

Mark Scheme (Pre-standardisation)

Summer 2013

International Primary/Lower Secondary  
Curriculum

Year 9 LEH01

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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.

## Section A

### Text1

Question Number	Answer	Mark
<b>1</b>	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• magnet</li> <li>• mystery</li> <li>• intrigue</li> </ul> <p><b>Do not accept</b> answers which include more than one word.</p>	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• (one of the world's last) undiscovered frontiers</li> </ul>	<b>1</b>

Question Number	Answer	Mark															
<b>3</b>	Award <b>1 mark</b> for 2 or 3 correct answers. Award <b>2 marks</b> for 4 correct answers. <table border="1" style="margin: 10px auto; width: 80%;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Borneo is the largest island in the world.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Borneo's rainforest has thousands of tree species.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Visitors provide their own mosquito nets.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>10 expert guides are employed.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		True	False	Borneo is the largest island in the world.		✓	Borneo's rainforest has thousands of tree species.	✓		Visitors provide their own mosquito nets.		✓	10 expert guides are employed.	✓		<b>2</b>
	True	False															
Borneo is the largest island in the world.		✓															
Borneo's rainforest has thousands of tree species.	✓																
Visitors provide their own mosquito nets.		✓															
10 expert guides are employed.	✓																

Question Number	Answer	Mark
<b>4</b>	Award <b>1 mark</b> for <b>one</b> of the following points: <p>This section is in a separate text box because it:</p> <ul style="list-style-type: none"> <li>• is about a different topic</li> <li>• gives information about health / safety</li> <li>• warns you about possible dangers</li> <li>• is the only the part of the text that presents a negative view (of the Borneo rainforest).</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<p>Award <b>1 mark</b> for <b>one</b> of the following points:</p> <ul style="list-style-type: none"> <li>• so they are aware of dangers of the forest floor</li> <li>• so they don't get bitten / stung</li> <li>• so they protect their feet from insects / creatures that bite / sting.</li> </ul> <p><b>Do not accept</b> 'because of insects' without further elaboration. There must be a recognition of danger.</p>	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<p>Award <b>1 mark</b> for an adjective with a suitable explanation, eg:</p> <ul style="list-style-type: none"> <li>• 'wonderful' emphasises how amazing the island will be</li> <li>• 'mere' emphasises the fact you only need to hear the name.</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<p>Award <b>1 mark</b> for <b>one</b> of the following points:</p> <ul style="list-style-type: none"> <li>• it summarises the text / is the main message of the text</li> <li>• it emphasises the uniqueness of the experience</li> <li>• it persuades the reader to go</li> <li>• it reinforces the direct appeal to the reader</li> </ul>	<b>1</b>

## Text 2

Question Number	Answer	Mark
<b>8</b>	Award <b>1 mark</b> for the following word underlined: <ul style="list-style-type: none"><li>• elephant ant</li></ul>	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	Award <b>1 mark</b> for <b>two</b> of the following: <ul style="list-style-type: none"><li>• alive</li><li>• wave</li><li>• swarming</li></ul> <b>Do not accept</b> more than one word in each case.	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	Award <b>1 mark</b> for any valid response that recognises the word 'soldier' suggests: <ul style="list-style-type: none"><li>• the ants look threatening / as though they are going to attack him / they are attacking together</li></ul> <b>Do not accept</b> 'because they have pincers' without further elaboration.	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	Award <b>1 mark</b> each for one of the following points up to a maximum of <b>2 marks</b> : <ul style="list-style-type: none"><li>• so the reader can share / understand the experience of the writer</li><li>• to emphasise what the insects sounded like</li><li>• to create humour</li></ul>	<b>2</b>

Question Number	Answer	Mark
<b>12</b>	Award <b>1 mark</b> for correct identification of: A. resignation	<b>1</b>

Question Number	Answer	Mark
<b>13</b>	<p>Award <b>1 mark</b> for <b>any one</b> of the following points:</p> <ul style="list-style-type: none"> <li>the insects / wildlife are making too much noise / the forest is so noisy / the noise level in the forest is higher than in a city / a place where there are a lot of people and he couldn't sleep</li> <li>the fire-flies are creating flashing / flickering lights.</li> </ul> <p><b>Do not accept</b> 'it is noisy' without reference to the forest / insects or impact on the writer  <b>Do not accept</b> reference to the fire-flies switching 'their own torches on and off' without further elaboration.</p>	<b>1</b>

Question Number	Answer	Mark
<b>14</b>	<p>Award <b>1 mark</b> for a valid example of personification, eg:</p> <ul style="list-style-type: none"> <li>(the) soldiers (have arrived)</li> <li>whining and singing</li> <li>said four thousand frogs</li> <li>fire-flies kept flicking their own torches</li> <li>mosquitoes singing</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<p>Award <b>1 mark</b> for correct identification of:</p> <p>D. to describe an experience in a rainforest</p>	<b>1</b>

Question Number	Answer	Mark
16	<p>Reward answers which focus on any of the following features, with credit given for evidence and development of points.</p> <ul style="list-style-type: none"> <li>- <b>The first text</b> is persuasive/ an advertisement designed to create an appealing impression of Borneo and The Borneo Rainforest Lodge</li> <li>- the first section is written in the third person, and shifts between the present and past tense, describing features of Borneo, and includes facts and figures</li> <li>- much of the main section is directly addressed to the reader, though there is also reference to 'we', to make the place sound welcoming and the text personal</li> <li>- adjectives are used to create a positive image of the place, eg 'unique', 'individual', as are nouns such as 'mystery', 'intrigue' and 'excitement'.</li> <li>- Written in a positive voice</li> <li>- <b>The second text</b> is an account of a real experience / an example of travel writing</li> <li>- it is written in the first person and past tense, chronologically</li> <li>- in the first paragraph the word 'wet' is repeated for emphasis</li> <li>- the writer includes quite a lot of information about the different insects etc, while also using personification to convey how they seem to be deliberately doing all they can to annoy him</li> <li>- a number of vivid words, including an attempt to convey exactly what they sound like, are used to describe the different sounds in the forest and create humorous impact.</li> <li>- Written in a negative voice.</li> </ul> <p><b>Accept</b> other appropriate points focused on features of purpose and audience.</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for a response that attempts to link features across the texts but without comparing them.</li> <li>• <b>2 marks</b> for a response with a basic attempt at comparison</li> <li>• <b>3 marks</b> for a fully developed comparison of one or more features.</li> </ul>	3

### Text 3

Question Number	Answer	Mark
<b>17</b>	Award <b>1 mark</b> for: <ul style="list-style-type: none"><li>• (in a) shed</li></ul>	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	Award <b>1 mark</b> for: <ul style="list-style-type: none"><li>• Raghu and other children in his family (siblings / brothers and sisters and cousins)</li></ul> <b>Do not accept:</b> <ul style="list-style-type: none"><li>• Raghu on its own</li><li>• other children on its own#</li><li>• friends</li></ul>	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	Award <b>1 mark</b> for: <ul style="list-style-type: none"><li>• this shows Ravi's shock / horror / fear at the idea of snakes.</li></ul> <b>Do not accept</b> 'for emphasis' without further elaboration.	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	Award <b>1 mark</b> for correct identification of: D. He wants to be with other people.	<b>1</b>

Question Number	Answer	Mark
<b>21</b>	Award <b>1 mark</b> each for any of the following points up to a maximum of <b>2 marks</b> : <ul style="list-style-type: none"><li>• he wants to win the game of hide-and-seek</li><li>• he has never won a game before / wants to be the champion</li><li>• he wants to beat Raghu / the older children.</li></ul>	<b>2</b>

Question Number	Answer	Mark
<b>22</b>	<p>Award <b>1 mark</b> for <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>the light under the door grew softer, fuzzier</li> <li>the long purple shadows of the shed</li> <li>grew even darker</li> </ul> <p><b>Do not accept</b> one word answers such as 'Evening' or 'Twilight'.</p>	<b>1</b>

Question Number	Answer	Mark
<b>23</b>	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>to reinforce Ravi's insecurity / uncertainty (about what is happening with the game)</li> </ul> <p><b>Do not accept</b> 'Ravi doesn't know what is happening' without further elaboration.</p>	<b>1</b>

Question Number	Answer	Mark
<b>24</b>	<p>Award <b>1 mark</b> for this phrase underlined:</p> <ul style="list-style-type: none"> <li>(stumbled on) stiff, benumbed legs</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>25</b>	<p>Award <b>1 mark</b> for any response which recognises either:</p> <ul style="list-style-type: none"> <li>The passage of time</li> <li>Consolidates where time stands at the moment</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>26</b>	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>Their faces were pale and triangular in the dusk.</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>27</b>	<p>Award <b>1 mark</b> for <b>one</b> of the following points:</p> <ul style="list-style-type: none"> <li>they are playing another / a new game</li> </ul>	

