



# Mark Scheme (Results)

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.
AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## Section A: Reading

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	Accept any of the following, up to a maximum of <b>two</b> marks: <ul style="list-style-type: none"><li>• 'no contact (with the outside world)' (1)</li><li>• 'no (satellite) phone' (1)</li><li>• 'no GPS (device)' (1)</li><li>• 'no companion' (1)</li></ul>	(2)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	Accept any reasonable explanation of the difficulties Benedict Allen faced, in own words where possible, up to a maximum of <b>four</b> marks.  For example: <ul style="list-style-type: none"><li>• he was suffering from the cold, wet weather</li><li>• people advised him not to continue</li><li>• two local tribes were fighting</li><li>• there was extremely heavy rain that slowed his progress</li><li>• he recognised that he was beginning to experience the symptoms of malaria</li><li>• every night violent storms demolished his shelter</li><li>• he got very little sleep</li><li>• he had to repair his shelter</li><li>• there were 'biting centipedes' and huge spiders around his sleeping bag</li><li>• 'electrical storms' were felling trees and causing extensive damage</li></ul> Reward <b>all</b> valid points.	(4)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
3	<p>Accept any explanation of Lenka's thoughts and feelings, up to a maximum of <b>five</b> marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Lenka was 'beginning to panic'</li> <li>• she was worried about her husband's whereabouts and so checked his emails</li> <li>• she became "'desperately worried'" when she discovered he had not arrived at Hong Kong airport</li> <li>• she "'had this sense... that something was wrong'"</li> <li>• when other people became concerned about Benedict, Lenka "'realised he was missing'"</li> <li>• she needed help to find her husband so she contacted Steven Ballantyne in Hong Kong</li> <li>• she was "'cross'" when she found out her husband had no satellite phone</li> <li>• she was even more angry that he was not considering his children: "'How dare he risk his life when he's got three kids?'"</li> <li>• she was very worried about how she and the children would manage if anything happened to him: "'How will we survive?'"</li> </ul> <p>Reward <b>all</b> valid points.</p>	(5)

Question Number	Indicative content
4	<p>Reward responses that explain and analyse how the writer uses language and structure to show what people thought about the actions of the two explorers.</p> <p>Examiners should refer to the following bullet points and then to the table on page 7 to come to an overall judgement.</p> <p>Responses may include some of the following points:</p> <ul style="list-style-type: none"> <li>• the title of the article with its use of a rhetorical question immediately suggests the writer’s doubts about the two explorers</li> <li>• the phrase ‘boys messing about’ infantilises the two men and implies a lack of professionalism</li> <li>• short paragraphs are used to convey the different opinions and to engage the reader</li> <li>• the use of the noun ‘farce’ to describe the ending of their previous expedition shows the writer’s view of its absurdity</li> <li>• the reference to ‘resentment in some quarters’ shows that some people were unhappy about how much the rescue of the two men had cost taxpayers</li> <li>• the writer includes the length of time taken - a ‘nine-hour rescue’ - to show the extent of the effort needed to save them</li> <li>• the inclusion of the information that the rescue cost ‘tens of thousands of pounds’ emphasises how expensive it had been and implies disapproval of the explorers’ selfish attitude, especially as it is “‘highly unlikely’” any of the cost would be recouped</li> <li>• the fact that ‘Experts questioned the wisdom of taking a small helicopter’ suggests that the men were foolish amateurs; the writer returns to the idea of experts doubting the men’s good sense later in the article using very similar language: ‘The wisdom of the team’s latest adventure was questioned’</li> <li>• extra detail about the men’s helicopter is inserted in parenthesis to clarify its small size: ‘- the four-seater Robinson R44 has a single engine -’</li> <li>• the ironic reference in inverted commas to the men’s “‘trusty helicopter’” serves to undermine their judgement</li> <li>• the extent of the help that the men required, which highlights their incompetence, is enhanced through the use of a list of the three rescue agencies: ‘the Royal Navy, the RAF and British coastguards’</li> <li>• Jo Vestey, Steve Brooks’ wife, is the person who describes them as “‘boys messing about’”, which suggests a lack of respect or a lack of pride in her husband’s exploits</li> <li>• Jo Vestey’s statement that her husband asked her to “‘call the emergency people’” hints at his lack of experience</li> <li>• an ‘Antarctic explorer’, who would be an expert in such an environment, claims their survival to be “‘nothing short of a miracle’” which shows his belief that they were unprepared for the hostile conditions</li> <li>• the writer’s ironic James Bond reference to one of the explorers as ‘Q’ seems to depict him as an overgrown child acting in a story</li> <li>• the explorers’ ages of 42 and 40 are supplied with the underlying message that these are mature men who should have known better</li> <li>• the fact that Steve Brooks was given a very expensive ‘Breitling emergency watch’ (probably by his wife) shows that he is indulged and also suggests that he was expected to get into difficulty</li> </ul>

