



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel International Lower
Secondary Curriculum in English Year 6

LEH01/01

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.

SECTION A

Question Number	Answer	Mark
1	Award 1 mark for: <input checked="" type="checkbox"/> A sums up why the young and old need to communicate	1

Question Number	Answer	Mark
2a	Award 1 mark for: 'mutually' Only accept one word, although lead in introductions are acceptable as long as the word is made explicit, e.g ' <i>The word that means the same as 'jointly' is 'mutually.'</i> '	1
2b	Award 1 mark for: <input checked="" type="checkbox"/> B reducing	1

Question Number	Answer	Mark
3	Award 1 mark for: weekly/once a week Accept a suitable paraphrase.	1

Question Number	Answer	Mark
4	<p>What the residents gain from it. Accept any of the following for 1 mark: art classes; instruction on how to draw; paint; learning about or confronting modern art; chatting with each other; talking to Leslie; helps pass the time it helps cheer them up.</p> <p>What Leslie gains from it. Accept any of the following for 1 mark: Hands-on experience of running an art class; talking to new people; talking to older people; getting advice; having things put in a new light.</p>	Up to 2 marks

Question Number	Answer	Mark
5	<p>Award 1 mark for :</p> <ul style="list-style-type: none"> • 'Silver' refers to grey hair so suggests older people • 'line' suggests a telephone <p>Both inferences must be made for the award of the mark.</p>	1

Question Number	Answer	Mark
6	<p>Award 1 mark for: 'gradually' Accept only one word, although lead in introductions are acceptable as long as the word is made explicit, e.g '<i>The word is 'gradually'</i>'.</p>	1

Question Number	Answer	Mark
7	<p>Award 1 mark for: <input checked="" type="checkbox"/> D allocated</p>	1

Question Number	Answer	Mark
8	Award 1 mark for any of the following: <ul style="list-style-type: none"> • mentions the older generation • mentions conversations • references to volunteers/volunteering. 	1

Question Number	Answer	Mark
9	Award 1 mark for: <input checked="" type="checkbox"/> D It makes the content clear.	1

Question Number	Answer	Mark															
10	Award 1 mark for: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Friends will be people who regularly cross our paths.</td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>Friends will always be people in the same school.</td> <td></td> <td style="text-align: center;">√</td> </tr> <tr> <td>Friends will generally be people who have things in common.</td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>Friends will only be people who play on computers.</td> <td></td> <td style="text-align: center;">√</td> </tr> </tbody> </table>		True	False	Friends will be people who regularly cross our paths.	√		Friends will always be people in the same school.		√	Friends will generally be people who have things in common.	√		Friends will only be people who play on computers.		√	1
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Question Number	Answer	Mark
11	a Award 1 mark for: Self-disclosure/disclosing or giving/ information about yourself. Above words and no additions.	1
	b Award 1 mark for: (‘there is) some return or exchange from the other person.’	1

Question Number	Answer	Mark	
12	Award 1 mark for any of the following correct answers:	1	
			Evidence from the text
	One feature that will make a friendship work.		Unconditional support; acceptance; loyalty; trust; being there through thick and thin.
	One feature that will make a friendship fail.		Personal criticism / over critical of our clothes or behavior.

Question Number	Answer	Mark
13	Award 1 mark for: ‘Some friendships can survive almost anything!’	1

