

# Mark Scheme (Results)

## Summer 2013

### International GCSE English Language B

#### (4EB0)

#### Paper 1

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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
<b>1</b>	One mark each for any two of the following: <ul style="list-style-type: none"> <li>• group size 12-16</li> <li>• 2 volunteer managers</li> <li>• managers age 25+</li> <li>• volunteers age 17-24</li> <li>• different backgrounds</li> <li>• different nationalities</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2</b>	One mark each for any three of the following: <ul style="list-style-type: none"> <li>• group experience / you won't feel isolated</li> <li>• communities want you there / working alongside communities</li> <li>• communities recognise the benefits of volunteers</li> <li>• practical projects / make a real difference</li> <li>• support if anything goes wrong / permanent fieldbase</li> <li>• committed to personal development</li> <li>• volunteers will develop personal skills / communication</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3</b>	One mark each for any four of the following <b>in own words</b> where possible: <ul style="list-style-type: none"> <li>• they do a risk assessment</li> <li>• volunteers also check safety</li> <li>• have plans in place in case of emergencies</li> <li>• medical facilities are checked</li> <li>• if anyone needs to go home they are given help</li> <li>• any special equipment is provided</li> <li>• the London office is staffed 24/7 (to help with emergencies)</li> </ul> <p style="text-align: right;">(4 x 1)</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>4</b>	One mark for any of the following: <ul style="list-style-type: none"> <li>• Borneo</li> <li>• Costa Rica</li> <li>• Nicaragua</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	One mark each for any three of the following <b>in own words</b> where possible. <ul style="list-style-type: none"> <li>• building schools</li> <li>• helping communities with health / lifestyle</li> <li>• helping communities with education / lifestyle</li> <li>• building bridges</li> <li>• living in the jungle / exploring natural environment</li> <li>• trekking / travelling / walking</li> <li>• protecting the environment</li> <li>• living with the locals</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

### Text Two

Question Number	Answer	Mark
<b>6</b>	One mark for any of the following: <ul style="list-style-type: none"> <li>• everyone smiles /friendly / sociable</li> <li>• everyone says 'bula'(hello)</li> <li>• everything is slow-paced / laidback</li> <li>• people don't always turn up on time</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	One mark each for any three of the following: <ul style="list-style-type: none"> <li>• organised the classroom</li> <li>• supervised the children</li> <li>• joined in the activities</li> <li>• designed and made teaching aids</li> <li>• helped with IT / helped type document</li> <li>• helped develop teachers' IT skills</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark														
<b>8</b>	<p>One mark each for any two points. Further mark for support for each point:</p> <table border="1"> <thead> <tr> <th>Point</th> <th>Support</th> </tr> </thead> <tbody> <tr> <td>Independent (1)</td> <td>could take on almost any challenge(1)</td> </tr> <tr> <td>has developed confidence(1)</td> <td>best tools(1)</td> </tr> <tr> <td>has learnt about the country(1)</td> <td>consider Fiji to be home(1)</td> </tr> <tr> <td>made new friends(1)</td> <td>consider friends to be my family(1)</td> </tr> <tr> <td>thanks from colleagues(1)</td> <td>we've really learnt a lot from you(1)</td> </tr> <tr> <td>she had a positive influence(1)</td> <td>they will continue some of the practices I initiated(1)</td> </tr> </tbody> </table> <p>Reward all valid responses and use of evidence.</p> <p style="text-align: right;">(2 x 2)</p>	Point	Support	Independent (1)	could take on almost any challenge(1)	has developed confidence(1)	best tools(1)	has learnt about the country(1)	consider Fiji to be home(1)	made new friends(1)	consider friends to be my family(1)	thanks from colleagues(1)	we've really learnt a lot from you(1)	she had a positive influence(1)	they will continue some of the practices I initiated(1)	<b>(4)</b>
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she had a positive influence(1)	they will continue some of the practices I initiated(1)															