	<ul style="list-style-type: none"> <li>the contrast of the Royal Navy's genuine mission of 'surveying uncharted waters' with the 'confusion about what exactly' the two explorers 'were trying to achieve' reveals the writer's scathing thoughts about them</li> <li>the writer quotes Günter Endres as criticising the men's choice of helicopter by saying "I wouldn't use a helicopter like that to go so far over the sea" and gives his credentials as 'editor of Jane's Helicopter Market and Systems' to demonstrate his expertise</li> <li>the fact that this 'is not the first time' the two men have been in difficult situations is made more memorable through the use of alliteration in 'hit the headlines for the wrong reasons'</li> <li>the inclusion of the place names connected to the rescue of the two men - 'Falmouth', 'Scotland', 'Chile' - shows how far-reaching the effort was</li> <li>the Royal Navy patrol ship is referred to three times by its name HMS Endurance, linking the qualities of stoicism and fortitude - which the explorers seem to lack - to the rescuers</li> <li>the writer concludes the passage with the rather patronising comments of Jo Vestey that the two men "will probably have their bottoms kicked and be sent home the long way", further portraying her view of them as immature children.</li> </ul> <p>Reward <b>all</b> valid points.</p>
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<b>Assessment grid for Question 4</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2</b> Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	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 how the writers present their ideas and perspectives about the events described.</p> <p>Examiners should refer to the following bullet points and then to the table on page 10 to come to an overall judgement.</p> <p>Responses may include some of the following points:</p> <ul style="list-style-type: none"> <li>• both texts are written by newspaper journalists</li> <li>• both texts are about people who go exploring, get into difficulty and need rescuing: Text One in the jungle and Text Two in Antarctica</li> <li>• in each text the writers show how an explorer has not told his wife everything: in Text One Lenka was unaware that Benedict did not have a satellite phone, and in Text Two Jo Vestey 'claimed she did not know what the pair were up to'</li> <li>• in both texts the explorers are referred to as 'boys' suggesting an immature attitude: in Text One it is the explorer himself who, right at the end of the article, says "boys will always be boys" and in Text Two it is the wife of one of the explorers who calls them "boys messing about", a phrase which the writer highlights by using it in his headline</li> <li>• in both texts the previous dangerous, and sometimes foolhardy, exploits of the explorers are described</li> <li>• both writers make it clear early on that the explorers have been safely rescued, leading to a resultant lack of tension</li> <li>• both texts include powerful language to imply how dangerous the explorers' situations were: Text One refers to the 'stricken' explorer and 'everyone's worst fears' and Text Two says how the adventure 'almost led to tragedy'</li> <li>• both texts supply the men's ages, perhaps to imply that these are grown men who should know better</li> <li>• in both texts, an explorer's wife helps to initiate a rescue: in Text One Lenka contacts 'a TV location producer in Hong Kong, Steven Ballantyne, who began co-ordinating a search' and in Text Two Steve Brooks 'contacted his wife, Jo Vestey, on his satellite phone asking for assistance'</li> <li>• both texts are written in short, pacy paragraphs, typical of newspaper articles</li> <li>• in both texts the explorers' adventures appear to be belittled: in Text One the writer tells Benedict Allen "Your wife has sent us to collect you" and in Text Two Steve Brooks' wife says "they'll probably have their bottoms kicked and be sent home the long way"</li> <li>• both texts use the phrase 'nothing short of a miracle' to describe the men's survival: in Text One it is said by the writer of the article and in Text Two by an expert in Antarctic conditions</li> <li>• both texts have a final hint of disapproval for the explorers' lack of sense and consideration; in Text One the writer shows how Benedict Allen seems to have a light-hearted approach but 'He laughs. Alone' showing that this attitude is not shared by others and in Text Two Jo Vestey says dismissively that "they'll probably have their bottoms kicked and be sent home the long way"</li> <li>• in Text One the explorer seems ill-prepared for danger as he has 'no satellite phone, no GPS device and no companion' but in Text Two the two men have each other; their helicopter was able to send out 'distress signals'; they wore 'survival suits' and one of them was equipped with a satellite phone and a 'Breitling emergency watch'</li> </ul>



