



# **Mark Scheme (Results)**

Summer 2018

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

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Summer 2018

Publications Code 4EBO\_01\_1806\_MS

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All of the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## SECTION A

### Paper 1

Assessment Objective:

- AO1 – read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. (30 marks)

#### Text One

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

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

Question Number	Answer	Mark
<b>3</b>	<p>One mark each for any <b>four</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• healthy teenagers are happier</li> <li>• teenagers who drink alcohol are more likely to be unhappy</li> <li>• teenagers who smoke are more likely to be unhappy</li> <li>• a good varied diet is important/eat lots of fruit and vegetables</li> <li>• taking part in sports is important</li> <li>• energetic activities outside are good for you</li> <li>• spending too long on computers is bad for you</li> <li>• being with friends makes you happier</li> <li>• being outdoors more is good for you</li> <li>• people who sit around are less active/tend to be less happy</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>• happy teenagers earn more money before they are 30</li> <li>• very happy teenagers earn considerably more money</li> <li>• can develop creativity</li> <li>• can help develop a caring attitude</li> <li>• can help with personal relationships</li> <li>• helps with how well they cope with adult life</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>three</b> of the following <b>in own words</b> where possible:</p> <ul style="list-style-type: none"> <li>• earnings do not affect young people's happiness</li> <li>• being very poor can impact on young children's happiness</li> <li>• do not have to be rich to be happy</li> <li>• money does give teenagers more freedom for socialising</li> <li>• teenagers are most cheerful when they are associating or relating to other people/their peers</li> <li>• shopping/buying things does not always make them happy</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

## Text Two

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

Question Number	Answer	Mark
<b>7</b>	<p>One mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• making the most of the good times</li> <li>• coping effectively with the (inevitable) bad times</li> <li>• experiencing the best possible life overall</li> </ul> <p style="text-align: right;">(2 x 1)</p>	<b>(2)</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>• businesses with happy workers are more financially successful / are more productive</li> <li>• happy young people earn more in the future</li> <li>• happy school children have better results</li> <li>• happy school children behave better</li> <li>• happy people make better choices</li> <li>• happy people are more imaginative/inventive</li> <li>• happiness brings success in life</li> </ul> <p style="text-align: right;">(3 x 1)</p>	<b>(3)</b>

