



# Mark Scheme (Results)

Summer 2014

Pearson Edexcel International GCSE  
in English Language B (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
1	<p>One mark for any of the following:</p> <ul style="list-style-type: none"> <li>weather (damp and chilly)/rain</li> <li>clouds</li> <li>grey sky</li> <li>taxis</li> </ul>	(1 x 1) <b>(1)</b>

Question Number	Answer	Mark
2	<p>One mark each for any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>straight road</li> <li>it was wide</li> <li>it was smooth</li> <li>no potholes</li> <li>no bends</li> <li>quiet</li> </ul>	(3 x 1) <b>(3)</b>

Question Number	Answer	Mark
3	<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>how quiet it was</li> <li>not many cars</li> <li>no farms/no signs of agriculture or farming</li> <li>nobody working in fields</li> <li>houses</li> <li>no people</li> <li>cars parked outside houses</li> <li>only pets/dogs/cats</li> <li>no farm animals</li> </ul>	(3 x 1) <b>(3)</b>

Question Number	Answer	Mark
4	<p>One mark for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• speed of speech</li> <li>• (different) accents</li> <li>• the English (on the television) is different to what he is used to</li> </ul>	(2 x 1) <b>(2)</b>

Question Number	Answer	Mark
5	<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>• sightseeing bus</li> <li>• famous London sights</li> <li>• visited museum (British Museum)</li> <li>• traffic jams</li> <li>• pollution</li> <li>• choking on fumes/coughing</li> <li>• buildings of all ages close together/old + new</li> </ul>	(3 x 1) <b>(3)</b>

### Text Two

Question Number	Answer	Mark
6	<p>One mark each for any <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• snow</li> <li>• cold</li> <li>• white</li> <li>• purity</li> <li>• dazzled/blinded/intoxicated</li> <li>• stunned</li> <li>• unfamiliar sounds</li> <li>• unfamiliar sights</li> <li>• unfamiliar food</li> <li>• new delights/place of delights</li> </ul>	(3 x 1) <b>(3)</b>

Question Number	Answer	Mark
7	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• looked after the children/guides them</li> <li>• let them be children/they feel safe</li> <li>• introduced them to play/toys/art/colours</li> <li>• (tried to) teach them English</li> </ul>	(2 x 1) <b>(2)</b>

Question Number	Answer		Mark														
<b>8</b>	<p>One mark each for any <b>two</b> points. Further mark for support/detail for each point.</p> <p style="text-align: center;"><b>Point</b> <b>Development/Support</b></p> <table border="1"> <tr> <td>Liked sponsors' house(1)</td><td>'white house....carpet in every room'(1)</td></tr> <tr> <td>Admired sponsors(1)</td><td>'American dream' (1)</td></tr> <tr> <td>Did not know what clothes to wear for the weather(1)</td><td>'didn't know that every garment has its season' (1)/ 'we would put one garment over another, layer by layer, like the homeless.' (1)</td></tr> <tr> <td>Generosity (1)</td><td>'By the dozen they showed up at our doors to give us warm clothes, toys, invitations, dreams.' (1)</td></tr> <tr> <td>Could not eat much food (1)</td><td>'because we didn't know how to use a fork to eat rice that wasn't sticky' (1)</td></tr> <tr> <td>Grateful (1)</td><td>'gratitude in every grain of the rice left on our plates' (1)</td></tr> <tr> <td>Felt safe and happy (in Granby) (1)</td><td>'The town of Granby sheltered us during our first year in Canada.' (1)</td></tr> </table>		Liked sponsors' house(1)	'white house....carpet in every room'(1)	Admired sponsors(1)	'American dream' (1)	Did not know what clothes to wear for the weather(1)	'didn't know that every garment has its season' (1)/ 'we would put one garment over another, layer by layer, like the homeless.' (1)	Generosity (1)	'By the dozen they showed up at our doors to give us warm clothes, toys, invitations, dreams.' (1)	Could not eat much food (1)	'because we didn't know how to use a fork to eat rice that wasn't sticky' (1)	Grateful (1)	'gratitude in every grain of the rice left on our plates' (1)	Felt safe and happy (in Granby) (1)	'The town of Granby sheltered us during our first year in Canada.' (1)	
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	<p>Reward all valid responses and use of evidence.</p>																
	(2 x 2)		<b>(4)</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>• likes her despite the McDonald's hat</li> <li>• does not mind her cheap clothing/doesn't care about her appearance</li> <li>• does not mind she is poor</li> <li>• takes her to the cinema</li> <li>• teaches her a song in English (even though she does not understand it)</li> <li>• invites her home (even though she does not understand the language)</li> </ul>	

