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Mark Scheme (Results)

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Pearson Edexcel International GCSE  
In English Language B (4EB1)  
Paper 1

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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.
- In some cases details of what will not be accepted for a marking point will be identified below the phrase 'do not accept'.
- 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

AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.
AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## SECTION A: Reading

### Text One

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• her room</li><li>• pockets</li><li>• clothing</li><li>• in the wardrobe</li><li>• (old) rucksacks</li><li>• (old) handbags/bags</li><li>• books</li><li>• bookcase</li><li>• the whole flat</li></ul>	(1)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• gasping for breath</li><li>• running through the streets</li><li>• counting the numbers on the mansions</li><li>• looking for the Irish Embassy</li><li>• panting up the steps and back down again</li><li>• going to the wrong entrance</li><li>• going down the rickety spiral staircase</li></ul>	(1)

Question Number	Answer	Mark
3	<p>Reward responses that explain how the writer presents her experience of losing her passport.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• sets an optimistic opening for the story: 'I was going to spend Christmas with her'</li> <li>• the use of "official things' drawer' gives the initial impression that she is organised</li> <li>• the use of 'there it was – gone!' creates a sense of drama and panic</li> <li>• the use of the short sentence: 'Except it couldn't be'</li> <li>• the use of the contrast of 'rummaged' and 'systematically'</li> <li>• the description of the physical symptoms of panic: 'mouth went a little dry', 'heart rate increased'</li> <li>• the use of capitals to emphasise her predicament: 'Was Not There'</li> <li>• the use of aggressive language: 'began to tear my room apart', 'launched an attack', 'whirling'</li> <li>• the descriptions of her reactions: 'whimpering with terror', 'hollow-eyed manic wreck', 'taste of panic in my mouth'</li> <li>• the description of the difficulty she has filling in the form: 'so frenzied the letters kept dancing'</li> <li>• the use of the simile 'like I was a man parachuting into enemy territory' suggests how challenging she finds the experience</li> <li>• the use of active verbs to describe her journey to the passport office: 'gasping', 'running', 'counting', 'panted'</li> <li>• the metaphor 'My heart almost leapt out of my chest with panic' captures her feelings</li> <li>• the use of hyperbole: 'tragic tale'</li> <li>• the use of a humorous/light-hearted tone</li> <li>• ends on a positive note reflecting the optimism of the opening: 'We'd better organise you a new passport'.</li> </ul>	<b>(10)</b>

<b>Question 3</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

## Text Two

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• go from one room to another</li><li>• only move on if you have searched everywhere in the room</li><li>• don't go round in circles</li><li>• don't waste time returning to an area you have already searched</li></ul>	(1)

Question Number	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• neon Post-it notes</li><li>• colourful key chain toggles</li><li>• keep the ringer on your phone switched on</li><li>• have a colourful phone case</li><li>• make sure items stand out/use something bright or colourful</li><li>• use high-tech solutions</li><li>• use trackers (which you attach to an item)</li><li>• use apps</li></ul>	(2)

Question Number	Answer	Mark
6	<p>Reward responses that demonstrate how the writer presents advice about finding lost items.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• the use of 'experts' in the first sentence suggests credibility</li> <li>• the use of reassurance: 'an everyday occurrence'</li> <li>• the use of the simile 'like going on a treasure hunt without a map'</li> <li>• the use of a humorous aside: 'Consider printing this out'</li> <li>• the use of sub-headings</li> <li>• the use of an author, 'Michael Solomon', and helpful quotations from him add to the reassuring tone: 'There are no missing objects.'</li> <li>• the use of advice from a PhD student: 'Go from one room to another'</li> <li>• the use of clear and focused instructions: 'don't waste time returning to it'</li> <li>• the language used is often imperative: 'Go'. 'Don't go', 'Try to', 'Think about'</li> <li>• the use of direct address: 'you'</li> <li>• the use of experts: 'Irene Khan, a professor', 'Dr. Devi, a doctor', 'April Masini, who writes about relationships and behaviour for her website'</li> <li>• the use of a researcher, 'Anna Nowakowska', and her research: 'Our results suggest'</li> <li>• the use of common-sense advice e.g. 'Neon Post-it notes', 'colourful key chain', 'coloured case', reassures readers that it is something they can do</li> <li>• the reassurance offered in the final sentence: 'faulty memory is not a sign of lower intelligence'.</li> </ul>	<b>(10)</b>



<b>Question 6</b>		
<b>Level</b>	<b>Mark</b>	<b>AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

Question Number	Indicative content
7	<p>Responses may include the following points:</p> <p><b>Text One</b></p> <ul style="list-style-type: none"> <li>the initial paragraph suggests that the writer is organised: 'my "official things" drawer'</li> <li>identifies the familiar feelings associated with losing things: 'my mouth went a little dry', 'my heart-rate increased', 'sweaty hands'</li> <li>the writer's actions emphasise the panic: 'began to fear', 'pulling books', 'launched an attack', 'whirling'</li> <li>the description of the writer going to the passport office suggests the difficulties: 'I was so frenzied....', 'gasping for breath', 'burst through the door'</li> <li>despite not finding her passport, the text ends on a positive note: 'We'd better organise you a new passport.'</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>it is a personal account</li> <li>it includes other people: 'Charlotte', 'a plumpish young man'</li> <li>the style is informal and anecdotal</li> <li>the writer uses direct speech.</li> </ul> <p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>Starts with a familiar scenario: '....nowhere to be found. Where could they be?'</li> <li>the writer uses 'experts' to add credibility: 'Michael Solomon', 'Corbin Cunningham', 'Anna Nowakowski', 'Irene Khan', 'Dr Devi'</li> <li>these people have respectable jobs: 'writer', 'PhD student', 'researcher', 'professor', 'doctor'</li> <li>offers detailed suggestions for finding lost items: 'Go from one room to another', 'not to look where you don't need to', 'retrace your steps'</li> <li>it ends with reassurance: 'forgetting is normal'.</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>it is an article</li> <li>it is advisory</li> <li>it engages the reader through direct address: 'we', 'you'.</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>Text One is entertaining, Text Two offers practical advice</li> <li>Text One is an anecdotal personal account; Text Two is an informative article</li> <li>Text One uses friends and family to present ideas; Text Two uses experts</li> <li>Text One focuses on an individual's experience; Text Two has a broader perspective</li> <li>both texts describe the experience of losing things</li> <li>both texts suggest ways of coping with losing things</li> <li>both texts demonstrate positively that the problems can be resolved</li> <li>both texts clearly convey the writers' ideas and perspectives.</li> </ul> <p>Reward all valid points.</p>

Question 7		
Level	Mark	A03 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</b></p>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts; they are discriminating and fully support the points being made.</li> </ul>

## SECTION B: Reading and Writing

Question Number	Indicative content
8	<p>A suitable register for a talk to peers should be adopted. Candidates should address all areas. The following are 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><b>Important items that may be lost</b></p> <ul style="list-style-type: none"><li>• passports</li><li>• keys</li><li>• wallets/purses/money</li><li>• documents</li><li>• notebooks/paperwork</li><li>• phones</li><li>• other technological items</li><li>• other valuable items</li></ul> <p><b>What you should not do</b></p> <ul style="list-style-type: none"><li>• panic</li><li>• search without a plan</li><li>• make a mess</li><li>• rush about</li><li>• look in the same place several times</li><li>• look in silly places</li><li>• waste time looking where there is no chance of the lost item being found</li></ul> <p><b>What you should do</b></p> <ul style="list-style-type: none"><li>• try to replace the lost item (if you really cannot find it)</li><li>• look near where the lost item should be</li><li>• organise your search</li><li>• search thoroughly</li><li>• look in untidy areas</li><li>• try to think where you were / what was happening the last time you saw the item</li><li>• prepare valuable/important items to make them easily visible.</li></ul> <p>Reward all valid points.</p>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>AO1</b> Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is limited.</li> <li>• Includes a small number of points with some relevance.</li> <li>• Demonstrates a limited ability to locate and retrieve information and ideas.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is valid, but not developed.</li> <li>• Gives some relevant points.</li> <li>• Brings in some relevant information and ideas.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made.</li> <li>• Offers a reasonable number of relevant points.</li> <li>• Shows secure appreciation of information and ideas.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made.</li> <li>• Offers a good number of relevant points.</li> <li>• Makes well-focused comments about information and ideas.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.</li> <li>• Offers a wide range of relevant points.</li> <li>• Presents well-focused comments with perceptive references to information and ideas.</li> </ul>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	5-7	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	8-10	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	11-12	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

<b>Question 8</b>		
<b>Level</b>	<b>Mark</b>	<b>AO5</b> Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>• Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>• Uses basic vocabulary, often misspelt.</li> <li>• Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>• Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>• Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>• Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing</li> <li>• Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors</li> <li>• Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>• Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>• Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

## SECTION C: Writing

Question Number	Indicative content
9	<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: it is important to think about the future; students have to make decisions about what they study; having a plan can help to encourage you to achieve it; a plan will help you to focus on what is important; some people prefer to 'go with the flow' and are still successful; having a definite plan can stop you from taking alternative opportunities; students are too young to make decisions that will affect their future; we do not know what the future will bring, so having a plan is pointless.</p> <p>Examiners should be open to a wide range of interpretation.</p>

Question Number	Indicative content
10	<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>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> <p>Examiners should be open to a wide range of interpretation.</p>

Question Number	Indicative content
11	<p>Candidates may choose a range of people who may be real or imaginary. Answers may include descriptions of the person, what they have done and the ways they have been helpful.</p> <p>Candidates should be rewarded for their powers to evoke a sense of the person chosen and his/her qualities and the effect of the help given using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>



<b>Questions 9, 10 and 11</b>		
<b>Level</b>	<b>Mark</b>	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
<b>Level 1</b>	1-4	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	5-8	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	9-12	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	13-16	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	17-20	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated use of form, tone and register.</li> </ul>

<b>Questions 9, 10 and 11</b>		
<b>Level</b>	<b>Mark</b>	<b>AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</b>
	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> <li>Uses basic vocabulary, often misspelt.</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> <li>Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structures as appropriate.</li> </ul>
<b>Level 4</b>	7-8	<ul style="list-style-type: none"> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> <li>Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul>

