



Pearson

# Mark Scheme (Results)

January 2017

Pearson Edexcel International GCSE  
In English Language (4EB0) Paper 01

edexcel 

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2017

Publications Code 4EB0\_01\_1701\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

## 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>• clean/shining white sand</li><li>• hard rippled sand</li><li>• sparkling water</li><li>• (myriads of) minute fish</li><li>• black rock</li><li>• greenish weed</li></ul> <p style="text-align: right;">(2 x 1)</p>	<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>• repeatedly rose to the surface to breathe</li><li>• took deep breaths</li><li>• searched the rock face</li><li>• clutched the rock/hung onto the rock</li><li>• his feet suddenly found the hole</li></ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3</b>	One mark each for any <b>three</b> of the following: <ul style="list-style-type: none"><li>• he would get dizzy</li><li>• fear of death</li><li>• fear of being trapped</li><li>• he would never do it</li><li>• worried about length of the tunnel</li><li>• the rock was wide</li><li>• the rock was heavy</li><li>• tons of rocks pressed down on him</li></ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>4</b>	<p>One mark each for any <b>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• he began counting</li> <li>• he edged his shoulders sideways into the tunnel</li> <li>• he used his feet to move forward</li> <li>• his back hit the roof/hurt his back</li> <li>• he banged his head/and became dizzy (allow dizzy)</li> <li>• there was no light/it was dark</li> <li>• he imagined he felt the weight of the rock</li> <li>• he worried about sea creatures and weed</li> <li>• he became alarmed</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>5</b>	<p>One mark for any of the following:</p> <ul style="list-style-type: none"> <li>• he feebly clutched at the rock</li> <li>• he pulled himself forward</li> <li>• he burst into the light</li> <li>• his hands groped forward</li> <li>• his feet propelled him to open sea</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

## Text Two

Question Number	Answer	Mark
<b>6</b>	One mark for any of the following: <ul style="list-style-type: none"><li>• scuba diving</li><li>• helicopter flying</li><li>• motorcycling</li></ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	One mark each for any <b>three</b> of the following: <ul style="list-style-type: none"><li>• sitting on the bottom of the bay</li><li>• taking mask off</li><li>• tried to put mask back on but could not do it</li><li>• water rushed up her nose</li><li>• thought she would drown</li><li>• started to rise and dive master grabbed her ankles</li><li>• it was an awful experience</li></ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>8</b>	One mark each for any <b>four</b> of the following <b>in own words</b> where possible: <ul style="list-style-type: none"><li>• unexpected bad weather</li><li>• bad storm</li><li>• dense fog</li><li>• flying low (allow 100 feet)</li><li>• near to trees</li><li>• pouring rain</li><li>• worried she would hit power cables</li><li>• thought she would crash</li><li>• she was scared</li><li>• suddenly found a landing site</li></ul> <p style="text-align: right;">(4 x 1)</p>	<b>(4)</b>

Question Number	Answer	Mark																
<p><b>9</b></p>	<p>One mark each for any <b>two</b> points. Further mark for development/support/detail for each point.</p> <table border="1" data-bbox="352 427 1254 1149"> <thead> <tr> <th data-bbox="352 427 804 461">Point</th> <th data-bbox="804 427 1254 461">Development/Support</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 461 804 533">Fear can damage you/restrict your life (1)</td> <td data-bbox="804 461 1254 533">'I would have been crippled by it' (1)</td> </tr> <tr> <td data-bbox="352 533 804 678">Challenges do not have to be expensive (1)</td> <td data-bbox="804 533 1254 678">'do a helicopter tour and enjoy the ride' / 'Scuba diving is more accessible' (1)</td> </tr> <tr> <td data-bbox="352 678 804 750">Challenges should not be ignored (1)</td> <td data-bbox="804 678 1254 750">'don't walk away' (1)</td> </tr> <tr> <td data-bbox="352 750 804 822">Opportunities to take part can excite you (1)</td> <td data-bbox="804 750 1254 822">'light up like a Christmas tree' (1)</td> </tr> <tr> <td data-bbox="352 822 804 893">Fear can be enjoyable (1)</td> <td data-bbox="804 822 1254 893">'It's delicious', 'enjoy fear as pleasure' (1)</td> </tr> <tr> <td data-bbox="352 893 804 1008">Experiencing fear can make you stronger and more confident (1)</td> <td data-bbox="804 893 1254 1008">'empowering experience', 'makes you feel more alive' (1)</td> </tr> <tr> <td data-bbox="352 1008 804 1149">You are more able to take charge of unforeseen situations (1)</td> <td data-bbox="804 1008 1254 1149">'taking power and control over a world that is random and difficult' (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	Fear can damage you/restrict your life (1)	'I would have been crippled by it' (1)	Challenges do not have to be expensive (1)	'do a helicopter tour and enjoy the ride' / 'Scuba diving is more accessible' (1)	Challenges should not be ignored (1)	'don't walk away' (1)	Opportunities to take part can excite you (1)	'light up like a Christmas tree' (1)	Fear can be enjoyable (1)	'It's delicious', 'enjoy fear as pleasure' (1)	Experiencing fear can make you stronger and more confident (1)	'empowering experience', 'makes you feel more alive' (1)	You are more able to take charge of unforeseen situations (1)	'taking power and control over a world that is random and difficult' (1)	<p style="text-align: right;"><b>(4)</b></p>
Point	Development/Support																	
Fear can damage you/restrict your life (1)	'I would have been crippled by it' (1)																	
Challenges do not have to be expensive (1)	'do a helicopter tour and enjoy the ride' / 'Scuba diving is more accessible' (1)																	
Challenges should not be ignored (1)	'don't walk away' (1)																	
Opportunities to take part can excite you (1)	'light up like a Christmas tree' (1)																	
Fear can be enjoyable (1)	'It's delicious', 'enjoy fear as pleasure' (1)																	
Experiencing fear can make you stronger and more confident (1)	'empowering experience', 'makes you feel more alive' (1)																	
You are more able to take charge of unforeseen situations (1)	'taking power and control over a world that is random and difficult' (1)																	

