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Mark Scheme (Results)

November 2021

Pearson Edexcel International GCSE in English Language (4EA1) Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be

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decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.

- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the descriptors in that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.
AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

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Section A: Reading

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	Accept any of the following, up to a maximum of **two** marks: • '48 (-year-old)' (1) • 'New-Zealander' (1) • '(at the very top of an) elite (group of pilots)' / 'at the very top of … group of pilots(1) • 'flying (the most dangerous) high altitude rescues (in the world)' (1)	**(2)**

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	Accept any reasonable description of Jason Laing's memories of the 2015 earthquake, in own words, up to a maximum of **four** marks. For example: • Laing was up in his helicopter within an hour and a half • he saw that villages had been destroyed • the next day he was in the area around Mount Everest • he helped to rescue many people from the mountain camps • he saw that Base Camp had also been wrecked • after the rescue Laing went to Lukla to give assistance • he remained in Lukla for a few days • he knew many of the people in the valley • providing aid to the community helped him to deal with the tragic situation Reward **all** valid points.	**(4)**

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Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
3	Accept any reasonable explanation of the problems rescue pilots face, up to a maximum of **five** marks. For example: • rescue pilots have to consider 'the limits for the performance of the helicopter' • the air becomes 'too thin' the higher they go which causes difficulties • if they fly too high the helicopter loses power and 'can't sustain flight' • the pilots have to take the changing weather into account: 'the vagaries of weather, cloud, fog…wind' • there are many other factors – 'a thousand other things' – that can create problems • it is an extremely dangerous environment: 'the riskiest place to fly in the world' • the pilots have to 'wear oxygen' as the air is so thin • the people they rescue may speak a different language • those rescued may not realise what is going on and be 'disoriented' • pilots have to take time to plan the best course of action and 'work out the situation' Reward **all** valid points.	**(5)**

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Question Number	Indicative content
4	Reward responses that explain and analyse how the writer uses language and structure to convey his impressions of the adventures of the two men. Examiners should refer to the following bullet points and then to the table on page 8 to come to an overall judgement. Responses may include: • by using the quotation from Jo Vestey as part of his headline, the writer immediately disparages the two men's adventures through the childish connotations of the noun 'boys' and the verb 'messing about' • the structure of the headline and the comment that 'Either way, taxpayer gets rescue bill' shows that Morris disapproves of their actions whether they are deemed to be explorers or not • a semantic field of the theatre is employed: 'farce' suggests comedy but the phrase 'almost led to tragedy' indicates how serious the situation was; 'The drama began' could lead the reader to infer that the writer felt that the men were putting on some kind of show for attention • the early reference to how their previous expedition led to 'the Russians threatened to send in military planes to intercept them' shows the possible far-reaching repercussions of their acts • the verb 'plucked' could suggest that the men are somehow feeble and insubstantial • the extent of the rescue required is highlighted through the use of a list - 'the Royal Navy, the RAF and British coastguards' - and the fact that two of these are part of the British Armed Forces suggests how serious the situation was • the fact that 'there was resentment' at the cost to taxpayers suggests further disapproval on the part of the writer, but he is vague as to whom exactly he is referring as he simply states 'in some quarters' • the writer says that there has been 'confusion about what exactly the men were trying to achieve' implying a lack of purpose on their behalf and the statement that their website 'claims' that they were intending to fly between the poles insinuates that he does not believe this • the use of inverted commas in the phrase '"trusty helicopter"' signals that this is a quotation from the men's website but it appears, perhaps deliberately, as if a sarcastic tone has been employed • the inclusion of the two men's ages seems to imply that these are middle-aged people who should have had more sense • Mr Smith's nickname 'Q' is given; whilst probably just a shortened form of his first name, Quentin, inevitably links are

