



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International GCSE
In English as a Second Language (4ES1)
Paper 01R: Reading and Writing

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General Marking Guidance

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

Assessment Objectives

AO1	Understand and respond in writing to a range of English texts A Understand the overall message of a text B Understand in detail a range of texts, identifying finer points of detail C Distinguish between facts, ideas and opinions D Identify a writer's viewpoint and attitude, stated and implied
AO2	Write clear, relevant texts in English on a range of subjects A Demonstrate appropriate use of paragraphing, punctuation and spelling B Write in a range of registers to fit the context and the audience C Demonstrate a control of a range of vocabulary and a variety of grammatical structures D Summarise information provided in text form for a given purpose and audience

READING

Questions 1–10

Question Number	Answer	Mark
If the candidate gives more than one answer and the correct answer is present, mark it INCORRECT .		
1	H	1 (AO1a)
2	E	1 (AO1a)
3	I	1 (AO1a)
4	A	1 (AO1a)
5	G	1 (AO1a)
6	B	1 (AO1a)
7	J	1 (AO1a)
8	C	1 (AO1a)
9	F	1 (AO1a)
10	D	1 (AO1a)

Questions 11–20

Question Number	Acceptable answers	Reject	Mark
<ul style="list-style-type: none">Do not mark correct ANY responses containing more than THREE words.If the candidate gives more than one answer and the correct answer is present, mark it INCORRECT.Any comprehensible spelling of the correct answer will be acceptable.The words in brackets are optional.			
11	Plymouth		1 (AO1b)
12	annoyed		1 (AO1d)
13	rural (location)		1 (AO1b)
14	(another) vehicle		1 (AO1b)
15	(so) relieved		1 (AO1d)
16	talked (non-stop)		1 (AO1b)
17	confident		1 (AO1d)
18	(a) necessity		1 (AO1d)
19	4 / four hours		1 (AO1b)
20	older people		1 (AO1d)

Questions 21–25

Question Number	Answer	Mark
If the candidate gives more than one answer and the correct answer is present, mark it INCORRECT .		
21	<p>The only correct answer is B.</p> <p>A is not correct as nowhere in the text does it state she was trying to save money for a car. She did not think it was necessary to get a car.</p> <p>C is not correct as the text states that she had a long commute to work and this suggests that she lived quite far from her place of work.</p> <p>D is not correct as the text states that she knew she would need refresher lessons if she wanted to start driving again.</p>	1 (AO1c)
22	<p>The only correct answer is C.</p> <p>A is not correct as even though the text states that she had only driven twice since moving to London, this was not what worried her the most about driving again.</p> <p>B is not correct as even though she lives in 'a busy suburb' this is not what worried her the most about driving again.</p> <p>D is not correct as in the text there is no comparison with how people used to drive ten years ago, only that 'people drive quickly and erratically'. This is not what worried her the most about driving again.</p>	1 (AO1c)
23	<p>The only correct answer is B.</p> <p>A is not correct as the instructor talked to her about checking the position of her seat, but the text does not state that the instructor showed her how to adjust her seat.</p> <p>C is not correct as even though the instructor helped her to use her mirrors correctly, this is not what she appreciated most about her first driving lesson.</p> <p>D is not correct as the text states that her 'driving was not as bad as it could have been' and she had to be reminded about observation.</p>	1 (AO1c)

24	The only correct answer is D. A is not correct as the text states that Hazel Sheffield thinks you 'cannot put a price on safety' and the cost of the lessons is worth it. B is not correct because the text states 'instructors are skilled at reintroducing lapsed drivers to the roads'. C is not correct as the text does mention insurance as a significant cost when learning how to drive again but does not state that taking a refresher course makes insurance cheaper.	1 (AO1c)
25	The only correct answer is A. B is not correct because the surveys mentioned in the last paragraph of the text do not include comments about cost or expenses. C is not correct because the text states that more people should consider taking refresher courses, not that the number of people taking them is increasing. D is not correct because the text talks about how taking a refresher course is helpful for those applying for a British driving licence.	1 (AO1c)

Questions 26–30

Question Number	Answer	Mark
If the candidate gives more than one answer and the correct answer is present, mark it INCORRECT .		
26	False	1 (AO1d)
27	True	1 (AO1c)
28	False	1 (AO1d)
29	Not given	1 (AO1c)
30	True	1 (AO1c)

Questions 31–40

Question Number	Acceptable answers	Reject	Mark
<ul style="list-style-type: none"> Do not mark correct ANY responses containing more than THREE words. If the candidate gives more than one answer and the correct answer is present, mark it INCORRECT. Any comprehensible spelling of the correct answer will be acceptable. The words in brackets are optional. 			
31	competitive element		1 (AO1b)
32	friends / family / friends and family		1 (AO1b)
33	computers		1 (AO1b)
34	physically demanding		1 (AO1b)
35	(prize) money		1 (AO1b)
36	earn (a living)		1 (AO1b)
37	updates		1 (AO1b)
38	form of exercise		1 (AO1b)
39	(24-hour) television channel / TV channel		1 (AO1b)
40	football		1 (AO1b)

Questions 41–45

Question Number	Acceptable answers	Mark
Any comprehensible spelling of the correct answer will be acceptable.		
41	common	1 (AO1b)
42	rewards	1 (AO1c)
43	time	1 (AO1b)
44	further	1 (AO1b)
45	curious	1 (AO1d)

