

Mark Scheme  
(Results)

Summer 2012

PLSC Lower Secondary (Year 9)

LEH01 Paper 01

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. Questions labelled with an **asterix (\*)** are ones where the quality of your written communication will be assessed.

## Using the Mark Scheme

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

The mark scheme gives examiners:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

/ means that the responses are alternatives and either answer should receive full credit.

( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.

Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

## Mark Scheme for paper LEH01

### Section A

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 1               | A      | 1    |
| 2               | C      | 1    |
| 3               | B      | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 4               | <p><b>1 mark</b> each for any of the following:</p> <ul style="list-style-type: none"><li>• "giant" or paraphrase</li><li>• "so sensitive that it could detect the signal from your mobile phone if you were standing on the surface of Mars!" or paraphrase</li></ul> <p>Accept any reasonable answer based on text.</p> | 2    |

| Question Number | Answer | Mark |
|-----------------|--------|------|
| 5               | D      | 1    |
| 6               | C      | 1    |
| 7               | A      | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 8               | <p><b>1 mark</b> each for any of the following:</p> <ul style="list-style-type: none"><li>• New observational instruments (like the Hubble Telescope)</li><li>• Increase in computer power/better computers</li></ul> <p>Accept any reasonable answer based on the text.</p> | 2    |

| Question Number | Indicative content  |  |
|-----------------|---|--|
| <b>9</b>        | <p>Candidates may comment on the following:</p> <ul style="list-style-type: none"> <li>• Descriptive/emotive language (e.g. “inspired and captivated” or “wonders of the universe” in text 1, “golden age” or “heavens seem to be ablaze” in text two) makes astronomy sound amazing</li> <li>• Facts used to build interest (e.g. new technology, amazing facts)</li> <li>• Hyperbole (e.g. “an experience not to be missed” in text 1 or “unbelievably far away” in text 2)</li> <li>• Text 1 uses rhetorical questions to the reader that can only be answered by visiting. Text 2 does not use these, but makes us curious when it talks about our ancestors and astronomers now gazing at the stars and asking questions.</li> <li>• Words such as “exciting” (text 1) and “amazing” (text 2) show that astronomy is fun</li> <li>• Text 1 makes it seem interactive (“explore the planets using our model of the solar system”) so it seems more fun than in text 2</li> <li>• Both involve the reader with 1<sup>st</sup> person address (“you will see stars” in text 2 and “how well do you know the planets?” in text 1)</li> </ul> |  |
| Level           | Mark  | Descriptor   |
|                 | 0   | No rewardable material   |
| <b>7</b>        | 1-3   | <ul style="list-style-type: none"> <li>• Pupils show understanding of the ways in which the authors individually achieve their effects through the use of linguistic, structural and presentational devices</li> <li>• Pupils select and analyse information and ideas, and comment on how these are conveyed in both texts</li> </ul> |
| <b>8</b>        | 4-5   | <ul style="list-style-type: none"> <li>• Pupils compare how authors achieve their effects through the use of linguistic, structural and presentational devices</li> <li>• They articulate personal and critical responses to texts, showing awareness of their thematic, structural and linguistic features</li> </ul>                 |

## Section B

| Question Number | Answer  | Mark   |
|-----------------|---|--|
| 10              | A   | 1  |
| 11              | D   | 1  |
| 12              | <p>The correct order is:</p> <p>2. Ellie lies down and looks at the stars</p> <p>1. Ellie walks to the pier</p> <p>5. Ellie thinks she can feel the earth spinning</p> <p>3. Ellie realises the Earth is round, not flat</p> <p>4. Ellie thinks about all the different people on the Earth</p> | <p>1 mark for three statements in the correct order.</p> <p>2 marks for all five statements in the correct order</p> |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 13              | <p><b>1 mark</b> for each for any of the following:</p> <ul style="list-style-type: none"> <li>• (whirling at) unbelievable speed</li> <li>• (it was like descending in a) fast elevator</li> </ul> <p><b>Accept</b> any relevant quotations or paraphrases from the text.</p> | 2    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 14              | <p><b>1 mark</b> each for any of the following:</p> <ul style="list-style-type: none"> <li>• The earth looks flat because it is so large</li> <li>• It is a 'big ball'</li> <li>• There are millions of people on the earth</li> <li>• In order to turn once a day it has to move very fast, because it is so big</li> <li>• Ellie's body is described as being 'tiny' in comparison to the earth</li> </ul> <p><b>Accept</b> other relevant answers based on the text.</p> | 3    |

