



Mark Scheme (Results)

January 2019

Pearson Edexcel International GCSE
In English Language B (4EB1) Paper 01

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January 2019

Publications Code 4EB1_01_1901_MS

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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.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| | |
|-----|---|
| AO1 | Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. |
| AO2 | Understand and analyse how writers use linguistic and structural devices to achieve their effects. |
| AO3 | Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. |
| AO4 | Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. |
| AO5 | Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. |

SECTION A: Reading**Text One**

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|--|-------------|
| 1 | One mark for any one of the following: <ul style="list-style-type: none"> • he is an author • he often writes fiction • he writes for children and adults • he earns a living through writing • it is in his interest for people to read • he is a reader | (1) |

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|---|-------------|
| 2 | One mark for any one of the following: <ul style="list-style-type: none"> • gives everyone an equal chance in life • helps people become confident readers • helps people become enthusiastic readers • supports literacy programmes • supports libraries • encourages reading | (1) |

| Question Number | Answer | Mark |
|-----------------|---|-------------|
| 3 | <p>Reward responses that demonstrate how the writer persuades the reader that it is important to read.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • how he presents himself as 'biased' and emphasises this: 'obviously and enormously' • the use of the charity: 'the Reading Agency' • the use of lists: 'Firstly ... very real drive', which suggests the enthusiasm generated by reading • the use of repetition: 'new words', 'new thoughts' emphasises the educational aspect of reading • the use of alliteration: 'communicate', 'comprehend' • the use of '26 letters and a handful of punctuation marks' emphasises the skill involved in both reading and writing • the use of personal address 'you' • the use of lists to create an increasing sense of the empathy gained by reading: 'feel things, visit places and worlds' • the unusual expression 'everyone else out there is a me' which attracts the reader • the use of non-standard sentence structures -sentences beginning with 'And' • 'What it is good for' suggests a colloquial and chatty tone which engages the reader (and emphasises this is taken from a lecture) • there is a strong sense of the writer's personal opinions: the use of first person – many examples • the use of Einstein as an expert strengthens his argument. | (10) |

| Question 3 | | |
|-------------------|-------------|---|
| Level | Mark | AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is detailed, appropriate and fully supports the points being made. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made. |

Text Two

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|---|-------------|
| 4 | One mark for any one of the following: <ul style="list-style-type: none"> • sports • computer games • friendships • (social life is conducted on) smart phones • (moving towards) adolescence | (1) |

| Question Number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
|------------------------|--|-------------|
| 5 | One mark each for any two of the following: <ul style="list-style-type: none"> • they are very busy • school commitments/homework • (part-time) jobs • family (accept individual family members) • friends/relationships/hanging out • music • screens/TV/Internet/games/texting/Instagramming/smart phones • they do not like being stuck in a book/frustrates their smart phone sense of being everywhere at once • reading can make them anxious and angry • books smell like old people | (2) |

| Question Number | Answer | Mark |
|-----------------|---|-------------|
| 6 | <p>Reward responses that demonstrate how the writer describes teenagers' attitudes towards reading.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the initial negative/critical image of teenagers: 'hooded', 'like monks or druids', 'eyes fastened to the smart phones' sets the tone for the article • the dismissive terms used to describe what teenagers do read: 'scraps', 'excerpts', 'pieces', 'from everywhere and nowhere' • the use of organisations: 'Pew Research Center', 'Common Sense Media' adds authenticity and authority to the article • the use of the word 'chore' to describe the teenage attitude to reading • the implied criticism of teenagers' attitudes: 'reading has lost its privileged status', 'few kids are ashamed', 'doesn't flourish in many kids', 'look at you blankly' • the use of a list to itemise all the distractions that teenagers have • the use of negative language: 'frustrated', 'anxious', 'angry' • the use of conciliatory comments: 'this is not a new story' suggests the writer is reasonable • the use of italics '<i>somehow</i>' suggests otherwise and the use of the ominous short sentence 'Or so we would like to think.' • the use of positive language to describe the benefits of reading: 'life-changing', 'literally and spiritually immeasurable' • the use of first person (many examples). | (10) |

| Question 6 | | |
|-------------------|-------------|---|
| Level | Mark | AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is detailed, appropriate and fully supports the points being made. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made. |

| Question Number | Indicative content |
|-----------------|--|
| 7 | <p>Responses may include the following points:</p> <p>Text One</p> <ul style="list-style-type: none"> • conveys his enthusiasm from the start: ‘one of the most important things one can do’ • the experience of reading fiction is described as educational: ‘learn new words, to think new thoughts’, ‘To discover that reading is pleasurable’ • links reading positively with modern life: ‘words are more important than they ever were’, ‘we navigate the world with words’, ‘as more and more reading matter is found online, not in books, we need to follow’ • offers positive advice: ‘finding books they enjoy’, ‘letting them read them’ • criticises adults who impose their values on children’s reading: ‘I don’t think there is such a thing as a bad book’, ‘can easily destroy a child’s love of reading’, ‘generation convinced that reading is uncool’, ‘comics have been accused of promoting illiteracy’ • the details of how fiction creates empathy - many examples • the use of Einstein to support his ideas. <p>General points candidates may make on the whole of Text One</p> <ul style="list-style-type: none"> • first-person account helps to engage the reader • the use of speech/colloquial style • the positive points convey the writer’s optimism. <p>Text Two</p> <ul style="list-style-type: none"> • starts off with negative points about teenage behaviour: ‘hooded, gathered around a table’, ‘eyes fastened to the smart phones’ • suggests that modern technology is to blame: ‘attached to screens of one sort or another’, ‘most of all screens’, ‘frustrates their smart phone sense’, ‘Digital culture has enveloped us’ • uses research organisations: ‘Pew Research Center’, ‘Common Sense Media’ • suggests that these concerns are not new: ‘television altered consciousness’ • these concerns may not be a problem: ‘kids survived and became adults’ • conveys a pessimistic viewpoint: ‘Or so we would like to think’, ‘At least for a few vital hours’. <p>General points candidates may make on the whole of Text Two</p> <ul style="list-style-type: none"> • engages the reader by the use of inclusive pronouns: ‘we’, ‘you’ • colloquial style engages reader ‘kids’ • general tone of criticism of teenage habits. <p>Points of comparison</p> <ul style="list-style-type: none"> • Text One is positive and persuasive; Text Two is negative and persuasive • Text One is about the importance of reading; Text Two is critical of |

