



Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE  
in English Language (4EB0)

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.

## 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>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• manages the field support services/make sure the staff have support</li> <li>• safety training</li> <li>• runs a mechanical equipment centre</li> <li>• look after the transport/aircraft, helicopters, snowmobiles etc.</li> <li>• help set up camps</li> <li>• bring people and supplies in</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2</b>	<p>One mark each for any <b>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• extreme weather conditions/very low temperatures</li> <li>• everything you do takes more time and effort</li> <li>• drinking – water freezes</li> <li>• staying warm (while sleeping)</li> <li>• transport difficulties</li> <li>• problems with food/can't make sandwiches</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3</b>	<p>One mark each for any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• planes</li> <li>• helicopters</li> <li>• Sprytes</li> <li>• skidoos</li> <li>• snowcats</li> <li>• snowmobiles</li> <li>• skis</li> <li>• Nansen sleds</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>4</b>	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• high calorie food</li> <li>• they give them lots of energy</li> <li>• they help them stay warm</li> <li>• they help them work long hours</li> <li>• you cannot make sandwiches in freezing conditions</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	<p>One mark for any <b>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• normal everyday life</li> <li>• fresh fruit and vegetables</li> <li>• going shopping (for food)</li> <li>• having a long shower</li> <li>• solitude/own private space</li> <li>• varied wildlife</li> <li>• different smells</li> <li>• children</li> <li>• pets</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

## Text Two

Question Number	Answer	Mark
<b>6</b>	<p>One mark each for any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• on call at all times/stay on light station most of the time</li> <li>• keep light working perfectly</li> <li>• trimming the wick</li> <li>• polishing the lenses</li> <li>• winding up the mechanism every hour or so</li> <li>• maintaining the tower and buildings/property</li> <li>• remain awake to watch the light when on duty</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>7</b>	<p>One mark each for any <b>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• light inside was not very bright</li> <li>• only allowed hard chairs so they did not fall asleep</li> <li>• they were not allowed any distractions – radio</li> <li>• had to keep awake all night</li> <li>• could only eat meals at work if it was an emergency/unusual situation</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 <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• kept animals/livestock for eggs, butter, milk and meat</li> <li>• grew their own vegetables</li> <li>• supplies boat/government steamers brought in stores/stores arrive every 3 months</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark																		
<p><b>9</b></p>	<p>One mark each for any <b>two</b> points. Further mark for development/support/detail for each point.</p> <table border="1" data-bbox="347 405 1252 1377"> <thead> <tr> <th data-bbox="347 405 802 477">Point</th> <th data-bbox="802 405 1252 477">Development/Support</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 477 802 589">Women were not usually employed (1)</td> <td data-bbox="802 477 1252 589">'She was the only female to be employed'(1)</td> </tr> <tr> <td data-bbox="347 589 802 768">Women were a vital part of the job (1)</td> <td data-bbox="802 589 1252 768">'women played an essential supportive role' OR 'wives worked just as hard as their husbands' (1)</td> </tr> <tr> <td data-bbox="347 768 802 880">Women had many roles (1)</td> <td data-bbox="802 768 1252 880">'responsible for ordering stores and for educating children' (1)</td> </tr> <tr> <td data-bbox="347 880 802 992">Children had difficulties with education (1)</td> <td data-bbox="802 880 1252 992">'had to either board in town or be educated at home.' (1)</td> </tr> <tr> <td data-bbox="347 992 802 1059">Women's health suffered (1)</td> <td data-bbox="802 992 1252 1059">'often paid dearly in terms of ill health' (1)</td> </tr> <tr> <td data-bbox="347 1059 802 1171">Many children died (1)</td> <td data-bbox="802 1059 1252 1171">'in too many instances, the loss of a beloved child' (1)</td> </tr> <tr> <td data-bbox="347 1171 802 1238">They had to look after themselves (1)</td> <td data-bbox="802 1171 1252 1238">'had to administer their own healthcare' (1)</td> </tr> <tr> <td data-bbox="347 1238 802 1377">There were difficulties getting medical help (1)</td> <td data-bbox="802 1238 1252 1377">'it could take hours or days for help to arrive' OR 'by then it was often too late'(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	Development/Support	Women were not usually employed (1)	'She was the only female to be employed'(1)	Women were a vital part of the job (1)	'women played an essential supportive role' OR 'wives worked just as hard as their husbands' (1)	Women had many roles (1)	'responsible for ordering stores and for educating children' (1)	Children had difficulties with education (1)	'had to either board in town or be educated at home.' (1)	Women's health suffered (1)	'often paid dearly in terms of ill health' (1)	Many children died (1)	'in too many instances, the loss of a beloved child' (1)	They had to look after themselves (1)	'had to administer their own healthcare' (1)	There were difficulties getting medical help (1)	'it could take hours or days for help to arrive' OR 'by then it was often too late'(1)	<p style="text-align: center;"><b>(4)</b></p>
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**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 text to support choice made e.g.</p> <ul style="list-style-type: none"> <li>• points made about how difficult the conditions are – both texts</li> <li>• points made about the isolation – both texts</li> <li>• both texts have lots of detailed information</li> <li>• Text One is an interview</li> <li>• Text One is a personal account</li> <li>• Text One has positive points</li> <li>• Text One is balanced – she says what she misses</li> <li>• Text Two is more distant – it is not a personal experience</li> <li>• Text Two is reporting on the historical experience of others</li> <li>• Text Two makes it sound more difficult/emphasises the difficulties and hardships.</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:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- AO3 – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

Question Number	Indicative content
<b>11</b>	<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 list indicates some points that candidates may make but there are other possibilities. Some candidates may offer a wider interpretation of the difficult conditions than is given in the extracts which is still a valid response.</p> <p><b>What sort of work:</b></p> <ul style="list-style-type: none"> <li>• looking after people</li> <li>• training people</li> <li>• organising transport/supplies</li> <li>• working with people on expeditions</li> <li>• maintaining the work environment e.g. buildings/lighthouses</li> <li>• maintaining equipment e.g. cleaning the light</li> <li>• looking after livestock/farming</li> </ul> <p><b>What is good:</b></p> <ul style="list-style-type: none"> <li>• helping people to work safely</li> <li>• organising things to help people work</li> <li>• the scenery</li> <li>• being self sufficient</li> <li>• dramatic environment</li> <li>• saving lives</li> <li>• doing a worthwhile job</li> </ul> <p><b>Unusual difficulties:</b></p> <ul style="list-style-type: none"> <li>• the weather</li> <li>• the isolation</li> <li>• difficult to get to</li> <li>• limited diet</li> <li>• impact on personal/family life</li> <li>• access to education</li> <li>• communication problems</li> <li>• access to medical facilities.</li> </ul> <p>Reward all valid points.</p>

Level	Mark	Descriptor Candidates should have:
<b>Level 0</b>	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 experiences</li> <li>demonstrated a limited ability to locate and retrieve ideas and information</li> <li>given a relevant amount of limited detail</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 experiences</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 positive aspects</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</li> <li>showed secure appreciation of positive and negative aspects</li> <li>used appropriate material relevantly</li> <li>showed sound awareness of all 3 bullet points</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>demonstrated sustained consideration of the experiences</li> <li>made well-focused, pertinent comments about all aspects</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 nature of the experiences</li> <li>presented well-focused comments with strong reference to all aspects</li> <li>supported their points strongly with apt and well-chosen examples</li> <li>showed strong insight into all 3 bullet points</li> </ul>

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 an article</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 an article 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 an article</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 an article</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 an article</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>

**AO3 (QWC)**

Use professional judgement to award up to a maximum of 5 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
<b>Level 0</b>	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
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**SECTION C**

Assessment Objectives:

- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)
- AO3 (QWC) – write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

Question Number	Indicative content
<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.</p> <p>Content may include references to: what is meant by adventure; the positive aspects of risky undertaking – confidence, personal growth; the negative aspects – danger, injury; what prompts people to do these things; how it might affect others.</p> <p>Examiners should be open to a wide range of interpretation.</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>Examiners should be open to a wide range of interpretation.</p>

Question Number	Indicative content
<b>12 (c)</b>	<p>Candidates may choose from a wide variety of places, both real and imaginary.</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>

**AO2**

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
<b>Level 0</b>	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

<p><b>Level 4</b></p>	<p>16-20</p>	<p>The writing presents <b>effective and sustained</b> ideas</p>	<p>There is a <b>secure, sustained</b> realisation of the purpose of the writing</p>	<p>The writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences</p>	<p>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</p>
<p><b>Level 5</b></p>	<p>21-25</p>	<p>The writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully developed</b> ideas</p>	<p>There is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose</p>	<p>The writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms</p>	<p>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</p>



**AO3 (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
<b>Level 0</b>	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

