



Mark Scheme (Results)

Summer 2013

International GCSE (4ES0)

Paper 1 – Reading and Writing

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UG037123

All the material in this publication is copyright

© Pearson Education Ltd 2013

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.

4ES0_01_Summer 2013**Questions 1 – 10**

- Only **ONE** correct answer per question is allowed as indicated below.
- Where candidates have indicated more than one correct answer for a question, then no marks will be awarded for that question.

Question Number	Answer	Mark
1	D (only)	(1)

Question Number	Answer	Mark
2	G (only)	(1)

Question Number	Answer	Mark
3	J (only)	(1)

Question Number	Answer	Mark
4	B (only)	(1)

Question Number	Answer	Mark
5	F (only)	(1)

Question Number	Answer	Mark
6	I (only)	(1)

Question Number	Answer	Mark
7	B (only)	(1)

Question Number	Answer	Mark
8	E (only)	(1)

Question Number	Answer	Mark
9	H (only)	(1)

Question Number	Answer	Mark
10	C (only)	(1)

Question Number	Answer	Mark
11	False	(1)

Question Number	Answer	Mark
12	True	(1)

Question Number	Answer	Mark
13	False	(1)

Question Number	Answer	Mark
14	False	(1)

Question Number	Answer	Mark
15	Not Given	(1)

Questions 16 – 25

- Do not mark correct **ANY** responses containing more than **TWO** words.
- Spelling must be 100% correct in all instances.
- The response given should be grammatically correct.
- If the candidate gives more than one answer (eg A/B), **ONLY** accept the first answer given.

Question Number	Acceptable Answers	Reject	Mark
16	overdressing	layering	(1)

Question Number	Acceptable Answers	Reject	Mark
17	warm (up)		(1)

Question Number	Acceptable Answers	Reject	Mark
18	(body) temperature		(1)

Question Number	Acceptable Answers	Reject	Mark
19	(spring) goal		(1)

Question Number	Acceptable Answers	Reject	Mark
20	blinking light	(reflective) clothing / light(s) / (ankle / wrist) bands	(1)

Question Number	Acceptable Answers	Reject	Mark
21	head torch	torch	(1)

Question Number	Acceptable Answers	Reject	Mark
22	newspaper(s)		(1)

Question Number	Acceptable Answers	Reject	Mark
23	grass		(1)

Question Number	Acceptable Answers	Reject	Mark
24	(to)home the house	(your) house	(1)

Question Number	Acceptable Answers	Reject	Mark
25	headphones		(1)

Questions 26 – 30

- Only the responses indicated below, in the form given are acceptable.

Question Number	Acceptable Answers	Reject	Mark
26	routine		(1)

Question Number	Acceptable Answers	Reject	Mark
27	prepared		(1)

Question Number	Acceptable Answers	Reject	Mark
28	dress		(1)

Question Number	Acceptable Answers	Reject	Mark
29	visible		(1)

Question Number	Acceptable Answers	Reject	Mark
30	safety		(1)

Questions 31 – 40

- Do not mark correct **ANY** responses containing more than **THREE** words.
- Spelling must be 100% correct in all instances.
- The response given should be grammatically correct.

- If the candidate gives more than one answer (eg A/B), **ONLY** accept the first answer given.

Question Number	Acceptable Answers	Reject	Mark
31	function properly		(1)

Question Number	Acceptable Answers	Reject	Mark
32	(quality of) sleep	better quality of sleep/ (quality of) sleeping/ better sleep quality	(1)

Question Number	Acceptable Answers	Reject	Mark
33	strenuous exercise(s) strenuous	walking/ swimming/ cycling/ exercise(s)	(1)

Question Number	Acceptable Answers	Reject	Mark
34	three /3 hours		(1)

Question Number	Acceptable Answers	Reject	Mark
35	writing task list(s)	plan of action/ (effective) task management / task list(s)/ lists/writing task(s)/writing list(s)	(1)

Question Number	Acceptable Answers	Reject	Mark
36	(the) dark	(the) darkness dark triggers	(1)

Question Number	Acceptable Answers	Reject	Mark
37	(a) sleep mask		(1)

Question Number	Acceptable Answers	Reject	Mark
38	opening a window	open a window/ open your window/open the window/ opening window	(1)

Question Number	Acceptable Answers	Reject	Mark
39	earplugs	sleep(ing) with earplugs	(1)

		earplugs in	
--	--	-------------	--

Question Number	Acceptable Answers	Reject	Mark
40	rules of conduct / (simple) rules		(1)

Question Number	Answer	Mark
41	B	(1)

Question Number	Answer	Mark
42	A	(1)

Question Number	Answer	Mark
43	C	(1)

Question Number	Answer	Mark
44	B	(1)

Question Number	Answer	Mark
45	B	(1)