**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 differences/difficulties in both texts e.g. food, clothing, language</li> <li>• positive points made in both texts e.g. sightseeing, kindness of strangers</li> <li>• text one only covers a short period (2 days)/ text two covers more time</li> <li>• text one only has boy and father/text two has a range of people (sponsors, teacher, friends)</li> <li>• text one has young boy/sounds quite immature/text two the writer sounds more mature.</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>	(4 + 2) <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
11	<p>A suitable register for a letter to a friend should be adopted. Candidates should address all areas. The following points indicate some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use examples and experiences of other countries than those mentioned in the passages.</p> <p><b>What they might see/experience</b></p> <ul style="list-style-type: none"> <li>• snow</li> <li>• rain</li> <li>• taxi/sightseeing bus</li> <li>• impressive buildings (London and the sponsors' house in Canada)</li> <li>• traffic jams</li> <li>• modern roads</li> </ul> <p><b>Things that will be strange</b></p> <ul style="list-style-type: none"> <li>• food</li> <li>• clothes</li> <li>• language</li> <li>• lack of people</li> <li>• pollution</li> <li>• traffic jams</li> <li>• quiet</li> <li>• television/ cinema</li> <li>• lack of animals (sheep/goats)</li> <li>• unusual sights</li> <li>• unusual sounds</li> </ul> <p><b>Positive things</b></p> <ul style="list-style-type: none"> <li>• sightseeing/new things to see</li> <li>• kindness/generosity</li> <li>• gifts</li> <li>• being allowed to be a child/enjoy the experience</li> <li>• learn a new language</li> <li>• learn about another culture/way of life</li> <li>• new experiences</li> </ul>

	Reward all valid points. (Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.)
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**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 moving to another country</li> <li>• demonstrated a limited ability to locate and retrieve ideas and information</li> <li>• given a relevant amount of limited detail</li> <li>• considered some basic ideas about experiences in another country</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 the experiences of moving to another country</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 strange things that might be encountered</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 of moving to another country</li> <li>• showed secure appreciation of both strange and positive experiences</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 of moving to another country</li> <li>• made well-focused, pertinent comments about both strange and positive experiences</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 experiences of moving to another country</li> <li>• presented well-focused comments with strong reference to both strange and positive experiences</li> <li>• supported their points strongly with apt and well-</li> </ul>

		<p>chosen examples</p> <ul style="list-style-type: none"> <li>• showed strong insight into all 3 bullet points</li> </ul>
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**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 letter</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 letter 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 letter</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 letter</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</li> <li>• 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 letter</li> <li>• successful and consistent adoption of apt tone</li> <li>• choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly</li> <li>• engages audience with sympathy, flair and assured language control</li> <li>• an excellent, perceptive awareness of format</li> </ul>

**AO3 (QWC)**

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

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
<b>Level 0</b>	0	No rewardable material		
<b>Level 1</b>	1	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
<b>Level 2</b>	2	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually correct
<b>Level 3</b>	3	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
<b>Level 4</b>	4	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips

<b>Level 5</b>	5	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate
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## SECTION C

### Assessment Objectives:

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

Question Number	Indicative content
<b>12 (a)</b>	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: we have a need to belong somewhere, either to a family group or a place; it does not matter where you live as long as you are happy; it is the people not the place that makes a place home; some people feel unsettled if they move around a lot; some people are able to make any place a home even if they move around a lot.</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 have quite a wide choice of places such as airports, railway stations, markets, shops, sporting events, festivals, cities.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>

**AO2**

Use professional judgment to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis

Level	Mark	Descriptor			
		General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
<b>Level 0</b>	0	No rewardable material			
<b>Level 1</b>	1-5	The writing achieves <b>limited success</b> at a basic level	There is <b>little awareness</b> of the purpose of the writing	The writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	Organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
<b>Level 2</b>	6-10	The writing expresses ideas which are <b>broadly appropriate</b>	There is <b>some grasp</b> of the purpose of the writing	The writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	Organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
<b>Level 3</b>	11-15	The writing expresses and develops ideas in a <b>clear, organised</b> way	There is a <b>generally clear</b> sense of the purpose of the writing	The writing includes <b>well chosen</b> vocabulary and shows <b>some evidence of crafting</b> in the construction of sentences	Organisation of the material is <b>mostly sound</b> , with a <b>clear</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices

<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

