



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel International GCSE in
English Language (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.

SECTION A

Paper 1

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 for any one of the following: <ul style="list-style-type: none">• teenagers can be happy in the right situations• the majority are happy every day• they have positive relationships with parents• they are less likely to drink or use drugs• they act in positive or connected ways <p style="text-align: right;">(1 x 1)</p>	(1)

Question Number	Answer	Mark
2	One mark each for any two of the following: <ul style="list-style-type: none">• gives many mental health benefits• helps them to have a sense of meaning in life• they are less likely to have (a lower likelihood of) depressive symptoms• (develops vital skills of) cooperation• (develops vital skills of) perseverance• they feel better about their lives• they feel more connected (to others) <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
3	<p>One mark each for any four of the following in own words where possible:</p> <ul style="list-style-type: none"> • healthy teenagers are happier • teenagers who drink alcohol are more likely to be unhappy • teenagers who smoke are more likely to be unhappy • a good varied diet is important/eat lots of fruit and vegetables • taking part in sports is important • energetic activities outside are good for you • spending too long on computers is bad for you • being with friends makes you happier • being outdoors more is good for you • people who sit around are less active/tend to be less happy <p style="text-align: right;">(4 x 1)</p>	(4)

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"> • happy teenagers earn more money before they are 30 • very happy teenagers earn considerably more money • can develop creativity • can help develop a caring attitude • can help with personal relationships • helps with how well they cope with adult life <p style="text-align: right;">(3 x 1)</p>	(3)

Question Number	Answer	Mark
5	<p>One mark each for any three of the following in own words where possible:</p> <ul style="list-style-type: none"> • earnings do not affect young people's happiness • being very poor can impact on young children's happiness • do not have to be rich to be happy • money does give teenagers more freedom for socialising • teenagers are most cheerful when they are associating or relating to other people/their peers • shopping/buying things does not always make them happy <p style="text-align: right;">(3 x 1)</p>	(3)

Text Two

Question Number	Answer	Mark
6	<p>One mark for one positive emotion:</p> <ul style="list-style-type: none"> • enjoyment • hope <p>One mark for one negative emotion:</p> <ul style="list-style-type: none"> • fear • anger <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
7	<p>One mark each for any two of the following:</p> <ul style="list-style-type: none"> • making the most of the good times • coping effectively with the (inevitable) bad times • experiencing the best possible life overall <p style="text-align: right;">(2 x 1)</p>	(2)

Question Number	Answer	Mark
8	<p>One mark each for any three of the following in own words where possible:</p> <ul style="list-style-type: none"> • businesses with happy workers are more financially successful / are more productive • happy young people earn more in the future • happy school children have better results • happy school children behave better • happy people make better choices • happy people are more imaginative/inventive • happiness brings success in life <p style="text-align: right;">(3 x 1)</p>	(3)

