



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel International GCSE
In English as a Second Language (4ES1)
Paper 1 Reading and Writing

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Publications Code 4ES1_01_1906_MS

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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.

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	D	1 (AO1a)
2	J	1 (AO1a)
3	G	1 (AO1a)
4	A	1 (AO1a)
5	E	1 (AO1a)
6	H	1 (AO1a)
7	C	1 (AO1a)
8	F	1 (AO1a)
9	I	1 (AO1a)
10	B	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	stepping stone(s)	stones	1 (AO1b)
12	tranquil		1 (AO1d)
13	chocolate (milkshake/milkshakes)		1 (AO1d)
14	leaves		1 (AO1b)
15	(the) cold		1 (AO1d)
16	swimming alone		1 (AO1d)
17	(a/local) group		1 (AO1b)
18	lucky		1 (AO1d)
19	(the) Flowers Cafe		1 (AO1b)
20	flexible hour(s)	flexible	1 (AO1b)

Questions 21-25

Question Number	Answer	Mark
<p>If the candidate gives more than one answer and the correct answer is present, mark it INCORRECT.</p>		
<p>21</p>	<p>The only correct answer is D.</p> <p>A is not correct as previous visits to the river are mentioned in the text.</p> <p>B is not correct because the text states that Ella should have expected the river to be higher than usual.</p> <p>C is not correct because it states in the text that Ella has swum in worse.</p>	<p>1 (AO1c)</p>
<p>22</p>	<p>The only correct answer is A.</p> <p>B is not correct as this information is not considered in the text; Ella would be free to wild swim in December regardless of <i>Dip a Day December</i>.</p> <p>C is not correct because Ella swims at different times of the day. Being able to swim early in the morning or late at night is not what she enjoys most about <i>Dip a Day December</i>.</p> <p>D is not correct because the text does mention that Ella swims in different locations, but not that this is what she enjoys most about <i>Dip a Day December</i>.</p>	<p>1 (AO1c)</p>
<p>23</p>	<p>The only correct answer is B.</p> <p>A is not correct because even though Ella does video her swims there is no reference to it being difficult for her.</p> <p>C is not correct because the risks of swimming in new places are not mentioned in the text, only that Ella does not take unnecessary risks.</p> <p>D is not correct because the author has learnt to understand her limits; there is no reference to her being restricted by them.</p>	<p>1 (AO1c)</p>

24	<p>The only correct answer is C.</p> <p>A is not correct because the text states that on most swims Ella is alone.</p> <p>B is not correct because there is no reference to Ella preferring to swim in rivers. She swims in lots of different locations.</p> <p>D is not correct because it is not stated in the text that Ella runs a swimming group. She only recommends joining one if people are new to wild swimming.</p>	1 (AO1c)
25	<p>The only correct answer is A.</p> <p>B is not correct because Ella's days are flexible as she is self-employed.</p> <p>C is not correct because even though the text refers to Ella having a good selection of swim spots nearby, this is not what she organises her swims around.</p> <p>D is not correct because the text only refers to Ella feeling more confident to swim in places she has not visited before, not that she prioritises doing this.</p>	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	True	1 (AO1c)
27	Not Given	1 (AO1d)
28	False	1 (AO1c)
29	True	1 (AO1c)
30	False	1 (AO1d)

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	(working) model		1 (A01b)
32	(building) standard(s)		1 (A01b)
33	(set) design(s)		1 (A01b)
34	(the) groundwork(s)		1 (A01b)
35	(local) specialist(s)		1 (A01b)
36	(household) appliance(s)		1 (A01b)
37	ventilation system		1 (A01b)
38	self-build industry		1 (A01b)
39	unpredictable weather		1 (A01b)
40	(long-term) maintenance		1 (A01b)

Questions 41-45

Question Number	Acceptable answers		Mark
Any comprehensible spelling of the correct answer will be acceptable.			
41	beauty		1 (A01d)
42	outcome		1 (A01b)
43	temperature		1 (A01b)
44	real		1 (A01c)
45	occupants		1 (A01b)

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 advantages for drivers of driverless cars:</p> <ul style="list-style-type: none"> • speed of the vehicle linked to the experience of the driver • increased mobility for the elderly • more flexibility in where people live • the cars monitor the driver's condition • the cars warn the driver of any dangers and respond to dangers • more people sharing cars. <p>Reward all other valid points. (Any three, one mark each.)</p>	3
	<p>Indicative Content:</p> <p>Two concerns about driverless cars:</p> <ul style="list-style-type: none"> • the loss of driving skills and the inability to respond in an emergency • drivers becoming tired as they have nothing to do • how to get drivers to focus/refocus • the cost of driverless cars • people wanting to stay with the current system • damage to a car's sensory equipment. <p>Reward all 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	<p>Candidates have referred to all three bullet points. The response...</p> <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	<p>Candidates have referred to at least two bullet points. The response...</p> <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	<p>Candidates have referred to at least one bullet point. The response...</p> <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.