WRITING

Question Number		Mark
Part 4	Part 4 is marked out of 10, using the two grids below.	10

Mark	Communication, content and organisation (AO2a/AO2b)
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Candidates have referred to at least one bullet point. Task completed to a limited extent, with little development of the bullets provided. Little awareness of audience evident in uses of tone and register. Organisation is limited with little effective use of cohesive devices, paragraphing and punctuation.
3-4	<ul style="list-style-type: none"> Candidates have referred to at least two bullet points. Task completed to some extent, with some development of the bullets provided. Some awareness of audience evident in uses of tone and register. Organisation is adequate with some effective use of cohesive devices, paragraphing and punctuation.
5	<ul style="list-style-type: none"> Candidates have referred to all three bullet points. Task completed mostly successfully, with effective development of the bullets provided. Secure awareness of audience evident in uses of tone and register. Organisation is consistent with effective use of cohesive devices, paragraphing and punctuation.

Mark	Range and accuracy (AO2a/AO2c)
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Range of vocabulary is limited. Range of appropriate structures is limited. The writing is generally inaccurate and errors cause confusion.
3-4	<ul style="list-style-type: none"> Range of vocabulary is appropriate for some of the response. Some range of appropriate structures. The writing is accurate for some of the response and any errors generally do not impact on meaning.
5	<ul style="list-style-type: none"> Range of vocabulary is appropriate for most of the response. Range of appropriate structures, although there may be some lapses. The writing is accurate for most of the response and there are very few errors.

Question Number		Mark
Part 5	Part 5 is marked out of 20, using the grid on the next page. Award up to 5 marks for each column.	20

Question Number		Mark
Part 6	Part 6 is marked out of 25. Use the indicative content below for 5 marks, plus the grid on the next page for 20 marks. Award up to 5 marks for each column.	20
	<p>Indicative Content:</p> <p>Three benefits of using wind power:</p> <ul style="list-style-type: none"> • no emissions / carbon footprint drops to zero • environmental cost less than traditional means of power generation • energy produced at zero cost / cheap energy • does not rely on fuels • minimal cost for staffing / maintenance • can be installed wherever there are wind currents • can be installed at people's homes. <p>Reward any other valid points. (Any three, one mark each.)</p>	3
	<p>Indicative Content:</p> <p>Two problems with using wind power:</p> <ul style="list-style-type: none"> • expensive to produce and install • lengthy process to produce and install • relies on local wind patterns / unpredictable nature of the wind • cannot control energy production • need to be placed in certain locations • turbines are not attractive / spoil the landscape • impact on wildlife. <p>Reward any other valid points. (Any two, one mark each.)</p>	2

Assessment criteria: writing skills assessment grid

This grid should be used for marking Parts 5 and 6.

Mark	Communication and content (AO2b/AO2d)	Lexical range and accuracy (AO2c)	Grammatical range and Accuracy (AO2c)	Effective organisation (AO2a)
5	Candidates have referred to all three bullet points. The response... <ul style="list-style-type: none">• communicates most successfully.• conveys the information set out in the task.• uses appropriate tone and register for the audience.	<ul style="list-style-type: none">• Wide range of vocabulary.• Appropriate and effective use of vocabulary to address the requirements of the task.• Very good control of vocabulary with very few errors.	<ul style="list-style-type: none">• Wide range of both straightforward and complex grammatical structures.• Appropriate and effective use of these structures to address the requirements of the task.• Very good control of these structures with very few errors.	<ul style="list-style-type: none">• Very coherent piece of writing.• Appropriate use of cohesive devices, paragraphing and punctuation.• High degree of fluency that would require no effort on the part of a native speaker.
3–4	Candidates have referred to at least two bullet points. The response... <ul style="list-style-type: none">• generally communicates successfully.• conveys more than half of the information set out in the task.• generally uses appropriate tone and register for the task.	<ul style="list-style-type: none">• Good range of vocabulary.• Generally appropriate and effective use of vocabulary to address the requirements of the task.• Occasional lapses in lexical control.	<ul style="list-style-type: none">• Good range of both straightforward and complex grammatical structures.• Generally appropriate and effective use of these structures to address the requirements of the task.• Occasional lapses in control of more complex structures.	<ul style="list-style-type: none">• Generally coherent piece of writing.• Generally appropriate use of cohesive devices, paragraphing and punctuation.• Moderate degree of fluency that would cause a native speaker to hesitate.
1–2	Candidates have referred to at least one bullet point. The response... <ul style="list-style-type: none">• occasionally communicates successfully.• conveys less than half of the information set out in the task.• only sometimes uses appropriate tone and register for the task.	<ul style="list-style-type: none">• Adequate but predictable range of vocabulary.• Occasionally uses appropriate and effective vocabulary to address the requirements of the task.• Frequent lapses in lexical control.	<ul style="list-style-type: none">• Adequate but predictable range of straightforward grammatical structures.• Occasionally appropriate and effective use of these structures to address the requirements of the task.• Frequent lapses in grammatical control.	<ul style="list-style-type: none">• Occasionally coherent piece of writing.• Limited or repetitive use of cohesive devices, paragraphing and punctuation.• Low degree of fluency that requires some effort on the part of the native speaker.
0	No rewardable material.	No rewardable material.	No rewardable material.	No rewardable material.

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