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Mark Scheme (Results)

January 2012

International GCSE English (4EAO/02)
English Language A

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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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Paper 2

Question 1 – Reading

A02 I, ii:

- read with insight and engagement, making appropriate reference to the texts developing and sustaining interpretations of them
- 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 make the reader sympathise with the refugees • using textual evidence to substantiate the points made • the writer's 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 are not prescriptive, but are intended to indicate aspects of the text that candidates may wish to consider.**	**15**

• the challenges the refugees face	
they are homeless	*there's no place for us*
they have no country to go to	*Once we had a country…we cannot go there now*
they have no official status	*"If you've got no passport you're officially dead"*
people who might help are coldly unhelpful	*Went to a committee; they offered me a chair/Asked me politely to return next year*
ordinary people regard them with fear and hostility	*"If we let them in, they will steal our daily bread"*
they have become the target of politicians	*It was Hitler over Europe, saying: "They must die"*
they are outnumbered and unprotected	*Ten thousand soldiers marched to and fro: Looking for you and me*
even the weather is against them	*Stood on a great plain in the falling snow*

• the reactions of the narrator to their situation	
The narrator's reactions are finely nuanced and play an important part in making the reader sympathetic. There are many possible interpretations of his feelings and the same quotation may be explained in different ways:	
• acceptance of their fate; resignation	*We cannot go there now, my dear, we cannot go there now.*
• matter of fact tone, almost wry, suggest underlying bitterness	*Saw the fish swimming as if they were free: Only ten feet away, my dear, only ten feet away.*
• barely concealed anger	*Saw a door opened and a cat let in:/But they weren't German Jews, my dear, but they weren't German Jews.*
• increasing fear	*Ten thousand soldiers marched to and fro: Looking for you and me, my dear, looking for you and me.*
• increasing sense of hopelessness, despair	*But where shall we go to-day, my dear, but where shall we go to-day?*
• remains affectionate to his partner	repetition of *my dear* throughout the poem

• the contrasts in the poem	
between the haves and the have-nots emphasising the refugees' isolation	*Some are living in mansions, some are living in holes…Yet there's no place for us…*
between a past that was happy and prosperous and a present that offers nothing	*Once we had a country and we thought it fair, /Look in the atlas and you'll find it there:/We cannot go there now…*
between the natural order – which renews – and officialdom - which denies life	*…there grows an old yew, /Every spring it blossoms anew:/old passports can't do that…*
between pampered animals and deprived humans	*Saw a door opened and a cat let in:/But they weren't German Jews…*
between the freedom of wild animals and enslaved humans	*saw the birds in the trees; /They had no politicians and sang at their ease…*
between dreams and reality	*Dreamed I saw a building with a thousand floors…Not one of them was ours*
between the isolation of the couple and the masses of the forces opposed to them	*Ten thousand soldiers marched to and fro: Looking for you and me…*

• the use of language simple, conversational style engages the reader directly	*Went to a committee; they offered me a chair; Asked me politely to return next year*
repetition of key words and clauses emphasises their plight and conveys their misery	*Yet there's no place for us, my dear, yet there's no place for us.*
use of conventions of 'blues' – structure of stanzas, verbs without a subject	*Went to a committee;/Went down the harbour…/Walked through a wood*
last lines of each verse bring us back to the couple, and are frequently negative to reflect their hopelessness	*But they weren't German Jews, my dear, but they weren't German Jews*
language with religious associations • makes them Christ figures (flight into Egypt) • is used ironically (the Lord's Prayer)	*Ten thousand soldiers marched to and fro: Looking for you and me, my dear, looking for you and me.* *"If we let them in, they will steal our daily bread"*
images drawn from nature emphasise the inhumanity and cruelty of their treatment	*In the village churchyard there grows an old yew,/Every spring it blossoms anew:/Old passports can't do that*
animal images underline the cruel discrimination – shows how they are regarded as sub-human	*Saw a poodle in a jacket fastened with a pin*
the reader's perspective is that of the couple; you observe from their viewpoint	*Went down the harbour and stood upon the quay,/Saw the fish swimming as if they were free:*
the couple are presented as symbols of suffering humanity	*They weren't the human race, my dear, they weren't the human race*

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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.

	Descriptor
Range 0-1	very basic attempt at comment extremely limited content minimal grasp of how writer tries to make the reader sympathise with
2	the refugees in the poem. basic understanding of the text unclear and undeveloped points little awareness of how the writer tries to make the reader sympathise
3-4	with the refugees in the poem. some understanding of the text some relevant points but little development limited awareness of how the writer tries to make the reader
5-6	sympathise with the refugees in the poem. fair but not fully-developed understanding of the text valid points with some development some understanding of how the writer tries to make the reader
7-8	sympathise with the refugees in the poem. generally sound and sustained grasp of text several clear points with generally appropriate examples/references fair understanding of how the writer tries to make the reader
9-10	sympathise with the refugees in the poem. sound and sustained grasp of text range of relevant points with sound examples/references clear understanding of how the writer tries to make the reader
11-12	sympathise with the refugees in the poem. good analysis based on thorough understanding of the text a range of well-focused points with apt examples/references thoughtful interpretation of how the writer tries to make the reader
13-14	sympathise with the refugees in the poem. perceptive analysis and assured understanding of the text coherent and fully developed ideas deftly supported with examples/references sensitive interpretation of how the writer tries to make the reader
15	sympathise with the refugees in the poem. astute and penetrating analysis of the text cogent and original exploration of ideas and evidence sophisticated and individualistic interpretation of how the writer tries to make the reader sympathise with the refugees in the poem.

