



Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE  
in English Language (4EA0)

Paper 01R

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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**

All students should be required to demonstrate an ability to:

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writer's 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
<b>1</b>	<p>There is more than one acceptable answer. One mark for either:</p> <ul style="list-style-type: none"> <li>• because he has a map/maps</li> <li>• because he is a foreigner/American.</li> </ul> <p>Do not accept the word bag/what he has in his bag.</p>	<b>1</b>

Question number	Answer	Mark
<b>2</b>	<p>Examiners should reward the identification of phrases that show an understanding of why his wife was upset and frightened. Examiners should give one mark for each reason given:</p> <ul style="list-style-type: none"> <li>• their departure had been rushed</li> <li>• they had not had time to take part in the customary good luck farewell</li> <li>• she is worried that she might be touching him for the very last time</li> <li>• she is worried that he is going outside Moscow and she believes he may be in danger</li> <li>• she believes that anywhere outside Moscow is a wild place</li> <li>• she believes that the land beyond Moscow is peopled by drunks and thugs</li> <li>• she is frightened because her husband is an American, who might be exploited because of his nationality.</li> <li>• she distrusted everything Russian.</li> </ul>	<b>2</b>

Question number	Answer	Mark
3	<p>Examiners should reward the identification and explanation of the character of the taxi driver and should look to reward the quality of explanation rather than simply counting the number of features that have been identified.</p> <ul style="list-style-type: none"> <li>• he lacks sophistication - the writer says he has a "peasant frankness"</li> <li>• he is used to hard work, as his hands are scarred</li> <li>• the writer's first impression is not positive, believing that he looks like a criminal and is therefore suspicious or dangerous</li> <li>• some may see the driver as accommodating – it is three hundred miles and the roads are in a poor condition, yet the taxi driver agrees to take him</li> <li>• some may see him as hardworking, accepting a lucrative fare</li> <li>• the writer later sees him as honest and friendly – he introduces himself by name to the writer</li> <li>• he seems to take a curious pride in the dangerous wilderness of Siberia</li> <li>• he sounds contented and has found his place to live in the peacefulness of Siberia</li> <li>• he is a practical, physical man – he "wrestles" with the steering wheel and with the spare tyre</li> <li>• he is knowledgeable about the dangers of Siberia and is brave to take them on</li> <li>• he shows a caring side to his character, protecting the writer from inadvertently coming to harm in the woods.</li> </ul>	5

Question number	Indicative content	Mark
<b>4</b>	<p>Examiners should refer to the following bullet points and then to the table 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. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique.</p> <p>Candidates may refer to some of the following points:</p> <p>His experiences in Moscow:</p> <ul style="list-style-type: none"> <li>• from the very start of the passage Moscow is presented as causing "distress"</li> </ul>	<b>12</b>

