



# Mark Scheme (Results)

January 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.

**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
<b>1</b>	Examiners should only reward the single correct answer <ul style="list-style-type: none"> <li>• November/Nov</li> </ul>	<b>1</b>

Question number	Answer	Mark
<b>2</b>	Examiners should reward the identification of words or phrases that show an understanding of how the writer shows how threatening the storm is and should only reward the following.  One mark for each phrase identified, up to three marks for: <ul style="list-style-type: none"> <li>• "the danger of storms"</li> <li>• "rowdy"</li> <li>• "gusts had teeth"</li> <li>• "a deep warning"</li> <li>• "The voice of the storm had picked up"</li> <li>• "The swells gathered strength"</li> <li>• "the boat began to tilt sideways".</li> </ul>	<b>3</b>

Question number	Answer	Mark
<b>3</b>	Examiners should reward all valid responses to the passage 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: <ul style="list-style-type: none"> <li>• Córdoba lacks experience compared with Alvarenga, who explains to him about how to interpret the weather</li> <li>• he is scared throughout most of the passage</li> <li>• he is defeatist at the first sign of danger</li> <li>• he loses control of his emotions and is fatalistic, as indicated by the way he screams at Alvarenga who is the captain</li> <li>• he works hard bailing water but does so in a manner that is desperate and panicky</li> <li>• at the height of the storm he freezes and fails to react to the urgent call for action</li> <li>• he shares a moment of happiness with Alvarenga</li> </ul>	<b>4</b>

	<p>when they land the catch</p> <ul style="list-style-type: none"> <li>• he is emotional, not resilient, as he cries</li> <li>• he collapses emotionally and physically at the end of the passage as he vomits and continues to cry.</li> </ul>	
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Question number	Indicative content	Mark
<b>4</b>	<p>Examiners should refer to the following bullet points and then to the table on page 7 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><b>The way the development of the storm is presented:</b></p> <ul style="list-style-type: none"> <li>• the passage opens by presenting the storm as a familiar event for an experienced sailor, such as Alvarenga</li> <li>• the storm is presented on more than one occasion as superficially confusing and yet it is something that experienced fishermen can interpret</li> <li>• the developing storm is personified: "rowdy", "the voice of the storm"</li> <li>• the storm steadily grows in power; initially it merely tilts the boat but soon threatens to sink it and later the swelling waves smack against it and constantly threaten to overwhelm it</li> <li>• the storm grows in speed up to "50 miles per hour" with "eight- to ten-foot swells"</li> <li>• the storm is increasingly presented as sinister or clever in the way that it toys with Alvarenga, sending him messages in something encrypted like Morse code.</li> </ul> <p><b>How Alvarenga reacts to the storm:</b></p> <ul style="list-style-type: none"> <li>• some may see Alvarenga as cruel and unfeeling, others may interpret him as robust and heroic, trying to rescue both men from the storm</li> <li>• some may say that Alvarenga shows little feeling and is largely impassive throughout</li> <li>• Alvarenga is knowledgeable about the weather and about the dangers posed by shark skin, in contrast to Córdoba who seems lost and hopelessly inexperienced</li> <li>• Alvarenga is the decision-maker throughout</li> <li>• Alvarenga is a pragmatist and breaks convention by helping Córdoba haul in the fishing line</li> <li>• Alvarenga is an optimist who, in the midst of the</li> </ul>	<b>12</b>

