



# Mark Scheme (Results)

Summer 2012

International GCSE English Language  
B (4EB0) Paper 1

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# Paper 1

## SECTION A

Assessment Objective:

- A01 - 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	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• people asked him about it/talked to him about it</li> <li>• (wanted to know) how it affected children</li> <li>• (wanted to know) if it affected spelling and/or literacy</li> </ul> <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
2	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• hoax message put on internet</li> <li>• essay on internet</li> <li>• essay in text language</li> <li>• teacher couldn't understand it</li> <li>• teacher complained</li> <li>• story escalated</li> </ul> <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
3	<p>One mark each for any <b>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• child could have written it as a hoax or spoof</li> <li>• essay was never found</li> <li>• teacher was never identified</li> <li>• once on internet it spread fast</li> <li>• people say it's happening all the time</li> <li>• they use the essay on a holiday as evidence that it is happening all the time</li> <li>• no one knows who posted it on the web</li> </ul> <p style="text-align: right;">(3 x 1)</p>	(3)

Question Number	Answer	Mark
4	One mark for any of the following: <ul style="list-style-type: none"> <li>• panic</li> <li>• worried that kids will do it all the time in exams</li> <li>• exam boards put in rules saying no text language</li> </ul>	(1)
	(1 x 1)	

Question Number	Answer	Mark												
5	One mark each for any two points. One mark for development of each point. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Point</th> <th style="width: 50%; text-align: center;">Development</th> </tr> </thead> <tbody> <tr> <td>children shocked that text language might be used in exams/essays/schoolwork (1)</td> <td>have to be stupid to do that(1)</td> </tr> <tr> <td>cannot imagine using it in exams/essays/schoolwork (1)</td> <td>thought that they'd do it in the exams is inconceivable(1)</td> </tr> <tr> <td>fun outside school(1)</td> <td>cool (1)</td> </tr> <tr> <td>don't mix school and social life(1)</td> <td>don't mix it up with school(1)</td> </tr> <tr> <td>think it would be idiotic to do it (1)</td> <td>You would get low grades(1)</td> </tr> </tbody> </table>	Point	Development	children shocked that text language might be used in exams/essays/schoolwork (1)	have to be stupid to do that(1)	cannot imagine using it in exams/essays/schoolwork (1)	thought that they'd do it in the exams is inconceivable(1)	fun outside school(1)	cool (1)	don't mix school and social life(1)	don't mix it up with school(1)	think it would be idiotic to do it (1)	You would get low grades(1)	(4)
Point	Development													
children shocked that text language might be used in exams/essays/schoolwork (1)	have to be stupid to do that(1)													
cannot imagine using it in exams/essays/schoolwork (1)	thought that they'd do it in the exams is inconceivable(1)													
fun outside school(1)	cool (1)													
don't mix school and social life(1)	don't mix it up with school(1)													
think it would be idiotic to do it (1)	You would get low grades(1)													
	(2 x 2)													

### Text Two

Question Number	Answer	Mark
6	One mark each for any three of the following: <ul style="list-style-type: none"> <li>• mobile</li> <li>• television</li> <li>• broadband</li> <li>• texting</li> <li>• Facebook/Wall</li> <li>• inability to respond</li> </ul>	(3)
	(3 x 1)	

Question Number	Answer	Mark
7	<p>One mark for any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• 75% have mobiles</li> <li>• 90% send and receive texts</li> <li>• Half send 50 texts or more a day</li> <li>• 1 in 3 send 100 texts a day</li> <li>• 80% take pictures</li> <li>• 60% play music</li> <li>• 46% play games</li> <li>• 32% share videos</li> <li>• 73% use social networking sites</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
8	<p>One mark each for any <b>four</b> of the following points <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• cyber bullying</li> <li>• people being unpleasant</li> <li>• privacy</li> <li>• having strangers able to contact you</li> <li>• might change you</li> <li>• easy to be misunderstood</li> <li>• easy for people to take you the wrong way</li> <li>• easy to say the wrong thing</li> <li>• can feel isolated/lonely</li> <li>• can feel put down/upset</li> <li>• posting unflattering pictures without consent</li> <li>• lack of face-to-face communication</li> </ul> <p style="text-align: right;">(4 x 1)</p>	<b>(4)</b>

Question Number	Answer	Mark
9	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• it's an extension of real life</li> <li>• helps overcome shyness</li> <li>• can be your true self</li> <li>• can be more confident online</li> </ul>	

(2 x 1)

(2)

**Both Texts**

Question Number	Answer	Mark
10	<p>Accept EITHER choice:            For chosen text: (4 marks)  <b>Two</b> marks for choice stated with clear personal response shown;  <b>Two</b> marks for clear reference to text with examples given from text to support argument either for (or against) technology e.g.</p> <ul style="list-style-type: none"> <li>• texting does not interfere with education</li> <li>• texting does not interfere with spelling/literacy</li> <li>• keeping in touch</li> <li>• help with homework</li> <li>• David Crystal is an expert</li> <li>• personal accounts from teenagers</li> </ul> <p>For the other text: (2 marks)  <b>One</b> mark for a clear personal response for reason text not chosen.  <b>One</b> mark for an example to illustrate reason.</p> <p>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.)</p> <p style="text-align: right;">(4 + 2)</p>	(6)

