

Mark Scheme (pre-standardisation)

Summer 2016

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 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 |
|-----------------|--|------------|
| 1 | One mark each for any two of the following: <ul style="list-style-type: none">• the environment• conserving resources• taking personal action (to save the environment) <p style="text-align: right;">(2 x 1)</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 2 | One mark each for any three of the following in own words where possible: <ul style="list-style-type: none">• selfish• lack focus• idle• want everything instantly• do not want to give up modern benefits/facilities <p style="text-align: right;">(3 x 1)</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 3 | One mark each for any two of the following: <ul style="list-style-type: none">• marshes• beaches• coral reefs (in Australia)• bays• islands <p style="text-align: right;">(2x 1)</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 4 | <p>One mark each for any three of the following in own words where possible:</p> <ul style="list-style-type: none"> • the statistics do not need explaining • hopes the study will provoke young people to act • hopes they will not feel attacked • the young are not the only group that are not interested • there has been a change in society as a whole <p style="text-align: right;">(3 x 1)</p> | (3) |

Text Two

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 5 | <p>One mark each for any two of the following:</p> <ul style="list-style-type: none"> • bushfires • climate change • animal extinctions • lack of action by the government <p style="text-align: right;">(2 x 1)</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 6 | <p>One mark each for any three of the following in own words where possible.</p> <p>Young people have:</p> <ul style="list-style-type: none"> • campaigned to save the Spirit Bear (Simon Jackson) • started one of the biggest youth environmental campaigns (Simon Jackson) • has had a television documentary made about him and his cause (Simon Jackson) • arranged a conference on climate change (Alysia Garmulewicz) • led the conference (Alysia Garmulewicz) • made a film/documentary (Colin Carter) <p>NB: correct use of names is not required.</p> <p style="text-align: right;">(3 x 1)</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 7 | <p>One mark each for any three of the following in own words where possible:</p> <ul style="list-style-type: none"> • nobody else seems to be bothered • unhappy with government's lack of action • worried that they will be affected in the future • unhappy that older people do not care • do not want to ignore the issues • are worried about Canada's lack of concern • want to prevent problems <p style="text-align: right;">(3 x 1)</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 8 | <p>One mark each for any two of the following:</p> <ul style="list-style-type: none"> • not apathetic • not uninterested in politics • uniting around the green cause • getting involved in environmental organisations • committed to raising awareness of green issues/making green mainstream <p style="text-align: right;">(2 x 1)</p> | (2) |

| Question Number | Answer | Mark | | | | | | | | | | | | | | | | | | |
|---|--|-------|---------------------|---|---|---|-----------------------|--|---|-------------------------------------|---|---|----------------------------------|--------------------------------|--|--|--|---|--|------------|
| 9 | <p>One mark each for any two points. Further mark for development/support/detail for each point.</p> <table border="1" data-bbox="347 371 1251 1308"> <thead> <tr> <th data-bbox="352 371 799 409">Point</th> <th data-bbox="802 371 1246 409">Development/Support</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 414 799 589">They are helped by the internet/social networking (1)</td> <td data-bbox="802 414 1246 589">'Facebook, My Space, blogging and Twitter provide teen-led campaigns with a huge advantage' (1)</td> </tr> <tr> <td data-bbox="352 593 799 696">Social networking can help young campaigners to join together (1)</td> <td data-bbox="802 593 1246 696">'to unite online' (1)</td> </tr> <tr> <td data-bbox="352 701 799 804">Facebook has many environmental youth groups (1)</td> <td data-bbox="802 701 1246 804">'hundreds of eco-themed youth-driven Facebook groups' (1)</td> </tr> <tr> <td data-bbox="352 808 799 875">Teenagers are very enthusiastic (1)</td> <td data-bbox="802 808 1246 875">'there is no stopping teens' success' (1)</td> </tr> <tr> <td data-bbox="352 880 799 947">They are not always taken notice of (1)</td> <td data-bbox="802 880 1246 947">'not always taken seriously' (1)</td> </tr> <tr> <td data-bbox="352 952 799 1055">Their age can be a problem (1)</td> <td data-bbox="802 952 1246 1055">'One of the biggest barriers is their youth' (1)</td> </tr> <tr> <td data-bbox="352 1059 799 1126">They have set up well-known groups (1)</td> <td data-bbox="802 1059 1246 1126">'establishing prominent organisations' (1)</td> </tr> <tr> <td data-bbox="352 1131 799 1308">They have set up a number of different groups and campaigns (1)</td> <td data-bbox="802 1131 1246 1308">'the many Canadian youth-led groups and campaigns, such as 'Teens Turning Green' ' (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 | They are helped by the internet/social networking (1) | 'Facebook, My Space, blogging and Twitter provide teen-led campaigns with a huge advantage' (1) | Social networking can help young campaigners to join together (1) | 'to unite online' (1) | Facebook has many environmental youth groups (1) | 'hundreds of eco-themed youth-driven Facebook groups' (1) | Teenagers are very enthusiastic (1) | 'there is no stopping teens' success' (1) | They are not always taken notice of (1) | 'not always taken seriously' (1) | Their age can be a problem (1) | 'One of the biggest barriers is their youth' (1) | They have set up well-known groups (1) | 'establishing prominent organisations' (1) | They have set up a number of different groups and campaigns (1) | 'the many Canadian youth-led groups and campaigns, such as 'Teens Turning Green' ' (1) | (4) |
| Point | Development/Support | | | | | | | | | | | | | | | | | | | |
| They are helped by the internet/social networking (1) | 'Facebook, My Space, blogging and Twitter provide teen-led campaigns with a huge advantage' (1) | | | | | | | | | | | | | | | | | | | |
| Social networking can help young campaigners to join together (1) | 'to unite online' (1) | | | | | | | | | | | | | | | | | | | |
| Facebook has many environmental youth groups (1) | 'hundreds of eco-themed youth-driven Facebook groups' (1) | | | | | | | | | | | | | | | | | | | |
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| They are not always taken notice of (1) | 'not always taken seriously' (1) | | | | | | | | | | | | | | | | | | | |
| Their age can be a problem (1) | 'One of the biggest barriers is their youth' (1) | | | | | | | | | | | | | | | | | | | |
| They have set up well-known groups (1) | 'establishing prominent organisations' (1) | | | | | | | | | | | | | | | | | | | |
| They have set up a number of different groups and campaigns (1) | 'the many Canadian youth-led groups and campaigns, such as 'Teens Turning Green' ' (1) | | | | | | | | | | | | | | | | | | | |