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|--|--|
| | <p>teenagers' reading habits</p> <ul style="list-style-type: none"> • both texts have an informal style • both texts give information about reading • both texts comment on the positive aspects of reading • both texts clearly convey the writer's ideas and perspectives. <p>Reward all valid points.</p> |
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Question 7

| Level | Mark | AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. |
|----------------|-------|--|
| | 0 | No rewardable material. |
| Level 1 | 1-3 | <ul style="list-style-type: none"> • The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited. |
| Level 2 | 4-6 | <ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. <p>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</p> |
| Level 3 | 7-9 | <ul style="list-style-type: none"> • The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made. |
| Level 4 | 10-12 | <ul style="list-style-type: none"> • The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made. |
| Level 5 | 13-15 | <ul style="list-style-type: none"> • The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts; they are discriminating and fully support the points being made. |

SECTION B: Reading and Writing

| Question Number | Indicative content |
|------------------------|--|
| 8 | <p>A suitable register for a talk to peers should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages.</p> <p>Why people do not read books</p> <ul style="list-style-type: none"> • modern technology • boring books/reading material • criticism from adults of teenagers' choices • lack of confidence • teenage distractions • it is hard work • too busy • not interactive <p>Why reading is important</p> <ul style="list-style-type: none"> • can influence your views • helps communication • even more important with digital communication • develops understanding for others • can change your view of the world • develops emotions • is better than snippets of information • helps to learn new words/ideas • develops concentration • develops perseverance <p>Advice to help people read more</p> <ul style="list-style-type: none"> • find books you enjoy • no such thing as a bad book • adults should not dictate what you read • read as much as you can • switch off your phone • stop seeing reading as boring • set aside time for reading <p>Reward all valid points.</p> |

| Question 8 | | |
|-------------------|-------------|---|
| Level | Mark | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Selection and interpretation of the given bullet points is limited. • Includes a small number of points with some relevance. • Demonstrates a limited ability to locate and retrieve information and ideas. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Selection and interpretation of the given bullet points is valid, but not developed. • Gives some relevant points. • Brings in some relevant information and ideas. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> • Selection and interpretation of the given bullet points is appropriate and relevant to the points being made. • Offers a reasonable number of relevant points. • Shows secure appreciation of information and ideas. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> • Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made. • Offers a good number of relevant points. • Makes well-focused comments about information and ideas. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> • Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made. • Offers a wide range of relevant points. • Presents well-focused comments with perceptive references to information and ideas. |

| Question 8 | | |
|-------------------|-------------|--|
| Level | Mark | AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register. |
| Level 3 | 5-7 | <ul style="list-style-type: none"> • Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register. |
| Level 4 | 8-10 | <ul style="list-style-type: none"> • Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register. |
| Level 5 | 11-12 | <ul style="list-style-type: none"> • Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register. |

| Question 8 | | |
|-------------------|-------------|--|
| Level | Mark | A05 Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> Expresses information and ideas, with limited use of structural and grammatical features. Uses basic vocabulary, often misspelt. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. |

SECTION C: Writing

| Question Number | Indicative content |
|------------------------|---|
| 9 | <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: books contain lots of information and facts; fiction may teach you about things you cannot learn elsewhere; books stimulate the imagination; it is not possible to do everything you read about; life experiences are practical; it is better to be active not passive; real life experiences are more meaningful and personal; time spent reading is time spent not doing.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| Question Number | Indicative content |
|------------------------|--|
| 10 | <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>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| Question Number | Indicative content |
|------------------------|--|
| 11 | <p>Candidates may choose a range of experiences which may be real or imaginary. Answers may include descriptions of the experience, the positive effect it had on them or what it meant to them.</p> <p>Candidates should be rewarded for their powers to evoke a sense of what the experience involves and how it has had a positive effect, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| Questions 9, 10 and 11 | | |
|-------------------------------|-------------|--|
| Level | Mark | AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. |
| | 0 | No rewardable material. |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register. |
| Level 2 | 5-8 | <ul style="list-style-type: none"> • Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register. |
| Level 3 | 9-12 | <ul style="list-style-type: none"> • Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register. |
| Level 4 | 13-16 | <ul style="list-style-type: none"> • Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register. |
| Level 5 | 17-20 | <ul style="list-style-type: none"> • Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register. |

| Questions 9, 10 and 11 | | |
|-------------------------------|-------------|--|
| Level | Mark | A05: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> Expresses information and ideas, with limited use of structural and grammatical features. Uses basic vocabulary, often misspelt. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination. |
| Level 3 | 5-6 | <ul style="list-style-type: none"> Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. Uses a varied vocabulary and spells words containing irregular patterns correctly. Uses accurate and varied punctuation, adapting sentence structures as appropriate. |
| Level 4 | 7-8 | <ul style="list-style-type: none"> Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. Uses a wide, selective vocabulary with only occasional spelling errors. Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. |
| Level 5 | 9-10 | <ul style="list-style-type: none"> Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. |