Question Number	Answer	Mark
<b>9</b>	<p>One mark each for any three of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• thinks about who she is</li> <li>• thinks about her relationships</li> <li>• thinks about what she wants to do in the future</li> <li>• what makes her happy and sad</li> <li>• how to look after herself and others</li> <li>• she doesn't have to work for a charitable organisation</li> <li>• she can help other people (without having to do it as a job)</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

**Both Texts**

Question Number	Answer	Mark
<b>10</b>	<p>Accept EITHER choice: For chosen text: (4 marks)</p> <p><b>Two</b> marks for choice stated with clear personal response shown</p> <p><b>Two</b> marks for clear reference to text with examples given from the text of how the writers persuade the reader to volunteer e.g.</p> <ul style="list-style-type: none"> <li>• use of inclusive pronouns (you/we)</li> <li>• factual information</li> <li>• reassuring style</li> <li>• detail</li> <li>• information about different opportunities</li> <li>• first person account</li> <li>• personal experience</li> <li>• chatty style</li> <li>• enthusiasm</li> <li>• detail about job</li> </ul> <p>For the other text: (2 marks)</p> <p><b>One</b> mark for a clear personal response for reason text not chosen.</p> <p><b>One</b> mark for an example to illustrate reason.</p> <p>Marks may be awarded for development of points as well as reference.</p> <p>Close critical analysis of language is an acceptable response.</p> <p>(Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.)</p> <p>Reward all valid responses that clearly state the reasons for the choices made.</p> <p style="text-align: right;">(4 + 2)</p>	<b>(6)</b>

**SECTION B**

Assessment Objectives:

- A01 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- A02 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- A03 – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

Question Number	Indicative content
<b>11</b>	<p>A suitable register for a speech should be adopted. Candidates should address all areas and both texts. The following indicate some points that candidates may make, but there are other possibilities.</p> <p><b>Projects</b></p> <ul style="list-style-type: none"> <li>• teaching</li> <li>• working with children</li> <li>• working on health projects</li> <li>• working on community projects</li> <li>• building bridges</li> <li>• building schools</li> <li>• building roads</li> <li>• environmental projects</li> <li>• wildlife projects</li> </ul> <p><b>Helping Local Communities</b></p> <ul style="list-style-type: none"> <li>• people can learn from volunteers</li> <li>• can make a lasting difference</li> <li>• can have a positive influence</li> <li>• will be doing real work</li> <li>• can help to remove poverty</li> <li>• can develop local skills</li> <li>• can develop teamwork</li> <li>• can exchange cultures</li> </ul> <p><b>What volunteers can learn</b></p> <ul style="list-style-type: none"> <li>• patience</li> <li>• to use initiative</li> <li>• independence</li> <li>• confidence</li> <li>• positivity</li> <li>• friendship</li> <li>• new things</li> <li>• about different countries</li> <li>• about different people</li> <li>• about different cultures</li> </ul>



- personal development
- communication skills
- teamwork skills
- leadership skills

(Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.)

**A01**

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:
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>referred to at least <b>one</b> bullet point</li> <li>included a small number of points with some relevance</li> <li>included some basic reference to volunteering</li> <li>demonstrated a limited ability to locate and retrieve ideas and information</li> <li>given a relevant amount of limited detail</li> <li>considered some basic ideas about the way volunteering can help</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>offered comment on at least <b>two</b> of the bullet points</li> <li>given some relevant points</li> <li>demonstrated some awareness of volunteering</li> <li>brought in some relevant supportive points or evidence</li> <li>offered detail based on some relevant information</li> <li>showed some reasonable awareness of benefits of volunteering</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points securely</li> <li>offered a reasonable number of relevant points</li> <li>demonstrated sound awareness of the experiences of volunteering</li> <li>showed secure appreciation of the positive effects on local communities</li> <li>used appropriate material relevantly</li> <li>showed sound awareness of personal benefits</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points systematically</li> <li>offered a good number of relevant points, probably such as those suggested in indicative content</li> <li>showed sustained consideration of the experiences of volunteering</li> <li>made well-focused, pertinent comments about the positive effects on local communities and personal benefits</li> <li>used evidence in an effective way</li> <li>demonstrated a good appreciation of all 3 bullet points</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>covered all <b>three</b> bullet points in appropriate depth</li> <li>offered a wide range of relevant points such as those suggested in indicative content</li> <li>demonstrated strong regard to the experiences of volunteering</li> <li>presented well-focused comments with strong reference to the positive effects on local communities and personal benefits</li> <li>supported their points strongly with apt and well-chosen examples</li> <li>showed strong insight into all 3 bullet points</li> </ul>

