



Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE  
in English as a Second Language  
(4ES0 01)  
Paper 1: 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.

**Questions 1 – 10**

- If the candidate gives more than one answer (eg A/B) and the correct answer is present, mark it **INCORRECT**.

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>1</b>        | B      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>2</b>        | A      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>3</b>        | I      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>4</b>        | G      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>5</b>        | D      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>6</b>        | E      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>7</b>        | H      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>8</b>        | D      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>9</b>        | F      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>10</b>       | C      | <b>(1)</b> |

**Questions 11 – 20**

- Do not mark correct **ANY** responses containing more than **THREE** words.
- Spelling must be 100% correct in all instances.
- If the candidate gives more than one answer (eg A/B) and the correct answer is present, mark it **INCORRECT**.
- The response given should be grammatically correct.

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>11</b>       | (sales of) CDs     | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers   | Reject             | Mark       |
|-----------------|----------------------|--------------------|------------|
| <b>12</b>       | increased popularity | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers         | Reject             | Mark       |
|-----------------|----------------------------|--------------------|------------|
| <b>13</b>       | (the) locality; (the) area | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>14</b>       | (the) music        | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers                       | Reject             | Mark       |
|-----------------|--|--------------------|------------|
| <b>15</b>       | sound(s)/light(s); sound(s) and light(s) | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>16</b>       | (highly) mixed     | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>17</b>       | social (media)     | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers             | Reject             | Mark       |
|-----------------|--------------------------------|--------------------|------------|
| <b>18</b>       | (forming)( a)/(the) connection | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers                | Reject             | Mark       |
|-----------------|-----------------------------------|--------------------|------------|
| <b>19</b>       | songs/styles; songs or/and styles | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject  | Mark       |
|-----------------|--------------------|---|------------|
| <b>20</b>       | creativity         | detracting from creativity<br>(to) enhance/enhancing creativity<br>Any other response | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>21</b>       | B      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>22</b>       | B      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>23</b>       | A      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>24</b>       | A      | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>25</b>       | C      | <b>(1)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>26 - 30</b>  | <p>D/F/G/I/J</p> <p>If the candidate marks more than the 5 required answers subtract from the final mark the number of additional responses.</p> <ul style="list-style-type: none"> <li>- candidate marks 6 boxes. Remove one mark from total mark awarded</li> <li>- candidate marks 7 boxes. Remove two marks from total mark awarded</li> <li>- candidate marks 8 boxes. Remove three marks from total mark awarded</li> <li>- candidate marks 9 boxes. Remove four marks from total mark awarded</li> <li>- candidate marks 10 boxes. Candidate scores '0'</li> <li>- Negative marks cannot be given</li> </ul> <p>E.g Candidate marks 7 boxes and gets 4 correct. Final mark is 2.</p> | <b>(5)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>31</b>       | False  | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>32</b>       | True   | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>33</b>       | True   | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>34</b>       | False  | <b>(1)</b> |

| Question Number | Answer    | Mark       |
|-----------------|-----------|------------|
| <b>35</b>       | Not Given | <b>(1)</b> |

#### Questions 36 – 45

- Do not mark correct **ANY** responses containing more than **TWO** words.
- Spelling must be 100% correct in all instances.
- If the candidate gives more than one answer (eg A/B) and the correct answer is present, mark it **INCORRECT**.
- The response given should be grammatically correct.

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>36</b>       | toy(s)             | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers        | Reject             | Mark       |
|-----------------|---------------------------|--------------------|------------|
| <b>37</b>       | staff(s); staff member(s) | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>38</b>       | (6-hour) workshop  | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject  | Mark       |
|-----------------|--------------------|---|------------|
| <b>39</b>       | (a) rucksack(s)    | their rucksacks ; own rucksacks<br>Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>40</b>       | natural setting    | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers  | Reject             | Mark       |
|-----------------|---------------------|--------------------|------------|
| <b>41</b>       | (bad)/(the) weather | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>42</b>       | fire(s)            | Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers  | Reject                                   | Mark       |
|-----------------|---------------------|--|------------|
| <b>43</b>       | regulations (alone) | whilst regulations<br>Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject  | Mark       |
|-----------------|--------------------|---|------------|
| <b>44</b>       | development        | cognitive/physical/social/<br>emotional development<br>Any other response | <b>(1)</b> |

| Question Number | Acceptable Answers | Reject             | Mark       |
|-----------------|--------------------|--------------------|------------|
| <b>45</b>       | merit(s)           | Any other response | <b>(1)</b> |

#### Questions 46 – 50

- Only the responses indicated below, in the form given are acceptable.

