GradeMax

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Mark Scheme (Results)

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Pearson Edexcel International GCSE

in English Language (4EB1)

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General Marking Guidance

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

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the

candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the descriptors in that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

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

SECTION A: Reading

Text One

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
1	One mark for any **one** of the following: • he used to love writing with a pen • the sound of the nib scratching/sliding across paper was music to his ears • the smell of ink (from a trusty pen) (added to the charm) • his handwriting was not immaculate • it was not the typewritten-like script (that the girls in his class seemed to effortlessly produce) • it was clean • it was legible • it was distinctly his	**(1)**

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
2	One mark for any **one** of the following: • his handwriting wasn't just bad—it was a crime • words looked like a drunk mother duck and her ducklings had waddled through ink and tap danced across the white page • sentences refused to align • some stretched diagonally • others spiraled downward • it was chaos	**(1)**

Question Number	Answer	Mark
3	Reward responses that demonstrate how the writer presents his ideas about his handwriting. Responses may include: • the initial sentence 'love writing', 'genuinely loved' shows the writer's passion for handwriting, however the use of 'I used to' suggests to the reader that something has changed • the cliché 'music to my ears' emphasises his enjoyment, perhaps making the reader wonder why it was so enjoyable • the tricolon: 'clean, legible, and distinctly mine', which shows the characteristics of good handwriting and highlights its importance • the use of 'prehistoric' shows how far in the past the time before computers seems in the 21st century. It also suggests a time when things were very basic • the description of his first computer, 'old, bulky', 'faulty', is intended to show the reader how much technology has improved for the writer • the noun 'marvel' presents the impact it had on the writer. It suggests how astonishing it was • the writer presents the idea that technology affected his handwriting: 'keyboard quickly replaced the pen'. The adverb 'quickly' suggests that this was a speedy change • the contrast of 'neat' and 'carefully' with 'unrecognizable mess' and 'chaotic scrawl' reinforces how badly his handwriting has been affected • the simile 'like a mother duck…' presents an amusing and clear picture of how untidy his handwriting is • the use of listing 'grown man, educated…' presents an image of someone who considers himself to be articulate and literate • the use of hyperbole to describe his handwriting, 'crime committed in HD', is meant to amuse the reader and suggests how dramatically bad his handwriting is	

	• the repetition of the simile about the mother duck presents his handwriting as having deteriorated even further by adding the adjective 'drunk' • the tricolon description of the appearance of his handwriting is intended to be shocking: 'Sentences refused to align; some stretched diagonally, others spiraled downward' • the simile: 'like they were skydiving' helps to present the lack of control he has over his handwriting • the use of the noun 'chaos' shows how messy and muddled his handwriting seems. This is intended to shock the reader • the reaction of the person waiting for the notes: 'froze', 'disbelief etched' shows the reader that he is profoundly shocked • the simile: 'like I was some strange species that had escaped from a lab' suggests to the reader how horrified and appalled the person is • the use of a tricolon: 'dropped…slammed…demanded' suggests his annoyance and sounds quite alarming • the metaphor 'burning with colorful…' and the simile 'like a rogue storm' suggest the man's frightening and aggressive attitude. The reader may be shocked that someone would react so powerfully to bad handwriting and it might make them think about their handwriting • the (slightly humorous) reference to Darwin which suggests we may lose a skill if we do not practise it: 'A human who once wrote neatly but now survives by typing.' • the description of typing on his phone as 'true comfort zone' is both ironic and also shows how we will not revert to handwriting while there is technology available • the humorous final sentence referring to Darwin 'Evolution really is no joke' emphasises the point that the writer thinks we are changing.	**(10)**

Question 3		
Level	**Mark**	**AO2** Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material.
Level 1	1–2	• Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited.
Level 2	3–4	• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed.
Level 3	5–6	• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	7–8	• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	9–10	• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made.

Text Two

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
4	One mark for any **one** of the following: • it was written years ago • it was from Vietnam • the paper is thin/ratty on the edges • the handwriting/turn of phrase is unforgettably her mother's • it was written in looping/cursive black ink • there were pages (and pages) of wondrous observations about her mother's travels • it transported the writer to another place/another time • if it had been sent as an email it would have been lost • she added it to a box in the cupboard • she would want to read it again (and again and again)	**(1)**

Question Number	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	Mark
5	One mark each for any **two** of the following: • his writing was as neat (as a typeset page) • she could read his handwriting easily • she could see where he had crossed out mistakes/fixed them • his sentences were not in the dictated form of a grammar app • his sentences were an expression of his own • his writing was imperfect • his writing was incomplete • his writing was rambling • his writing was sometimes lyrical • he had found his own voice/it was distinct	**(2)**

