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Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE
In English Language (4EA1)
Paper 1R: 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.

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.

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- If the candidate's answer meets the requirements fully, markers should be prepared 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	*Years earlier, his mother, Jo, had been miserable and lonely before him at the same school in East Dulwich. She too struggled to read and found it hard to write.* Accept any of the following, up to a maximum of **two** marks: • '(his) mother' (1) • '(had been) miserable' (1) • '(had been…) lonely' (1) • 'same school (in East Dulwich)' (1) • '(she too) struggled (to read') (1) • 'found it hard (to write)' (1)	**(2)**

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Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	*He was put in the bottom class for all subjects. 'There was a sense the race was already over. The rest had won and I had lost. If you were in the lower sets, you got the worst teachers. It felt like the classroom of the damned.'* *His grandparents fought for further investigation — 'they didn't want the same mistakes to be made [as with his mother]' — and at the end of primary school he was diagnosed with severe dyslexia and dyspraxia. But the pivotal moment came when, aged 13, he printed off a copy of the Disability Discrimination Act — 'I couldn't read it but highlighted bits at random to look official' — and marched into the office of the teacher responsible for special educational needs to demand a teaching assistant and a laptop. It was granted.* Accept any reasonable description of Will Carter's experiences at school, in own words where possible, up to a maximum of **four** marks. For example: • Will Carter was placed in the lowest class for every lesson • he was made to feel that he had lost a race that everyone else succeeded in /felt hopeless • his classes did not get good teachers • Carter felt that his class had been condemned to suffer/discriminated against • his grandparents insisted that he had further tests to find out what problems he might have • it was discovered that he had conditions that affected his ability to read and write and carry out everyday tasks • at age 13, Carter took matters into his own hands and got a copy of the Disability Discrimination Act • although he was unable to read the document, he marked up certain parts of it and took it to the SEN teacher in order to try to get help • he insisted that he should have someone to support his learning and a laptop computer • Will was given the assistance that he had requested 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	*'I went from being in the lowest sets to getting A stars. People really look down upon teaching assistants, but without them I wouldn't have got through secondary school.'* *But it was technology that changed everything. At first he copied and pasted text into Google Translate, using the speech function to hear what it said.* *He started aceing exams using speech recognition software, and won a place to study politics and international relations at the University of Bristol.* *While his coursemates were whizzing through reading lists, there were not enough hours in the day to listen to audiobook versions, if they were available. He hunted for shorter journal articles on the same topics and searched YouTube for lectures by the authors.* *He found a world of ideas was unlocked by 'screen reader' technology, which takes the words on a computer screen and reads them aloud.* Accept any reasonable explanation of how Will Carter's experience of education improved, up to a maximum of **five** marks. For example: • Will Carter had previously limited academic success but started to achieve top grades: 'I went from being in the lowest sets to getting A stars' • he believes his teaching assistants really helped him to do well as 'without them I wouldn't have got through secondary school' • technology enabled him to succeed: 'it was technology that changed everything' • Will achieved excellent exam results 'using speech recognition software' • his exam success at school led to his studying for a degree as he 'won a place to study politics and international relations at the University of Bristol' • it took him much longer to study than his fellow students, but he found 'shorter journal articles on the same topics' which enabled him to access the material • Will also listened to 'lectures by the authors' so that he could keep up with work • 'screen reader' technology' allowed him to learn a great deal of new information as 'a world of ideas was unlocked' Reward **all** valid points.	**(5)**

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Question Number	Indicative content
4	Reward responses that explain and analyse how the writer uses language and structure to convey his experiences. Examiners should refer to the following bullet points and then to the table on page 9 to come to an overall judgement. Responses may include some of the following points: • the opening clause, 'As a child I suffered', evokes immediate sympathy from the reader; the conjunction 'but' then introduces a sense of positivity and the reader is intrigued to know how Zephaniah was able 'to turn dyslexia to my advantage' • the use of parallel structuring and reference to respected professions in the second sentence suggests how creative and constructive people with dyslexia can be: 'We are the architects, we are the designers' • within the opening paragraph Zephaniah moves from the first-person singular of 'I suffered' to the first-person plural 'we' to convey the fact that there is a wider community of people with dyslexia • the list of three negative phrases with its use of anaphora – 'no compassion, no understanding and no humanity' – sums up the shortcomings of the education system at the time and emphasises how harshly the writer was treated at school • Zephaniah also shows how some of his teachers had racist attitudes, bluntly shown by one who talked 'about Africa and the "local savages"' • the metaphor 'the past is a different kind of country' highlights how he believes that attitudes have altered; this is further supported by the fact that, whilst he now realises he was being stereotyped, at the time he was 'happy' when the teacher told him, '"We can't all be intelligent, but you'll end up being a good sportsperson"' • Zephaniah includes anecdotes to bring his experiences to life for the reader; we learn how teachers were dismissive of his ideas, which creates sympathy – and perhaps empathy – with the writer • the use of direct speech might shock the reader by demonstrating how students were treated harshly and shown no respect by their teachers: '"Shut up, stupid boy"', '"How dare you challenge me?"' • he talks of the 'hard work' of reading, which clarifies how something that many people take for granted is difficult for him • time markers are employed by Zephaniah to trace his development so that the reader has a clear idea of the chronology: 'when I was 10 or 11', 'When I was 13', 'At 21' • Zephaniah shows how dyslexia and his consequent struggles had a negative impact on his life: 'I got thrown out of a lot of schools'; the metaphor conveys the sense that he was discarded by the education system • he explains how, against the odds, he has avoided prison and offers the opinion that this is 'about conquering your fears and finding your path in life' • he feels that he has perhaps been lucky by contrasting his experiences to those of others: 'opportunities opened for me and they missed theirs' • a light-hearted approach is used to show how when he first found out he

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	was dyslexic at 21, he still had no idea what it was and asked: '"Do I nee operation?"' • he describes his success in life to give reassurance to others that problems can be overcome: 'Brunel University offered me the job of professor of poetry and creative writing' • practical examples of how he copes with his dyslexia are given: 'I have to draw something to let me know what the word is', 'When I go to literary festivals, I always get an actor to read it [extracts from his novels] out for me' • he links the prejudice against people with dyslexia with racial prejudice but shows no self-pity or apparent anger and simply says, 'It's not my problem, it's theirs' • the tone throughout is confident; in addition, it is reassuring to those who might also be dyslexic and Zephaniah addresses them directly through the use of the second-person pronoun: 'If you're dyslexic and you feel that there's something holding you back, just remember: it's not you'. The colon creates a pause before the final strong, brief statement • after describing his own experiences, the writer gives advice to the parents of anyone with dyslexia through the imperative 'don't think of it as a defect' with its increased impact through the repeated 'd' sound, and offers the optimism of 'you may have a genius on your hands' • the repetition in the final paragraph of '"we are the architects. We are the designers"' acts as an emphatic refrain of the writer's message • the use of many simple sentences throughout and informal language serve to clarify the writer's views and create a connection with the reader. 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 ways in which the writers present their ideas and perspectives about the experiences described. Examiners should refer to the following bullet points and then to the table on page 12 to come to an overall judgement. Responses may include some of the following points: • both texts are about British men overcoming dyslexia and achieving success • both men had a hard time as young boys: in Text One 'School was torment' for Will Carter and in Text Two Benjamin Zephaniah writes that 'As a child I suffered' • both men questioned their teachers' attitudes: in Text One Carter challenges a teacher for using the term '"a retard"' and in Text Two Zephaniah asks a teacher '"Who are you to talk about savages?"' • both men had teachers who were not interested in hearing their opinions: in Text One Carter's teacher asks him to read but '"It was a way of silencing me because she knew I couldn't"' and in Text Two Zephaniah is told to '"Shut up"' • both men were wrongly considered to have low levels of intelligence by teachers who then spoke to them in a shocking and disrespectful way: in Text One Carter's teacher asks him '"Are you a retard?"' whilst in Text Two Zephaniah is called '"stupid boy"' • both men were devalued as young boys: in Text One some of Carter's teachers thought that he would end up 'a criminal' and in Text Two Zephaniah was told that, '"We can't all be intelligent"' • both men received some family help: Carter's grandparents 'fought for further investigation' and Zephaniah's sister wrote out his early poems • both men use a metaphor to convey a sense of their struggles: in Text One, Carter describes how he felt that '"the race was already over. The rest had won and I had lost"' and in Text Two Zephaniah informs the reader that he 'got thrown out of a lot of schools' • the writers of both texts make reference to the unkindness with which people with dyslexia have been treated: in Text One Carter 'had been miserable and lonely at … primary school', and in Text Two Zephaniah says of the education system 'that there was no compassion, no understanding and no humanity' • in both texts the men acknowledge that they have been more fortunate than others in similar situations: in Text One Carter states that he achieved success '"through luck and the support of others, so I know why so many don't"' and in Text Two Zephaniah notes that 'opportunities opened for me and they missed theirs' • both texts show how the men have achieved university success: in Text One Carter 'has a first-class degree' and is continuing his studies in the USA and in Text Two, Zephaniah is 'professor of poetry and creative writing' at Brunel University • both texts include anecdotes and direct speech to help illustrate the