	<ul style="list-style-type: none"> <li>• they are surprised / amazed to see him.</li> <li>• He could hear them chanting, singing, laughing</li> </ul>	<b>1</b>
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Question Number	Answer	Mark
<b>28</b>	<p>Award <b>1 mark</b> for each of the following points, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• the story is told from Ravi's point of view / the reader shares Ravi's feelings</li> <li>• you get the impression that Ravi is / sees himself as one of the younger, smaller, less lucky children</li> <li>• the other children forget all about him / don't comfort him</li> <li>• he makes a fool of himself at the end</li> <li>• Raghu is rough / impatient with him.</li> </ul> <p><b>Accept</b> other reasonable points, based on the text.</p>	<b>2</b>

Question Number	Answer	Mark
<b>29</b>	<p>Award <b>1 mark</b> for each of the following points, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• "Don't be a fool,"</li> <li>• Raghu said roughly</li> <li>• stand at the end of the line.</li> </ul>	<b>2</b>

Question Number	Answer	Mark
<b>30</b>	<p>Award <b>1 mark</b> for:</p> <ul style="list-style-type: none"> <li>• insignificance</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<p><b>31</b></p>	<p>Reward answers which pick up on any of the following features, with credit given for evidence and development of points.</p> <ul style="list-style-type: none"> <li>- Ravi has mixed feelings at the beginning – he is very pleased with himself for thinking of such a good hiding place ('delight', 'self-congratulation') – but he is also scared to be in such a dark and 'spooky' place ('fear')</li> <li>- his imagination creates all sorts of horrors in the shed / and he is very jumpy and easily scared ('Snakes!')</li> <li>- he thinks longingly of being outside in the sun, with everyone else, adults nearby, eating mulberries ('the free spaces of the garden')</li> <li>- he imagines what it would be like to win and how thrilling it would be ('What fun')/ he experiences in anticipation the joy of it</li> <li>- then he begins to feel uncertain – it is getting darker outside and he is confused by what he can hear and what he thinks must be happening ('Could he hear the children's voices?')</li> <li>- he feels a high level of frustration / anguish when he bursts out of the shed, furious, upset and full of self-pity ('whimper', 'crying heartily')</li> <li>- finally he feels the full weight of his failure / and of his 'insignificance' / unimportance as a person – he is completely crushed.</li> </ul> <p><b>Accept</b> other appropriate points focused on the language used to show Ravi's feelings and how they change.</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for a response with description of feelings but no explanation</li> <li>• <b>2 marks</b> for a response with a basic attempt at explanation</li> <li>• <b>3 marks</b> for a fully developed explanation of Ravi's feelings.</li> </ul>	<p><b>3</b></p>

## Section B

Question Number	Answer	Mark
<b>32</b>	Award <b>1 mark</b> for:  The following insects can be found in the rainforest: cicadas, mosquitoes, elephant ants and fire ants.	<b>1</b>

Question Number	Answer	Mark
<b>33</b>	Award <b>1 mark</b> for:  James is Redmond's friend, together they travelled through the rainforests of Borneo and encountered many insects.	<b>1</b>

Question Number	Answer	Mark
<b>34 (a)</b>	since	<b>1</b>
<b>(b)</b>	On / at / by / beside	<b>1</b>
<b>(c)</b>	under / beside / in / on / beneath / behind /inside  Reward any appropriate choices.	<b>1</b>

Question Number	Answer	Mark
<b>35 (a)</b>	Award <b>1 mark</b> for the embedded phrase, 'a luxury holiday resort' used appropriately in a sentence.  Commas should be used accurately to merit the award of 1 mark.	<b>1</b>
<b>(b)</b>	Award <b>1 mark</b> for the clause 'having finished the game' used appropriately in a sentence.  Commas should be used accurately to merit the award of 1 mark.	<b>1</b>
<b>(c)</b>	Award <b>1 mark</b> for the correction of <b>each</b> of the three errors.  The children <b>were</b> playing football in the garden. Ali got <b>fewer</b> goals than anyone else and felt really fed up <b>with</b> the game.	<b>3</b>

## Section C

Question Number	Indicative content
<b>36</b>	<p>Responses may include:</p> <ul style="list-style-type: none"><li>• description of exciting / interesting / funny / frightening location</li><li>• information about / description of the on-going game</li><li>• personal comments about own feelings and senses / reactions of others / and actions of others .</li></ul> <p>Credit should be given for a wide range of different approaches / interpretations.</p>