Question Number	Answer	Mark														
9	<p>One mark each for any two points. One mark for supporting quotation for each point.</p> <table border="1" data-bbox="352 389 1254 1357"> <thead> <tr> <th data-bbox="352 389 804 423">Point</th> <th data-bbox="804 389 1254 423">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 423 804 602">Happy people are healthier (1)</td> <td data-bbox="804 423 1254 602">'half as likely to catch a cold virus' / '50% lower risk of experiencing a cardiovascular event' (1)</td> </tr> <tr> <td data-bbox="352 602 804 745">Happy people take fewer risks (1)</td> <td data-bbox="804 602 1254 745">'more likely to wear seat belts' / 'less likely to be involved in road accidents' (1)</td> </tr> <tr> <td data-bbox="352 745 804 925">Happy people are better at handling money (1)</td> <td data-bbox="804 745 1254 925">'more financially responsible' / 'tending to save more' / 'have more control over their expenditures' (1)</td> </tr> <tr> <td data-bbox="352 925 804 1068">Happy people make beneficial inputs into their society (1)</td> <td data-bbox="804 925 1254 1068">'more likely to vote' / 'do voluntary work' / 'participate in public activities' (1)</td> </tr> <tr> <td data-bbox="352 1068 804 1140">Happy people are more law-abiding (1)</td> <td data-bbox="804 1068 1254 1140">'greater respect for law and order' (1)</td> </tr> <tr> <td data-bbox="352 1140 804 1357">Happiness is infectious or contagious (1)</td> <td data-bbox="804 1140 1254 1357">'happiness is catching' / 'their happiness affected others in their networks' / 'a measurable impact on the mood of our friends and also their friends.' (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	Quotation	Happy people are healthier (1)	'half as likely to catch a cold virus' / '50% lower risk of experiencing a cardiovascular event' (1)	Happy people take fewer risks (1)	'more likely to wear seat belts' / 'less likely to be involved in road accidents' (1)	Happy people are better at handling money (1)	'more financially responsible' / 'tending to save more' / 'have more control over their expenditures' (1)	Happy people make beneficial inputs into their society (1)	'more likely to vote' / 'do voluntary work' / 'participate in public activities' (1)	Happy people are more law-abiding (1)	'greater respect for law and order' (1)	Happiness is infectious or contagious (1)	'happiness is catching' / 'their happiness affected others in their networks' / 'a measurable impact on the mood of our friends and also their friends.' (1)	(4)
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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> <p>Text 1</p> <ul style="list-style-type: none"> • is directed towards parents • uses sub-headings to break the text up • uses bullet points for some key points • is slightly more formal in tone <p>Text 2</p> <ul style="list-style-type: none"> • uses inclusive pronouns to engage reader e.g. 'we', 'us' • is aimed at a general audience • has a slightly less formal tone <p>Both texts</p> <ul style="list-style-type: none"> • use evidence/research • support the importance of happiness <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> <p style="text-align: right;">(6)</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
11	<p>A suitable register for a talk to peers 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 other examples than those mentioned in the passages.</p> <p>What might make you happy:</p> <ul style="list-style-type: none">• being positive in our outlook• friends and family• relating to other people• being appreciative or thankful for what we have• developing healthy eating habits/eating a varied diet• avoiding alcohol• avoiding tobacco• getting involved in sporting activities• taking part in outdoor activities• not sitting indoors all day• not spending too much time on computers <p>What might make you unhappy:</p> <ul style="list-style-type: none">• bad feelings/dissatisfaction• conflict• being a teenager/hormonal changes• drinking alcohol• taking drugs• being ungrateful• not eating properly• not getting enough exercise <p>Reasons why it is important to be happy:</p> <ul style="list-style-type: none">• earning more money• achieving better results in school• being more decisive• being more creative• being more caring• being healthier• living longer• becoming involved in helping to improve society• being more law-abiding• taking fewer risks. <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 happiness 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 happiness brought in some relevant supportive points or evidence offered detail based on some relevant information showed some reasonable awareness of happiness
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 happiness showed secure appreciation of positive and negative 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 happiness 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 to the nature of happiness 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 talk • 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 (peers)
Level 2	5-8	<ul style="list-style-type: none"> • a fair attempt to create a talk 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 (peers)
Level 3	9-12	<ul style="list-style-type: none"> • sound in its capacity to write appropriately for a talk • 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 talk • 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 talk • successful and consistent adoption of apt tone • choice of register and vocabulary extremely well-adapted to audience (peers), communicating effectively and lucidly • engages audience (peers) with sympathy, flair and assured language control • an excellent, perceptive awareness of format

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
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: personal reasons why life is good or bad; global, environmental or political reasons; that bad news fills the media; the future offers many positive things or the future looks bleak.</p> <p>Examiners should be open to a wide range of interpretation.</p>

Question Number	Indicative content
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>

Question Number	Indicative content
12 (c)	<p>Candidates may choose a range of celebratory events which may be real or imaginary. These may be personal celebrations or those associated with national or religious customs.</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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