Both Texts

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 10 | <p>Accept EITHER choice: For chosen text: (4 marks) Two marks for choice stated with clear personal response shown Two marks for clear reference to text with examples given from text to support choice made, e.g.</p> <ul style="list-style-type: none">• Text One presents teenagers as not being interested• Both texts use individuals as examples• Text One gives negative examples• Text Two gives positive examples• Text One provides excuses/reasons for students' lack of concern• Text One is based on research• Text Two has quoted many experts• Text One has more negative language, e.g. 'challenge', 'criticism'• Text Two is full of positive language, e.g. 'enthusiasm', 'success' <p>For the other text: (2 marks) One mark for a clear personal response for reason text not chosen. One 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> | (6) |

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 speech to peers should be adopted. 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 protecting the environment than those mentioned in the passages.</p> <p>Why it is important:</p> <ul style="list-style-type: none">• because of climate change• because governments need to do more• because it will affect everyone in the future• because of animal extinction• because older people have done nothing <p>Why people may not be concerned:</p> <ul style="list-style-type: none">• people cannot be bothered as individuals to do anything• they do not experience nature• they are apathetic• they are pre-occupied with themselves• they are selfish• they do not want to give up their lifestyle• they are over-exposed to the issues• they are worried it will cost• the commitment• the time it takes <p>How can you be involved:</p> <ul style="list-style-type: none">• help to ban plastic bags• pick up rubbish• have gardens on college campuses• set up organisations to campaign• organise events• make films• organise campaigns on the internet• join groups <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: |
|----------------|------|--|
| Level 0 | 0 | No rewardable material |
| Level 1 | 1-2 | <ul style="list-style-type: none"> referred to at least one bullet point included a small number of points with some relevance included some basic reference to the importance of the issues demonstrated a limited ability to locate and retrieve ideas and information given a relevant amount of limited detail |
| Level 2 | 3-4 | <ul style="list-style-type: none"> offered comment on at least two of the bullet points given some relevant points demonstrated some awareness of the importance of the issues brought in some relevant supportive points or evidence offered detail based on some relevant information showed some reasonable awareness of the reasons why people might not be concerned |
| Level 3 | 5-6 | <ul style="list-style-type: none"> covered all three bullet points securely offered a reasonable number of relevant points demonstrated sound awareness of the importance of the issues showed secure appreciation of the different aspects used appropriate material relevantly showed sound awareness of all 3 bullet points |
| Level 4 | 7-8 | <ul style="list-style-type: none"> covered all three bullet points systematically offered a good number of relevant points, probably such as those suggested in indicative content demonstrated sustained consideration of the importance of the issues made well-focused, pertinent comments about all aspects used evidence in an effective way demonstrated a good appreciation of all 3 bullet points |
| Level 5 | 9-10 | <ul style="list-style-type: none"> covered all three bullet points in appropriate depth offered a wide range of relevant points such as those suggested in indicative content demonstrated strong regard for the importance of the issues presented well-focused comments with strong reference to all aspects supported their points strongly with apt and well-chosen examples showed strong insight into all 3 bullet points |

