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## **Mark Scheme (Results)**

Summer 2018

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than 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.

## 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 for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• had a fairly sheltered childhood</li><li>• did not have access to phones</li><li>• did not have access to social media</li><li>• believed what her parents told her</li><li>• agreed with her parents</li><li>• thought her parents knew everything</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>two</b> of the following: <ul style="list-style-type: none"><li>• she was able to see first-hand accounts</li><li>• she started understanding more</li><li>• she was engaging with what she saw</li><li>• she was able to see pictures and videos of events</li><li>• she wholly experienced what was going on</li><li>• it gave her information / fully aware</li><li>• it allowed her to express herself</li></ul> <p style="text-align: right;">(2 x 1)</p> | <b>(2)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>3</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>• it has helped her to express her ideas</li><li>• it has developed her self-confidence</li><li>• she can find out information</li><li>• she can find different aspects/perspectives of a story</li><li>• it helped her to be less self-conscious and worried</li><li>• she was able to take part in debates with her family</li><li>• she felt able to contradict her family</li><li>• she felt educated</li><li>• she felt liberated</li></ul> <p style="text-align: right;">(4 x 1)</p> | <b>(4)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mark       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>4</b>        | <p>One mark each for any <b>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• it enables people to have more social interaction (allow social)</li> <li>• it helps with understanding world events and problems</li> <li>• it provides support and evidence in discussions with family and friends</li> <li>• it enables more challenging discussions</li> <li>• there can be discussions with strangers about important issues/events</li> <li>• it has helped with awareness of global/world problems</li> </ul> <p style="text-align: right;">(3 x 1)</p> | <b>(3)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                   | Mark       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>5</b>        | <p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• it incites change/makes a change</li> <li>• it involves oneself in social actions</li> <li>• it forms individual thoughts/opinions</li> <li>• it gives power to make changes</li> <li>• it is universally usable</li> </ul> <p style="text-align: right;">(2 x 1)</p> | <b>(2)</b> |

## Text Two

| Question Number | Answer                                                                                                                                                                                                                                                                                                                    | Mark       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>6</b>        | One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• unable to protect loved ones</li><li>• know little about children's mistakes</li><li>• are less educated about dangers</li><li>• are less able to offer wisdom or guidance</li></ul> <p style="text-align: right;">(2 x 1)</p> | <b>(2)</b> |

| Question Number | Answer                                                                                                                                                                                                            | Mark       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>7</b>        | One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• distrust</li><li>• dishonesty</li><li>• communication difficulties</li></ul> <p style="text-align: right;">(2 x 1)</p> | <b>(2)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>8</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>• (CEOP - allow) educates people</li><li>• (CEOP) tries to keep children safe</li><li>• (CEOP) prosecutes wrongdoers</li><li>• there have been many developments in education in recent years</li><li>• more guidance for all young people</li><li>• (NSPCC) suggests an emphasis on reducing threats from other young people</li></ul> <p style="text-align: right;">(3 x 1)</p> | <b>(3)</b> |

| Question Number                                                       | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark  |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|---------------------------------------------|-----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------|-----------------------------------------------|---------------------------------------------|------------|
| 9                                                                     | <p>One mark each for any <b>two</b> points.<br/>One mark for quotation in support of <b>each</b> point.</p> <table border="1" data-bbox="352 461 1254 1464"> <thead> <tr> <th data-bbox="352 461 804 495">Point</th> <th data-bbox="804 461 1254 495">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 495 804 600">Parents must communicate with teenagers (1)</td> <td data-bbox="804 495 1254 600">'engaging in open discussion' (1)</td> </tr> <tr> <td data-bbox="352 600 804 705">Parents always pay attention to what their children are doing (1)</td> <td data-bbox="804 600 1254 705">'showing a consistent interest in their patterns of behaviour' (1)</td> </tr> <tr> <td data-bbox="352 705 804 810">Parents must be honest when talking to teenagers (1)</td> <td data-bbox="804 705 1254 810">'talking to teenagers openly can only pay dividends' (1)</td> </tr> <tr> <td data-bbox="352 810 804 960">Parents should set limits on teenage behaviour from the beginning (1)</td> <td data-bbox="804 810 1254 960">'firm boundaries from the outset' (1)</td> </tr> <tr> <td data-bbox="352 960 804 1281">There are some practical things parents can do (1)</td> <td data-bbox="804 960 1254 1281">'Ensuring that laptops are not used in bedrooms'/' preventing mobile phone and internet access late in the evening'/' keeping such devices away from children at night-time' (1)</td> </tr> <tr> <td data-bbox="352 1281 804 1355">Parents must believe that they are right (1)</td> <td data-bbox="804 1281 1254 1355">'what they know to be sensible behaviour' (1)</td> </tr> <tr> <td data-bbox="352 1355 804 1464">Parents must not deviate from their rules (1)</td> <td data-bbox="804 1355 1254 1464">'a firm stance'/' consistency is vital' (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 | Parents must communicate with teenagers (1) | 'engaging in open discussion' (1) | Parents always pay attention to what their children are doing (1) | 'showing a consistent interest in their patterns of behaviour' (1) | Parents must be honest when talking to teenagers (1) | 'talking to teenagers openly can only pay dividends' (1) | Parents should set limits on teenage behaviour from the beginning (1) | 'firm boundaries from the outset' (1) | There are some practical things parents can do (1) | 'Ensuring that laptops are not used in bedrooms'/' preventing mobile phone and internet access late in the evening'/' keeping such devices away from children at night-time' (1) | Parents must believe that they are right (1) | 'what they know to be sensible behaviour' (1) | Parents must not deviate from their rules (1) | 'a firm stance'/' consistency is vital' (1) | <b>(4)</b> |
| Point                                                                 | Quotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
| Parents must communicate with teenagers (1)                           | 'engaging in open discussion' (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
| Parents always pay attention to what their children are doing (1)     | 'showing a consistent interest in their patterns of behaviour' (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
| Parents must be honest when talking to teenagers (1)                  | 'talking to teenagers openly can only pay dividends' (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
| Parents should set limits on teenage behaviour from the beginning (1) | 'firm boundaries from the outset' (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
| There are some practical things parents can do (1)                    | 'Ensuring that laptops are not used in bedrooms'/' preventing mobile phone and internet access late in the evening'/' keeping such devices away from children at night-time' (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
| Parents must believe that they are right (1)                          | 'what they know to be sensible behaviour' (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |
| Parents must not deviate from their rules (1)                         | 'a firm stance'/' consistency is vital' (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |           |                                             |                                   |                                                                   |                                                                    |                                                      |                                                          |                                                                       |                                       |                                                    |                                                                                                                                                                                  |                                              |                                               |                                               |                                             |            |

