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Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE In English Language (4EB1): 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.

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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: • people think she keeps some sort of file on how they speak or write • people are afraid of being judged/making mistakes • people think she is authoritarian • people think she feels superior • people think she is an uptight slave (to the machine) • people think she is a judgmental snob	**(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: • it represents you in the world • it sends a message about your authority • it sends a message about your attention to detail • it is a trust signal • poor grammar harms your credibility and makes you look careless • bad grammar can lead to job applications being rejected • people make judgments based on your grammar • bad grammar hurts your image • anything great is error-free	**(1)**

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Question Number	Answer	Mark
3	Reward responses that demonstrate how the writer presents her ideas about the importance of good grammar. Responses may include: • the use of the question at the beginning: 'why is good grammar important?' makes the reader think • she uses positive language: 'set you apart in professional settings' to emphasise the importance of good grammar • the language used to describe 'poor grammar skills' suggests their negative impact on communication: 'can damage you', 'can have an impact on the way others perceive you' • the use of the single-sentence paragraph: 'It's not easy being a grammar specialist these days.' This creates sympathy • the change in style to the first person and use of informal language help to engage the reader: 'I get that' • 'These people might be surprised to learn' and 'I make mistakes, too' suggests that the writer is not infallible • the negative language used to describe the writer's approach to grammar: 'an uptight slave to the machine', 'a judgmental snob', 'contempt' • the use of numbered points to identify the three different attitudes to grammar • brackets add a slightly sarcastic comment '(sometimes to a fault)', showing an element of humour • this is further emphasised by the hyperbolic comment 'poor grammar heralds the fall of civilization' • the description of the rebels as 'well-intentioned' suggests that although they are well-meaning their attitude is flawed • the writer's use of 'alleged rules' and 'irritating *rules'* reinforces this • the description 'too hip and enlightened' and 'grammar belongs to the people' suggests the rebels are liberals • the informal language used in the section 'Don't-know-don't-care' reflects their attitude: 'what the heck', 'don't understand the big deal' • sub-headings identify and emphasise why the writer thinks grammar is important • the use of direct address 'you' (many examples)	

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	• the reference to 'Communicaid' adds credibility • the impactful sentence: 'It comes down to this: anything great is error-free.' • the appeal to writers from a reader's point of view: 'translate your poorly written sentences', 'get your intent wrong' • the positive, uplifting description of language used in the final sub-title 'beautiful and powerful and worthy of respect' • the use of (philosophical) questions • the tricolon 'ourselves, the world and our reality' suggests how all-encompassing language is • the list 'distinguish truth, charm partners, topple governments and make peace with our souls' emphasises how important language is • the writer ends on an uplifting note: 'the power and beauty of words'.	**(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: • old internet people/founding population • full internet people • post-internet people/digital natives • semi-internet people • pre-internet people	**(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: • increase in informal writing • had to evolve new ways of expressing ourselves • using abbreviations • using unusual sign-offs • using punctuation in unusual ways • using txt spk • using acronyms • using emojis	**(2)**

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Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer presents ideas about the effect of technology on the English language. Responses may include: • the opening paragraph is humorous, using the example from an online gaming forum • it also uses informal language: 'Goodness knows' to engage the reader • the writer uses an expert 'Canadian linguist, Gretchen McCulloch' to present a different opinion • the use of language such as 'rule fiends', 'uptight' suggests the writer (Richard Godwin) does not approve of strict grammar rules • the contrast with the use of the positive language to describe the effect of the internet 'a golden age of eloquence' suggests how Richard Godwin thinks the internet has benefitted clear communication • examples of problems of communication online: 'struggled to locate the appropriate emoji in a WhatsApp message', 'how many exclamation marks to use in an email to their boss', 'why old people LIKE SHOUTING in their texts' add both humour and empathy • the reference back to the example at the beginning and explanation reassures the reader that it is not very effective communication: 'sort of internet speak that was a bit out of date in 2005' • McCulloch's CV: 'parents were academics', 'studied for a Master's in linguistics at McGill University in Montreal' adds authenticity to what both she and the writer say • listing to describe the aspects of written informal communication that have been affected by the internet: 'new ways of expressing irony, tone, gesture, slang, abbreviations, in-jokes, silly accents, etc.' • McCulloch's reassurance that text speak and abbreviation are not dominating communication: 'some acronyms some of the time', 'don't fill our entire phrases with them' • the use of McCulloch's positive attitude to communication: 'That's going to make you a better writer', 'Good writing is writing that is read the way you intended it to be read' • Godwin's use of the dramatic (hyperbolic) phrase 'your social life depends on it' • the reassurance in the final quotation from McCulloch: 'trust me, language change isn't one of them'.	**(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** • uses questions: 'Why is good grammar important?' • uses first person/personal anecdotes: 'I make mistakes too', 'people are sometimes wary of interacting with me' • uses a (slightly) informal tone: 'Well, I'll tell you', 'So glad you asked' • uses numbers and sub-headings to clarify • refers to another source, 'author William Bradshaw', to support her argument • uses direct address to the audience: 'aren't you trying to communicate?' • uses a final paragraph that is uplifting and inspiring in both content and language: 'beautiful', 'moved to tears by a kind gesture', 'Good grammar honors the power and beauty of words'. **General points candidates may make on the whole of Text One** • focuses on the effects bad grammar can have: 'have an impact on the way others perceive you' • uses first-person • argues positively for the importance of good grammar: 'anything great is error-free'. **Text Two** • uses real examples of text speak: 'LOL', 'idk' • references a linguist, 'Gretchen McCulloch', and her book, '*Because Internet*', to present ideas • uses listing to clarify points: '*Old internet people*…' • uses terms related to modern technology: 'emojis', 'WhatsApp' • gives explanations of ways technology is used in communication: 'Emojis are more properly considered as gestures' • uses direct quotations from McCulloch • is positive about the effect of technology on writing: 'Good writing is writing that is read the way you intended it to be read' • uses a positive final sentence. **General points candidates may make on the whole of Text Two** • does use some direct address: 'you', 'your', 'we' • focuses on the positive impacts of technology • explains why communication has changed • it is a third-person account. **Points of comparison** • Text One is a personal view/Text Two is about a linguist's views • Text One is first-person/Text Two is third-person • Text One uses examples of people's attitudes to grammar/Text Two gives examples of internet users • both texts are persuasive • both texts use humour • both texts stress the importance of clear communication • both texts clearly convey the writers' 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 website contribution 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 problems caused by unclear written communication** • it can affect how people judge you • people will not take you seriously • it shows a lack of attention to detail • your reader(s) might have to guess your meaning • your writing might be overlooked/ignored • it might use inappropriate emojis • it might use inappropriate punctuation • sometimes texts can sound hostile unintentionally **The positive effects of technology on written communication** • the internet has enabled more people to communicate fluently • it enables clear communication of ideas/meaning • it aids clearer communication • it enables more frequent and faster communication with more people • emojis express a range of feelings succinctly • most written communication is informal and technology has enabled us to develop new ways of expressing ourselves • more people interact in writing and technology allows them to write appropriately for their audience • it helps people to show their emotions **Why good grammar matters** • it will make a good impression • it reassures your reader that you are competent • it suggests you are intelligent • your meaning is clearly understood • there is no ambiguity • friendship can depend on clear informal writing • it shows respect to the reader • the English language is beautiful. 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.

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: the English language has constantly changed over time; there have been many influences on the development of the English language; the internet and modern technology have enriched and added to the language; language is dynamic; using emojis can help people to show feelings and emotions without using words; text language is a valid shorthand form of English and has added words and abbreviations that are used in everyday English e.g. SOS (sorry) and ROFL (rolling on the floor laughing); using text language adds to, but does not replace, Standard English; having grammar rules which do not change ensures good communication; it is easier to learn the language if it does not change; it is important to maintain standards and not to change rules, which would undermine the authority of the language; emojis may help communication but do not help the use of good English. 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 describe a gift which could be a treasured item/object or something intangible, such as friendship/family, support or a talent. Answers may include descriptions of the gift and what it meant to them. Candidates should be rewarded for their powers to evoke a sense of the gift and what it has meant 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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