### **Form, communication and purpose**

Level	Marks	Criteria
Below 4	0	<ul style="list-style-type: none"> <li>No rewardable material</li> </ul>
4	1-3	<ul style="list-style-type: none"> <li>The form of a description/narrative is maintained with some balance between description and comment. Some content developed to engage reader.</li> <li>Viewpoint established and generally maintained.</li> <li>Some stylistic features used to support purpose.</li> <li>The article is organised: paragraphs or sections are logically sequenced although transitions may be awkward.</li> <li>Within paragraphs or sections content may be developed around a main sentence. Paragraphs or sections organised to expand a particular point. Connections within paragraphs or sections maintained.</li> </ul>
5	4-5	<ul style="list-style-type: none"> <li>Content of description/narrative adapted so as to appeal to the reader.</li> <li>Viewpoint established and controlled.</li> <li>Some stylistic features add emphasis and interest.</li> <li>Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections gives structure to the whole text.</li> <li>Within paragraphs or sections main ideas are developed with relevant detail or examples. Reference sometimes varied to avoid repetition.</li> </ul>
6	6-8	<ul style="list-style-type: none"> <li>Description/narrative well focused on audience and purpose, with some evidence of considered selection and development.</li> <li>Point of view well controlled, incorporating some other or wider perspective/s.</li> <li>Stylistic features sometimes ambitious, creating clarity and emphasis.</li> <li>Overall direction of the text signalled, with a range of features used to control overall structure.</li> <li>Some range of cohesive devices used within paragraphs/sections, sometimes creating emphasis or effect.</li> </ul>
7	9-10	<ul style="list-style-type: none"> <li>Description/narrative well shaped and adapted for purpose, with content purposefully selected to appeal to the audience.</li> <li>Confident viewpoint, with a range of perspectives well managed</li> <li>A wide range of stylistic devices, focused intentionally on reader and purpose.</li> <li>Account and description managed and shaped to achieve purpose and effect, with a range of cohesive devices used to position the reader.</li> </ul>
8	11-12	<ul style="list-style-type: none"> <li>Writing adeptly adapted for purpose and reader, achieving its intended effect.</li> <li>Assured viewpoint, skilfully positioned within other perspectives.</li> <li>A wide range of stylistic devices deployed for precise effect in relation to purpose, reader and effect.</li> </ul>

		<ul style="list-style-type: none"><li>• Reader adeptly positioned throughout the text, so that the intended effect is achieved. Account /description skilfully built up and crafted.</li></ul>
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## **Spelling, punctuation and grammar**

Level	Marks	Criteria
Below 4	0	<ul style="list-style-type: none"> <li>• No rewardable material</li> </ul>
4	1	<ul style="list-style-type: none"> <li>• Sentences mostly grammatically sound.</li> <li>• Some variety in subordinating connectives.</li> <li>• Adverbials, expanded noun phrases and modals add variety. Tense choice mainly appropriate.</li> <li>• Some variation in subjects of sentences.</li> <li>• Most sentences correctly demarcated. Some commas mark phrases or clauses.</li> <li>• Spelling is usually accurate, including common, polysyllabic words</li> </ul>
5	2-3	<ul style="list-style-type: none"> <li>• Simple and complex sentences with some variety of connectives. Expansion of phrases and clauses adds detail. Range of verb forms develops meaning and maintains appropriate tense choice. Additional words and phrases contribute to shades of meaning.</li> <li>• Range of punctuation used almost always correctly.</li> <li>• Words with complex regular patterns are usually spelt correctly.</li> </ul>
6	4-5	<ul style="list-style-type: none"> <li>• Sentences almost always grammatically correct. Variation in sentence structure, type and length sometimes managed for conscious effect. Placing of phrases and clauses sometimes creates emphasis or used for effect.</li> <li>• Range of punctuation used to clarify meaning for the reader.</li> <li>• Spelling is generally accurate, including that of irregular words.</li> </ul>
7	6-7	<ul style="list-style-type: none"> <li>• Sentence structure and detail within the sentence is well controlled, contributing to the overall development of the text.</li> <li>• A range of punctuation deployed for clarity and effect.</li> <li>• Spelling is correct, including that of complex, irregular words; any errors stand out as untypical or one-off slips.</li> </ul>
8	8	<ul style="list-style-type: none"> <li>• Wide variety of sentence structures positioned and crafted, achieving emphasis and clarity.</li> <li>• Range of punctuation deployed skilfully to enhance meaning, achieving particular effects.</li> <li>• Spelling correct over the range of vocabulary used, including more complex and difficult words.</li> </ul>

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