

Mark Scheme (Results)

January 2015

International GCSE English Language B  
(4EB0/01)

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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 either of the following:</p> <ul style="list-style-type: none"> <li>• MacBook(s)</li> <li>• iPad(s)</li> <li>• computers.</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</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>• it exercises visual, motor and memory circuits/engages different circuits of the brain</li> <li>• it activates parts of the nervous system</li> <li>• it improves/builds hand-eye coordination</li> <li>• it improves/practises fine motor skills</li> <li>• it trains the brain in vision/or and sensation</li> <li>• it helps connect things.</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>• better exam performance/better grades</li> <li>• improved achievement in maths and reading</li> <li>• is associated with academic achievement</li> <li>• helps with memory</li> <li>• improves creativity/ideas</li> <li>• improves communication skills/expression.</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>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• more personal/romantic</li> <li>• she could imagine her husband physically writing the letters/collecting his thoughts/expressing his feelings</li> <li>• she could imagine where he was</li> <li>• letters last forever (for their children).</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark										
<b>5</b>	<p>One mark each for any <b>two</b> points. Further mark for development/support/detail for each point.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Point</th> <th style="width: 50%;">Development/Support</th> </tr> </thead> <tbody> <tr> <td>Technology was a problem before mobile phones (1)</td> <td>'it came with the invention of the typewriter' (1)</td> </tr> <tr> <td>Children have personalised their typed writing/typing is less personal(1)</td> <td>'kids are sprinkling emoticons, such as a smiley face, to give a personal touch' (1)</td> </tr> <tr> <td>Typing makes us all equal (1)</td> <td>'it isn't a complicated skill to master.' (1)</td> </tr> <tr> <td>Typing helps those who struggle with handwriting (1)</td> <td>'people who can't write by hand can now use technology to communicate.' (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	Technology was a problem before mobile phones (1)	'it came with the invention of the typewriter' (1)	Children have personalised their typed writing/typing is less personal(1)	'kids are sprinkling emoticons, such as a smiley face, to give a personal touch' (1)	Typing makes us all equal (1)	'it isn't a complicated skill to master.' (1)	Typing helps those who struggle with handwriting (1)	'people who can't write by hand can now use technology to communicate.' (1)	<b>(4)</b>
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Technology was a problem before mobile phones (1)	'it came with the invention of the typewriter' (1)											
Children have personalised their typed writing/typing is less personal(1)	'kids are sprinkling emoticons, such as a smiley face, to give a personal touch' (1)											
Typing makes us all equal (1)	'it isn't a complicated skill to master.' (1)											
Typing helps those who struggle with handwriting (1)	'people who can't write by hand can now use technology to communicate.' (1)											

### 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>• he could not read his own notes</li> <li>• he did not seem to be able to write any more</li> <li>• his writing looked as if a spider had fallen into an inkwell</li> <li>• he felt as if he was a schoolboy copying lines</li> <li>• he had to write slowly to make it neat</li> <li>• had to copy it out twice.</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>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• to make notes at meetings</li> <li>• to write a letter to a (bereaved) friend</li> <li>• to sign letters</li> <li>• to make notes when on the phone.</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8</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>• 45 states have let schools decide if they want to teach (cursive (joined-up)) handwriting</li> <li>• most schools do not teach (cursive (joined-up)) handwriting</li> <li>• it might mean they will stop teaching handwriting altogether</li> <li>• the UK might copy what is happening in America</li> <li>• there is some evidence for this in the move to online exams.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

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>• it benefits us</li> <li>• it helps us to read</li> <li>• there are problems for people who cannot read joined-up handwriting</li> <li>• you cannot <b>read other people's handwriting</b></li> <li>• you never know when you might need it</li> <li>• the writer is worried that a whole generation may be able to read but not write by hand.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

**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 impact of technology – both texts</li> <li>• points made about the benefits of handwriting – both texts</li> <li>• both texts emphasise a link between handwriting and learning/achievement</li> <li>• Text One refers to studies and experts</li> <li>• Text One has a personal story included</li> <li>• Text One also mentions positive aspects of typing</li> <li>• Text One ends on a positive note</li> <li>• Text One has an informal personal tone</li> <li>• Text Two – the writer is older</li> <li>• Text Two is more pessimistic</li> <li>• Text Two has anecdotes</li> <li>• Text Two mentions other countries</li> <li>• Text Two ends on a negative note.</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
<p><b>11</b></p>	<p>A suitable register for a contribution to a school or college website 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.</p> <p><b>Why there is concern:</b></p> <ul style="list-style-type: none"> <li>• there has been a decline in handwriting</li> <li>• handwriting is getting untidier</li> <li>• handwriting is becoming difficult to read</li> <li>• people may not be able to read handwritten communication</li> <li>• schools may stop teaching cursive handwriting</li> <li>• exams may go online</li> <li>• people may not be able to write by hand in the future.</li> </ul> <p><b>Why handwriting is important:</b></p> <ul style="list-style-type: none"> <li>• it develops your brain</li> <li>• it improves coordination</li> <li>• it helps with schoolwork/exams</li> <li>• it helps the memory</li> <li>• it helps with imaginative communication</li> <li>• it is personal</li> <li>• it helps with reading.</li> </ul> <p><b>How technology has affected written communication:</b></p> <ul style="list-style-type: none"> <li>• the typewriter has standardised written communication</li> <li>• it has made everyone equal</li> <li>• you are still able to personalise communication</li> <li>• we will still develop (different) skills</li> <li>• we do not hand write as much</li> <li>• most forms and documents are completed online</li> <li>• some exams are online</li> <li>• improved software makes it easier to avoid handwriting.</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 handwriting</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 areas of concern</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 importance of handwriting</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 issues concerning handwriting</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 issues concerning handwriting</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 issues concerning handwriting</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 website contribution</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 website contribution 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 website contribution</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 website contribution</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 website contribution</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 <b>examine the writer's</b> 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: the importance of the way we present ourselves to others; how a good appearance shows respect; it is important to make a good first impression; people should look below <b>the surface (don't judge a book by its cover); it is shallow to assess</b> people on first meeting.</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 to write about one or more best friends (some may be imaginary).</p> <p>Candidates should be rewarded for their powers to describe and evoke a sense of the person(s) chosen, 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 <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 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

**A03 (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 <b>examine the writer's</b> 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	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate



		interpolation)		
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