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Mark Scheme (Results)

January 2013

International GCSE English Language B (4EB0)

Paper 1

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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 be 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 of 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.

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Paper 1

SECTION A

Assessment Objective:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (30 marks)

Text One

Question Number	Answer	Mark
1	One mark each for any one of the following: • went off to work and never came back • somebody said (they thought) he was dead • somebody had seen a dead body on a stretcher that looked like him. (1 x 1)	**(1)**

Question Number	Answer	Mark
2	One mark each for any two of the following: • good at arithmetic • good at adding up • could look at figures and understand them immediately • able to remember them (the next day and write them down). (2 x 1)	**(2)**

Question Number	Answer	Mark
3	One mark each for any three of the following **in own words** where possible: • good money • finish early • can go shopping after work • has pleasant house • has big house. (3 x 1)	**(3)**

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Question Number	Answer	Mark
4	One mark each for any three of the following: • shocked/surprised • had to sit down • nearly fainted/passed out • excited/elated/happy • wanted to make up for lost time (3 x 1)	**(3)**

Question Number	Answer	Mark
5	One mark each for any three of the following • made a bed for him • cooks all his meals • does all the washing up • buys him alcohol • buys him new clothes • buys him new shoes • gives him accommodation • gives him money (for vitamin pills) (3 x 1)	**(3)**

Text Two

Question Number	Answer	Mark
6	One mark each for any two of the following: • he's a prince • he'll become the chief/king • has to settle tribal disputes • he is a warrior/member of a tribe • his name means 'Burning Spear' (2 x 1)	**(2)**

Question Number	Answer	Mark
7	One mark for each of any three of the following stated in own words where possible: • horrified/shocked • worried about classmates' reactions • afraid his lies will be uncovered • worried he will be teased • physically affected (3 x 1)	**(3)**

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Question Number	Answer	Mark
8	One mark each for any three of the following points: • deep gash where mankind first appeared • wild animals (roamed plains) • tribal customs (young boys had to kill a lion) • Luo made laws under big tree • respect for elders • British ruled Kenya • many enslaved because of skin colour • Kenyan struggle for independence • everyone longed to be free (3 x 1)	**(3)**

Question Number	Answer	Mark
9	One mark each for any two reactions. Further mark for development of each reaction • teachers are proud (1) – beaming with pride (1) • enjoyed it (1) – applauded (1) • interested (1) – asked questions (1) • liked him (1) – said he was 'cool' (1) • impressed (1) – 'impressive father' (1) (2 x 2)	**(4)**

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Both Texts

Question Number	Answer	Mark
10	Accept EITHER choice: For chosen text: (4 marks) TWO marks for choice stated with clear personal response shown; TWO marks for clear reference to text with examples given from text to support reasons, e.g.: • one is fact, the other fiction • one is about the person's real father, the other is not • one is positive, the other is not • comments should be made about the writer's language/techniques. For the other text: (2 marks) ONE mark for a clear personal response for reason text not chosen. ONE mark for an example to illustrate reason. Marks may be awarded for development of points as well as reference to texts. (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.) (4 + 2)	**(6)**

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SECTION B

Assessment Objectives:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- AO3 – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

Question Number	Indicative content
11	A suitable register for a personal letter should be adopted. Candidates should address all areas. The following indicate some points that candidates may make but there are other possibilities. **Before** • worried about how friends will react • worried might not live up to expectations • might be embarrassing • did not know much about them • excitement **During** • they take over • take advantage of hospitality • expect looking after • do not do anything to help • impress you • impress your friends • tell stories **After** • cannot be sure they are who they say they are • not who they say they are • using family for free board and lodging • not familiar with them/do not feel comfortable with them • pleased they have impressed you/people (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.)

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AO1
Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor Candidates should have:
Level 0	0	No rewardable material
Level 1	1-2	• Referred to at least ONE bullet point • Included a small number of points with some relevance • Included some basic reference to relatives • Demonstrated a limited ability to locate and retrieve ideas and information • Given a relevant amount of limited detail • Considered some basic ideas about visits from relatives
Level 2	3-4	• Offered comment on at least TWO of the bullet points • Given some relevant points • Demonstrated some awareness of thoughts and feelings • Brought in some relevant supportive points or evidence • Offered detail based on some relevant information • Showed reasonable awareness of impacts of visits
Level 3	5-6	• Covered all THREE bullet points securely • Offered a reasonable number of relevant points • Demonstrated sound awareness of thoughts and feelings • Showed secure appreciation of all three bullet points • Used appropriate material relevantly • Showed sound awareness of development of feelings
Level 4	7-8	• Covered all THREE bullet points systematically • Offered a good number of relevant points, probably such as those suggested in indicative content • Sustained consideration of thoughts and feelings • Made well-focused, pertinent comments about development of thoughts and feelings • Used evidence in an effective way • Demonstrated a good appreciation of all 3 bullet points
Level 5	9-10	• Covered all THREE bullet points in appropriate depth • Offered a wide range of relevant points such as those suggested in indicative content • Demonstrated strong regard to complexity of thoughts and feelings • Presented well-focused comments with strong reference to thoughts and feelings • Supported their points strongly with apt and well chosen examples • Showed strong insight into all 3 bullet points

