



# **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel International GCSE  
in English Language (4EA0) Paper 01

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

# Paper 1

## Section A

### Reading

#### AO2

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects

Question number	Answer	Mark
1	Examiners should reward only the correct answer: <ul style="list-style-type: none"> <li>• grey</li> </ul>	1

Question number	Answer	Mark
2	<p>Examiners should reward the identification of phrases that show an understanding of the difficulties that Nando had in speaking and should only reward the following.</p> <p>One mark for each phrase identified, up to three marks for:</p> <ul style="list-style-type: none"> <li>• 'I tried desperately to speak'</li> <li>• 'my lips could not form the words'</li> <li>• ('the effort quickly drained) my strength'</li> <li>• '(I closed my eyes) and let myself drift back into the shadows'</li> <li>• 'I tried again to speak'</li> <li>• ('all I could manage was) a hoarse whisper'</li> </ul>	3

Question number	Answer	Mark
3	<p>Examiners should reward all valid responses up to <b>four</b> marks. Look to reward the quality of explanation rather than simply counting the number of features or phrases that have been identified:</p> <ul style="list-style-type: none"> <li>• he is kind and caring as we can see from the care he takes over Nando</li> <li>• he is persistent in trying to wake Nando</li> <li>• he is a realist as it seems they had given up hope that Nando, who has been unconscious for three days, would live</li> <li>• he is a survivor</li> <li>• he has ragged hair and brown eyes</li> <li>• he is Nando's friend</li> <li>• he is a tough character, serious, strong-willed and intense</li> <li>• he is confident but his confidence appears to have been knocked by the accident</li> <li>• despite it all he is gentle in the way that he cleans the blood from Nando's face</li> </ul>	4

Question number	Indicative content	Mark
4	<p>Examiners should refer to the following bullet points and then to the table on page 8 to reach an overall judgement.</p> <p>There are many features in the passage that are worthy of comment. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for.</p> <p>Candidates may refer to some of the following points:</p> <p><b>The ways in which Nando's growing awareness is described:</b></p> <ul style="list-style-type: none"> <li>• the passage opens with an emphasis upon the absence of awareness of any sort: 'there was nothing, no fear or sadness, no sense of the passage of time, not even the glimmer...'</li> <li>• the imagery used emphasises the depth of Nando's unconsciousness: 'like a diver swimming slowly to the surface'</li> <li>• imagery is used to describe the pain he experiences as he becomes conscious, as if his consciousness as well as his body has been injured: 'seeped through my brain like a slow bleed'</li> <li>• the next phase of awareness is a transitional one and is described in a variety of ways as 'twilight', 'pools of light and shadow'</li> <li>• he experiences a setback as he loses strength and lapses back into unconsciousness</li> <li>• his inability to understand the three simple statements shows that he is not yet fully conscious</li> <li>• it takes a long time for him to regain consciousness; we know that he has been unconscious for three days and even now he 'hovered in this haze for hours.'</li> </ul> <p><b>The difficulties that Nando has to deal with once he is awake:</b></p> <ul style="list-style-type: none"> <li>• the two key difficulties that Nando has to deal with are cold and injury, which he sums up and emphasises by using italics: '<i>Why am I so cold? Why does my head hurt so badly?</i>'</li> <li>• the cold is described in the most extreme terms: 'Never had I imagined anything like the bitter sub-zero gusts that blew through the fuselage.'</li> </ul>	12