Question Number	Answer	Mark																																		
14	<p>Reward answers that focus on the following features, with credit given for evidence and development of points.</p> <p>Text 1 Persuasive with some implicit information. Positive tone supported by personal 'real life' examples. Addressed at young people/ potential volunteers for the older generation.</p> <table border="1" data-bbox="300 562 1198 1128"> <thead> <tr> <th>Feature</th> <th>Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td>Some of the first text is written in a direct and persuasive style</td> <td><i>'Volunteering- young and old working hand in hand!</i></td> </tr> <tr> <td>Inclusive and conversational style</td> <td><i>'We spoke to a volunteer...'</i></td> </tr> <tr> <td>Use of first names further personalises the tone</td> <td><i>'Leslie,21; Pam,87'</i></td> </tr> <tr> <td>Exclamation mark to emphasise /share point</td> <td><i>'Our designated half hour often goes on a bit longer!'</i></td> </tr> <tr> <td>Direct speech</td> <td><i>'There are nurses who come in...'</i></td> </tr> <tr> <td>Use of personal pronouns</td> <td><i>We/I/us</i></td> </tr> <tr> <td>Informal/ colloquial language</td> <td><i>A bit of a chat/things in a different light</i></td> </tr> </tbody> </table> <p>Text 2 Uses Q and A format. Authoritative speaker/ tone. Speaking directly to the reader – suggestion of a psychologist/ expert. Informative, more formal register. Some specialist language. Addressed at teenage/ young adult reader: assumptions of knowledge made.</p> <table border="1" data-bbox="300 1384 1198 2011"> <thead> <tr> <th>Feature</th> <th>Supporting Evidence</th> </tr> </thead> <tbody> <tr> <td>Q and A format</td> <td></td> </tr> <tr> <td>Authoritative speaker/ tone</td> <td><i>'The key is self-disclosure'; 'Share your lives'</i></td> </tr> <tr> <td>Specialist language</td> <td><i>'reciprocity'</i></td> </tr> <tr> <td>Use of 'your' to pinpoint the reader</td> <td></td> </tr> <tr> <td>Statements/ assertions/commands</td> <td><i>'This is known as reciprocity'; 'However, there are limits'; 'Share your lives.'</i></td> </tr> <tr> <td>Verb 'to be' often used to verify authority</td> <td><i>'is/are/be'</i></td> </tr> <tr> <td>Modals used to temper/nuance assertions</td> <td><i>Can/may/should</i></td> </tr> <tr> <td>Use of the conditional to show expert rationale</td> <td><i>'If your acquaintance..'</i></td> </tr> </tbody> </table>	Feature	Supporting Evidence	Some of the first text is written in a direct and persuasive style	<i>'Volunteering- young and old working hand in hand!</i>	Inclusive and conversational style	<i>'We spoke to a volunteer...'</i>	Use of first names further personalises the tone	<i>'Leslie,21; Pam,87'</i>	Exclamation mark to emphasise /share point	<i>'Our designated half hour often goes on a bit longer!'</i>	Direct speech	<i>'There are nurses who come in...'</i>	Use of personal pronouns	<i>We/I/us</i>	Informal/ colloquial language	<i>A bit of a chat/things in a different light</i>	Feature	Supporting Evidence	Q and A format		Authoritative speaker/ tone	<i>'The key is self-disclosure'; 'Share your lives'</i>	Specialist language	<i>'reciprocity'</i>	Use of 'your' to pinpoint the reader		Statements/ assertions/commands	<i>'This is known as reciprocity'; 'However, there are limits'; 'Share your lives.'</i>	Verb 'to be' often used to verify authority	<i>'is/are/be'</i>	Modals used to temper/nuance assertions	<i>Can/may/should</i>	Use of the conditional to show expert rationale	<i>'If your acquaintance..'</i>	4
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	<p>Accept other appropriate points focused on features of purpose and audience.</p> <ul style="list-style-type: none"> • 1 mark for basic feature spotting without an attempt at comparison • 2 marks for a response that attempts to link features across the texts but without comparing them • 3 marks for a response with a basic attempt at comparison • 4 marks for a fully developed comparison of one or more features. 	
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Question Number	Answer	Mark
15	<p>Award 1 mark for the following:</p> <p><input checked="" type="checkbox"/> C the park.</p>	1

Question Number	Answer	Mark
16	<p>Award 1 mark for :</p> <p>'like an old white ant'.</p>	1

Question Number	Answer	Mark
17	<p>Award 1 mark for :</p> <p>Bela and Kamal</p>	1

Question Number	Answer	Mark
18	<p>Award one mark for any of:</p> <ul style="list-style-type: none"> - she is a widow - she has weak eyes/ cannot see well - strained - she is old. 	1

Question Number	Answer	Mark
19	Award one mark for each of: <ul style="list-style-type: none"> - The boys are nicer to him/ treat him with less hostility/sullenness - The boys realise he is only there to help them/not take away their food - Jagu seems pleased with him - Jagu smiles at him - Jagu sings in his presence 	Up to 2 marks

Question Number	Answer	Mark
20	Award 1 mark for any of: <ul style="list-style-type: none"> - They are both homesick - They are both away from their homes - They are both from a village - They both have memories of home - They both have memories of home that make them happy Also accept that they both work in a kitchen.	1

Question Number	Answer	Mark
21	Award 1 mark for: <p>'idly'</p> Accept only one word, although lead in introductions are acceptable as long as the word is made explicit, e.g ' <i>The word is 'idly'.</i> '	1

Question Number	Answer	Mark
22	Award 1 mark for: <p><input checked="" type="checkbox"/> B he helps him</p>	1

Question Number	Answer	Mark
23	Award 1 mark for any of: <ul style="list-style-type: none"> - its size - don't often see clocks like this - its machinery 	1

Question Number	Answer	Mark
24	Award 1 mark for an explanation that suggests that Hari is going to find out something new/learn something different/go into a different world of experience.	1

Question Number	Answer	Mark
25	Award 1 mark for any response that suggests Jagu has a position of authority.	1

Question Number	Answer	Mark
26	Accept 1 mark for: ` fascinated` Accept only one word, although lead in introductions are acceptable as long as the word is made explicit, e.g `The word is 'fascinated'`.	1

Question Number	Answer	Mark
27	Accept 1 mark for: <input checked="" type="checkbox"/> C enthusiastic	1

Question Number	Answer	Mark										
28	Accept 1 mark for each valid combination.	Up to 2 marks										
	<table border="1"> <thead> <tr> <th>Now</th> <th>Future</th> </tr> </thead> <tbody> <tr> <td>Works in a kitchen</td> <td>Works in a shop</td> </tr> <tr> <td>Works as a cook's help</td> <td>Works as a watchmender/apprentice</td> </tr> <tr> <td>Does general work/low level work</td> <td>Does specialist/ intricate work</td> </tr> <tr> <td>Works for a cook</td> <td>Works for Mr Panwallah</td> </tr> </tbody> </table>		Now	Future	Works in a kitchen	Works in a shop	Works as a cook's help	Works as a watchmender/apprentice	Does general work/low level work	Does specialist/ intricate work	Works for a cook	Works for Mr Panwallah
	Now		Future									
	Works in a kitchen		Works in a shop									
	Works as a cook's help		Works as a watchmender/apprentice									
	Does general work/low level work		Does specialist/ intricate work									
Works for a cook	Works for Mr Panwallah											
Accept any valid matching of 'now' and 'future' combinations.												

Question Number	Answer	Mark
29	<p>Award up to 4 marks for answers that show understanding of ways in which this text:</p> <ul style="list-style-type: none"> ▪ sets up expectations about things getting better for Hari/ possibility of change ▪ uses descriptive/ figurative language in the first paragraph to engage the reader ▪ introduces the reader to the characters and setting ▪ introduces Hari's memories/ thoughts of home: heightens pathos ▪ sets up a neat contrast between the two adults - Jagu and Mr Panwallah ▪ has Mr Panwallah using direct speech to make him seem more animated/ enthusiastic ▪ suggests a definite future for Hari. Perhaps he will be able to return home with money/ a profession ▪ shows that the kindness of people matters/ importance of kindness <p>NB In order to be credited, these responses must be securely related to evidence from the text. Do not reward generic responses.</p> <p>Accept other appropriate points providing that they relate to the text.</p> <ul style="list-style-type: none"> • 1 mark for basic feature spotting • 2 marks for a response with description of features but no explanation • 3 marks for a response with a basic attempt at explanation • 4 marks for a fully developed explanation of purpose and ideas 	4

SECTION B

Question Number	Answer	Mark
30	<p>Award 1 mark for two commas correctly placed Award 1 mark for one semi-colon correctly placed. between clauses</p> <p>The new girl was dressed in a smart dress, scuffed shoes, bright blue tights ; it looked very odd.</p>	Up to 2 marks

Question Number	Answer	Mark
31	<p>Award 1 mark for correct underlining of EITHER prepositional phrase.</p> <p>I can help you <u>in the afternoon</u>, but I first need to go <u>to the library</u>.</p> <p>Also accept circling. Do not award if other words are selected.</p>	1

Question Number	Answer	Mark
32	<p>Award 1 mark for the underlining of the relative clause as follows: She admitted to her friend <u>that the jacket she had bought</u> was extremely expensive.</p> <p>Also accept circling.</p> <p>Do not award if other words are selected.</p>	1

Question Number	Answer	Mark
33	<p>Award 1 mark for: This day will never be forgotten (by me).</p> <p>NB Do not penalise errors in spelling or punctuation.</p>	1

Question Number	Answer	Mark
34	Award 1 mark for : misunderstanding The spelling of the word must be correct.	1

Question Number	Answer	Mark
35	Award 1 mark for two prefixes as follows: incorrect disobey	1

Question Number	Answer	Mark			
36	Award 1 mark for correcting each of the errors as follows: <table border="1" style="width: 100%;"> <tr> <td>I don't want any.</td> </tr> <tr> <td>My bike is being repaired this week.</td> </tr> <tr> <td>I could not think of it quickly enough.</td> </tr> </table>	I don't want any .	My bike is being repaired this week.	I could not think of it quickly enough.	Up to 3 marks
I don't want any .					
My bike is being repaired this week.					
I could not think of it quickly enough.					

SECTION C

Indicative content

37

Responses may include:

- why help was needed
- how the friend helped
- how the friendship was affected.

Credit should be given for a wide range of responses

Form, communication and purpose

Level	Marks	Criteria
4	1-3	<ul style="list-style-type: none">• The form of a narrative/description is maintained. Some balance between description and narrative. Some content developed to engage reader.• Viewpoint established and generally maintained.• Some stylistic features used to support purpose.• The piece is organised: paragraphs or sections are logically sequenced although transitions may be awkward.• 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.
5	4-5	<ul style="list-style-type: none">• Content of narrative/description adapted so as to appeal to the reader.• Viewpoint established and controlled.• Some stylistic features add emphasis and interest.• Overall organisation supported by paragraphs or sections. Relationship between paragraphs or sections gives structure to the whole text.• Within paragraphs or sections main ideas are developed with relevant detail or examples. Reference sometimes varied to avoid repetition.
6	6-8	<ul style="list-style-type: none">• Narrative/description well focused on audience and purpose, with some evidence of considered selection and development.• Point of view well controlled, incorporating some other or wider perspective/s.• Stylistic features sometimes ambitious, creating clarity and emphasis.• Overall direction of the text signalled, with a range of features used to control overall structure.• Some range of cohesive devices used within paragraphs/sections, sometimes creating emphasis or effect.
7	9-10	<ul style="list-style-type: none">• Narrative/description well shaped and adapted for purpose, with content purposefully selected to appeal to the reader.• Confident viewpoint, with a range of perspectives well managed• A wide range of stylistic devices, focused intentionally on reader and purpose.• Narrative and description managed and shaped to achieve purpose and effect, with a range of cohesive devices used to position the reader.
8	11-12	<ul style="list-style-type: none">• Piece adeptly adapted for purpose and reader, achieving its intended effect.• Assured viewpoint, skilfully positioned within other perspectives• A wide range of stylistic devices deployed for precise effect in relation to purpose, reader and effect.• Reader adeptly positioned throughout the text, so that the intended effect is achieved. Narrative/description skilfully built up and crafted.

Spelling, punctuation and grammar

Level	Marks	Criteria
4	1	<ul style="list-style-type: none">• Sentences mostly grammatically sound.• Some variety in subordinating connectives.• Adverbials, expanded noun phrases and modals add variety. Tense choice mainly appropriate.• Some variation in subjects of sentences.• Most sentences correctly demarcated. Some commas mark phrases or clauses.• Spelling is usually accurate, including common, polysyllabic words.
5	2-3	<ul style="list-style-type: none">• 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.• Range of punctuation used almost always correctly.• Words with complex regular patterns are usually spelt correctly.
6	4-5	<ul style="list-style-type: none">• 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.• Range of punctuation used to clarify meaning for the reader.• Spelling is generally accurate, including that of irregular words.
7	6-7	<ul style="list-style-type: none">• Sentence structure and detail within the sentence is well controlled and deployed, contributing to the overall development of the text.• A range of punctuation deployed for clarity and effect.• Spelling is correct, including that of complex, irregular words; any errors stand out as untypical or one-off slips.
8	8	<ul style="list-style-type: none">• Wide variety of sentence structures positioned and crafted, achieving emphasis and clarity.• Range of punctuation deployed skilfully to enhance meaning, achieving particular effects.• Spelling correct over the range of vocabulary used, including more complex and difficult words.

