



# Mark Scheme (Results)

Summer 2014

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

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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.

# 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	<p>One mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Israel</li> <li>• Japan</li> <li>• New Zealand</li> <li>• Thailand</li> <li>• United States</li> <li>• England (allow UK).</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
2	<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>• over 100 people</li> <li>• majority are children</li> <li>• also teachers and pastoral staff</li> <li>• big (Victorian) house</li> <li>• near the sea/East coast</li> <li>• boarding school/most children stay there</li> <li>• some only attend during the day</li> <li>• both girls and boys</li> <li>• multicultural</li> <li>• big grounds/open spaces/play areas/12 acres</li> <li>• lots of activities.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3</b>	<p>One mark each for any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• new timetable each term</li> <li>• children sign up for classes</li> <li>• free access to art, woodwork and computers</li> <li>• open areas for kids not in classes</li> <li>• right to play</li> <li>• all lessons are optional</li> <li>• no pressure to conform to adult ideas</li> <li>• bad behaviour is dealt with by ombudsmen or the community.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>4</b>	<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>• everyone shares feelings/emotions</li> <li>• general trusting atmosphere/open/honest</li> <li>• easy relationship between staff and students</li> <li>• students/everyone helps to solve problems</li> <li>• everyone is equal</li> <li>• (close) community</li> <li>• sharing</li> <li>• everyone is on the same level.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

### Text Two

Question Number	Answer	Mark
<b>5</b>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• (half the) subjects are taught in either Mandarin or Spanish</li> <li>• every pupil has an iPad</li> <li>• 7-year-old pupils have iPads</li> <li>• can attend lessons from sickbed (virtually)</li> <li>• aim to be trilingual</li> <li>• (must) study abroad.</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>6</b>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• the light</li> <li>• 215,000 square feet in size</li> <li>• high ceilinged</li> <li>• 10 floors</li> <li>• former warehouse</li> <li>• the calm</li> <li>• the quiet</li> <li>• children busy</li> <li>• children well behaved.</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7</b>	<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>• the classroom layout</li> <li>• the encouragement of play</li> <li>• each floor has an area set aside for playing</li> <li>• playgrounds on the roof with amazing views</li> <li>• the cafe for parents</li> <li>• parents can stay in cafe for any length of time.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark												
<b>8</b>	<p>One mark each for any <b>two</b> points <b>in own words</b>. Further mark for development/support of each point.</p> <p>Point Development/Support</p> <table border="1"> <tr> <td>Leader in technology in education (1)</td> <td>'most technologically sophisticated school in the country' (1)</td> </tr> <tr> <td>No evidence of traditional methods of communication (pens, paper, books) (1)</td> <td>'all but extinct' (1)</td> </tr> <tr> <td>No evidence of handwriting (1)</td> <td>'I don't see a child with a pencil at any point during my visit' (1)</td> </tr> <tr> <td>Trying not to use paper (1)</td> <td>'We're trying to turn Avenues into a paperless place,' (1)</td> </tr> <tr> <td>Ipad is essential (1)</td> <td>'We see the iPad as being a pupil's book bag, so 90 per cent of our texts are on there.' (1)</td> </tr> <tr> <td>Children learn independently using technology (1)</td> <td>'boys and girls can be seen sitting quietly working away on their laptops in the communal 'independent workstations'' (1)</td> </tr> </table> <p>Reward all valid response and use of evidence.</p> <p style="text-align: right;">(2 x 2)</p>	Leader in technology in education (1)	'most technologically sophisticated school in the country' (1)	No evidence of traditional methods of communication (pens, paper, books) (1)	'all but extinct' (1)	No evidence of handwriting (1)	'I don't see a child with a pencil at any point during my visit' (1)	Trying not to use paper (1)	'We're trying to turn Avenues into a paperless place,' (1)	Ipad is essential (1)	'We see the iPad as being a pupil's book bag, so 90 per cent of our texts are on there.' (1)	Children learn independently using technology (1)	'boys and girls can be seen sitting quietly working away on their laptops in the communal 'independent workstations'' (1)	<b>(4)</b>
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Question Number	Answer	Mark
<b>9</b>	<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>• modern</li> <li>• lively</li> <li>• educational</li> <li>• prepares children for future</li> <li>• children learn foreign languages</li> <li>• children use technology</li> <li>• there is a teacher guiding the class</li> <li>• teacher respects students</li> <li>• mixture of traditional and modern.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