	<p>This was a savage, bone-crushing cold'</p> <ul style="list-style-type: none"> <li>• he experiences the cold at a molecular level, emphasising its strength: 'I felt the pain in every cell of my body'</li> <li>• he uses powerful adjectives to describe the pain in his head: 'raw and ferocious'</li> <li>• he uses a vivid and disturbing image comparing the pain in his head to a wild animal clawing to get out</li> <li>• the realisation of his cranial injuries induces near panic and chest pains</li> <li>• the blood on his shirt and face indicates the extent of the injury that he has suffered.</li> </ul> <p><b>Particular words, phrases and techniques:</b></p> <ul style="list-style-type: none"> <li>• the structure of the passage charts Nando's journey into consciousness and towards remembrance and realisation. It begins with nothingness and ends with 'I began to remember'</li> <li>• repetition of negative language to indicate his lack of consciousness: 'nothing, no fear or sadness, no sense of the passage of time, not even the glimmer of a thought'</li> <li>• frequent use of simile to create strong visual imagery: 'like a diver swimming slowly to the surface'; 'cold that scalded my skin like acid'</li> <li>• use of powerful adjectives to describe the violent damage that the plane has suffered: 'battered walls'; 'shattered plastic, twisted scraps of metal'</li> <li>• use of short sentences for blunt emphasis: 'I did not'</li> <li>• use of questions to emphasise Nando's lack of understanding</li> <li>• use of paradox as the cold burns like acid</li> <li>• use of compound sentences creating lists to detail the different facets of Roberto's character: 'but behind the kindness was something else, a wildness, a hardness, a sense of desperation held in check'</li> <li>• use of italics to indicate Nando's internal dialogue and strength of feeling: '<i>Why am I so cold? Why does my head hurt so badly?</i>'</li> <li>• direct speech used to give the passage immediacy and to indicate the life that exists beyond Nando's consciousness</li> <li>• creation of pathos in the description of his own bloodstained shirt as: 'this sad mess'</li> <li>• use of graphic and tactile language to shock and to describe his shirt: 'the front of my shirt was coated with a damp brown crust and when I touched it with the tip of my finger...'</li> </ul>	
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<b>Question 4</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 (i)/(ii)/(iii)</b>
0		No rewardable material.
<b>Level 1</b>	1 - 3	<ul style="list-style-type: none"> <li>• Basic understanding of the text is evident in the response</li> <li>• Engagement with the text is basic, with little development in the response</li> <li>• Interpretations are developed with limited success</li> <li>• Limited evaluation of how writers use linguistic and structural devices to create effect, with little use made of appropriate examples to support ideas.</li> </ul>
<b>Level 2</b>	4 - 6	<ul style="list-style-type: none"> <li>• Some understanding of the text is evident in the response</li> <li>• Engagement with the text is generally apparent, with some development in the response</li> <li>• Interpretations are developed with some success</li> <li>• Some evaluation of how writers use linguistic and structural devices to create effect, with some use made of appropriate examples to support ideas.</li> </ul>
<b>Level 3</b>	7 - 9	<ul style="list-style-type: none"> <li>• Sound understanding of the text is evident in the response</li> <li>• Assured engagement with the text, with thorough development in the response</li> <li>• Interpretations are thoroughly developed and sustained</li> <li>• Assured evaluation of how writers use linguistic and structural devices to create effect, with use made of thoroughly appropriate examples to support ideas.</li> </ul>
<b>Level 4</b>	10 - 12	<ul style="list-style-type: none"> <li>• Perceptive understanding of the text is evident in the response</li> <li>• Discriminating engagement with the text, with perceptive development in the response</li> <li>• Interpretations are perceptively developed and sustained</li> <li>• Perceptive evaluation of how writers use linguistic and structural devices to create effect, with discriminating use made of appropriate examples to support ideas.</li> </ul>

**Total for Section A: 20 Marks**



## Section B

### Part 1

#### AO2

#### Reading

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects

Question number	Indicative content	Mark
5	<p>Examiners should refer to the following bullet points and then to the table on page 11 to come to an overall judgement. Examiners must reward all valid points that show engagement and insight.</p> <p>Candidates may refer to some of the following points:</p> <p><b>Climate Change: The Facts</b></p> <ul style="list-style-type: none"> <li>• the writer presents the article as objectively scientific but uses techniques of persuasion</li> <li>• the title is emphatic and unequivocal</li> <li>• quoting the source gives the article credibility: it is 'in association with the Science Museum'; credibility is also created by referring to 'the world's best climate scientists'</li> <li>• use of two questions in the subheading to engage the reader</li> <li>• use of idiom, 'hot potato', and slang 'farting cows', to attempt to use everyday language and to engage all readers in scientific issues</li> <li>• structure is familiar from FAQ pages with each subheading being a question, followed by the text which gives the answer</li> <li>• extensive use of statistics throughout creates an impression of scientific precision and accuracy</li> <li>• use of scientific vocabulary throughout maintains scientific credibility, 'chemical composition', 'methane clathrate compounds'</li> <li>• appears to use objective and scientific language, but includes emotive and value-laden language: 'relentless rise', 'nasty sting in its tail', 'pushing temperatures sky high'</li> <li>• uses a variety of sentences, often simple sentences, many of which are statements: 'By 2000 they were 17% higher than in 1959'</li> <li>• later sentences make use of the modal form to suggest possibility or uncertainty: 'but if', 'this release may cause', 'one potential trigger could be'</li> <li>• use of single-word sentence for emphasis: 'No'</li> </ul>	10

