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Mark Scheme (Results)

Summer 2019

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.

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: • he did every talk for fundraising (over 50) • he took every sailing opportunity • he is only 17 • he charmed sponsors • he persuaded big sailing companies to support the project • he sailed over 3000 miles • he did masses behind the scenes at school • his commitment/effort • he did a lot (of work for the project)	**(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: • coping skills/coping with difficult weather • understanding that you have to work hard (to get what you want) • interpersonal skills/working as a team/working together • to manage themselves • resilience	**(1)**

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Question Number	Answer	Mark
3	Reward responses that demonstrate how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme. Responses may include: • the use of positive language: 'prestigious' • the list of activities Montel has been involved in and the repetition of 'EVERY' in capitals • the description of the problems the school faces: '70 per cent … free school meals', '50 different languages', '73 per cent … disadvantaged', which is emphasised by the use of statistics • the contrast with a 'typical ocean racing crew', 'markedly different' • the reference to the sponsorship suggests a sport with wealthy participants: 'the Fastnet Race, which is sponsored by the exclusive Rolex watch company' • the use of the reference to the head teacher emphasises the positive attitude and support: 'what happens if it goes spectacularly well?' • the contrast of how they started: '12 of the boys really enjoyed it', 'a dilapidated 22 ft yacht on eBay' with their subsequent achievements: '142 out of 368 boats', 'over 1000 pupils have gone sailing' • the things they have learned: 'understanding', 'interpersonal skills', 'resilience' • the description of their experiences in the Fastnet Race: 'buzzing', 'exhilarating', 'surfing downwind', 'they've got the bug for it' • the use of (enthusiastic) quotations from Jon Holt 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: • looks good on college/job applications • shows employers/university admissions officers you are well-rounded • shows employers/university admissions officers you are responsible • specific activities help with specific goals • shows the depth of your commitment	**(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: • review the activities on offer • listen to other students' experiences • find an activity that meets your needs • think about your interests/abilities/time • don't limit yourself to the familiar/try something new • think about different roles • use your skills	**(2)**

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Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer persuades the reader to consider trying after-study activities. Responses may include: • the opening questions engage the reader: 'Bored?', 'Looking for a new challenge?' • the list of possible activities • the use of questions as sub-headings guides the reader • the use of listing of the benefits: 'You get to explore your physical, creative, social, political, and career interests with like-minded people' • the range of benefits identified: 'You'll find friends', 'get support from other students with your background', 'a great way to meet people who are different from you', 'a way to break down the barriers between people', 'looks good on college and job applications' • the use of an informal friendly tone: 'great way', 'Everyone needs downtime.' • the use of direct address: 'you' throughout • the use of questions throughout maintains the reader's interest • the use of imperatives: 'review the activities', 'think about different roles', 'ask questions' • the reassuring and advisory tone of the final two paragraphs: 'it's easy to join', 'it's not for you', 'it's important to keep a balance' • the use of subheadings and bullet points • the use of varying sentence structures and lengths.	**(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** • starts off focusing on an individual achievement: 'awarded the prestigious Young Sailor of the Year 2017 trophy' • uses the disadvantages the school faces to add emphasis to the success: '70 per cent of its pupils receiving free school meals', '73 per cent of pupils are statistically classified as disadvantaged', 'The pupils are markedly different' • details the obstacles they had to overcome: 'dilapidated 22 ft yacht', 'in need of considerable work', 'we didn't have a boat that could do that' • how they overcame the obstacles: 'a vast amount of determination from the pupils', 'The boys did all of it' • the teacher's account of their experience is very positive: 'coped with every kind of condition', 'they are a tough bunch of kids', 'they were absolutely buzzing' • uses names of races to show how impressive their achievement is: 'Fastnet Race', and 'Cowes Week' • the inspirational tone. **General points candidates may make on the whole of Text One** • the use of direct speech helps engage the reader • the use of occasionally informal style: 'a lot of schools find reasons for not doing stuff', 'they've got the bug for it' • the use of positive language conveys how successful the sailing programme has been. **Text Two** • initially engages the reader by asking questions • creates a sense of the opportunities available by listing some of them • uses a colloquial style – many examples • details the benefits positively: 'explore your physical …', 'you'll find friends', 'a great way to meet people', 'break down barriers' • uses questions to address the reader personally – many examples • offers advice: 'Check websites or posts', 'try something new' • focuses on persuasion/advice • gives examples of how activities can help future prospects: 'shows university admissions officers and employers', 'specific activities help with specific goals', 'shows the depth of your commitment'. **General points candidates may make on the whole of Text Two** • the use of the pronoun 'you' engages the reader • the style is friendly and personal • the use of direct address: 'So what's in it for you?'.

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	Points of comparison • Text One is informative / Text Two is persuasive • Text One is about one activity / Text Two mentions many • Text One mentions individuals' reactions / Text Two does not refer to individuals • Text One is enthusiastic / Text Two is encouraging • both texts are about after-study activities • 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 letter to a newspaper 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 reasons why there are not enough activities** • overcoming negative attitudes • worries about failure • cost • lack of equipment • might not like activities offered • might not be able to do the activities (fitness) • lack of time • too much to do. **The types of activities that could be offered** • fundraising • dinghy sailing • yacht racing • renovation • sports clubs • art • music • drama • cadets • science. **The benefits of after-study activities** • develop skills • learn to speak to influential people • have good experiences • gain confidence • develop work ethic • learn social skills • learn how to organise • learn how to be adaptable • learn strength • enjoyment • develop friendships • can meet people from different backgrounds • learn to overcome problems • it is helpful on job / college applications • some activities might help with future employment. Reward all valid points.

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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: hard work always pays off; working hard shows dedication; some people are/seem to be naturally gifted/successful; some people are lucky to be offered opportunities; people can work very hard and not achieve; there are people who are successful who do not appear to have done much hard work for their success. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
10	No indicative content can be specified, since candidates may choose to interpret the title as they wish. Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense. NB: Explicit reference to the title may not be mentioned until the end of the story. Examiners should be open to a wide range of interpretation.

Question Number	Indicative content
11	Candidates may choose a range of experiences or skills which may be real or imaginary. Answers may include descriptions of the experience or skill, what they learnt and what it meant to them. Candidates should be rewarded for their powers to evoke a sense of what the experience or skill involves and how it has been educational, 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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