Question Number	Answer	Mark																
<p><b>9</b></p>	<p>One mark each for any <b>two</b> points. One mark for supporting quotation for <b>each</b> point.</p>																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Point</th> <th style="width: 50%; text-align: center;">Quotation</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 421 804 602">Happy people are healthier (1)</td> <td data-bbox="804 421 1254 602">'half as likely to catch a cold virus' / '50% lower risk of experiencing a cardiovascular event' (1)</td> </tr> <tr> <td data-bbox="352 602 804 745">Happy people take fewer risks (1)</td> <td data-bbox="804 602 1254 745">'more likely to wear seat belts' / 'less likely to be involved in road accidents' (1)</td> </tr> <tr> <td data-bbox="352 745 804 927">Happy people are better at handling money (1)</td> <td data-bbox="804 745 1254 927">'more financially responsible' / 'tending to save more' / 'have more control over their expenditures' (1)</td> </tr> <tr> <td data-bbox="352 927 804 1070">Happy people make beneficial inputs into their society (1)</td> <td data-bbox="804 927 1254 1070">'more likely to vote' / 'do voluntary work' / 'participate in public activities' (1)</td> </tr> <tr> <td data-bbox="352 1070 804 1142">Happy people are more law-abiding (1)</td> <td data-bbox="804 1070 1254 1142">'greater respect for law and order' (1)</td> </tr> <tr> <td data-bbox="352 1142 804 1357">Happiness is infectious or contagious (1)</td> <td data-bbox="804 1142 1254 1357">'happiness is catching' / 'their happiness affected others in their networks' / 'a measurable impact on the mood of our friends and also their friends.' (1)</td> </tr> </tbody> </table>		Point	Quotation	Happy people are healthier (1)	'half as likely to catch a cold virus' / '50% lower risk of experiencing a cardiovascular event' (1)	Happy people take fewer risks (1)	'more likely to wear seat belts' / 'less likely to be involved in road accidents' (1)	Happy people are better at handling money (1)	'more financially responsible' / 'tending to save more' / 'have more control over their expenditures' (1)	Happy people make beneficial inputs into their society (1)	'more likely to vote' / 'do voluntary work' / 'participate in public activities' (1)	Happy people are more law-abiding (1)	'greater respect for law and order' (1)	Happiness is infectious or contagious (1)	'happiness is catching' / 'their happiness affected others in their networks' / 'a measurable impact on the mood of our friends and also their friends.' (1)	<p>Reward all valid responses and use of evidence.</p> <p style="text-align: right;">(2 x 2)</p>	<p><b>(4)</b></p>
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## 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 1</p> <ul style="list-style-type: none"> <li>• is directed towards parents</li> <li>• uses sub-headings to break the text up</li> <li>• uses bullet points for some key points</li> <li>• is slightly more formal in tone</li> </ul> <p>Text 2</p> <ul style="list-style-type: none"> <li>• uses inclusive pronouns to engage reader e.g. 'we', 'us'</li> <li>• is aimed at a general audience</li> <li>• has a slightly less formal tone</li> </ul> <p>Both texts</p> <ul style="list-style-type: none"> <li>• use evidence/research</li> <li>• support the importance of happiness</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 might make you happy:</b></p> <ul style="list-style-type: none"> <li>• being positive in our outlook</li> <li>• friends and family</li> <li>• relating to other people</li> <li>• being appreciative or thankful for what we have</li> <li>• developing healthy eating habits/eating a varied diet</li> <li>• avoiding alcohol</li> <li>• avoiding tobacco</li> <li>• getting involved in sporting activities</li> <li>• taking part in outdoor activities</li> <li>• not sitting indoors all day</li> <li>• not spending too much time on computers</li> </ul> <p><b>What might make you unhappy:</b></p> <ul style="list-style-type: none"> <li>• bad feelings/dissatisfaction</li> <li>• conflict</li> <li>• being a teenager/hormonal changes</li> <li>• drinking alcohol</li> <li>• taking drugs</li> <li>• being ungrateful</li> <li>• not eating properly</li> <li>• not getting enough exercise</li> </ul> <p><b>Reasons why it is important to be happy:</b></p> <ul style="list-style-type: none"> <li>• earning more money</li> <li>• achieving better results in school</li> <li>• being more decisive</li> <li>• being more creative</li> <li>• being more caring</li> <li>• being healthier</li> <li>• living longer</li> <li>• becoming involved in helping to improve society</li> <li>• being more law-abiding</li> <li>• taking fewer risks.</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 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 happiness</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 happiness</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 happiness</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 happiness</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 happiness</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 happiness</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 (peers)</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 (peers)</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 (peers) 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

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

Question Number	Indicative content
<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 celebratory events which may be real or imaginary. These may be personal celebrations or those associated with national or religious customs.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>

## AO2

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

Level	Mark	Descriptor General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
<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

<p><b>Level 4</b></p>	<p>16-20</p>	<p>The writing presents <b>effective and sustained</b> ideas</p>	<p>There is a <b>secure, sustained</b> realisation of the purpose of the writing</p>	<p>The writing has <b>aptly chosen</b> vocabulary and <b>well-controlled</b> variety in the construction of sentences</p>	<p>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</p>
<p><b>Level 5</b></p>	<p>21-25</p>	<p>The writing achieves <b>precision and clarity</b> in presenting <b>compelling</b> and <b>fully developed</b> ideas</p>	<p>There is <b>strong, consistent fulfilment</b> of the writing task, <b>sharply focused</b> on the writer's purpose</p>	<p>The writing has an <b>extensive</b> vocabulary and <b>mature</b> control in the construction of <b>varied</b> sentence forms</p>	<p>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</p>

### A03 (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