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	made to the Bond character with the further inference that he is acting a part or has an inflated sense of his own importance • Jo Vestey's remark that her husband had asked her to '"call the emergency people"' gives the impression that he is an amateur who does not know the appropriate term • the reference to Steve Brooks' 'Breitling emergency watch' suggests that he is a wealthy man prone to misadventure, although it could also be interpreted as a wise precaution • the contrast of the Royal Navy's genuine mission of 'surveying uncharted waters' with the confusion about what exactly 'the two explorers were trying to achieve' reveals the writer's apparently scathing thoughts about them • <u>both</u> of HMS Endurance's Lynx helicopters were 'dispatched' to help but one had to return because of 'poor visibility', which implies that the pilots might have been endangered by the rescue attempt • several paragraphs are devoted to describing the previous adventures of the two men but the writer expresses no sense of admiration • the writer returns to the 'last expedition' mentioned in the opening sentence, providing more detail; some people might be impressed by their apparent bravery but the author is using the episode to support his statement that 'it is not the first time they have hit the headlines for the wrong reasons' • the writer's dismissive comment that 'Ironically, one of the aims of the expedition…was to demonstrate how good relations between east and west had become' emphasises the men's failure • the writer says that 'The wisdom of the team's latest adventure was questioned', casting doubt over how sensible they had been • by including the expert opinion of Günter Endres that '"I wouldn't use a helicopter like that to go so far over the sea"' the writer is implying poor judgement and a lack of expertise on the part of the two men • the writer includes a statement from 'a spokesman for the pair' saying that the conditions for flying were '"excellent"', which insinuates that they might therefore have been at fault in some way • the passage ends with Jo Vestey's remarks that the men will '"probably have their bottoms kicked and be sent home the long way"', leaving the reader with the lasting impression of them as foolish and immature. Reward **all** valid points.

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Question 4		
Level	**Mark**	**AO2** Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material.
Level 1	1–2	• Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited.
Level 2	3–4	• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed.
Level 3	5–7	• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	8–10	• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	11–12	• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made.

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Question Number	Indicative content
5	Reward responses that compare how the writers present their ideas and perspectives about the people and events described. Examiners should refer to the following bullet points and then to the table on page 11 to come to an overall judgement. Responses may include: • both texts are articles and written in short, pacy paragraphs, typical of the genre • both texts deal with helicopter rescues • the main people written about in each article are men in their forties • both texts are about dangerous situations and make reference to expert rescue teams • in both texts the men are presented as enjoying an exciting activity: in Text One Laing has 'a taste for adventure' and the men in Text Two are described as 'experienced adventurers' • both writers make reference to equipment the men need to survive: in Text One the pilots 'wear oxygen' and in Text Two the men 'wore survival suits' • both refer to the men's previous experiences: in Text One Jason Laing's rescues of mountaineers in 2014 and 2015 are described, and in Text Two they are described as 'experienced adventurers' and details are given of some of their exploits • both writers include detail of how awards have been won for helicopter flying: in Text One we are told that Jason Laing 'was awarded Helicopter Association International's Pilot of The Year', and in Text Two Quentin Smith has 'won the world freestyle helicopter flying championship' • both writers employ the verb 'plucked': in Text One it is used to highlight how Laing's skills 'enabled him…to pluck climbers…from the highest altitudes on the planet', but in Text Two the fact that 'The men were plucked from the icy water' seems intended to belittle them • both writers include detail of measurement and distance to give precise additional information to the reader (many examples) • both writers state how the men were testing the capabilities of their aircraft, but in Text One Laing 'pushed his chopper to its limits' which sounds brave, whereas in Text Two Günter Endres says 'It sounds as if they were pushing it to the maximum' which suggests they were courting danger • in both texts the men have had near-death experiences: in Text One Jason Laing says, 'I've had a lot of close calls' and in Text Two we are told 'it was "nothing short of a miracle" that they had survived' • in Text One Jason Laing is presented as a hero who 'has saved dozens of people from certain death', whereas in Text Two, the two men are the ones who have to be rescued and they are presented as hapless '"boys messing about"'

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	• in Text One the writer seems to address the reader at times to emphasise how skilful Jason Laing is, 'if you're lucky, Laing may be your last hope', but the writer of Text Two does not involve the reader in the same way • Text One is divided up using two capitalised sub-headings but Text Two is a continuous piece of writing • Text One includes direct quotations from Jason Laing which help to convey some idea of his personality, whereas Text Two has quotations from Jo Vestey and various experts but nothing from the two men giving their side of events • Laing is presented as a man who takes time to assess danger and 'work out the situation' in Text One; however, the men in Text Two are presented as foolhardy as 'Experts questioned the wisdom' of their actions • in Text One the adjective 'elite' is repeated along with other positive adjectives to reinforce how skilled Jason Laing is but in Text Two it is the word 'boys' which is repeated to suggest the immaturity and lack of skill of the two men • both writers make use of inverted commas to quote but also for emphasis: in Text One, the writer quotes Laing's description of his rescue of others as a '"thing"' that he did to show his modesty, in Text Two the writer quotes the men's website's reference to their '"trusty helicopter"' with what appears to be a sarcastic tone • whilst both texts are informative, Text Two is focused on a recent event whereas Text One is focused on a series of experiences of an elite rescue pilot, and is perhaps intended to promote a television programme • in Text Two Steve Brooks' wife is quoted and involved in getting them help, but in Text One Laing just makes a vague reference to his 'family' as a reason for being careful • the tone of each text is very different: in Text One, the writer clearly admires Laing very much, whereas in Text Two the tone seems quite disparaging • the end of Text One is a serious statement from Laing himself summing up how careful he has to be and how '"I plan to come home every day"' whereas the end of Text Two quotes Jo Vestey making the light-hearted comment that the two men "will probably have their bottoms kicked and be sent home the long way". Reward **all** valid points.

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Question 5		
Level	**Mark**	**AO3** Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
Level 1	1–4	• The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited.
Level 2	5–8	• The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. **NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2**
Level 3	9–13	• The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	14–18	• The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	19–22	• The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts; they are discriminating and fully support the points being made.

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SECTION B: Transactional Writing

Refer to the writing assessment grids at the end of this section when marking questions 6 and 7.

Question Number	Indicative content
6	**Purpose:** to write a speech – informative, discursive, persuasive. **Audience:** not specified in the question so could be a general audience or candidate may specify. The focus is on communicating views and opinions on television. A range of approaches could be employed to engage and influence the audience. **Form:** the response should be set out effectively as a speech with a clear introduction, development of points and a conclusion. **Responses may:** • consider the positive points about television; the ideas given in the question statement may be covered or there may be different points • explore the negative points about television; the ideas supplied in the question statement may be covered or there may be different points • give examples of particular programmes • look at the candidate's own viewing habits and/or those of different members of society. *The best-fit approach* An answer may not always satisfy every one of the assessment criteria for a particular level in order to receive a mark within that level 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 which **corresponds most closely** to the overall quality of the response.

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Question Number	Indicative content
7	**Purpose:** to write a leaflet – informative and advisory. **Audience:** young people. The focus is on giving advice to young people on how to choose a career. **Form:** candidates may use some stylistic conventions of a leaflet such as heading, sub-heading or occasional use of bullet points. Candidates should not include features of layout such as pictures or columns. There should be clear organisation and structure with an introduction, development of points and a conclusion. **Responses may:** • consider what different factors need to be taken into account when choosing a career e.g. qualifications required, appropriate personal qualities, job satisfaction, salary and prospects • describe how educational establishments and family members or friends can provide help and support • include 'statistics', the thoughts and opinions of 'experts' or representatives of various jobs and professions. *The best-fit approach* An answer may not always satisfy every one of the assessment criteria for a particular level in order to receive a mark within that level 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 which **corresponds most closely** to the overall quality of the response.

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Writing assessment grids for Questions 6 and 7

Questions 6 and 7		
Level	**Mark**	**AO4** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
Level 1	1-5	• Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register.
Level 2	6–11	• Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/ requirements of the intended reader. • Straightforward use of form, tone and register.
Level 3	12-17	• Communicates clearly. • Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	18–22	• Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register.
Level 5	23–27	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/ requirements of the intended reader. • Sophisticated use of form, tone and register.

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Questions 6 and 7		
Level	**Mark**	**AO5** Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
	0	No rewardable material.
Level 1	1-3	• Expresses information and ideas, with limited use of structural and grammatical features. • Uses basic vocabulary, often misspelt. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	4–7	• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. • Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	8-11	• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structures as appropriate.
Level 4	12–15	• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	16–18	• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. • Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

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