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Mark Scheme (Results)

June 2022

Pearson Edexcel International GCSE
In English Language (4EA1)
Paper 01R Non-fiction Texts and Transactional Writing

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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.

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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 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: • 'sunscreen' (1) • '(an oversized) T-shirt' (1) • '(comfortable) boots' (1) • '(a) camera' (1) • 'painkillers' (1) • '(Lou's wooden hiking) stick' (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 what happens, in own words where possible, up to a maximum of **four** marks. For example: • the move the writer made was unexpectedly perilous / there was no warning that it might be so risky • everything happened very quickly but she remembers it clearly • her right foot slid away • with her left hand, the writer frantically tried to grab at something to stop herself from falling, but the rock was too smooth • the accident happened swiftly but in her mind it seemed to take a long time • the writer fell off the boulder stack • there was a loud noise as she landed • the pain she experienced was excruciating • she told herself to get up • the writer collapsed every time she tried to stand 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 what the writer is thinking and feeling, up to a maximum of **five** marks. For example: • the writer felt more secure once she was able to pull her possessions near to her: 'Having them close making me feel safer' • she is terrified — 'Fear ran cold through my blood' — when she sees a hawk above her and realises that she is now '*Potential prey'* • she decides to record a message for her loved ones 'just in case' she does not survive • she believes that she has been foolish and in her message states ''This is the stupidest thing I've ever done'' • she longs to be away from the desert: ''I need to get out of here'' • the writer wants to let her family and friends know that she loves them • recording her message is comforting as it seems as if 'for one brief moment, I wasn't alone' • she feels 'hopeless' • all the hours she has spent on the internet now seem like wasted time: 'Life thrown in the bin' • the 'plummeting temperatures' at night mean that she feels extremely cold • she thinks what lies ahead of her will be 'the longest night of my life' 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 interest the reader in the events that he describes. 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 some of the following points: • the calm and factual opening sentence does not initially indicate any danger as this is 'another drop-off' – an obstacle he has previously faced and overcome – but the fact that it is 'a foot higher and of a different geometry' to the earlier overhang suggests to the reader that it could be hazardous • the use of the present tense throughout the extract conveys a sense of immediacy • the use of measurements in the first paragraph, for example that the drop-off is 'eleven or twelve feet high' and that the slot is 'a consistent three feet across' helps the reader to picture the scene • the adjective 'claustrophobic' and the fact that 'the slot narrows' convey a sense of being enclosed and lead the reader to fear that the writer may become trapped • the contrast of verbs in 'Instead of the walls widening…or opening' and 'here the slot narrows' serves to enhance just how unusually tight the space is • explaining that the techniques that might be used to cross the gap are 'Sometimes … possible' suggests his uncertainty, leading the reader to wonder whether they will work in this instance • the writer explains the specific techniques he employs and any reader who is new to this sport learns the correct terminology – 'stemming or chimneying' • the use of a colloquial analogy when likening the bulk of the chockstone to 'the size of a large bus tire' not only ensures that readers get a sense of just how big the boulder is, but could also be seen to foreshadow its future movement • employing the verb 'teeters' to indicate how the chockstone moves under his weight conveys how precarious his situation is • describing his descent as 'akin to climbing down from the roof of a house' means that non-experts can understand the hazardous nature of the situation • the assonance in the phrase 'scraping quake' and the alliteration/onomatopoeia on the hard 'c' sounds highlight the sound and movement of the stone and imply danger • the blunt statement 'Instantly, I know this is trouble' builds tension for the reader • the simple sentence 'Fear shoots my hands over my head' shows the reader how the writer is no longer in control and emphasises his powerlessness at that moment

