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Mark Scheme (Results)

January 2022

Pearson Edexcel International GCSE
In English Language (4EB1)
Paper 01R

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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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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

Text One

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	One mark for any **one** of the following: • an unchanging landscape • a small village • cluster of mud huts • a few traders' stalls • the Cabule River • ramshackle buildings • the metal planking of/the ancient iron bridge • the river was four hundred yards wide	**(1)**

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	One mark for any **one** of the following: • the (five-storey) department store • the (mosaic-walled) national bank • the (white) cathedral • 1960s concrete Department of Mines • the police station • the police barracks	**(1)**

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Question Number	Answer	Mark
3	Reward responses that demonstrate how the narrator describes the journey. Responses may include: • the initial paragraph sets the scene: 'settled down for the long drive into town' • the use of positive language that gives a sense of a holiday: 'rather enjoyed', 'relished', 'buoyant end-of-term' • the simile 'like crossing a border' emphasises how different the narrator feels, which is further emphasised by 'a frontier between two states of mind' • the description of the surroundings 'dry scrubland', 'patchy forest', suggests it is uninteresting • the listing of the tasks to be accomplished suggests how busy she will be: 'tiring round', 'visits to the bank and department store and the various merchants' • the use of 'unchanging landscape' suggests that it might be boring • however, the description of the villages she passes through sounds more attractive: 'thatched with palm fronds', 'selling fruit and vegetables, sweetmeats and cola nuts' • there is a sense of danger: 'warned not to attempt it after dark', 'Brigands and bandits', 'highway robbery' • the initial description of the town: 'deep ditches', 'empty shops', which sounds unattractive • the description of the noises: 'music bellowed', 'fists pressed on their horns', 'Children knocked' • the listing of what the children are selling suggests how many of them there are • the simile 'as unconcernedly as newspapers' suggests how common and casual the carrying of weapons is for the soldiers • the contrast between the old men 'sat on their benches' and the young men 'stamping their feet' • the description of the Ping-Pong game: 'stylish', 'hoarse cries of bravado', 'ruthlessly smashed' • the use of listing of the buildings in the town centre, which suggests how developed and crowded with buildings it is • the simile 'like the droppings' suggests a not very respectful attitude to the police • the charming description of the effect of the setting sun 'bathed everything with a gentle peachy light' contrasts with the previous description of the town • the description of the airport: 'too large' and the 'sprawling modern' hotel suggest it is over-ambitious which is further supported by 'all it boasted'.	**(10)**

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Question 3		
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	5–6	• 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	7–8	• 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	9–10	• 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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Text Two

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	One mark for any **one** of the following: • it is more relaxing (than driving) • no route planning/ no refuelling/ no toll roads • it increases the quality time you can spend with your travel companions • it frees up a precious few hours to get deep into your new book • you can make the most of the stunning views • you can travel on some super scenic routes	**(1)**

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	One mark each for any **two** of the following: • it is the most active and adventurous way to road trip • it is an amazing way to make the most of a place • you can really appreciate your surroundings • it will allow you to go well off the beaten track • it gives a completely different perspective • there are health benefits for you • bikes make next to no impact on your surroundings/environment • it is much more rewarding • it makes for a super memorable trip	**(2)**

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Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer presents his ideas to travellers. Responses may include: • engages the reader with an opening question: 'Trying to figure out how to do a road trip without a car?' • creates an initial idyllic image of a road trip: 'a car cruising down a beautiful mountain road', 'a cool convertible zipping' • reassures the reader that you do not need to drive: 'not reserved exclusively for those that can drive' • the use of the balanced structure (and lists of three): 'all you have to do is book a seat, turn up, and catch the right train; no route planning, no refuelling, no toll roads...' • 'the dream' suggests how attractive this option is • the positive language: 'quality time', 'precious', 'stunning' emphasises the advantages • the use of specific examples of scenic journeys and especially reference to Harry Potter will engage readers • reference to the environment will interest and persuade readers: 'minimal impact' • deals with the negative aspects of bus travel: 'shabby and uncomfortable', 'take longer' • lists the modern facilities: 'WiFi, charging ports...' • the use of 'a positive that travellers should embrace' (metaphor) is persuasive • the suggestions of what might be experienced: 'small towns', 'places you wouldn't otherwise have visited', 'remote, beautiful places' • 'off the beaten track' makes cycling sound attractive to more adventurous travellers • this is reinforced by the tricolon: 'country paths, mountain tracks, and thick forests' • the use of the imperative short sentence: 'Definitely give cycling a go.' • the tricolon 'If you plan ahead, do your research and are prepared for a little physical exercise' shows the reader how they need to prepare but is balanced by the benefit 'is even better than driving' • the use of subtitles • the use of direct address • the tone is friendly and colloquial.	**(10)**

