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# Mark Scheme (Results)

Pearson Edexcel International GCSE  
In English as a Second Language (4ES1)  
Paper 1: Reading and Writing

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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.

## Assessment Objectives

<b>A01</b>	Understand and respond in writing to a range of English texts  A Understand the overall message of a text B Understand in detail a range of texts, identifying finer points of detail C Distinguish between facts, ideas and opinions D Identify a writer's viewpoint and attitude, stated and implied
<b>A02</b>	Write clear, relevant texts in English on a range of subjects  A Demonstrate appropriate use of paragraphing, punctuation and spelling B Write in a range of registers to fit the context and the audience C Demonstrate a control of a range of vocabulary and a variety of grammatical structures D Summarise information provided in text form for a given purpose and audience

## READING

### Questions 1–10

Question Number	Answer	Mark
If the candidate gives more than one answer and the correct answer is present, mark it <b>INCORRECT</b> .		
<b>1</b>	I	<b>1</b> (AO1a)
<b>2</b>	D	<b>1</b> (AO1a)
<b>3</b>	G	<b>1</b> (AO1a)
<b>4</b>	A	<b>1</b> (AO1a)
<b>5</b>	F	<b>1</b> (AO1a)
<b>6</b>	H	<b>1</b> (AO1a)
<b>7</b>	B	<b>1</b> (AO1a)
<b>8</b>	J	<b>1</b> (AO1a)
<b>9</b>	C	<b>1</b> (AO1a)
<b>10</b>	E	<b>1</b> (AO1a)

### Questions 11–20

Question Number	Acceptable answers	Reject	Mark
<ul style="list-style-type: none"><li>• Do not mark correct <b>ANY</b> responses containing more than <b>THREE</b> words.</li><li>• If the candidate gives more than one answer and the correct answer is present, mark it <b>INCORRECT</b>.</li><li>• Any comprehensible spelling of the correct answer will be acceptable.</li><li>• The words in brackets are optional.</li></ul>			
<b>11</b>	(fantastic) beaches		<b>1</b> (AO1b)
<b>12</b>	(really) excited		<b>1</b> (AO1d)
<b>13</b>	(the) captain		<b>1</b> (AO1b)
<b>14</b>	(the) top deck		<b>1</b> (AO1b)
<b>15</b>	(a) beautiful (sight)		<b>1</b> (AO1d)
<b>16</b>	(the) (other) guests		<b>1</b> (AO1b)
<b>17</b>	worried		<b>1</b> (AO1d)
<b>18</b>	play cards		<b>1</b> (AO1b)
<b>19</b>	disappointed		<b>1</b> (AO1d)
<b>20</b>	(absolutely) sure		<b>1</b> (AO1d)

## Questions 21–25

Question Number	Answer	Mark
If the candidate gives more than one answer and the correct answer is present, mark it <b>INCORRECT</b> .		
<b>21</b>	<p><b>The only correct answer is D.</b></p> <p>A is not correct as the text states it is the 'oldest houseboat operating in the area'.</p> <p>B is not correct as the text states the boat would be their 'temporary home for the night'.</p> <p>C is not correct as the text states that on the cruise you have 'the river practically to yourself'.</p>	<b>1</b> (AO1c)
<b>22</b>	<p><b>The only correct answer is C.</b></p> <p>A is not correct as the text does not compare this beach with the one at Alan's hotel.</p> <p>B is not correct as the text states that his wife and daughter went swimming and he played in the shallow water with his son.</p> <p>D is not correct as the text mentions the afternoon sunshine but does not give this as a reason for Alan enjoying the beach.</p>	<b>1</b> (AO1c)
<b>23</b>	<p><b>The only correct answer is B.</b></p> <p>A is not correct as there is no mention of them being badly behaved, only that Alan had been worried about taking them on the boat trip.</p> <p>C is not correct as the text mentions that it took some time for Alan to get used to the size of the boat.</p> <p>D is not correct as, even though Alan mentions his own two children, there is no mention of him wanting there to be other children on the boat.</p>	<b>1</b> (AO1c)
<b>24</b>	<p><b>The only correct answer is D.</b></p> <p>A is not correct as the text states that they dropped the anchor for the night as 'the darkness drew in'.</p> <p>B is not correct as the text states that the other adults retired to their rooms, leaving Alan and Bridget alone on the top deck of the boat.</p> <p>C is not correct as the text states the children went to bed early as they were exhausted.</p>	<b>1</b> (AO1c)