**SECTION B**

Assessment Objectives:

- A01 - read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- A02 - adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- A03 - Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

Question Number	Indicative content
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11	<p>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.</p> <p><b>Positive points</b></p> <ul style="list-style-type: none"><li>• useful to contact classmates about schoolwork</li><li>• good forms of communication for teenagers</li><li>• easier to communicate with friends</li><li>• cheap (texting)</li><li>• extension to real life</li><li>• helps if you are shy</li></ul> <p><b>Negative points</b></p> <ul style="list-style-type: none"><li>• time spent on computers (Facebook) or phones (texting)</li><li>• addictive (upset if out of touch)</li><li>• calls are expensive</li><li>• cyber-bullying</li><li>• unpleasant effects of Facebook - belittled/isolated</li><li>• problems with privacy/strangers</li><li>• being misinterpreted/misunderstood</li><li>• worries about effects on spelling/literacy</li><li>• teachers complain about text language in essays</li></ul> <p><b>What the researchers say</b></p> <ul style="list-style-type: none"><li>• helps what has always happened in teenagers' communication</li><li>• another layer of communication</li><li>• use of text message abbreviations in essays/exams is probably a hoax</li><li>• 99% of teenagers horrified at idea of using text language in exams</li></ul> <p>(Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.)</p>
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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	<ul style="list-style-type: none"> <li>referred to at least <b>one</b> bullet point</li> <li>included a small number of points with some relevance</li> <li>included some basic reference to texting/social networking sites</li> <li>demonstrated a limited ability to locate and retrieve ideas and information</li> <li>given a relevant amount of limited detail</li> <li>considered some basic ideas about effects of texting/social networking sites</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>offered comment on at least <b>two</b> of the bullet points</li> <li>given some relevant points</li> <li>demonstrated some awareness of effects of texting/social networking sites</li> <li>brought in some relevant supportive points or evidence</li> <li>offered detail based on some relevant information</li> <li>showed some reasonable awareness of positive and negative effects of texting/social networking sites</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points securely</li> <li>offered a reasonable number of relevant points</li> <li>demonstrated sound awareness of the effects of texting/social networking sites</li> <li>showed secure appreciation of positive/negative effects</li> <li>used appropriate material relevantly</li> <li>showed sound awareness of what researchers say</li> </ul>
Level 4	7-8	<ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points systematically</li> <li>offered a good number of relevant points, probably such as those suggested in indicative content</li> <li>showed sustained consideration of positive/negative effects of texting/social networking sites</li> <li>made well-focused, pertinent comments about effects of texting/social networking sites</li> <li>used evidence in an effective way</li> <li>demonstrated a good appreciation of all 3 bullet points</li> </ul>
Level 5	9-10	<ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points in appropriate depth</li> <li>offered a wide range of relevant points such as those suggested in indicative content</li> <li>demonstrated strong regard to effects of texting/social network sites</li> <li>presented well-focused comments with strong reference to effects of texting/social networking sites</li> <li>supported their points strongly with apt and well-chosen examples</li> <li>showed strong insight into all 3 bullet points</li> </ul>

**A02**

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
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• some indication that the text is intended as a magazine article</li> <li>• some limited attempt to engage reader in subject</li> <li>• basic ability to fit language to required task</li> <li>• has at least some acknowledgement of the intended audience</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• a fair attempt to create a magazine article in a suitable format</li> <li>• generally adopts reasonably appropriate tone, but not sharply convincing or consistent</li> <li>• some attempt to fit language and style to purpose</li> <li>• has some register relevant to the specified audience</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• sound in its capacity to write appropriately for a magazine</li> <li>• a clear grasp of how to relate to the specified audience</li> <li>• writes with sound control over style and tone</li> <li>• choice of register and vocabulary relates soundly to audience (peers)</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• writing shows good appreciation of required approach and format for magazine article</li> <li>• a good, well-chosen tone of voice</li> <li>• vocabulary varied, flexible and appropriate to the task</li> <li>• relates well to the intended audience (peers), with use of appropriate register</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• style and structure very successful and highly appropriate to magazine article (eg attention-grabbing first sentence)</li> <li>• successful and consistent adoption of apt tone</li> <li>• choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly</li> <li>• engages audience with sympathy, flair and assured language control</li> <li>• an excellent, perceptive awareness of format</li> </ul>

**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

**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 homework/schoolwork; Facebook; MSN; Skype; communicating with friends/relatives home/abroad; texting; phone calls; email.

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 rooms from those in their house to others in more public buildings or even an imaginary room. They are free to choose any room they wish. Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.  Examiners should be open to a wide range of interpretation

## 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 <b>limited success</b> at a basic level	There is <b>little awareness</b> of the purpose of the writing	The writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	Organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
Level 2	6-10	The writing expresses ideas which are <b>broadly appropriate</b>	There is <b>some grasp</b> of the purpose of the writing	The writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	Organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
Level 3	11-15	The writing expresses and develops ideas in a <b>clear, organised</b> way	There is a <b>generally clear</b> sense of the purpose of the writing	The writing includes <b>well chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	Organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices

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

**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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