



# **Mark Scheme (Results)**

Summer 2018

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

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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.

## Question 1

### A02 Reading

All students will be required to demonstrate an ability to:

- read and understand texts with insight and engagement
- develop and sustain interpretation of writers' ideas and perspectives
- understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

Question number	Indicative content	Mark
	<p>A relevant answer will focus on:</p> <ul style="list-style-type: none"> <li>• evaluating how the writer presents the character of Scheherazade</li> <li>• using textual evidence to substantiate the points made</li> <li>• the writer's presentation and use of techniques, including use of language.</li> </ul> <p><b>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.</b></p> <p><b>The bullet points are not prescriptive, but are intended to indicate aspects of the text that candidates may wish to consider.</b></p>	<b>15</b>

<b>How the writer describes Scheherazade</b>	
<ul style="list-style-type: none"> <li>• She is brave and intelligent</li> </ul>	"clever and courageous in the highest degree"
<ul style="list-style-type: none"> <li>• She is very well-educated</li> </ul>	"Her father had given her the best masters in philosophy, medicine, history and the fine arts"
<ul style="list-style-type: none"> <li>• She is beautiful</li> </ul>	"her beauty excelled that of any girl in the kingdom of Persia"
<ul style="list-style-type: none"> <li>• Her father is very proud of her</li> </ul>	"the grand-vizir was talking to his eldest daughter, who was his delight and pride"
<ul style="list-style-type: none"> <li>• She is steadfast; some readers may see her as stubborn</li> </ul>	"But the maiden absolutely refused to attend to her father's words"
<ul style="list-style-type: none"> <li>• She is stoical</li> </ul>	"Scheherazade... received it as if it had been the most pleasant thing in the world"

<b>What she says and does</b>	
<ul style="list-style-type: none"> <li>• She is concerned for the women of the town and is critical of the Sultan</li> </ul>	"I am determined to stop this barbarous practice of the Sultan's, and to deliver the girls and mothers from the awful fate that hangs over them"
<ul style="list-style-type: none"> <li>• She plans to put herself forward as a bride of the Sultan</li> </ul>	"it is you who have to provide the Sultan daily with a fresh wife, and I implore you, by all the affection you bear me, to allow the honour to fall upon me"
<ul style="list-style-type: none"> <li>• She is brave, patriotic and altruistic</li> </ul>	"I am not afraid to think of it. If I fail, my death will be a glorious one, and if I succeed I shall have done a great service to my country"
<ul style="list-style-type: none"> <li>• She is persistent and resolute</li> </ul>	"Once again, my father... will you grant me what I ask?"
<ul style="list-style-type: none"> <li>• She is purposeful and goes on to give her sister careful instructions in a calm, controlled manner</li> </ul>	"Then she went to prepare herself for the marriage, and begged that her sister Dinarzade should be sent for to speak to her"
<ul style="list-style-type: none"> <li>• She speaks to the Sultan in a formal and polite way</li> </ul>	"Will your highness permit me to do as my sister asks?"

<b>Her relationships with the other characters in the story</b>	
<ul style="list-style-type: none"> <li>• She is respectful to her father</li> </ul>	<p>"Father, I have a favour to ask of you", "She thanked her father warmly for yielding to her wishes"</p>
<ul style="list-style-type: none"> <li>• She persuades her father to accept her proposition</li> </ul>	<p>"I implore you, by all the affection you bear me, to allow the honour to fall upon me", "at length, in despair, the grandvizir was obliged to give way"</p>
<ul style="list-style-type: none"> <li>• She seems mature in consoling her father when he is grief-stricken about what may happen to her</li> </ul>	<p>"seeing him still bowed down with grief, told him that she hoped he would never repent having allowed her to marry the Sultan"</p>
<ul style="list-style-type: none"> <li>• She seems to have a close, trusting relationship with her sister</li> </ul>	<p>"My dear sister; I want your help in a very important matter", "I have a sister who loves me as tenderly as I love her"</p>
<ul style="list-style-type: none"> <li>• Her beauty seems to captivate the Sultan, who twice agrees to her requests</li> </ul>	<p>"was amazed at her beauty", "Schahriar consented to Scheherazade's petition", "Willingly"</p>

<b>The use of language</b>	
<ul style="list-style-type: none"> <li>• Use of archaic language</li> </ul>	<p><b>"chamber", "bade", "Sire"</b></p>
<ul style="list-style-type: none"> <li>• Use of language connected to the royal setting</li> </ul>	<p>"grand-vizir", "his highness", "your highness", "Sire"</p>
<ul style="list-style-type: none"> <li>• Use of formal language connected to courtly setting</li> </ul>	<p>"Schahriar consented to Scheherazade's petition"</p>
<ul style="list-style-type: none"> <li>• Use of dialogue</li> </ul>	<p>exchanges between Scheherazade and the other characters</p>
<ul style="list-style-type: none"> <li>• Use of repetition of structures, as part of story-telling technique</li> </ul>	<p>Dinarzade repeats what her sister has told her to say, repetition of "fresh wife"</p>
<ul style="list-style-type: none"> <li>• Use of inversion, as part of story-telling technique</li> </ul>	<p>"said Scheherazade", "returned the grand-vizir", "cried the grand-vizir", "replied she"</p>
<ul style="list-style-type: none"> <li>• Use of emotive language</li> </ul>	<p>"shame", "horror", "awful fate", "death", "anguish", "terror", "grief", "sadly", "sad fate", "poor man"</p>
<ul style="list-style-type: none"> <li>• Use of superlatives</li> </ul>	<p>"best masters", "highest degree", "greatest astonishment", "most pleasant"</p>
<ul style="list-style-type: none"> <li>• Use of language indicating menace and danger</li> </ul>	<p>"your head shall pay forfeit"</p>

### 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.

### QUESTION 1

Level	Mark	AO2 (i)/(ii)/(iii)
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>Engagement with the text is limited, examples used are of limited relevance</li> <li>Little understanding of language, structure and form and how these are used to create literary effects</li> <li>Limited connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>Some engagement with the text is evident, examples used are of partial relevance</li> <li>Some understanding of language, structure and form and how these are used to create literary effects</li> <li>Some connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>Sound engagement with the text is evident, examples used are of clear relevance</li> <li>Clear understanding of language, structure and form and how these are used to create literary effects</li> <li>Sound connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>Sustained engagement with the text is evident, examples used are thoroughly relevant</li> <li>Thorough understanding of language, structure and form and how these are used to create literary effects</li> <li>Sustained connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li> </ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"> <li>Assured engagement with the text is evident, examples used are discriminating</li> <li>Perceptive understanding of language, structure and form and how these are used to create literary effects</li> <li>Perceptive connections are made between particular techniques used by the writer in presentation of ideas, themes and settings.</li> </ul>

## Question 2

### A03 Writing

All students will be required to demonstrate an 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)	<p>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.</p> <ul style="list-style-type: none"> <li>• No specific audience or context is given, so the examiner may be seen as the audience and the candidates' interpretations of what is appropriate may vary.</li> <li>• The structure and expression of the argument should be clearly set out.</li> <li>• Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure.</li> <li>• Candidates should use examples and evidence to support their ideas.</li> </ul> <p><b>Weaker answers</b> are likely to be brief and undeveloped and show little awareness of what is expected for an effective argument.</p> <p><b>More successful answers</b> are likely to be strong in terms of register, content and style.</p>	15

Please refer to the assessment grid on pages 11 and 12.



Question number	Indicative content	Mark
<b>2(b)</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• The chosen style or register should reflect the specified context of a letter, though the candidates' interpretations of what is appropriate may vary.</li> <li>• The structure and expression of the letter should show an awareness of the audience. A letter which reads simply like an essay would be less effective.</li> <li>• Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure.</li> <li>• Candidates should use examples and evidence to support their ideas.</li> </ul> <p><b>Weaker answers</b> are likely to be brief and undeveloped and show little awareness of the context of a letter.</p> <p><b>More successful answers</b> are likely to be strong in terms of register, content and style.</p>	<b>15</b>

**Please refer to the assessment grid on pages 11 and 12.**

Question number	Indicative content	Mark
2(c)	<p>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.</p> <ul style="list-style-type: none"> <li>• The chosen style or register should reflect the specified context of a story, though the candidates' interpretations of what is appropriate may vary.</li> <li>• The structure and expression of the story should show an awareness of the audience.</li> <li>• Sentences are likely to be varied with complex sentences, verbal linking and a sequenced paragraph structure.</li> </ul> <p><b>Weaker answers</b> are likely to be brief and undeveloped and show little awareness of the context of a story.</p> <p><b>More successful answers</b> are likely to be strong in terms of register, content and style.</p>	15

Please refer to the assessment grid on pages 11 and 12.

## QUESTION 2

Level	Mark	AO3 (i)/(ii)/(iii)
	0	No rewardable material.
<b>Level 1</b>	1 - 3	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Organisation is simple with limited success in opening and development.</li> <li>• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used.</li> <li>• Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects.</li> <li>• Spelling is basic in accuracy, with many slips which will hinder meaning.</li> </ul>
<b>Level 2</b>	4 - 6	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Some grasp of text structure, with opening and development and some appropriate use of paragraphing and/or other sequencing devices.</li> <li>• Sentences show some attempt to structure and control expression and meaning. Variety of sentence structures used.</li> <li>• Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response.</li> <li>• Spelling is sometimes accurate, with some slips which may hinder meaning.</li> </ul>
<b>Level 3</b>	7 - 9	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Generally clear sense of purpose and understanding the expectations/requirements of the intended reader is shown.</li> <li>• Organisation is sound with clear text structure; controlled paragraphing to reflect opening, development and closure together with some successful use of cohesive devices.</li> <li>• Sentences are generally clearly structured, with generally sound control of expression and meaning. A reasonable selection of sentence structures is used.</li> <li>• Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response.</li> <li>• Spelling is mostly accurate, with some slips which do not hinder meaning.</li> </ul>

<b>Level 4</b>	10 -12	<ul style="list-style-type: none"> <li>• Communicates effectively.</li> <li>• A sound realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</li> <li>• Organisation is secure, text structure is well-judged; effective paragraphing as appropriate and/or a range of cohesive devices between and within paragraphs.</li> <li>• Sentences are purposefully structured, with sustained control of expression and meaning. A wide and varied selection of sentence structures is used.</li> <li>• Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed.</li> <li>• Spelling is almost always accurate, with occasional slips.</li> </ul>
<b>Level 5</b>	13 - 15	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle with discriminating use of a full vocabulary.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices.</li> <li>• Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used.</li> <li>• Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed.</li> <li>• Spelling is consistently accurate.</li> </ul>