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AO2
Use professional judgment to award up to a maximum of 20 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor Candidates should have:
	0	No rewardable material
Level 1	1-4	• some indication that the text is intended as a letter • some limited attempt to engage reader in subject • basic ability to fit language to required task • has at least some acknowledgement of the intended audience
Level 2	5-8	• a fair attempt to create a letter in a suitable format • generally adopts reasonably appropriate tone, but not sharply convincing or consistent • some attempt to fit language and style to purpose • has some register relevant to the specified audience
Level 3	9-12	• sound in its capacity to write appropriately for a letter • a clear grasp of how to relate to the specified audience • writes with sound control over style and tone • choice of register and vocabulary relates soundly to audience (friend)
Level 4	13-16	• writing shows good appreciation of required approach and format for a letter • a good, well-chosen tone of voice • vocabulary varied, flexible and appropriate to the task • relates well to the intended audience (friend), with use of appropriate register
Level 5	17-20	• style and structure very successful and highly appropriate for a letter • successful and consistent adoption of apt tone • choice of register and vocabulary extremely well-adapted to audience (friend), communicating effectively and lucidly • engages audience with sympathy, flair and assured language control • an excellent, perceptive awareness of format

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AO3 (QWC)
Use professional judgement to award up to a maximum of 5 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
Level 0	0	No rewardable material		
Level 1	1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
Level 2	2	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually correct
Level 3	3	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
Level 4	4	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
Level 5	5	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

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SECTION C

Assessment Objectives:

- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)

- AO3 (QWC) – write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

Question Number	Indicative content
12 (a)	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 but should not rely solely on those presented in the passages. Content may include references to relatives' behaviour; loyalty; time spent with them; things they do; trust; age; personality.

Question Number	Indicative content
12 (b)	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. BE OPEN TO A WIDE RANGE OF INTERPRETATION

Question Number	Indicative content
12 (c)	Candidates may have quite a wide choice of people from famous people/celebrities/sporting heroes/relatives/friends. They are free to choose any person they wish. Candidates should be rewarded for their powers to create a detailed account of an influential person, using effective vocabulary. BE OPEN TO A WIDE RANGE OF INTERPRETATION

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AO2
Use professional judgment to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis

Level	Mark	Descriptor			
		General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
Level 0	0	No rewardable material			
Level 1	1-5	The writing achieves **limited success** at a basic level	There is **little awareness** of the purpose of the writing	The writing uses a **limited** vocabulary and shows **little variety** of sentence structure	Organisation of the material is **simple** with **limited success** in introducing and developing a response
Level 2	6-10	The writing expresses ideas which are **broadly appropriate**	There is **some grasp** of the purpose of the writing	The writing shows **some evidence of control** in the choice of vocabulary and sentence structure	Organisation of the material shows **some grasp** of text structure, with opening and development, and **broadly appropriate** paragraphing
Level 3	11-15	The writing expresses and develops ideas in **a clear, organised** way	There is a **generally clear** sense of the purpose of the writing	The writing includes **well chosen** vocabulary and shows **some evidence of crafting** in the construction of sentences	Organisation of the material is **mostly sound**, with a **clear** text structure, **controlled** paragraphing to reflect opening, development and closure, together with **secure use** of cohesive devices

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Level 4	16-20	The writing presents **effective and sustained** ideas	There is a **secure, sustained** realisation of the purpose of the writing	The writing has **aptly chosen** vocabulary and **well-controlled** variety in the construction of sentences	Organisation of the material is **fully secure**,with a **well-judged** text structure, **effective** paragraphing and **successful use of a range** of cohesive devices between and within paragraphs
Level 5	21-25	The writing achieves **precision and clarity** in presenting **compelling** and **fully developed** ideas	There is **strong, consistent fulfilment** of the writing task, **sharply focused** on the writer's purpose	The writing has an **extensive** vocabulary and **mature** control in the construction of **varied** sentence forms	Organisation of material is **assured**, with **sophisticated** control of text structure, **skilfully sustained** paragraphing and the **effective application of a wide range** of markers of textual cohesion

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AO3 (QWC)
Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
Level 0	0	No rewardable material		
Level 1	1-2	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
Level 2	3-4	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually correct
Level 3	5-6	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
Level 4	7-8	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
Level 5	9-10	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

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