



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCSE
in English Language B (4EB1) 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 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.

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: • feel the wall against your face/ pressing up on your back • creatures might jump in your face • restricted space • harness pulling tight (around thighs) • left hand burning • gripping rope too hard	(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: • underground • ended in a thwack • stopper prevents you banging into anything • spinning in the air • she screamed to scare others	(1)

Question number	Answer	Mark
3	Reward responses that demonstrate how the writer presents her adventure activities. Responses may include: • the use of direct speech at the beginning creates a sense of realism • the account is in the first person which helps the reader to engage with a real experience • the name of the company: 'Black Abyss Tours' suggests that it might be frightening • the description of the attitude of the guides: 'reassuring', 'fairly confident', and of how the writer feels 'safe in their hands' suggests it is relatively risk-free • the writer's reaction at the end of the abseil: 'just wanted to go back and do it again' suggests it was enjoyable • the use of sub-headings indicates the stages of the adventure and adds to the drama • the description of the zip line experience: 'ended in a thwack' (onomatopoeia) suggests it might be painful • this is dispelled by 'spinning in the air' • the use of alliteration and onomatopoeia: 'I screamed and squealed to scare' emphasises her engagement with the activity • the pleasant description of the experience in the caves: 'admiring the glow worms', 'We glided along', 'we'd cruised around' • the description of the final challenge: 'water was pummelling', 'my legs were ridiculously tired', 'They were weak', 'finish me off' • it ends on a positive note: 'reminisced about our awesome day', 'Definitely an experience to remember'. Reward all valid points.	(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	• 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	• 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	• 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	• 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	• 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: • it was black • it was enormous • it seemed very stable • it was too big • it was too solid • it was like a floating car park	(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: • the rubber surface under her began to ripple • the spray came in upon them • the rapids were actual after all • some dutiful thrilled noises from the other passengers • some genuine noises, less thrilled • the raft tipping into a deeper trough • the foaming wall of water rose above them • the raft buckled across the middle/front half snapped towards the back • the people in the front row shot backwards • the people at the back were in a heap at the bottom (of the V)	(2)

Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer describes what Emma experiences. Responses may include: - the use of a dramatic opening: 'Emma had an extremely narrow escape' - the repetition of 'accident' - the use of a short sentence: 'Emma said yes at once.' This suggests she is adventurous - the description of the raft: 'enormous', 'very stable' suggests it is safe although 'black' might have negative connotations - the descriptions of Emma's feelings: 'slightly let down' again suggests she is adventurous - the initial description of the movement of the raft: 'ripple', 'large waves of contraction', 'like a giant throat swallowing' (simile) creates a vivid picture - the use of 'like cake icing' (simile) suggests the contrast with the reality - the description of what happens to the raft: 'tipping down into a trough', 'foaming wall of water' (alliteration), 'buckled', 'snapping', 'like the beak of a bird closing' (simile) suggests the violence of the accident - this is emphasised by what happens to the people in the raft: 'shot backwards', 'jumbling in a heap', 'now submerging' - the description of what initially happens to Emma: 'under water', 'flung clear', 'hold her breath', 'struggle', 'gasped', 'sucked under' - what subsequently happens to Emma: 'Emma fought it', 'filled almost to bursting', 'collided', 'was bruised and scraped' suggests the violence of the accident - the description of how she survives: 'propelled herself', 'dragged herself', 'shoes were gone', 'torn off' - the description of her injuries: 'must have been cut', 'lump on the side of her forehead', 'she didn't notice any of this' - the description of the after-effects: 'subsequent belief that she was invulnerable', 'nothing could touch her', 'a bubble of charmed air' (metaphor), 'shimmering around her like mist' (simile) Reward all valid points.	(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	• 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	• 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	• 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	• 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	• 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.

