

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel International Lower  
Secondary Curriculum in English Year 9  
(LEH01)  
Paper 01

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. 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](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. 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](http://www.pearson.com/uk)

Summer 2015

Publications Code PL042410

All the material in this publication is copyright

© Pearson Education Ltd 2015

## 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**

Question Number	Answer	Mark
<b>1</b>	D = trunk	<b>1</b>

Question Number	Answer	Mark															
<b>2</b>	<table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Asian elephants have fan shaped ears.</td> <td></td> <td>✓</td> </tr> <tr> <td>African elephants have smaller tusks.</td> <td></td> <td>✓</td> </tr> <tr> <td>African female elephants have tusks.</td> <td>✓</td> <td></td> </tr> <tr> <td>Asian and African elephants have the same number of toes on their fore-foot.</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>Award <b>1 mark</b> for 1-2 correct Award <b>2 marks</b> for 3-4 correct</p>		True	False	Asian elephants have fan shaped ears.		✓	African elephants have smaller tusks.		✓	African female elephants have tusks.	✓		Asian and African elephants have the same number of toes on their fore-foot.	✓		<b>2</b>
	True	False															
Asian elephants have fan shaped ears.		✓															
African elephants have smaller tusks.		✓															
African female elephants have tusks.	✓																
Asian and African elephants have the same number of toes on their fore-foot.	✓																

Question Number	Answer	Mark
<b>3</b>	<p>'Asian elephants differ in several ways from their African relatives.'</p> <p>Do not accept any omissions or additions or paraphrasing of the topic sentence.</p>	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<p>'Led by a matriarch'</p> <p>Do not accept any omissions or additions or paraphrasing of the clause.</p>	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<p>Award <b>1 mark</b> each for any of the following points up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"> <li>• Destroying habitats/habitats lost</li> <li>• Human settlements</li> <li>• Plantation development</li> <li>• Infrastructure – (roads, canals and pipelines) Do not accept as separate items</li> <li>• Poaching for ivory</li> </ul>	<b>2</b>

Question Number	Answer	Mark
<b>6</b>	Award <b>1 mark</b> for : 'mitigate'	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	C = it is about solving the problem	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	A = a place where elephants can live away from the public	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	B = to emphasise the final phrase	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	D = to show the Sanctuary is in control of everything	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	<p>Award <b>1 mark</b> each for any of the following points up to a maximum of <b>2 marks</b>.</p> <ul style="list-style-type: none"> <li>• Elephants can only be seen through Elecam/web cam/ computer; no direct access to the elephants.</li> <li>• Learning about the elephants does not take place on site, but through distance learning.</li> <li>• Expensive VIP Pledge Programme at \$2,000 dollars each year over 5 years, but just get a behind the scenes tour/tour of the elephant houses.</li> <li>• Volunteer opportunities restricted to one day a month, and still no direct contact with elephant; need to book a slot.</li> <li>• Welcome Centre away from the Sanctuary; intermittent opening times or by appointment.</li> </ul> <p>Do not accept a quotation without an explanation.</p>	<b>2</b>

Question Number	Answer	Mark										
12	<p>Award <b>1 mark</b> for any point from the first column and <b>1 mark</b> for any point from the second column and award up to a maximum of <b>2 marks</b>:</p> <table border="1"> <thead> <tr> <th>The first three lines</th> <th>The last three lines</th> </tr> </thead> <tbody> <tr> <td>about the ideals of the sanctuary (1)</td> <td>about selling goods (1)</td> </tr> <tr> <td>introduces the aims of the sanctuary (1)</td> <td>concludes with practical information (1)</td> </tr> <tr> <td>about the vision (1)</td> <td>about the reality (1)</td> </tr> <tr> <td>excludes the public (1)</td> <td>wants to include the public (1)</td> </tr> </tbody> </table> <p>Reward all valid points</p>	The first three lines	The last three lines	about the ideals of the sanctuary (1)	about selling goods (1)	introduces the aims of the sanctuary (1)	concludes with practical information (1)	about the vision (1)	about the reality (1)	excludes the public (1)	wants to include the public (1)	2
The first three lines	The last three lines											
about the ideals of the sanctuary (1)	about selling goods (1)											
introduces the aims of the sanctuary (1)	concludes with practical information (1)											
about the vision (1)	about the reality (1)											
excludes the public (1)	wants to include the public (1)											