**Both Texts**

Question Number	Answer	Mark
<b>10</b>	<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 choice made e.g.</p> <ul style="list-style-type: none"> <li>• positive points made in both texts e.g. about freedom in Summerhill and languages and technology in Avenues (although these may also be seen as negatives)</li> <li>• descriptions of the buildings e.g. old/modern; country/city</li> <li>• how texts present what will be learnt e.g. no compulsory lessons/independent learning</li> <li>• Summerhill talks about discipline/not mentioned in Avenues</li> <li>• how the writers present their ideas e.g. use of less formal language (Summerhill); use of positive words; descriptive language; use of repetition.</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.            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.</p> <p style="text-align: right;">(4 + 2)</p>	<b>(6)</b>

**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
<b>11</b>	<p>A suitable register for a speech to peers should be adopted. Candidates should address all areas. The following indicate some points that candidates may make but there are other possibilities.</p> <p><b>Different things that the schools offer</b></p> <ul style="list-style-type: none"> <li>• choose lessons</li> <li>• do no lessons</li> <li>• free access to art, woodwork and computers</li> <li>• play (games)</li> <li>• learn to care for each other</li> <li>• use technology</li> <li>• learn foreign languages</li> <li>• don't use pens and paper.</li> </ul> <p><b>What is good about the schools (but might be interpreted as bad)</b></p> <ul style="list-style-type: none"> <li>• freedom</li> <li>• responsibility</li> <li>• can play</li> <li>• learn to share/have a sense of community</li> <li>• learn using technology</li> <li>• learn foreign languages</li> <li>• pass exams</li> <li>• get exercise.</li> </ul> <p><b>What is bad about the schools (but might be interpreted as good)</b></p> <ul style="list-style-type: none"> <li>• lessons are optional</li> <li>• could play all the time</li> <li>• could mess around</li> <li>• have to learn foreign languages</li> <li>• have to study/pass exams</li> <li>• too much technology</li> <li>• no books/pens/paper</li> <li>• don't learn to write.</li> </ul> <p>Reward all valid points. Candidates may draw on schools other than places such as Summerhill and Avenues. (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.)</p>

**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:
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	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 schools</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 what is good and bad about the schools</li> </ul>
<b>Level 2</b>	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 different things that the schools offer</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 what is good and bad about the schools</li> </ul>
<b>Level 3</b>	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 different things that the schools offer</li> <li>• showed secure appreciation of both good and bad things about the schools</li> <li>• used appropriate material relevantly</li> <li>• showed sound awareness of all 3 bullet points</li> </ul>
<b>Level 4</b>	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 the different things that the schools offer</li> <li>• made well-focused, pertinent comments about the good and bad things about the schools</li> <li>• used evidence in an effective way</li> <li>• demonstrated a good appreciation of all 3 bullet points</li> </ul>
<b>Level 5</b>	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 the different things that the schools offer</li> <li>• presented well-focused comments with strong reference to both good and bad things about the schools</li> <li>• supported their points strongly with apt and well-chosen examples</li> <li>• showed strong insight into all 3 bullet points</li> </ul>

**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
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• some indication that the text is intended as a speech</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 speech 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 speech</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 a speech</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 for a speech</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
<b>Level 0</b>	0	No rewardable material		
<b>Level 1</b>	1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

<b>Level 5</b>	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
<b>12 (a)</b>	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: personal experiences of school; teachers/subjects studied/school ethos or sense of community and/or friendships formed. Candidates may also produce a more philosophical response focusing on the importance of education (or otherwise) and how what we learn at school sets us up for life.</p> <p>EXAMINERS SHOULD BE OPEN TO A WIDE RANGE OF INTERPRETATION.</p>

Question Number	Indicative content
<b>12 (b)</b>	<p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>EXAMINERS SHOULD BE OPEN TO A WIDE RANGE OF INTERPRETATION.</p>

Question Number	Indicative content
<b>12 (c)</b>	<p>Candidates may choose from quite a wide range of untidy places such as their houses, bedrooms, sheds, garages or more public places or buildings such as schools, shopping malls, parks, beaches, streets or even rubbish tips.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>EXAMINERS SHOULD BE OPEN TO A WIDE RANGE OF INTERPRETATION.</p>

**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
<b>Level 0</b>	0	No rewardable material			
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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 controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices

<b>Level 4</b>	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
<b>Level 5</b>	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>skilfully 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
<b>Level 0</b>	0	No rewardable material		
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