| Question Number | Answer  | Mark       |
|-----------------|---------|------------|
| <b>46</b>       | typical | <b>(1)</b> |

| Question Number | Answer   | Mark       |
|-----------------|----------|------------|
| <b>47</b>       | prepared | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>48</b>       | food   | <b>(1)</b> |

| Question Number | Answer   | Mark       |
|-----------------|----------|------------|
| <b>49</b>       | dressing | <b>(1)</b> |

| Question Number | Answer | Mark       |
|-----------------|--------|------------|
| <b>50</b>       | visits | <b>(1)</b> |



| Question Number | Answer  | Mark        |
|-----------------|---|-------------|
| <b>Part 4</b>   | <p>Part 4 is marked out of 10, using the grid on the following page.</p> <p>The extent to which candidates cover the bullet points is graded under 'Communication, Content and Organisation'. Where candidates have referred to all 3 bullet points, a maximum mark of 5 is available to candidates.</p> <p>Where candidates have only referred to 2 bullet points, a maximum mark of 4 is available to candidates.</p> <p>Where candidates have only referred to 1 bullet point, a maximum mark of 2 is available to candidates.</p> | <b>(10)</b> |

| Mark       | Communication, Content and Organisation  |
|------------|--|
| <b>0</b>   | <ul style="list-style-type: none"> <li>· No rewardable material.</li> </ul>  |
| <b>1-2</b> | <ul style="list-style-type: none"> <li>· Task completed to a limited extent, with little development of the bullets provided.</li> <li>· Little awareness of audience evident in uses of tone and register.</li> <li>· Organisation is limited with little effective use of cohesive devices.</li> </ul> |
| <b>3-4</b> | <ul style="list-style-type: none"> <li>· Task completed to some extent, with some development of the bullets provided.</li> <li>· Some awareness of audience evident in uses of tone and register.</li> <li>· Organisation is adequate with some effective use of cohesive devices.</li> </ul>           |
| <b>5</b>   | <ul style="list-style-type: none"> <li>· Task completed mostly successfully, with effective development of the bullets provided.</li> <li>· Secure awareness of audience evident in uses of tone and register.</li> <li>· Organisation is consistent with effective use of cohesive devices.</li> </ul>  |

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

| Question Number | Answer  | Mark        |
|-----------------|---|-------------|
| <b>Part 5</b>   | <p>Part 5 is marked out of 20, using the grid on the following page.</p> <p>The extent to which candidates cover the bullet points is graded under 'Communicative Quality'. Where candidates have referred to all bullet points, a maximum mark of 5 is available to candidates. Where candidates have only referred to 2 bullet points, a maximum mark of 4 is available to candidates. Where candidates have only referred to 1 bullet point, a maximum mark of 3 is available to candidates.</p> | <b>(20)</b> |

| Question Number |  |             |
|-----------------|--|-------------|
| <b>Part 6</b>   | <p>Part 6 is marked out of 20, using the grid on the following page.</p> <p>The extent to which candidates cover the bullet points is graded under 'Communicative Quality'. Where candidates have referred to all bullet points, a maximum mark of 5 is available to candidates. Where candidates have only referred to 2 bullet points, a maximum mark of 4 is available to candidates.</p> <p>Where candidates have only referred to 1 bullet point, a maximum mark of 3 is available to candidates.</p> <p>Where candidates have either lifted their response entirely from the text or lifted mainly from the text and inserted their own isolated words and/or short phrases a score of zero is given for LAR and GAR. In both these cases the candidate has not produced enough of his/her own work for it to be rewarded for these 2 traits.</p> <p>Where candidates have attempted to either reformulate the text or use their own words, a minimum mark of 1 becomes available for each of the traits.</p> <p>-----</p> <p><b>Part 6 Summary</b><br/> <b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• give <b>two</b> ways that pupils benefit from living in a boarding house</li> </ul> <p>experience living in accommodation similar to halls of residence; similar range of facilities – cooking and laundry; could also learn about living with the opposite sex; learn about respect for others; doing their share of housework and living in harmony with others</p> <ul style="list-style-type: none"> <li>• give <b>two</b> ways that parents can prepare pupils for university</li> </ul> <p>teaching practical skills such as washing machine use; cooking on a budget; food hygiene; cleaning; supplying a first aid kit and giving information on common illnesses</p> <ul style="list-style-type: none"> <li>• state <b>one</b> service universities may offer to new students</li> </ul> <p>counselling; personal tutors; Peer2Peer; student mentors</p> | <b>(20)</b> |

## Assessment criteria: writing skills assessment grid

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

| Mark | Communicative quality  | Lexical accuracy and range  | Grammatical accuracy and range   | Effective organisation  |
|------|--|---|--|---|
| 5    | The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.   | Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects.                                 | Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address requirements of the task. There are very few errors.                   | An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.  |
| 4    | The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task.     | Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.   | Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.                             | Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.   |
| 3    | The response does not wholly communicate successfully. Errors cause the reader some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task. | Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader. | A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the candidate wants to say. | Generally coherent piece of writing though there are several errors in the use of cohesive devices etc., which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors. |
| 2    | The response is difficult to follow. Candidate may not have considered the need to address tone and register.  | Insufficient range of vocabulary used to meet the requirements of the task. Vocabulary is sometimes used inaccurately or inconsistently and there are several spelling mistakes that slow the reader down.              | The writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.   | A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.   |

|          |  |   |   |  |
|----------|--|---|---|--|
| <b>1</b> | Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.  | Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty. | The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion. | Generally incoherent and poorly organised, lacking in use of cohesive devices. |
| <b>0</b> | The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked. |   |   |  |