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Mark Scheme (Results)

November 2021

Pearson Edexcel International GCSE
In English Language B (4EB1)
Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.

- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the descriptors in

that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.

- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

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.

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SECTION A: Reading

Text One

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	One mark for any **one** of the following: • (we become) better at problem-solving • (we become) better at dealing with set-backs • (we become) more resilient • (it opens up) creativity • it helps you connect better with others • it boosts overall well-being	**(1)**

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	One mark for any **one** of the following: • be generous towards other people • hold the elevator door • send a note • pay for a coffee • perform acts of kindness • try volunteering	**(1)**

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Question Number	Answer	Mark
3	Reward responses that demonstrate how the writer presents her advice about positive thinking. Responses may include: • initial positive short paragraph grabs the reader's attention • quoted clichés engage the reader: 'Turn that frown upside down!' • the chatty style: 'look, no one wants to be told to smile, ever' is focused on the intended audience • the use of 'Instagram meme' relates to the audience and is a familiar reference • the metaphor, 'silver lining', connotes positivity • the use of experts – many examples • the reference to the idiom, 'unicorns and rainbows', is a familiar reference for the intended audience and engages them • the tricolon, 'take a deep breath, consider what you've already accomplished, and tell yourself you'll get the job done in the best way you can', highlights the advice she is giving • the use of listing, 'improve your mood, physical health, energy level, concentration, productivity and more', shows the numerous benefits • the language used to identify the benefits: 'more resilient', 'open up creativity', 'connect better', 'boost your overall well-being' • the use of 'sunnier' to describe the effects of positive thinking • the writer gives practical advice in the 'Build the Skill' section, which reassures the audience • the tricolon, 'Hold the elevator door for someone, send a handwritten note, pay for the person in line behind you at the coffee shop', emphasises the suggestions made • the reference '2016 study' adds authenticity to the text • colloquialisms give a lighter tone: 'try cracking a smile' • the use of sub-headings • the use of 'you' throughout • the use of imperatives • the balancing of 'wonderful' and 'terrible' and 'good' and 'bad' suggests that things are not always straightforward.	**(10)**

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Question 3		
Level	**Mark**	**AO2** Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material.
Level 1	1-2	• Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited.
Level 2	3–4	• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed.
Level 3	5–6	• 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. • The selection of references is appropriate and relevant to the points being made.
Level 4	7–8	• 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. • The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	9–10	• 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. • The selection of references is discriminating and clarifies the points being made.

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Text Two

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	One mark for any **one** of the following: • can get swept up by positive feelings • can lose their judgement • can do something they wouldn't normally do • can become a way of avoiding necessary action • can say everything is fine when it's not • can convince ourselves we're doing something without doing anything	**(1)**

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	One mark each for any **two** of the following: • produces better quality arguments • produces more persuasive arguments • improves memory • improves mental accuracy • might prompt us to think more carefully • by preparing for the worst there's a chance of decreasing suffering	**(2)**

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Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer persuades the reader that negativity might have some benefits. Responses may include: • the initial paragraph describes an unpleasant situation the audience can relate to and immediately engages them • the reference to 'research' and 'researchers' throughout adds authenticity • idioms engage the reader: 'isn't all it's cracked up to be' • the juxtaposition of 'embracing' and 'negative' • the use of sub-headings • the use of 'entitled' and 'headlong pursuit' suggests an addiction to positivity • the idiom, 'shooting ourselves in the feet', suggests how damaging positivity might be • 'might squirm its way to the surface' (metaphor) suggests how insidious a negative thought could be to optimists • the references to 'One study', 'Another study' show the writer has researched the topic • brackets for additional information support the points made • the use of negative language when referring to positive thinking: 'avoiding necessary action', 'even when it's not', 'without actually doing anything' • the language used to refer to the benefits of pessimism: 'better quality', 'more persuasive' • alliteration, 'memory and mental accuracy', draws the reader's attention to the positive aspects • the use of a balanced conclusion • the idiom 'Stop and smell the roses' balances the humorous metaphor 'dog poo on the sidewalk beneath your feet' • the use of 'we', 'us'.	**(10)**

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Question 6		
Level	**Mark**	**AO2** Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material.
Level 1	1-2	• Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited.
Level 2	3–4	• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed.
Level 3	5–6	• 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. • The selection of references is appropriate and relevant to the points being made.
Level 4	7–8	• 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. • The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	9–10	• 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. • The selection of references is discriminating and clarifies the points being made.

