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Mark Scheme (Results)

Summer 2019

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

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June 2019
Publications Code 4EB1_01R_1906_MS

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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: • Grace Miner • Joshua Williams • Ryan Hreljac	**(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: • bring in real-world events • demonstrate connections • ask students to offer their opinions • devise solutions • expose them to social issues	**(1)**

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Question Number	Answer	Mark
3	Reward responses that explain how the writer presents her advice to teachers. Responses may include: • the use of the introductory paragraph shows admiration for young people: 'a great mistake to assume', 'transforming their world in ways that put adults to shame' • although fairly formal there is use of the informal 'kids' • the use of direct address: 'your' • the use of sub-headings • the use of positive examples of students who have made a difference: 'high school student Grace Miner', 'Florida teen Joshua Williams', 'Seven-year-old Ryan Hreljac' • the descriptions of what they did: 'discuss how the media negatively portrays girls', 'gave money to the hungry at age six', 'bought a well' • the use of the word 'inspiring' • the use of contrasts: 'The key is to help them turn the negativity in their lives or someone else's into a positive' • the use of language to offer advice: 'offering them small decisions', 'actively seek their opinions', 'why not, for example' • the use of examples familiar to students: 'popular socially-minded hashtags and viral sensations such as the Ice Bucket Challenge' • the use of the metaphor: 'in a bubble' • the use of questions • the use of instructions (many examples).	**(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: • recognises and supports young people who are doing really positive things • it is about the reputation of young people in society • young people have the opportunity to show that they can do really positive things • to show they want to make a change • to show they can act as responsible citizens • to show they want to take responsibility in the community.	**(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: • don't be scared • you have a lot more power than you realise • having courage • standing up and saying what you want to change • don't stop screaming until they hear you • keep on making an effort • you can get there if you persevere • stick with it.	**(2)**

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Question Number	Answer	Mark
6	Reward responses that explain how the writer conveys her belief that young people can make a difference. Responses may include: • the reference to the award in the opening paragraph: 'Diana Anti-bullying Champion Award' • the use of Ellie's own words add authenticity • the use of pronouns, 'I', 'we', 'you', which engages and involves the audience • the use of repetition to emphasise how positively she feels about young people: 'incredible, incredible' • the repetition of 'Diana Award' • the use of positive language to describe the organisation: 'an organisation which works to recognise and support young people who are doing really positive things in their communities', 'shine a spotlight' (metaphor) • the personal nature of the speech: 'My message' • the positive language used to describe young people: 'a lot more power than they realise' • the focus on inspirational language: 'courage', 'standing up and saying', 'persevere', 'keep striving' • the use of an optimistic ending: 'can make a massive difference to someone else's life' • the use of two short sentences at the end of the final two paragraphs: 'So, stick with it.', 'So have courage.' • the majority of the text is in the form of a speech.	**(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** • conveys her positivity from the start: 'in fact, many young people are transforming their world' • uses examples of real young people who have made a difference: 'Grace Miner' • offers positive advice: 'the key is to help them', 'Actively seek', 'demonstrating to them that they have something valuable to say' • gives examples of helpful approaches: 'Offering them small decisions', 'Why not, for example, have the class choose a cause', 'Bring in world events' • the use of a supportive / reassuring tone: 'It is true that young people need rules' • the use of sub-headings • the use of questions. **General points candidates may make on the whole of Text One** • it is advisory • the use of a slightly informal tone • the writer's positivity • it is aimed at teachers. **Text Two** • starts with a description of Ellie Jones: 'awarded', 'passionate' • refers to the negative views of society: 'destructive', 'don't contribute anything positive', 'don't care' • contrasts this with the positive: 'do really positive things', 'act as responsible citizens', 'want to be taking responsibility' • the references to the 'barriers' to participation show she is sympathetic to young people • she is very positive about the Diana Award: 'really about making sure', 'really about challenging the perception', 'shining a spotlight' • she emphasises the qualities required to be involved: 'persevere', 'have courage', 'keep striving' • ends on an encouraging comment: 'So have courage.' **General points candidates may make on the whole of Text Two** • it is mostly a speech / first person • it directly addresses the audience • it is informal • it has a friendly / supportive tone • it includes her personal experiences / beliefs (use of 'I').

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	Points of comparison • Text One is aimed at teachers / Text Two is aimed at young people • Text One is fairly formal but with some slight informality / Text Two is colloquial / friendly • Text One offers specific advice / Text Two is more general • both texts offer advice / support • both texts consider the importance of empowering students / young people • both texts clearly convey the writers' ideas 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 friend 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 examples other than those mentioned in the passages. **Different types of organisations or campaigns** • anti-bullying • appearance-based discrimination • local causes • national causes • anti-hunger • funding wells **How to take part** • become interested in social / current affairs • join supportive groups (Diana Award) • be positive • persevere • be brave • be strong • learn to make decisions • believe in yourself • use technology • choose something with a personal connection **Why it is sometimes difficult to take part** • lack of opportunity • limited understanding of the world • find it difficult to speak out • feel that their ideas are not valid • do not always know what is possible • feel that society has a negative perception of young people • feel that there is no point • worried about what others think 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: examples of individuals who have made a positive difference; one individual can raise awareness about a specific issue; one person can start a campaign but you need numbers to influence people; you can achieve more in a group; you need people with various skills to run a successful campaign; it is easier to be heard in a group. 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 which may be real or imaginary. Answers may include descriptions of the experience and the effect (positive or negative) it had on them. Candidates should be rewarded for their powers to evoke a sense of what the experience involves and how it has influenced them, 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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