Question Number	Answer	Mark
6	Reward responses that demonstrate how the writer presents her ideas about the importance of handwriting. Responses may include: • the adjectives used to describe the paper the letter is written on make it sound unappealing: 'thin and ratty' • the use of the adverb 'unforgettably' shows how individual handwriting is and presents to the reader the sense of its importance • by using the adjective 'wondrous' to describe the content of the letter the writer clearly shows the reader how amazing it was • the effect the letter has, 'immediately transporting', shows how fascinating and enduring the written word is • she contrasts an email 'might have been lost…' with the letter 'added it to a box' suggesting that people were more careful of handwritten communication which also shows the reader how much she values handwritten communication • the verb 'elevates' shows the reader that she considers handwritten communications more impressive and valuable • she uses a reference to childhood, 'remembering all those times I tried to forge her signature and failed dismally', to emphasise how individual a person's handwriting is. The use of 'forge her signature' may resonate with the reader • the alliteration of 'rarely receive' draws the reader's attention to how infrequently people write letters • the adverb 'entirely' shows how technology has affected her written communication and might make the reader reflect on their written communication • she contrasts 'wrote everything by hand' with 'not with a pencil but with a keyboard' to show how written communication and learning has changed	

	• she presents the benefits of technology, 'enjoy being able to correct their work immediately', 'learn from spelling and grammar apps', to show she is aware that there are reasons students prefer keyboards • the verb 'fear' suggests that the writer thinks that the loss of handwriting is a serious issue • she presents the idea that crossings out are important in showing the development of a piece of writing: 'encourage them just to cross it out…', 'I could see where he had crossed out mistakes and fixed them'. This shows the reader why she thinks handwriting is important • the description of the boy's writing 'not in the dictated form of a grammar app' shows how averse she is to technology. This is emphasised by the verb 'dictated' which suggests that the advice from these apps is compulsory and designed to iron out any sense of individuality in writing style • the listing of adjectives to describe the boy's writing 'Imperfect, incomplete, rambling' suggests that the writing is (perhaps) of poor quality • however she qualifies this by describing the writing as 'sometimes lyrical', suggesting the positive creative aspects • the repetition of 'We know' highlights the advantages of handwriting and reinforces her message to the reader • the use of the verb 'treasured' shows how valuable the letters are and suggests that they are cherished and special • the list of written items she has kept: 'notes passed back and forth in high school', 'first attempts at declarations of love', 'sweet cards my children made me', suggest that these handwritten items contain important memories.	**(10)**

Question 6		
Level	**Mark**	**AO2** Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material.
Level 1	1–2	• Basic identification and little understanding of the language and/or structure used by writers to achieve effects. • The use of references is limited.
Level 2	3–4	• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary. • The selection of references is valid, but not developed.
Level 3	5–6	• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	7–8	• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	9–10	• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features. • The selection of references is discriminating and clarifies the points being made.

Question Number	Indicative content
7	Responses may include the following points: **Text One** • initially presents the writer's passion for handwriting: 'genuinely loved it' • presents the impact that technology had on his handwriting: 'Everything changed', 'keyboard quickly replaced the pen' • presents how bad his handwriting has become: 'unrecognizable mess', 'visual representation of chaos' • presents a situation where he had to use handwriting: 'there was no electricity' • describes (humorously) his appalling handwriting: 'a crime', 'chaos, pure and simple' • shows the problems of bad handwriting: 'now sees me as an illiterate fool' • presents communication in the modern world: 'revolves around typing on keyboards', 'sending voice or video notes', 'the only thing I write by hand is my signature' • shows how the writer has been affected by the criticism of his bad handwriting: 'public humiliation', 'the thought stings' • shows the writer intends to change: 'I need to practice writing', 'I need to be ready' • shows he is still reliant on technology: 'as I type this story on my phone'. **General points candidates may make on the whole of Text One** • it is a first-person account • it is (slightly) humorous • it is a narrative • it is informal. **Text Two** • presents the importance of handwriting through old letters: 'the handwriting and the turn of phrase is unforgettably hers' • shows that handwriting adds something to written communication: 'Knowing that the person held a pen to write the words' • presents handwriting as being individual: 'the very particular form their lettering takes', 'distinctive' • shows how little she uses handwriting: 'often typed on my phone'

	• presents some advantages for students using keyboards: 'learn from spelling and grammar apps' • suggests that handwriting is better for creativity: 'an expression of his own', 'he had found his own voice' • presents the benefits of handwriting: 'it improves memory', 'allows us to process the information more deeply' • has concerns about the loss of information: 'how we will archive our lives' • suggests that handwritten items are special (in a way that typing is not) 'trace my history through the handwriting of others'. **General points candidates may make on the whole of Text Two** • is written in first-person • uses inclusive pronouns: 'we' • refers to a range of people: 'parents, students' • is a persuasive article. **Points of comparison** • Text One is about bad handwriting/Text Two is about the importance of handwriting • Text One presents the negative impacts of poor handwriting/Text Two presents the positive aspects of handwriting • Text One is about an individual/Text Two is about a range of people • Text One is written by a businessman/Text Two is by someone involved in education and creative writing • Text One discusses the present day/Text Two discusses the future (and the past) • Text One is about an individual experience/Text Two offers more general observations on handwriting • both texts discuss the impact that keyboards have had on handwriting • both texts present handwriting as important • both writers use typing in preference to handwriting • both texts clearly convey the writers' ideas and perspectives. Reward all valid points.

Question 7		
Level	**Mark**	**AO3** Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
	0	No rewardable material.
Level 1	1–3	• The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited.
Level 2	4–6	• The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. **NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2**
Level 3	7–9	• The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	• The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	13–15	• The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts. • References are balanced across both texts; they are discriminating and fully support the points being made.

SECTION B: Reading and Writing

Question Number	Indicative content
8	A suitable register for an article for a school or college website should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities. Some candidates may interpret the task more widely and use other examples than those mentioned in the passages. **The importance of handwriting** • you can enjoy handwriting • your meaning will be clear • people will respect you • you can have pride in your written work • it shows respect for your reader • it helps with creativity • it improves memory • it helps with learning • it shows your personality • memories can be stored easily • you know (immediately) who has written to you • it is more personal **Why people do not use handwriting regularly** • keyboard typing is easier • neat handwriting is difficult • there is not enough emphasis on handwriting in schools • most people use computers/phones to communicate • there are useful additional apps to help with written communication • typing is quicker/more efficient • it is easier to send voice messages than handwritten notes **The problems of bad handwriting** • it can be difficult to read • it looks dreadful • it creates a bad impression • it makes the writer seem uneducated • it makes the writer seem stupid • it can be very untidy

	• it can make you seem lazy • it might make people think you do not care. Reward all valid points.

Question 8		
Level	**Mark**	**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
	0	No rewardable material.
Level 1	1–2	• Selection and interpretation of the given bullet points is limited. • Includes a small number of points with some relevance. • Demonstrates a limited ability to locate and retrieve information and ideas.
Level 2	3–4	• Selection and interpretation of the given bullet points is valid, but not developed. • Gives some relevant points. • Brings in some relevant information and ideas.
Level 3	5–6	• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made. • Offers a reasonable number of relevant points. • Shows secure appreciation of information and ideas.
Level 4	7–8	• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made. • Offers a good number of relevant points. • Makes well-focused comments about information and ideas.
Level 5	9–10	• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made. • Offers a wide range of relevant points. • Presents well-focused comments with perceptive references to information and ideas.

Question 8		
Level	**Mark**	**AO4** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
Level 1	1–2	• Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register.
Level 2	3–4	• Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register.
Level 3	5–7	• Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	8–10	• Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register.
Level 5	11–12	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register.

Question 8		
Level	**Mark**	**AO5** Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material.
Level 1	1–2	• Expresses information and ideas, with limited use of structural and grammatical features. • Uses basic vocabulary, often misspelt. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	3–4	• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. • Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	5–6	• Develops and manages appropriate information and ideas using structural and grammatical features deliberately with accurate paragraphing. • Uses a varied and selective vocabulary, including words with irregular patterns, with occasional spelling errors. • Uses a range of accurate and varied punctuation for clarity, adapting sentence structures for effect.
Level 4	7–8	• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. • Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

SECTION C: Writing

Question Number	Indicative content
9	As no audience is specified, the examiner is assumed to be the audience. Candidates are free to agree or disagree with the statement and may present a variety of arguments. Content may include references to: how much (modern) technology we use; how easy it is to use; how it has transformed our lives; how difficult it would be to live without technology; how much we can trust what it tells us; the power it consumes; how reliable/unreliable it is; how we can manage without it; how it has made us lazy/lacking in basic skills. Examiners should be open to a wide range of interpretation.

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

Question Number	Indicative content
11	Candidates may choose a range of objects which may be real or imaginary. Answers may include descriptions of the object and the memories it evokes. Candidates should be rewarded for their powers to evoke a sense of what the object is and how it has created memories, using effective vocabulary. Examiners should be open to a wide range of interpretation.

Questions 9, 10 and 11		
Level	**Mark**	**AO4** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material.
Level 1	1–4	• Communication is at a basic level, and limited in clarity. • Little awareness is shown of the purpose of the writing and the intended reader. • Little awareness of form, tone and register.
Level 2	5–8	• Communicates in a broadly appropriate way. • Shows some grasp of the purpose and of the expectations/requirements of the intended reader. • Straightforward use of form, tone and register.
Level 3	9–12	• Communicates clearly. • Clear sense of purpose and understanding of the expectations/requirements of the intended reader. • Appropriate use of form, tone and register.
Level 4	13–16	• Communicates successfully. • A secure realisation of purpose and the expectations/requirements of the intended reader. • Effective use of form, tone and register.
Level 5	17–20	• Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register.

Questions 9, 10 and 11		
Level	**Mark**	**AO5:** Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
	0	No rewardable material.
Level 1	1–2	• Expresses information and ideas, with limited use of structural and grammatical features. • Uses basic vocabulary, often misspelt. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	3–4	• Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. • Uses some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	5–6	• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make the meaning clear. • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structures as appropriate.
Level 4	7–8	• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	9–10	• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. • Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

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