Both Texts

Question number	Indicative content
7	Responses may include the following points: Text One - conveys the experience as safe and planned from the start: 'my guide', 'as instructed', 'loads of experience', 'did a little practice' - details of the activities: 'abseil down a tight gap going underground', 'stepping off a platform into a 40 metre drop', 'it was underground and ended in a thwack', 'the edge of a 3 metre drop into water', 'climb out of two waterfalls freestyle' - captures the excitement the writer feels: 'I decided...do it again', 'I screamed and squealed', 'I toughened up and went for it' - she conveys how the experience felt in detail: 'pulling tight', 'hand was burning', 'walls were slippery', 'spinning in the air', 'cruised around', 'dived down slides', 'water was pummelling' - it ends up on a positive note: 'awesome', 'Definitely an experience to remember.' General points candidates may make on the whole of Text One - first-person account helps to engage the reader - use of slightly informal style: 'I was ready for action', 'Good enough odds for me', 'I...went for it', 'would finish me off', 'I made it out' lightens the text - the use of positive language conveys the writer's enjoyment. Text Two - starts off emphasising the danger: 'an extremely narrow escape', 'It was a freak accident' - suggests the activity will be safe: 'it was perfectly safe', 'Emma began to feel slightly let down', 'The raft was too big, too solid' - captures the dangers Emma faced: 'it buckled across the middle', 'front half snapping towards the back', 'shot backwards over the heads of the rest', 'jumbling in a heap' - focuses on the near-death experience Emma has: 'she was under water', 'struggle towards the surface', 'was sucked under', 'Emma fought it', 'collided', 'bruised and scraped' - the detail about Emma's reactions to the accident: 'her strong subsequent belief that she was invulnerable', 'nothing could touch her', 'she walked in a bubble of charmed air' - it ends on a positive note. General points candidates may make on the whole of Text Two - a fictional text - it is narrative - it includes the character's thoughts and feelings - the contrast with the negative beginning and positive reactions at the end Points of comparison - Text One is enthusiastic/Text Two is frightening - Text One is informative/Text Two is narrative - Text One is a real-life personal experience/Text Two uses

	description and fictional characters • Text One is about several activities /Text Two is about one activity • both texts describe thrilling activities • both texts mention individuals' reactions to the experiences • both texts clearly convey writers' ideas, experiences and perspectives. Reward all valid points.
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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	• 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	• 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. NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2
Level 3	7-9	• 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	• 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	• 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	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. The different types of adventure activities: • rafting • abseiling • exploring underground • zip lining • jumping from height into water • floating through caves • exploring in the dark • climbing waterfalls The positive experiences: • can be exciting • can be exhilarating • can be interesting • discovering how strong you are • discovering that you can survive • discovering that you can do activities you thought you could not • discovering that you enjoy thrills • discovering that you can push yourself to the limits • discovering what you are capable of The unpleasant experiences: • being injured • can be frightening • can be painful • can be challenging • can be exhausting • can be difficult • can be dangerous • can be life-threatening Reward all valid points.

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• Communicates clearly. • Shows a 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	• 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	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated control of form, tone and register.

Question 8		
Level	Mark	AO5 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	- 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	- 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	- 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	- 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	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: some people may prefer to be careful; some people are not very adventurous by nature; some people are over-cautious; some people see danger where really there is none; being safe is rather a boring approach to life; one should face every challenge head on. Examiners should be open to a wide range of interpretation.

Question number	Indicative content
10	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. NB: Explicit reference to the title may not be mentioned until the end of the story. Examiners should be open to a wide range of interpretation.

Question number	Indicative content
11	Candidates may choose a range of exciting times which may be real or imaginary. Answers may include descriptions of what happened; why it was particularly exciting; thoughts, feelings and reactions to the excitement. Candidates should be rewarded for their powers to evoke a sense of the exciting time and the writer's enjoyment, using effective vocabulary. Examiners should be open to a wide range of interpretation.

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	• 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	• 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	• Communicates clearly. • Shows a 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	• 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	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated control of form, tone and register.

Questions 9, 10 and 11		
Level	Mark	AO5: 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	- 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	- 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	- 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	- 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	- 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.

