



# **Mark Scheme (Results)**

Summer 2018

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

### 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	Answer	Mark
1	Examiners should only reward the single correct answer: <ul style="list-style-type: none"><li>• Ngong (Hills)</li></ul>	1

Question number	Answer	Mark
2	Examiners should reward the identification of words or phrases that show an understanding of the difficulties the cyclists face and should only reward the following.  One mark for each phrase identified, up to two marks for the difficulties the cyclists face: <ul style="list-style-type: none"><li>• 'the stray goat'</li><li>• '[the colourfully painted] <i>matatus</i> [that grind to a halt at a moment's notice]'</li><li>• 'chaos'</li><li>• 'spine' / 'corrugated spine'</li></ul>	2

Question number	Answer	Mark
3	<p>Examiners should reward all valid responses to the passage up to five 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 Rastafarian and has dreadlocks</li> <li>• fast</li> <li>• he is in control of the race: he may let Chris Froome get past him but he always pulls him back</li> <li>• he is dedicated and committed</li> <li>• he enjoys the challenge and laughs wildly whilst being chased</li> <li>• he is very fit</li> <li>• he is very experienced</li> <li>• he is unconventional and flouts the need to wear proper cycling clothing or a helmet</li> <li>• he endures pain calmly</li> <li>• he has remarkable qualities of recovery and endurance</li> <li>• some may see him as humorous, mocking sarcastic or ungenerous in the manner in which he rejects the writer's help</li> <li>• he is forgiving and does not blame the writer for the accident</li> </ul>	5

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 way the way the race is described:</b></p> <ul style="list-style-type: none"> <li>• the race is all-consuming - the passage opens with the race already in progress and at the end of the passage it is about to resume</li> <li>• there is danger in the race from the stray goat and matatus to the homicidal drivers and potholes</li> <li>• the landscape of the race is varied and challenging, moving from the 'urban grime' out into the African countryside, passing ostriches and flamingos</li> <li>• the tone of the description of the race changes: at times light-hearted and playful, at other times grimly determined</li> <li>• the route is described in vivid and possibly exotic terms, from the 'corrugated spine' of the hills to the 'boiling soda lakes' and 'the moonscape of Magadi', giving the race an epic quality</li> <li>• readers are encouraged to appreciate the heat that the cyclists ride through with references to it being 'like a furnace' and the manner in which both riders sweat after the accident</li> <li>• the horrific accident is described in graphic terms as Leone Nero lands on the 'downward grooves' of the road.</li> </ul> <p><b>The relationship between the two cyclists:</b></p> <ul style="list-style-type: none"> <li>• some may see Leone Nero as cruel or taunting; others may see him as supremely experienced, teaching Froome to have both a positive attitude and resilience</li> <li>• there is a sense of a long-established relationship and an inevitability about the outcome of the race: 'I am chasing him. As always'; 'He let me spin away once or twice but always he reeled me in'</li> <li>• the two riders are physical opposites: young/old; Froome is a 'skinny cyclist kid' with long legs like an ostrich, whereas Leone Nero has well-developed muscles that demonstrate his vastly superior level of experience: 'He has thousands of miles of roads and hills packed in there, all compressed into clenched muscle'</li> <li>• there is an irony in that Froome presents himself as a predator with Leone Nero as the prey: 'He is my prey' when in fact, it is Froome who is being toyed with and preyed upon by the more experienced rider</li> <li>• whatever happens during the race we know that they 'will rest and laugh together' at the end of the race</li> </ul>	12

- Froome's level of anxiety and concern after the accident shows how guilty he feels about Leone Nero, giving all of his precious water to clean Leone Nero's wounds
- the passage ends by asserting Leone Nero's superiority on every level as he 'scolds' Froome in a quasi-parental manner.

