



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCSE
in English Language (4EB1) Paper 01

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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 | <p>One mark for any one of the following:</p> <ul style="list-style-type: none"> • did not like it at first • then realised how good it was • comfortable • lots of space • has a living space, bathroom and balcony (need more than one room) • would not want to live anywhere else • cosy • well-insulated • warm • privacy is not a problem • quiet / too quiet • cheap | (1) |
| Question number | AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. | Mark |
| 2 | <p>One mark for any one of the following:</p> <ul style="list-style-type: none"> • temporary housing • starter flats (for young people) • student housing • replacing slums • skyscrapers • 3-bedroom family home | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3 | <p>Reward responses that demonstrate how the writer presents his ideas about this unusual type of housing.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • the use of positive language: 'cheap and easy' • there is some negative language to describe the housing: 'steel box' • the use of positive quotations from residents: 'no regrets', 'wouldn't want to live anywhere else in the world' • this is balanced with negative impressions: 'like a slum', 'there were complaints' • the use of international examples: 'Wenckehof', 'Mumbai's Dharavi slum', 'Brighton', 'British Columbia' • he uses information to make containers sound attractive: 'cosy', 'living space, bathroom and balcony', 'Insulated panels and radiators', 'underfloor heating and high-end lighting' • he uses evidence from a number of different people: several examples • he uses facts: 'pay €450 a month' • the description of proposals for developing countries: 'brightly-painted', 'Another colourful design' makes the homes sound attractive • there are examples of different types of shipping container housing: 'a student village', 'replace slum housing', 'Brighton Housing Trust', 'starter flats for young people', 'three-bedroom family home' • there is a balanced approach shown in the final paragraph to make the reader think. | (10) |

| Question 3 | | |
|-------------------|-------------|---|
| Level | Mark | AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effect. |
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • (a warren of) narrow / dark alleyways • small / squalid huts • bamboo poles / tattered sacking bags • roofs covered in tarpaulin / plastic / pieces of metal / old clothes • (piles of) rubbish • litter • animal waste | (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: <ul style="list-style-type: none"> • six guards • service entrance (firmly) locked • barbed wire • no gaps in boundary wall • rusty door locked or boarded up • locked doors • a thorny jungle (full of acacia bushes) • brambles | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 6 | <p>Reward responses that demonstrate how the writer describes what Ashok and Eketi see and feel.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • detailed description of slum housing: 'small, squalid huts', 'ugly patchwork' • description of the people and animals in the slum: 'lazed', 'Naked children', 'caked in dust', 'mangy dogs' • how untidy the slum is: 'Piles of rubbish', 'animal waste', 'littered the ground like dead leaves' (simile) • the contrasting description of Number Six: 'high metal gates', 'three-storey marble mansion', 'like a permanent taunt' (simile) • how secure the house is: 'topped by barbed wire', and the descriptions of guards, walls and gates: 'police uniforms', 'no cavities, gaps or fractures which could be exploited' • the description of the grounds: 'thorny jungle', 'brambles', 'uninhabitable', 'virtually inaccessible', which suggest how impenetrable the house is • Ashok is 'horrified' at Eketi's behaviour, which suggests how dangerous it is • Ashok's reaction to being inside Number Six: 'excitement', 'couldn't believe' • the description of what Ashok sees and hears inside the grounds: 'sound of flowing water', 'mechanical hum', 'gardener busy shaving the grass' (metaphor) • the main features Ashok shows Eketi: 'the three-storey mansion' (repetition), 'the Olympic-sized pool', 'the gazebo', 'the small temple' • what they see in the woods: 'two magnificent peacocks', 'a man-made waterfall'. | (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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

| Question number | Indicative content |
|-----------------|---|
| 7 | <p>Responses may include the following points:</p> <p>Text One</p> <ul style="list-style-type: none"> • the writer initially suggests it might not be too pleasant: 'trying to overcome the idea', 'not a good place to live', 'living inside a steel box' • the writer uses named people to support his ideas: 'Timothy Ader', 'Andy Winter', 'Keith Dewey', which adds authenticity • these people all have positive experiences: 'started to like the place', 'the place has worked remarkably well', 'an important role to play' • there are lots of positive examples from around the world: 'Amsterdam', 'Brighton', 'Mumbai', 'Canada', which support the point of view of the writer • the description of the shipping container housing makes it sound attractive: 'cosy', 'less expensive', 'colourful design', 'having their own place with their own front door is a great first step', '3-bedroom family home'. <p>General points candidates may make on the whole of Text One</p> <ul style="list-style-type: none"> • it is an article • the writer is trying to persuade the reader • the writer uses a slightly informal style: 'I'm not living there' and direct questions: 'can they be a permanent solution?', 'So what's it like to actually live in one?' which makes the reader feel engaged. <p>Text Two</p> <ul style="list-style-type: none"> • the writer of Text Two also starts with negative descriptions of the slums: 'narrow, dark alleyways', 'assortment of small, squalid huts', 'ugly patchwork' • he contrasts this with the description of Number Six: 'marble mansion', 'towering', 'like a permanent taunt' (simile) • the focus on the security of the mansion suggests Ashok and Eketi are doing something wrong • this is supported by Eketi's behaviour: 'sliding up the trunk', 'launched himself like a human arrow', 'flew through the air and landed' • how the writer describes Ashok's reaction to being inside Number Six: 'a state of excitement', 'couldn't believe', 'he was actually inside'. <p>General points candidates may make on the whole of Text Two</p> <ul style="list-style-type: none"> • it is a fictional text • it is narrative • the use of negative language at the start is contrasted with the positive description of Number Six. <p>Points of comparison</p> <ul style="list-style-type: none"> • Text One is positive/encouraging • Text One is informative/persuasive; Text Two is narrative • Text One uses real people and facts to present ideas; Text Two uses description and fictional characters • Text One mentions places around the world; Text Two is based in India • both texts describe houses people live in • both texts mention people's reaction to the housing • both texts clearly convey writers' ideas and perspectives. <p>Reward all valid points.</p> |

| 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. <p>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</p> |
| Level 3 | 7-9 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <p>A suitable register for an article for a school or college magazine should be adopted.</p> <p>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.</p> <p>The different types of homes</p> <ul style="list-style-type: none"> • slums • huts • mansions • farmhouses • shipping containers • ready-made housing • student flats • skyscrapers • starter homes • family homes <p>The good points about the different homes</p> <ul style="list-style-type: none"> • security/safe • nice gardens • big gardens/woods • beautiful birds • waterfalls • swimming pool • garages • lots of space • privacy • some housing is re-usable – can be moved • cheap/affordable <p>The bad points about different homes</p> <ul style="list-style-type: none"> • cramped • dark • unhygienic • unattractive • dirty • untidy • can be easy to break into • temporary • cold <p>Reward all valid points.</p> |

| 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

| 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <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.</p> <p>Content may include references to: it depends on where you live; the type of house may affect how happy you are there; whether you get on with the people you live with; it is the personal touches that make a house a home; it does not matter where you live as long as you are with the people who matter.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

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

| Question number | Indicative content |
|-----------------|---|
| 11 | <p>Candidates may choose a range of journeys (providing they are to or from school, college or work) which may be real or imaginary. These may be descriptions of physical journeys or what is seen and experienced.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p> |

| 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

| 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. |

