

Mark Scheme (Results)

June 2011

International GCSE

English Language (4EB0)
Paper 1

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June 2011

Publications Code UG027873

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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	One mark each for any two of the following: • gloomy day (1) • haze (1) • dead sea (1) • tumbling fog(1). (2 x 1)	(2)

Question Number	Answer	Mark
2	One mark each for any two of the following: • wandered from café to café (1) • drank cappuccinos (1) • scanned sky (1) • walked to quay (1) • purchased ferry ticket (1). (2 x 1)	(2)

Question Number	Answer	Mark
3	One mark each for any four of the following in own words where possible: • no happy fishermen (1) • derelicts (1) • rubbish mountains (1) • street sellers (lottery/trinkets) (1) • mean streets (1) • dark alleyways (1) • fat women (1) • unattended/naked children (1). (4 x 1)	(4)

Question Number	Answer	Mark
4	One mark each for any two feelings. One mark for development of each feeling. • Alienation (1) – felt he was on another continent (1) • Shocked at living conditions (1) – cramped/lack of sanitation/natural light (1) • Isolation (1) – no one paid attention to him (1) • Safe (1) – despite high crime rate (1) • Felt like a tourist (1) – felt vulnerable with rucksack (1) (2 x 2)	(4)

Text Two

Question Number	Answer	Mark
5	One mark for any of the following: • yellowish-green (1) • muddy (1) • driftwood (1) • plastic debris (1). (1 x 1)	(1)

Question Number	Answer	Mark
6	One mark each for any three of the following: • gleaming white structure (1) • square base (1) • swelling dome (1) • painted arches (1) • recessed bays (1) • spear-like minarets (1) • glittering in sunlight (1). (3 x 1)	(3)

Question Number	Answer	Mark
7	One mark for each of the following: • looks at him as if he is a lunatic (1) • calls him an idiot (1). (2 x 1)	(2)

Question Number	Answer	Mark
8	One mark each for any three of the following points stated in own words where possible: • transfixed • overpowered by its beauty • mesmerised • forgets all his worries • feels he has to see it now in close up. (3 x 1)	(3)

Question Number	Answer	Mark
9	One mark each for any three of the following stated in own words where possible: • beauty • splendour • shimmering • crowds • tourists • flashbulbs • voices • police (trying to keep order). • Joined a guided tour/listens to a guide (3 x 1)	(3)

Both Texts

Question Number	Answer	Mark
10	Accept EITHER choice. For candidate's chosen text: • TWO marks for choice stated with clear personal response shown; • TWO marks for clear reference to text with examples given from the text to support response e.g. the enthusiasm and detailed description of the place of Ram or the humour/criticism of Bryson. (4 marks) For candidate's other text: • ONE mark for a clear reason why the other text is not chosen. • ONE mark for an example to illustrate reason. (2 marks) (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.)	

	Marks maybe awarded for development of points as well as reference (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 speech to a peer group should be adopted. Candidates should address all three bullet points. The following points indicate some points that candidates may make, but there are other possibilities. the good things about visiting different places • some buildings/places can stand out despite unpleasant background (Taj 1st paragraph) • banishes negativity/ problems • enjoyment • inspirational • adventure – some may see Bryson’s negative experience as a positive thing. the things that you do not like • crowds/chaos • noise/photos • unpleasant buildings • unfriendly people • feeling vulnerable/lost/unfamiliar with the place • crime • weather.

	advice to help travellers avoid problems or disappointments • know where you are • know something about the places you visit in advance • be careful – muggings • use a guide to get full benefit • make sure you have enough money. (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.
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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
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 travelling to different places - Demonstrated a limited ability to locate and retrieve ideas and information - Given a limited amount of relevant advice - Considered some basic ideas about problems/disappointments of travel to unknown places
Level 2	3-4	- Offered comment on at least TWO of the bullet points - Given some relevant points - Demonstrated some awareness of issues involved in travel - Brought in some relevant supportive points or evidence - Offered advice based on some relevant information - Showed reasonable awareness of problems/disappointments of travel to unknown places
Level 3	5-6	- Covered all THREE bullet points securely - Offered a reasonable number of relevant points - Demonstrated sound awareness of issues involved in travel - Showed secure appreciation of problems/joys of travel - Used appropriate material relevantly - Showed sound awareness of problems/disappointments and ways to deal with them
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 - Sustained consideration of issues of travel - Made well-focused, pertinent suggestions about joys/problems of travel - Used evidence in an effective way - Demonstrated a good appreciation of how to deal with problems/disappointments
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 issues raised by travel in formulating specifically relevant advice - Presented well-focused suggestions with strong reference to pleasures and problems/disappointments to be experienced by travel

		• Supported their points strongly with apt and well-chosen examples • Showed strong insight into benefits and disappointments and how to avoid the problems/disappointments
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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
Level 1	0	No rewardable material
Level 1	1-4	• some indication that the text is intended as a speech • 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 speech 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 a speech • 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 speech • 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 speech (e.g. 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

A03 (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 correct	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)	Can choose any location (real or imaginary) Can be indoors or outdoors/rural or urban/one building or many Should be rewarded for evoking a sense of place using effective vocabulary (e.g. from senses or description of natural scenes) BE OPEN TO A WIDE RANGE OF INTERPRETATION

Question Number	Indicative content
12 (b)	Can interpret title as they wish Should not re-tell texts Can be real or imaginary Should be rewarded for qualities such as ability to develop excitement/suspense Could focus on good/bad side of event May interpret as visit they made or visitors to their home BE OPEN TO A WIDE RANGE OF INTERPRETATION

Question Number	Indicative content
12 (c)	Candidates may agree or disagree with the statement May draw on ideas from texts but must not solely rely on them No specified audience Reward any justified points 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 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

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 correct	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	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

		to indicate apposition or interpolation)		
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Order Code UG07873 June 2011

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