



# Mark Scheme (Results)

## Summer 2025

Pearson Edexcel International  
GCSE in English Language (4EB1)  
Paper 01

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**General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Plans in the lined response area of the question paper/answer booklet should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

## Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

## Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the descriptors in that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

|     |                                                                                                                                                   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 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

## Text One

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.                                                                                                                                                                                                                                                                                              | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1               | <p>One mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• (breathtaking) landscapes</li> <li>• (towering) cliffs</li> <li>• wadis/deep valleys</li> <li>• rock walls</li> <li>• (occasional thread of) water (at the bottom)</li> <li>• date palm</li> <li>• gravel plains</li> <li>• salt flats</li> <li>• a sea of sand / the Empty Quarter/uninhabited desert</li> </ul> | (1)  |

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.                                                                                                                                                                                                                                                                                                                                                    | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 2               | <p>One mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• (it is) fortified</li> <li>• stands on a prow of rock</li> <li>• there is a track to the village</li> <li>• (it has) about a hundred (tower) houses</li> <li>• (it has) a cliff above it</li> <li>• reminds him of a forgotten/hidden world (from a childhood story)</li> <li>• (it has) walls/a gate</li> <li>• there are narrow lanes (of sand and gravel)</li> </ul> | (1)  |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3               | <p>Reward responses that demonstrate how the narrator presents his experiences of travelling in the Yemen.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the adjective, 'breathtaking', is used to show how amazed the narrator is by what he sees and shows the effect it has on him</li> <li>the colours 'golden' and 'purple' have associations of royalty and suggest to the reader that this place has majestic qualities showing how impressed the narrator is by what he sees</li> <li>the use of the simile, 'slashed as if with a giant knife', to describe the wadis is dramatic and suggests how powerfully the landscape has been changed</li> <li>the contrast between 'a million square miles of uninhabited desert' and the towns 'a din of shouting voices, a riot of colour, unimaginable smells of drains and spices' (tricolon), shows the huge variety of the country</li> <li>the description of the towns: 'wonderful', 'beautiful', 'unlike anything I have ever seen', shows the reader that the narrator has not experienced this type of place before and how enjoyable he is finding it</li> <li>the Empty Quarter is described using alliteration, 'sculpted sand', and a simile, 'dunes like long fingers', to capture the physical beauty and appeal of the desert</li> <li>the description of the drive into the mountains sounds scary: 'crumbling tracks', 'loose gravel', 'precipitous', 'lurching', creating an alarming picture for the reader</li> <li>the contrast between 'tiny villages, perched at the foot of great cliffs and in permanent shadow' and 'oases where date palms fringed the water's edge', again shows how the country is one of startling contrasts</li> <li>the mountains of Heraz are described as imposing and dramatic, 'huge ramparts', and are presented as forbidding, 'impossible for anyone to penetrate', suggesting how thrilling he found the visit</li> <li>the adverb, 'suddenly', conveys the sense of shock and</li> </ul> |      |

|  |                                                                                                                                                                                                                                                                                                                                            |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>the surprising contrast, 'from bright sun into thick mist', which the narrator did not expect in the hot climate</p> <ul style="list-style-type: none"><li>• the narrator's comment: 'It made me think of some forgotten, hidden world from a childhood story', shows how mysterious and unusual (magical) he finds the place</li></ul> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|  | <ul style="list-style-type: none"><li>• this is further emphasised by 'It was as if we had travelled back in time hundreds of years', showing his disorientation and culture shock</li><li>• the 'beautiful carved wooden gates' suggest that not everything is old and prepares the reader for the surprise when they are opened</li><li>• the garden is described as 'cool and mysterious', which makes the reader curious</li><li>• it is presented as an idyllic place: 'Water rippled', 'marble channels', 'Palms and almond trees provided shade', 'colourful shrubs... planted here and there', 'channels of flowing water' providing a sharp contrast with the mountains and villages he has visited. This suggests to the reader that this is an unusual and special place</li><li>• the narrator confirms this with the use of the final short sentence, 'It is a magical place'.</li></ul> | (10) |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|

| Question 3 |      |                                                                                                                                                                                                                                                                                                                                                               |
|------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> <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>                                                                                                                                               |
| Level 2    | 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>                                                                                            |
| Level 3    | 5–6  | <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>                                          |
| Level 4    | 7–8  | <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> |
| Level 5    | 9–10 | <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>              |