	<ul style="list-style-type: none"> <li>• it is unpleasantly “hot and humid”</li> <li>• the airport is physically and emotionally uncomfortable for the writer</li> <li>• other passengers are presented as grotesques, “red-faced”, who seem to lack proper luggage – they have “chequered vinyl sacks” which sound cheap and inappropriate</li> <li>• they show no regard for him and push past him</li> <li>• like the people, the airport is also uncared for – the flooring is “dusty”</li> <li>• his experiences with his wife create an atmosphere of distress and painful separation</li> <li>• the scale of Tatyana’s fears seem exaggerated or heightened: “she felt she might be touching me for the last time”</li> <li>• the Russian convention of not making positive predictions before any activity leaves the Moscow section with an atmosphere of latent disaster or imminent problems</li> <li>• her desperation is such that he has to pull away from her physically</li> <li>• there is an irony here in that it is the security guard who causes the most alarm to both the writer and his wife</li> <li>• the accusations of being a spy depict Moscow as a place that is naturally suspicious and unfriendly, especially to foreigners</li> <li>• his journey to the plane shows that the runways are as poorly maintained as the airport, which cements our impressions of Moscow as a place that is uncared for and which itself shows no consideration or care to anyone there.</li> </ul> <p>His experiences in Siberia:</p> <ul style="list-style-type: none"> <li>• our first impressions of Siberia from the plane are ones of immense scale and deep forests – it “swept” all the way to the horizon</li> <li>• the manner in which it is described emphasises its lush fertility</li> <li>• on arrival, our first impressions of the airport are similar to those of Moscow – unpleasantly hot and generally uncared for – the “derelict” luggage conveyor</li> <li>• the taxi driver is in many ways an embodiment of Siberia – physically tough</li> <li>• the conditions are harsh, with the road being difficult to traverse and even described as “violent”</li> <li>• the landscape is described in detail and manifests striking beauty, with its glittering sky and rushing streams; yet it is also imposing, even regal in its beauty</li> <li>• the forest is “scraggly” and creates an atmosphere of potential threat: “looming”</li> </ul>	
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	<ul style="list-style-type: none"> <li>• the story of the woman torn apart by wolves convinces the reader that this is a dangerously primal place, and that the road they are travelling on is a place of life and death</li> <li>• the taxi driver persuades us that Siberia has a deceptively beguiling quality</li> <li>• the depiction of the trees and insect life presents Siberia as lush and fecund</li> <li>• the insects are presented as predatory and also can cause fatal diseases.</li> </ul> <p>Particular words, phrases and techniques:</p> <ul style="list-style-type: none"> <li>• complex sentence used at the beginning of the passage to quickly establish a strong sense of place</li> <li>• short sentences used for dialogue for simplicity, "Look at this mud!"</li> <li>• use of juxtaposition in the first paragraph, of the cramped, disgusting and rank interior of the plane with the peaceful and natural expanse of Siberia</li> <li>• the writer makes use of a relatively complex structure beginning in the present, flashing back to Moscow and the airport before it comes into the present with the landing in Siberia</li> <li>• use of exaggeration to depict the scale of Tatyana's worries – the whole of Russia outside Moscow is described as "semi-barbarous"</li> <li>• short sentence used to move the passage forward, "They called my flight"</li> <li>• use of questions depicts the guard's level of suspicion</li> <li>• use of alliteration for dramatic emphasis to mark his departure – "Finally free" and "rattling ride"</li> <li>• use of metaphor, "swords of sunlight"</li> <li>• use of simile, "birch trees, leaves so green they seemed to glow, and trunks gleaming white as if freshly painted"</li> <li>• extensive use of exclamation marks to mark the style of the taxi driver's speech and to heighten the experience of Siberia, "Hey, get away from the woods!" Volodya shouted. "You can get a disease from the grass and catch encephalitis!", "Siberia!"</li> <li>• use of dashes for parenthetical insertion, "silver-grey rivers – Siberia – swept".</li> </ul>	
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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> </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**

All students will be required to demonstrate an ability to:

- (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 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>Climate Change: The Facts:</p> <ul style="list-style-type: none"> <li>• the article presents itself as objectively scientific but uses techniques of persuasion</li> <li>• the title is emphatic and unequivocal</li> <li>• quoting the source is intended to give the article credibility, it is “in association with the Science Museum”; also aimed at creating credibility by referring to, “the world’s best climate scientists”</li> <li>• use of two rhetorical questions in the subheading to engage the reader</li> <li>• use of idiom, “hot potato”, and slang “farting cows”, to attempt to use non-scientific 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 modal forms to suggest possibility or uncertainty, “but if”, “this sudden release may cause”, “One potential trigger could be”</li> <li>• use of single-word sentence for emphasis, “No”</li> <li>• article ends with the gently emotive “Unfortunately not”.</li> </ul>	10

	<p>What is global warming?:</p> <ul style="list-style-type: none"><li>• 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</li><li>• the images are representative and are not at all to scale</li><li>• earth is represented in silhouette as both urban and natural</li><li>• use of arrows to indicate directional flow</li><li>• arrows mirror a wave pattern to show that they represent a heat source</li><li>• relative size of arrows in the upper diagram indicates the relative amount of heat coming from the sun and the amount radiated back by the earth</li><li>• use of numbers to indicate the sequence of events across the central image</li><li>• with the exception of the rhetorical title, all other parts of the text are statements without punctuation, labelling element of the diagram</li><li>• 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</li><li>• the graph and breakdown contain no explanatory text beyond title and labelling.</li></ul>	
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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**

### AO3 Writing

All students will be required to demonstrate an ability to:

- (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 below 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

Level	Mark	AO3 (i)/(ii)/(iii)
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 are 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>

## Section C: Writing

**Range of writing: inform, explain, describe**

### AO3 Writing

All students will be required to demonstrate an ability to:

- (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, in this case a speech. 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>	20



Level	Mark	AO3 (i)/(ii)/(iii)
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 are 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 4</b>	13 - 16	<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> </ul>

		<ul style="list-style-type: none"> <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>
<b>Level 5</b>	17-20	<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**

