense of purpose and audience, and will develop character and plot in a way which fully reflects the title. They will be expressed in a style which is engaging and entertaining.	**15**

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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 - 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 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.

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