<b>25</b>	<p><b>The only correct answer is A.</b></p> <p>B is not correct as the text states that on the boat they were 'a world away from hectic markets' but does not say anything about Alan wanting to visit one.</p> <p>C is not correct because the text states that their time on the boat drew to a close in the afternoon.</p> <p>D is not correct because the text states they 'headed back to their hotel for a few beautiful days by the pool and beach'. There is no mention of Alan being unsure about going back.</p>	<b>1</b> (AO1c)
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### Questions 26–30

Question Number	Answer	Mark
If the candidate gives more than one answer and the correct answer is present, mark it <b>INCORRECT</b> .		
<b>26</b>	True	<b>1</b> (AO1c)
<b>27</b>	False	<b>1</b> (AO1d)
<b>28</b>	False	<b>1</b> (AO1d)
<b>29</b>	True	<b>1</b> (AO1c)
<b>30</b>	Not Given	<b>1</b> (AO1c)

### Questions 31–40

Question Number	Acceptable answers	Reject	Mark
<ul style="list-style-type: none"> <li>Do not mark correct <b>ANY</b> responses containing more than <b>THREE</b> words.</li> <li>If the candidate gives more than one answer and the correct answer is present, mark it <b>INCORRECT</b>.</li> <li>Any comprehensible spelling of the correct answer will be acceptable.</li> <li>The words in brackets are optional.</li> </ul>			
<b>31</b>	(the) business models		<b>1</b> (A01b)
<b>32</b>	social hubs		<b>1</b> (A01b)
<b>33</b>	interactive		<b>1</b> (A01b)
<b>34</b>	(group) cookery classes		<b>1</b> (A01b)
<b>35</b>	contactless (payment cards) / payment cards		<b>1</b> (A01b)
<b>36</b>	supermarkets		<b>1</b> (A01b)
<b>37</b>	cameras		<b>1</b> (A01b)
<b>38</b>	virtual reality experiences		<b>1</b> (A01b)
<b>39</b>	same brands		<b>1</b> (A01b)
<b>40</b>	(crazy) golf		<b>1</b> (A01b)

### Questions 41–45

Question Number	Acceptable answers	Mark
Any comprehensible spelling of the correct answer will be acceptable.		
<b>41</b>	traditional	<b>1</b> (A01b)
<b>42</b>	consumer	<b>1</b> (A01c)
<b>43</b>	premises	<b>1</b> (A01b)
<b>44</b>	informed	<b>1</b> (A01b)
<b>45</b>	benefit	<b>1</b> (A01d)



## WRITING

Question Number		Mark
<b>Part 4</b>	Part 4 is marked out of 10, using the two grids below.	<b>10</b>

Mark	Communication, content and organisation (A02a/A02b)
<b>0</b>	No rewardable material.
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Candidates have referred to at least one bullet point.</li> <li>• Task completed to a limited extent, with little development of the bullets provided.</li> <li>• Little awareness of audience evident in uses of tone and register.</li> <li>• Organisation is limited with little effective use of cohesive devices, paragraphing and punctuation.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Candidates have referred to at least two bullet points.</li> <li>• Task completed to some extent, with some development of the bullets provided.</li> <li>• Some awareness of audience evident in uses of tone and register.</li> <li>• Organisation is adequate with some effective use of cohesive devices, paragraphing and punctuation.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Candidates have referred to all three bullet points.</li> <li>• Task completed mostly successfully, with effective development of the bullets provided.</li> <li>• Secure awareness of audience evident in uses of tone and register.</li> <li>• Organisation is consistent with effective use of cohesive devices, paragraphing and punctuation.</li> </ul>

Mark	Range and accuracy (A02a/A02c)
<b>0</b>	No rewardable material.
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Range of vocabulary is limited.</li> <li>• Range of appropriate structures is limited.</li> <li>• The writing is generally inaccurate and errors cause confusion.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for some of the response.</li> <li>• Some range of appropriate structures.</li> <li>• The writing is accurate for some of the response and any errors generally do not impact on meaning.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Range of vocabulary is appropriate for most of the response.</li> <li>• Range of appropriate structures, although there may be some lapses.</li> <li>• The writing is accurate for most of the response and there are very few errors.</li> </ul>

