



# **Mark Scheme (Results)**

Summer 2018

Pearson Edexcel International GCSE in  
English Language A (4EA1)

Paper 1R Non-fiction Texts and  
Transactional 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

**Section A: Reading**

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>1</b>	Accept any of the following, up to a maximum of <b>two</b> marks: <ul style="list-style-type: none"> <li>• 'Switzerland-sized' (1)</li> <li>• 'Himalayan nation/in the heart of the Himalayas' (1)</li> <li>• 'sandwiched between (the great Asian giants of) India and China' (1)</li> <li>• 'standing at 8,000 feet' (1)</li> <li>• 'on top of the world' (1)</li> <li>• 'kingdom' (1)</li> </ul>	<b>(2)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>2</b>	Accept any reasonable description of what the writer does, in own words, up to a maximum of <b>four</b> marks, for example: <ul style="list-style-type: none"> <li>• explores old towns</li> <li>• walks through rice fields and/or forests</li> <li>• visits different buildings such as ornate temples and dzongs (fortresses)</li> <li>• looks at animals (yaks) in the fields</li> <li>• buys prayer beads</li> <li>• tries new activities such as (the national sport of) archery</li> <li>• watches boys throwing darts</li> <li>• makes the difficult climb up to the Tiger's Nest monastery</li> </ul>	<b>(4)</b>

<b>Question Number</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	<b>Mark</b>
<b>3</b>	Accept any reasonable explanation of what we learn about the hotels, up to a maximum of <b>five</b> marks, for example: <ul style="list-style-type: none"> <li>• 'I'm being treated like royalty' shows that guests are well looked after</li> <li>• the hotels have 'simple designs' and are small and individual: 'tiny boutique hotels'</li> <li>• they are as good as hotels elsewhere in the world: 'standards are as high as any in, say, Tokyo or Venice'</li> <li>• the rooms are large: 'spacious...suites'</li> <li>• they are cosy and warm: 'bukharis, or log-stoves, are lit beside big oval baths'</li> <li>• the guests can indulge in 'Spa treats' which 'include soaks in outdoor hot-tubs'</li> <li>• the hotels offer a wide range of high quality food, both local and foreign</li> <li>• drinks are brought to guests in their rooms/beds</li> <li>• 'delivered with sweet smiles' tells us that the hotel staff are friendly and polite</li> <li>• the beds are luxurious: 'kingsized, feathered, hot-water-bottle-warmed'</li> </ul>	<b>(5)</b>

Question Number	Indicative content
4	<p>Reward responses that explain and analyse how the writer uses language and structure to convey her impressions of Bhutan.</p> <p>Examiners should refer to the following bullet points and then to the table on page 6 to come to an overall judgement.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the first phrase is 'Mountains all around' and there is an echo of this in 'all and only mountains' in the second sentence to emphasise how this is seemingly all that can be seen</li> <li>• the analogy of 'a giant child' sculpting the landscape is used to help the reader imagine what it looks like</li> <li>• the precise verbs (some of which are alliterative) 'gathering', 'piling', 'pinching', 'knuckling', 'poking' are used to show how the landscape looks crafted</li> <li>• the word 'mountains' is repeated six times in the second paragraph, reinforcing the fact that this is the writer's overwhelming initial impression of the country</li> <li>• adjectives 'giant' and 'great' are juxtaposed with 'little' to give some idea of the height of the mountains</li> <li>• the use of numbers in 'five different flights over four days' and the list of airports convey a sense of the distance travelled and the remoteness of Bhutan</li> <li>• the repetition of 'and', in addition to the list of monosyllabic adjectives in the description of the air in Thimphu as 'thin and dry and very cold', gives a sense of breathlessness caused by the altitude</li> <li>• the second and third paragraphs open with time markers: 'It is my first night...' and 'The next morning' to show the reader that these are early impressions of the place</li> <li>• the hotel's 'simple' room sounds very basic and the food offered is described using negative adjectives: 'plasticky' bread, 'flavorless' jam</li> <li>• a positive view is conveyed by the well-travelled Canadians both being 'ecstatic' about Bhutan but the writer initially seems ambivalent as she is 'hoping to pick up some of their enthusiasm'</li> <li>• the writer seems surprised at the small size of Thimphu which 'doesn't even have traffic lights'</li> <li>• the buildings appear to be attractive with the descriptions of the beams 'painted with lotus flowers, jewels and clouds'</li> <li>• the long list of items sold by the shops shows how they seem unusual and do not specialise in any particular type of goods</li> <li>• the writer is surprised that 'There are more signs of the outside world than I had expected' and states that they are 'startling against the Bhutanese-ness of everything else', suggesting how culturally different she finds the country</li> <li>• the writer says the town looks 'very old' but is told that it 'is actually new', the contrast of the adjectives highlighting the difference between the conditions that she sees in Bhutan and what she is used to</li> <li>• the only direct speech in the extract is when Gordon tells her that "Thimphu will look like New York" after she has spent time further</li> </ul>

	<p>east but her sense of the difference is reinforced by her mirrored and contradictory response that 'Thimphu will never look like New York to me'</p> <ul style="list-style-type: none"> <li>• the list of colour adjectives describing Tashichho Dzong: 'whitewashed, red-roofed, golden-tipped' gives a sense of vibrancy</li> <li>• the writer has a positive view of the Bhutanese people, describing them as 'very handsome' with 'beautiful... faces' and 'gentle smiles' and she struggles to find a word that can convey all of their good qualities</li> <li>• their national dress is described in some detail using the Bhutanese names of 'kira' and 'gho'</li> <li>• the last two paragraphs move from describing what the writer sees to recounting what she learns about Bhutanese history which she shares with the reader; she seems fascinated by the names given to the country and its districts in the past</li> <li>• the fact that 'only a handful of Westerners found their way into Bhutan' seems to explain how it has retained such a strong identity</li> <li>• in the final paragraph there is an amusing account of how, in the 19<sup>th</sup> century, an Englishman, Andrew Eden, made a 'disastrous visit' to try to prevent the Bhutanese raiding British territory and was unceremoniously treated by them</li> <li>• the extract ends on a positive note with the writer expressing her 'admiration for this small country that has managed to look after itself so well.'</li> </ul>
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<b>Mark grid for Question 4</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5-7	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	8-10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	11-12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

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 8 to come to an overall judgement.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both writers describe a first-time visit to Bhutan and give their initial impressions of the country</li> <li>• both texts describe only a short amount of time: Text One refers to 'my nine-day trip' and Text Two to 'a week-long orientation session'</li> <li>• at the start of both texts there is description of the landscape of Bhutan but this is more developed and extensive in Text Two</li> <li>• both writers use measurements to emphasise the high altitude of the country: Text One states it is 'standing at 8,000ft' and Text Two says it is 'about half' of '4,500 metres'</li> <li>• there is a positive tone to each passage but the writer of Text One sounds more effusive with mention of it being a 'privilege' to visit and later feeling 'blessed' and 'being treated like royalty'</li> <li>• both writers emphasise the differences between Bhutan and the western world: Text One states 'Western "essentials" only recently arrived' and Text Two says that 'signs of cultural infiltration are few'</li> <li>• both writers comment on the good qualities of the Bhutanese people and Text Two also provides a physical description</li> <li>• both writers state that they see few other foreigners in Bhutan</li> <li>• both writers mention that Jesuit priests were the first western visitors to Bhutan in 1627</li> <li>• both writers use a mix of informative and descriptive language</li> <li>• the writer of Text One is visiting Bhutan as a tourist/travel writer and so wants to see all that she can, but the writer of Text Two has gone there to work as a teacher and needs to learn about the place where she will be living</li> <li>• the writer of Text One stays in luxurious hotel accommodation but the writer of Text Two stays in a basic hotel</li> <li>• there is a great difference in the quality of the food that the writers are offered: Text One refers to 'smoked salmon and tender Australian rib-eye steak' and Text Two to 'plasticky white bread and flavorless jam'</li> <li>• the writer of Text One hints that there may be some things that the Bhutanese do not want visitors to see or do as 'independent travel is forbidden'</li> <li>• the writer of Text One visits places other than Thimphu and describes the range of tourist activities that she experiences</li> <li>• the writer of Text One describes the smells of the countryside and the weather using poetic language: 'the sun melts the silvery coating of frost'</li> <li>• the writer of Text One is a lone traveller but the writer of Text Two has companions in Thimphu whom she describes</li> <li>• the writer of Text One interacts with her Bhutanese guide, Ugyen Tenzing, and includes some of his direct speech but the writer of Text Two has little direct contact with Bhutanese people</li> </ul>