- Text One includes many of the explorer's thoughts and reactions to what has happened, but Text Two has no direct quotations from either of the two men
- in Text One the explorer feared he might not be saved as he says "Things were not looking good", but in Text Two Steve Brooks told his wife that they "were okay" and to "call the emergency people"
- Text Two deals in more detail with the rescue, mentioning the different agencies involved and charting it using time markers, whereas Text One describes the expedition more fully
- Text Two includes expert opinion on the explorers' exploits but Text One does not
- in Text One the explorer expresses his thanks for the rescue and apologises for the anxiety he has caused, but there is no suggestion of this from the two explorers in Text Two
- in Text One the writer takes part in the rescue and towards the end of the article uses first-person pronouns 'us', 'we' and 'I' to describe his own involvement, whereas Text Two is entirely a third-person account
- in Text One Benedict Allen's wife 'had argued long and hard against him going' and is "cross" with him for not thinking of his family, but in Text Two Steve Brooks' wife seems to have a more indulgent, relaxed attitude
- Text Two has a more obviously critical tone than Text One with its references to the cost of the rescue mission and use of vocabulary such as 'farce' and 'plucked'.

Reward **all** valid points.

Assessment 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 letter - informative and discursive.</p> <p><b>Audience:</b> the editor of a local newspaper. The focus is on communicating ideas about whether young people today lack any desire for adventure.</p> <p><b>Form:</b> the response should be set out effectively as a formal letter, using organisational features. Candidates do not have to include postal addresses but should include an appropriate salutation and valediction. There should be a clear introduction, development of points and a conclusion.</p> <p><b>Responses may:</b></p> <ul style="list-style-type: none"><li>• explore what having a 'desire for adventure' might entail</li><li>• agree or disagree with the statement and explain the reasons</li><li>• consider what opportunities young people have for adventure and whether they are encouraged to pursue them</li><li>• write from a general or personal perspective.</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>

Question Number	Indicative content
7	<p><b>Purpose:</b> to write a section for a guide – informative and giving advice.</p> <p><b>Audience:</b> general readership of a guide. The focus is on the importance of preparation. There should be an attempt to engage and influence the audience.</p> <p><b>Form:</b> candidates may use some stylistic conventions of a guide such as heading, sub-heading or occasional use of bullet points. 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>• consider what ‘being prepared’ means</li> <li>• explore the ways in which preparation can contribute to success, for example: saving time, getting things done promptly and efficiently, feeling calmer and less stressed, setting and achieving objectives</li> <li>• write from a general or personal perspective.</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>

### 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>• A 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>

<b>Level</b>	<b>Mark</b>	<b>AO5</b> 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>