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Mark Scheme (Provisional)

Summer 2021

Pearson Edexcel International GCSE
In English Language B (4EB1)
Paper 1

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.

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- In cases of uneven performance, the points above will still apply. Candidates w be placed in the level that best describes their answer according to the descriptors in that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

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.

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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: • it seemed like a good idea at the time • he is stuck in an unpleasant office • he wants to be somewhere else/he wants to be anywhere else • he needs the experience in order to write the travel article • he wants to see how far he can go and be back at his desk seven days later • he wants to be refreshed by the excitement of travel	**(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: • it was (impenetrably) dark • he couldn't find any light switches • he had forgotten to pack a torch • there was no sign of his taxi • it was getting late • the driver did not speak English	**(1)**

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Question Number	Answer	Mark
3	Reward responses that demonstrate how the writer describes his trip into the Bolivian rainforest. Responses may include: • he uses the repetition of 'good' and the juxtaposition with 'bad ideas' to show that it was not a successful journey • the use of 'somewhere else, anywhere else' shows his desperation • the use of the short sentence 'I should have known better.' gives an ominous feel • the use of 'heart of darkness' contributes to the ominous tone • the description of the choice of Rurrenabaque as 'one of those wonderfully romantic place names' and 'starting point for some of the better journeys' suggests some positivity • 'a dismal heap' emphasises that it is unpleasant • the ominous tone is continued: 'disappeared', 'too late', 'zigzagging', 'disturbingly large number' • the use of the tricolon to describe the night he arrives 'hot, humid and very black' suggests it is unpleasant • the description of altitude sickness: 'total weakness and incapacity', 'all the disadvantages of being drunk' • the use of ellipsis suggests there are more horrible effects • the use of the short sentence and paragraph: 'In the morning, I got up too early.' suggests to the reader this is a problem • the use of brackets to add additional (humorous) information • the use of 'sudden panic', 'rushed', 'bundled' suggests the haste with which he got on the plane • the description of the flight: 'dipped and swerved', 'cold, beautiful valleys' • the list of things he does not like about the rainforest: 'too 'in your face', in your hair, in your clothes and under your skin.' • the humorous contrast used to describe Rurrenabaque when he first arrived ('one paved road') with the description when he arrives back from the rainforest 'where the bright lights dazzled, just like a city' • the references at the end to 'like a city' and the taxi driver link to the start of his adventure • the description of his return flight: 'better than I feared' • the tone is humorous • the use of the first person throughout.	**(10)**

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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.

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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: • he had a wave of conflicting emotions • he didn't know what to expect • he was (young and) inexperienced • he made a lot of mistakes	**(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: • do not rush • do not plan too much • experience the happy accidents of travel • put some flexibility into your schedule • go with the flow • plan one or two activities (each day) • let the rest of the day happen • let life unfold	**(2)**

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Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer presents his advice to new travellers. Responses may include: • the three single-word sentences at the beginning, 'Hope. Fear. Excitement.', sum up the range of possible experiences • the use of sub-headings • the use of first-person experience in the opening section • the writer uses inclusive pronouns: 'you', 'we' (throughout) • the reassuring and advisory tone – many examples • 'leap into the unknown' (metaphor) emphasises the nervousness that new travellers might feel • the comparison of a 21st century travel experience with those of early explorers: 'aren't discovering new continents or exploring uncharted territories', 'well-worn travel trail' • the use of figures to stress how unrealistic and unsatisfying travel experiences can be: '20 cities in 20 days', '100 countries' • the metaphor 'whirlwind of experiences' suggests how hectic travel can be • the use of short sentences: 'Don't rush your trip.', 'Slow down.' • the advice about getting a phone: 'Invest in one'; this suggests how valuable an asset it will be • the description of unplanned travel: 'happy accidents' • the metaphor, 'have a financial cushion', suggests how comforting extra money can be • the juxtaposition of 'screamed' with 'but you loved' tells readers that challenges are not bad experiences • the tricolon, 'They will guide you, point you in the right direction and be your mentors', reinforces the reassurance being offered • the reassuring tone in the last section: 'You will make friends. You will be OK.' • the final tricolon: 'So take a deep breath, relax and enjoy!' • the use of short sentences – many examples • the use of imperatives – many examples.	**(10)**

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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.

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Question Number	Indicative content
7	Responses may include the following points: **Text One** • presents a negative viewpoint from the beginning: 'it wasn't a good journey' • presents his destinations negatively: 'final jumping off place', 'heart of darkness', 'dismal heap' • identifies the mistakes he made: 'left planning my journey much too late', 'I got up too early', 'forgotten to include a torch' • uses negatives to stress that he did not have a good time: 'couldn't', 'no sign', 'no English', 'not the one', 'none' • uses a description of the plane 'ancient' and pilot 'ageing air force officer' to show how dangerous the trip is • presents the flight as dangerous: 'dipped and swerved between the mountains', 'planes like ours have a history of finding their final resting place' • there is some positivity in his experience: 'enjoyed', 'relief'. **General points candidates may make on the whole of Text One** • it is a first-person account • it was not a pleasant experience • the use of negative language gives a sense of foreboding • the use of (wry) humour. **Text Two** • starts with personal comment • uses sub-headings to identify useful information • develops a reassuring and advisory tone • offers positive advice: 'If millions of people…' • offers advice to take time to enjoy the experience: 'Don't rush your trip' • mentions the benefits of useful technology: 'Get a phone' • suggests not over-planning: 'put some flexibility into your schedule' • endorses adventures: 'Challenge yourself'. **General points candidates may make on the whole of Text Two** • the use of the pronoun 'you' engages the reader • the use of imperatives to give advice • the positive approach. **Points of comparison** • Text One is entertaining and humorous / Text Two is advisory and informative • Text One is aimed at the general public / Text Two is aimed at first- time travellers, possibly young people • Text One is a personal experience of one journey / Text Two is an accumulation of experiences • Text One presents travelling as unpleasant / Text Two presents travelling as interesting and a positive experience

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	• Text One is about a short journey 'seven days' / Text Two advises to 'Tra slow' • both texts are based on the writers' experiences • both texts are about travelling • both texts clearly convey the writers' ideas, experiences and perspectives. Reward all valid points.

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.

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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 positive aspects of travelling** • getting away from work • helpful locals • beautiful scenery • the contrasts between the jungle and the towns • the culture • the people • the places visited • the new challenges / experiences • the support from other travellers. **The problems that might be encountered** • lack of time / rushing • dangerous travel arrangements • too many airports • altitude sickness • darkness / no torch • problems with the local language • old planes • dangerous flights • creepy-crawlies • deserted airports • being nervous • out-of-date guidebooks • too much luggage • not getting messages from friends. **Advice for travellers about what to do and not to do** • give yourself enough time • plan • learn a little of the language • take advice from other (more experienced) travellers • enjoy the culture • do not pack too much • buy a cheap phone • do not over-plan • take more money than you think you'll need • have adventures

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	• take advantage of the support offered by fellow travellers. 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.

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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. • 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 use of form, tone and register.

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Question 8		
Level	**Mark**	**AO5** 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	• 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.

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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: examples of lost opportunities; the reasons for not taking chances; the ability to look back on previous decisions; that we should live in the moment; people should have no regrets; there may be good reasons why we do not take risks; we should all be more adventurous. 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 any form of transport which may be real or imaginary. Answers may include descriptions of the experience of the transport, the positive effect it had on them and why it is a favourite. Candidates should be rewarded for their powers to evoke a sense of the mode of transport and the experience, using effective vocabulary. Examiners should be open to a wide range of interpretation.

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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. • 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 use of form, tone and register.

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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.

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