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Mark Scheme (Results)

January 2014

International GCSE English Language (Specification B)

(4EB0)

Paper 1

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January 2014
Publications Code UG037735

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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, ie 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 for any of the following: • lurching • bumping • lightning hit a fuel tank • (lightning) tore wing off. (1 x 1)	**(1)**

Question Number	Answer	Mark
2	One mark each for any **two** of the following: • falling through the air • still being strapped in seat • falling head first • seatbelt digging into her stomach • trees spiralling towards her • she lost consciousness. (2 x 1)	**(2)**

Question Number	Answer	Mark
3	One mark each for any **two** of the following: • concussion • broken collarbone • gash on leg • cut on arm. (2 x 1)	**(2)**

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Question Number	Answer	Mark
4	One mark each for any **four** of the following **in own words** where possible: • forest / jungle • isolation • lost • could not see danger/lost her glasses • animals (jaguars) • insects (scorpions) • venomous snakes • river predators (piranhas/alligators) • weather • no tools • not prepared • no (little) food • poor clothing. (4 x 1)	**(4)**

Question Number	Answer	Mark
5	One mark each for any **three** of the following in own words where possible: • she survived the plane crash • landed in a familiar environment / close to home • had a lot of knowledge / survival skills • found a stream • knew which water was safe to drink • knew about the birds • did not get attacked by dangerous fish • did not get eaten by an alligator • did not eat venomous frog • rescuers arrived (that day) / she was found • did not die of hunger or thirst. (3 x 1)	**(3)**

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Text Two

Question Number	Answer	Mark
6	One mark each for any **two** of the following: • in a remote part of the wilderness • hillside crumbled • fell 60 feet • fell onto solid rock • did not expect to live • broke leg • broke hip • could not walk / crawl / stand up (2x 1)	**(2)**

Question Number	Answer	Mark
7	One mark for any **three** of the following: • used antibiotics / used disinfectant / bandaged herself / first aid • drank hot liquids (for shock) • wrapped herself in a sleeping bag/kept warm • had a supply of food • drank water • prayed • dragged herself • made a plan. (3 x 1)	**(3)**

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<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>8</td><td>One mark each for any two points. Further mark for support/detail for each point.

<table>
<tr><th>Point</th><th>Reference / Support</th></tr>
<tr><td>Death was likely(1)</td><td>‘The odds were stacked against me’(1)</td></tr>
<tr><td>Thought positively(1)</td><td>‘I focused instead on what I could do to improve things (1)</td></tr>
<tr><td>Did not want to die(1)</td><td>‘The only other option was to give up and die and I didn’t want to do that’(1)</td></tr>
<tr><td>Did the best she could to survive(1)</td><td>‘we all have reserves of inner strength’(1)</td></tr>
</table>

Reward all valid points with appropriate supporting evidence
(2 x2)</td><td>(4)</td></tr>
</table>

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>9</td><td>One mark each for any three of the following in own words where possible:
• she shouted for help
• she was in a very isolated place
• 3 hillwalkers heard her
• it took 1 day for further help to arrive
• there was no mobile phone signal
• taken by plane to hospital
• was very close to death.
(3 x 1)</td><td>(3)</td></tr>
</table>

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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 eg: • text one is a formal newspaper report • text two is an interview, personal account • text one is third person/text two is first person • few personal comments in text one • both are dramatic • text one she is not equipped for survival/ text two she is equipped for survival • text one lasts 10 days/text two last 4 days • both help themselves • one is seriously injured (text two)/the other is not (text one) • lots of detail of dangers in text one • text one talks about luck • text two talks about probable death. 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. Close critical analysis of language is an acceptable response. (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.) Reward all valid responses that clearly state the reasons for the choices made. (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 school/college magazine should be adopted. Candidates should address all areas. The following points indicate some points that candidates may make but there are other possibilities. **Difficulties:** • lack of food • isolation • injuries(life-threatening) • dangerous insects • dangerous animals • snakes • weather • lack of equipment • lack of clothing • lack of communication(mobile phone signal). **How to survive:** • have local knowledge • have experience/knowledge of survival skills • be prepared • have a first aid kit • tend to injuries • know about nature • use the local environment • have a plan. **How to get rescued:** • do not give up • think positively • try to get to civilisation/where people are • be brave. (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence) Reward all valid points.

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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 difficulties • demonstrated a limited ability to locate and retrieve ideas and information • a relevant amount of limited detail given • considered some basic ideas about difficulties people encounter
Level 2	3-4	• offered comment on at least **two** of the bullet points • some relevant points given • demonstrated some awareness of difficulties • brought in some relevant supportive points or evidence • offered detail based on some relevant information • showed some reasonable awareness of difficulties and how to survive
Level 3	5-6	• covered all **three** bullet points securely • offered a reasonable number of relevant points • demonstrated sound awareness of the difficulties and how to survive • showed secure appreciation of positive/negative effects • used appropriate material relevantly • showed sound awareness of how to get rescued
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 • demonstrated sustained consideration of survival in extreme circumstances • made well-focused, pertinent comments about difficulties, survival and rescue • 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 survival in extreme circumstances • presented well-focused comments with strong reference to difficulties, survival and rescue • 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
	0	No rewardable material
Level 1	1-4	• some indication that the text is intended as a magazine article • 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 magazine article 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 magazine • 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 (peers)
Level 4	13-16	• writing shows good appreciation of required approach and format for magazine article • a good, well-chosen tone of voice • vocabulary varied, flexible and appropriate to the task • relates well to the intended audience (peers), with use of appropriate register
Level 5	17-20	• style and structure very successful and highly appropriate to magazine article (eg attention-grabbing first sentence) • successful and consistent adoption of apt tone • choice of register and vocabulary extremely well-adapted to audience (peers), 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 within this triplet	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 solely rely on those presented in the passages. Content may include references to: it's up to the individual; that these people are usually quite well trained; that they don't expect to get rescued; that without challenge there is no excitement; that they don't expect accidents; famous people who have done dangerous activities; people who do these things for charity. Examiners should be open to a wide range of interpretation.

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, nostalgia, excitement or suspense. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
12 (c)	Candidates may have quite a wide choice of journeys. Journeys may be short or long, by many varied forms of transport. Candidates should be rewarded for their powers to evoke a sense of the journey, the sights, sounds and atmosphere, using effective vocabulary. Examiners should be open to a wide range of interpretation: real, metaphorical, imaginative or a fantasy.

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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 within this triplet	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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