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Mark Scheme (Results)

January 2018

Pearson Edexcel International GCSE in English Language (4EB0) Paper 01



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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.

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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 **two** of the following: • wilderness/Tibet • Sahel/desert/Timbuktu • Himalayan mountains/Bhutan • mountains/30 miles from home (2 x 1)	**(2)**

Question Number	Answer	Mark
2	One mark each for any **two** of the following: • (pocket) knife • matches • lighter • map • compass • headlamp • first aid kit • whistle (2 x 1)	**(2)**

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Question Number	Answer	Mark
3	One mark each for any **three** of the following **in own words** where possible: • do not move around/stop moving • calm yourself/do not panic • try to work out how far you have come since you last recognised something • ask yourself if you can see anything you recognise • question yourself • refer to a map • look at the photographs you have taken • check the time • check the weather • look for shelter • work out what to do next/make a plan • think about how to attract attention • think about making a fire if it is getting dark (3 x 1)	**(3)**

Question Number	Answer	Mark
4	One mark each for any **three** of the following **in own words** where possible: • try to go back the way you came • leave a trail/mark your route • try to go down to the lowest land/go downhill/travel downhill • whistle • draw some attention to yourself/leave signs so people know where you are • try to get a signal on your phone (3 x 1)	**(3)**

Question Number	Answer	Mark
5	One mark each for any **two** of the following: • most people are found/get themselves out of trouble • they usually can tell good stories (about narrowly escaping disaster) • navigational skill/equipment is helpful but common sense/composure is essential • bad decisions are more dangerous than being lost • getting lost does not kill you (2 x 1)	**(2)**

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Text Two

Question Number	Answer	Mark
6	One mark each for any **two** of the following: • never done the journey before • no idea where he was going/not sure he was on the right bus • no idea if he was going to make it • guessed that he had arrived in Daejeon • bus stopped in outskirts of town/not near the bus terminal • difficulty communicating with the bus driver/could not speak the language (2 x 1)	**(2)**

Question	Answer	Mark
7	One mark each for any **three** of the following: • used Google maps • started walking (in rain) • came to a subway entrance • downloaded a subway app • used the subway (3 x 1)	**(3)**

Question Number	Answer	Mark
8	One mark each for any **three** of the following **in own words** where possible: • like a bad dream for people not used to travelling • time was lost • got wet • could not speak to anyone/could not ask for help • had a painful foot/leg • he still enjoyed the experience/he was smiling • was pleased he was not upset for very long/realised getting angry would not have helped • felt energised (3 x 1)	**(3)**

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<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>9</td><td>One mark each for any two points. Further mark for development/support/detail for each point.

<table>
<tr><th>Point</th><th>Development/Support</th></tr>
<tr><td>Sometimes you can experience extraordinary happenings/ events/experiences (1)</td><td>‘more incredible things happen than would have happened’ (1)</td></tr>
<tr><td>You can see new sights (1)</td><td>‘that I otherwise wouldn’t have seen’ (1)</td></tr>
<tr><td>You have better anecdotes or tales to tell (1)</td><td>‘makes for a much better story’ (1)</td></tr>
<tr><td>You should enjoy the unexpected (1)</td><td>‘Travel has taught me to relish the times when things don’t go as planned’ (1)</td></tr>
<tr><td>Do not have any preconceived ideas/do not over-plan (1)</td><td>‘There’s no telling where the roads will take you’ (1) / “go with the flow” (1)</td></tr>
</table>

Reward all valid responses and use of evidence.

(2 x 2)</td><td>(4)</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 to support choice made e.g. • Text One offers clear advice • Text One has presentational features (use of acronym) • Text One has a reassuring tone • Text One uses questions • Text One addresses the reader 'you' • Text One ends positively • Text Two is a personal account • Text Two is more informal in tone • Text Two is a more reflective/philosophical account based on his experiences • Text Two is a first-person viewpoint • Text Two has positive reactions and lessons learned at end • Text Two uses a subheading 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)

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Question Number	Indicative content
11	A suitable register for a talk should be adopted. Candidates should address all areas. The following list indicates some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples of getting lost than those mentioned in the passages. **What the experience of being lost might be like:** • in a city/town • in the countryside • on transport • on foot • in daylight • in the dark • frightening • difficult weather conditions • communication problems • on your own/in a group • difficulties finding where to go • panic **Advice about how to find your way back:** • use phone/technology/Google maps • make sure phone is charged • use phone to call/text • try to ask locals for directions • try to go in correct direction • do not panic • stay in one place • try to work out where you are • look around you for clues/landmarks • use photographs taken to help you • look for shelter • make a plan • in daylight try to go back • at night make a camp • attract attention **What can be learned from the experience:** • enjoy the unexpected experience • do not get upset by being lost • enjoy the challenge • the experience can be exciting • some things are out of your control • you will have good stories to tell • equipment is helpful but good judgement and level-headedness are essential • it is important to make good decisions 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 experiences • demonstrated a limited ability to locate and retrieve ideas and information • given a relevant amount of limited detail
Level 2	3-4	• offered comment on at least **two** of the bullet points • given some relevant points • demonstrated some awareness of experiences • brought in some relevant supportive points or evidence • offered detail based on some relevant information • showed some reasonable awareness of what was enjoyable
Level 3	5-6	• covered all **three** bullet points securely • offered a reasonable number of relevant points • demonstrated sound awareness of the experiences • showed secure appreciation of all aspects • used appropriate material relevantly • showed sound awareness of all 3 bullet points
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 the experiences • made well-focused, pertinent comments about all aspects • 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 the nature of the experiences • presented well-focused comments with strong reference to all aspects • 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 talk • 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 talk 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 talk • 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 a talk • 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 a talk • 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

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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. Content may include references to: how much modern technology we use; how easy it is to use; how it has transformed our lives; the power it consumes; how reliable/unreliable it is; how we can manage without it; how it has made us lazy/lacking in basic skills. 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, excitement or suspense. Examiners should be open to a wide range of interpretation. N.B. Explicit reference to the title may not be mentioned until the end of the story.

Question Number	Indicative content
12 (c)	Candidates may choose different times of day and different periods of time e.g. an hour, mealtimes or morning, afternoon, evening, night. Candidates should be rewarded for their powers to evoke a sense of atmosphere, using effective vocabulary. Examiners should 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 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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