	<ul style="list-style-type: none"> <li>the writer of Text Two gives more detailed information about the history of the country</li> <li>only the writer of Text One talks about the high cost of staying in Bhutan as a tourist</li> <li>both texts are informative but Text One is also quite persuasive as it is by a newspaper travel writer, presenting Bhutan as a holiday destination for 'respectful, wealthy tourists'.</li> </ul>
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### Mark grid for Question 5

Level	Mark	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>The response does not compare the texts.</li> <li>Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>The response considers obvious comparisons between the texts.</li> <li>Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</b></p>
<b>Level 3</b>	9-13	<ul style="list-style-type: none"> <li>The response considers a range of comparisons between the texts.</li> <li>Explanation of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	14-18	<ul style="list-style-type: none"> <li>The response considers a wide range of comparisons between the texts.</li> <li>Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	19-22	<ul style="list-style-type: none"> <li>The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts; they are discriminating and fully support the points being made.</li> </ul>

**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><b>Purpose:</b> to write a magazine article – informative and explanatory.</p> <p><b>Audience:</b> readership of a travel magazine. The focus is on explaining why a particular place or places would be the writer’s ‘dream destination’; this might be somewhere they have already visited, or somewhere they would like to go. There should be an attempt to engage and influence the audience.</p> <p><b>Form:</b> candidates may use some stylistic conventions of an article such as heading, sub-heading or occasional use of bullet points. Candidates do not have to include features of layout like columns or pictures. There should be clear organisation and structure with an introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• describe and provide information about a place or places that the writer has already visited, for example: a town, city, area, country or, more specifically, a particular building, monument or natural feature</li> <li>• describe and provide information about a place or places that the writer would like to visit (this could be real or imaginary)</li> <li>• give reasons for the choice(s) made such as interest, curiosity, recreational, educational or charitable purposes.</li> </ul> <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 <b>corresponds most closely</b> to the overall quality of the response.</p>

Question number	Indicative content
7	<p><b>Purpose:</b> to write a speech - informative, discursive, persuasive.</p> <p><b>Audience:</b> the writer's peers. The focus is on communicating ideas about whether modern life is so busy that we do not have time to value the things that really matter or not. A range of approaches could be employed to engage and influence the audience.</p> <p><b>Form:</b> the response should be set out effectively as a speech with a clear introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"> <li>• agree with the statement, explaining what makes modern life so busy and suggesting what things could, or should, be more greatly valued</li> <li>• disagree with the statement and give reasons</li> <li>• refer to personal experiences or those of people whom the writer knows.</li> </ul> <p><i>The best-fit approach</i></p> <p>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 <b>corresponds most closely</b> 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.
	0	No rewardable material.
<b>Level 1</b>	1-5	<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>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	6–11	<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>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	12-17	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	18–22	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• Secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	23–27	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

### Writing assessment grids for Questions 6 and 7 – continued

Level	Mark	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	4-7	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	8-11	<ul style="list-style-type: none"> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structures as appropriate.</li> </ul>
<b>Level 4</b>	12-15	<ul style="list-style-type: none"> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	16-18	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

