

# Mark Scheme (Results)

January 2016

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

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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>• improves attention</li> <li>• improves memory</li> <li>• improves mental maths ability</li> <li>• reduces depression</li> <li>• reduces anxiety</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>• quiet environment</li> <li>• 'steady state' speech</li> <li>• 'changing state' speech</li> <li>• 'liked' music</li> <li>• 'disliked' music</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3</b>	One mark each for any <b>four</b> of the following, <b>in own words</b> where possible: <ul style="list-style-type: none"> <li>• no great change between the results for each test/types of sounds <u>or</u> music</li> <li>• students found music distracting</li> <li>• they got better results when it was quiet</li> <li>• they got better results listening to 'steady state' speech</li> <li>• researchers think the results would be the same in a comprehension test</li> <li>• music affects people differently</li> </ul> <p style="text-align: right;">(4 x 1)</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>4</b>	One mark for any of the following: <ul style="list-style-type: none"> <li>• instrumental/music without vocals</li> <li>• (instrumental) jazz</li> <li>• Classical/Mozart</li> <li>• a movie score/soundtrack</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

### Text Two

Question Number	Answer	Mark
<b>5</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>• music players have become cheaper</li> <li>• more students are bringing them into school</li> <li>• students want to listen to music in class</li> <li>• teachers/other people/adults are concerned</li> <li>• parents/other people/adults are concerned</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>6</b>	One mark each for any <b>three</b> of the following: <ul style="list-style-type: none"> <li>• (students say) it helps them to work</li> <li>• (teachers say) it improves student work</li> <li>• (some people) say it distracts them</li> <li>• the writer likes listening to music</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>7</b>	One mark for any of the following: <ul style="list-style-type: none"> <li>• having difficulty staying focused</li> <li>• being easily distracted</li> <li>• fidgeting excessively</li> <li>• getting up frequently and moving around</li> </ul> <p style="text-align: right;">(1 x 1)</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>8</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 is relaxing/relaxes muscles</li> <li>• it is calming</li> <li>• it helps concentration/focus/attention</li> <li>• it helps improve memory (short term)</li> <li>• it helps improve academic results</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark												
<b>9</b>	<p>One mark each for any <b>two</b> points. Further mark for development/support/detail for <b>each</b> point.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Point</th> <th style="width: 50%;">Development/Support</th> </tr> </thead> <tbody> <tr> <td>Music has some positive effects (1)</td> <td>'can be cautiously optimistic' (1)</td> </tr> <tr> <td>Music is a modern teaching aid (1)</td> <td>'the new teaching tool of the 21st century' (1)</td> </tr> <tr> <td>Music is influential or compelling (1)</td> <td>'anything that's as powerful as music' (1)</td> </tr> <tr> <td>Lively music can improve your brain (1)</td> <td>'Energising music can make your brain exercise longer and harder' (1)</td> </tr> <tr> <td>Music (with a steady rhythm) will improve your performance and concentration (1)</td> <td>'increase endurance, boost effort level, increase motivation and distract from discomfort and agitation' (1)</td> </tr> </tbody> </table> <p>Reward all valid responses and use of evidence.</p> <p style="text-align: right;">(2 x 2)</p>	Point	Development/Support	Music has some positive effects (1)	'can be cautiously optimistic' (1)	Music is a modern teaching aid (1)	'the new teaching tool of the 21st century' (1)	Music is influential or compelling (1)	'anything that's as powerful as music' (1)	Lively music can improve your brain (1)	'Energising music can make your brain exercise longer and harder' (1)	Music (with a steady rhythm) will improve your performance and concentration (1)	'increase endurance, boost effort level, increase motivation and distract from discomfort and agitation' (1)	<b>(4)</b>
Point	Development/Support													
Music has some positive effects (1)	'can be cautiously optimistic' (1)													
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Music is influential or compelling (1)	'anything that's as powerful as music' (1)													
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Music (with a steady rhythm) will improve your performance and concentration (1)	'increase endurance, boost effort level, increase motivation and distract from discomfort and agitation' (1)													

## Both Texts

Question Number	Answer	Mark
<p><b>10</b></p>	<p>Accept EITHER choice: For chosen text: (4 marks) <b>Two</b> marks for choice stated with clear personal response shown. <b>Two</b> marks for clear reference to the text with examples given from the text to support choice made, e.g.:</p> <ul style="list-style-type: none"> <li>• both texts refer to research</li> <li>• Text One is written by a student</li> <li>• Text Two is written by a teacher</li> <li>• both texts address the reader directly</li> <li>• Text One suggests that not all music is beneficial</li> <li>• research in Text One suggests that music does not help</li> <li>• Text Two is more positive</li> </ul> <p>For the other text (2 marks) <b>One</b> mark for a clear personal response for reason the text was 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 that are, however, justified by evidence.)</p> <p>Reward all valid responses that clearly state the reasons for the choices made.</p> <p style="text-align: right;">(4 + 2)</p>	<p style="text-align: center;"><b>(6)</b></p>

## SECTION B

Assessment Objectives:

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

Question Number	Indicative content
<b>11</b>	<p>A suitable register for an article for a school or college website should be adopted.</p> <p>Candidates should address all areas. The following indicate some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and include other examples about the effects of listening to music while studying than those mentioned in the passages.</p> <p><b>Positive effects:</b></p> <ul style="list-style-type: none"> <li>• gives energy</li> <li>• calming</li> <li>• entertains us</li> <li>• makes homework bearable</li> <li>• improves concentration</li> <li>• improves memory</li> <li>• helps mental health</li> <li>• helps with studies</li> <li>• increases work rate</li> </ul> <p><b>What researchers say:</b></p> <ul style="list-style-type: none"> <li>• attention was improved</li> <li>• memory was improved</li> <li>• music should be used as a teaching aid</li> <li>• improves brain capacity</li> <li>• increases focus</li> <li>• music is a distraction</li> <li>• student results were better in a quiet environment</li> <li>• every person is affected differently by music</li> </ul> <p><b>Which types of music are most beneficial:</b></p> <ul style="list-style-type: none"> <li>• lively</li> <li>• music with a rhythm</li> <li>• instrumental</li> <li>• classical music</li> <li>• music without lyrics</li> </ul> <p>Reward all valid points.</p>



## AO1

Use professional judgement 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 positive effects</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 positive effects</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 effects</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 positive effects</li> <li>showed secure appreciation of positive and negative aspects</li> <li>used appropriate material relevantly</li> <li>showed sound awareness of all three 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 the indicative content</li> <li>demonstrated sustained consideration of the effects</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 three 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 the indicative content</li> <li>demonstrated strong regard for the effects of music</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 three bullet points</li> </ul>

## AO2

Use professional judgement 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 an article</li> <li>• some limited attempt to engage reader with the 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 an article 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 capacity to write appropriately for an article</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 an article</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 an article</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>

### 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, although inconsistencies are present
<b>Level 2</b>	2	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually correct
<b>Level 3</b>	3	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
<b>Level 4</b>	4	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
<b>Level 5</b>	5	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

## SECTION C

Assessment Objectives:

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

Question Number	Indicative content
<b>12 (a)</b>	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: how people must have qualifications to get a good job; that you can get qualifications when you are older; there are successful people who have few academic qualifications, e.g. Richard Branson; exam passes do not necessarily mean you can be effective in the world of work.</p> <p>Examiners should be open to a wide range of interpretation.</p>

Question Number	Indicative content
<b>12 (b)</b>	<p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>Examiners should be open to a wide range of interpretation.</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 have quite a wide choice of places (real or imaginary). These may be indoors or outdoors, rooms or whole buildings.</p> <p>Candidates should be rewarded for their power 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 judgement to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor			
		General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
<b>Level 0</b>	0	No rewardable material			
<b>Level 1</b>	1-5	The writing achieves <b>limited success</b> at a basic level	There is <b>little awareness</b> of the purpose of the writing	The writing uses a <b>limited</b> vocabulary and shows <b>little variety</b> of sentence structure	Organisation of the material is <b>simple</b> with <b>limited success</b> in introducing and developing a response
<b>Level 2</b>	6-10	The writing expresses ideas which are <b>broadly appropriate</b>	There is <b>some grasp</b> of the purpose of the writing	The writing shows <b>some evidence of control</b> in the choice of vocabulary and sentence structure	Organisation of the material shows <b>some grasp</b> of text structure, with opening and development, and <b>broadly appropriate</b> paragraphing
<b>Level 3</b>	11-15	The writing expresses and develops ideas in 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

### A03 (QWC)

Use professional judgement 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, although 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

