



Pearson

Mark Scheme

Extra assessment materials

Pearson International GCSE in
English Language A (4EA1) Paper 01

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.

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| 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. |

Section A: Reading

| Question number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|-----------------|---|------|
| 1 | Accept any of the following, up to a maximum of two marks, for example: <ul style="list-style-type: none"> • '(very) interesting' (1) • 'hopeless (case)' (1) • '(mentally) defective' (1) • 'nothing could be done' (1) | (2) |

| Question number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|-----------------|---|------|
| 2 | Accept any reasonable description of what Christy's life was like at age five, in own words, up to a maximum of four marks, for example: <ul style="list-style-type: none"> • did not appear to be very clever • did very little except lie on his back all day • was part of a loving and caring family • felt very isolated • could not communicate with others • felt desperate to be able to join in • felt trapped/imprisoned • things suddenly changed | (4) |

| Question number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|-----------------|---|------|
| 3 | Accept any reasonable interpretation of Christy's mother's personality and character, up to a maximum of five marks, for example: <ul style="list-style-type: none"> • always there to support him: 'as she had done so many times before' • like a teacher: 'I'll show you...' • excited • patient • helpful: 'held the slate steady' • encouraging/has faith in him: 'Try again' • gentle: 'she whispered' • loving/caring • supportive • determined/forceful • emotional/proud/overwhelmed | (5) |

| Question number | Indicative content |
|-----------------|--|
| 4 | <p>Reward responses that explain and analyse how the writer uses language and structure to show the difficulties that he faced.</p> <p>Examiners should refer to the following bullet points and then to the table on page 5 to come to an overall judgement.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the strong verb 'suffered' suggests the writer had a hard time and powerful language is used throughout: 'savages', 'revenge', 'conquering' • there is emphasis on the difficulties he faced: 'The big problem' • a list of three negative qualities that the education system used to have creates sympathy for the writer: 'no compassion, no understanding and no humanity' • the repetition of 'no' in the above phrases emphasises what was lacking • in contrast with the above there is a list of three positive qualities that the writer feels the education system should possess: 'being kind and thoughtful and listening to problems' • he contrasts the past with the present using a metaphor: 'the past is a different kind of country' (hints of L.P. Hartley's <i>The Go-Between</i>) to show how times have changed • he includes anecdotes about his school days that enliven the piece and illustrate his experiences • teachers were dismissive of his ideas, creating further sympathy for (and perhaps empathy with) the writer • the direct speech shows how the teachers spoke to him: "'Shut up, stupid boy'"; "'How dare you challenge me?'", in a way that seems shocking now • he talks of the 'hard work' of reading, which shows how something many people take for granted can be difficult • he accepts that he did wrong in his life and that there were valid reasons why he was expelled from school • he links dyslexia with getting into trouble • he contrasts his opportunities with prisoners who 'missed theirs, didn't notice them or didn't take them' - another triad • time markers are employed to trace his development, which gives a clear idea of the chronology: 'when I was 10 or 11', 'When I was 13', 'At 21' • humour is used to show his ignorance about dyslexia: 'Do I need an operation?' • examples of how he copes are provided, causing the reader to admire these strategies: e.g. drawing and getting an actor to read from his novels at literary festivals • he describes his success in life to further create admiration/ reassurance that problems can be overcome and he focuses on the advantages of how 'dyslexia can make you creative' • he links the prejudice against dyslexics with racial prejudice but simply says 'it's their problem': there is no self-pity • in the final paragraph he addresses fellow dyslexics and their parents directly, using the second person pronoun |

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| | <ul style="list-style-type: none"> • there are a number of simple sentences throughout to ensure his message is clearly conveyed: 'I was just being creative' • he uses informal language such as 'don't be heavy on yourself' to form a close relationship with his audience • the final sentence is a humorous rhetorical question designed to demonstrate the confidence that he wants other dyslexics to share • overall, language and structure are used to inform, explain, advise, reassure and entertain. |
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| 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

| Question number | Indicative content |
|-----------------|--|
| 5 | <p>Reward responses that compare the writers' experiences and the ways in which they present their ideas and perspectives.</p> <p>Examiners should refer to the following bullet points and then to the table on page 7 to come to an overall judgement.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • both texts describe coping with and overcoming difficulties that other people do not understand • both writers have problems communicating but Text One also describes a severe physical disability • both texts are written in the first person to show a personal experience • both texts include direct speech to highlight key moments • despite their problems, both men become writers • both writers are dismissed intellectually by others • both writers use references to age to show time passing: 'I was now five', 'When I was 13' • both texts show how important communication is and that without it someone can feel trapped • both texts end on a positive note • both writers use short sentences to emphasise important/triumphant points: 'I had done it!', 'We are the designers' • Text One covers the writer's first five years, whereas Text Two describes the writer's experiences from childhood to adulthood • Text One describes other members of the writer's family but there is no mention of family in Text Two • in Text One the writer received help and support when he was a child, whereas the writer of Text Two did not • Text One has a narrative style, the 'break-through' moment providing drama, tension and a change of tone • Text One includes greater descriptive detail of setting, whereas Text Two has more description of events and encounters • only Text Two addresses the reader directly • Text One is describing and entertaining the reader but Text Two also sets out to inform, advise and reassure • Text Two has a defiant tone throughout, whereas Text One has a tone of despair that changes to hope • Text Two uses colloquial language, whereas Text One is more formal. |

| Level | Mark | AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. |
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| | 0 | No rewardable material. |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. <p>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</p> |
| Level 3 | 9-13 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

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 | <p>Purpose: to write a letter - informative and persuasive.</p> <p>Audience: newspaper editor (and readership, if published). The focus is on communicating ideas about whether a compulsory system of unpaid voluntary work would be a good idea or not and what kinds of work might be appropriate. There should be an attempt to engage and influence the audience.</p> <p>Form: the response should be set out effectively as a 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.</p> <p>Responses may:</p> <ul style="list-style-type: none">• agree with the statement and argue how imposed voluntary work might increase an awareness of the needs of others• consider the different types of voluntary work that young people could be engaged with, for example: helping at home, caring for family members, visiting the elderly, litter-picking, helping local charities, assisting in primary schools• disagree with the statement and argue that voluntary work, by its very nature, should be willingly carried out; enforcing it might lead to resentment and not actually help either the young person doing it or the recipient• include the writer's own experiences. <p><i>The best-fit approach</i> 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.</p> |

| Question number | Indicative content |
|-----------------|--|
| 7 | <p>Purpose: to write a contribution to a guide for new teachers - informative.</p> <p>Audience: new teachers or people interested in education. The focus is on communicating ideas about what qualities a teacher should possess. A range of approaches could be employed to engage and influence the audience.</p> <p>Form: the response should be set out effectively as a contribution with a clear introduction, development of points and a conclusion.</p> <p>Responses may:</p> <ul style="list-style-type: none"> • describe the qualities that a good teacher should possess, for example: patience; extensive subject knowledge; fairness, ability to impose discipline; sense of humour • explore how teachers can help, influence and inspire their students, for example: take time to talk to individuals; provide constructive criticism; show respect; listen to students; encourage students to participate both in the classroom and in extra-curricular activities • refer to positive personal experiences. <p><i>The best-fit approach</i> 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.</p> |

Writing assessment grids for Questions 6 and 7

| Level | Mark | AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. |
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| | 0 | No rewardable material. |
| Level 1 | 1-5 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

| Level | Mark | A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. |
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| | 0 | No rewardable material. |
| Level 1 | 1-3 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |