

Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE  
in English Language (4EB0)

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 be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All of the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Paper 1

### SECTION A

Assessment Objective:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (30 marks)

#### Text One

Question Number	Answer	Mark
<b>1</b>	<p>One mark for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• midnight skies light up</li> <li>• colourful</li> <li>• lots of different colours/green, pale blue and sometimes pink</li> <li>• beautiful</li> <li>• lights ripple across the heavens/sky</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:</p> <ul style="list-style-type: none"> <li>• because his mum was away/she was strict about bedtime</li> <li>• he knew his dad would let him</li> <li>• to go out with his friends/ to be outside</li> <li>• a rare chance to be out late</li> <li>• to get fish and chips</li> <li>• because there was no school the next day</li> <li>• freedom</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 <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• he had never seen them before</li> <li>• he was mesmerised/fascinated/amazed/surprised</li> <li>• he thought they were mysterious/other worldly</li> <li>• they seemed astonishing/awesome/breathtaking</li> <li>• he really enjoyed seeing them</li> <li>• he had never experienced a better night</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>4</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>• he left the area/he moved to the south of England</li> <li>• his life was too busy</li> <li>• he had family commitments</li> <li>• he did not get to go to Scotland as much</li> <li>• when he did go it was the wrong time of year</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>5</b>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• his children think it is cool</li> <li>• they thank their father for showing them the Northern Lights</li> <li>• the father is emotional/he is crying</li> <li>• he feels happy to be back home</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

### Text Two

Question Number	Answer	Mark
<b>6</b>	<p>One mark each for any of the following:</p> <ul style="list-style-type: none"> <li>• could not see the sun</li> <li>• it was cloudy</li> <li>• nobody seemed to take any notice</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</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>• darkness/ it was even darker than expected</li> <li>• cold</li> <li>• unusual colour of light</li> <li>• speed at which darkness fell</li> <li>• a sense of unnatural calmness/a strange lack of movement in the air</li> <li>• it very suddenly began to get light again</li> <li>• the suddenness of the change surprised everyone/ it all seemed speeded up enormously</li> <li>• he did not sense the movement of the moon's shadow</li> <li>• he felt he might not have watched closely enough</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> points. Further mark for development/support/detail for each point.</p> <table border="1"> <thead> <tr> <th>Point</th> <th>Development/Support</th> </tr> </thead> <tbody> <tr> <td>Thought he had missed an important event (1)</td> <td>'missed out on something really big' (1)</td> </tr> <tr> <td>He was annoyed that he had not been able to see it (1)</td> <td>'frustrating we had not been able to see' (1)</td> </tr> <tr> <td>He had a picture of what it looked like (1)</td> <td>'The image of the eclipsed sun was just that – an image' (1)</td> </tr> <tr> <td>He could not link this to the reality of what he saw (1)</td> <td>'strangely hard to connect to what we had just witnessed.' (1)</td> </tr> <tr> <td>He was disappointed (1)</td> <td>'The sense of anti-climax for me was immense.'/'It was a feeling of something not complete.' (1)</td> </tr> <tr> <td>He felt he should have watched it somewhere else (1)</td> <td>'I also had a nagging feeling that I might have had a better view...' (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	Thought he had missed an important event (1)	'missed out on something really big' (1)	He was annoyed that he had not been able to see it (1)	'frustrating we had not been able to see' (1)	He had a picture of what it looked like (1)	'The image of the eclipsed sun was just that – an image' (1)	He could not link this to the reality of what he saw (1)	'strangely hard to connect to what we had just witnessed.' (1)	He was disappointed (1)	'The sense of anti-climax for me was immense.'/'It was a feeling of something not complete.' (1)	He felt he should have watched it somewhere else (1)	'I also had a nagging feeling that I might have had a better view...' (1)	<b>(4)</b>
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He felt he should have watched it somewhere else (1)	'I also had a nagging feeling that I might have had a better view...' (1)															

Question Number	Answer	Mark
<b>9</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>• thought it was like an ancient ritual</li> <li>• commented on the crowds of people watching an amazing natural event/they were amazed</li> <li>• it was a completely new experience</li> <li>• thought it was unearthly/eerie (allow eerie)</li> <li>• there was a sense of being taken to another world</li> <li>• it made them feel small/humble</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

### Both Texts

Question Number	Answer	Mark
<p><b>10</b></p>	<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</p> <p>from text to support choice made e.g.</p> <ul style="list-style-type: none"> <li>• points made about how awe-inspiring the event was – both texts</li> <li>• points made about the detail of the description of the event – both texts</li> <li>• Text One refers to something that happens every year</li> <li>• Text One has more direct speech</li> <li>• Text One describes the area</li> <li>• Text One is more informal in tone</li> <li>• Text Two may be seen as a more reflective/analytical account than Text One</li> <li>• Text Two has more detail about the event</li> <li>• Text Two has other adults' reactions</li> <li>• Text Two uses a famous person (Patrick Moore) to add to the description</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>	<p style="text-align: right;"><b>(6)</b></p>

## 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
11	<p>A suitable register for a talk to peers should be adopted. Candidates should address all areas. The following list indicates some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use examples of other natural events than those mentioned in the passages.</p> <p><b>What the experience was like:</b></p> <ul style="list-style-type: none"> <li>• beautiful light patterns</li> <li>• many colours in the sky</li> <li>• a mystical experience</li> <li>• a weird experience</li> <li>• an amazing experience</li> <li>• darkness was sudden</li> <li>• changing colour of the sky</li> <li>• confused animals</li> <li>• cold</li> <li>• silence</li> <li>• stillness</li> <li>• sudden changes in the light</li> </ul> <p><b>What was enjoyable about it:</b></p> <ul style="list-style-type: none"> <li>• it was beautiful</li> <li>• it was enchanting</li> <li>• there was a sense of being in a different world</li> <li>• it gave a sense of our place in the universe</li> <li>• you felt honoured to have seen it</li> <li>• everyone could experience it</li> </ul> <p><b>What was disappointing:</b></p> <ul style="list-style-type: none"> <li>• cannot always be in the right place to see the event</li> <li>• the weather can get in the way</li> <li>• cannot always see the event</li> <li>• people feel unhappy if they do not get the full experience</li> </ul> <p>Reward all valid points.</p>

**AO1**

Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor Candidates should have:
<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 what was enjoyable</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>

**AO2**

Use professional judgment to award up to a maximum of 20 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• some indication that the text is intended as a talk</li> <li>• some limited attempt to engage reader in subject</li> <li>• basic ability to fit language to required task</li> <li>• has at least some acknowledgement of the intended audience</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• a fair attempt to create a talk in a suitable format</li> <li>• generally adopts reasonably appropriate tone, but not sharply convincing or consistent</li> <li>• some attempt to fit language and style to purpose</li> <li>• has some register relevant to the specified audience</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• sound in its capacity to write appropriately for a talk</li> <li>• a clear grasp of how to relate to the specified audience</li> <li>• writes with sound control over style and tone</li> <li>• choice of register and vocabulary relates soundly to audience (peers)</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• writing shows good appreciation of required approach and format for a talk</li> <li>• a good, well-chosen tone of voice</li> <li>• vocabulary varied, flexible and appropriate to the task</li> <li>• relates well to the intended audience (peers), with use of appropriate register</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• style and structure very successful and highly appropriate to a talk</li> <li>• successful and consistent adoption of apt tone</li> <li>• choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly</li> <li>• engages audience with sympathy, flair and assured language control</li> <li>• an excellent, perceptive awareness of format</li> </ul>

**A03 (QWC)**

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

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
<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: how parents should control children and whether these methods are fair; why children need more control; whether parents are effective; whether children have respect for their parents.</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 different times of year and lengths of time – it may be one day or several, a week, a month or a season.</p> <p>Candidates should be rewarded for their powers to evoke a sense of 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>
<b>Level 3</b>	11-15	The writing expresses and develops ideas in <b>a clear, organised</b> way	There is a <b>generally clear</b> sense of the purpose of the writing	The writing includes <b>well chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	Organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices

<b>Level 4</b>	16-20	The writing presents <b>effective and sustained</b> ideas	There is a <b>secure, sustained</b> realisation of the purpose of the writing	The writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences	Organisation of the material is <b>fully secure</b> , with a <b>well-judged</b> text structure, <b>effective</b> paragraphing and <b>successful use of a range</b> of cohesive devices between and within paragraphs
<b>Level 5</b>	21-25	The writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully developed</b> ideas	There is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose	The writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms	Organisation of material is <b>assured</b> , with <b>sophisticated</b> control of text structure, <b>skilfully sustained</b> paragraphing and the <b>effective application of a wide range</b> of markers of textual cohesion

**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