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men's experiences

- both texts link racial discrimination with the way people with dyslexia are treated: in Text One Carter says the teacher's use of the word '"retard"' was '"like using the N-word"' and in Text Two Zephaniah says he responds in the same way to those who don't understand dyslexia as to someone who 'oppresses me because of my race'
- in Text One informal language is occasionally employed for emphasis; students 'whizzing through reading lists' shows what an easy task this was for them compared to the effort it was for Carter. In Text Two Zephaniah often uses colloquial phrases 'We've got it going on', 'don't be heavy on yourself', where the use of pronouns helps to form a close relationship with the readers
- while both texts have a purpose to inform readers about the tough challenges people with dyslexia face, Text Two also offers advice and reassurance
- Text One is written in the third person with some direct quotations from Carter, whilst Text Two is a much more personal first-person narrative in which Zephaniah directly addresses the reader at times
- in Text One we are told how Carter at age 13, knowing that he had dyslexia, went to his teacher 'to demand a teaching assistant and a laptop', whereas Zephaniah did not even know what dyslexia was until he was 21– '"Do I need an operation?"'
- the message of Text Two is more positive about dyslexia: Zephaniah declares that 'Having dyslexia can make you creative', '"Use it to your advantage"', and cites his own success as an example, but in Text One Carter's focus is on the problems people with dyslexia face and he states '"My story is not, 'I made it, so anyone can'"
- in Text Two Zephaniah suggests 'the past is a different kind of country' in terms of the way those with dyslexia were treated by the education system, but Text One offers Carter's view that this system still does not do enough to help and is '"in disrepair"'
- the tone of Text One is sombre throughout, whereas the tone of Text Two is at times light-hearted, celebratory and reassuring
- in Text One Carter thinks there is insufficient understanding of the needs of people with dyslexia and more should be done to 'help excluded students', whereas Zephaniah believes that 'If someone can't understand dyslexia it's their problem'
- Text One ends on a downbeat note as Will Carter is quoted as saying that it is 'fairly depressing' and 'a false idea that the few who succeed are examples of a system working'; Text Two on the other hand ends positively with Zephaniah stating that '"Us dyslexic people, we've got it going on"' and 'these kids are proud to be like me'.

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 formal letter – informative and advisory. **Audience:** a headteacher. The focus is on communicating ideas about student needs and how they might be met. A range of approaches could be employed. **Form:** the response should be set out effectively as a formal letter, using organisational features. Candidates do not have to include postal addresses but should include an appropriate salutation and valediction. There should be a clear introduction, development of points and a conclusion. **Responses may:** • focus on one or a range of students whose needs the school does not currently meet, for example those with dyslexia, deafness, physical disabilities, mental health concerns; the able, gifted and talented; those who have experienced bullying or discrimination • consider the practical needs of students such as suitable accommodation; provision of nutritious food or water fountains; sports facilities • suggest ways in which the school might make improvements and address any of these needs, for example invest in technology/more support staff, have ramps/other devices to aid accessibility, employ counsellors, establish support groups, introduce specialist training for teachers; offer a wider range of sports; establish areas in the school for rest or study; provide snacks • include 'statistics', 'expert' opinions • adopt a personal or more general approach • write from the perspective of a student, parent, school inspector or any other interested party. *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 how to be successful. 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 such as pictures or columns. There should be clear organisation and structure with an introduction, development of points and a conclusion. **Responses may:** • explore what is meant by 'success', for example happy relationships; a well-paid and/or fulfilling job; academic or sporting achievement; living independently; overcoming a difficulty • consider the different factors that contribute to becoming successful, for example hard work; luck; the help of other people; a positive attitude • include anecdote, 'statistics', quotations from 'experts' • adopt a personal or more general approach. *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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