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Question Number	Indicative content
7	Responses may include the following points: **Text One** • starts off positively: 'will do wonders for your health' • gives an example of a personal reaction: 'enough to make you want to punch a wall' • uses examples of positivity: 'open, optimistic viewpoint', 'seeing the silver lining' • uses idioms/clichés: 'Turn that frown upside down', 'unicorns and rainbows' • offers advice from respected people/organisations: 'Paraskevi Noulas', 'Center for Healthy Minds' • gives examples of how to be positive: 'appreciating a nice view', 'be generous towards other people', 'try cracking a smile', 'prioritise quality time' • offers a balanced conclusion: 'wonderful and terrible', 'good and bad'. **General points candidates may make on the whole of Text One** • the use of some informal language: 'good stuff', 'quick dose' • the use of quotations • the use of positive language reinforces the writer's message • the use of imperatives • it has an advisory tone. **Text Two** • initially uses an unpleasant anecdote to engage the reader • uses a colloquial style – many examples • details the problems with positive thinking: 'can never relax', 'no back-up plan', 'get swept up' • uses experts and research to support the points: 'Mark Banschick', 'Julie Norem' • gives some of the benefits of negativity: 'better quality and more persuasive arguments', 'improve memory and mental accuracy', 'think more carefully' • offers a realistic, balanced conclusion: 'not recommending that everyone become a sourpuss for life', 'balance between being optimistic and being realistic'. **General points candidates may make on the whole of Text Two** • uses the inclusive pronoun 'we' • it has a friendly/supportive tone • it has a slightly informal tone.

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	Points of comparison • Text One offers specific advice / Text Two is persuasive • Text One concentrates on positivity as beneficial / Text Two suggests a positive outlook could be harmful • both texts use idioms: 'unicorns and rainbows', 'rainbows and unicorns' • both texts use experts • both texts offer advice / support • both texts consider the importance of changing your attitude to life • both texts use sub-headings • both texts clearly convey the writers' ideas and perspectives. Reward all valid points.

Question 7		
Level	**Mark**	**AO3** Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
Level 1	1-3	• The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited.
Level 2	4–6	• The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. **NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2**
Level 3	7-9	• The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	• The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	13–15	• The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts; they are discriminating and fully support the points being made.

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SECTION B: Reading and Writing

Question Number	Indicative content
8	A suitable register for a talk to peers should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages. **Reasons why people might want to change their outlook on life** • stress • work • social isolation / lack of contact • injustice • illness • debt • deadlines • problems in relationships. **How to be positive** • develop a balanced approach • look on the bright side • practise being positive • enjoy the scenery • appreciate art • make a list of positive experiences during the day • be kind and help others • smile • care for others. **How some negativity might be good for us** • it can prompt action against unfairness • it can present more coherent arguments in discussions • it can improve ability to remember information • it can help with accuracy • it can help to be more cautious • it can prevent problems from developing. Reward all valid points.

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Question 8		
Level	**Mark**	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
	0	No rewardable material.
Level 1	1-2	• Selection and interpretation of the given bullet points is limited. • Includes a small number of points with some relevance. • Demonstrates a limited ability to locate and retrieve information and ideas.
Level 2	3–4	• Selection and interpretation of the given bullet points is valid, but not developed. • Gives some relevant points. • Brings in some relevant information and ideas.
Level 3	5-6	• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made. • Offers a reasonable number of relevant points. • Shows secure appreciation of information and ideas.
Level 4	7–8	• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made. • Offers a good number of relevant points. • Makes well-focused comments about information and ideas.
Level 5	9–10	• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made. • Offers a wide range of relevant points. • Presents well-focused comments with perceptive references to information and ideas.

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Question 8		
Level	**Mark**	**AO4** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
Level 1	1-2	• Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register.
Level 2	3–4	• Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register.
Level 3	5-7	• Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	8–10	• Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register.
Level 5	11–12	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register.

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Question 8		
Level	**Mark**	**AO5** Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material.
Level 1	1–2	• Expresses information and ideas, with limited use of structural and grammatical features. • Uses basic vocabulary, often misspelt. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	3–4	• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. • Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	5-6	• Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing • Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors • Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.
Level 4	7-8	• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. • Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

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SECTION C: Writing

Question Number	Indicative content
9	As no audience is specified, the examiner is assumed to be the audience. Candidates are free to agree or disagree with the statement and may present a variety of arguments. Content may include references to: there are a lot of reasons for optimism; alternatively, there is much to be pessimistic about; seeing the positives in life means that we are happier; people who are always cheerful are pleasant to be around; pessimists can drag you down; happy people do not always see the full picture; people who do not look for the positives in life will never be happy. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
10	No indicative content can be specified, since candidates may choose to interpret the title as they wish. Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense. NB: Explicit reference to the title may not be mentioned until the end of the story. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
11	Candidates may choose a range of places which may be real or imaginary. Answers may include descriptions of the place, the positive effect it had on them or why it is so special to them. Candidates should be rewarded for their powers to evoke a sense of what the place is like and how it has had a positive impact, using effective vocabulary. Examiners should be open to a wide range of interpretation.

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Questions 9, 10 and 11		
Level	**Mark**	**AO4** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
Level 1	1-4	• Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register.
Level 2	5–8	• Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register.
Level 3	9-12	• Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	13–16	• Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register.
Level 5	17–20	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register.

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Questions 9, 10 and 11		
Level	**Mark**	**AO5:** Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
	0	No rewardable material
Level 1	1-2	• Expresses information and ideas, with limited use of structural and grammatical features. • Uses basic vocabulary, often misspelt. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	3–4	• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. • Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	5-6	• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structures as appropriate.
Level 4	7–8	• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	9–10	• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. • Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

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