- article ends with the gently emotive 'Unfortunately not', but without any appeal to the reader to take action of any kind.

**What is global warming?**

- extensive use of colour for clarity: yellow for the heat of the sun, two different shades of blue represent the earth's atmosphere, use of intense red for global warming
- throughout, the images are representative and are not at all to scale
- earth is represented in silhouette as both urban and natural
- use of arrows to indicate the directional flow of the heat
- arrows mirror a wave pattern to show that they represent a heat source
- relative size of arrows in the upper diagram indicates the relative amount of heat coming from the sun and the much smaller amount radiated back by the earth
- use of numbers to indicate the sequence of events across the central image
- with the exception of the title and the question below, all other parts of the diagram are statements without punctuation, labelling elements of the diagram
- the line graph and emissions breakdown at the bottom of the page are wholly coloured in shades of orange and yellow to represent the heat of global warming
- the graph and breakdown contain no explanatory text beyond title and labelling.

Question 5		
Level	Mark	AO2 (i)/(ii)/(iii)
0		No rewardable material.
<b>Level 1</b>	1 - 3	<ul style="list-style-type: none"> <li>• Basic understanding of the text is evident in the response</li> <li>• Engagement with the text is basic, with little development in the response</li> <li>• Interpretations are developed with limited success</li> <li>• Limited evaluation of how writers use linguistic and structural devices to create effect, with little use made of appropriate examples to support ideas</li> <li>• <i>Where response requires consideration of two or more features, limited balance is evident.</i></li> </ul>
<b>Level 2</b>	4 - 7	<ul style="list-style-type: none"> <li>• Generally sound or sound understanding of the text is evident in the response</li> <li>• Mostly clear or clear engagement with the text, with development in the response</li> <li>• Interpretations are developed and sustained with some success</li> <li>• Mostly sound or sound evaluation of how writers use linguistic and structural devices to create effect, with clear use made of appropriate examples to support ideas</li> <li>• <i>Where response requires consideration of two or more features, clear balance is evident.</i></li> </ul>
<b>Level 3</b>	8 - 10	<ul style="list-style-type: none"> <li>• Perceptive understanding of the text is evident in the response</li> <li>• Discriminating engagement with the text, with development in the response</li> <li>• Interpretations are perceptively developed and sustained</li> <li>• Perceptive evaluation of how writers use linguistic and structural devices to create effect, with assured use made of appropriate examples to support ideas</li> <li>• <i>Where response requires consideration of two or more features, a perceptive balanced approach is evident.</i></li> </ul>

## Section B

### part 2

**Range of writing: explore, imagine, entertain; argue, persuade, advise; inform, explain, describe**

### Writing

#### AO3

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling

Question number	Indicative content	Mark
6	<p>Markers should use the grid on page 13 to award marks for this writing activity.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives.</p> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The best-fit approach</i> An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band 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 <b>corresponds most closely</b> to the overall quality of the response.</p>	10