## Both Texts

Question Number	Answer	Mark
<p><b>10</b></p>	<p>Accept EITHER choice:            For chosen text: (4 marks)  <b>Two</b> marks for choice stated with clear personal response shown  <b>Two</b> marks for clear reference to text with examples given from text to support choice made e.g.</p> <p>Text 1</p> <ul style="list-style-type: none"> <li>• fiction</li> <li>• third person</li> <li>• a child's perspective</li> <li>• only 1 challenge described</li> <li>• lots of detail</li> <li>• lots of feelings</li> <li>• a personal challenge</li> <li>• more informal in tone</li> </ul> <p>Text 2</p> <ul style="list-style-type: none"> <li>• non-fiction</li> <li>• first person</li> <li>• adult perspective</li> <li>• several challenging activities</li> <li>• less detail</li> <li>• persuasive</li> </ul> <p>Both texts</p> <ul style="list-style-type: none"> <li>• confront their fears</li> <li>• learn something from their experiences</li> </ul> <p>For the other text: (2 marks)  <b>One</b> mark for a clear personal response for reason text not chosen  <b>One</b> mark for an example to illustrate reason</p> <p>Marks may be awarded for development of points as well as reference.</p> <p>Close critical analysis of language is an acceptable response.</p> <p>Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.</p> <p>Reward all valid responses that clearly state the reasons for the choices made.</p> <p style="text-align: right;">(4 + 2)</p>	<p style="text-align: center;"><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 (QWC) – 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 list indicates some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use examples of other activities than those mentioned in the passages.</p> <p><b>The possible range of activities:</b></p> <ul style="list-style-type: none"> <li>• personal challenges</li> <li>• underwater swimming</li> <li>• scuba diving</li> <li>• flying helicopters</li> <li>• motor-cycling</li> <li>• extreme sports</li> </ul> <p><b>The types of experiences:</b></p> <ul style="list-style-type: none"> <li>• fear</li> <li>• determination</li> <li>• pain</li> <li>• injuries</li> <li>• pride at achievement</li> <li>• best experience ever</li> <li>• independence</li> <li>• freedom</li> <li>• survival</li> </ul> <p><b>What might be learned:</b></p> <ul style="list-style-type: none"> <li>• how to overcome fear</li> <li>• find out what you are capable of</li> <li>• learn how to enjoy the thrill</li> <li>• how to be in charge</li> <li>• gain more confidence</li> <li>• growing up</li> <li>• feel more alive</li> <li>• get more out of life</li> </ul> <p>Reward all valid points.</p>

## AO1

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

Level	Mark	Descriptor Candidates should have:
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"><li>referred to at least <b>one</b> bullet point</li><li>included a small number of points with some relevance</li><li>included some basic reference to experiences</li><li>demonstrated a limited ability to locate and retrieve ideas and information</li><li>given a relevant amount of limited detail</li></ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"><li>offered comment on at least <b>two</b> of the bullet points</li><li>given some relevant points</li><li>demonstrated some awareness of experiences</li><li>brought in some relevant supportive points or evidence</li><li>offered detail based on some relevant information</li><li>showed some reasonable awareness of what was enjoyable</li></ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"><li>covered all <b>three</b> bullet points securely</li><li>offered a reasonable number of relevant points</li><li>demonstrated sound awareness of the experiences</li><li>showed secure appreciation of positive and negative aspects</li><li>used appropriate material relevantly</li><li>showed sound awareness of all 3 bullet points</li></ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"><li>covered all <b>three</b> bullet points systematically</li><li>offered a good number of relevant points, probably such as those suggested in indicative content</li><li>demonstrated sustained consideration of the experiences</li><li>made well-focused, pertinent comments about all aspects</li><li>used evidence in an effective way</li><li>demonstrated a good appreciation of all 3 bullet points</li></ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"><li>covered all <b>three</b> bullet points in appropriate depth</li><li>offered a wide range of relevant points such as those suggested in indicative content</li><li>demonstrated strong regard to the nature of the experiences</li><li>presented well-focused comments with strong reference to all aspects</li><li>supported their points strongly with apt and well-chosen examples</li><li>showed strong insight into all 3 bullet points</li></ul>

## AO2

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

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-4	<ul style="list-style-type: none"><li>• some indication that the text is intended as a 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 (a friend)</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 (a friend)</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 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

## SECTION C

Assessment Objectives:

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

Question Number	Indicative content
<b>12 (a)</b>	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: how pushing the limits is essential to develop your character; how experiencing as much as possible helps you to enjoy life more; it may be selfish to think only about how you can enjoy yourself; thrill-seekers do not really care about anyone else.</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. 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 choose a real or imagined person, living or dead. It may be a friend, family member or celebrity/someone famous.</p> <p>Candidates should be rewarded for their powers to evoke a sense of the person chosen, 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

<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



Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom