



Mark Scheme (Results)

June 2017

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2017

Publications Code 4EB0_01R_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

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.

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 for any three of the following: • refusing to tell their parents where they are going/not honest • complaining that there is nothing to do • taking risks • trying new things • spending time with friends/having fun • staying out late • emotions/ideas changing quickly (3 x 1)	(3)

Question Number	Answer	Mark
2	One mark for one of the following: • teenagers are doing exactly the right thing • they are getting ready to leave the safety of home • they are learning to be independent (1 x 1)	(1)

Question Number	Answer	Mark
3	One mark each for any three of the following, in own words where possible: • could get into trouble • could take dangerous risks • could be harmed/could damage their health • can have a better social life • can improve wellbeing/happiness/health • can benefit their future • are better prepared for the future • are more adaptable (3 x 1)	(3)

Question Number	Answer	Mark
4	One mark each for any three of the following, in own words where possible: • having friends is essential • they are developing social skills • they are looking to the future • relationships with their peers are essential to be successful • they are training for their roles as adults in the community (3 x 1)	(3)

Text Two

Question Number	Answer	Mark
5	One mark each for any two of the following: • makes different things available • sharing stories • sharing photos • sharing comments • sharing opinions • using Facebook • it allows people to interact globally/with people they have not met (2 x 1)	(2)

Question Number	Answer	Mark
6	One mark each for any three of the following, in own words where possible: • she did not feel it was right to criticise the old lady • the comment showed a lack of respect (for the old lady)/rude • it was wrong to blame her age group for climate change • no one individual is responsible for climate change (3 x 1)	(3)

Question Number	Answer	Mark
7	One mark each for any four of the following, in own words where possible: She is offended by comments that: • young people have few manners • young people are ill-mannered/arrogant • young people are self-centred/spoilt • young people are idle • young people are stupid/uneducated • young people are badly behaved • young people are uncaring • all young people are seen as the same (4 x 1)	(4)

Question Number	Answer	Mark														
8	One mark each for any two points. One mark for development/support of each point. <table><tr><th>Point</th><th>Development/Support</th></tr><tr><td>She knows she is not always polite/well-mannered. (1)</td><td>'I'm not trying to say I'm perfect' (1)</td></tr><tr><td>She is polite, well-mannered. (1)</td><td>'I say 'please' and 'thank you.' (1)/'I hold the door open for people behind me' (1)</td></tr><tr><td>She is helpful. (1)</td><td>'ran across the street to check on him' (1)</td></tr><tr><td>She is lazy sometimes. (1)</td><td>'I enjoy doing nothing on occasion' (1)</td></tr><tr><td>She does work hard. (1)</td><td>'I work almost every day in some form' (1)/'I am kept quite busy' (1)</td></tr><tr><td>She does not feel success is her right. (1)</td><td>'I don't expect things will simply fall into my lap' (1)</td></tr></table> Reward all valid responses and use of evidence. (2 x 2)	Point	Development/Support	She knows she is not always polite/well-mannered. (1)	'I'm not trying to say I'm perfect' (1)	She is polite, well-mannered. (1)	'I say 'please' and 'thank you.' (1)/'I hold the door open for people behind me' (1)	She is helpful. (1)	'ran across the street to check on him' (1)	She is lazy sometimes. (1)	'I enjoy doing nothing on occasion' (1)	She does work hard. (1)	'I work almost every day in some form' (1)/'I am kept quite busy' (1)	She does not feel success is her right. (1)	'I don't expect things will simply fall into my lap' (1)	(4)
Point	Development/Support															
She knows she is not always polite/well-mannered. (1)	'I'm not trying to say I'm perfect' (1)															
She is polite, well-mannered. (1)	'I say 'please' and 'thank you.' (1)/'I hold the door open for people behind me' (1)															
She is helpful. (1)	'ran across the street to check on him' (1)															
She is lazy sometimes. (1)	'I enjoy doing nothing on occasion' (1)															
She does work hard. (1)	'I work almost every day in some form' (1)/'I am kept quite busy' (1)															
She does not feel success is her right. (1)	'I don't expect things will simply fall into my lap' (1)															

Question Number	Answer	Mark
9	One mark each for any one of the following: • strives to be a good person • tries to work hard • tries to be polite • always tries to do the right thing (1 x 1)	(1)

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 • third-person account • adult viewpoint • non-fiction • persuasive • uses humour at start • uses experts • has details about the types of behaviour Text Two • first-person article • young person's viewpoint • non-fiction • sympathetic • argumentative • informal/lively style • uses humour 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)

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 newspaper article 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 examples of other types of teenage behaviour than those mentioned in the passages, including positive aspects. Different types of teenage behaviour: • driving too fast • staying out late • arguing with parents • risk-taking • experimenting • making rude comments (online) • lazy • no manners • caring • hard-working Reasons for teenage behaviour: • learning independence • becoming adults • developing relationships/friendships • we all make mistakes • we all have moments of bad behaviour The views of adults and teenagers: • parents are alarmed • scientists are trying to explain it • experts support teenagers • teenagers are upset by negative judgements by adults • teenagers think they are doing their best Reward all valid points.

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 behaviour - 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 behaviour - 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 behaviour - showed secure appreciation of positive and negative 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 behaviour - 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 behaviour - 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

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
	0	No rewardable material
Level 1	1-4	• some indication that the text is intended as a newspaper article • 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 newspaper article 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 newspaper article • 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
Level 4	13-16	• writing shows good appreciation of required approach and format for a newspaper article • a good, well-chosen tone of voice • vocabulary varied, flexible and appropriate to the task • relates well to the intended audience , with use of appropriate register
Level 5	17-20	• style and structure very successful and highly appropriate to a newspaper article • successful and consistent adoption of apt tone • choice of register and vocabulary extremely well-adapted to audience , communicating effectively and lucidly • engages audience with sympathy, flair and assured language control • an excellent, perceptive awareness of format

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. Content may include references to: how a more disciplined approach to life makes life easier with both work and leisure; how good organisation enables people to feel more in control; however some candidates may argue that too much discipline restricts creativity and spontaneity. 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. NB: Explicit reference to the title may not be made until the end of the story.

Question Number	Indicative content
12 (c)	Candidates may choose a range of people. Some may be relatives, friends or teachers but others may be better-known e.g. Mother Teresa or people who are charitable e.g. JK Rowling or Bill Gates. Candidates may choose to describe an imaginary idealised person. Candidates should be rewarded for their power to evoke a sense of the person chosen and their qualities, using effective vocabulary. Examiners should be open to a wide range of interpretation.

A02

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

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

A03 (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