<b>Question 6</b>		
<b>Level</b>	<b>Mark</b>	<b>AO3 (i)/(ii)/(iii)</b>
0		No rewardable material.
<b>Level 1</b>	1 - 3	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader</li> <li>• Organisation is simple with limited success in opening and development</li> <li>• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used</li> <li>• Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects</li> <li>• Spelling is basic in accuracy, with many slips which will hinder meaning</li> </ul>
<b>Level 2</b>	4 - 7	<ul style="list-style-type: none"> <li>• Communicates clearly</li> <li>• Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</li> <li>• Organisation is sound or mostly sound with clear text structure; controlled paragraphing to reflect opening, development and closure together with some successful use of cohesive devices</li> <li>• Sentences are generally clearly structured, with generally sound control of expression and meaning. A reasonable selection of sentence structures is used</li> <li>• Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response</li> <li>• Spelling is mostly accurate, with some slips which do not hinder meaning</li> </ul>
<b>Level 3</b>	8 - 10	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle with discriminating use of a full vocabulary</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices</li> <li>• Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used</li> <li>• Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed</li> <li>• Spelling is consistently accurate</li> </ul>

**TOTAL FOR SECTION B = 20 MARKS**

## Section C: Writing

Range of writing: inform, explain, describe

### Writing

#### AO3

(i) communicate clearly and appropriately, using and adapting forms for different readers and purposes

(ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features

(iii) use a range of sentence structures effectively, with accurate punctuation and spelling

Question number	Indicative content	Mark
7	<p>The writing triplet assessed on this question is writing to inform, explain and describe.</p> <p>Weaker answers may be fragmentary or lack coherence. Candidates may lack the ability to explain themselves or may assume understanding that the reader does not have. A useful discriminating factor will be the extent to which the writer is able to engage the interests of the reader by using a variety of techniques.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives.</p> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best-fit' approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band 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 <b>corresponds most closely</b> to the overall quality of the response.</p>	20

<b>Question 7</b>		
<b>Level</b>	<b>Mark</b>	<b>AO3 (i)/(ii)/(iii)</b>
0		No rewardable material.
<b>Level 1</b>	1 - 4	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader</li> <li>• Organisation is simple with limited success in opening and development</li> <li>• Sentences show basic attempt to structure and control expression and meaning. A limited range of sentence structures is used</li> <li>• Basic control of a range of punctuation devices, with little success in conveying intended emphasis and effects</li> <li>• Spelling is basic in accuracy, with many slips which will hinder meaning</li> </ul>
<b>Level 2</b>	5 - 8	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader</li> <li>• Some grasp of text structure, with opening and development and some appropriate use of paragraphing and other sequencing devices</li> <li>• Sentences show some attempt to structure and control expression and meaning. Some variety of sentence structures used</li> <li>• Some control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for some of the response</li> <li>• Spelling is sometimes accurate, with some slips which may hinder meaning</li> </ul>
<b>Level 3</b>	9 -12	<ul style="list-style-type: none"> <li>• Communicates clearly</li> <li>• Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</li> <li>• Organisation is sound with clear text structure; controlled paragraphing to reflect opening, development and closure together with some successful use of cohesive devices</li> <li>• Sentences are generally clearly structured, with generally sound control of expression and meaning. A reasonable selection of sentence structures is used</li> <li>• Generally sound control of a range of punctuation devices, enabling intended emphasis and effects to be conveyed for most of the response</li> <li>• Spelling is mostly accurate, with some slips which do not hinder meaning</li> </ul>

<p><b>Level 4</b></p>	<p>13 - 16</p>	<ul style="list-style-type: none"> <li>• Communicates effectively</li> <li>• A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown</li> <li>• Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs</li> <li>• Sentences are purposefully structured, with sustained control of expression and meaning. A wide and varied selection of sentence structures is used</li> <li>• Thorough control of the full range of punctuation, enabling intended emphasis and effects to be conveyed</li> <li>• Spelling is almost always accurate, with occasional slips</li> </ul>
<p><b>Level 5</b></p>	<p>17- 20</p>	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle with discriminating use of a full vocabulary</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices</li> <li>• Sentences are convincingly structured, with sophisticated control of expression and meaning. A convincing selection of sentence structures is used</li> <li>• Control of the full range of punctuation is precise, enabling intended emphasis and effects to be conveyed</li> <li>• Spelling is consistently accurate</li> </ul>

**TOTAL FOR SECTION C: 20 MARKS**

**TOTAL FOR PAPER: 60 MARKS**