Question Number		Mark
<b>Part 5</b>	Part 5 is marked out of 20, using the grid on the next page. Award up to 5 marks for each column.	<b>20</b>

Question Number		Mark
<b>Part 6</b>	Part 6 is marked out of 25. Use the indicative content below for 5 marks, plus the grid on the next page for 20 marks. Award up to 5 marks for each column.	<b>20</b>
	<p><b>Indicative Content:</b>  <b>Three</b> ways traditional learning may change in the future:</p> <ul style="list-style-type: none"> <li>• learn any time / place</li> <li>• have 'flipped' classrooms</li> <li>• use materials matched to ability</li> <li>• use of personalised learning methods</li> <li>• emphasis on human knowledge / 'face-to-face' interaction</li> <li>• have more independence</li> <li>• use teachers as mentors.</li> </ul> <p>Reward any other valid points. (Any three, one mark each.)</p>	<b>3</b>
	<p><b>Indicative Content:</b>  <b>Two</b> benefits of home schooling:</p> <ul style="list-style-type: none"> <li>• parents have more freedom</li> <li>• children can dress / think / act the way they want</li> <li>• more sleep</li> <li>• do not have to do morning classes</li> <li>• no travel / shorter days</li> <li>• achieve more learning</li> <li>• no homework.</li> </ul> <p>Reward any other valid points. (Any two, one mark each.)</p>	<b>2</b>

**Assessment criteria: writing skills assessment grid**

**This grid should be used for marking Parts 5 and 6.**

<b>Mark</b>	<b>Communication and content (AO2b/AO2d)</b>	<b>Lexical range and accuracy (AO2c)</b>	<b>Grammatical range and Accuracy (AO2c)</b>	<b>Effective organisation (AO2a)</b>
<b>5</b>	<p><b>Candidates have referred to all three bullet points.</b> The response...</p> <ul style="list-style-type: none"> <li>• communicates most successfully.</li> <li>• conveys the information set out in the task.</li> <li>• uses appropriate tone and register for the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of vocabulary.</li> <li>• Appropriate and effective use of vocabulary to address the requirements of the task.</li> <li>• Very good control of vocabulary with very few errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of both straightforward and complex grammatical structures.</li> <li>• Appropriate and effective use of these structures to address the requirements of the task.</li> <li>• Very good control of these structures with very few errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Very coherent piece of writing.</li> <li>• Appropriate use of cohesive devices, paragraphing and punctuation.</li> <li>• High degree of fluency that would require no effort on the part of a native speaker.</li> </ul>
<b>3-4</b>	<p><b>Candidates have referred to at least two bullet points.</b> The response...</p> <ul style="list-style-type: none"> <li>• generally communicates successfully.</li> <li>• conveys more than half of the information set out in the task.</li> <li>• generally uses appropriate tone and register for the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of vocabulary.</li> <li>• Generally appropriate and effective use of vocabulary to address the requirements of the task.</li> <li>• Occasional lapses in lexical control.</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of both straightforward and complex grammatical structures.</li> <li>• Generally appropriate and effective use of these structures to address the requirements of the task.</li> <li>• Occasional lapses in control of more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally coherent piece of writing.</li> <li>• Generally appropriate use of cohesive devices, paragraphing and punctuation.</li> <li>• Moderate degree of fluency that would cause a native speaker to hesitate.</li> </ul>
<b>1-2</b>	<p><b>Candidates have referred to at least one bullet point.</b> The response...</p> <ul style="list-style-type: none"> <li>• occasionally communicates successfully.</li> <li>• conveys less than half of the information set out in the task.</li> <li>• only sometimes uses appropriate tone and register for the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate but predictable range of vocabulary.</li> <li>• Occasionally uses appropriate and effective vocabulary to address the requirements of the task.</li> <li>• Frequent lapses in lexical control.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate but predictable range of straightforward grammatical structures.</li> <li>• Occasionally appropriate and effective use of these structures to address the requirements of the task.</li> <li>• Frequent lapses in grammatical control.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally coherent piece of writing.</li> <li>• Limited or repetitive use of cohesive devices, paragraphing and punctuation.</li> <li>• Low degree of fluency that requires some effort on the part of the native speaker.</li> </ul>
<b>0</b>	<b>No rewardable material.</b>	<b>No rewardable material.</b>	<b>No rewardable material.</b>	<b>No rewardable material.</b>

