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Mark Scheme (Results)

Summer 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: • a metal detector • a GPS unit • a (small) shovel • a trowel • a brush • a small hand-held detector	**(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: • in the countryside • on agricultural land • Norfolk • Yorkshire • Suffolk • Lincolnshire	**(1)**

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Question Number	Answer	Mark
3	Reward responses that demonstrate how the writer presents his advice for treasure hunters. Responses may include: • the opening paragraph is enticing: 'hoard of gold, silver, textiles and jewels', '£2 million', '£44,000', 'worth £10 million' • the writer uses names and places to provide authenticity: 'Derek McLennan', 'Scotland', 'David Blakey', 'East Yorkshire', 'Reg Meade and Richard Miles', 'Jersey' • the writer suggests that time is critical: 'almost 1.3 million finds uncovered in the 20 years since the Treasure Act', 'uncovered at a fast rate in Britain' • has a positive attitude towards treasure hunting: 'Buried treasure is not only real, but still being uncovered' • the use of questions: 'how do you find buried treasure and can you keep it if you do?', 'What counts as treasure then?' • the use of direct address 'you' • uses sub-headings to identify clearly the important advice: 'get equipped', 'get permission', 'report it' • the use of bullet points • offers explanations for the equipment: 'they often buried it deep', 'ensuring you don't end up searching the same area' • mentions organisations which are involved in treasure finds, 'The Treasure Valuation Committee' and laws 'Treasure Act', to explain how regulated treasure hunting is • this is reinforced by the mention of 'three months in prison' and 'A former policeman was recently jailed for 16 months' • identifies what the law regards as treasure so the reader is clearly informed • the use of statistics/numbers – many examples • the colloquial/informal style: 'What counts as treasure then?'	**(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: • possibly three trains • stuffed with (stolen) gold/jewels/art • buried in (a complex of) tunnels • sealed in • buried by The Third Reich • no-one has found them	**(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: • remote locations • difficult to access locations • Australia's most desolate emptiness • South American jungles • islands • vague locations • on reefs/Lasseter's Reef	**(2)**

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Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer presents his opinions about treasure hunting. Responses may include: • the first sentence grabs the reader's attention • he presents the hunt negatively: 'going on for many years', 'without success' • the use of 'far-fetched stories' suggests his disbelief • 'trains stuffed' and 'for still unknown purposes' suggest that the story is dubious • the humorous 'raiders of the lost Nazi treasure' is a reference to the film *Raiders of the Lost Ark* • the use of 'nonsense' reinforces his opinion • the alliteration of 'spoilsport scientists'; the word 'spoilsport' shows the attitude of the treasure hunters • the italics '*their* techno gadgets' contrasts with the seekers', 'latest techno gadgets' • the use of single-sentence paragraphs to engage the reader • he describes the difficult places where treasure is supposed to be: 'remote', 'difficult to access', 'most desolate' • 'futile attempts' suggests how pointless the searches were • the descriptions of the map: 'giving a vague location', 'obscure origin', 'helpfully found' suggest that it will not be reliable • the use of 'guardians', 'primitive savages', 'stop at nothing', 'intrepid treasure hunters', 'fabled hoard' is reminiscent of a story or film, which is supported by the reference to 'Indiana Jones' • 'treasure tales', 'mythology' and 'folk beliefs' all suggest that he does not believe in the stories • the final paragraph contrasts with the rest of the article, giving examples of successful treasure hunts: 'Spanish treasure ship', 'recovered sunken treasure' • the metaphor 'stoke the fires of hope' suggests that successful finds encourage treasure hunters to believe in the legends • it ends on a tantalising note with the use of ellipsis.	**(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** • starts optimistically with examples of successful treasure hunts: 'In 2014, Derek McLennan found a Viking treasure hoard' • clearly identifies information that a treasure hunter needs in sub-headings: 'Step 1' • (directly) addresses the reader 'you' • uses factual examples 'The Treasure Valuation Committee' and 'The Treasure Act' to add authenticity • refers to legal requirements: 'get permission', 'report it' • assumes that there is treasure to be found: 'most of the major finds happen in the countryside', 'Norfolk has produced the most finds'. **General points candidates may make on the whole of Text One** • presents treasure hunting in a positive light: 'Buried treasure is not only real but still being uncovered' • uses sub-headings and bullet points • has an informal style • uses statistics: '1,292 discoveries'. **Text Two** • shows scepticism about treasure hunting in the initial paragraph: 'at least, that's what a couple of treasure hunters told the world last year', 'Many still believe in these far-fetched yarns' • presents treasure hunting as unsuccessful: 'looking for years but no-one has succeeded' • gives examples of unsuccessful treasure hunts: 'lost city of Z', 'Lasseter's Reef', 'Beale ciphers' • uses language that suggests the writer doubts the accuracy of the stories: 'fabled', 'yarn', 'tale', 'mythology' • despite the negativity, gives examples of successful treasure hunts in the final paragraph: 'recent rediscovery of a Spanish treasure ship off Colombia'. **General points candidates may make on the whole of Text Two** • presents treasure hunters as foolish and misguided • uses factual examples to support perspectives: 'Scientists from the Krakow Mining Academy', 'Colonel Percy Fawcett' • adopts a disparaging tone towards treasure hunting • is a third-person account. **Points of comparison**

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	• Text One offers practical advice/Text Two comments negatively on treasure hunting • Text One is about the UK/Text Two uses examples from around the world • Text One only mentions successful finds/Text Two mainly comments on unsuccessful searches • Text One refers to legal information/Text Two does not comment on legality • Text One uses direct address/Text Two is a third-person article • Text One is advisory/informative/Text Two is informative but (slightly) mocking • both texts are about treasure hunting • both texts clearly convey the writers' ideas and perspectives. Reward all valid points.

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.

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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.

SECTION B: Reading and Writing

Question Number	Indicative content
8	A suitable register for a talk to peers 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. **Advice for treasure hunters** • make sure you have the right equipment • make sure you have permission to search • take care of anything you find • report your finds to the appropriate authority • look outside of urban areas • use technology • listen to scientists **What might be found** • coins • gold and silver • jewellery • Viking treasure • Celtic coins • Roman coins • lost cities • (pirate) treasure • shipwrecks **Problems that might be experienced** • difficulties getting permission • damaging finds • legal proceedings • dividing proceeds from the sale with the landowner • dangerous locations • remote locations • a dubious map or document • being attacked

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	• other people might get there first. 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: the fact that people who look for excitement and danger are often well-equipped; they may have an end goal beyond just the experience; they could be adventurers, e.g. Christopher Columbus, Edmund Hillary or Neil Armstrong; without risk-takers we would not learn new things; these people rely on others to rescue them; the negative impact of their adventures on friends and relatives; the impact on the people whose lands they visit; the number of injuries. 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 unexpected experiences which may be real or imaginary. Answers may include descriptions of the experience, why it was unexpected and the effect it had. Candidates should be rewarded for their powers to evoke a sense of what the experience involves and how it has had an impact, 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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