Question Number	Answer	Mark
46 - 50	<p>A/D/E/H/I</p> <p>If the candidate marks more than the 5 required answers subtract from the final mark the number of additional responses.</p> <ul style="list-style-type: none"> - candidate marks 6 boxes. Remove one mark from total mark awarded - candidate marks 7 boxes. Remove two marks from total mark awarded - candidate marks 8 boxes. Remove three marks from total mark awarded - candidate marks 9 boxes. Remove three marks from total mark awarded - candidate marks 10 boxes. Candidate scores '0' - Negative marks cannot be given 	(5)

	E.g Candidate marks 7 boxes and gets 4 correct. Final mark is 2.	
--	---	--

Question Number	Answer	Mark
Part 4	<p>Part 4 is marked out of 10, using the grid on the following page.</p> <p>The extent to which candidates cover the bullet points is graded under '<u>Communication, Content and Organisation</u>'.</p> <p>Where candidates have referred to all 3 bullet points, a maximum mark of 5 is available.</p> <p>Where candidates have referred to only 2 bullet points, a maximum mark of 4 is available.</p> <p>Where candidates have referred to only 1 bullet point, a maximum mark of 2 is available.</p>	(10)

Mark	Communication, Content and Organisation
0	<ul style="list-style-type: none"> No rewardable material.
1-2	<ul style="list-style-type: none"> Task completed to a limited extent, with little development of the bullets provided. Little awareness of audience evident in uses of tone and register. Organisation is limited with little effective use of cohesive devices.
3-4	<ul style="list-style-type: none"> Task completed to some extent, with some development of the bullets provided. Some awareness of audience evident in uses of tone and register. Organisation is adequate with some effective use of cohesive devices.
5	<ul style="list-style-type: none"> Task completed mostly successfully, with effective development of the bullets provided. Secure awareness of audience evident in uses of tone and register.

	<ul style="list-style-type: none"> Organisation is consistent with effective use of cohesive devices.
--	--

Mark	Range and Accuracy
0	<ul style="list-style-type: none"> No rewardable material.
1-2	<ul style="list-style-type: none"> Range of vocabulary is limited. Range of appropriate structures is limited. The writing is generally inaccurate and errors cause confusion.
3-4	<ul style="list-style-type: none"> Range of vocabulary is appropriate for some of the response. Some range of appropriate structures. The writing is accurate for some of the response and any errors generally do not impact on meaning.
5	<ul style="list-style-type: none"> Range of vocabulary is appropriate for most of the response. Range of appropriate structures, although there may be some lapses. The writing is accurate for most of the response and there are very few errors.

Question Number	Answer	Mark
Part 5	<p>Part 5 is marked out of 20, using the grid on the following page.</p> <p>The extent to which candidates cover the bullet points is graded under '<u>Communicative Quality</u>'.</p> <p>Where candidates have referred to all bullet points, a maximum mark of 5 is available.</p> <p>Where candidates have omitted 1 bullet point, a maximum mark of 4 is available.</p> <p>Where candidates have omitted 2 bullet points, a maximum mark of 3 is available.</p>	(20)

Part 6	Part 6 is marked out of 20, using the grid on the following page.	(20)
---------------	---	-------------

	<p>Where candidates have lifted their response directly from the text a mark of zero is given across all 4 criteria.</p> <p>Where candidates have lifted their response directly from the text and inserted their own isolated words and/or short phrases a score of zero is given across all 4 criteria.</p> <p>In both these cases the candidate has not produced enough of his/her own work for it to be rewarded.</p> <p>Where candidates have relied heavily on the text, but have to a limited extent attempted either to manipulate the text or use their own words a mark of 1 becomes available in each of the 4 criteria.</p> <p>Beyond this point, marks are awarded for each of the 4 criteria depending on how successfully candidates have used their own language in conjunction with how well they have addressed the task requirements.</p>	
<p>Question Number</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • Give two reasons why we need vitamin D protection against diseases/healthy bones and skin • State how vitamin D is produced sun exposure/certain foods/we make it ourselves • Indicate the best ways of producing vitamin D safely. <p>Midday sun for no longer than ten minutes /no sunscreen for a short time/going for a walk/ only need face and hands exposed/little and often.</p>	

Assessment criteria: writing skills assessment grid

This grid should be used for marking Parts 5, and 6.

Mark	Communicative quality	Lexical accuracy and range	Grammatical accuracy and range	Effective organisation
5	The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.	Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects.	Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address requirements of the task. There are very few errors.	An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.
4	The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task.	Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.
3	The response does not wholly communicate successfully. Errors cause the reader some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task.	Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader.	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the candidate wants to say.	Generally coherent piece of writing though there are several errors in the use of cohesive devices etc., which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors.
2	The response is difficult to follow. Candidate may not have considered the need to	Insufficient range of vocabulary used to meet the requirements of the task.	The writing is lacking in range and control of structures. There are frequent errors	A poor piece of writing, generally lacking in organisation, with misuse of

	address tone and register.	Vocabulary is sometimes used inaccurately or inconsistently and there are several spelling mistakes that slow the reader down.	which hinder communication and confuse the reader at times.	cohesive devices. Requires effort from the reader.
1	Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.	Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty.	The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	Generally incoherent and poorly organised, lacking in use of cohesive devices.
0	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.			

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code UG037123 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning