

Mark Scheme (Results)

January 2012

International GCSE English (4ETO/02)
English Literature: Poetry

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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.

Paper 2: Poetry

One question to be answered.

Question Number	Indicative content
1	<p>The poem must be appreciated in a critical way. Valid comments and observations must be made. Evidence of a degree of personal response must be given. It is not sufficient to summarise or paraphrase, nor is it sufficient simply to list literary devices.</p> <p>The poet's attitude to the subject:</p> <ul style="list-style-type: none">• can't understand why someone would steal a snowman• suggests the theft is down to "Boredom."• suggests the character is lonely/misunderstood (or at least thinks s/he is)• suggests the character exhibits anti-social behaviour• suggests the character is actually quite proud of his/her crimes. <p>Descriptive skills:</p> <ul style="list-style-type: none">• landscape, weather, and setting• violence or aggression• strength of images (see below). <p>The language used: Reward all relevant examples of language and comments on its effectiveness, eg:</p> <ul style="list-style-type: none">• the use of rhetorical question which begins and ends the poem• any sort of imagery, such as colour imagery of 'white mute' or 'as cold as the slice of ice' (many examples)• the euphonic use of alliteration in "midnight...magnificent...mute...moon...mate...mind..." suggests the speaker feels comfort in his / her actions (mmm)• the use of childlike metaphorical and informative language in "I'm a mucky ghost" shows no remorse for actions• the ironic parallel between the snowman and speaker shown in "I was standing alone amongst...snow..." showing their similarities through being out in the cold both literally and figuratively, despite the speaker wanting "a mate". <p>The poem's effect on you:</p> <ul style="list-style-type: none">• Any valid response. <p>Any other aspects or unexpected features:</p> <ul style="list-style-type: none">• suggestive sociopathic nature is shocking in "better off dead than giving in..."• harsh, unrepentant tone of the speaker in "Life's tough"• typographical difference shown in the italics of "<i>Aah</i>" stands out• the frequent repetition and use of colloquial English throughout, eg. "booted him...seems daft now...nicked a bust...flogged it..." <p>These examples are suggestions only. Accept any valid responses. Reward a clear personal response, provided this is well supported from the text.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	Makes some simple statements about the poem. Makes some basic relevant comments on the character or subject-matter. Basic use of spelling, punctuation and grammar with frequent errors.
Level 2	7-14	Works through a straightforward understanding of the poem to address the question. May offer some comments on particular aspects of the poem. Begins to use the poem to develop ideas. May give a predominantly narrative account of the poem. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found.
Level 3	15-22	Uses specific details, chosen appropriately, to address the question directly. May offer insights into this subject. Degrees of success may be acknowledged and discussed and a personal response will be evident. An overview of the poem is evident. May offer explicit comments on the poet's skill in presenting character or themes. Spelling, punctuation and grammar used with considerable accuracy; there are few errors.
Level 4	23-30	A full understanding of the poem will be evident, reflecting an accomplished appreciation of the writer's craft. Gives a sustained and developed analysis of the poem in a sophisticated way. Offers a confident and lucidly argued interpretation. Offers a mature evaluation of the poet's success in his handling of this subject. Spelling, punctuation and grammar are excellent, with only very rare errors.

Question Number	Indicative content
2	<p>The poems must be appreciated in a critical way. Valid comments and observations must be made. Evidence of a degree of personal response must be given. It is not sufficient to summarise or paraphrase, nor is it sufficient simply to list literary devices.</p> <p>La Belle Dame Sans Merci</p> <p>There should be a clear attempt at evaluating the success of the poem in relation to addressing the question on women and how they are presented, as well as providing a personal response backed up by evidence from the text.</p> <p>The poet's attitude to the subject:</p> <ul style="list-style-type: none"> • it is unclear whether the poet sees the knight or the lady as the victim • the poet describes an almost ethereal setting • the poet possibly sees love as magical and / or unbelievable. <p>The description of the character:</p> <ul style="list-style-type: none"> • the speaker shows concern for the knight • the knight appears lost, both literally and figuratively • the lady can be seen as a victim in one interpretation • the lady can be seen to lure the knight through malice / evil in one interpretation. <p>The language used:</p> <p>Reward all relevant examples of language and comments on its effectiveness, eg:</p> <ul style="list-style-type: none"> • the use of rhetorical question in the opening two stanzas • seeing the "lily on thy brow" could represent death, purity of an innocent man, or purity of love - depending on interpretation • "a lady...a faery's child... could suggest she is inhuman and therefore beguiling or perhaps is so wondrous she could not possibly be of this earth • Frequent repetition throughout the poem could suggest disbelief or a need for clarity. <p>Any other aspects or unexpected features:</p> <ul style="list-style-type: none"> • poem set out in twelve stanzas could suggest a year-long romance • use of archaic language stands out, eg. "steed...faery...grot...meads...sojourn..." • Inverted word order of "Thee hath in thral!" meaning has you enthralled / engrossed / enchanted. <p>A Mother in a Refugee Camp</p> <p>There should be a clear attempt at evaluating the success of the poem in relation to addressing the question on women and how they are presented, as well as providing a personal response backed up by evidence from the text.</p> <p>The poet's attitude to the subject:</p> <ul style="list-style-type: none"> • the poet feels the subject is sombre • the poet feels this mother stands out from all the others • the poet makes a stark contrast to the "daily routine" before the war and now • the poet explores the catastrophic consequences of war. <p>The description of the character:</p> <ul style="list-style-type: none"> • the mother looks after her son with care and softness

- the mother takes solace in her memories
- the son has deteriorated - just as all the other children.

The language used:

Reward all relevant examples of language and comments on its effectiveness, eg:

- the comparison to the "Madonna and child" to highlight the depth of feeling she has for her son
- the olfactory imagery of the "air...heavy with odors of diarrhoea..." highlights the squalor
- the alliterative 'b' of "behind blown-empty bellies..." enunciates the bloated feeling of starvation
- the "rust-colored hair left on his skull..." suggests that his hair was falling out through malnourishment.

Any other aspects or unexpected features:

- the use of American English in "colored" and "labored"
- the use of ellipsis to encapsulate memories ("have to forget...", "a mother's pride...")
- the use of hyphen / caesura acts as an aside for the poet who considers this picture
- foreshadowing of the child's death "ghost smile", "like...grave"
- religious imagery suggested in the "mother and child", "daily act" (of worship?) and "tiny grave".

These examples are suggestions only. Accept any valid responses.

Reward a clear personal response, provided this is well supported from the text.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	<p>Makes some simple statements about women and how they are presented in one or both poems.</p> <p>Makes some basic relevant comments on women and how they are presented in each poem.</p> <p>Basic use of spelling, punctuation and grammar, with frequent errors.</p>
Level 2	7-14	<p>Works through a straightforward understanding of the poems to address the question on women and how they are presented. May offer some comments on particular aspects of the poems.</p> <p>Begins to use the poems to develop ideas. May give a predominantly narrative account of each poem.</p> <p>Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found.</p>
Level 3	15-22	<p>Uses specific details, chosen appropriately, to compare the different representations of women shown. May offer explanations of why they have chosen these two poems. May offer insights into the poets' different views.</p> <p>An overview of the poems is evident. May demonstrate a focused examination of the poets' themes, use of language and poetic devices.</p> <p>May offer explicit comments on each poets' skill. Degrees of effectiveness may be acknowledged and discussed and a personal response will be evident.</p> <p>Spelling, punctuation and grammar used with considerable accuracy; there are few errors.</p>
Level 4	23-30	<p>A full understanding of the poems and how women are presented will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis in a sophisticated way.</p> <p>Offers a confident and lucidly argued interpretation. May demonstrate a highly skilled and mature analysis with a clear judgement offered on the poets' craft.</p> <p>Spelling, punctuation and grammar are excellent, with only very rare errors.</p>

Question Number	Indicative content	
3	<p>Because the intention is to offer a choice from the whole selection in the Anthology, it is not possible to indicate content except in generic ways. Evidence of a degree of personal response must be given. It is not sufficient simply to list literary devices. The poems must be appreciated in a critical way. Some points to be noted, whichever poems are selected, are the following:</p> <ul style="list-style-type: none"> • the poems must be appreciated in a critical way • valid comments and observations must be made • there should be a clear explanation of why the candidate has selected the particular poems • it is not sufficient to summarise or paraphrase, nor is it sufficient simply to list literary devices • a good response will be balanced between the two selected poems, although equal weighting is not required • the four bullet points are offered as prompts that are not mandatory; nevertheless, an effective response is bound to include consideration of language and subject-matter, though it may also incorporate more individual reasons and justifications (eg why the candidate relates to a particular poem). <p>These examples are suggestions only. Accept any valid responses. Reward a clear personal response, provided this is well supported from the text.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	<p>Makes some simple statements about death and how the theme is presented in one or both poems.</p> <p>Makes some basic relevant comments about death and how the theme is presented in each poem.</p> <p>Basic use of spelling, punctuation and grammar, with frequent errors.</p>
Level 2	7-14	<p>Works through a straightforward understanding of the poems to address the question on the theme of death and how it is presented. May offer some comments on particular aspects of the poems.</p> <p>Begins to use the poems to develop ideas. May give a predominantly narrative account of each poem.</p> <p>Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found.</p>
Level 3	15-22	<p>Uses specific details, chosen appropriately, to the different representations of the theme of death shown. Degrees of success may be acknowledged and discussed and a personal response will be evident.</p> <p>An overview of the poems is evident. May offer explicit comments on each poet's skill in representing the theme of death.</p> <p>Spelling, punctuation and grammar used with considerable accuracy; there are few errors.</p>

Level 4	23-30	<p>A full understanding of the poems will be evident, reflecting an accomplished appreciation of the writer's craft. May give a sustained and developed analysis of death in each poem in a sophisticated way.</p> <p>Offers a confident and lucidly argued interpretation. Offers a mature evaluation of each poet's success in the treatment of death.</p> <p>Spelling, punctuation and grammar are excellent, with only very rare errors.</p>
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