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Question 6		
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	5–6	• 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	7–8	• 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	9–10	• 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
7	Responses may include the following points: **Text One** • gives the impression that the drive is pleasurable: 'rather enjoyed', 'relished' • gives the reason for the journey: 'a tiring round of visits', 'provisioning' • hints that the journey might be dangerous: 'risk of highway robbery' • uses description to capture what she sees: 'mud-walled compounds', 'neon lights – ultramarine and peppermint', 'naked children spin hoops', and hears: 'music bellowed', 'fists pressed on horns', 'knocked' • presents the roads as busy: 'crawling traffic', 'traffic nudged its way' • lists many buildings to suggest how developed the town is • suggests her final destination is a disappointment: 'far too large', 'sprawling modern hotel', 'always heading for decline'. **General points candidates may make on the whole of Text One** • is a fictional text • is narrative / descriptive • is from first-person perspective. **Text Two** • suggests reasons not to drive: 'don't have your driving licence, are on a tight budget, or want to minimise your impact on the environment' • suggests travelling is fun 'a super memorable trip' • offers alternative modes of transport: 'Taking the train', 'Buses are often the cheapest', 'Give cycling a go' • uses positive examples of views to encourage the reader to try alternatives to driving: 'super scenic routes', 'remote, beautiful places', 'off the beaten track' • gives benefits of alternative forms of transport: 'quality time', 'freeing up a few precious hours', 'generous with their luggage allowance', 'health benefits' • offers reassurance that these alternatives are achievable: 'it's not as hard as it sounds' • comments on environmental impact: 'minimal impact on the environment', 'next to no impact'. **General points candidates may make on the whole of Text Two** • the use of 'you' engages the reader • the style is friendly • the use of positive language • the writer is trying to persuade the reader. **Points of comparison**

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	• Text One is narrative / descriptive/ Text Two is informative / persuasive • Text One presents the journey for work / Text Two presents travelling for pleasure • Text One describes poor areas / Text Two describes beautiful scenery • Text One describes one form of transport / Text Two describes three • Text One describes what can be seen and heard on the journey / Text Two focuses on the positive aspects of different modes of transport • both texts suggest journeys can be enjoyable • both texts include references to places visited • both texts clearly convey the writer's ideas and perspectives. Reward all valid points.

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Question 7		
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	1–3	• 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	4–6	• 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	7–9	• 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	10–12	• 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	13–15	• 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: Reading and Writing

Question Number	Indicative content
8	A suitable register for a letter to a friend should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages. **The positive points of using different types of transport** • enjoyable • a sense of freedom • more time to enjoy conversations • time to catch up on reading • can visit isolated communities • can get a different outlook on the scene • can get fit • some can have environmental benefits • can be cheap **The negative points of using different types of transport** • journeys can be long • accidents • damaged roads / bridges • dangers at night • some types of transport may be run down and not very comfortable • you have to plan / book some journeys • you might need to be fit **What might be experienced on the journey** • seeing the countryside • seeing small settlements on the way • seeing the poor areas of town • the bright lights • the noise • different people • the traffic jams • the buildings • beautiful sunsets • the views • extremely picturesque scenery. Reward all valid points.

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Question 8		
Level	**Mark**	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
	0	No rewardable material.
Level 1	1–2	• Selection and interpretation of the given bullet points is limited. • Includes a small number of points with some relevance. • Demonstrates a limited ability to locate and retrieve information and ideas.
Level 2	3–4	• Selection and interpretation of the given bullet points is valid, but not developed. • Gives some relevant points. • Brings in some relevant information and ideas.
Level 3	5–6	• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made. • Offers a reasonable number of relevant points. • Shows secure appreciation of information and ideas.
Level 4	7–8	• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made. • Offers a good number of relevant points. • Makes well-focused comments about information and ideas.
Level 5	9–10	• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made. • Offers a wide range of relevant points. • Presents well-focused comments with perceptive references to information and ideas.

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Question 8		
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	1–2	• 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	3–4	• 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	5–7	• Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	8–10	• Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register.
Level 5	11–12	• 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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Question 8		
Level	**Mark**	**AO5** Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material.
Level 1	1–2	• 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	3–4	• 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	5–6	• Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing • Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors • Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.
Level 4	7–8	• 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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SECTION C: Writing

Question Number	Indicative content
9	As no audience is specified, the examiner is assumed to be the audience. Candidates are free to agree or disagree with the statement and may present a variety of arguments. Content may include references to: you need to have plans in life to feel secure; it is important to know what is ahead; if you do not plan you might end up lost or in danger; planning helps you to enjoy yourself because you know what to expect; if you are adventurous you might have more exciting experiences; you might enjoy the unexpected; you can take the opportunity to be spontaneous; more opportunities might present themselves. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
10	No indicative content can be specified, since candidates may choose to interpret the title as they wish. Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense. NB: Explicit reference to the title may not be mentioned until the end of the story. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
11	Candidates may choose a range of objects which may be real or imaginary. Answers may include descriptions of what the object looks like and why it is memorable. Candidates are free to choose any object they wish. Candidates should be rewarded for their powers to create a detailed account of the object and why it is memorable to them, using effective vocabulary. Examiners should be open to a wide range of interpretation.

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Questions 9, 10 and 11		
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	1–4	• 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	5–8	• 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	9–12	• Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	13–16	• Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register.
Level 5	17–20	• 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 9, 10 and 11		
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	1–2	• 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	3–4	• 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	5–6	• 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	7–8	• 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	9–10	• 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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