

Mark Scheme (Results)

June 2011

International GCSE

English Literature 4ET0/02

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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.

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>These examples are suggestions only. Accept any valid responses.</p> <p>The poet's attitude to the subject:</p> <ul style="list-style-type: none"> • a reflection of life and mortality • a sombre response to the action • the uncontrollability of life • a saddened response to the expected outcome <p>Descriptive skills:</p> <ul style="list-style-type: none"> • landscape, weather, and setting • objects • grandma, grandson and narrator <p>Use of language: Reward all relevant examples of language and comments on its effectiveness, e.g.:</p> <ul style="list-style-type: none"> • the use of the name 'John' as slang for anyone highlights how this can happen to us all • the relevance of the title 'November' reflecting the end of the year and the end of life • the reference to the 'twilight zone' and its varied connotations • imagery • rhyme and structure • poetic devices used for particular effect • the variety and juxtapositioning of simple and complex sentences for effect for observations and descriptions respectively <p>Poem's effect:</p> <ul style="list-style-type: none"> • reward any valid response but candidates may refer to reflections on life and death, negativity and feelings of sadness etc. <p>Unexpected features:</p> <ul style="list-style-type: none"> • the shocking description of people as 'monsters' with the use of 'bloodless' • the use of contrast in the final couplet which describes feeling alive, compared with previous stanzas which describe the end of life • the description of people as objects without thoughts as their brains are 'stunned' • the idea of a 'failing' evening and what this might mean.

	Reward a clear personal response, provided this is well-supported from the text.
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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. There should be a clear attempt at evaluating the success of each poem in relation to the theme of thoughts about life, as well as an expression of preference, well backed up by evidence from the texts.</p> <p>There should be a clear attempt to compare both poems throughout and not simply give a comparative conclusion.</p> <p>These examples are suggestions only. Accept any valid responses.</p> <p>If</p> <ul style="list-style-type: none"> • poet presents a positive view of life, highlighting possibilities that are open to us • a father 'figure' talks to the 'son' about how to live his life • the poem is upbeat and asks the reader to be responsible for actions through the repetition of 'you' • the choppy nature of the syntax suggests that life will be full and exciting; highlighted by the use of punctuation and rhythm <p>Prayer Before Birth</p> <ul style="list-style-type: none"> • poet presents a negative view of life, highlighting difficulties we may face • a baby asks for guidance prior to being born on how to cope with the difficulties of life • the poem is sombre and possibly suggests a selfish undertone, which highlights a human weakness, with the overuse of the repetitive 'me' • the appearance of elongated lines and erratic stanza lengths suggests that there will be a lot to overcome – and it almost seems never ending

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<p>Makes some simple statements about thoughts about life given in the two poems.</p> <p>Makes some basic relevant comments on the thoughts about life 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 thoughts about life. 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 thoughts about life directly. May offer insights into the poets' different views. Degrees of effectiveness 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 presenting thoughts about life.</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. Gives a sustained and developed comparison.</p> <p>Offers a confident and lucidly argued interpretation. Demonstrates a highly skilled and mature analysis with a clear judgement offered on the poets' craft in providing thoughts about life.</p> <p>Spelling, punctuation and grammar are excellent, with only very rare errors.</p>

Question Number	Indicative content
3	<p>The intention is to offer a wider choice from the whole selection of the Anthology; therefore poems can be considered for their links to love. The poems must be appreciated in a critical way.</p> <p>There should be a clear attempt to compare both poems throughout and not simply give a comparative conclusion.</p> <p>Accept any valid choices and responses.</p> <p>Some points to be noted, whichever poems are selected, are the following:</p> <ul style="list-style-type: none"> • comments and observations should be supported with evidence • 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 carefully balanced between the two selected poems • 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 (e.g. why the candidate relates to a particular poem).

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-6	<p>Makes some simple statements about love within the two poems.</p> <p>Makes some basic relevant comments on the choice of poems.</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 theme of love. May offer summaries of the two poems.</p> <p>Begins to use the poems to develop ideas. May, for example, offer some comments on the chosen poems.</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 treatment of the theme of love directly. May offer explanations of why they have chosen these two poems.</p> <p>An overview of the poems is evident. May demonstrate a focused examination of the poets' use of language and poetic devices in exploring the theme of love.</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. Gives a sustained and developed comparison.</p> <p>Offers a confident and lucidly argued interpretation. Demonstrates a highly skilled and mature analysis of the theme of love with a clear judgement offered on the poets' craft.</p> <p>Spelling, punctuation and grammar are excellent, with only very rare errors.</p>

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