## Both Texts

| Question         | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark                                                                                   |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p><b>10</b></p> | <p>Accept EITHER choice:<br/>           For chosen text: (4 marks)<br/> <b>Two</b> marks for choice stated with clear personal response shown;<br/> <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>• is a first-person account</li> <li>• is informal</li> <li>• is colloquial/chatty in style</li> <li>• includes the audience e.g. 'you', 'us'</li> <li>• is positive in promoting the use of social media and the Internet</li> </ul> <p>Text 2</p> <ul style="list-style-type: none"> <li>• is aimed at parents</li> <li>• uses inclusive pronouns to engage reader e.g. 'we', 'us'</li> <li>• has a formal tone</li> <li>• uses evidence from organisations</li> <li>• is negative and focuses on dangers</li> </ul> <p>For the other text: (2 marks)<br/> <b>One</b> mark for a clear personal response for reason text not chosen.<br/> <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: right;"><b>(6)</b></p> |

## SECTION B

Assessment Objectives:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (10 marks)
- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (20 marks)
- AO3 – Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (5 marks)

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11       | <p>A suitable register for a website contribution 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><b>The benefits:</b></p> <ul style="list-style-type: none"> <li>• provides information</li> <li>• presents information in a way which engages teenagers</li> <li>• provides instant updates</li> <li>• is often live</li> <li>• develops self-confidence</li> <li>• improves social skills</li> <li>• is empowering</li> <li>• is universally available</li> </ul> <p><b>The problems:</b></p> <ul style="list-style-type: none"> <li>• parents feel powerless</li> <li>• parents do not know what teenagers are doing</li> <li>• parents feel they cannot offer guidance</li> <li>• cyberbullying from peers</li> <li>• inappropriate contact from unsuitable adults/grooming</li> <li>• access to adult content</li> <li>• lack of parental supervision</li> <li>• some parents allow access to unsuitable games</li> </ul> <p><b>Advice for parents and teenagers:</b></p> <ul style="list-style-type: none"> <li>• use it carefully</li> <li>• use it for positive reasons</li> <li>• parents should discuss their concerns with teenagers</li> <li>• parents must have clear limits</li> <li>• parents should limit time on line</li> <li>• parents should be consistent</li> <li>• children should be vigilant/careful and take responsibility</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<br>Candidates should have:                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 0</b> | 0    | No rewardable material                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Level 1</b> | 1-2  | <ul style="list-style-type: none"><li>referred to at least <b>one</b> bullet point</li><li>included a small number of points with some relevance</li><li>included some basic reference to the issues</li><li>demonstrated a limited ability to locate and retrieve ideas and information</li><li>given a relevant amount of limited detail</li></ul>                                                                                                                     |
| <b>Level 2</b> | 3-4  | <ul style="list-style-type: none"><li>offered comment on at least <b>two</b> of the bullet points</li><li>given some relevant points</li><li>demonstrated some awareness of the issues</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 the problems and benefits</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 issues</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 issues</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 issues</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 website contribution</li><li>• some limited attempt to engage reader in subject</li><li>• basic ability to fit language to required task</li><li>• has at least some acknowledgement of the intended audience</li></ul>                                                                                                                                             |
| <b>Level 2</b> | 5-8   | <ul style="list-style-type: none"><li>• a fair attempt to create a website contribution in a suitable format</li><li>• generally adopts reasonably appropriate tone, but not sharply convincing or consistent</li><li>• some attempt to fit language and style to purpose</li><li>• has some register relevant to the specified audience</li></ul>                                                                                                         |
| <b>Level 3</b> | 9-12  | <ul style="list-style-type: none"><li>• sound in its capacity to write appropriately for a website contribution</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</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 website contribution</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, 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 website contribution</li><li>• successful and consistent adoption of apt tone</li><li>• choice of register and vocabulary extremely well- adapted to audience, 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:</p> <ul style="list-style-type: none"><li>• positive points e.g. the skills that can be acquired; the knowledge that can be gained; the social aspects of online gaming; that moderation is important</li><li>• negative points e.g. the addictive nature of the games; the violence; unsavoury settings; the immoral nature of the content.</li></ul> <p>Examiners should be open to a wide range of interpretation.</p> |

| Question Number | Indicative content                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>12 (b)</b>   | <p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>Examiners should be open to a wide range of interpretation.</p> <p>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> |

| Question Number | Indicative content                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>12 (c)</b>   | <p>Candidates may choose a range of views which may be real or imaginary. These may be pleasant and attractive but may also be unpleasant. The views may be rural, coastal, urban or industrial.</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<br>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            |