Total for Question 1: 15 Marks

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Question 2 - Writing

Question 2 (a)

Range of writing: argue

Assessment Objectives:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts
- use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- **It is important not to have preconceptions of what is appropriate or not**, particularly in terms of ideas or the expression of them.
- **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 effective and logical development of persuasive argument** in support of the candidate's ideas on one side or the other of the viewpoint is a key discriminator.

Question number	Indicative content	Mark
2(a)	• No specific audience or context is given. Candidates are free to approach the topic as they wish; this applies both to the expression of ideas and the choice of form, though most will probably opt for an essay. • The merit of the answer will largely be determined by the cohesiveness and clarity of the presentation of the candidate's argument. • The candidate should argue clearly in favour or against the viewpoint; this could be done in a variety of ways, including consideration of arguments both for and against. • Stronger responses will be supported by reasons, examples and evidence, and may use linguistic techniques to persuade the reader • It is difficult to suggest what typical content might include. Much will depend on the experience, the nationality and the cultural background of the candidate. Most argument is likely to be based on points relating to: ▪ economic issues and priorities ▪ distinctions between basic needs and luxuries ▪ the importance of sport in terms of international co-operation and/or national pride and prestige	**15**

	▪ tourism ▪ encouraging people's involvement in sport for various reasons including health issues ▪ establishing role models for youth ▪ legacy (re-usable buildings/facilities, improved transport, job creation etc.) **Weak answers** are likely to be brief and unclear in argument, perhaps merely assertions of opinion and not clearly in favour or against the viewpoint; **more successful answers** will develop a convincing argument which presents a strong case in favour or against the viewpoint in an engagingly expressed way and in a securely structured form.	

NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for **the 'best fit' approach.**

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Question 2 (b)

Range of writing: advise

Assessment Objectives:

communicate clearly and imaginatively, using and adapting forms for different readers and purposes
organise ideas into sentences, paragraphs and whole texts
use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

It is important not to have preconceptions of what is appropriate or not, particularly in terms of ideas or the expression of them.
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 **clarity and detail of the advice** are the key discriminators.

Question number	Indicative content	Mark
2(b)	• The question provides a specific audience and form, but, as an informal letter, this should not be interpreted too rigidly. An appropriate salutation and subscription may be used but these could be very informal. Tone and style are also likely to be informal, perhaps very informal. • As the focus is on persuasion, the merit of an answer may well be defined by the effectiveness and appropriateness with which verbal techniques of persuasion are used. The persuasion may also include points of advice. • Stronger responses will tailor the content and means of persuasion to the individual recipient. Robust comment may not be inappropriate. • Structure is also important; the friend should be given a clear idea of what the issues are and how they should be addressed. • As the content is likely to be very specific to the friend, it is impossible to be precise about what might be included**.** **Weaker answers** are likely to be straightforward and make brief, assertive points in an uncertain structure with a limited grasp of context ; **more successful answers** will show a confident awareness of context and purpose, with a sensitive awareness of audience and form; they will present a develop a clear and persuasive case.	**15**

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Question 2 (c)

Range of writing: imagine, entertain

Assessment Objectives:

communicate clearly and imaginatively, using and adapting forms for different readers and purposes
organise ideas into sentences, paragraphs and whole texts
use a range of sentence structures effectively, with accurate punctuation and spelling.

In all answers to writing questions, the examiner's focus should be on the quality of the writing.

- **It is important not to have preconceptions of what is appropriate or not**, particularly in terms of ideas or the expression of them.
- **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 key discriminator is **the degree to which the candidate engages and sustains the reader's interest**

Question number	Indicative content	Mark
2(c)	• Relevance is important. The story should illustrate the title, or relate to it, in a clear way; it should involve 'a new start'. • 'Explore' implies some sort of investigation; the story should, at least in part, focus on, or present in some detail, the thoughts and feelings of the chosen character. • 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 interpretation of 'new start' is left to the candidate; examiners need to be open-minded about this. • Any kind of story is acceptable provided it engages the reader. A light-hearted humorous approach is as appropriate as a serious one. • It is also impossible to be prescriptive about style or narrative approach. The consistency with which a candidate maintains his or her adopted style may well be important in defining the overall success of the response. **Weaker answers** will be superficially relevant or brief, with little attempt to engage the reader or address the question: **more successful answers** will have a strong sense of purpose and	**15**

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	audience, and explore the thoughts and feelings of the central character in an engaging and entertaining way, which fully reflects the title.	

NOW REFER TO PAGES 11-12 FOR THE ASSESSMENT OBJECTIVE GRIDS.

In applying the grids, bear in mind the need for **the 'best fit' approach**

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Writing Mark Scheme: Paper 2 Question 2

Writing skills	Band/ Range	Descriptor
Effectiveness of communication Organisation Spelling Punctuation Grammar	**Band 1** 0 - 3	Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader Organisation is simple with limited success in opening and development The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication Organisation Spelling Punctuation Grammar	**Band 2** 4 - 6	Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Purpose and audience Effectiveness of communication Organisation Spelling Punctuation Grammar	**Band 3** 7 - 9	Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.

Effectiveness of communication	**Band 4** 10 - 12	Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown
Organisation		Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs
Spelling Punctuation Grammar		Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.
Effectiveness of communication	**Band 5** 13 -15	Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown
Organisation		Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices
Spelling Punctuation Grammar		Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured; There is sophisticated control of expression and meaning.

Total for Question 2: 15 Marks
Total for Paper: 30 Marks

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