## Text Two

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.                                                                                                                                                                                                                                                                                          | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 4               | <p>One mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• it was a sensational view</li> <li>• the Dorset hills (rolled / billowed)</li> <li>• country lanes</li> <li>• (plump) hedgerows</li> <li>• hillsides</li> <li>• woodlands</li> <li>• farmsteads</li> <li>• (flocks of) sheep</li> <li>• the sea</li> <li>• (a mountain of tumbling) cumulus clouds</li> </ul> | (1)  |

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.                                                                                                                                                                                                                                                                                             | Mark |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5               | <p>One mark each for any two of the following:</p> <ul style="list-style-type: none"> <li>• he was sweatily perplexed/sweaty/sweating</li> <li>• being lost</li> <li>• confusing footpaths</li> <li>• crawling under barbed wire</li> <li>• fording streams (with his pack on his head)</li> <li>• falling down</li> <li>• footsore</li> <li>• travel-soiled</li> <li>• dried blood/bleeding</li> </ul> | (2)  |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mark |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6               | <p>Reward responses that demonstrate how the writer describes his journey along the south coast.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the opening sentence presents a frightening picture of his surroundings: 'a sudden drop'. The adjective 'sudden' suggests to the reader that this is unexpected</li> <li>the use of 'nerve' and 'foolishness' shows how dangerous it is, which is highlighted by the verb 'creep' showing how cautious one must be</li> <li>the description of the view from the top of Ballard Down as 'sensational' suggests that he finds it astonishing and the use of the idiom, 'on top of the world', shows how impressive the view is</li> <li>the use of the metaphor, 'hills rolled and billowed', which suggests the gentle nature of the landscape</li> <li>the simile, 'like a shaken-out blanket settling on to a bed', reinforces the image and provides an appealing and familiar reference</li> <li>the metaphorical use of 'plump', suggests that the hedgerows are healthy and thick with vegetation giving a positive impression of the view</li> <li>the idyllic description of the hillsides: 'prettily dotted', 'creamy flecks', presents an attractive (perhaps stereotypical) view of the countryside</li> <li>the writer shows he is overwhelmed by what he sees: 'beautiful beyond words', 'life seems perfect', 'spellbound', which shows how amazing the view is</li> <li>the description of his experience: 'magnificent spears of shimmery light', gives an other-worldly impression, which is enhanced by the simile, 'like escalators to heaven', and his reference to hearing 'celestial music'. The use of the semantic field of religion shows the unusual experience the writer had</li> <li>the use of 'It was the longest mile', suggests to the reader that this will not be such a pleasant experience</li> <li>the use of 'sweatily perplexed', shows how confusing</li> </ul> |      |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                |      |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|  | <p>and challenging he is finding it</p> <ul style="list-style-type: none"><li>• the use of harsh verbs: 'plunged', 'crawling', 'falling', which show the difficulties he faced and, perhaps, present a hyperbolic account</li><li>• the tricolon: 'foresore, travel-soiled and decorated about the extremities with interesting rivulets of dried blood', presents a vivid picture of his appearance</li></ul> |      |
|  | <ul style="list-style-type: none"><li>• the final sentence provides a positive contrast to his tribulations and (perhaps) shows it has been worth it: 'a popular and pretty place'</li><li>• it is a first-person account.</li></ul>                                                                                                                                                                           | (10) |