Question Number	Answer	Mark
13	<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 informative and written in the third person.</li> <li>• Precise facts are given.</li> <li>• The text focuses on key physical features of elephants and their habits/food/ breeding/ social grouping etc.</li> <li>• Their endangered status is covered in terms of human-elephant conflict e.g. competition for resources/ the results of human progress/ financial greed (ivory).</li> <li>• The WWF is put forward as an 'on the ground' force, with tangible ways of dealing with human – elephant conflict, bringing in an element of persuasion.</li> <li>• The language used is scientific, sophisticated; assumes a knowledgeable readership.</li> <li>• <b>The second text</b> is written in the first person, so attempting to personalise commitment to the sanctuary. The reader is addressed in the second person.</li> <li>• Persuasive in that it wants the public to be 'involved' in the sanctuary (needs money), but because of the restricted opportunities gives a lot of information re times, places etc.</li> <li>• About a particular place where elephants can be kept safe/away from humans, and so not endangered.</li> <li>• <b>Both texts</b> are about hope/ solutions for the elephant.</li> </ul> <p>Accept other appropriate points focused on features of purpose and audience.</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for basic feature spotting without attempt at comparison</li> <li>• <b>2 marks</b> for a response that attempts to link features across the texts but without comparing them</li> <li>• <b>3 marks</b> for a response with a basic attempt at comparison</li> <li>• <b>4 marks</b> for a fully developed comparison of one or more features.</li> </ul>	4

Question Number	Answer	Mark
<b>14</b>	Award <b>1 mark</b> for <b>either</b> of these examples <ul style="list-style-type: none"> <li>• runs away/ hides when he sees Esther</li> <li>• expects to see her point her finger spitefully at him</li> </ul> <p>Accept appropriate quotations.</p>	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	Award <b>1 mark</b> for <b>either</b> of these points: <ul style="list-style-type: none"> <li>• In the wagon</li> <li>• Behind/among the hay bales</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>16</b>	Award <b>1 mark</b> for <b>one</b> of the following points : <ul style="list-style-type: none"> <li>• The crowd (surrounds the wagon)</li> <li>• (The showman puts) the elephant (in the wagon)</li> <li>• The elephant (is in the wagon)</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	Award <b>1 mark</b> for either of the following points: <ul style="list-style-type: none"> <li>• he speaks to the elephant impatiently</li> <li>• jabs a ( short sharp) stick (into the elephant to get her up the ramp into the wagon)</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	Award <b>1 mark</b> for both adjectives: <ul style="list-style-type: none"> <li>• enormous</li> <li>• great</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	A= it emphasises Tad has a problem	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	crouched	<b>1</b>

Question Number	Answer	Mark
<b>21</b>	Award <b>one</b> mark for an explanation which recognises that this shows Tad has not experienced gentleness/ affection/ human touch.  Reward all valid points.	<b>1</b>

Question Number	Answer	Mark
<b>22</b>	A = it reduces the tension	<b>1</b>

Question Number	Answer	Mark
<b>23</b>	Award <b>one</b> mark for <b>either</b> of the following points: <ul style="list-style-type: none"> <li>• He settles in a corner</li> <li>• He falls asleep</li> </ul> Reward all valid points.	<b>1</b>

Question Number	Answer	Mark
<b>24</b>	'lulled'	<b>1</b>

Question Number	Answer	Mark
<b>25</b>	Award <b>1 mark</b> for an explanation as follows: : <ul style="list-style-type: none"> <li>• The noise of the wagon being hauled/pulled out of the siding OR</li> <li>• The noise of the engine pulling the wagon out of the depot 2</li> </ul> Accept an appropriate quotation	<b>1</b>

Question Number	Answer	Mark
<b>26</b>	Award <b>1 mark</b> for any of the following explanations: <ul style="list-style-type: none"> <li>• the loud noise made by the wagon moving out of the siding would mask any other sounds</li> <li>• it was at night, so no one would be about</li> <li>• the wagon was in a depot, away from the main part of the town</li> <li>• the noise of the elephant</li> <li>• there was no one near by</li> </ul>	<b>1</b>



Question Number	Answer	Mark
27	'jerk'	1

Question Number	Answer	Mark
28	<p>Award <b>two</b> marks for each appropriate explanation which acknowledges that the reader, up to a maximum of two:</p> <ul style="list-style-type: none"> <li>• sympathises</li> <li>• empathises</li> <li>• is shocked</li> <li>• hopes for a positive outcome</li> <li>• recognises the desperation of Tad's situation</li> </ul>	2

Question Number	Answer	
29	<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>• both are trapped in the railway wagon</li> <li>• the elephant and Tad seem like a pair: both have experienced cruelty</li> <li>• the focus on the gentleness of the elephant towards Tad</li> <li>• the elephant seems like a friend/ companion</li> <li>• the peace/sleep Tad experiences in the wagon</li> <li>• the elephant feels calm enough to eat</li> <li>• the elephant/Tad go forward together to a new place, a new adventure</li> </ul> <p><b>Accept</b> other appropriate points focused on audience and purpose</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for basic feature spotting</li> <li>• <b>2 marks</b> for a response with description of features but no explanation</li> <li>• <b>3 marks</b> for a response with a basic attempt at explanation</li> <li>• <b>4 marks</b> for a fully developed explanation of clues.</li> </ul>	4

## SECTION B

Question Number	Answer	Mark
<b>30</b>	Award <b>1 mark</b> for: Elephants are known for their immense size, incredible trunk, great ears and magnificent tusks.	<b>1</b>

Question Number	Answer	Mark
<b>31</b>	Award <b>1 mark</b> for: Elephants were long thought to be aggressive; however this is now known not to be the case.	<b>1</b>

Question Number	Answer	Mark
<b>32(a)</b>	Award <b>1 mark</b> for: <ul style="list-style-type: none"> <li>To see elephants in the wild is <b>an</b> incredible experience.</li> </ul>	<b>1</b>
<b>32(b)</b>	Award <b>2 marks</b> for : Elephants are fond of water and enjoy showering <b>by</b> sucking water <b>up/into/up with</b> their trunks.	<b>2</b>

Question Number	Answer	Mark
<b>33(a)</b>	Award <b>1 mark</b> for an appropriate embedded clause used appropriately in the sentence. e.g. The zoo, which was small, was very crowded  Paired commas should be used.	<b>1</b>

Question Number	Answer	Mark
<b>33(b)</b>	Award <b>1 mark</b> for an appropriate sentence using the clause correctly. e.g. Tired and exhausted, Joe instantly fell asleep. Joe, who was tired and exhausted, fell asleep. Joe, tired and exhausted, fell asleep on the sofa.  Commas should be used as required to merit the award of <b>1 mark</b> .	<b>1</b>

Question Number	Answer	Mark
<b>34</b>	Award <b>1 mark</b> for <b>each</b> error corrected: Sarah did not <b>feel</b> afraid of the elephant. It was <b>clearly</b> happy to <b>share</b> the wagon with her.	<b>3</b>

## SECTION C

### Question 35

#### *Form, communication and purpose*

Level	Marks	Criteria
4	1-3	<ul style="list-style-type: none"> <li>The form of a narrative/description is maintained. Some balance between description and narrative. 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 piece 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 narrative/description 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>Narrative/description 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>Narrative/description well shaped and adapted for purpose, with content purposefully selected to appeal to the reader.</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>Narrative 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>Piece 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> <li>Reader adeptly positioned throughout the text, so that the intended effect is achieved. Narrative/description skilfully built up and crafted.</li> </ul>

***Spelling, punctuation and grammar***

Level	Marks	Criteria
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 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 and deployed, 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>

