

Write your name here	
Surname	Other names
<b>Pearson Edexcel</b>	Centre Number
<b>International GCSE</b>	Candidate Number
<h1>English Language A</h1> <h2>Paper 2</h2>	
Monday 12 June 2017 – Morning <b>Time: 1 hour 30 minutes</b>	Paper Reference <b>4EA0/02</b>
<b>You do not need any other materials.</b>	Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Question 1 and **ONE** writing task from Question 2.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 30.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- The quality of your written communication will be assessed in your response to Question 2  
– *you should take particular care on this question with your spelling, punctuation and grammar, as well as the clarity of expression.*
- Copies of the Edexcel Anthology for International GCSE and Certificate in English Language and Literature may **not** be brought into the examination.
- Dictionaries may **not** be used in this examination.

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**Pearson**

## Question 1: Reading

**You should spend about 45 minutes on this question.**

Remind yourself of *The Last Night* (from *Charlotte Gray*) from the Edexcel Anthology and then answer Question 1.

### The Last Night

**André and his brother Jacob are two orphaned boys in France in the 1940s. They are waiting to be taken to a concentration camp.**

André was lying on the floor when a Jewish orderly came with postcards on which the deportees might write a final message. He advised them to leave them at the station or throw them from the train as camp orders forbade access to the post. Two or three pencils that had survived the barracks search were passed round among the people in the room. Some wrote with sobbing passion, some with punctilious care, as though their safety, or at least the way in which they were remembered, depended upon their choice of words. 5

A woman came with a sandwich for each child to take on the journey. She also had a pail of water, round which they clustered, holding out sardine cans they passed from one to another. One of the older boys embraced her in his gratitude, but the bucket was soon empty. 10

When she was gone, there were only the small hours of the night to go through. André was lying on the straw, the soft bloom of his cheek laid, uncaring, in the dung. Jacob's limbs were intertwined with his for warmth.

The adults in the room sat slumped against the walls, wakeful and talking in lowered voices. Somehow, the children were spared the last hours of the wait by their ability to fall asleep where they lay, to dream of other places. 15

It was still the low part of the night when Hartmann and the head of another staircase came into the room with coffee. Many of the adults refused to drink because they knew it meant breakfast, and therefore the departure. The children were at the deepest moments of their sleep. 20

Those who drank from the half dozen cups that circulated drank in silence. Then there went through the room a sudden ripple, a quickening of muscle and nerve as a sound came to them from below: it was the noise of an engine – a familiar sound to many of them, the homely thudding of a Parisian bus. ... 25

Five white-and-green municipal buses had come in through the main entrance, and now stood trembling in the wired-off corner of the yard. At a long table ... , the commandant of the camp himself sat with a list of names that another policeman was calling out in alphabetical order. In the place where its suburban destination was normally signalled, each bus carried the number of a wagon on the eastbound train. 30

Many of the children were too deeply asleep to be roused, and those who were awake refused to come down when the gendarmes were sent up to fetch them. In the filthy straw they dug in their heels and screamed. ...

André heard his name and moved with Jacob towards the bus. From the other side of the courtyard, from windows open on the dawn, a shower of food was thrown towards them 35



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by women wailing and calling out their names, though none of the scraps reached as far as the enclosure.

André looked up, and in a chance angle of light he saw a woman's face in which the eyes were fixed with terrible ferocity on a child beside him. Why did she stare as though she hated him? Then it came to André that she was not looking in hatred, but had kept her eyes so intensely open in order to fix the picture of her child in her mind. She was looking to remember, for ever. 40

He held on hard to Jacob as they mounted the platform of the bus. Some of the children were too small to manage the step up and had to be helped on by gendarmes, or pulled in by grown-ups already on board. 45

André's bus was given the signal to depart, but was delayed. A baby of a few weeks was being lifted on to the back, and the gendarme needed time to work the wooden crib over the passenger rail and into the crammed interior.

Eventually, the bus roared as the driver engaged the gear and bumped slowly out through the entrance, the headlights for a moment lighting up the café opposite before the driver turned the wheel and headed for the station. 50

Sebastian Faulks

1 How does the writer try to create sympathy for the children?

In your answer, you should write about:

- how the children are described
- how the adults behave towards the children
- what happens to the children
- the use of language.

You should refer closely to the text to support your answer. You may use **brief** quotations.

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**(Total for Question 1 = 15 marks)**



**Question 2: Writing**

**You should spend about 45 minutes on this question.**

**2** Write on **one** of the following:

**EITHER**

(a) 'Cities are dangerous, dirty and crowded places. Why would anyone want to live there?'

Give your views, arguing **either** for **or** against this statement.

(15)

**OR**

(b) Your Community Improvement Group has decided to put up a new building to benefit your local area.

Write a letter persuading the Group to accept your ideas about uses for the new building.

(15)

**OR**

(c) Write a story beginning 'I never thought such an amazing thing could happen to me.'

(15)

**Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .**

Chosen question number: **Question 2 (a)**  **Question 2 (b)**   
**Question 2 (c)**

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(Total for Question 2 = 15 marks)

**TOTAL FOR PAPER = 30 MARKS**



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