**Particular words, phrases and techniques:**

- one of the most distinctive features of the passage is its sentence structure, particularly the frequent use of very short sentences such as: 'I am chasing him. As always. The Ngong Hills' - this creates a vivid and breathless quality that recreates the excitement of the race
- another distinctive feature is its variety of paragraph length and its use of single sentence paragraph
- the passage is written in the present tense: 'I am scared and I feel guilty'; this creates a sense of immediacy
- use of powerful imagery to heighten our understanding of how much winning means to Froome: 'stretch your arms skywards in triumph like a winner. Your hands will be breaking through the floor of heaven'
- use of literal and idiomatic language: Froome is literally cycling along the top of a high hill, with his head in the clouds, and is also a dreamer whose head is 'never anywhere else but in the clouds'
- use of rhetorical question to emphasise their commitment and bravery: 'Do we worry? Never'
- use of direct speech of onlookers to increase our sense of sympathy for the 'kid' who will never win: *'Look at that skinny cyclist kid trying to catch up with that Rastafarian on a bike. Aah! Look!'*
- use of simile: 'cackling like a hyena'; 'flying like a missile with dreadlocks'
- use of metaphor to depict the gory nature of Leone Nero's injuries: 'His knees alone are a horror show'
- use of alliteration to create strong visual imagery: 'candy cotton pink clouds of startled flamingos'
- personification used to heighten the violence of Leone Nero's impact with the road: 'The road seizes huge patches of skin from the joints and from the front of his body'
- use of dialogue between the two riders at the end of the passage to further define their relationship and Leone's superiority.

#### QUESTION 4

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

### 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> <ul style="list-style-type: none"><li>• the title is scathing with a sarcastic tone: 'boys messing about?' This defines the readers' perceptions of the men</li><li>• the previous expedition of both men is described as 'farce', indicating the writer's scorn</li><li>• the genuine experience of the two men is introduced only to be undermined with the phrase 'Despite their experience ...'</li><li>• the serious consequences of their actions are indicated by the word 'tragedy'</li><li>• 'Experts' are quoted to question and undermine the judgement of the men</li><li>• their lightweight inconsequentiality is twice indicated by the manner in which they are 'plucked' from the sea by others</li><li>• emphasis upon the hostility of the surroundings</li><li>• the fact the helicopter was only single-engined suggests that the men were poorly prepared</li><li>• Mr Smith has a nickname ('Q'), which suggests a juvenile nature and which undermines the readers' appreciation of any expertise</li><li>• the James Bond reference is used to tarnish our view of the men, depicting them as overgrown children, pretending to be in an adventure</li><li>• the men's ages are given to indicate their mature years and to suggest that they should know better</li><li>• buying Mr Brooks an emergency beacon watch as a present suggests that others know he is likely to need rescuing in the future</li><li>• the Royal Navy had been engaged in purposeful work compared with the frivolous and feckless explorers</li><li>• the purpose of an earlier mission is described as 'confusion'</li><li>• later in the passage we learn that the expedition to cross the Bering Strait, while attempting to demonstrate good relations between east and west, ironically proved quite the opposite</li><li>• Mr Brooks calls his wife rather than contacting the emergency services directly, which suggests that he does not appreciate how serious the situation is</li></ul>	10

	<ul style="list-style-type: none"><li>• it also suggests it is not the first time this has happened, which further undermines the readers' perception of his quality as an 'adventurer', by making him appear dependent on his wife</li><li>• the men's expertise is undermined, as their own helicopter is naively and inaccurately described as 'trusty'</li><li>• their flying ability is criticised as they experienced difficulties when 'conditions had been "excellent"'</li><li>• resentment is generated by the statement that the taxpayer (i.e. the Guardian readership) is unlikely to recoup any of the 'tens of thousands of pounds' from the men, making them appear cavalier and selfish, and this point is further emphasised by later quoting the Ministry of Defence</li><li>• the writer subtly undermines Mr Smith's flying credentials by the use of the word 'claims'</li><li>• Ms Vestey confirms the two men to be silly children dismissing them as 'boys' and describing their antics as 'messing about'; later she suggests they will be punished by their elders and betters</li></ul> <p>the structure of the passage moves from serious criticism of the men, who nearly cause a dangerous military intervention from the Russians, to end with a gently humorous and indulgent tone: "'they'll probably have their bottoms kicked and be sent home the long way"'. .</p>	
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## 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

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

### AO3 Writing

- (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

## QUESTION 6

Level	Mark	<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 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>

**TOTAL FOR SECTION B = 20 MARKS**

## Section C: Writing

Range of writing: inform, explain, describe

### AO3 Writing

- (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
<b>7</b>	<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> 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>	<b>20</b>

## QUESTION 7

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> <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 MA**