| Question Number | Indicative content   |   |
|-----------------|--|---|
| 15              | <ul style="list-style-type: none"> <li>• At the start Ellie is calm – she walks alone to the pier after dinner. This is emphasised by the still, hot, moonless night the writer describes.</li> <li>• She looks up and becomes more excited “found her heart racing”.</li> <li>• She has to feel for the ground for reassurance at the start of paragraph 3, showing she is becoming nervous/excited.</li> <li>• She sits up ‘cautiously’, as if she is worried.</li> <li>• She tries to imagine all the different people on the planet, and is filled with wonder – feels insignificant.</li> <li>• The writer shows Ellie becoming dizzy and sick as she imagines the world spinning.</li> <li>• She is “overtaken” by the feeling of the earth spinning, and feels overwhelmed.</li> </ul> <p><b>Accept</b> other relevant answers based on the text.</p> |   |
| Level           | Mark   | Descriptor  |
|                 | 0  | No rewardable material  |
| 5               | 1-2  | <ul style="list-style-type: none"> <li>• Pupils show understanding of the text, selecting essential points and begin to use inference and deduction where appropriate</li> <li>• In their responses, pupils identify key features, themes and characters and select sentences, phrases and relevant information to support their views</li> </ul> |
| 6-7             | 3-4  | <ul style="list-style-type: none"> <li>• Pupils show understanding of the ways in which meaning and information are conveyed in a text</li> <li>• Pupils give personal responses to the text, referring to aspects of language, structure and themes in justifying their views</li> </ul>   |
| 8               | 6  | <ul style="list-style-type: none"> <li>• In reading texts, pupils identify different layers of meaning and comment on their significance and effect</li> <li>• They articulate personal and critical responses to texts, showing awareness of their thematic, structural and linguistic features</li> </ul>                                       |

## Section C

| Question Number | Indicative content  |
|-----------------|---|
| <b>16</b>       | <p>Candidates are required to produce a piece of writing about a hobby they have. An appropriate register must be adopted and sustained throughout the piece with language suitable to the task.</p> <p>Candidate may interpret the requirements in a variety of ways (for example, they may write in a factual/informative way or take a more persuasive tone) and examiners should reward well written accounts. Accounts are likely to be informal in style as they are writing for a peer audience.</p> <p>Lower grade answers are likely to be very limited in content and will keep closely to the bullet points.</p> <p>Higher grade answers will develop well and be both clear and engaging. They will communicate a real interest and knowledge of their chosen hobby.</p> <p>The focus of the assessment is on the quality of the writing and its clarity and effectiveness.</p> <p>Successful answers will:</p> <ul style="list-style-type: none"><li>• Focus strongly on the hobby</li><li>• Maintain a clear focus and be relevant</li><li>• Be written in a style appropriate for a school magazine</li><li>• Have a clear structure supported by effective paragraphing and the use of cohesive devices</li><li>• Have clear development</li><li>• Employ a range of sentence types</li><li>• Employ a range of appropriate vocabulary</li><li>• Show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.</li></ul> <p>In applying the following grid bear in mind the need for the "best fit" approach.</p> |

### Form, communication and purpose

| Level | Marks | Descriptors  |
|-------|-------|--|
| 5     | 1-2   | <ul style="list-style-type: none"> <li>• Pupil's writing conveys meaning clearly</li> <li>• Pupil's writing is varied and interesting</li> <li>• Pupil's writing is in a range of forms, using a more formal style when appropriate</li> <li>• Pupil writes in different forms for different readers</li> </ul>                  |
| 6     | 3-5   | <ul style="list-style-type: none"> <li>• Pupil's writing shows adaptation of style and register to different forms</li> <li>• Pupil's writing often engages and sustains the reader's interest</li> <li>• Pupil can use an impersonal style where appropriate</li> </ul>   |
| 7     | 6-7   | <ul style="list-style-type: none"> <li>• Pupil makes appropriate choices of style in a range of forms</li> <li>• Pupil develops character and setting in narrative forms</li> <li>• Pupil's non-fiction is organised and coherent</li> </ul>   |
| 8     | 8-9   | <ul style="list-style-type: none"> <li>• Pupil selects specific features or expressions to convey particular effects</li> <li>• Pupil's narrative writing shows control of characters, events and settings and variety in structure</li> <li>• Pupil's non-fiction writing is coherent and gives clear points of view</li> </ul> |

### Spelling, punctuation and grammar

| Levels | Marks | Descriptors   |
|--------|-------|---|
| 5      | 1     | <ul style="list-style-type: none"> <li>• Simple and complex sentences are organised into paragraphs</li> <li>• Vocabulary choices are imaginative</li> <li>• Punctuation, including commas, apostrophes and inverted commas are usually used accurately</li> <li>• Words with complex regular patterns are usually spelt correctly</li> </ul>                           |
| 6      | 2-3   | <ul style="list-style-type: none"> <li>• Pupil uses a range of sentence structures and ideas are organised into paragraphs</li> <li>• Pupil uses varied vocabulary to create effects</li> <li>• A range of punctuation is usually used correctly to clarify meaning</li> <li>• Spelling is correct, including irregular words</li> </ul>                                |
| 7      | 4-5   | <ul style="list-style-type: none"> <li>• Sentences are organised into paragraphs and grammatical features are used effectively and accurately</li> <li>• Vocabulary is accurately and effectively used</li> <li>• Punctuation is used correctly to make the writing coherent to the reader</li> <li>• Spelling is correct, including complex irregular words</li> </ul> |
| 8      | 6     | <ul style="list-style-type: none"> <li>• Writing shows clear grasp of paragraphing</li> <li>• Use of vocabulary and grammar enables fine distinctions/emphasis</li> <li>• Writing shows clear grasp of uses of punctuation</li> <li>• High level of accuracy in spelling</li> </ul>   |

| Question Number | Indicative content   |
|-----------------|--|
| <b>17</b>       | <p>Candidates are required to produce a piece of writing about a place they have found impressive. An appropriate register must be adopted and sustained throughout the piece with language suitable to the task.</p> <p>Candidate may interpret the requirements in a variety of ways and examiners should reward well written accounts.</p> <p>Lower grade answers are likely to be very limited in content and will keep closely to the bullet points.</p> <p>Higher grade answers will develop the description well, possibly with some narrative drive.</p> <p>They will communicate atmosphere and a sense of their own feelings.</p> <p>The focus of the assessment is on the quality of the writing and its clarity and effectiveness.</p> <p>Successful answers will:</p> <ul style="list-style-type: none"> <li>• Focus strongly on the place and their reaction to it</li> <li>• Maintain a clear focus and be relevant</li> <li>• Employ a range of descriptive devices</li> <li>• Have a clear structure supported by effective paragraphing and the use of cohesive devices</li> <li>• Employ a range of sentence types</li> <li>• Employ a range of appropriate vocabulary</li> <li>• Show ambition in, and maintain secure control over, choices of grammar, punctuation and spelling.</li> </ul> <p>In applying the following grid bear in mind the need for the “best fit” approach.</p> |

**Form, communication and purpose**

| Level | Marks | Descriptors   |
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| 5     | 1-2   | <ul style="list-style-type: none"> <li>• Pupil’s writing conveys meaning clearly</li> <li>• Pupil’s writing is varied and interesting</li> <li>• Pupil’s writing is in a range of forms, using a more formal style when appropriate</li> <li>• Pupil writes in different forms for different readers</li> </ul> |
| 6     | 3-5   | <ul style="list-style-type: none"> <li>• Pupil’s writing shows adaptation of style and register to different forms</li> <li>• Pupil’s writing often engages and sustains the reader’s interest</li> <li>• Pupil can use an impersonal style where appropriate</li> </ul>  |
| 7     | 6-7   | <ul style="list-style-type: none"> <li>• Pupil makes appropriate choices of style in a range of forms</li> <li>• Pupil develops character and setting in narrative forms</li> <li>• Pupil’s non-fiction is organised and coherent</li> </ul>  |
| 8     | 8-9   | <ul style="list-style-type: none"> <li>• Pupil selects specific features or expressions to convey particular effects</li> </ul>   |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Pupil's narrative writing shows control of characters, events and settings and variety in structure</li> <li>• Pupil's non-fiction writing is coherent and gives clear points of view</li> </ul> |
|--|--|---|

### Spelling, punctuation and grammar

| Levels | Marks | Descriptors   |
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| 5      | 1     | <ul style="list-style-type: none"> <li>• Simple and complex sentences are organised into paragraphs</li> <li>• Vocabulary choices are imaginative</li> <li>• Punctuation, including commas, apostrophes and inverted commas are usually used accurately</li> <li>• Words with complex regular patterns are usually spelt correctly</li> </ul>                           |
| 6      | 2-3   | <ul style="list-style-type: none"> <li>• Pupil uses a range of sentence structures and ideas are organised into paragraphs</li> <li>• Pupil uses varied vocabulary to create effects</li> <li>• A range of punctuation is usually used correctly to clarify meaning</li> <li>• Spelling is correct, including irregular words</li> </ul>                                |
| 7      | 4-5   | <ul style="list-style-type: none"> <li>• Sentences are organised into paragraphs and grammatical features are used effectively and accurately</li> <li>• Vocabulary is accurately and effectively used</li> <li>• Punctuation is used correctly to make the writing coherent to the reader</li> <li>• Spelling is correct, including complex irregular words</li> </ul> |
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