| Question 6 |      |                                                                                                                                                                                                                                                                                                                                                                   |
|------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> <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>                                                                                                                                               |
| Level 2    | 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>                                                                                            |
| Level 3    | 5–6  | <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>                                          |
| Level 4    | 7–8  | <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> |
| Level 5    | 9–10 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7               | <p>Responses may include the following points:</p> <p>Text One</p> <ul style="list-style-type: none"> <li>• uses positive description (from the beginning): 'landscapes are breathtaking', 'towns are as wonderful', 'beautiful'</li> <li>• shows there are some negative aspects: 'dangerous places', 'unimaginable smells'</li> <li>• gives examples of a range of different places: 'the towns', 'the mountains', 'the Empty Quarter', 'villages'</li> <li>• describes human activity: 'a din of shouting voices', 'a few herdsmen', 'brown-skinned boys'</li> <li>• uses many descriptions of what he saw: 'towering cliffs', 'Many-storeyed tower houses', 'a riot of colour', 'an endless landscape of sculpted sand', 'deep pools of water'</li> <li>• shows the difficulties of driving in the area: 'crumbling tracks', 'snaking between boulders'</li> <li>• ends with a beautiful description: 'a garden of paradise', 'It is a magical place'</li> </ul> <p>General points candidates may make on the whole of Text One</p> <ul style="list-style-type: none"> <li>• is a fictional text</li> <li>• is narrative / descriptive</li> <li>• is from a first-person perspective</li> <li>• is describing several journeys</li> </ul> <p>Text Two</p> <ul style="list-style-type: none"> <li>• starts with an alarming description: 'a sudden drop...seriously frothy seas'</li> <li>• initially presents his walk as rewarding: 'worth it for the view', 'beautiful beyond words'</li> <li>• describes a range of places: 'the hillsides were prettily dotted', 'Swanage huddled', 'marshy flats...'</li> <li>• gives his reaction to what he sees: 'like being on top of the world', 'spellbound'</li> <li>• shows he got lost: 'without any sign of my goal drawing nearer', 'I never found the Giant's Grave'</li> <li>• shows the difficulties he encountered: 'crawling under barbed wire', 'fording streams', 'falling down'</li> <li>• provides a brief but pleasant description of Corfe Castle: 'a popular and pretty place'</li> </ul> <p>General points candidates may make on the whole of Text Two</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• is a non-fiction text</li> <li>• is a personal account/is from a first-person perspective</li> <li>• describes his experiences (as well as what he sees)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <p>Points of comparison</p> <ul style="list-style-type: none"> <li>• Text One is a fictional narrative/Text Two is a personal account from a travel book</li> <li>• Text One describes desert areas/Text Two describes fields and agricultural land</li> <li>• Text One mentions different journeys/Text Two focuses on one</li> <li>• Text One is travelling by car/Text Two is walking</li> <li>• Text One mainly describes what is seen/Text Two describes both what is seen as well as thoughts and experiences</li> <li>• Text One mentions seeing other people/Text Two – the writer does not meet anyone</li> <li>• both texts are about visiting new places</li> <li>• both texts describe what they saw in vivid detail</li> <li>• both texts show the writers are impressed by what they saw</li> <li>• both texts clearly convey the writers' ideas and perspectives.</li> </ul> <p>Reward all valid points.</p> |

| Question 7 |       |                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level      | Mark  | AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.                                                                                                                                                                                                                                                                                    |
|            | 0     | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                          |
| Level 1    | 1–3   | <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>                                                                                                                                                       |
| Level 2    | 4–6   | <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>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</p>      |
| Level 3    | 7–9   | <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>                                                                               |
| Level 4    | 10–12 | <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>                                           |
| Level 5    | 13–15 | <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: Reading and Writing

| Question Number | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8               | <p>A suitable register for a talk to peers should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages.</p> <p>What might be seen and experienced</p> <ul style="list-style-type: none"> <li>• stunning scenery</li> <li>• busy towns</li> <li>• smells</li> <li>• gardens</li> <li>• deserts</li> <li>• high mountains</li> <li>• the sea</li> <li>• nature/the countryside</li> <li>• the effect of the light</li> <li>• small towns/villages</li> <li>• meeting people</li> </ul> <p>What might be enjoyable</p> <ul style="list-style-type: none"> <li>• the beauty of the landscape</li> <li>• the contrasts with the towns and rural areas</li> <li>• seeing local people</li> <li>• visiting beautiful and amazing locations</li> <li>• the spectacular views</li> <li>• the countryside</li> <li>• being alone</li> <li>• the effects of the weather</li> </ul> <p>What challenges there might be</p> <ul style="list-style-type: none"> <li>• getting stuck in dangerous places</li> <li>• encountering dangerous roads</li> <li>• bad weather</li> <li>• difficult terrain</li> <li>• surprising changes in the landscape</li> <li>• steep cliffs</li> <li>• steep hills</li> <li>• getting lost</li> <li>• dealing with the unexpected.</li> </ul> <p>Reward all valid points.</p> |

| Question 8 |      |                                                                                                                                                                                                                                                                                                                             |
|------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level      | Mark | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.                                                                                                                                                                                                                 |
|            | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                     |
| Level 1    | 1–2  | <ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is limited.</li> <li>• Includes a small number of points with some relevance.</li> <li>• Demonstrates a limited ability to locate and retrieve information and ideas.</li> </ul>                                           |
| Level 2    | 3–4  | <ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is valid, but not developed.</li> <li>• Gives some relevant points.</li> <li>• Brings in some relevant information and ideas.</li> </ul>                                                                                   |
| Level 3    | 5–6  | <ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made.</li> <li>• Offers a reasonable number of relevant points.</li> <li>• Shows secure appreciation of information and ideas.</li> </ul>                                  |
| Level 4    | 7–8  | <ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made.</li> <li>• Offers a good number of relevant points.</li> <li>• Makes well-focused comments about information and ideas.</li> </ul>                      |
| Level 5    | 9–10 | <ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.</li> <li>• Offers a wide range of relevant points.</li> <li>• Presents well-focused comments with perceptive references to information and ideas.</li> </ul> |

| Question 8 |       |                                                                                                                                                                                                                                                                    |
|------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level      | Mark  | AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.                                                                                                                                    |
|            | 0     | No rewardable material.                                                                                                                                                                                                                                            |
| Level 1    | 1–2   | <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> |
| Level 2    | 3–4   | <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>  |
| Level 3    | 5–7   | <ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• 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>                      |
| Level 4    | 8–10  | <ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>                           |
| Level 5    | 11–12 | <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>       |

## Question 8

| Level   | Mark | AO5 Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.                                                                                                                                                                                                                                                                                                                       |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Level 1 | 1–2  | <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>                                                                                                                                                       |
| Level 2 | 3–4  | <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>                             |
| Level 3 | 5–6  | <ul style="list-style-type: none"> <li>Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing</li> <li>Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors</li> <li>Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.</li> </ul>                          |
| Level 4 | 7–8  | <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> |

## SECTION C: Writing

| Question Number | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9               | <p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: we are constantly presented with different types of new opportunities whether at home, in the workplace and socially; challenges can involve learning a new skill, developing new friendship groups, getting out of your comfort zone; depending on the nature of the new opportunity some might be too difficult or unappealing; it is better to be safe and happy without challenging yourself.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| Question Number | Indicative content                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10              | <p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| Question Number | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11              | <p>Candidates may choose from quite a wide range of beautiful places which may be real or imaginary such as their houses, bedrooms, or more public places or buildings such as religious/ceremonial buildings, museums, parks, beaches or the countryside.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| Questions 9, 10 and 11 |       |                                                                                                                                                                                                                                                                    |
|------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level                  | Mark  | AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.                                                                                                                                    |
|                        | 0     | No rewardable material.                                                                                                                                                                                                                                            |
| Level 1                | 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>• Little awareness of form, tone and register.</li> </ul> |
| Level 2                | 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>• Straightforward use of form, tone and register.</li> </ul>  |
| Level 3                | 9–12  | <ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• 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>                      |
| Level 4                | 13–16 | <ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>                           |
| Level 5                | 17–20 | <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>       |

| Questions 9, 10 and 11 |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Level 1                | 1–2  | <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>                                                                                                                                                       |
| Level 2                | 3–4  | <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>                             |
| Level 3                | 5–6  | <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>                                                                              |
| Level 4                | 7–8  | <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>                                                                                      |
| Level 5                | 9–10 | <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> |