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 |
| Level 1 | 1-4 | <ul style="list-style-type: none">• some indication that the text is intended as a speech• some limited attempt to engage reader in subject• basic ability to fit language to required task• has at least some acknowledgement of the intended audience |
| Level 2 | 5-8 | <ul style="list-style-type: none">• a fair attempt to create a speech in a suitable format• generally adopts reasonably appropriate tone, but not sharply convincing or consistent• some attempt to fit language and style to purpose• has some register relevant to the specified audience |
| Level 3 | 9-12 | <ul style="list-style-type: none">• sound in its capacity to write appropriately for a speech• a clear grasp of how to relate to the specified audience• writes with sound control over style and tone• choice of register and vocabulary relates soundly to audience (peers) |
| Level 4 | 13-16 | <ul style="list-style-type: none">• writing shows good appreciation of required approach and format for a speech• a good, well-chosen tone of voice• vocabulary varied, flexible and appropriate to the task• relates well to the intended audience (peers), with use of appropriate register |
| Level 5 | 17-20 | <ul style="list-style-type: none">• style and structure very successful and highly appropriate to a speech• successful and consistent adoption of apt tone• choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly• engages audience with sympathy, flair and assured language control• an excellent, perceptive awareness of format |

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 |
| Level 0 | 0 | No rewardable material | | |
| Level 1 | 1 | Basic punctuation is used with some control | Grammatical structuring shows some control | Spelling of common words is usually correct, though inconsistencies are present |
| Level 2 | 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 |
| Level 3 | 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 |
| Level 4 | 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 |
| Level 5 | 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 |
|-----------------|---|
| 12 (a) | <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: different types of teams (large or small) e.g. school councils, sports teams, action or charity groups, fund-raising committees; the advantages of team work e.g. team spirit, cooperation, pooling ideas and expertise, shared workload, increased motivation; the disadvantages of team work e.g. strong characters may dominate, there could be conflict or disagreement in teams, individuals might make more effort and be more creative.</p> <p>N.B. Candidates may discuss working as an individual in a positive way.</p> <p>Examiners should be open to a wide range of interpretation.</p> |
| 12 (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> |
| 12 (c) | <p>Candidates may have quite a wide choice of areas – these may be imagined. They may refer to whole neighbourhoods or towns and villages or just a street.</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 |
|----------------|-------|---|---|--|---|
| Level 0 | 0 | No rewardable material | | | |
| Level 1 | 1-5 | The writing achieves limited success at a basic level | There is little awareness of the purpose of the writing | The writing uses a limited vocabulary and shows little variety of sentence structure | Organisation of the material is simple with limited success in introducing and developing a response |
| Level 2 | 6-10 | The writing expresses ideas which are broadly appropriate | There is some grasp of the purpose of the writing | The writing shows some evidence of control in the choice of vocabulary and sentence structure | Organisation of the material shows some grasp of text structure, with opening and development, and broadly appropriate paragraphing |
| Level 3 | 11-15 | The writing expresses and develops ideas in a clear, organised way | There is a generally clear sense of the purpose of the writing | The writing includes well-chosen vocabulary and shows some evidence of crafting in the construction of sentences | Organisation of the material is mostly sound , with a clear text structure, controlled paragraphing to reflect opening, development and closure, together with secure use of cohesive devices |

| | | | | | |
|----------------|-------|--|---|--|---|
| Level 4 | 16-20 | The writing presents effective and sustained ideas | There is a secure, sustained realisation of the purpose of the writing | The writing has aptly chosen vocabulary and well-controlled variety in the construction of sentences | Organisation of the material is fully secure , with a well-judged text structure, effective paragraphing and successful use of a range of cohesive devices between and within paragraphs |
| Level 5 | 21-25 | The writing achieves precision and clarity in presenting compelling and fully developed ideas | There is strong, consistent fulfilment of the writing task, sharply focused on the writer's purpose | The writing has an extensive vocabulary and mature control in the construction of varied sentence forms | Organisation of material is assured , with sophisticated control of text structure, skilfully sustained paragraphing and the effective application of a wide range 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 |
| Level 0 | 0 | No rewardable material | | |
| Level 1 | 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 |
| Level 2 | 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 |
| Level 3 | 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 |
| Level 4 | 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 |
| Level 5 | 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 |

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