



Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE  
In English as a Second Language (4ES1)

Paper 1R Reading and Writing

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2023

Question Paper Log Number: P70729A

Publications Code: 4ES1\_01R\_2306\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2023

## **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**

<b>A01</b>	<p>Understand and respond in writing to a range of English texts</p> <p>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</p>
<b>A02</b>	<p>Write clear, relevant texts in English on a range of subjects</p> <p>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</p>

## READING

### Questions 1-10

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

### Questions 11-20

Question Number	Acceptable answers	Reject	Mark
<ul style="list-style-type: none"><li>Do not mark correct <b>ANY</b> responses containing more than <b>THREE</b> words.</li><li>If the candidate gives more than one answer and the correct answer is present, mark it <b>INCORRECT</b>.</li><li>Any comprehensible spelling of the correct answer will be acceptable.</li><li>The words in brackets are optional.</li></ul>			
11	(traditional) alarm clock		1 (AO1b)
12	relieved		1 (AO1d)
13	half-asleep		1 (AO1d)
14	(the) brain		1 (AO1b)
15	all day		1 (AO1d)
16	(blackout) blinds		1 (AO1b)
17	(bed) socks		1 (AO1b)
18	(a) warm drink		1 (AO1d)
19	(for) work / (for) school		1 (AO1b)
20	keep it regular		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 <b>INCORRECT</b> .		
<b>21</b>	<p><b>The only correct answer is A.</b></p> <p>B is not correct as the text states that people who over-use their phones at night do not get enough sleep, not those who only use their phones as an alarm.</p> <p>C is not correct as the text states that phones can be kept near you and there is no reference to not leaving your phone on your pillow.</p> <p>D is not correct as the text does not mention adjusting the volume, only that phones can be dimmed and placed on night mode.</p>	<b>1</b> (AO1c)
<b>22</b>	<p><b>The only correct answer is C.</b></p> <p>A is not correct as the text states that getting sunlight during the day has a positive impact on quality of sleep, not the use of dawn simulators.</p> <p>B is not correct as the text states that dawn simulators are marketed as a gentler way of waking up with gradual exposure to increasing amounts of light.</p> <p>D is not correct as the text does not compare the popularity of dawn simulators and phone alarms.</p>	<b>1</b> (AO1c)
<b>23</b>	<p><b>The only correct answer is D.</b></p> <p>A is not correct as the text states in the summer the sun rises early and this would cause a disturbed sleep.</p> <p>B is not correct as the text does not give any advice about keeping the windows open at night.</p> <p>C is not correct as waking up to the radio playing is mentioned in the article as an alarm option, but nothing about waking up to a favourite radio channel.</p>	<b>1</b> (AO1c)

24	<p><b>The only correct answer is B.</b></p> <p>A is not correct as body temperature needs to drop to encourage and maintain sleep.</p> <p>C is not correct as the text does state that waking up in a cold house is not recommended, but not that this is unhealthy.</p> <p>D is not correct as the text does not mention keeping the temperature stable. Also, different temperatures are recommended for falling asleep and waking up.</p>	1 (AO1c)
25	<p><b>The only correct answer is C.</b></p> <p>A is not correct as the text states that people have to get up at a fixed time every day for school and for work, but not that this is early.</p> <p>B is not correct as the text does not mention that people enjoy staying up late at night, only that we are staying up longer due to a shift in our body clocks.</p> <p>D is not correct as the text mentions a camping trip and not using technology, but this was part of a research study.</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 <b>INCORRECT</b> .		
26	True	1 (AO1d)
27	False	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"> <li>Do not mark correct <b>ANY</b> responses containing more than <b>THREE</b> words.</li> <li>If the candidate gives more than one answer and the correct answer is present, mark it <b>INCORRECT</b>.</li> <li>Any comprehensible spelling of the correct answer will be acceptable.</li> <li>The words in brackets are optional.</li> </ul>		
31	(native) woodlands		1 (A01b)
32	generation		1 (A01b)
33	certain habitats / individual species		1 (A01b)
34	normal behaviour		1 (A01b)
35	(new) crop varieties		1 (A01b)
36	(artificial) fertilisers		1 (A01b)
37	two / 2 hours		1 (A01b)
38	housing		1 (A01b)
39	technology		1 (A01b)
40	conservation		1 (A01b)

### Questions 41-45

Question Number	Acceptable answers	Mark
Any comprehensible spelling of the correct answer will be acceptable.		
41	reversible	1 (A01c)
42	science	1 (A01b)
43	thoughtful	1 (A01b)
44	farming	1 (A01b)
45	confident	1 (A01d)



## WRITING

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

Mark	Communication, content and organisation (AO2a/AO2b)
<b>0</b>	No rewardable material.
<b>1-2</b>	<ul style="list-style-type: none"> <li>• Candidates have referred to at least one bullet point.</li> <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, paragraphing and punctuation.</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>• Candidates have referred to at least two bullet points.</li> <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, paragraphing and punctuation.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Candidates have referred to all three bullet points.</li> <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, paragraphing and punctuation.</li> </ul>

Mark	Range and accuracy (A02a/AO2c)
<b>0</b>	No rewardable material.
<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		Mark
<b>Part 5</b>	Part 5 is marked out of 20, using the grid on the next page. Award up to 5 marks for each column.	<b>20</b>

Question Number		Mark
<b>Part 6</b>	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.	<b>20</b>
	<p><b>Indicative Content:</b>  <b>Three</b> ways in which a country can be healthy</p> <ul style="list-style-type: none"> <li>• lifestyle</li> <li>• sociable mealtimes</li> <li>• healthy balanced diet</li> <li>• emphasis on walking</li> <li>• eating smaller portions</li> <li>• greater respect for food</li> <li>• public transport / low carbon emissions.</li> </ul> <p>Reward any other valid points. (Any three, one mark each.)</p>	<b>3</b>
	<p><b>Indicative Content:</b>  <b>Two</b> ways in which a country can be unhealthy</p> <ul style="list-style-type: none"> <li>• fast-paced</li> <li>• highly processed foods</li> <li>• eating too much</li> <li>• not enough exercise</li> <li>• not enough sunshine / too much artificial light / lack of Vitamin D.</li> </ul> <p>Reward any other valid points. (Any two, one mark each.)</p>	<b>2</b>

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