**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
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• some indication that the text is intended as a speech</li> <li>• some limited attempt to engage reader in subject</li> <li>• basic ability to fit language to required task</li> <li>• has at least some acknowledgement of the intended audience</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• a fair attempt to create a speech in a suitable format</li> <li>• generally adopts reasonably appropriate tone, but not sharply convincing or consistent</li> <li>• some attempt to fit language and style to purpose</li> <li>• has some register relevant to the specified audience</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• sound in its capacity to write appropriately for a speech</li> <li>• a clear grasp of how to relate to the specified audience</li> <li>• writes with sound control over style and tone</li> <li>• choice of register and vocabulary relates soundly to audience (peers)</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• writing shows good appreciation of required approach and format for a speech</li> <li>• a good, well-chosen tone of voice</li> <li>• vocabulary varied, flexible and appropriate to the task</li> <li>• relates well to the intended audience (peers), with use of appropriate register</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• style and structure very successful and highly appropriate to a speech</li> <li>• successful and consistent adoption of apt tone</li> <li>• choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly</li> <li>• engages audience with sympathy, flair and assured language control</li> <li>• an excellent, perceptive awareness of format</li> </ul>

**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
	0	No rewardable material		
<b>Level 1</b>	1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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:

- A02 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)
- A03 (QWC) – write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

Question Number	Indicative content
<b>12 (a)</b>	<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 but should not rely solely on those presented in the passages. Content may include references to personal experiences of helping others, time constraints on young people, lack of expertise, lack of opportunities.</p>

Question Number	Indicative content
<b>12 (b)</b>	<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>BE OPEN TO A WIDE RANGE OF INTERPRETATION</p>

Question Number	Indicative content
<b>12 (c)</b>	<p>Candidates may have quite a wide choice of possessions from technology (phones, ipods, etc) to more sentimental objects. They are free to choose any object they wish.</p> <p>Candidates should be rewarded for their powers to create a detailed account of the object and its importance to them, using effective vocabulary.</p> <p>BE OPEN TO A WIDE RANGE OF INTERPRETATION</p>

**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
	0	No rewardable material			
<b>Level 1</b>	1-5	The writing achieves <b>limited success</b> at a basic level	There is <b>little awareness</b> of the purpose of the writing	The writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	Organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
<b>Level 2</b>	6-10	The writing expresses ideas which are <b>broadly appropriate</b>	There is <b>some grasp</b> of the purpose of the writing	The writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	Organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
<b>Level 3</b>	11-15	The writing expresses and develops ideas in a <b>clear, organised</b> way	There is a <b>generally clear</b> sense of the purpose of the writing	The writing includes <b>well chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	Organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices

<b>Level 4</b>	16-20	The writing presents <b>effective and sustained</b> ideas	There is a <b>secure, sustained</b> realisation of the purpose of the writing	The writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	Organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use of a range</b> of cohesive devices between and within paragraphs
<b>Level 5</b>	21-25	The writing achieves <b>precision and clarity</b> in presenting <b>compelling and fully developed</b> ideas	There is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	The writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	Organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> 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
	0	No rewardable material		
<b>Level 1</b>	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
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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





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