

Mark Scheme (pre-standardisation)

Summer 2016

Pearson Edexcel International GCSE  
in English Language B (4EB0)

Paper 01R

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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.

## 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>	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• those who care about a particular team</li><li>• those who care about a specific player</li><li>• those who only watch high-profile events.</li></ul> (2 x 1)	<b>(2)</b>

Question Number	Answer	Mark
<b>2</b>	One mark each for any <b>three</b> of the following <b>in own words</b> where possible: <ul style="list-style-type: none"><li>• a feeling of belonging</li><li>• something out of her control</li><li>• supporting and believing in people she will never meet</li><li>• admiration for their ability</li><li>• relating to success and loss</li><li>• understanding she will never be as good as them.</li></ul> (3 x 1)	<b>(3)</b>

Question Number	Answer	Mark
<b>3</b>	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• has supported them for five years</li><li>• has supported them through thick and thin</li><li>• cried for them</li><li>• lost sleep for them</li><li>• had panic/anxiety attacks</li><li>• feels a sense of pride</li><li>• watches them through the night/stays up at night to watch them.</li></ul> (2x 1)	<b>(2)</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>• it is unpredictable/she does not know how a game will turn out</li> <li>• she likes the shocks</li> <li>• she likes unexpected results</li> <li>• she likes the unlikely winners</li> <li>• she likes getting to know complete strangers</li> <li>• sport unites people</li> <li>• people all over the world share a common experience.</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

### Text Two

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>• Arsenal will lose/whether Arsenal will win or not</li> <li>• it will scar him for life</li> <li>• he will not be able to cope.</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>6</b>	<p>One mark for each of the following:</p> <ul style="list-style-type: none"> <li>• he says Arsenal will win (three or four nothing)/he believes in his father's confidence</li> <li>• he tells him everything would be OK</li> <li>• he applauds the winners (Swindon Town)</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark	
<b>7</b>	One mark each for any <b>two</b> points. Further mark for development/support/detail for each point.		
	Point		Development/Support
	He was so worried that he did not notice the atmosphere (1)		'passed me by completely' (1)
	He felt like he was in a strange place (1)		'my sense of alienation' (1)
	He was nervous (1)		'my unease'/'I sat shivering' (1)
	He became very unhappy (1)		'fear turned to misery' (1)
	He was upset at how easily the goal was scored (1)		'the most ridiculously stupid ever given away' (1)
	He hated the opposing team's fans (1)		'I loathed them' (1)
	He mocks the fans (1)		'awful accents'/'absurd innocent glee' (1)
	Reward all valid responses and use of evidence. (2 x 2)		
<b>(4)</b>			

Question Number	Answer	Mark
<b>8</b>	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"> <li>• tried not to cry</li> <li>• but he did cry</li> <li>• stood on his seat</li> <li>• yelled (at his father)</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>9</b>	One mark each for any <b>three</b> of the following <b>in own words</b> where possible: <ul style="list-style-type: none"><li>• his father is very angry</li><li>• he lectures him about being sporting (allow sportsmanship)</li><li>• he forced him to the car</li><li>• he drove him home</li><li>• his father did not speak to him in the car/they were silent</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:</p> <p>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>• both texts are first person accounts</li> <li>• Text One is from an adult’s perspective</li> <li>• Text Two is from a child’s perspective</li> <li>• Text One is about basketball</li> <li>• Text Two is about football</li> <li>• Text One is from a female perspective</li> <li>• Text Two is from a male perspective</li> <li>• Text One mostly has positive feelings</li> <li>• Text Two is mostly negative</li> <li>• both texts mention strong feelings</li> <li>• Text One has less detail about the games</li> <li>• Text Two has more detail about the game</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. 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
<b>11</b>	<p>A suitable register for a letter to a friend should be adopted.</p> <p>Candidates should address all areas. The following indicate some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and include other examples about going to a live sports event than those mentioned in the passages.</p> <p><b>Experiences:</b></p> <ul style="list-style-type: none"><li>• watching top-class athletes/sports people</li><li>• watching people win</li><li>• friendship/companionship</li><li>• sharing</li><li>• the excitement</li><li>• the crowd</li><li>• the noise</li><li>• being part of a group</li></ul> <p><b>Feelings:</b></p> <ul style="list-style-type: none"><li>• feeling part of something</li><li>• trust</li><li>• sharing</li><li>• sadness</li><li>• happiness</li><li>• pride</li><li>• anticipation</li><li>• uncertainty</li><li>• nervousness</li><li>• fear</li><li>• scared</li><li>• hatred (of fans)</li><li>• unhappiness</li></ul> <p><b>People:</b></p> <ul style="list-style-type: none"><li>• parents</li><li>• other fans</li></ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• the other team's fans</li><li>• both men and women</li><li>• complete strangers</li><li>• professors</li><li>• local people (Peruvians)</li><li>• young people (Spanish)</li><li>• people from different races/countries</li><li>• people from a different class</li><li>• people who have different beliefs</li><li>• people who share your passion for sport</li><li>• people of all ages</li></ul> |
|--|---|

Reward all valid points.

## A01

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 the 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 the 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 feelings</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 the different 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 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>

## A02

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 (a friend)</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 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 (a friend), 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 letter</li><li>• successful and consistent adoption of apt tone</li><li>• choice of register and vocabulary extremely well-adapted to audience (a friend), 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 judgment 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

## 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: facilities for sports, competitive spirit (either positively or negatively), importance of exercise, team building, individual achievements, promoting unity, what happens to people who are not sporty.</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> <p>NB: Explicit reference to the title may not be mentioned until the end of the story.</p>

Question Number	Indicative content
<b>12 (c)</b>	<p>Candidates may have quite a wide choice of places – these may be imagined. They may refer to genuinely frightening places, e.g. dangerous places or places where they were frightened by their imagination.</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>

## A02

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</b> text structure, <b>controlled</b> paragraphing to reflect opening, development and closure, together with <b>secure use</b> of cohesive devices

Level	Mark	Descriptor General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
<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 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