	<p>worst of the storm, believes he could be: "eating chicken and drinking beer before sunset"</p> <ul style="list-style-type: none"> <li>Alvarenga is compared to: "a professional athlete" and approaches the storm as his competitor.</li> </ul> <p><b>Particular words, phrases and techniques:</b></p> <ul style="list-style-type: none"> <li>the passage opens with a complex sentence, setting the scene for the action: a fateful decision that will have dire consequences</li> <li>use of an informal register throughout to emphasise the gritty nature of the job and the hardworking, simple men who take it on: "he was on a streak", "waves jacked up"</li> <li>frequent use of dashes as connecting punctuation gives sentences an informal, impromptu air adding to the sense of drama</li> <li>some use of short sentences for blunt impact: "I couldn't believe it"</li> <li>frequent use of simile to create strong visual imagery: "tilt sideways like a ride at an amusement park", "they began to bounce as if being shaken by a giant"</li> <li>use of extended metaphor to create more complex representations, such as Alvarenga as a codebreaker battling against the storm, which is deliberately trying to outplay him; or Alvarenga as an athlete going into a strong physical competition in which endurance will be a key factor</li> <li>extended use of personification with regard to the storm and to the engine which coughs, then hacks and finally dies</li> <li>repeated use of rhetorical questions: "Was the fuel line pinched? Had something rattled loose?" builds tension and uncertainty as the passage reaches its dramatic conclusion</li> <li>use of third person throughout creates a certain distance between the reader and both of the characters, allowing the reader to observe rather than strongly empathise with them</li> <li>although largely chronological in structure there are unusual moments where Alvarenga is quoted, almost as if he was describing the events after they happened: "It shaves off your skin, peels it right off in slices", "I couldn't believe it. I could see the coast"</li> <li>use of onomatopoeia: "slapping out a message", "sloshing crimson pool", "with the wind now roaring"</li> <li>use of alliteration and sibilance: "saltwater spray skewed his vision" to recreate the sound of the storm</li> <li>use of violent language and visceral imagery to shock.</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
<b>5</b>	<p>Examiners should refer to the following bullet points and then to the table on page 9 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>• Ellen is remarkably practical and takes sensible precautions, "I would be wearing a helmet"</li> <li>• she is a perfectionist and has clearly thought long and hard about the climb: "had agonised for hours", she plans ahead: "flaking" the halyard so that it will not snag; "I had worked through the night preparing for it"</li> <li>• she considers the need for maximum daylight and waits for dawn</li> <li>• she fails to appreciate the cold and the need for dexterity and has to climb down and start again</li> <li>• she is physically very strong and persistent as can be seen through the way in which she explains that the difficulty is not in the climbing, it is "clinging on" – this emphasises the potential danger of being thrown off</li> <li>• she conquers an "alien landscape", "a world over which I had no control"</li> <li>• she emphasises the cold and the weather conditions to heighten her determination and resilience – numbingly cold: "I couldn't feel my fingers". She is drenched before she begins her climb: "I climbed down, getting soaked", "the snow that had begun to fall"</li> <li>• she emphasises her determination: "Eyes closed and teeth gritted"</li> <li>• despite it all she is human and at one point resorts to hope in the face of forces beyond her control: "I hung on tight ...and hoped", "You are a passive observer looking down"</li> <li>• what she endures is remarkable - she describes being thrown from the mast: "hanging on by just one arm"</li> <li>• her reaction to approaching the top is to "rally" showing a resilient character</li> <li>• by line 44 we realise that the danger is increasing as the movement of the boat: "was worse than</li> </ul>	<b>10</b>

	<p>ever”, yet she persists</p> <ul style="list-style-type: none"> <li>• after successfully climbing the mast the writer realises that the descent is even more dangerous: “This was by far the most dangerous part”. This is emphasised by the fact that her reaction is clearly one of fear: “I had my heart in my mouth”</li> <li>• repetition is used to emphasise her determination: “I tugged and tugged”</li> <li>• frequent use of emotive language to emphasise her personal qualities and the speed and danger of the event: “smacking back into the rig”, “watched the mast-head whip across the clouds”, “the mast slices erratically”</li> <li>• she talks to herself to steady her nerves, though the manner in which she talks to herself, in a friendly and informally encouraging tone, only serves to emphasise how tense she feels</li> <li>• we are made to appreciate her bravery through the potential danger and injury that has been sustained on a successful mission: “My limbs were bruised and my head was spinning”.</li> </ul>	
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<b>Question 5</b>		
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**

- (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>6</b>	<p>Markers should use the grid on page 11 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>	<b>10</b>

<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 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>

<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 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 MARKS**

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