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	• the references to the slowing down of time and the alliteration used to link how it 'dilates' with how his reactions consequently 'decelerate' convey a sense of horror to the reader • the long complex sentence beginning 'In slow motion…', with its multiple clauses, seems to mimic the actual slow motion of the event and conveys the writer's sense of panic to the reader • the reader can gain an idea of the formidable force of the rock that hits the writer through the selection of powerful verbs, many enhanced by onomatopoeia, used to describe the action: 'smashes', 'yank', 'ricochets', 'crushes', 'ensnares', 'tearing' • the use of the short sentence 'Then silence' at the end of the sixth paragraph, provides a stark contrast with the noise and action of the accident and the reader is aware of the writer's total isolation • the phrases 'flaring agony' and 'searing-hot pain', with their connotations of fire and flames, create compassion in the reader for the pain that the writer is experiencing • the alliteration of the verbs in 'I grimace and growl' suggests to the reader that he is almost animal-like in his response to the extreme pain • the reader can imagine the extreme physical effort needed to try to shift the stone; this is emphasised by the list of verbs 'shove', 'heaving', 'pushing', 'lifting' followed by 'brace' and 'thrust' • the concluding single word sentence 'Nothing' underlines the terrible situation that the writer is in; the reader is left wondering what might happen as the extract ends with what could be seen as both a literal and metaphorical cliffhanger. 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 the writers' experiences and the ways in which they present their ideas and perspectives. 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 some of the following points: • both writers describe how they had an accident, in Text One when hiking and in Text Two when canyoneering • both writers use a serious tone throughout • both writers are on solo excursions and have no help when they find themselves in trouble; the writer of Text One does, however, leave some clues to her plans, for example the note on the calendar, the text to her friend and speaking to the ranger in the visitors' centre • both writers use measurements to give a clear indication of setting and possible danger: in Text One she is on 'the top of a boulder stack, 10 feet above the … desert' and in Text Two the drop-off that he comes to is 'eleven or twelve feet high' • both extracts have moments of high drama: Text One with the account of the fall, the failure of the phone signal and the fear that the helicopter may miss her; Text Two with the boulder falling and the fact that he cannot free his arm • both writers say how their accident happens in 'seconds' but in each case time appears to slow down: Text One 'It seemed to happen so slowly' and Text Two the rock hits him 'In slow motion' • both writers describe their excruciating pain using references to heat and verbs that suggest it was like a violent assault: in Text One she recalls 'the white heat of pain that stabbed my body' and in Text Two he describes how 'searing hot pain shoots from my wrist up my arm' • both writers explain how they were unable to move: Text One 'my body was as good as glued to the ground' and Text Two 'I'm stuck' • both writers utter exhortations in an attempt to force a greater effort: in Text One she urges herself to '*Get up*' and in Text Two he orders himself to ''Get your hand out of there'' • both writers place the abstract noun 'fear' at the start of a sentence to emphasise how terrifying their situation is: Text One 'Fear ran cold through my blood' and Text Two 'Fear shoots my hands over my head' • both writers use analogies with everyday objects to describe aspects of their experiences in a way that readers can relate to: Text One describes how her broken pelvis 'felt like someone had replaced my hip bones with a bag of broken dinner plates'; in Text Two his planned descent is 'akin to climbing down from the roof of a house'

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	• both writers use short sentences for dramatic impact: Text One 'A sharp crack', 'Call Failed', 'No', 'Still alive'; Text Two 'Then silence', 'But I'm stuck', 'Nothing' • the sense of isolation that both writers experience is intensified when they refer to the 'silence' around them • both writers suffer pain, desperation and fear but in Text One she also experiences 'hope' and 'relief' • Text One is set out like a diary with sub-headings for the different days of her ordeal, and her experiences just before her rescue are written in fragmented sentences, whereas Text Two is structured as a conventional narrative using paragraphs • Text One tells the complete story of the accident and imminent rescue, whereas Text Two begins in medias res and tells only part of the story • in Text One, although the writer can get no signal, she does have a phone, but in Text Two the writer makes no mention of having any way in which he could have tried to summon assistance • Text One provides a chronology of events over four days, whereas Text Two describes just a short amount of time • as the writer of Text One is stuck in the desert for several days and fears that she will die, she has time to reflect on her life and the time that she has wasted, but the writer of Text Two has no time for such thoughts • the events of Text One are narrated using the past tense but Text Two is written in the present tense, perhaps to create a greater sense of immediacy • Text One ends on a positive note with the final section headed 'Recovery' and the last sentence providing the reassuring realisation that 'All this time, I had never really been alone'; Text Two, however, concludes with the writer still trapped and he starkly informs the reader that the result of his efforts to free himself is 'Nothing'. 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 and persuasive. **Audience:** the writer's peers. The focus is on communicating ideas about how overcoming a challenge can make a person stronger. 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:** • explain what challenges a person might face, such as education, work, relationships, physical or mental health, hobbies, accidents, bullying • consider the ways in which challenges might be overcome, which could include help from others (friends, family, teachers/employers, counsellors); reading about and researching the issues, developing inner strength; taking positive action • explore how overcoming a challenge might make a person stronger such as building resilience, stamina or self-confidence • possibly disagree with the statement in some or all instances and provide reasons • include anecdote, 'statistics', 'expert' opinion • adopt a particular persona. *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 an article - informative and explanatory. **Audience:** magazine readers. The focus is on communicating ideas about the pros and cons of modern technology. A range of approaches could be employed. **Form:** candidates may use some stylistic conventions of an article such as heading, sub-heading or occasional use of bullet points. Candidates should not include features of layout like pictures or columns. There should be clear organisation and structure with an introduction, development of points and a conclusion. **Responses may:** • describe a number of different benefits of modern technology, for example: ease of communication; the ability to meet with people remotely; instant access to news; online shopping and banking; the usefulness of location services in an emergency; the range of sites offering the opportunity to learn new skills or increase knowledge • consider the disadvantages of modern technology, for example: increased social isolation; over-dependency on technology; cyber-hacking; addiction to sites such as online gambling; the opportunity for people to hide their true identities/commit crimes; online bullying • write from a personal or more general point of view • include anecdote, 'statistics', 'expert' opinion. *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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