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Edexcel

## Mark Scheme (Results)

January 2019

Pearson Edexcel International GCSE  
In English Language B (4EB0)

Paper 01

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than 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 each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• growing gap in achievement</li><li>• fewer rural children reach Year 7 educational targets less (than 60%) complete Year 12</li></ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2</b>	One mark each for any <b>three</b> of the following: <ul style="list-style-type: none"><li>• it is a state-run selective high school/have to sit a test</li><li>• students come from all corners of the state</li><li>• offers a broad range of educational opportunities</li><li>• opportunities for kids in remote and rural areas</li><li>• it is two schools in one</li><li>• students study English, Maths and Science</li><li>• allows students to study subjects not offered at their local school</li><li>• gives students and parents choice</li><li>• offers live online lessons/revolutionary/distinct</li></ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3</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>• the lessons take place in real time (allow real time)</li> <li>• they use technology (allow online conferencing software, webcams and microphones)</li> <li>• the school environment is virtual</li> <li>• the students can interact with each other in virtual spaces e.g. playgrounds</li> <li>• there is a virtual lecture hall for talks by outsiders</li> <li>• there is a space for a parent-teacher meeting</li> <li>• talks can be from other organisations/master classes</li> <li>• people from around the world can contribute</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>4</b>	<p>One mark each for any <b>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• students can study while living in their own home towns/at their local schools</li> <li>• students' personal needs are looked after</li> <li>• students can be part of a larger group with the same outlook and intelligence</li> <li>• students can connect with the wider world</li> <li>• schools can share their information/materials</li> <li>• schools can share their skills</li> <li>• schools can group together to provide lessons</li> <li>• one teacher can teach students at several schools at the</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

## Text Two

Question Number	Answer	Mark
5	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"><li>• they are in T-shirts and shorts</li><li>• they are barefoot or in socks</li><li>• they are sitting on couches, chairs and the floor</li><li>• they have arms draped around each other</li><li>• they appear to be friends</li></ul> <p>(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
6	<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>• the students are very friendly with each other</li><li>• every student is eager to talk/do not hesitate to answer questions</li><li>• every student is enthusiastic</li><li>• they have their own views and ideas</li><li>• they are able to make well thought-out comments</li><li>• they can communicate clearly</li><li>• students are encouraged to think independently</li><li>• the students' ability to enjoy education has increased/passion for learning/keen on learning</li></ul> <p>(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark										
<b>7</b>	<p>One mark each for any <b>two</b> points.            One mark for supporting quotation for <b>each</b> point.</p> <p style="text-align: right;">Point</p> <p style="text-align: center;">Quotation</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td>It is not based in one place (1)</td> <td>'the world might actually be their classroom' (1) 'a travelling school' (1)</td> </tr> <tr> <td>The interaction between teachers and students is different (1)</td> <td>'the relationship with teachers here is unique' (1)</td> </tr> <tr> <td>Teaching is not based on traditional methods (1)</td> <td>'Here it's different' (1)</td> </tr> <tr> <td>The lessons are different/practical (1)</td> <td>'Think Global School is about hands-on learning' (1)</td> </tr> <tr> <td>Teachers deliberately ask open-ended questions (1)</td> <td>'the questions we're asked don't necessarily have definite answers' (1)</td> </tr> </tbody> </table> <p>Reward all valid responses and use of evidence.</p> <p style="text-align: right;">(2 x 2)</p>	It is not based in one place (1)	'the world might actually be their classroom' (1) 'a travelling school' (1)	The interaction between teachers and students is different (1)	'the relationship with teachers here is unique' (1)	Teaching is not based on traditional methods (1)	'Here it's different' (1)	The lessons are different/practical (1)	'Think Global School is about hands-on learning' (1)	Teachers deliberately ask open-ended questions (1)	'the questions we're asked don't necessarily have definite answers' (1)	<b>(4)</b>
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Teachers deliberately ask open-ended questions (1)	'the questions we're asked don't necessarily have definite answers' (1)											

Question Number	Answer	Mark
<b>8</b>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Stockholm</li> <li>• Sydney</li> <li>• Beijing</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>9</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>• they have individual views / they are open-minded/independent/observing what the world is really like</li> <li>• they are brave</li> <li>• they can use what they have learnt (in real situations)</li> <li>• they are more self-confident</li> <li>• they are more involved/aware</li> <li>• they care more</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>



## Both Texts

Question Number	Answer	Mark
<p><b>10</b></p>	<p>Accept EITHER choice:            For chosen text: (4 marks)  <b>Two</b> marks for choice stated with clear personal response shown;  <b>Two</b> marks for clear reference to text with examples given from text to support choice made e.g.</p> <p>Text One</p> <ul style="list-style-type: none"> <li>• has facts and figures</li> <li>• gives details about the school</li> <li>• uses quotations from the Principal</li> <li>• uses examples of well-known organisations</li> <li>• is in the third person</li> <li>• uses some informal language – ‘kids’</li> </ul> <p>Text Two</p> <ul style="list-style-type: none"> <li>• is informal in style</li> <li>• is in the first person</li> <li>• has personal opinions</li> <li>• uses quotations from the students</li> <li>• gives examples of what is studied</li> </ul> <p>Both texts</p> <ul style="list-style-type: none"> <li>• are positive about the schools</li> </ul> <p>For the other text: (2 marks)  <b>One</b> mark for a clear personal response for reason text not chosen.  <b>One</b> mark for an example to illustrate reason.</p> <p>Marks may be awarded for development of points as well as reference.</p> <p>Close critical analysis of language is an acceptable response.</p> <p>Examiners must evaluate answers on their merits and be alert to unusual responses which are, however, justified by evidence.</p> <p>Reward all valid responses that clearly state the reasons for the choices made</p> <p style="text-align: right;">(4 + 2)</p>	<p style="text-align: 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 Number	Indicative content
11	<p>A suitable register for a talk to peers should be adopted. Candidates should address all areas. The following list indicates some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages.</p> <p><b>What education the schools offer:</b></p> <ul style="list-style-type: none"> <li>• online live lessons</li> <li>• lessons from experts</li> <li>• lessons from famous organisations</li> <li>• residential schools</li> <li>• linking students across the country/world</li> <li>• students can travel extensively</li> <li>• experiencing other cultures</li> <li>• practical experiences</li> <li>• learning through questioning</li> </ul> <p><b>The positive aspects for the students:</b></p> <ul style="list-style-type: none"> <li>• broad range of educational opportunities</li> <li>• students can study what they are interested in</li> <li>• students have lots of choices</li> <li>• students can stay in their own community</li> <li>• students can use technology to study with students of same ability in different places</li> <li>• students can dress as they please</li> <li>• students learn to use their own initiative</li> <li>• students can learn to be independent</li> <li>• students develop good friendships all over the world</li> <li>• students develop confidence</li> <li>• students develop wider global perspectives</li> </ul> <p><b>Any problems there might be:</b></p> <ul style="list-style-type: none"> <li>• problems with technology</li> <li>• limited live contact with teachers</li> <li>• limited live contact with fellow students</li> <li>• being away from family and friends</li> <li>• not being able to have the same hobbies as at home</li> </ul>

## AO1

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

Level	Mark	Descriptor Candidates should have:
<b>Level 0</b>	0	No rewardable material
<b>Level 1</b>	1-2	<ul style="list-style-type: none"><li>referred to at least <b>one</b> bullet point</li><li>included a small number of points with some relevance</li><li>included some basic reference to educating students</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 educating students</li><li>brought in some relevant supportive points or evidence</li><li>offered detail based on some relevant information</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 educating students</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 educating students</li><li>made well-focused, pertinent comments about all aspects</li><li>used evidence in an effective way</li><li>demonstrated a good appreciation of all 3 bullet points</li></ul>
<b>Level 5</b>	9-10	<ul style="list-style-type: none"><li>covered all <b>three</b> bullet points in appropriate depth</li><li>offered a wide range of relevant points such as those suggested in indicative content</li><li>demonstrated strong regard to the nature of educating students</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 talk</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 talk 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 talk</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 (peers)</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 talk</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 (peers), 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 talk</li><li>• successful and consistent adoption of apt tone</li><li>• choice of register and vocabulary extremely well-adapted to audience (peers), 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>

**AO3 (QWC)**

Use professional judgement to award up to a maximum of 5 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
<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
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## 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: what is meant by a good education; there are different types of education; not all learning is academic; some people are successful despite having a poor education; not everyone can access education.</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 educational environments which may be real or imaginary. These may be educational establishments but could also be other environments e.g. where a home-schooled candidate studies.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>



## AO2

Use professional judgment to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis

Level	Mark	Descriptor General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
<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
<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 a <b>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 slips	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

